NIEER

The State of Preschool 2018

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education

THE STATE OF PRESCHOOL 2018

STATE PRESCHOOL YEARBOOK

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Table of Contents

Executive Summary 5
National Overview 12
Enrollment 12
Policies Related to Program Quality 13
Resources 18
States on the Move 21

Special Report: Supporting Teachers in State-Funded Preschool 29

What Qualifies as a State Preschool Program? 37

Roadmap to the State Profile Pages 38
Guide to State Profiles 42
Glossary of Abbreviations 43

State Profiles 44
Alabama 45
Alaska 47
Arizona 49
Arkansas 51
California 53
Colorado 57
Connecticut 59
Delaware 64
District of Columbia 66
Florida 68
Georgia 70
Hawaii 72
Idaho 74
Illinois 76
Indiana 78
Iowa 80
Kansas 84
Kentucky 88
Louisiana 90
Maine 95
Maryland 97
Massachusetts 99
Michigan 103
Minnesota 105
Mississippi 109

Missouri 111
Montana 113
Nebraska 115
Nevada 117
New Hampshire 119
New Jersey 121
New Mexico 126
New York 128
North Carolina 130
North Dakota 132
Ohio 134
Oklahoma 136
Oregon 138
Pennsylvania 142
Rhode Island 148
South Carolina 150
South Dakota 152
Tennessee 154
Texas 156
Utah 158
Vermont 160
Virginia 162
Washington 164
West Virginia 166
Wisconsin 168
Wyoming 172
American Samoa 174
Guam 176
Northern Mariana Islands 178
Palau 180
Puerto Rico 182
Virgin Islands 184

Methodology 186

Appendices Table of Contents 189

Footnotes

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Executive Summary

THE CHANGING LANDSCAPE OF STATE-FUNDED PRESCHOOL

The State of Preschool 2018 is the 16th edition of NIEER's annual report tracking state-funded preschool access, resources, and quality. Since 2002, the preschool landscape has changed in many ways; and in others, it has remained the same – highlighting the need for a renewed commitment to progress.

Since 2002 when NIEER began tracking preschool enrollment, states have added more than 882,000 seats in state-funded preschool, mostly for four-year-olds. Progress has been uneven both across states and over time. The annual change in the number of children served in state-funded preschool has varied from an increase of nearly 140,000 children between 2004-2005 and 2005-2006—a nearly 18% jump—to a decrease between 2011-2012 and 2012-2013.

Figure 1 shows how the annual change in the number of 3- and 4-year-olds served in state-funded preschool has evolved over the last 16 years. For the most part, preschool enrollment grew steadily up until the Great Recession. Beginning in 2008, annual increases shrink, hitting a low point in 2012 when the number of children enrolled decreased. The recovery in state pre-K growth has been anemic from 2013 to the present, with average annual increases below the pre-recession level.

At the current pace, it would take states nearly 20 years to serve just half of all 4-year-olds in preschool. And with the sun-setting of federal PDG support, some states may struggle to even sustain current levels of enrollment. It would take nearly a century to reach the 50% mark for 3-year-olds at the current pace. As federal support for preschool wanes, states need to renew their commitment to high-quality preschool or risk leaving too many children behind. In many places, cities have stepped up to the challenge of going beyond what states provide and have emerged as leaders—examples include New York City, Austin, Boston, Philadelphia, Seattle, San Antonio, Denver, Columbus, Cleveland, Cincinnati, and San Francisco.

Over the last decade, in addition to expanding access to state-funded preschool, many states have made concerted efforts to increase enrollment in school-day or longer programs. This shift to a longer program duration supports children's development as long as quality is high and better accommodates the needs of working parents. Not all states are able to report enrollment of children by operating schedule, but among those that can, there has been a trend toward more children in longer program days.

FIGURE 1. ANNUAL CHANGE IN THE NUMBER OF 3- AND 4-YEAR-OLDS SERVED IN STATE-FUNDED PRESCHOOL

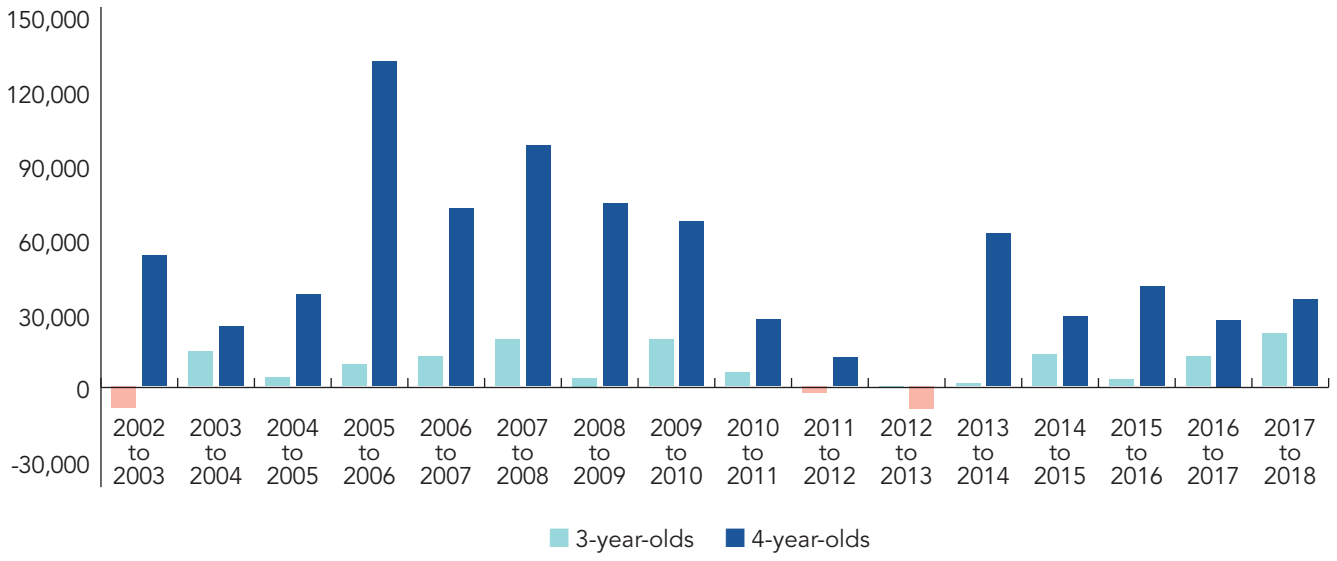
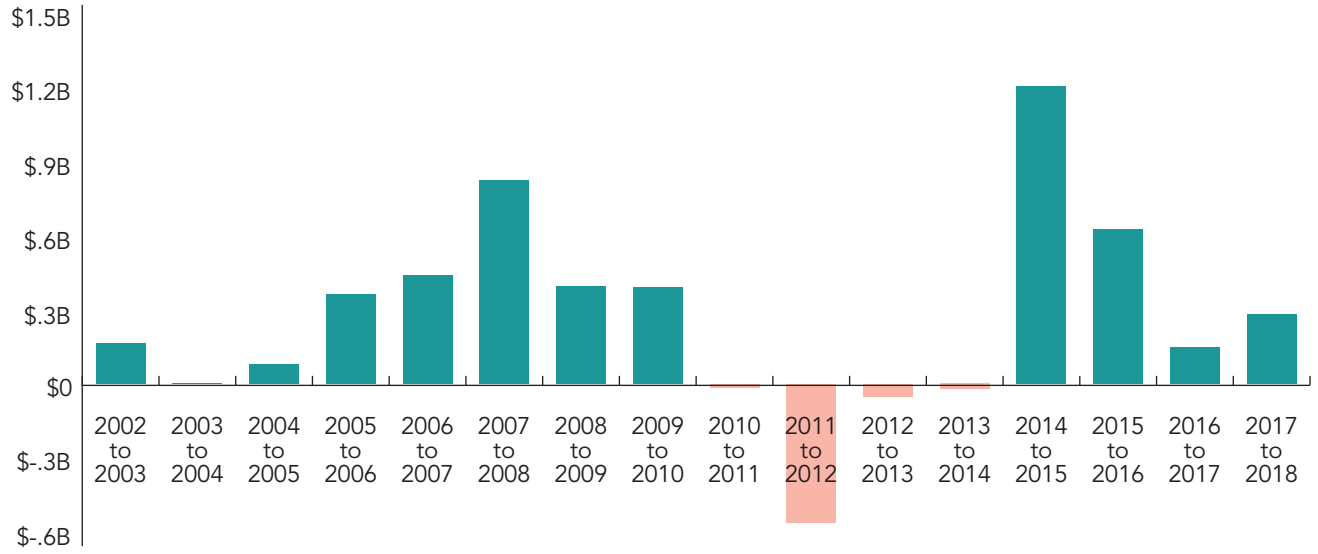


FIGURE 2. ANNUAL CHANGE IN THE TOTAL STATE SPENDING ON PRESCHOOL (IN 2018 DOLLARS, BILLIONS OF DOLLARS)



The annual (inflation-adjusted) change in total state spending on preschool also varied greatly over the last 16 years and followed a similar pattern to enrollment (see Figure 2). Prior to the Great Recession, the annual average increase grew larger each year. From 2010-2011 to 2013-2014, state preschool spending bottomed out, decreasing by nearly $600 million dollars in the worst year. Spending rebounded in 2014, with the largest single year increase of $1.2 billion, but the rate of increase has fallen sharply since. Last year's increase was just a quarter of the size of the largest increase. This pattern of spending changes is reflected in enrollment. However, spending levels also relate to length of day and quality standards. Some states have made progress on all of these dimensions, while others have not. Unless state spending begins to grow faster, it will not be possible for states to make much progress in access, quality, or the provision of longer days.

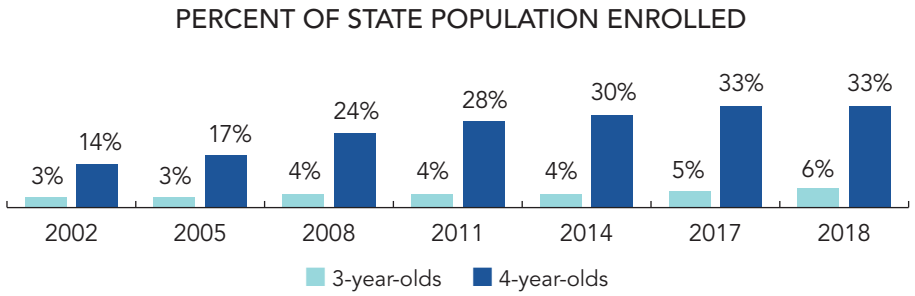
WHAT'S NEW?

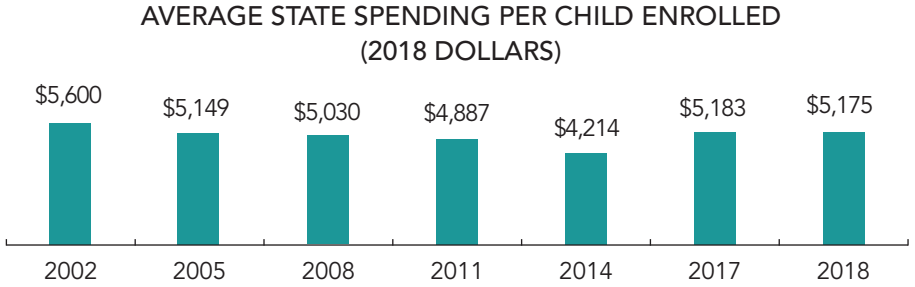
Resources

- Total state funding for preschool programs was more than $8.15 billion across the 44 states and D.C.* that offered preschool during the 2017-2018 school year. State funding surpassed $8 billion for the first time after an inflation-adjusted increase of $286 million (or 3.6%) over 2016-2017. This increase was nearly double last year's increase in state funding.
- Average state funding per child was $5,175 in 2017-2018. Although there was a small increase ($168) in nominal spending per child, spending per child decreased by $8 after adjusting for inflation.
- Eight states reported an increase in total state preschool spending (inflation-adjusted) of more than $10 million. Four states increased their inflation-adjusted preschool spending by more than 50%.
- Sixteen states increased spending per child (inflation-adjusted), including three states that increased this by more than $1,000 per child.
- In 18 states 2014 competitive federal Preschool Development Grants (PDG) provided almost $244 million in 2017-2018. Approximately $102 million of the federal PDG supported increased enrollment or quality enhancements in state preschool, while the remaining funds supported children in other preschool programs.

Enrollment

- States enrolled almost 1.58 million children in state-funded preschool, including more than 1.3 million 4-year-olds—one-third of all 4-year-olds in the country. Enrollment of 3-year-olds was just more than 227,000, or nearly 5.7% of 3-year-olds.
- Nearly 56,000 4-year-old children enrolled in state-funded preschool were supported either entirely or partially by federal PDG, an increase of about 7,300 from last year.
- Enrollment in state-funded preschool nationwide increased by only 33,827 4-year-olds and 21,292 3-year-olds from 2016-2017. Though small, these are larger than last year's increases. Much of the increase in 4-year-olds enrolled can be attributed to additional seats funded by federal PDG.
- Eighteen states decreased enrollment of 3- and 4-year-olds, including Indiana which did not lower enrollment but changed the rules for program eligibility so that it no longer met the definition of state-funded preschool used in this report. On the flip side, 13 states increased enrollment of 3- and 4-year-olds by more than 1,000.
- Ten states served nearly 50% or more of 4-year-olds in their states. Four states served more than 70%. D.C. and Vermont are the only two states to serve more than 50% of 3-year-olds.
- Across all public programs—preschool general and special education plus federal and state-funded Head Start—44% of 4-year-olds and 16% of 3-year-olds were served. Since NIEER began tracking enrollment in 2002, enrollment of 4-year-olds across these programs has increased by 13.5 percentage points, and enrollment of 3-year-olds has increased by only 2.8 percentage points.





*Consistent with U.S. government statistical reporting practices, the District of Columbia will be referred to as a "state" throughout this report. Hence, we report 45 "states" providing state-funded preschool.

Quality

- For the third year, NIEER assessed state preschool policies using an updated set of minimum quality standards benchmarks focusing on process quality and reflecting recent research on effective early childhood education. This year we report only on these new quality standards benchmarks.
- Alabama, Michigan, and Rhode Island were the only three states to meet all 10 of NIEER's benchmarks for minimum state preschool quality standards. Alabama and Rhode Island expanded access while leading on quality; Michigan expanded access to school-day services.
- As a result of policy changes, Tennessee met two additional quality standards benchmarks—Early Learning and Development Standards (ELDS) and Curriculum supports, Connecticut CDCC met one additional quality standards benchmark—ELDS, and Oklahoma met one additional quality standards benchmark—staff professional development. Two programs also met fewer quality standards benchmarks this year due to policy changes—Alaska and the Kansas Preschool Pilot Program.
- Twelve programs met fewer than half of the quality standards benchmarks, including states with the largest numbers of children in state-funded preschool, and largest numbers of children in poverty.

Important Developments

- Montana and North Dakota each offered a state-funded preschool program included in this report for the first time in 2017-2018. Montana enrolled 306 children (2% of 4-year-olds) and met six quality standards benchmarks. North Dakota enrolled 965 4-year-olds (9%) and met just two quality standards benchmarks.
- Indiana's On My Way Pre-K Program no longer meets the definition of a state-funded preschool program used in this report due to changes that link program eligibility to parent work status. However, in 2017-2018, On My Way Pre-K served 2,423 children.
- For the second time, NIEER included a supplemental survey about preschool policies to support the preschool workforce, particularly around compensation parity with K–3.
- Only four states, Hawaii, New Jersey, Oklahoma, and Rhode Island, require all preschool teachers to have a bachelor's degree and teaching certification, while also requiring salary parity between preschool and K–3 teachers.
- All but one state has specific in-service professional development requirements for preschool teachers, but in many states requirements differ for preschool teachers in public schools and nonpublic settings. And, many fewer programs have policies requiring equivalent paid professional development time between preschool teachers and K-3 teachers.
- Eighteen states used federal funding from the 2014 PDG to support enrollment of low-income 4-year-olds in high-quality preschool. Almost $244 million was used to support 55,925 high-needs four-year-olds and to raise pre-K quality. About 42% of that funding was used to support more than 35,000 four-year-olds enrolled in state-funded preschool programs. While the PDG has contributed to the progress in enrollment of 4-year-olds over the past several years, for many states, this is the last year of their federal PDG funding. Eight states reported plans to sustain the PDG-level of funding and enrollment using other means, and another nine reported they were working on a plan. This reduction in federal funding presents a challenge for maintaining and expanding access to quality pre-K.
- In December 2018, 47 states and 2 territories were awarded federal Preschool Development Grant Birth through Five (PDG B–5) awards. Unlike the 2014 PDG, the PDG B-5 is a planning grant to improve state early childhood systems, and funding may not be used to support enrollment. One-year PDG B-5 awards ranged from $538,000 to $10.6 million.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resources Rank Based on State Spending	Resources Rank Based on All Reported Spending	**Quality Standards Checklist Sum (Maximum of 10)**
Alabama	25	None served	21	19	10
Alaska*	42	None served	3	4	3
Arizona	41	21	28	37	3
Arkansas	17	5	19	8	8
California	14	8	8	17	4.3
Colorado	28	11	39	36	5
Connecticut*	21	10	9	5	5
Delaware	38	20	10	21	7
District of Columbia	1	1	1	1	3
Florida	2	None served	41	43	2
Georgia	8	None served	27	35	8
Hawaii	45	None served	11	23	7
Illinois	26	3	24	32	8
Iowa	7	19	37	40	7.9
Kansas	15	None served	44	44	4
Kentucky	23	9	26	12	7
Louisiana	20	None served	22	33	8
Maine	12	None served	36	22	9
Maryland	13	15	31	13	7
Massachusetts	22	6	40	42	6.2
Michigan	18	None served	14	26	10
Minnesota*	35	24	16	20	5.5
Mississippi	40	None served	42	31	9
Missouri	43	25	25	34	8
Montana	44	30	6	11	6
Nebraska	16	7	43	24	8
Nevada	39	27	29	18	6
New Jersey	24	4	2	2	8
New Mexico	19	18	17	30	9
New York	9	22	13	25	7
North Carolina	27	None served	20	10	8
North Dakota	36	None served	45	45	2
Ohio	33	23	30	38	5
Oklahoma	4	None served	34	14	9
Oregon*	32	13	4	6	7.5
Pennsylvania*	31	14	7	16	7
Rhode Island	34	None served	18	3	10
South Carolina	11	29	38	41	7
Tennessee	29	28	23	29	7
Texas	10	12	35	39	4
Vermont	3	2	12	15	7
Virginia	30	None served	33	27	6
Washington	37	16	5	9	8
West Virginia	6	17	15	7	9
Wisconsin*	5	26	32	28	3.1
Idaho	No program	No program	No program	No program	
Indiana	No program	No program	No program	No program	
New Hampshire	No program	No program	No program	No program	
South Dakota	No program	No program	No program	No program	
Utah	No program	No program	No program	No program	
Wyoming	No program	No program	No program	No program	

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

NATIONAL ACCESS

Total state pre-K enrollment, all ages ..... 1,577,761[1]

State-funded preschool programs ..... 61 programs in 44 states and D.C.[1]

Income requirement ..... 32 state programs have an income requirement

Minimum hours of operation ..... 30 part-day; 11 school-day; 6 extended-day; 14 determined locally[2]

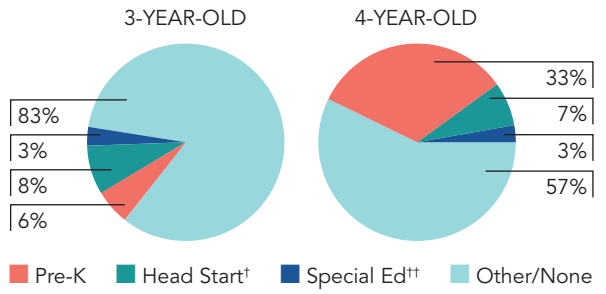
Operating schedule ..... 1 full calendar year; 42 school/academic year; 18 determined locally

Special education enrollment, ages 3 and 4 462,383

Federally funded Head Start enrollment, ages 3 and 4 ..... 687,535[3]

State-funded Head Start enrollment, ages 3 and 4 ..... 18,580[4]

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 61 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARK
Early learning & development standards	**Comprehensive, aligned, supported, culturally sensitive**	**57**
Curriculum supports	**Approval process & supports**	**55**
Teacher degree	**BA**	**36**
Teacher specialized training	**Specializing in pre-K**	**50**
Assistant teacher degree	**CDA or equivalent**	**17**
Staff professional development	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	**9**
Maximum class size	**20 or lower**	**46**
Staff-child ratio	**1:10 or better**	**49**
Screening & referral	**Vision, hearing & health screenings; & referral**	**42**
Continuous quality improvement system	**Structured classroom observations; data used for program improvement**	**35**

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

NATIONAL RESOURCES

Total state pre-K spending ..... $8,157,721,430[5]

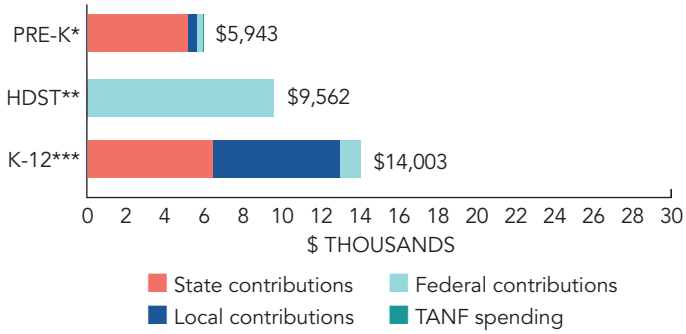
Local match required? ..... 14 state programs require a local match

State Head Start spending ..... $180,244,924[6]

State spending per child enrolled ..... $5,175[5]

All reported spending per child enrolled* $5,943

SPENDING PER CHILD ENROLLED



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

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

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

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

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

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

[4] This figure is based on the Head Start enrollment supported by state match as reported by ACF and additional information from surveys of state supplemental Head Start programs. This figure includes 15,425 children who attended programs that were considered to be state-funded preschool programs and are also included in the state-funded preschool enrollment total.

[5] This figure included federal TANF funds directed toward preschool at states' discretion.

[6] This figure includes $146,128,634 also included in the total state pre-K spending.

National Overview

ENROLLMENT: SLOW TO NO GROWTH

State-funded preschool served 1,577,761 children during the 2017-2018 school year. The vast majority—85% or 1,338,127 children—were 4-year-olds, as state-funded preschool continues to be a program predominantly for 4-year-old children. Table 2 reports the number and percentage of the population of 3- and 4-year-olds enrolled by state, and nationally. Nationwide, 33% of 4-year-olds and 5.7% of 3-year-olds were enrolled in state-funded preschool in 2017-2018.

Despite the overall lackluster picture, there was some good news last year. Montana and North Dakota began state-funded preschool programs, moving off of the "No program" list. Massachusetts' Chapter 70 program is included in the report for the first time, and has a substantial enrollment, though their Inclusive Preschool Learning Environment Grant is being phased out and is no longer included in the report. Guam continued to offer pre-K, the only U.S. territory to fund a preschool program.

Total enrollment in state-funded preschool increased slowly once again. States added only 21,292 three-year-olds and 33,827 four-year-olds over the prior year totals. These small increases amount to only half a percentage point for 3-year-olds and less than a percentage point for 4-year-olds. Although these increases were larger than last year, the difference is small, and there has been little progress towards increased enrollment for several years. Additionally, some of the increase in enrollment of 4-year-olds can be attributed to the federal PDG program, funding for which runs out soon, and not all states have made plans to sustain the funding and enrollment from this program. Thirteen states added more than 1,000 3- and 4-year-olds, including Massachusetts where an additional 24,000 children were enrolled due to inclusion of their Chapter 70 program in the report for the first time. Unfortunately, five states decreased enrollment by more than 1,000 three- and four-year-olds (Michigan, New Jersey, New Mexico, New York, and Wisconsin). Table 3 reports the changes in the number and percent of children served from the first year NIEER started tracking state preschool enrollment (2001-2002) and from last year (2016-2017).

FIGURE 3: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRESCHOOL VARIES WIDELY

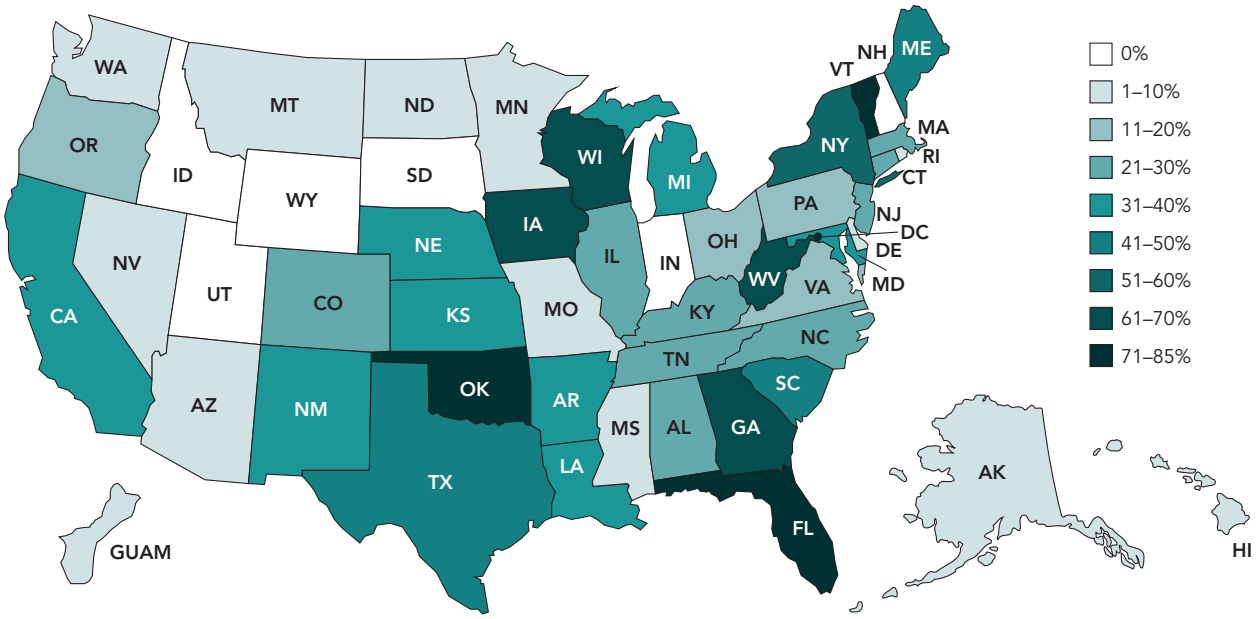
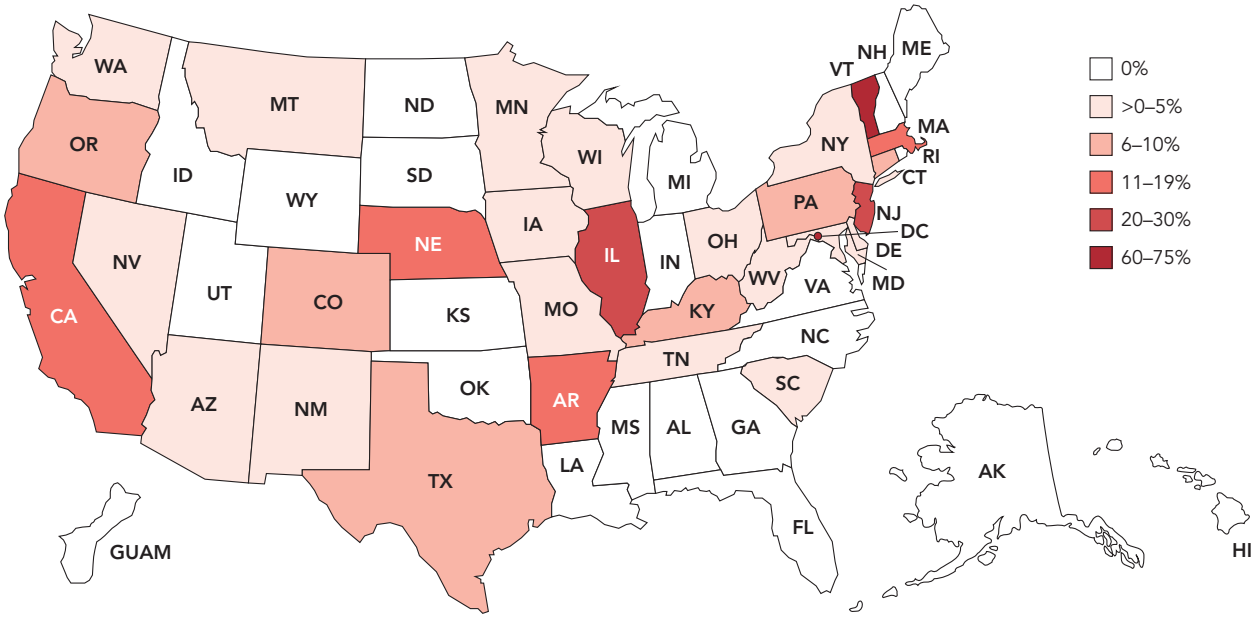


FIGURE 4: PERCENT OF 3-YEAR-OLDS SERVED IN STATE PRESCHOOL LOW IN MOST STATES



Enrollment varies greatly by state. The District of Columbia ranks first in access for both 3- and 4-year-olds, serving 73% of 3-year-olds and 85% of 4-year-olds. Three other states (Florida, Vermont, and Oklahoma) served more than 70% of 4-year-olds. And another six states served about half of all the state's 4-year-olds (Wisconsin, West Virginia, Iowa, Georgia, New York, and Texas). Conversely, 11 states enrolled less than 10% of 4-year-olds (Minnesota, North Dakota, Washington, Delaware, Nevada, Mississippi, Arizona, Alaska, Missouri, Montana, and Hawaii). Several of these states have demonstrated little progress in increasing enrollment, but others are new to providing preschool and North Dakota did reach 9% of 4-year-olds during its first year of program operation. Six states did not operate a preschool program in 2017-2018 that met the definition of a state-funded preschool program used in this report. Figure 3 displays a map of the percent of 4-year-olds enrolled in state-funded preschool in each state.

Enrollment of 3-year-olds in state-funded preschool continues to lag far behind and grow very slowly, increasing from 2.7% in 2001-2002 to only 5.7% in 2017-2018. Only 30 states fund enrollment of 3-year-olds in state-funded preschool but a few others allow 3-year-olds to be served in state-funded preschool classrooms supported by other sources of funding. D.C. and Vermont are exceptional in serving more than half of their 3-year-olds. Illinois, New Jersey, and Arkansas follow, serving close to or more than one-fifth of 3-year-olds. Figure 4 displays a map of the percent of 3-year-olds enrolled in state-funded preschool in each state.

STATE PRESCHOOL POLICIES RELATED TO PROGRAM QUALITY: IN NEED OF IMPROVEMENT

A primary goal of state-funded preschool education is to support the learning and development of young children as a means of improving the quality of their lives now and in the future. Research finds that preschool programs can accomplish this goal, but that doing so at scale has proven difficult.[1] Only high-quality preschool programs can be expected to produce large and lasting gains in outcomes such as achievement, educational attainment, personal and social behavior (e.g., reductions in crime), and adult health and economic productivity.[2]

NIEER has developed a rating system for 10 preschool policy standards related to quality to help guide policymakers seeking to enhance and support high quality. To do this, we employed a process that business and government commonly use to design for success: "benchmarking" against acknowledged leaders. Benchmarking identifies common features of highly successful organizations as well as what differentiates them from the rest.

We began by identifying preschool programs that research has found to produce large, broad, and lasting improvements in children's learning and development.[3] Not surprisingly, the quality of a child's experiences in the classroom is a key to success. Public policies cannot directly control quality, but they can specify program features and state operations that support classroom quality. We identified 10 key features common to highly effective programs that can be determined by policy, and set "benchmarks" for policies related to those features.

Since NIEER first developed the benchmarks, both policies and research on program effectiveness have advanced. As the Yearbook has documented, most states have strengthened their preschool policies. All or nearly all states now meet several of the original benchmarks. In addition, the field has learned more about how program features contribute to quality and effectiveness at scale.[4] Based on progress and a review of the new evidence, we revised our benchmarks for state policy. The revised benchmarks place less emphasis on structural quality and monitoring, and more emphasis on a coherent system of continuous improvement for process quality. We believe these revisions are a shift in favor of policies better able to shape classroom experiences in ways that can strongly enhance learning and development.

The benchmarks provide a coherent set of *minimum* policies to support meaningful, persistent gains in learning and development that can enhance later educational and adult life achievement. Programs supported by these policies will be more likely to achieve their goals. However, the benchmarks cannot guarantee success, which depends on other factors including adequate funding and strong implementation of both policy and practice. Even the best policies can be undermined by lack of funding or inattention to full implementation.

Below, we explain each benchmark, along with the evidence and reasoning behind it. We hope this will increase understanding of the benchmarks and why they matter.

Benchmark 1. Early Learning and Development Standards (ELDS). A state's ELDS specify a program's goals. Clear and appropriate expectations for learning and development across multiple domains are an essential starting place for quality.[5] States should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel[6]—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. Neglecting any of these development domains could weaken both short- and long-term effectiveness.[7]

To meet the benchmark, ELDS should be specific to preschool-aged children and vertically aligned with state standards for younger and older children so that children's experiences at each stage build on what has gone before.[8] ELDS also should be aligned with any required child assessments, and sensitive to children's diverse cultural and language backgrounds.[9] Finally, the state must provide some support for those charged with implementing the ELDS so they understand them, such as professional development and additional resources.

Benchmark 2. Curriculum supports. A strong curriculum that is well-implemented increases support for learning and development broadly, and includes specificity regarding key domains of language, literacy, mathematics, and social-emotional development.[10] To meet the benchmark for curriculum support, states must provide (a) guidance or an approval process for selecting curricula, and (b) training or ongoing technical assistance to facilitate adequate implementation of the curriculum.

Benchmark 3. Teacher degree. To meet the benchmark, state policy must require lead teachers in every classroom to have at least a bachelor's degree. This follows recommendations from multiple studies by the Institute of Medicine (IOM) and National Research Council (NRC) of the National Academy of Science recommending that preschool teachers have a BA with specialized knowledge and training in early childhood education.[11] Their conclusions are supported by an analysis of what teachers are expected to know and do in order to be highly effective. Also, a comprehensive review finds that teachers with higher educational levels generally provide higher quality educational environments for young children.[12]

Much of the research has approached the question of teacher degree requirements incorrectly by assuming that teacher qualifications and other program features act independently, are unconstrained by regulation, and are independent of unmeasured contexts that affect outcomes.[13] When multiple program features are interdependent, benchmarking is a more appropriate approach for identifying the features associated with success.[14] We found no examples of programs that have produced large persistent gains in achievement without well-qualified teachers.

It also follows that teacher qualifications should not be expected to have an effect in isolation. Compensation must be adequate to attract and retain strong teachers, regardless of qualifications requirements.[15] We have not made this part of the benchmark due to the difficulty of ascertaining exactly what "adequate compensation" is for each state—but that does not lessen its importance. Compensation is the focus of a supplemental section in this report.

Benchmark 4. Teacher specialized training. IOM/NRC reports have also emphasized that preschool lead teachers should have specialized preparation that includes knowledge of learning, development, and pedagogy specific to preschool-age children.[16] To meet the benchmark, policy must require specialized training in early childhood education and/or child development. We recognize that early childhood teacher preparation programs are variable. States may wish to consider supports to improve programs offered by their state institutions of higher education and alignment with the state ELDS.[17]

Benchmark 5. Assistant teacher degree. All members of a teaching team benefit from preservice preparation. The Child Development Associate (CDA) was developed as the entry-level qualification for the field.[18] Other certifications or coursework can provide similar preparation. There has been limited research specific to the qualifications of assistant teachers, but evidence indicates that assistant teacher qualifications are associated with teaching quality. To meet the benchmark, policy must require that assistant teachers hold a CDA or have equivalent preparation.

Benchmark 6. Staff professional development. To meet this benchmark both teachers and assistant teachers must be required to have at least 15 hours of annual in-service training. In addition, some professional development must be provided through coaching or similar ongoing classroom-embedded support. Lead and assistant teachers are also required to have annual written individualized professional development plans. Research indicates regular professional learning, including coaching, supports teaching practices related to high-quality experiences for children.[19] Individualized professional development focused on helping teachers improve in their own classrooms has been found more effective than traditional workshops and general professional development.[20] Good teachers actively engage in learning and regular professional development, and there is some evidence for a 15-hour threshold.[21]

Benchmarks 7 and 8. Maximum class size (20) and staff-child ratio (1:10). These two benchmarks are addressed together as they are highly linked in policy and practice. To meet benchmark 7, class size should be limited to at most 20 children. To meet benchmark 8, classes should be permitted to have no more than 10 children per classroom teaching staff member. Small class size and corresponding teacher-child ratios characterize the most effective programs, even though many studies find weak or no association between these features and effectiveness.[22] Yet, it seems clear that smaller classes and fewer children per teacher enable teachers to interact with each child more frequently, to work with smaller groups, and offer each child more individualized attention, which results in better outcomes. The smaller the class, the easier it is for a teacher to develop a good understanding of each child's interests, needs, and capabilities.

What may be the best designed large-scale randomized trial of class size for young children to date found substantive and lasting impacts on achievement and educational success for smaller class sizes in kindergarten.[23] Subsequent efforts to reproduce these results through policy changes elsewhere have been far less successful. Again, we note that key policies regarding program features are not independent of other policies, context, and implementation.

A staff-child ratio of 1:10 is lower than in programs found to have the largest persistent effects, but it is generally accepted by professional opinion. A recent meta-analysis suggests an even lower threshold, below 1 to 7.5 (class size of 15), would be better, and that finding is consistent with experimental evidence for kindergarten.[24] On the other hand, at least one program has produced large short-term gains with a maximum class size of 22 and 1:11 staff to child ratio, just outside the benchmarks.[25]

Benchmark 9. Screenings and referrals. To meet the benchmark, policies should require that preschool programs ensure children receive vision, hearing, and other health screenings and referrals.[26] This benchmark recognizes that children's overall well-being and educational success involve not only cognitive development but also physical and mental health.[27]

Benchmark 10. Continuous Quality Improvement System (CQIS). An effective CQIS operates at local and state levels to ensure that information is gathered regularly on processes and outcomes, and that this information is used to guide program improvement. To meet this benchmark, policy must at a minimum require that (1) data on classroom quality is systematically collected at least annually, and (2) local programs and the state both use information from the CQIS to help improve policy or practice. The use of a cycle of planning, observation, and feedback has characterized highly effective programs.[28]

The State of Preschool 2018 reports on 10 quality standards benchmarks that are viewed as minimums for effective preschool education. These are briefly described in Figure 5 which also outlines how the current quality standards benchmarks differ from those used prior to 2016. Table 5 summarizes the quality standards benchmarks met by each program.

FIGURE 5: CURRENT AND FORMER QUALITY STANDARDS BENCHMARKS

CURRENT STANDARD	CHANGE	FORMER STANDARD
Comprehensive Early Learning and Development Standards that are horizontally and vertically aligned, supported, and culturally sensitive	Enhanced	Comprehensive Early Learning Standards
Supports for Curriculum Implementation	New	None
Lead Teacher Degree (BA)	No change	Lead Teacher Degree (BA)
Lead Teacher Specialized Training in ECE/CD	No change	Lead Teacher Specialized Training in ECE/CD
Assistant Teacher Degree (CDA)	No change	Assistant Teacher Degree (CDA)
15 hours/year of professional development, annual individualized plans professional development plans, and coaching for lead and assistant teachers	Enhanced	Teacher-in-Service (15 hours/year)
Maximum Class Size (20)	No change	Maximum Class Size (20)
Staff-Child Ratio (1:10)	No change	Staff-Child Ratio (1:10)
Screenings & Referrals	Slight Change	Screenings & Referrals & 1 Support Service
None	Discontinued	Meals (At least 1)
Continuous Quality Improvement System	Enhanced	Monitoring (Site Visits at least once every five years)

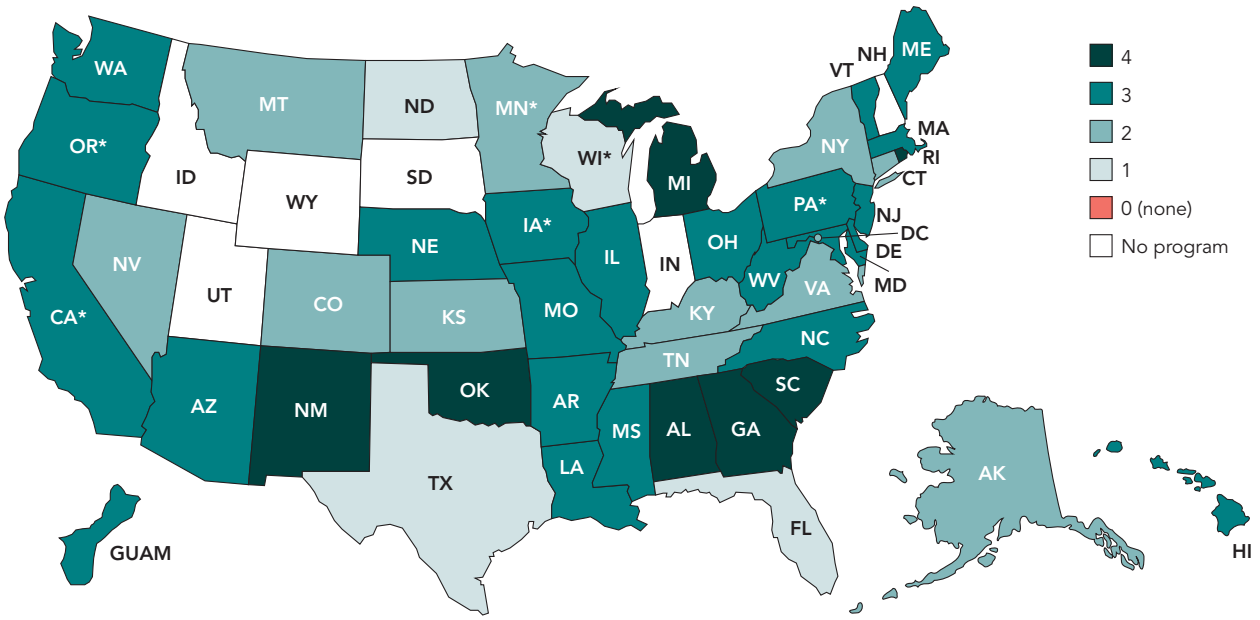
Alabama, Michigan, and Rhode Island met all ten of NIEER's quality standards benchmarks. Six other programs met nine benchmarks (Louisiana NSECD, Maine, Mississippi, New Mexico, Oklahoma, and West Virginia). Twelve programs met less than half of the quality standards benchmarks: Kansas' two programs, Pennsylvania RTL, and Texas met four; Alaska, Arizona, District of Columbia, Pennsylvania K4/SBPK, and Wisconsin 4K met three; and California TK, Florida, and North Dakota met two. The District of Columbia falls short because charter schools serving a substantial part of the population (more than 50%) are not required to meet the district's preschool standards.

Progress on policies to support quality practices was minimal. Only three states enacted new policies that led to meeting additional NIEER quality standards benchmarks in 2017-2018. Tennessee met two additional benchmarks: Early Learning and Development Standards (ELDS) and Curriculum Supports. Connecticut CDCC also newly met the ELDS benchmark. Oklahoma passed a new law that resulted in the state meeting the staff professional development benchmark for the first time. A few programs moved in the wrong direction, changing policies that resulted in meeting fewer quality standards benchmarks.

Looking at the four benchmarks that focus on process quality (ELDS, Curriculum Supports, Professional Development, and CQIS), only seven programs met all four (Alabama, Georgia, Michigan, New Mexico, Oklahoma, Rhode Island, and South Carolina). For the first time, there were no programs that did not meet any of these benchmarks. However, eight only met one. Figure 6 displays the number of these four benchmarks met by each state.

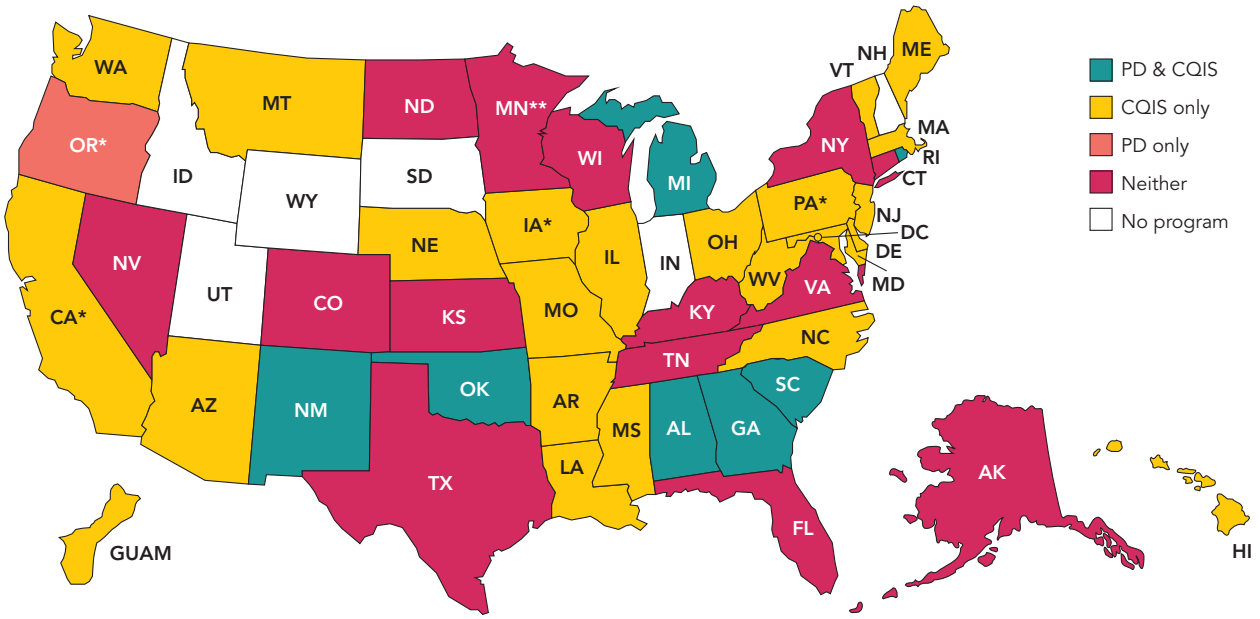
The Professional Development benchmark was met by the fewest programs: only nine (Alabama, Georgia, Michigan, Minnesota Head Start, New Mexico, Oklahoma, Oregon Head Start, Rhode Island, and South Carolina). Thirty-five states met the CQIS benchmark. Figure 7 shows which states met the Professional Development and CQIS benchmarks in 2017-2018.

FIGURE 6: ONLY SEVEN STATES MEET ALL FOUR PROCESS-QUALITY FOCUSED QUALITY STANDARDS BENCHMARKS



* These multi-program states have programs with different quality standards. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.

FIGURE 7: ONLY SEVEN STATES MEET BOTH THE PROFESSIONAL DEVELOPMENT (PD) AND CONTINUOUS QUALITY IMPROVEMENT SYSTEM (CQIS) QUALITY STANDARDS BENCHMARKS



* These multi-program states have programs with different quality standards regarding PD and CQIS. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.

** Minnesota's smaller program meets the PD benchmark, but not CQIS.

RESOURCES: CAN'T KEEP UP

In 2017-2018, 44 states and the District of Columbia spent more than $8.15 billion on preschool, topping the $8 billion mark for the first time. California alone spent more than $1.85 billion, which is over $1 billion more than Texas, which had the next largest investment in state-funded preschool. California's spending on its two programs amounts to nearly one-quarter of all state funding for preschool in the nation. Total state funding for preschool rose by $286 million, adjusted for inflation, a 3.6% increase in spending from 2016-2017. This increase is about 50% larger than last year's 2% increase. Table 6 reports state spending per child and in total, as well as changes in spending from the previous year.

State spending per child was $5,175. Though this is a nominal increase of $168 over last year, it is an $8 decrease when adjusting for inflation, continuing last year's downward trend in real spending. The inflation-adjusted decrease in state spending per child also suggests that states tend to prioritize enrollment expansion over quality.

State spending per child varied widely across the states, with the gap between the highest and lowest even larger than last year. At the high end, the District of Columbia spent $17,545 per child. New Jersey and Alaska also spent more than $10,000 per child. At the low end, North Dakota (in its first year of operation) spent only $777 per child. Nebraska and Kansas also spent less than $2,000 per child and five other states spent less than $3,000 per child (Mississippi, Florida, Massachusetts, Colorado, and South Carolina). This is many times more unequal than state spending on K–12 education.

Many states (including some of those with the lowest state spending per child), rely on federal and local sources to provide additional funds for their preschool programs. As stated above, 2014 federal PDG dollars helped support preschool in 18 states, contributing a total of almost $244 million, including $102 million that supported either new or enhanced seats in state-funded preschool. As this federal grant is ending in 2019, states need to plan to sustain funding through other means in order to continue serving the same number of children.

Some states provide for local education agencies to share preschool costs through a funding formula, as they do for K–12 education—and these states are more likely to provide salary parity for preschool teachers. Funding from all sources is a better indicator of the total resources available to support preschool (though not a better indicator of a state's financial commitment). Unfortunately, not all states can fully, or even partially, report spending on their programs from local and/or federal sources. As a result, the "all-reported" spending per child numbers in Table 6 underestimate total spending by an unknown amount, and meaningful comparisons across states are limited by differences in reporting.

Local and federal funds added more than $1.2 billion to state preschool during the 2017-2018 school year, including approximately $102 million, or 8%, from the 2014 federal PDG. Spending from all reported sources totaled more than $9.3 billion in 2017-2018, an all time high. All-reported funding increased by almost $380 million since the previous year, adjusted for inflation. Non-state funds reported include $504 million in required local funds, almost $245 million in non-required local funds, and $461 million in non-TANF federal funds (including 2014 PDG). All reported spending per child was $5,943, an inflation-adjusted increase of $28 from 2016-2017. Reported local and federal spending added more than $5,000 in Nebraska and Rhode Island and more than doubled the funding per child in Maryland, Oklahoma, Maine, Mississippi, and Nebraska.

FEDERAL PRESCHOOL DEVELOPMENT GRANTS (PDG)

Preschool Development Grants were competitive federal grants awarded to 18 states to (1) build the state's capacity to provide high-quality preschool or (2) to expand access to high-quality preschool for high-need communities. The PDG program was part of the Preschool for All initiative jointly administered by the Department of Education and the Department of Health and Human Services (HHS). In December 2014, 18 states were awarded federal PDG grants. These states received four years of funding and 2017-2018 was the third full school year during which PDG funding was utilized by states. The recent Every Student Succeeds Act moved PDG administration solely to HHS, and the purpose of PDG Birth through Five grants is to support planning rather than jointly fund direct services for children.

In 2017-2018, states used almost $244 million in federal PDG funding. In some states, all PDG funding was used to create new seats in state-funded preschool and/or enhance the quality of (including extending the length of the day) existing state-funded preschool seats. In other states, PDG funding supported enrollment of children in preschool programs outside of state-funded preschool, or in a combination of state preschool and other programs. PDG-funded seats were required to meet 12 quality standards including the provision of a full school day. Many of the required PDG standards align with NIEER's quality standards benchmarks.

In 2017-2018, 42% of PDG funding (approximately $102 million) was used to serve children in state-funded preschool (either through the creation of new seats or enhancing the quality of existing seats). We estimate that federal PDG supported almost 56,000 children in 2017-2018 through either new seats or quality enhancements. Approximately 35,000 of these children were served in state preschool programs. Figure 8 describes PDG funding and the enrollment it supported in each of the 18 states receiving federal PDG grants.

PDG is an example of an effective federal-state partnership that has helped states provide high-quality preschool to more children. Rhode Island and Alabama are two states that used PDG funding to substantially increase enrollment of 4-year-olds while maintaining high quality. And, using PDG funding, Nevada served 90% of children enrolled in state-funded preschool in school-day programs, up from just 40% the previous year. Yet PDG enrollment is set to sunset soon—the 2018-2019 school year is the last year it will support preschool enrollment, and it has not been renewed by the federal government. Of the 18 states with PDG funding, eight reported that they have a plan to sustain PDG funding using state or other sources; nine reported that they are working on a plan, and one reported that they did not have a plan. It remains to be seen how the loss of federal PDG funding will affect access to high quality preschool for children in low-income families.

FIGURE 8: FEDERAL PRESCHOOL DEVELOPMENT GRANT (PDG) ENROLLMENT AND SPENDING

	PDG-SUPPORTED ENROLLMENT					PDG SPENDING		
STATE	Total	Total new seats	Total enhanced seats	New seats in state pre-K	Enhanced seats in state pre-K	Total	Included in state preschool spending*	Plans to sustain funding?
Alabama	15,240	3,954	11,286	3,954	11,286	$18,723,405	$18,723,405	Yes
Arizona	2,872	2,872	0	0	0	$20,000,000	$0	In progress
Arkansas	2,872	1,363	1,509	0	1,509	$15,327,377	$3,758,389	In progress
Connecticut	740	439	301	0	301	$5,262,798	$2,778,620	In progress
Hawaii	259	259	0	0	0	$5,783,584	$0	Yes
Illinois	4,915	2,745	2,170	0	41	$20,986,434	$214,184	Yes
Louisiana	4,907	1,800	3,107	0	0	$9,558,060	$0	In progress
Maine	504	32	472	32	472	$4,069,851	$4,069,851	Yes
Maryland	4,272	1,571	2,701	1,571	2,701	$13,190,793	$13,190,793	Yes
Massachusetts	763	763	0	0	0	$15,000,000	$0	In progress
Montana	1,000	387	613	0	0	$9,958,741	$0	In progress
Nevada	3,197	1,201	1,996	0	1,996	$17,286,600	$7,908,600	In progress
New Jersey	1,929	1,280	649	960	643	$17,199,793	$13,060,968	Yes
New York	2,371	2,371	0	2,371	0	$25,000,000	$25,000,000	Yes
Rhode Island	543	543	0	543	0	$5,898,075	$5,898,075	Yes
Tennessee	5,643	240	5,403	120	4,077	$18,225,394	$1,947,875	In progress
Vermont	448	0	448	0	448	$4,713,681	$4,713,681	No
Virginia	3,450	1,441	2,009	0	2,009	$17,500,000	$1,158,812	In progress
TOTAL	**55,925**	**23,261**	**32,664**	**9,551**	**25,483**	**$243,684,585**	**$102,423,253**	

* Federal PDG funding is included in the total, or all-reported, spending numbers.

Note: Data come from the survey of state preschool administrators and states' PDG Annual Performance Reports. Where possible, PDG funding is reported for the 2017-2018 school year, but some states can only report information for the calendar year.

In some PDG states, NIEER's calculation of state spending per child can be distorted compared to other years by PDG funding. State spending is divided by total enrollment, which includes children supported entirely and/or partially by federal PDG funds. For PDG states, the all-reported spending per child may better represent the level of support in comparison to prior years (before PDG).

PROGRESS TOWARD PRESCHOOL FOR ALL

Four states stand out as leaders in providing universal access to preschool for 4-year-olds: The District of Columbia, Florida, Vermont, and Oklahoma. Each of these four states serve more than three quarters of the state's 4-year-olds in state-funded preschool, and approximately 85% of 4-year-olds across state-funded preschool, preschool special education, and Head Start.

However, that is where the similarities end.

In addition to ranking 1st in access for 4-year-olds, the District of Columbia also provides nearly universal access to preschool for 3-year-olds (ranking 1st in access for 3-year-olds too), serving all children in school-day programs. D.C. also ranks first in state spending per child ($17,545) and all-reported spending per child ($18,580), surpassing the next highest state by more than $4,000 per child. However, D.C. meets only 3 of NIEER's quality standard benchmarks, in large part because public charter schools have authority to set their own standards. More than 50% of children attend D.C. Public Pre-K in public charter schools. The consequences of this for quality are unclear, but it is cause for concern.

Like D.C., Vermont also provides nearly universal access for 3-year-olds, ranking 2nd. However, state-funding supports a part-day program with a minimum of 10 hours per week. Vermont spends $6,622 per child, though this increases to $7,941 when including local and federal funding. An unknown in Vermont is the extent to which most children's participation exceeds the minimum number of hours. The state meets 7 of NIEER's quality standards benchmarks.

Unlike D.C. and Vermont, state funding for preschool in Oklahoma and Florida is for 4-year-olds only. Oklahoma is one of the first states to commit to universal access to preschool for 4-year-olds, doing so in 1980. Nearly 90% of children in preschool attend school-day programs. Oklahoma spends only $3,644 per child but local and federal funding substantially increase this amount to $8,024 per child. Oklahoma meets 9 of NIEER's quality standards benchmarks and a rigorous evaluation has shown it to have positive impacts on children's kindergarten readiness.

Florida serves 4-year-olds with parents choosing either a school-year or summer program. Most children attend the part-day school year program. While Florida's program reaches more than three-quarters of 4-year-olds, resources are limited as the state spends only $2,177 per child with no reported additional local or federal preschool spending. It is therefore unsurprising that Florida meets only 2 of NIEER's quality standards benchmarks. While it is possible that for some children additional funding from the local schools, communities, and other sources enable programs to provide high quality services, it is worrisome that state funding is a small fraction of that in other states offering pre-K for all.

STATES ON THE MOVE

Despite the limited progress that characterizes the nation as a whole, another set of states stand out as "On the Move." These states do not yet provide universal access to 4-year-olds, but have committed to improving access, funding, and/or quality standards.

Alabama has increased enrollment by over 15,000 4-year-olds, or 26 percentage points, since 2002, while increasing standards and then maintaining high quality. The state more than quadrupled enrollment in the last five years, aided in part by a federal PDG grant as well as strong state leadership. Alabama spent $13 million more this year than last year on state preschool, further demonstrating a commitment to increasing access and quality. The state has a sustainability plan in place to maintain enrollment as the federal PDG grant runs out. Alabama is one of three states to meet all 10 of NIEER's quality standards benchmarks, and has conducted evaluations that indicate the program has substantive impacts on long-term achievement and school success.

California began offering Transitional Kindergarten (TK) during the 2012-2013 school year to children born between September 2nd and December 2nd who miss the kindergarten cut off. Enrollment in TK has increased steadily, exceeding 100,000 4-year-olds in 2017-2018. Combined with nearly 139,000 children in California's State Preschool Program, more than 15% of all children in state-funded preschool nationwide are in California. Moreover, the state's investment in preschool has increased—by more than $364 million in the last year, resulting in a more than $1,000 per child increase. California also appears to be moving towards improving program quality, which is greatly needed as the state currently meets just 4.3 of NIEER's quality standards benchmarks.

Illinois has made progress recently after years of stagnation due to budget problems in the state. The Illinois General Assembly appropriated an additional $50 million to the Early Childhood Block Grant which funds Preschool for All in the state. As a result, in 2017-2018, state spending for preschool increased by over $40 million. Illinois served an additional 3,000 children and spending per child increased by $380. Illinois met 8 of NIEER's quality standards benchmarks. Illinois still has a long way to go to reach its goal of serving all 3- and 4-year-olds, a goal originally slated for 2012, but it seems progress has restarted.

Maryland increased spending for the Maryland Prekindergarten Program by $16 million in 2017-2018 resulting in a $500 increase in spending per child. In 2014, the Prekindergarten Expansion Act added $4.3 million annually to increase access for children from families up to 300% FPL. The state has also benefited from a federal PDG award for $15 million per year. More recently, in 2018, the state passed legislation to sustain the federal PDG funding when it runs out. Maryland's Commission on Innovation and Excellence in Education (Kirwan Commission) is finalizing recommendations to expand access to free, full-day preschool to all 3- and 4-year-olds from families up to 300% FPL. Maryland met 7 of NIEER's quality standard benchmarks. Following the Kirwan Commission report recommendation could boost enrollment growth, which has stagnated in recent years.

Massachusetts substantially increased preschool access and funding this year. The state's Chapter 70 program, included in this report for the first time this year, served over 30,000 children in public school-based programs. Enrollment of 3-year-olds in the state increased by 12 percentage points (to 17%) and enrollment of 4-year-olds by 22 percentage points (to 30%). Spending on preschool increased by over $40 million, though average state spending per child declined by more than $1,000. The state's programs met an average of 6.2 of NIEER's quality standards benchmarks. Within the state, Boston is a leader in providing high-quality preschool and the mayor recently announced plans to provide $15 million to provide universal access to high-quality preschool for all 4-year-olds within the next five years.

Minnesota began its Voluntary Pre-Kindergarten (VPK) program in 2016-2017 serving 3,106 4-year-olds during its first year of operation. In 2017-2018, the state began the School Readiness Plus (SRP) program and districts could choose to operate either program. Between SRP and VPK (and the state's supplement to Head Start), enrollment in preschool increased this year by more than 3,000 children. In two years, Minnesota went from serving just 1% of 4-year-olds to 10%. Another 1,000 new seats are allocated for next year. Spending also increased by more than $19 million but spending per child declined slightly. Minnesota met 5.5 of NIEER's quality standards benchmarks. And while VPK teachers are not required to have a BA, they are required to have salary and benefit parity with public K–3 teachers of comparable qualifications.

Montana launched their first state-funded preschool initiative (Montana STARS Preschool Pilot) in 2017-2018, enrolling 306 children. The state spent $2.57 million, or $8,411 per child during the first year of operation and met 6 of NIEER's quality standards benchmarks. An additional 1,000 4-year-olds were enrolled in high-quality preschool in the state through their federal PDG grant. Montana has a long way to go to increase preschool access, spending, and quality, but early childhood education is finally moving forward.

Pennsylvania has four separate state-funded preschool initiatives that together serve 7% of 3-year-olds and 14% of 4-year-olds. Enrollment in preschool increased by 1,694 children, driven by increases for the state's largest, and highest quality program—Pre-K Counts. Spending for preschool increased by almost $31 million, also driven by Pre-K Counts. Before this year's progress, enrollment had been relatively flat for a decade. Pennsylvania met an average of 7 of NIEER's quality standards benchmarks.

Washington has the stated goal of serving all eligible children not served by Head Start in the Early Childhood Education and Assistance Program (ECEAP) by 2022-2023. The state was half-way there by 2016-2017 and served an additional 800 children this year. Though Washington still only serves only 9% of 4-year-olds and 5% of 3-year-olds, the state planned to serve an additional 1,000 children in 2018-2019. Much larger annual enrollment increases will be needed to meet the state's goal for 2022-2023. State spending increased this year by more than $14 million, resulting in a 7% increase in spending per child. Washington met 8 of NIEER's quality standards benchmarks.

TABLE 2: STATE PRESCHOOL ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2017-2018)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2017-2018)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	85%	73%	79%	7,269	6,063	13,332
2	Florida	77%	0%	38%	173,645	0	173,645
3	Vermont	76%	62%	69%	4,609	3,840	8,449
4	Oklahoma	74%	0%	37%	39,807	0	39,807
5	Wisconsin	68%	1%	34%	46,238	499	46,736
6	West Virginia	67%	5%	36%	13,716	913	14,629
7	Iowa	65%	3%	34%	25,902	1,293	27,195
8	Georgia	61%	0%	30%	80,536	0	80,536
9	New York	51%	2%	26%	117,851	3,721	121,572
10	Texas	49%	8%	29%	198,917	32,568	231,485
11	South Carolina	46%	<1%	23%	27,253	190	27,443
12	Maine	42%	0%	21%	5,551	0	5,551
13	Maryland	38%	5%	21%	27,588	3,574	31,162
14	California	37%	11%	24%	184,816	57,043	241,859
15	Kansas	36%	0%	18%	14,022	0	14,022
16	Nebraska	33%	16%	24%	8,711	4,239	12,950
17	Arkansas	32%	19%	26%	12,261	7,237	19,498
18	Michigan	32%	0%	16%	37,325	0	37,325
19	New Mexico	31%	3%	17%	8,228	891	9,119
20	Louisiana	31%	0%	15%	18,911	0	18,911
21	Connecticut	30%	9%	19%	11,226	3,224	14,449
22	Massachusetts	30%	17%	24%	21,722	12,408	34,130
23	Kentucky	29%	10%	19%	15,910	5,360	21,270
24	New Jersey	28%	20%	24%	29,733	20,951	50,684
25	Alabama	28%	0%	14%	16,051	0	16,051
26	Illinois	27%	22%	24%	41,622	33,318	74,940
27	North Carolina	23%	0%	12%	28,385	0	28,385
28	Colorado	23%	8%	16%	15,324	5,713	21,037
29	Tennessee	22%	<1%	11%	18,024	330	18,354
30	Virginia	18%	0%	9%	17,959	0	17,959
31	Pennsylvania	14%	7%	10%	19,726	9,984	29,710
32	Oregon	12%	8%	10%	5,848	3,616	9,464
33	Ohio	11%	1%	6%	16,176	1,737	17,913
34	Rhode Island	10%	0%	5%	1,080	0	1,080
35	Minnesota	10%	1%	5%	6,964	708	7,672
36	North Dakota	9%	0%	5%	965	0	965
37	Washington	9%	5%	7%	8,019	4,472	12,491
38	Delaware	5%	2%	4%	586	259	845
39	Nevada	5%	1%	3%	1,870	232	2,102
40	Mississippi	5%	0%	2%	1,840	0	1,840
41	Arizona	4%	2%	3%	3,323	1,933	5,256
42	Alaska	3%	0%	1%	315	0	315
43	Missouri	2%	1%	2%	1,666	712	2,378
44	Montana	2%	<1%	1%	265	14	279
45	Hawaii	2%	0%	1%	373	0	373
No Program	Idaho	0%	0%	0%	0	0	0
No Program	Indiana	0%	0%	0%	0	0	0
No Program	New Hampshire	0%	0%	0%	0	0	0
No Program	South Dakota	0%	0%	0%	0	0	0
No Program	Utah	0%	0%	0%	0	0	0
No Program	Wyoming	0%	0%	0%	0	0	0
	50 states + DC	**33%**	**6%**	**20%**	**1,338,127**	**227,041**	**1,565,168***
	Guam	2%	0%	1%	71	0	71

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

*Nationwide, an additional 12,593 children of other ages were enrolled in state prekindergarten, for a total of 1,577,761 children.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

	ENROLLMENT CHANGES FROM 2001-2002 TO 2017-2018				ENROLLMENT CHANGES FROM 2016-2017 TO 2017-2018			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
STATE	Number	% served	Number	% served	Number	% served	Number	% served
Alabama	0	0.0%	15,295	26.4%	0	0.0%	2,019	3.7%
Alaska*	0	0.0%	315	2.9%	0	0.0%	-43	-0.6%
Arizona	1,933	2.2%	-954	-1.8%	90	0.1%	-119	-0.1%
Arkansas	6,295	16.3%	10,037	26.3%	211	0.4%	167	1.0%
California	46,119	9.3%	140,282	28.6%	2,589	0.5%	3,704	0.6%
Colorado	4,983	7.2%	7,004	8.9%	123	0.2%	-290	-0.2%
Connecticut*	1,688	5.3%	6,809	20.4%	159	0.4%	-333	-0.3%
Delaware	259	2.3%	-257	-2.6%	259	2.3%	-245	-2.1%
District of Columbia	4,938	53.2%	4,258	41.0%	317	7.2%	168	-2.9%
Florida	0	0.0%	173,645	76.7%	0	0.0%	-607	-0.6%
Georgia	0	0.0%	16,923	7.4%	0	0.0%	-338	0.8%
Hawaii	0	0.0%	373	2.0%	0	0.0%	-3	0.0%
Idaho	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Illinois	19,220	13.6%	2,720	5.6%	2,020	1.3%	1,161	1.1%
Indiana	0	0.0%	0	0.0%	0	0.0%	-1,792	-2.1%
Iowa	782	1.9%	24,346	60.7%	97	0.2%	1,025	2.0%
Kansas	0	0.0%	11,792	30.0%	0	0.0%	6,011	15.4%
Kentucky	488	0.4%	3,093	4.8%	57	0.1%	1,778	2.8%
Louisiana	0	0.0%	11,392	19.1%	0	0.0%	-143	-0.2%
Maine	0	0.0%	4,111	32.3%	0	0.0%	409	3.5%
Maryland	2,166	2.9%	9,214	12.4%	0	0.0%	92	0.4%
Massachusetts	2,976	5.3%	12,290	18.3%	8,538	11.8%	15,787	21.8%
Michigan	0	0.0%	10,848	13.2%	0	0.0%	-1,046	-1.1%
Minnesota*	-107	-0.2%	5,694	7.9%	-4	0.0%	3,073	4.2%
Mississippi	0	0.0%	1,840	4.9%	0	0.0%	530	1.5%
Missouri	-1,834	-2.5%	-2,020	-2.7%	-89	-0.1%	-179	-0.2%
Montana	14	0.1%	265	2.1%	14	0.1%	265	2.1%
Nebraska	4,115	15.3%	8,355	31.5%	389	1.1%	375	1.4%
Nevada	121	0.2%	1,549	3.9%	42	0.1%	204	0.5%
New Hampshire	0	0.0%	0	0.0%	0	0.0%	0	0.0%
New Jersey	8,166	8.6%	5,852	7.7%	-752	-0.8%	-1,934	-1.8%
New Mexico	421	1.6%	7,858	29.9%	-201	-0.7%	-1,059	-4.1%
New York	-2,114	-0.7%	54,352	26.5%	274	0.1%	-1,573	-0.6%
North Carolina	0	0.0%	27,145	22.2%	0	0.0%	1,366	1.0%
North Dakota	0	0.0%	965	9.3%	0	0.0%	-13	-0.0%
Ohio	-7,977	-5.2%	2,291	2.5%	1,361	1.0%	610	0.3%
Oklahoma	0	0.0%	13,928	18.8%	0	0.0%	503	1.1%
Oregon*	2,507	5.1%	3,259	6.6%	2	-0.1%	19	0.0%
Pennsylvania*	9,984	6.9%	17,176	12.1%	667	0.4%	882	0.6%
Rhode Island	0	0.0%	1,080	10.0%	0	0.0%	72	1.0%
South Carolina	-160	-0.4%	11,603	16.9%	190	0.3%	3,174	5.7%
South Dakota	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Tennessee	-512	-0.7%	16,266	19.7%	-470	-0.6%	191	0.4%
Texas	12,827	1.9%	71,334	10.2%	4,980	1.1%	2,391	0.0%
Utah	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Vermont	3,471	56.3%	3,989	67.3%	237	1.9%	-87	0.8%
Virginia	0	0.0%	12,081	11.3%	0	0.0%	-64	0.1%
Washington	3,323	3.4%	3,234	2.7%	362	0.3%	438	0.4%
West Virginia	-855	-4.1%	8,631	42.9%	-161	-0.6%	323	2.4%
Wisconsin*	-189	-0.3%	32,734	48.9%	-10	0.0%	-3,043	-3.7%
Wyoming	0	0.0%	0	0.0%	0	0.0%	0	0.0%
United States	**123,047**	**3.0%**	**772,997**	**19.1%**	**21,292**	**0.5%**	**33,827**	**0.8%**
Guam	0	0.0%	71	2.2%	0	0.0%	0	0.0%

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

TABLE 4: 2017-2018 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRESCHOOL, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

	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	
STATE	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population
Alabama†	875	1.5%	16,690	28.7%	7,047	11.9%	21,416	36.9%
Alaska*†	409	3.8%	925	8.6%	1,560	14.6%	2,202	20.5%
Arizona	5,108	5.8%	8,064	9.1%	10,083	11.4%	16,903	19.1%
Arkansas	8,995	23.5%	15,709	41.5%	13,203	34.5%	18,971	50.1%
California	72,920	14.7%	198,005	39.8%	109,572	22.0%	234,498	47.1%
Colorado	8,698	12.9%	19,202	28.7%	12,172	18.0%	23,926	35.7%
Connecticut*†	5,130	13.8%	13,359	35.6%	7,198	19.3%	15,281	40.7%
Delaware	866	7.8%	1,431	13.1%	1,702	15.4%	2,259	20.6%
District of Columbia†	6,063	73.2%	7,269	85.0%	6,063	73.2%	7,269	85.0%
Florida*	6,597	2.9%	173,645	76.7%	21,005	9.2%	192,125	84.9%
Georgia†	2,864	2.2%	82,742	62.5%	14,767	11.1%	85,894	64.9%
Hawaii	549	3.0%	1,124	6.1%	1,544	8.5%	2,456	13.3%
Idaho	688	3.0%	1,096	4.6%	1,746	7.5%	2,980	12.6%
Illinois†	34,217	22.2%	46,051	30.0%	45,885	29.8%	59,261	38.6%
Indiana	3,845	4.5%	5,236	6.1%	9,189	10.9%	11,587	13.6%
Iowa†	2,097	5.2%	26,652	66.7%	4,501	11.2%	27,707	69.3%
Kansas	2,473	6.3%	17,524	44.8%	5,014	12.9%	20,382	52.1%
Kentucky†	5,360	9.6%	15,910	28.7%	11,233	20.2%	22,195	40.0%
Louisiana*	622	1.0%	19,565	32.0%	11,180	17.9%	27,144	44.5%
Maine†	496	3.8%	5,939	45.0%	1,497	11.5%	6,150	46.6%
Maryland	4,283	5.8%	29,578	40.3%	8,431	11.5%	33,158	45.2%
Massachusetts†	12,408	17.2%	21,722	29.9%	16,275	22.5%	24,582	33.8%
Michigan†	3,867	3.3%	39,854	34.5%	15,930	13.7%	46,145	39.9%
Minnesota**	3,469	4.8%	11,859	16.6%	8,199	11.4%	16,475	23.1%
Mississippi†	519	1.4%	3,365	9.0%	10,550	27.9%	13,494	35.9%
Missouri	3,765	5.0%	7,358	9.8%	9,754	12.9%	12,706	16.9%
Montana*	102	0.8%	532	4.2%	1,809	14.3%	2,682	21.4%
Nebraska†	4,239	15.8%	8,711	33.0%	5,150	19.2%	9,610	36.4%
Nevada	2,006	5.4%	4,616	12.3%	3,301	8.9%	5,767	15.4%
New Hampshire	852	6.6%	1,141	8.4%	1,380	10.8%	1,790	13.3%
New Jersey†	26,043	24.7%	36,561	34.5%	29,379	27.8%	39,555	37.4%
New Mexico	1,986	7.6%	9,155	34.8%	5,844	22.4%	13,311	50.6%
New York†	19,001	8.2%	127,086	55.0%	37,790	16.4%	138,161	59.8%
North Carolina†	3,472	2.8%	32,442	26.6%	10,927	8.9%	37,673	30.9%
North Dakota*	378	3.5%	1,389	13.4%	1,358	12.7%	2,650	25.5%
Ohio	6,349	4.5%	22,514	15.9%	20,237	14.3%	37,841	26.8%
Oklahoma	693	1.3%	39,807	74.4%	8,767	16.5%	45,780	85.6%
Oregon*	5,752	12.1%	8,385	17.7%	8,275	17.4%	12,057	25.4%
Pennsylvania*	17,323	12.1%	29,711	20.7%	27,996	19.5%	43,376	30.2%
Rhode Island	667	6.1%	1,834	17.0%	1,592	14.6%	2,929	27.1%
South Carolina	1,383	2.3%	27,370	46.5%	8,015	13.6%	31,332	53.2%
South Dakota	371	3.0%	698	5.7%	2,115	16.9%	2,684	21.9%
Tennessee†	2,285	2.8%	19,806	24.2%	8,851	10.8%	24,710	30.2%
Texas	38,466	9.4%	203,738	50.6%	68,046	16.7%	235,328	58.4%
Utah	2,333	4.6%	3,511	6.8%	4,420	8.7%	6,352	12.3%
Vermont	3,840	61.6%	4,609	75.9%	4,253	68.2%	5,161	85.0%
Virginia*	3,589	3.5%	21,630	21.2%	8,931	8.7%	28,082	27.5%
Washington	7,445	8.1%	11,965	13.0%	11,947	13.0%	18,095	19.7%
West Virginia†	913	4.5%	13,716	67.1%	2,680	13.3%	14,067	68.8%
Wisconsin**	2,921	4.3%	46,238	68.1%	9,290	13.7%	50,907	75.0%
Wyoming	847	11.5%	1,120	15.1%	1,483	20.1%	1,897	25.6%
United States	**350,438**	**8.7%**	**1,468,155**	**36.7%**	**659,137**	**16.5%**	**1,758,960**	**44.0%**
Guam	39	1.2%	90	2.8%	177	5.5%	486	15.0%

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

** These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide the number of children. Estimates were used based on the percent of children with IEPs in Head Start in the state as reported by the PIR.

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

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

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

TABLE 5: 2017-2018 STATE PRESCHOOL QUALITY STANDARDS

STATE/ PROGRAM	Early learning & development standards	Curriculum supports	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	Staff professional development	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, & health screening & referral	Continuous quality improvement system	**New Quality Standards Checklist Sum 2017-2018**
Alabama	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
Alaska	✔	✔			✔						3
Arizona	✔	✔								✔	3
Arkansas	✔	✔		✔	✔		✔	✔	✔	✔	8
California CSPP	✔	✔		✔				✔	✔	✔	6
California TK		✔	✔								2
Colorado	✔	✔		✔			✔	✔			5
Connecticut CDCC	✔	✔		✔			✔	✔			5
Connecticut SR	✔	✔		✔			✔	✔			5
Connecticut Smart Start	✔	✔	✔	✔			✔	✔			6
Delaware	✔	✔		✔			✔	✔	✔	✔	7
District of Columbia		✔							✔	✔	3
Florida	✔						✔				2
Georgia	✔	✔	✔	✔	✔	✔			✔	✔	8
Hawaii	✔	✔	✔				✔	✔	✔	✔	7
Illinois	✔	✔	✔	✔			✔	✔	✔	✔	8
Iowa Shared Visions	✔	✔		✔			✔	✔	✔		6
Iowa SWVPP	✔	✔	✔	✔			✔	✔	✔	✔	8
Kansas Preschool Pilot	✔	✔	✔					✔			4
Kansas State Pre-K	✔	✔	✔					✔			4
Kentucky	✔	✔	✔	✔			✔	✔	✔		7
Louisiana 8(g)	✔	✔	✔	✔			✔	✔		✔	7
Louisiana LA 4	✔	✔	✔	✔			✔	✔	✔	✔	8
Louisiana NSECD	✔	✔	✔	✔	✔		✔	✔	✔	✔	9
Maine	✔	✔	✔	✔	✔		✔	✔	✔	✔	9
Maryland	✔	✔	✔	✔				✔	✔	✔	7
Massachusetts UPK	✔	✔		✔			✔	✔	✔	✔	7
Massachusetts Chapter 70	✔	✔	✔	✔					✔	✔	6
Michigan	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
Minnesota HdSt	✔	✔		✔	✔	✔	✔	✔	✔		8
Minnesota VPK/SRP	✔	✔					✔	✔	✔		5
Mississippi	✔	✔	✔	✔	✔		✔	✔	✔	✔	9
Missouri	✔	✔	✔	✔			✔	✔	✔	✔	8
Montana		✔	✔	✔			✔	✔		✔	6
Nebraska	✔	✔	✔	✔	✔		✔	✔		✔	8
Nevada	✔	✔	✔	✔			✔	✔			6
New Jersey Abbott	✔	✔	✔	✔			✔	✔	✔	✔	8
New Jersey ECPA	✔	✔	✔	✔			✔	✔	✔	✔	8
New Jersey ELLI	✔	✔	✔	✔			✔	✔	✔	✔	8
New Mexico	✔	✔		✔	✔	✔	✔	✔	✔	✔	9
New York	✔	✔	✔	✔			✔	✔	✔		7
North Carolina	✔	✔	✔	✔			✔	✔	✔	✔	8
North Dakota	✔		✔								2
Ohio	✔	✔		✔					✔	✔	5
Oklahoma	✔	✔	✔	✔		✔	✔	✔	✔	✔	9
Oregon HdSt	✔	✔		✔	✔	✔	✔	✔	✔		8
Oregon Preschool Promise	✔	✔		✔			✔	✔			5
Pennsylvania RTL	✔			✔			✔	✔			4
Pennsylvania HSSAP	✔			✔	✔		✔	✔	✔		6
Pennsylvania K4 & SBPK	✔		✔						✔		3
Pennsylvania PKC	✔	✔	✔	✔			✔	✔	✔	✔	8
Rhode Island	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
South Carolina	✔	✔		✔		✔	✔	✔		✔	7
Tennessee	✔	✔	✔	✔			✔	✔	✔		7
Texas	✔		✔	✔					✔		4
Vermont	✔	✔		✔			✔	✔	✔	✔	7
Virginia	✔	✔		✔			✔	✔	✔		6
Washington	✔	✔		✔	✔		✔	✔	✔	✔	8
West Virginia	✔	✔	✔	✔	✔		✔	✔	✔	✔	9
Wisconsin 4K		✔	✔	✔							3
Wisconsin HdSt	✔	✔		✔	✔		✔	✔	✔		7
TOTAL	**57**	**55**	**36**	**50**	**17**	**9**	**46**	**49**	**42**	**35**	
Guam	✔	✔		✔			✔	✔		✔	6

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

STATE	Resource rank based on state spending	State $ per child enrolled in preschool	Change in state per child spending from 2016-2017 to 2017-2018 Adjusted dollars	Total state preschool spending in 2017-2018	Change in total state spending from 2016-2017 to 2017-2018 Adjusted dollars	State reported non-state funds	All reported $ per child enrolled in preschool
District of Columbia	1	$17,545	-$35	$236,712,885	$6,821,142	Yes	$18,580
New Jersey	2	$13,018	$356	$659,789,000	-$15,986,421	Yes	$13,275
Alaska	3	$10,159	$4,380	$3,200,000	$1,131,301	No	$10,159
Oregon	4	$9,658	-$203	$91,524,958	-$1,717,995	No	$9,658
Washington	5	$8,854	$332	$110,594,841	$10,960,166	No	$8,854
Montana	6	$8,411	$8,411	$2,573,914	$2,573,914	Yes	$8,496
Pennsylvania	7	$7,865	$361	$240,085,217	$23,741,761	No	$7,865
California	8	$7,655	$1,113	$1,854,832,577	$313,106,275	Yes	$7,835
Connecticut	9	$7,612	-$473	$111,027,561	-$8,455,029	Yes	$9,727
Delaware	10	$7,277	-$377	$6,149,300	-$211,224	No	$7,277
Hawaii	11	$6,964	$87	$2,597,734	$11,861	No	$6,964
Vermont*	12	$6,622	$274	$58,370,955	$1,601,891	Yes	$7,941
New York	13	$6,553	-$111	$796,699,144	-$22,195,309	Yes	$6,801
Michigan	14	$6,534	-$40	$243,900,000	-$8,377,783	No	$6,534
West Virginia	15	$6,508	-$240	$98,278,800	-$3,095,056	Yes	$9,640
Minnesota	16	$6,293	-$219	$48,282,734	$18,304,678	Yes	$7,333
New Mexico	17	$5,845	$632	$53,302,160	-$804,649	No	$5,845
Rhode Island	18	$5,778	$494	$6,240,000	$913,563	Yes	$11,239
Arkansas	19	$5,529	-$131	$114,000,000	-$812,767	Yes	$9,070
North Carolina	20	$5,428	-$62	$154,072,222	$5,726,682	Yes	$8,505
Alabama	21	$4,826	$74	$77,462,050	$10,785,777	Yes	$7,491
Louisiana	22	$4,739	-$129	$89,613,418	-$3,131,792	Yes	$4,830
Tennessee	23	$4,635	-$149	$85,062,422	-$4,098,484	Yes	$6,022
Illinois	24	$4,606	$235	$346,097,978	$31,330,320	Yes	$5,219
Missouri	25	$4,555	$762	$10,832,676	$795,572	No	$4,555
Kentucky	26	$4,514	-$363	$96,011,951	$1,226,477	Yes	$8,412
Georgia	27	$4,411	-$52	$355,281,106	-$5,665,217	No	$4,411
Arizona	28	$4,054	$341	$21,307,301	$1,682,864	No	$4,054
Nevada	29	$4,025	$1,349	$8,738,875	$3,733,788	Yes	$7,668
Ohio	30	$4,001	-$136	$71,672,000	$5,713,617	No	$4,001
Maryland	31	$3,963	$386	$124,726,542	$12,481,963	Yes	$8,166
Wisconsin**	32	$3,920	$22	$191,269,229	-$11,322,655	Yes	$6,077
Virginia	33	$3,848	-$129	$69,097,643	-$2,579,233	Yes	$6,089
Oklahoma	34	$3,644	-$158	$145,038,018	-$4,395,047	Yes	$8,024
Texas	35	$3,559	-$419	$823,908,971	-$67,736,584	Yes	$3,612
Maine	36	$3,420	-$150	$19,316,515	-$104,126	Yes	$7,216
Iowa***	37	$3,354	-$96	$86,997,650	$327,735	Yes	$3,505
South Carolina*	38	$2,819	-$253	$77,572,655	$3,603,184	Yes	$3,071
Colorado	39	$2,535	-$332	$54,374,180	-$7,633,514	Yes	$4,240
Massachusetts	40	$2,195	-$1,208	$82,931,298	$39,867,097	Yes	$2,929
Florida	41	$2,177	-$184	$379,969,502	-$31,389,754	No	$2,177
Mississippi	42	$2,161	-$997	$3,976,431	-$160,966	Yes	$5,774
Nebraska	43	$1,779	-$235	$24,796,908	-$1,118,482	Yes	$6,899
Kansas	44	$1,332	-$938	$18,682,109	$494,628	No	$1,332
North Dakota	45	$777	$777	$750,000	$750,000	No	$777
Idaho	No Program	$0	$0	$0	$0	NA	$0
Indiana	No Program	$0	-$5,818	$0	-$10,425,638	NA	$0
New Hampshire	No Program	$0	$0	$0	$0	NA	$0
South Dakota	No Program	$0	$0	$0	$0	NA	$0
Utah	No Program	$0	$0	$0	$0	NA	$0
Wyoming	No Program	$0	$0	$0	$0	NA	$0
50 states + DC		**$5,175**	**-$8**	**$8,157,721,430**	**$286,268,527**		**$5,943**
Guam		$5,112	-$99	$362,973	-$7,014	No	$5,112

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

*Vermont could not break out the state, local, and federal spending (other PDG) from the total amount reported. Therefore, the portions of total spending attributable to state, local, and federal sources were estimated based on K-12 spending.

** Wisconsin 4K could not break out the state and local spending from the total amount reported. Therefore, the portions of total spending attributable to state and local sources were estimated based on information from 2016-2017..

***1,510 5-year-olds and children with instructional IEPs were served in Iowas' SWVPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

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Special Report:
Supporting Teachers in State-Funded Preschool

The 2017-2018 State of Preschool survey included supplemental questions intended to paint a clearer picture of state policies to support lead teachers in state-funded preschool. This is the second time a state preschool workforce supplement has been collected; the first was in the 2014-2015 survey. The new survey includes questions from the prior survey with modifications and additions to further clarify preschool program policies that specifically relate to state-funded preschool teachers in public schools and private provider settings.

The supplemental survey addressed three primary topics. The first is teacher qualifications, salary, and salary parity within state preschool and between preschool and public primary schools. States were asked to report the average salary for state-funded preschool teachers in public school and private settings, as well as if the preschool workforce is covered by a collective bargaining agreement. The second extended this review to fringe benefits including retirement, health care, and paid time off. The third topic is professional development supports including loan forgiveness and scholarships, mentoring, job-embedded professional development, paid planning time, and bonuses. While the tables in this section reflect policies at the program level, the analysis that follows focuses only on the largest program in states that fund more than one preschool program.

MANY STATES LACK PRESCHOOL TEACHER COMPENSATION POLICIES

As can be seen in Workforce Tables 1 and 2, most states do not have policies supporting compensation parity (including salary and benefits) for the state-funded preschool workforce. Those that do rarely include state-funded preschool teachers in private settings. Most states are silent on whether preschool teachers should be included in collective bargaining agreements, regardless of setting. Where collective bargaining policies are present, they apply only to preschool teachers in public schools.

Most state preschool programs allow preschool teachers to be paid less than early elementary school teachers (K–3), even when preschool teachers must have the same qualifications. Although 25 states require all preschool teachers to hold a bachelor's degree and certification, only Hawaii, New Jersey, Oklahoma, and Rhode Island also require equal starting salaries and salary schedules between all preschool and K–3 teachers. Alabama requires all preschool teachers to hold a bachelor's degree and has policies to ensure equal starting salaries and salary schedules with K–3 teachers, but does not require certification. Ten states require state-funded preschool teachers in both public and nonpublic settings to have a bachelor's degree but have starting salary and salary schedule parity policies only for preschool teachers in public schools. Twelve other states require a bachelor's degree but report no preschool teacher salary parity policies.

The lack of state policies for preschool teacher salary parity is clearly linked to disparities between public school and private sector teachers in state-funded preschool, as well as large gaps between preschool and K–3 teachers. As seen in Workforce Table 3, 28 states reported average preschool teacher salaries. In states requiring the same degree requirements for all teachers, almost 70% (of those with data) reported wage disparities where preschool public school teachers earned up to $21,136 more than private preschool teachers in the same program. Disparities are even larger when comparing state-funded preschool teachers where a bachelor's degree is required to public school K–3 teachers. Preschool pay gaps of $20,000 to $30,000 per year are common.

Though infrequently recognized in state preschool policies, retirement, health care, and paid time off are important aspects of teachers' overall compensation. Workforce Table 2 shows that 21 states report having no policies to ensure comparable benefits with K–3 teachers. Of those states with policies in place, only Minnesota and Tennessee include state-funded preschool teachers in private settings for all reported benefits.

FEW STATES REQUIRE EQUAL SALARY FOR PRE-K AND K–3 TEACHERS WITH SIMILAR QUALIFICATIONS

28
states require at least a BA

25
states require BA
+ certification

4
states require BA
+ certification
+ salary parity

WORKFORCE TABLE 1: STATE POLICIES FOR PRESCHOOL TEACHER SALARY PARITY

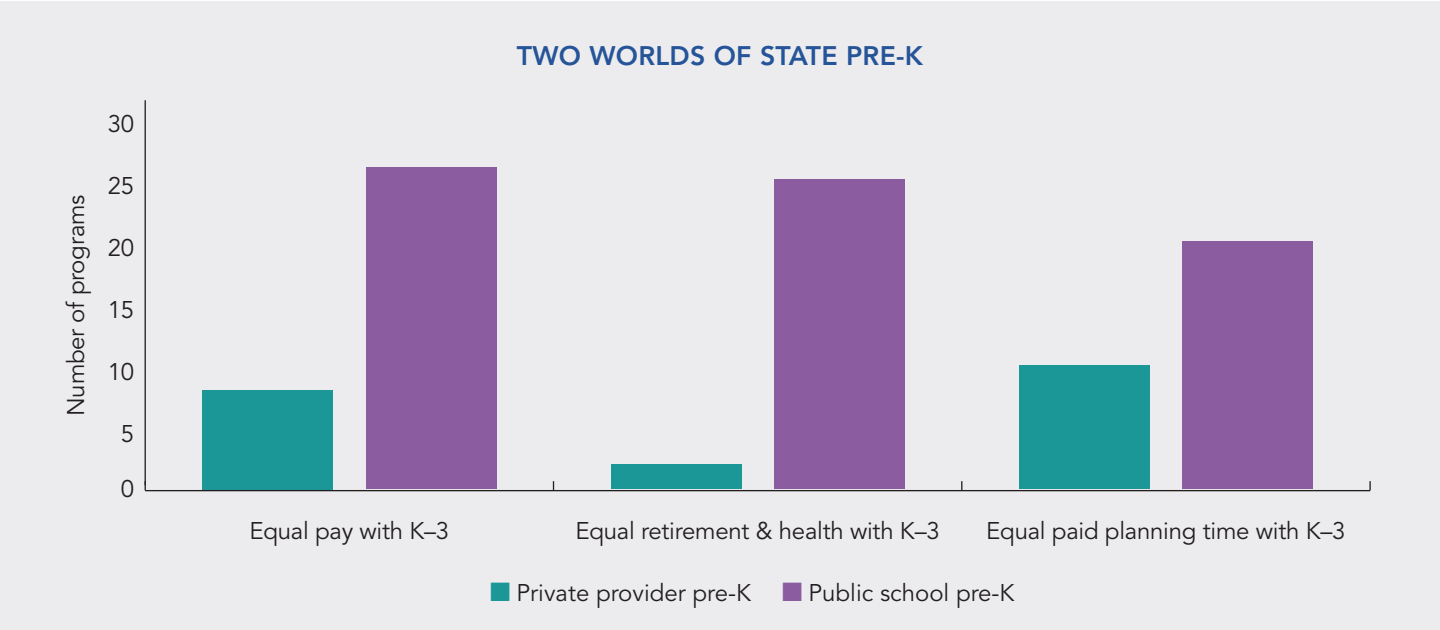
	Bachelor's Degree Required		Starting Salary Equal to K–3		Salary Schedule Equal to K–3	
STATE	Public school	Private	Public school	Private	Public school	Private
Alabama	Yes	Yes	✔	✔	✔	✔
Alaska	Yes	No	✔		✔	
Arizona	No	No				
Arkansas	Yes	No				
California CSPP	No	No				
California TK*	Yes	NA	✔		✔	
Colorado	No	No				
Connecticut CDCC**	NA	No				
Connecticut SR	No	No				
Connecticut Smart Start*	Yes	NA				
Delaware	Yes	No				
District of Columbia[1]	No	Yes		✔		✔
Florida	No	No				
Georgia	Yes	Yes	✔	✔		
Hawaii*	Yes	NA	✔		✔	
Illinois	Yes	Yes				
Iowa Shared Visions	Yes	No	✔		✔	
Iowa SWVPP	Yes	Yes	✔		✔	
Kansas Preschool Pilot	Yes	Yes				
Kansas State Pre-K	Yes	Yes				
Kentucky	Yes	Yes	✔		✔	
Louisiana 8(g)*	Yes	NA				
Louisiana LA 4*	Yes	NA				
Louisiana NSECD**	NA	Yes				
Maine	Yes	Yes	✔		✔	
Maryland	Yes	Yes				
Massachusetts UPK	Yes	No				
Massachusetts Ch 70*	Yes	NA				
Michigan	Yes	Yes				
Minnesota HdSt	No	No				
Minnesota VPK	No	No	✔	✔	✔	✔
Mississippi	Yes	Yes				
Missouri	Yes	Yes	✔	✔	✔	
Montana	Yes	Yes	✔		✔	
Nebraska	Yes	Yes				
Nevada	Yes	Yes	✔	✔	✔	
New Jersey Abbott	Yes	Yes	✔	✔	✔	✔
New Jersey ECPA	Yes	Yes	✔	✔	✔	✔
New Jersey ELLI	Yes	Yes	✔	✔	✔	✔
New Mexico	Yes	No	✔		✔	
New York	Yes	Yes				
North Carolina	Yes	Yes	✔		✔	
North Dakota	Yes	Yes				
Ohio	No	No				
Oklahoma*	Yes	NA	✔		✔	
Oregon HdSt	No	No				
Oregon Preschool Promise	No	No	✔	✔	✔	✔
Pennsylvania RTL	Yes	No				
Pennsylvania HSSAP	No	No				
Pennsylvania K4 & SBPK	Yes	Yes				
Pennsylvania PKC	Yes	Yes				
Rhode Island	Yes	Yes	✔	✔	✔	✔
South Carolina	Yes	No	✔		✔	
Tennessee	Yes	Yes	✔		✔	
Texas	Yes	Yes	✔		✔	
Vermont	Yes	No	✔		✔	
Virginia	Yes	No	✔		✔	
Washington	No	No				
West Virginia	Yes	Yes	✔		✔	
Wisconsin 4K	Yes	Yes				
Wisconsin HdSt**	NA	No				
TOTAL	**47**	**31**	**27**	**11**	**26**	**8**
Guam*	No	NA			✔	

* All teachers are public school employees.
** All teachers are employed by agencies other than public schools.
[1] Public represents DCPS and PCS.

WORKFORCE TABLE 2: STATE POLICIES FOR PRESCHOOL TEACHER BENEFIT PARITY

STATE	Retirement benefits equal to K–3		Health care equal to K–3		Paid time off equal to K–3	
	Public school	Private	Public school	Private	Public school	Private
Alabama	✔		✔		✔	
Alaska	✔		✔		✔	
California TK*	✔		✔		✔	
District of Columbia[1]						✔
Georgia	✔		✔		✔	
Hawaii*	✔		✔		✔	
Iowa Shared Visions	✔		✔		✔	
Iowa SWVPP	✔		✔		✔	
Kentucky	✔		✔		✔	
Maine	✔		✔		✔	
Minnesota VPK	✔	✔	✔	✔	✔	✔
Missouri					✔	
Montana	✔		✔		✔	
Nevada	✔		✔		✔	
New Jersey Abbott	✔		✔		✔	✔
New Jersey ECPA	✔		✔		✔	✔
New Jersey ELLI	✔		✔		✔	✔
New Mexico	✔		✔		✔	
North Carolina	✔		✔		✔	
Oklahoma*	✔		✔		✔	
Rhode Island	✔		✔		✔	✔
South Carolina	✔		✔		✔	
Tennessee	✔	✔	✔	✔	✔	✔
Texas	✔		✔		✔	
Vermont	✔		✔		✔	
Virginia	✔		✔		✔	
West Virginia	✔		✔		✔	
Wisconsin 4K	✔					
TOTAL	**26**	**2**	**25**	**2**	**26**	**7**
Guam*	✔		✔		✔	

* All teachers are public school employees.
[1] Public represents DCPS and PCS.



TEACHER "SUPPORTS" RARELY SUPPORT PROFESSIONAL DEVELOPMENT

All but one state (Wisconsin 4K) has specific in-service professional development requirements for preschool teachers, and in states with mixed-delivery systems, nearly all have equivalent requirements for teachers in public school and private settings (see Workforce Table 4). Requirements differ across auspice in New Mexico but meet NIEER's threshold of 15 hours per year in both settings. In D.C., private charter schools can set their own professional development policies, but the requirements for other public schools and nonpublic settings also meet NIEER's threshold. However, many fewer states have policies requiring equivalent paid professional development time between preschool teachers and K–3 teachers, a gulf that only becomes larger when comparing state-funded preschool teachers in public schools with those in private providers.

Only 18 states have policies requiring K–3 equivalent paid professional development time for public school preschool teachers and nine have policies for preschool teachers in private settings. Similarly, 16 states have policies requiring K–3 equivalent paid time for public preschool teachers for planning, meetings, and reporting, which slides down to 7 states for private provider teachers. A slightly better picture emerges when looking at on-going classroom embedded support for preschool teachers, where 25 states report providing supports for some or all teachers in public schools and 22 for all or some teachers in private settings.

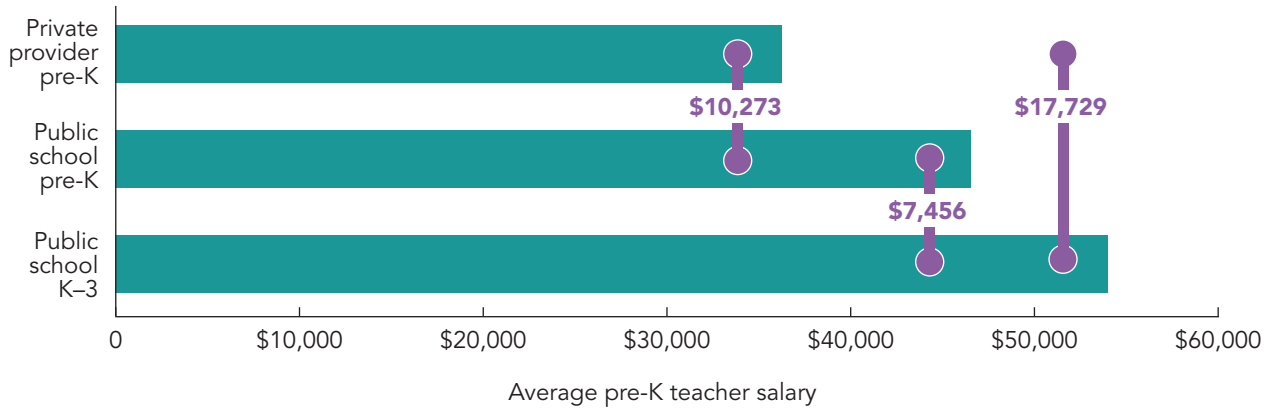
Workforce Table 5 reports on additional state policies to support teachers—scholarships and loan forgiveness, mentoring, coaching, and bonuses. Coaching was by far the most common support (similar to classroom embedded supports more generally), followed by scholarships. A small number of states offered loan forgiveness, primarily to teachers in public schools. Bonuses were offered by just 7 states, one of two benefits that were more likely to be offered to teachers in private providers than public school.

WORKFORCE TABLE 3: PRESCHOOL TEACHER DEGREE REQUIREMENTS AND SALARY GAPS

STATE	Public and private pre-K teacher salary gap	Same degree requirement for public & private	Pre-K and public elementary school teacher salary gap		2017-2018 Lead pre-K teacher average annual salary		Public elementary school teacher average salary
			Public pre-K teachers	Private pre-K teachers	Public schools	Private schools	
Alabama	$5,871	Yes	-$4,382	-$10,253	$45,857	$39,986	$50,239
Arkansas	$12,914	No	-$8,824	-$21,738	$40,193	$27,279	$49,017
California CSPP	$1,545	Yes	-$51,126	-$52,671	$30,000	$28,455	$81,126
California TK	NA		-$18,126		$63,000	NA	$81,126
Colorado		Yes	-$21,889		$30,500		$52,389
Connecticut CDCC	NA			-$36,475	NA	$36,638	$73,113
Connecticut SR	$21,136	Yes	-$15,339	-$36,475	$57,774	$36,638	$73,113
Connecticut Smart Start	NA		-$15,339		$57,774	NA	$73,113
District of Columbia			$26,415		$86,898[1]		$60,483
Florida	$0	Yes	-$23,385	-$23,385	$24,336[2]	$24,336[2]	$47,721
Georgia	$0	Yes	-$17,868	-$17,868	$38,461	$38,461	$56,329
Hawaii	NA		-$4,866		$53,000	NA	$57,866
Iowa Shared Visions	$18,151	No	-$4,182	-$22,333	$52,608[3]	$34,457[3]	$56,790
Iowa SWVPP	$9,004	Yes	-$5,520	-$14,524	$51,270	$42,266	$56,790
Kentucky		Yes	$498		$53,450		$52,952
Louisiana 8(g)	NA		-$5,256		$45,000	NA	$50,256
Maine		Yes	-$483		$51,180		$51,663
Maryland		Yes	-$24,614		$45,147		$69,761
Michigan	$9,884	Yes	-$20,621	-$30,505	$42,081	$32,197	$62,702
Minnesota HdSt		Yes		-$23,237		$34,545	$57,782
Mississippi	$18,741	Yes	-$4,107	-$22,848	$39,000	$20,259	$43,107
Montana	$0	Yes	-$28,776	-$28,776	$21.51 per hour[4]	$21.51 per hour[4]	$52,776
Nevada	$0	Yes	-$7,812	-$7,812	$50,000	$50,000	$57,812
New Mexico			-$2,745		$45,094		$47,839
North Carolina	$10,490	Yes	-$15,861	-$26,351	$35,000	$24,510	$50,861
Oklahoma	NA		-$757		$44,921	NA	$45,678
Oregon HdSt		Yes		-$33,430		$29,713	$63,143
Oregon Preschool Promise	$0	Yes	-$15,143	-$15,143	$48,000	$48,000	$63,143
Rhode Island	$12,000	Yes	$1,242	-$10,758	$68,000	$56,000	$66,758
South Carolina			-$1,585		$49,442		$51,027
Texas		Yes	-$1,142		$52,025		$53,167
Vermont	$18,000	No	-$11,527	-$29,527	$47,000[5]	$29,000[5]	$58,527
Virginia			$5,596		$56,861		$51,265
Washington	$8,036	Yes	-$16,008	-$24,044	$39,167	$31,131	$55,175
West Virginia		Yes	-$3,479		$42,163		$45,642
Guam*	NA				$36,000	NA	Not Available

[1] Represents DCPS public school salary average only.
[2] Salary cannot be separated for public vs. private, so average of both is reported.
[3] Reflects full-time equivalents only.
[4] Calculated using reported hourly rate ($21.51) and hours per week (28), and an estimated 40 weeks.
[5] Reflects average within range reported.

PRE-K TEACHER SALARY GAPS WITH K–3



WORKFORCE TABLE 4: STATE POLICIES FOR PRESCHOOL TEACHER PD, COACHING, & PAID TIME

STATE	Same in-service PD requirements for public & private pre-K teachers	On-going classroom embedded support		Paid time equivalent to K–3			
				Planning, meetings, reporting		Professional development days	
		Public	Private	Public	Private	Public	Private
Alabama	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
Alaska	Yes	Yes, some	Yes, some	Yes		Yes	
Arizona	Yes						
Arkansas	Yes						
California CSPP	Yes						
California TK*	NA			Yes		Yes	
Colorado	Yes						
Connecticut CDCC**	NA						
Connecticut SR	Yes						
Connecticut Smart Start*	NA						
Delaware	Yes	Yes, some	Yes, some	Yes		Yes	
District of Columbia[1]	No	Yes, some	Yes, all				Yes
Florida	Yes						
Georgia	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
Hawaii*	NA	Yes, all		Yes		Yes	
Illinois	Yes	Yes, all	Yes, all				
Iowa Shared Visions	No	Yes, all				Yes	
Iowa SWVPP	Yes	Yes, all				Yes	
Kansas Preschool Pilot	Yes						
Kansas State Pre-K	Yes						
Kentucky	Yes	Yes, some		Yes		Yes	
Louisiana 8(g)*	NA						
Louisiana LA 4*	NA						
Louisiana NSECD**	NA						
Maine	Yes			Yes		Yes	
Maryland	Yes						
Massachusetts UPK	No	Yes, some	Yes, some				
Massachusetts Ch 70*	NA						
Michigan	Yes	Yes, all	Yes, all				
Minnesota HdSt	Yes	Yes, all	Yes, all				
Minnesota VPK	Yes	Yes, all	Yes, all				
Mississippi	Yes						
Missouri	Yes	Yes, all	Yes, all				
Montana	Yes	Yes, all	Yes, all				
Nebraska	Yes	Yes, some	Yes, some				
Nevada	Yes			Yes	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
New Mexico	No	Yes, all	Yes, all	Yes	Yes	Yes	Yes
New York	Yes						
North Carolina	Yes	Yes, all	Yes, all				
North Dakota	Yes					Yes	
Ohio	Yes						
Oklahoma*	NA			Yes		Yes	
Oregon HdSt	Yes	Yes, all	Yes, all				
Oregon Preschool Promise	Yes			Yes	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes, some					
Pennsylvania HSSAP	Yes						
Pennsylvania K4 & SBPK	No	Yes, some	Yes, some				
Pennsylvania PKC	Yes	Yes, some	Yes, some				
Rhode Island	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes, some	Yes, some				
Texas	Yes	Yes, some					
Vermont	Yes	Yes, some	Yes, some	Yes		Yes	
Virginia	Yes			Yes		Yes	
Washington	Yes	Yes, all	Yes, all				
West Virginia	Yes			Yes		Yes	Yes
Wisconsin 4K	None		Yes, some				
Wisconsin HdSt**	NA						
Guam*	NA	Yes, all		Yes		Yes	

* All teachers are public school employees.
** All teachers are employed by agencies other than public schools.
[1] Public represents DCPS and PCS.

WORKFORCE TABLE 5: TEACHER DEVELOPMENT SUPPORT POLICIES

	Scholarships		Loan forgiveness		Mentoring		Coaching		Bonuses	
STATE	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Alabama	✔	✔			✔	✔	✔	✔		
Alaska										
Arizona	✔	✔							✔	✔
Arkansas							✔	✔		
California CSPP					✔	✔	✔	✔		
California TK*			✔		✔		✔			
Colorado										
Connecticut CDCC**		✔						✔		
Connecticut SR	✔	✔					✔	✔		
Connecticut Smart Start*	✔						✔			
Delaware	✔	✔			✔		✔	✔		
District of Columbia[1]		✔						✔		
Florida	✔	✔					✔	✔		
Georgia	✔	✔			✔	✔	✔	✔	✔	✔
Hawaii*					✔		✔			
Illinois	✔	✔								
Iowa Shared Visions	✔	✔			✔					
Iowa SWVPP	✔	✔			✔					
Kansas Preschool Pilot										
Kansas State Pre-K										
Kentucky	✔	✔	✔	✔	✔	✔	✔			
Louisiana 8(g)*	✔				✔		✔			
Louisiana LA 4*	✔									
Louisiana NSECD**		✔				✔		✔		
Maine			✔				✔	✔		
Maryland		✔					✔	✔		✔
Massachusetts UPK		✔						✔		
Massachusetts Ch 70*										
Michigan	✔	✔			✔	✔	✔	✔		
Minnesota HdSt	✔	✔								
Minnesota VPK	✔	✔			✔	✔				
Mississippi										
Missouri							✔	✔		
Montana	✔	✔			✔	✔	✔	✔		
Nebraska	✔	✔					✔	✔		
Nevada	✔	✔					✔	✔		
New Jersey Abbott					✔	✔	✔	✔		
New Jersey ECPA					✔	✔	✔	✔		
New Jersey ELLI					✔	✔	✔	✔		
New Mexico	✔	✔	✔		✔	✔	✔	✔	✔	✔
New York										
North Carolina	✔	✔			✔	✔	✔	✔		
North Dakota	✔	✔	✔		✔		✔	✔		✔
Ohio										
Oklahoma*			✔							
Oregon HdSt										
Oregon Preschool Promise	✔	✔			✔	✔	✔	✔		
Pennsylvania RTL										
Pennsylvania HSSAP							✔	✔		
Pennsylvania K4 & SBPK										
Pennsylvania PKC		✔	✔				✔	✔		✔
Rhode Island					✔	✔	✔	✔		
South Carolina	✔		✔	✔	✔	✔	✔	✔		
Tennessee			✔	✔			✔	✔		
Texas										
Vermont	✔	✔			✔	✔	✔	✔		✔
Virginia					✔					
Washington	✔	✔			✔	✔	✔	✔		
West Virginia										
Wisconsin 4K										
Wisconsin HdSt**										
TOTAL	**26**	**28**	**9**	**3**	**25**	**18**	**33**	**32**	**3**	**7**
Guam*					✔		✔			

* All teachers are public school employees.
** All teachers are employed by agencies other than public schools.
[1] Public represents DCPS and PCS.

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

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

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

While ideally this report would identify all preschool education funding streams at the federal, state, and local levels, there are a number of limitations of the data that make this extremely difficult to do. For example, preschool is only one of several types of education programs toward which local districts can target their Title I funds. Many states do not track how Title I funds are used at the local level, and therefore do not know the extent to which they are spent on preschool education. Another challenge involves tracking total state spending for child care, using a variety of available sources, such as 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 child care funds are spent this way.

AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2017-2018 school year are those who will be eligible to enter kindergarten two years later, during the 2019-2020 school year. Children considered to be 4 years old during the 2017-2018 school year were eligible to enter kindergarten one year later, during the 2018-2019 school year. Children considered to be 5 years old during the 2017-2018 school year were already eligible for kindergarten at the beginning of the 2017-2018 school year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles

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

The first page for each state begins with two sets of bar graphs. The first set shows percentages of the state's 3-year-olds and 4-year-olds enrolled in the state preschool program. The second set shows the state's spending per child enrolled in the state preschool program. 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 2018 (which corresponds to the 2017-2018 school year). Due to space constraints, not all years can be included. Instead, data is included for the years ending in 2002, 2005, 2008, 2011, 2014, 2017, and 2018. Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2018 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. The percent of children enrolled is calculated using Census estimates of 3- and 4-year-old children in each state.

Following the bar graphs is a brief narrative providing information on the main features of the state's program(s). This includes an overview of preschool enrollment, spending and quality; any new developments; details such as the program's history, the types of settings in which state-funded preschool can be offered, and eligibility criteria. In many cases, the narrative also describes unique or particularly interesting aspects of the state's program(s) that may not be highlighted elsewhere in the report, as well as expected changes for the 2018-2019 school year. Some descriptive information in the narratives was originally based on information found in the reports Seeds of Success from the Children's Defense Fund and Quality Counts 2002 from Education Week.

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

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

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

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

California, Connecticut, Iowa, Kansas, Louisiana, Massachusetts, Minnesota, New Jersey, Oregon, Pennsylvania, 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.

State profile pages are also given for the five states that did not fund preschool education programs in the 2017-2018 school year. For these states, the table of quality standards is omitted. These profiles do report enrollment data for special education and federally funded Head Start, however. In addition, data on per-child spending for K-12 education and federal Head Start are included. State-funded Head Start spending and enrollment are also provided for no-program states. Profile pages are also included for five U.S. territories that do not offer "state-funded" preschool (American Samoa, Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands). For these five territories, a narrative is provided, as is information about Head Start and special education.

The following sections provide an overview of information contained in the data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2017-2018 school year except where noted.

ACCESS

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

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

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded programs: preschool special education and Head Start. The Head Start enrollment total includes children in the American Indian/Alaskan Native and Migrant & Seasonal Head Start programs where applicable. The final item in the table reports how many children ages 3 and 4 years old are participating in Head Start through state supplemental funds.

Two Access pie charts illustrate the percentages of the state's 3- and 4-year-olds enrolled in the state-funded preschool program(s), special education, 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. We calculated an unduplicated count for special education enrollment in order to more accurately represent the percentage of children served in the state. The special education percentage in the pie chart represents children who are in special education but not enrolled in Head Start or state preschool programs. For the fourth time, in the 2018 report, we also calculated an unduplicated count for Head Start enrollment in order to avoid double counting Head Start children enrolled in state-funded preschool. For the states that were able to report this information, the Head Start percentage does not include children also enrolled in state-funded preschool.

QUALITY

State policies in critical areas related to quality are shown in the Quality Standards Checklist table. This year we replace the original 10 policies and benchmarks, dating back to 2002, with an updated set first presented in 2016. For each policy area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. The first column in the Quality Standards Checklist table lists the policy that is being evaluated. The second column presents information about each state program's requirements regarding each policy. The third column lists the benchmark for each policy—that is, the rigor of the state requirement needed to meet the benchmark. The fourth column depicts whether the state preschool program's requirements met the benchmark. A box at the bottom of the fourth column displays the total number of benchmarks met by the state program.

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

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

Based on advances in research over the decade and a half since establishing the original quality standards benchmarks, we have created the current set. These shift the focus somewhat from policies regarding classroom structure toward policies that shape classroom processes associated with positive child developmental outcomes.[1] Specifically, the current benchmarks introduce one new quality standards benchmark and make substantial changes or enhancements to three others. The rationale for each benchmark is fully explained in the Executive Summary. Below, we briefly describe the criteria used to assess whether state policies meet each benchmark.

Early learning and development standards (ELDS) offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development. To meet the ELDS benchmark, states should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel[2]—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 they are appropriate for their level of development. The ELDS should also be vertically aligned with the state's infant and toddler standards and either K–3 or college-and career-ready standards, as well as horizontally aligned with preschool child assessments (when assessments are required). The state should have supports in place for the ELDS such as professional development and resources. The ELDS should also be sensitive to children's diverse cultural and language backgrounds.

To meet the curriculum supports benchmark, state policies must provide guidance or have an approval process for curriculum selection and provide support for curriculum implementation, such as training or ongoing technical assistance. States do not need to mandate the use of specific curriculum models to meet the benchmark.

Of the 10 standards we use to gauge the quality of state-funded preschool programs, four involve teacher qualifications or training. State preschool policies are evaluated based on whether programs require teachers in all classrooms to have at least a bachelor's degree, whether they require teachers to have specialization in preschool education, and whether they require assistant teachers in all classrooms to have at least a Child Development Associate (CDA) or equivalent credential based on coursework. The fourth benchmark requires both teachers and assistant teachers to have at least 15 hours of annual in-service training and individualized, annual professional development plans. In addition, to meet the professional development benchmark, state policies must also require that all classrooms receive coaching, or ongoing classroom-embedded support.

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 most and have no more than 10 children per classroom teaching staff member.

To meet the screening and referral benchmark, states must require vision and hearing screenings, and at least one additional health screening; as well as referrals when needed. This quality standards benchmark no longer assesses provision of support services. Nearly all state-funded pre-K programs have some requirement for parent engagement and support, and we could not set an evidence-based benchmark that differentiated among them based on effectiveness.

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

The final benchmark focuses on state requirements regarding a continuous quality improvement system (CQIS). This reflects a shift in focus from compliance to state support for continuous improvement. Minimum requirements for a CQIS to meet the benchmark are: (1) the use of data to support planning and support for improvement of policy or practice at local and state levels, and (2) a requirement for annual systematic collection of classroom observation data for use in continuous improvement.

[1] Minervino, J. (2014) *Lessons from research and the classroom: Implementing high-quality pre-k that makes a difference for young children*. Seattle, WA: Bill and Melinda Gates Foundation. Weiland, C. (2016). Launching preschool 2.0: A roadmap to high-quality public programs at scale. *Behavioral Sciences & Policy, 2*(1). 37-46. Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L. M., Gormley, Jr., W. T., Ludwig, J., & et al. (2013). *Investing in our future: The evidence base on preschool education*. Ann Arbor, MI: Society for Research in Child Development.

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

RESOURCES

The table in the Resources section provides the following information: total state spending for the state preschool program; whether a local match, monetary or in-kind, is required; amount of state Head Start spending; state spending per child enrolled in the program; and all reported (local, state, and federal) spending per child enrolled in the program. These measures show various views of the resources dedicated to state preschool programs, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending may appear low, but may prove to be high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state preschool education by using local funding sources or by leveraging federal funding sources. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local and locally allocated federal spending is available. In 2017-2018, several states also utilized federal Preschool Development grant (PDG) dollars which is reflected in the all reported spending number.

The bar chart in the Resources section compares per-child spending in state-funded preschool programs to federal Head Start and K–12 per-child spending. Head Start per-child spending for the 2017-2018 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start, which made per-child amounts seem artificially higher (although this has been corrected for the past several years). Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF funds 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 pre-K enrollment ..... Number of children of all ages in state pre-K program

School districts that offer state program ..... Percentage of school districts in state where program is offered

Income requirement ..... Maximum family income for program eligibility

Minimum hours of operation ..... Minimum hours per day and days per week program operates

Operating schedule ..... Annual schedule of operation (school/academic year or full calendar year)

Special education enrollment, ages 3 and 4 ..... Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education Act

Federally funded Head Start enrollment, ages 3 and 4 ..... Number of slots for 3- and 4-year-olds in Head Start funded with federal money

State-funded Head Start enrollment, ages 3 and 4 ..... Number of slots for 3- and 4-year-olds in Head Start funded with state money

QUALITY STANDARDS CHECKLIST

POLICY — STATE PRE-K REQUIREMENT

Early learning & development standards ..... Comprehensive, aligned with state infant & toddler and K–3 or college & career ready standards, aligned with child assessments, supported, and culturally sensitive

Curriculum supports ..... Approval process for selecting curricula and supports in place for curriculum implementation

Teacher degree ..... Lead teacher must have a BA, at minimum

Teacher specialized training ..... Lead teacher must have specialized training in a pre-K area

Assistant teacher degree ..... Assistant teacher must have a CDA or equivalent, at minimum

Staff professional development ..... Teacher and assistant teacher must receive at least 15 hours/year of in-service professional development and training, individualized annual professional development plans, and coaching

Maximum class size ..... Maximum number of children per classroom must be 20 or fewer

Staff-child ratio ..... Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better

Screening & referral ..... Screenings and referrals for vision, hearing, and health must be required

Continuous quality improvement system ..... Systematic structured observations of classroom quality and information collected is used for classroom/program improvement at the state and local levels

RESOURCES

Total state pre-K spending ..... Total state funds spent on state pre-K program

Local match required? ..... Whether state requires local providers to match state monetary contributions to program

State Head Start spending ..... Total state funds spent to supplement Head Start program

State spending per child enrolled ..... Amount of state funds spent per child participating in pre-K program

All reported spending per child enrolled ..... Amount of all reported funds (local, state, and federal) spent per child participating in pre-K program

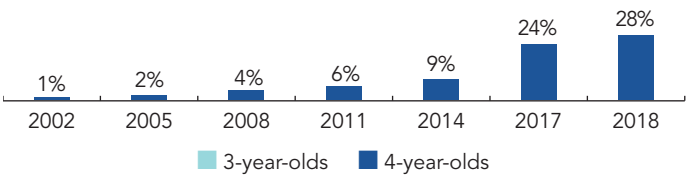
GLOSSARY OF ABBREVIATIONS

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

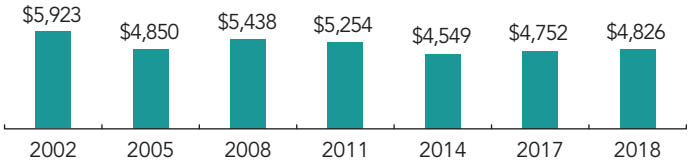
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Alabama preschool enrolled 16,051 children in 2017-2018, an increase of 2,019 children from the prior year. State funding totaled $77,462,050, up $10,785,777 (16%), adjusted for inflation, since last year. State spending per child equaled $4,826 in 2017-2018, up $74 from 2016-2017, adjusted for inflation. Alabama met 10 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 school year, Alabama worked to strengthen their Pre-K through 3rd grade Integrated Approach to Early Learning to expand the success seen from the First Class Pre-K: the Alabama Voluntary Pre-Kindergarten (FCVPK) program to the higher grades. The Alabama Department of Early Childhood Education was awarded a Preschool Development Grant Birth through Five award in 2018 for $10.6 million to further develop and implement a unified system that includes a comprehensive and coordinated effort to provide from existing federal, state, local and non-governmental resources effective and efficient services to meet the needs of children and parents.

BACKGROUND

FCVPK is a grant program administered by the Office of School Readiness within the Alabama Department of Early Childhood Education (DECE) under the Governor's Office. The program funds full-day, full-year preschool education for all 4-year-olds in every county in a variety of settings, including public schools, private centers, Head Start programs, community organizations, faith-based centers, colleges and universities, and military agencies. Using a multi-pronged approach, the DECE Office of School Readiness has implemented evidence-based strategies and methods grounded in research literature to assure that all Alabama 4-year-olds have access to excellent early learning classrooms in their communities.

Funding for FCVPK is distributed by the Alabama Education Trust Fund Budget through competitive grants at three levels for pre-K programs: (1) Pre-K Excellence Grants (up to $45,000) are awarded on a 3-year cycle to help programs meet quality standards and are not intended as the primary source of funding; (2) Pre-K Tiered Grants ($80,200 to $92,700 per grant) are awarded on a 3-year cycle to classrooms serving a certain share of the free and reduced-price lunch eligible child population and are primary sources of pre-K funding; (3) New Classroom or Plus Grants of ($120,000 to $150,000 per grant) cover costs of materials, equipment, furnishings, and general operating expenses in new classrooms for one year. Grantees must match the awards locally, which can include sliding-scale fee revenue.

FCVPK is also supported by a $17.5 million federal Preschool Development Grant to expand pre-K access across the state in high-risk areas. The state has sustainability plans for each PDG-funded classroom which entails using state and local funding once the federal grant ends.

All teachers in First Class Pre-K classroom must center their instructional strategies, classroom environment and activities according to the Alabama First Class Frame Work, first implemented beginning in the 2013-2014 academic year. FCVPK requires use of a curriculum incorporating early learning standards aligned to kindergarten content standards and Teaching Strategies GOLD objectives, the required formative assessment tool. All FCVPK classrooms are supported by a coach and monitored for continuous improvement. Alabama requires each classroom to have a lead teacher with a BA plus an early learning credential and, in 2015, introduced policies to support salary parity.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
25	None Served	21	19	10

FIRST CLASS PRE-K: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 16,051

School districts that offer state program .....100% (counties/parishes)

Income requirement ..... No income requirement

Minimum hours of operation ..... 6.5 hours/day; 5 days/week

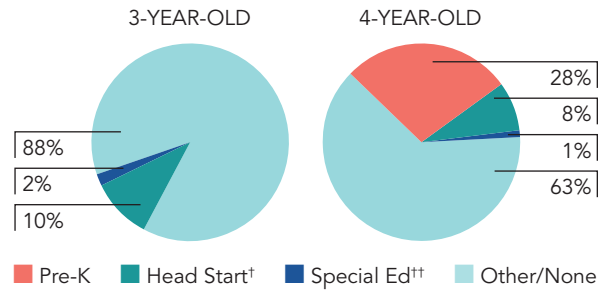
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 3,871

Federally funded Head Start enrollment, ages 3 and 4 12,939

State-funded Head Start enrollment, ages 3 and 4..... 2,124

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

10

RESOURCES

Total state pre-K spending $77,462,050

Local match required? ..... Yes

State Head Start spending $5,312,890

State spending per child enrolled $4,826

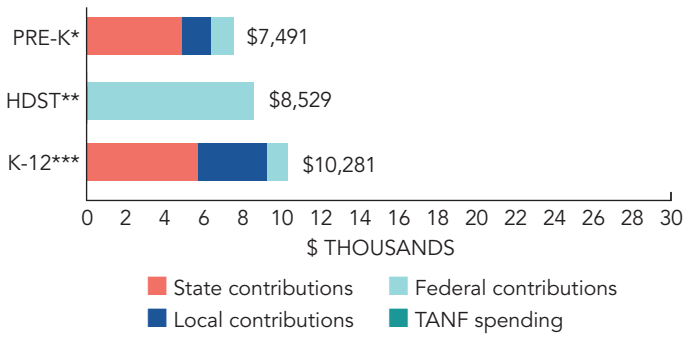
All reported spending per child enrolled* $7,491

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

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

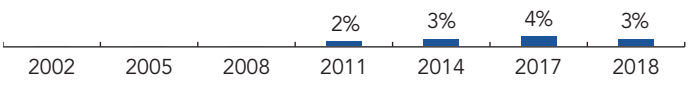
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

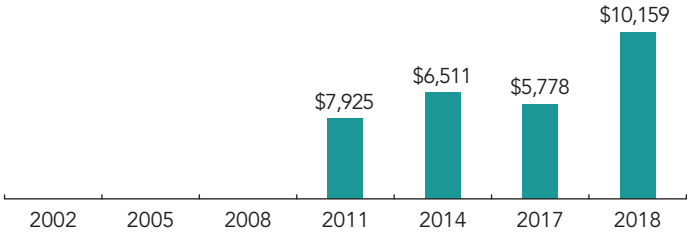


Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Alaska preschool enrolled 315 children in 2017-2018, a decrease of 43 children from the prior year. State funding totaled $3,200,000, up $1,131,301 (55%), adjusted for inflation, since last year. State spending per child equaled $10,159 in 2017-2018, up $4,380 from 2016-2017, adjusted for inflation. Alaska met 3 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 school year, state legislature approved an additional $6 million for Alaska Pre-Elementary programs for the next two years (2018-2020). Additionally, the Alaska Department of Education and Early Development was awarded a Preschool Development Grant Birth through Five award in 2018 for $2.6 million to conduct a statewide needs assessment and a strategic plan that maximizes parental choice. The state also plans to share best practice by revising the 2009 Early Learning Guidelines; expanding provider trainings and coaching activities; developing a trauma-informed module; creating an Alaska version of Strengthening Families training; offering rural author mini-grants; and expediting fingerprint background check process.

BACKGROUND

Since the 1980s, Alaska has supplemented federal funding for Head Start programs in an effort to enhance school readiness and professional development, and expand opportunities for children and families. In 2009-2010, the state launched the Alaska Pre-Kindergarten pilot program, now known as the Alaska Pre-Elementary program. During the 2017-2018 school year, the program was open to preschool-age children in 11 of the 54 school districts statewide. Alaska has offered a supplement to federally recognized Head Start programs since the 1980s. During the 2017-2018 program year, the state provided $6.8 million to support Head Start programs in Alaska. The financial support is part of an effort to develop program quality through school readiness activities and professional improvement. The funds also offer admission to additional children and families whenever possible.

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

Budget reductions have continued to be a challenge, as inconsistent funding has affected program implementation and quality. Alaska receives no federal funding for the Pre-Elementary program, though some districts utilize Title IA or Title IC funding for preschool. Funding for the Alaska Pre-Elementary program goes directly to school districts or Head Start agencies. Participating programs may subcontract with public schools, Head Start programs, or private agencies.

The Teaching Strategies assessment was piloted by the state during the 2011-2012 school year. State policy requires all programs to use this tool multiple times throughout the year. In addition to classroom quality observations, Education Northwest is planning to conduct a formal assessment of the programs using the 3-year Developmental grants.

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

ALASKA PRE-ELEMENTARY

ACCESS

Total state pre-K enrollment 315

School districts that offer state program 20%

Income requirement ..... No income requirement

Minimum hours of operation ..... Determined locally

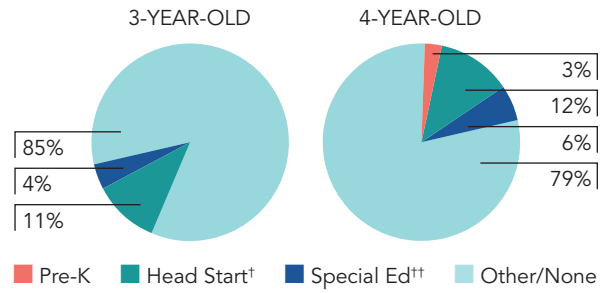
Operating schedule..... Determined locally

Special education enrollment, ages 3 and 4 1,317

Federally funded Head Start enrollment, ages 3 and 4 2,365

State-funded Head Start enrollment, ages 3 and 4..... 142

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	AK PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); None (nonpublic)	**BA**	☐
Teacher specialized training	ECE, Elem. Ed., ECE SpEd (public); None (nonpublic)	**Specializing in pre-K**	☐
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	6 credit hours/5 years (teachers only); PD plans; Voluntary coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	Determined locally	**20 or lower**	☐
Staff-child ratio	Determined locally	**1:10 or better**	☐
Screening & referral	None	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations determined locally; Data used for program improvement at local level only	**Structured classroom observations; data used for program improvement**	☐
			3

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

RESOURCES

Total state pre-K spending $3,200,000

Local match required?..... No

State Head Start spending $6,852,991

State spending per child enrolled $10,159

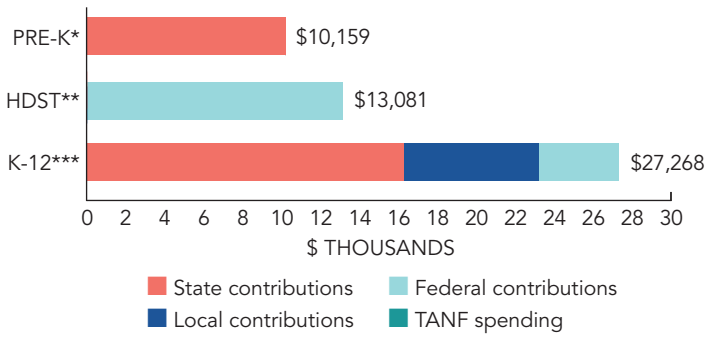
All reported spending per child enrolled* $10,159

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

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

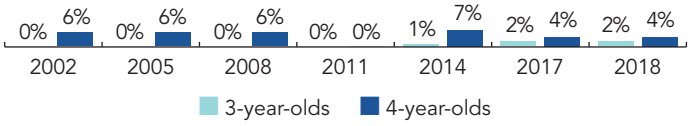
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)

OVERVIEW

Arizona preschool enrolled 5,256 children in 2017-2018, a decrease of 29 children from the prior year. State funding totaled $21,307,301, up $1,682,864 (9%), adjusted for inflation, since last year. State spending per child equaled $4,054 in 2017-2018, up $341 from 2016-2017, adjusted for inflation. Arizona met 3 of 10 quality standards benchmarks.

WHAT'S NEW

The Arizona Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for nearly $1.4 million to accelerate its collaborative work on two key Arizona Education Progress Meter goals: first to increase the percentage of 3- and 4-year-old children enrolled in high-quality early learning settings; and second to increase the percentage of 3rd grade students who score Proficient or Highly Proficient on the AzMerit Grade 3 English Language Arts assessment.

BACKGROUND

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

In 2006, Arizona voters earmarked tobacco tax revenues for early childhood development and health programs and created the Early Childhood Development and Health Board, known as First Things First (FTF), to oversee those funds. FTF allocates those funds to communities based on the birth to five population and percentage of young children in poverty. Volunteer regional councils recommend early childhood programs to fund. These public funds can be used for various early childhood programs, including increasing access to early learning. This is accomplished through Quality First (QF) Scholarships serving young children living at or below 200% FPL.

Private child care, public schools, Head Start settings, tribally regulated programs, family child care homes, and faith-based programs are eligible to receive QF Scholarships as long as they participate in Quality First, the state's Quality Improvement and Rating System (QIRS) and have met at least a three-star rating on the QIRS quality standards. QF Scholarship reimbursement rates vary by program type.

Dramatic decreases in tobacco tax revenues in recent years prompted sharp drops in program funding, including Quality First (QF) Scholarships (a 24% drop in tobacco tax revenue between 2007 to 2015, about $40 million less per year). Regular projections of the tobacco tax revenue indicate this decrease would continue. In response, the FTF Board determined that a budget reset was necessary to ensure consistent funding levels over the next nine to fifteen years.

Arizona also received federal funding to support pre-K programs through the Preschool Development Grant (PDG) in 15 high-needs communities during 2017-2018 and to enhance quality through the state QRIS. As a result of four years of PDG funding, 4,569 children received their early education from providers committed to continuous quality improvement, including 3,486 children (76%) whose early learning provider met or exceeded quality standards. Participation in the state QRIS provides programs with on-site coaching, mental health consultation, child care health consultation, professional development and college scholarships for early educators, along with financial incentives. In addition, FTF collaborates with the state to meet federal match requirements to draw down more than $184 million per year in federal Child Care and Development Fund (CCDF) funds.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
41	21	28	37	3

QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state pre-K enrollment 5,256

School districts that offer state program .....86% (Regional Partnership Councils)

Income requirement .....200% FPL

Minimum hours of operation .....34 hours/month; 8 days/month

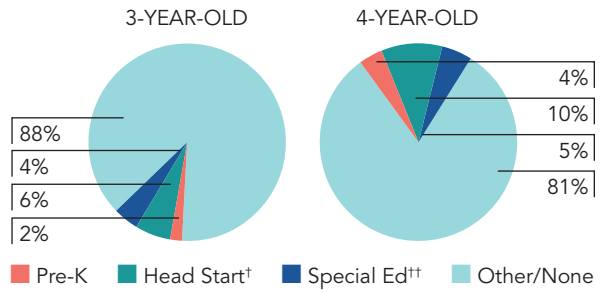
Operating schedule..... Determined locally

Special education enrollment, ages 3 and 4 9,590

Federally funded Head Start enrollment, ages 3 and 4 13,814

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	AZ PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	12 credit hours in ECE, CDA (25% of teachers)	**BA**	☐
Teacher specialized training	12 credit hours in ECE, CDA (25% of teachers)	**Specializing in pre-K**	☐
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	18 hours/year	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	26 (3-year-olds); 30 (4-year-olds)	**20 or lower**	☐
Staff-child ratio	1:13 (3-year-olds); 1:15 (4-year-olds)	**1:10 or better**	☐
Screening & referral	Immunizations	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

3

RESOURCES

Total state pre-K spending $21,307,301

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $4,054

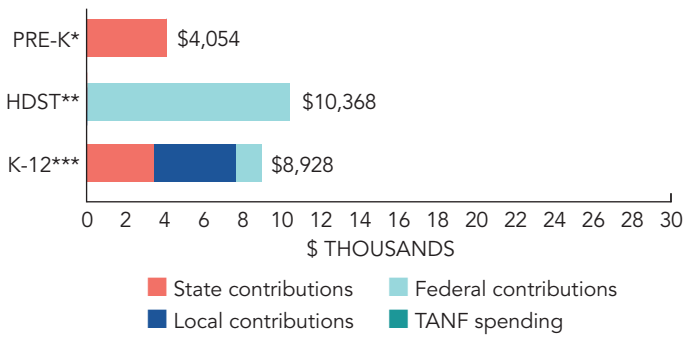
All reported spending per child enrolled* $4,054

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

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

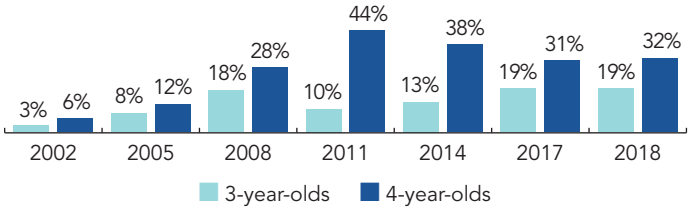
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

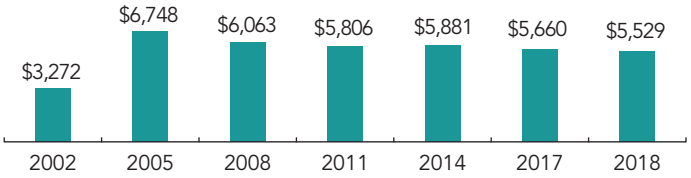


Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Arkansas preschool enrolled 20,618 children in 2017-2018, an increase of 333 children from the prior year. State funding totaled $106,500,000 and $7,500,000 in TANF funds were also used to support program, down $812,767 (1%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled $5,529 in 2017-2018, down $131 from 2016-2017, adjusted for inflation. Arkansas met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Beginning with the 2017-2018 school year, the Governor committed an additional $3 million per year to improve the quality of Arkansas Better Chance (ABC) pre-K programs, including funds to improve and reward teacher quality and to encourage and enhance innovation in the programs. Additionally, the Arkansas Department of Human Services (DHS)/Division of Child Care and Early Childhood Education (DCCEDE) was awarded a Preschool Development Grant Birth through Five award in 2018 for $3.5 million to address the need for Adverse Childhood Experiences (ACEs) work across the state. Through this grant, the DCCECE will update the existing needs assessment to identify research gaps on trauma and ACEs, use this data to update the existing strategic plan, and work with identified stakeholders to further the ACEs work in Arkansas by broadening our reach through education on trauma informed care.

BACKGROUND

The Arkansas Better Chance (ABC) program began in 1991 as part of a statewide education reform initiative, with funding ($10 Million) earmarked to serve children birth to 5 years old based on family income, developmental, and/or economic risk factors. In 2003, legislation known as Arkansas Better Chance for School Success (ABCSS) set priorities for funding supporting 3- and 4-year-olds in households with incomes up to 200% of the federal poverty level. School districts with 75% or more of students scoring below proficient in literacy and math on the State Benchmark exams, and children in schools designated as "school improvement status" received funding priority. To date, a total of $111 Million is appropriated for ABC/ABCSS programs which provide pre-K access in a diverse set of mixed-delivery settings.

During the 2017-2018 school year, ABC/ABCSS was administered by the Arkansas DCCECE which is responsible for operations through a shared governance structure with ADE and the State Board of Education. In 2014, Arkansas was awarded a $14.9 million federal Preschool Development Grant (PDG) enabling the state to expand quality services to 1,363 additional children and enhance preschool services for 1,509 children already enrolled during the 2017-2018 school year. Arkansas is working on a plan to sustain PDG funding after the grant ends in June 2019.

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

Arkansas provides additional pathways for those working with young children to gain advanced knowledge and skill, such as Birth through Kindergarten Licensure and a Birth through Prekindergarten Teaching Credential. These options provide a route to higher education for preparation of teachers and teacher assistants for all children, birth through age five, including children with special needs.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
17	5	19	8	8

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state pre-K enrollment 20,618

School districts that offer state program ..... 100% (counties)

Income requirement .....200% FPL

Minimum hours of operation ..... 7 hours/day; 5 days/week

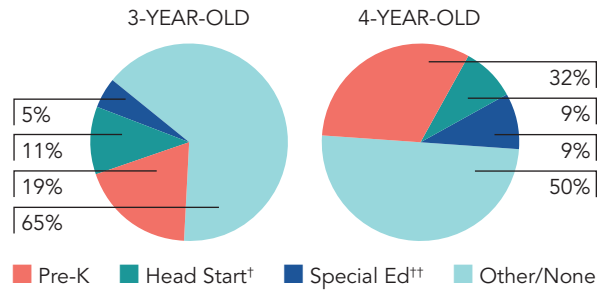
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 8,689

Federally funded Head Start enrollment, ages 3 and 4 7,470

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	AR PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA; AA (beyond first classroom at a site)	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	30 hours/year; PD plans	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

Total state pre-K spending $114,000,000

Local match required?.....Yes

State Head Start spending $0

State spending per child enrolled $5,529

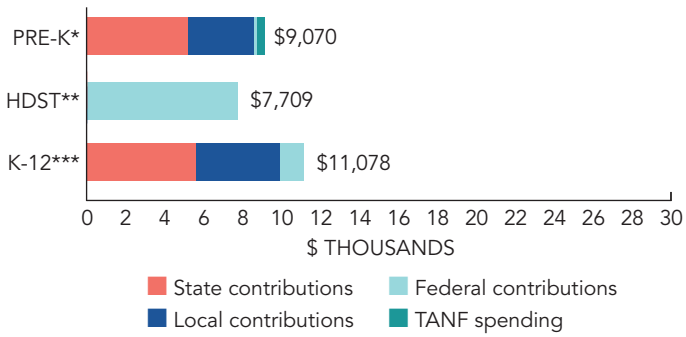
All reported spending per child enrolled* $9,070

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

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

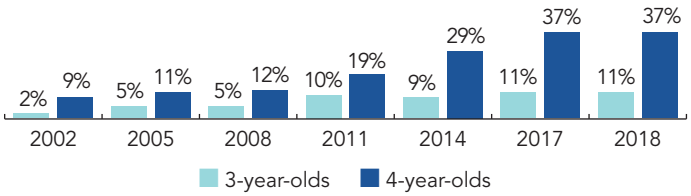
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

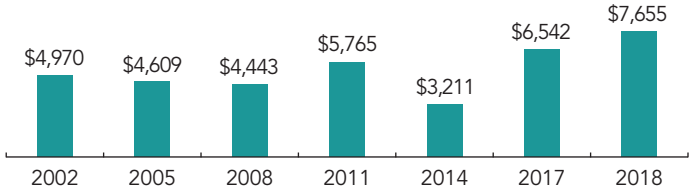


California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

California preschool programs enrolled 242,297 children in 2017-2018, an increase of 6,646 children from the prior year. State funding totaled $1,854,832,577, up $313,106,275 (20%), adjusted for inflation, since last year. State spending per child equaled $7,655 in 2017-2018, up $1,113 from 2016-2017, adjusted for inflation. California met an average of 4.3 of 10 quality standards benchmarks.

WHAT'S NEW

The California Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for $10.62 million to conduct a comprehensive needs assessment to understand the gaps, needs, and barriers to providing quality Early Learning in California. In addition, the funds will be used to develop a 10-year strategic plan with actionable steps to build a comprehensive early learning system that meets the needs of California's children and their families. Additionally, beginning in the 2018-2019 school year, children funded by CSPP and TK funding can be served in the same classroom.

BACKGROUND

In 2008, the California State Preschool Program Act created the California State Preschool Program (CSPP) by consolidating several early childhood initiatives into one funding stream. CSPP encompasses (1) the CSPP that began in 1965 for children at risk for neglect, abuse, or family violence, or receiving protective services; (2) the 2007 Prekindergarten and Family Literacy Program (PKFLP) which added a literacy component to CSPP; and (3) General Child Care programs.

CSPP provides both part- and full-day preschool to 3- and 4-year-olds with a family income at or below 70% of the state median income. Children at risk of abuse, neglect, or exploitation, receiving protective services, are homeless, or who are receiving CalWORKS cash aid are also eligible.

CSPP awards funding through a competitive application process to school districts, private and faith-based agencies, and Head Start programs. Children are served in either full-day or part-day programs, depending on family eligibility and need. Children must remain eligible throughout the year to receive full-day services but can remain in part-day programs regardless of changes to eligibility. Teachers are required to have California Child Development Associate Teacher Permits, and can receive grants for professional learning. CSPP classrooms receive structured quality observations using the Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) at least once a year.

California Transitional Kindergarten (TK) began during the 2012-2013 school year as a result of the kindergarten age eligibility moving from December 2 to September 1, as part of the state's Kindergarten Readiness Act of 2010. TK is the first year of a two-year kindergarten program for children born between September 2 and December 2. In June 2015 an amendment allowed children turning 5 years old after December 2 to attend TK at the beginning of the school year, at the discretion of the local educational agency. TK follows kindergarten regulations for class size, teacher qualifications, program standards, funding, and serving English language learners. TK is profiled as a separate preschool program in this report.

Both CSPP and TK are guided by the California Preschool Learning Foundations, which are aligned with the Common Core State Standards, California Infant and Toddler Learning and Development Foundations, California Content Standards, and the Head Start Child Development and Early Learning Framework.

Using local and state funding, the California Quality Rating and Improvement System (CA-QRIS) Consortium was established to continue work initiated by the state's federal Race to the Top-Early Learning Challenge (RTT-ELC) grant. The goal is to ensure children have access to high-quality programs so they thrive in their early learning settings and succeed in kindergarten and beyond. The CA-QRIS Consortium focuses on three areas: child development and readiness for school, teachers and teaching, and program and environment quality.

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

CALIFORNIA STATE OVERVIEW

ACCESS

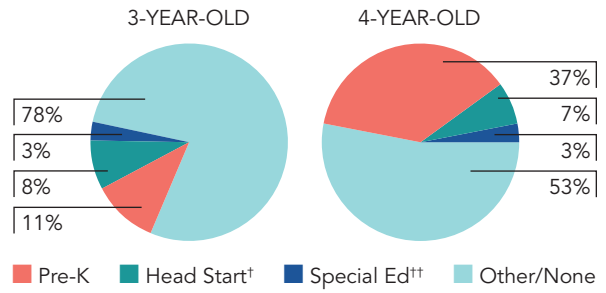
Total state pre-K enrollment 242,297

Special education enrollment, ages 3 and 4 50,091

Federally funded Head Start enrollment, ages 3 and 4 73,145

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

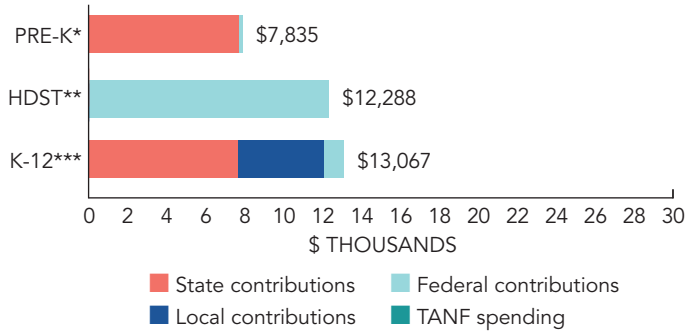
Total state pre-K spending $1,854,832,577

State Head Start spending $0

State spending per child enrolled $7,655

All reported spending per child enrolled* $7,835

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	8

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	17

TOTAL BENCHMARKS MET
4.3

CALIFORNIA STATE PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 138,937

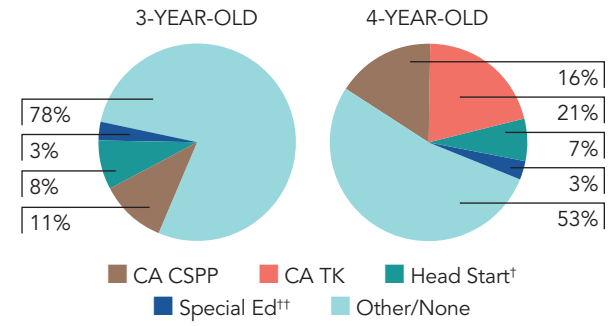
School districts that offer state program .....97% (counties/parishes)

Income requirement ..... 70% SMI

Minimum hours of operation ..... 3 hours/day; 5 days/week

Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

6

RESOURCES

Total state pre-K spending $932,344,577

Local match required? ..... No

State spending per child enrolled $6,711

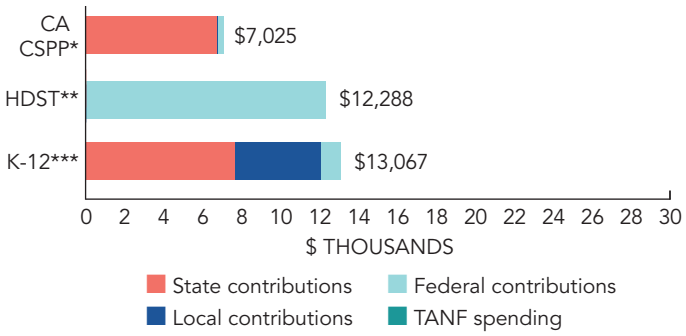
All reported spending per child enrolled* $7,025

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

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

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

SPENDING PER CHILD ENROLLED



CALIFORNIA TRANSITIONAL KINDERGARTEN (TK)

ACCESS

Total state pre-K enrollment 103,360

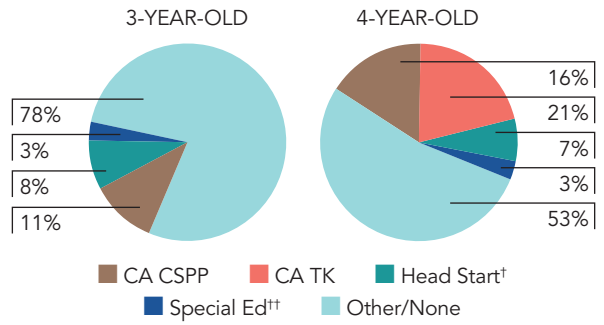
School districts that offer state program .....100% (counties/parishes)

Income requirement ..... No income requirement

Minimum hours of operation ..... 3 hours/day; 5 days/week

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	CA TK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, Elem Ed.	**Specializing in pre-K**	☐
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	Determined locally	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	33 (4-year-olds)	**20 or lower**	☐
Staff-child ratio	1:33 (4-year-olds)	**1:10 or better**	☐
Screening & referral	None	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

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

2

RESOURCES

Total state pre-K spending $922,488,000

Local match required? ..... No

State spending per child enrolled $8,925

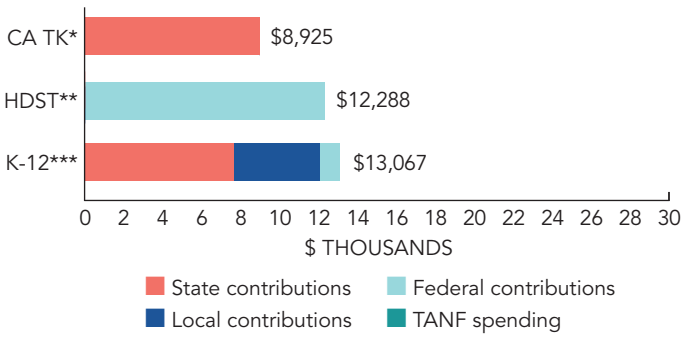
All reported spending per child enrolled* $8,925

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

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

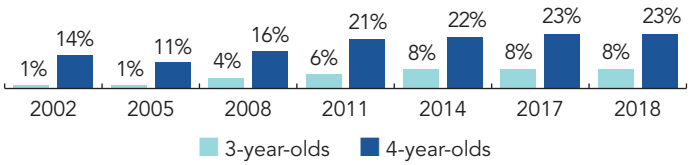
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

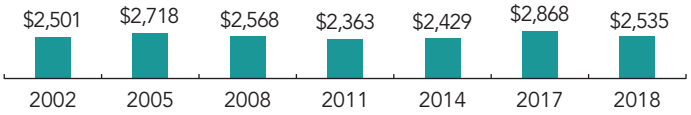


Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Colorado preschool enrolled 21,446 children in 2017-2018, a decrease of 176 children from the prior year. State funding totaled $54,374,180, down $7,633,514 (12%), adjusted for inflation, since last year. State spending per child equaled $2,535 in 2017-2018, down $332 from 2016-2017, adjusted for inflation. Colorado met 5 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 school year, Colorado integrated a P-3 approach to build a comprehensive, high-quality continuum of learning from birth to age 8 that vertically and horizontally aligns to support the unique needs of all children. Additionally, the state revised the Colorado Academic Standards, which are set to be fully implemented by Fall 2020. The state also passed legislation to add 1,000 additional slots to the Colorado Preschool Program (CPP) for the 2018-2019 school year.

The Colorado Department of Human Services was awarded a Preschool Development Grant Birth through Five award in 2018 for $5.8 million to help build a quality early learning system for children birth to age five and their families. Colorado aims to do this through Colorado Shines Brighter. Colorado Shines Brighter is based on the state's shared vision to ensure all children are ready for school when entering kindergarten. The program will work towards three outcomes: (1) increased access to and choice of quality formal early childhood care and education settings which best meet the needs of each child and family; (2) enhanced informal early childhood care and education environments (parental, friend, family, and neighbor care) to enrich and support children's physical, social, emotional, and cognitive development; and (3) coordination and alignment of Colorado's B-5 early childhood state system to enhance the resources available to families and improve the quality of relationships among families, caregivers, and children.

BACKGROUND

The Colorado Preschool Program (CPP) launched in 1988 for 3- and 4-year-olds who needed language development support in hopes of lowering school dropout rates and reducing dependence on public assistance. In 1992, CPP became a permanent program and expanded eligibility to young children lacking overall school readiness due to family risk factors, as defined by statute, including eligibility for free or reduced-price meals, being a dual language learner, being in foster care, a family history of abuse or neglect, homelessness, parental substance abuse, or having a teen parent, as well as locally determined risk factors. Four-year-olds must meet at least one risk factor to enroll in CPP, while 3-year-olds are required to meet a minimum of three risk factors.

In the 2017-2018 school year, 98% of the state's 179 school districts offered CPP. CPP slots can serve eligible pre-K students, and Early Childhood At-Risk Enhancement (ECARE) slots can serve either pre-K students or provide full-day services for eligible kindergartners. Two half-day slots can be combined to create full-day opportunities for pre-K children with very high needs. Schools may provide pre-K service by subcontracting with private child care centers, Head Start, or other community-based or public agencies. Funding is awarded competitively with priority given to districts with exemplary implementation plans and/or not currently participating in CPP.

CPP funding is determined by the Colorado school finance formula, with preschoolers receiving half the amount for students in grades 1 through 12. Funds are distributed directly to school districts, which are given a predetermined number of half-day slots to serve eligible children. CPP providers may use additional funding sources, such as federal Head Start money, to extend the program day, supplement services, or provide wraparound care.

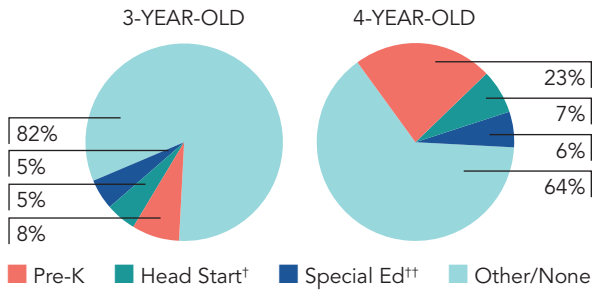
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
28	11	39	36	5

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 21,446
School districts that offer state program 98%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 2.5 hours/day
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 8,516
Federally funded Head Start enrollment, ages 3 and 4 8,198
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	CO PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	CDA	**BA**	☐
Teacher specialized training	CDA	**Specializing in pre-K**	☑
Assistant teacher degree	None	**CDA or equivalent**	☐
Staff professional development	15 hours/year	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	16 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:8 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	None	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations (above QRIS Level 1); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐
			5

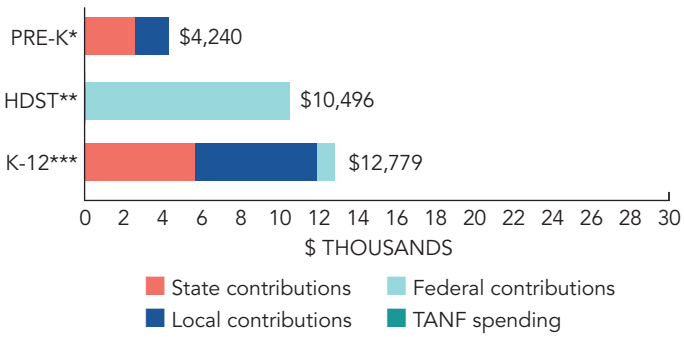
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

Total state pre-K spending $54,374,180
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $2,535
All reported spending per child enrolled* $4,240

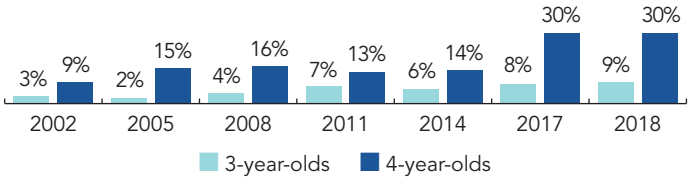
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

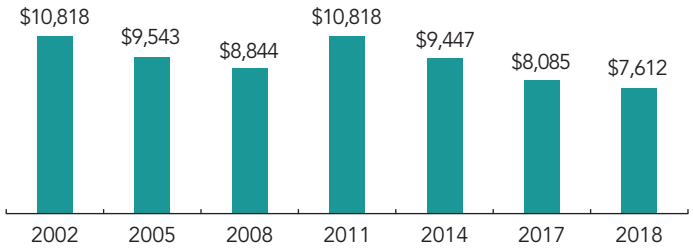


Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Connecticut preschool programs enrolled 14,585 children in 2017-2018, a decrease of 193 children from the prior year. State funding totaled $111,027,561, down $8,455,029 (7%), adjusted for inflation, since last year. State spending per child equaled $7,612 in 2017-2018, down $473 from 2016-2017, adjusted for inflation. Connecticut met an average of 5 of 10 quality standards benchmarks.

WHAT'S NEW

The Connecticut Office of Early Childhood (OEC) was awarded a Preschool Development Grant Birth through Five award in 2018 for $8.59 million to increase the state's ability to link families to needed services through aligning and improving coordination among existing agencies and programs; advance an infrastructure for data sharing across the silos of government to better support families; and design and implement a performance management approach focused on measurable child and family outcomes.

BACKGROUND

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

Connecticut has provided funding for CDCC for 40 years through a purchase-of-service contracting system. CDCCs are jointly funded through state funding and the Social Service Block Grant (SSBG) and must operate for at least 10 hours per day. CDCC has been included in this report since 2014-2015, when the program's finance structure was revised in ways that meet the NIEER definition for a state-funded pre-K program. In 2017-2018, CDCC served 3,817 children, including 2,178 preschool-aged children. Eligibility requirements target children with household incomes below 75% SMI for state funding and/or children with household incomes below 200% of the federal poverty level for SSBG funds. CDCC programs, which must be licensed as a child care facility by the state, may operate under the contract held by an elementary or secondary school, nursery school, preschool, day care center, group day care home, family day care home, family resource center, Head Start program, or local or regional board of education.

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

Smart Start was created during the 2014 legislative session to expand publicly funded pre-K for 3- and 4-year-olds in public school settings. Funding is distributed to local or regional boards of education through a competitive grant process. In 2017-2018, 24 school districts received funding to offer, at minimum, a six-hour, five-day-a-week program that operated for at least 1,080 hours per year.

In 2014, Connecticut received a federal Preschool Development Grant-Expansion. In 2017-2018, there were a total of 740 PDG-funded preschool spaces in the state: 439 were new preschool slots that operated separately from the three state-funded preschool programs, 256 spaces were dually funded in combination with SR, and 45 spaces were dually funded with CDCC. These dually funded spaces are included in the programs' total enrollment counts.

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

CONNECTICUT STATE OVERVIEW

ACCESS

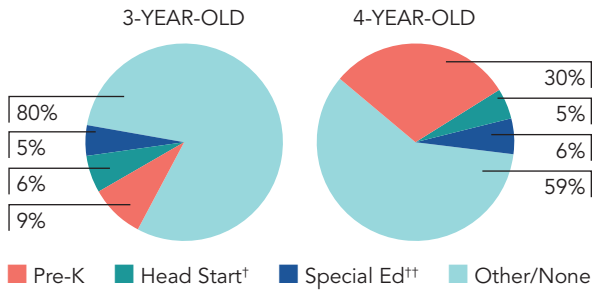
Total state pre-K enrollment 14,585

Special education enrollment, ages 3 and 4 5,574

Federally funded Head Start enrollment, ages 3 and 4 4,400

State-funded Head Start enrollment, ages 3 and 4..... 280

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

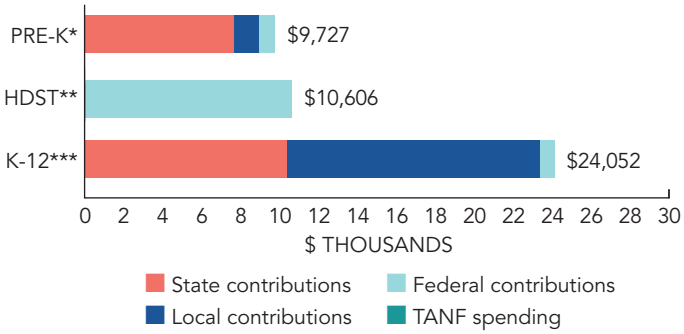
Total state pre-K spending $111,027,561

State Head Start spending $5,048,843

State spending per child enrolled $7,612

All reported spending per child enrolled* $9,727

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
21	10

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	5

TOTAL BENCHMARKS MET
5

CONNECTICUT CHILD DAY CARE CONTRACTS

ACCESS

Total state pre-K enrollment 2,178

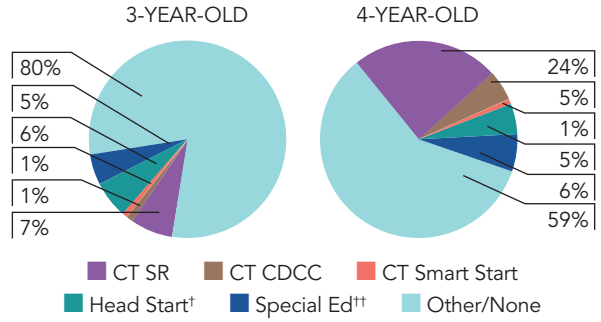
School districts that offer state program ... 28% (towns/communities)

Income requirement ..... 75% SMI

Minimum hours of operation ..... 10 hours/day; 5 days/week

Operating schedule ..... Full calendar year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	CT CDCC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	CDA + 12 EC credits	**BA**	☐
Teacher specialized training	CDA + 12 EC credits	**Specializing in pre-K**	☑
Assistant teacher degree	Based on Head Start or NAEYC	**CDA or equivalent**	☐
Staff professional development	20 hours/year; PD plans (some teachers and assistant teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Immunizations, full physical exam (no vision or hearing)	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations (non-accredited prorgrams); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐
			5

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

RESOURCES

Total state pre-K spending $16,225,367

Local match required? ..... No

State spending per child enrolled $7,450

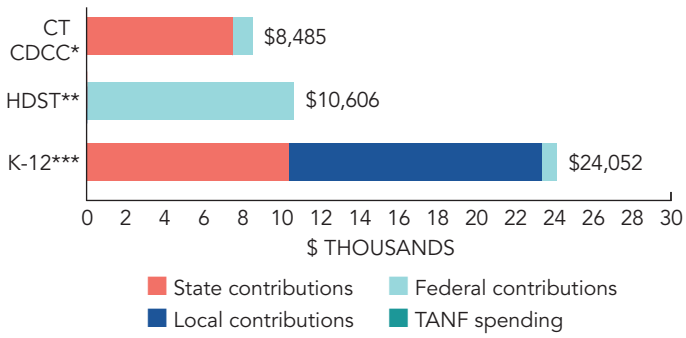
All reported spending per child enrolled* $8,485

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

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

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

SPENDING PER CHILD ENROLLED



CONNECTICUT SCHOOL READINESS

ACCESS

Total state pre-K enrollment 11,752

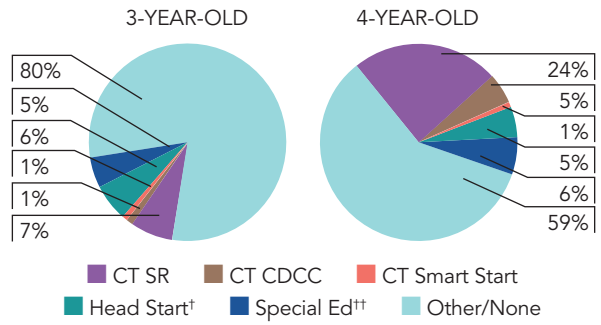
School districts that offer state program ... 40% (towns/communities)

Income requirement ..... 75% SMI

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	CT SR REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	CDA + 12 EC credits	**BA**	☐
Teacher specialized training	CDA + 12 EC credits	**Specializing in pre-K**	☑
Assistant teacher degree	HSD (public); Based on Head Start or NAEYC (nonpublic)	**CDA or equivalent**	☐
Staff professional development	9 hours/year (teachers only); PD plans (some nonpublic teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Referral only	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations (non-accredited programs); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐

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

5

RESOURCES

Total state pre-K spending $90,764,459

Local match required? ..... No

State spending per child enrolled $7,723

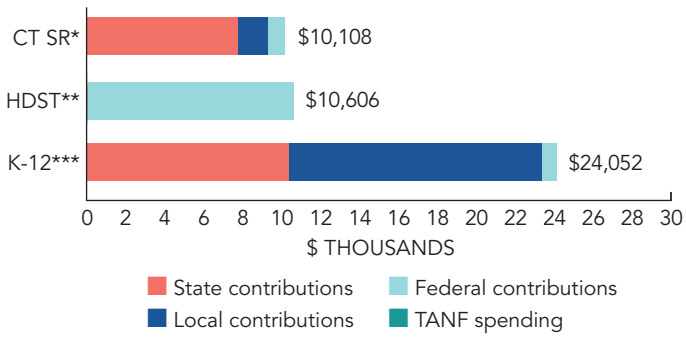
All reported spending per child enrolled* $10,108

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

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

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

SPENDING PER CHILD ENROLLED



CONNECTICUT SMART START

ACCESS

Total state pre-K enrollment 655

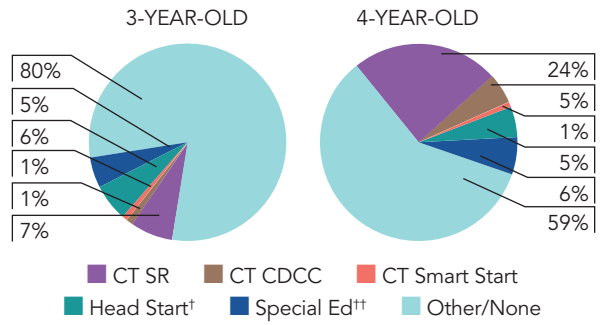
School districts that offer state program ... 14% (towns/communities)

Income requirement ..... No income requirement

Minimum hours of operation ..... 6 hours/day; 5 days/week

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	CT SMART START REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	Pre-K or EC	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	PD plans (teachers only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	None	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations (non-accredited programs); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐

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

6

RESOURCES

Total state pre-K spending $4,037,735

Local match required? ..... No

State spending per child enrolled $6,164

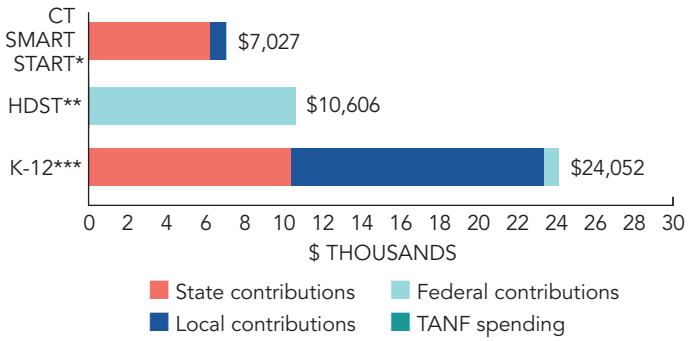
All reported spending per child enrolled* $7,027

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

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

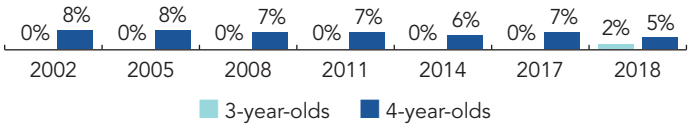
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

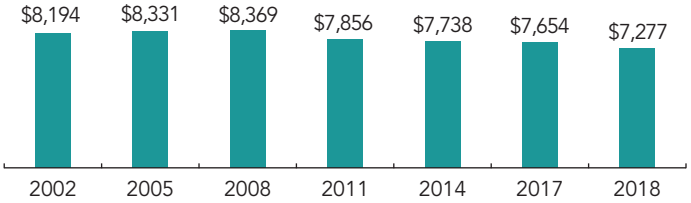


Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Delaware preschool enrolled 845 children in 2017-2018, an increase of 14 children from the prior year. State funding totaled $6,149,300, down $211,224 (3%), adjusted for inflation, since last year. State spending per child equaled $7,277 in 2017-2018, down $377 from 2016-2017, adjusted for inflation. Delaware met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In 2017-2018, the state expanded eligibility for Delaware Early Childhood Assistance Program (ECAP)-funded programs to 3-year-olds to move toward a system of continuity within the state.

The Delaware Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for $4.2 million. Through this opportunity, Delaware seeks to understand the experiences of families and early childhood professionals navigating the existing birth to five system through its comprehensive needs assessment. As a result, subsequent policy and identified solutions will be found through an analysis of the true needs of Delaware's children and families. The subsequent strategic plan will renew the state's current five-year early childhood strategic plan that ended in 2018.

BACKGROUND

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

Modeled after the federal Head Start program, ECAP requires participating programs to follow the federal Head Start Program Performance Standards. Ten percent of enrollment slots are reserved for children with disabilities; the majority of participating children must live in families with incomes at or below 100% FPL, but since 2007 up to 35% of enrolled children may live in households up to 130% of FPL. ECAP grants are available to for-profit child care, Head Start agencies, public schools, community-based organizations, and private and faith-based centers, based on Community Needs Assessment Data determinations.

Additional changes are expected as programs adjust policies, procedures, and practices to meet the new requirements in the 2016 update to the Head Start Program Performance Standards. Delaware is providing professional development and technical assistance to help programs meet these new standards. For example, each ECAP program is awarded a Training/Technical Assistance award to utilize towards individualized program professional development. In addition, every ECAP program is allotted funds for covering on-site training(s) provided by the Delaware Institute for Excellence in Early Childhood (DIEEC).

In 2012, Delaware began requiring all ECAP programs to participate in Delaware Stars, the state quality rating improvement system (QRIS) for early childhood programs, which is aligned with the Head Start Program Performance Standards. All ECAP programs are required to maintain at least a Star 4 rating.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
38	20	10	21	7

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

ACCESS

Total state pre-K enrollment 845

School districts that offer state program ..... 100% (counties)

Income requirement ..... 100% FPL

Minimum hours of operation ..... 3.5 hours/day; 5 days/week

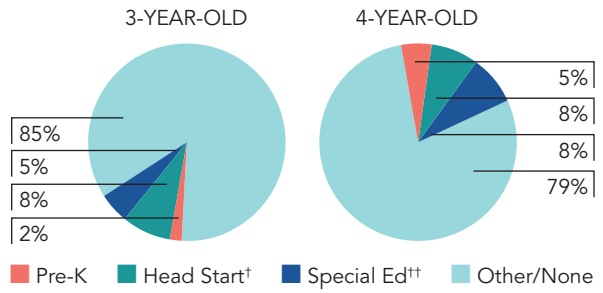
Operating schedule ..... Determined locally

Special education enrollment, ages 3 and 4 1,650

Federally funded Head Start enrollment, ages 3 and 4 1,369

State-funded Head Start enrollment, ages 3 and 4 295

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

7

RESOURCES

Total state pre-K spending $6,149,300

Local match required? ..... No

State Head Start spending ..... Not reported

State spending per child enrolled $7,277

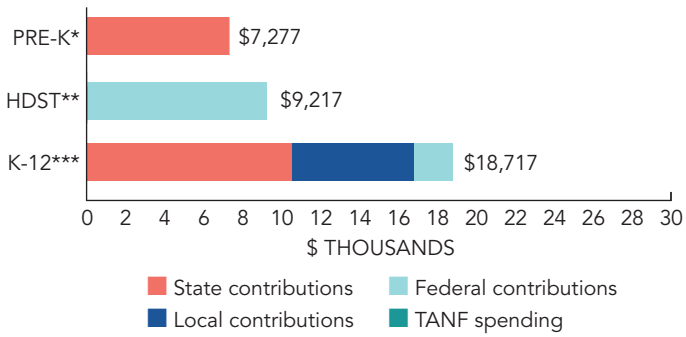
All reported spending per child enrolled* $7,277

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

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

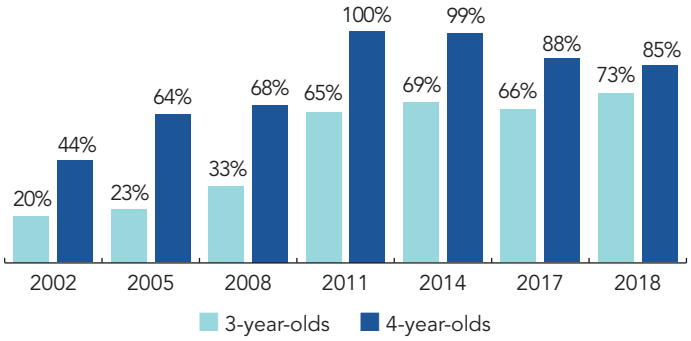
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

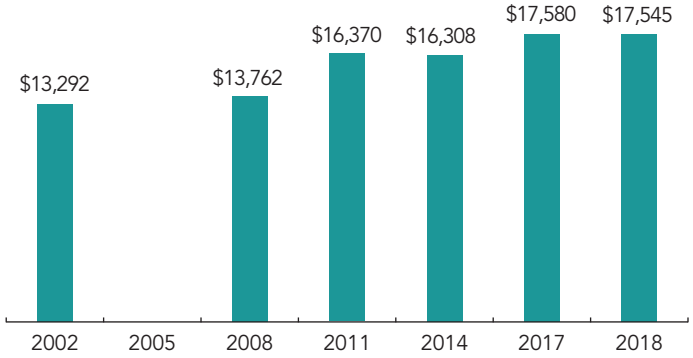


District of Columbia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

District of Columbia preschool enrolled 13,492 children in 2017-2018, an increase of 415 children from the prior year. State funding totaled $236,712,885, up $6,821,142 (3%), adjusted for inflation, since last year. State spending per child equaled $17,545 in 2017-2018, down $35 from 2016-2017, adjusted for inflation. District of Columbia met 3 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018, the District of Columbia Council passed the Birth to Three for All DC Act, increasing DC's investment in quality early learning. One provision mandates that DC develop a competitive salary scale for early childhood educators (for FY 2019), to increase salaries for early educators and provide more support for teachers to achieve higher credentials and degrees, including those providing pre-K services. Additionally, the District of Columbia Education Office was awarded a $10.6 million Preschool Development Grant Birth through Five award in 2018 to strengthen DC's B-5 system of programs and services promoting children's health, well-being and early childhood care and education through more coordination and collaboration to improve outcomes for young children and their families.

BACKGROUND

Among the first in the nation to invest in early education, DC has offered pre-K since the 1960s. DC began to bolster its investment in pre-K significantly in 2008 through the Pre-K Enhancement and Expansion Amendment Act of 2008 (Pre-K Act). The Pre-K Act expanded the DC public pre-K program to provide quality, universally accessible pre-K via a mixed-delivery system in DC Public Schools (DCPS), public charter schools (PCS), and community-based organizations (CBOs). The Office of the State Superintendent (OSSE) oversees DC's Universal Pre-K Program, including programs in DCPS and CBOs. PCSs are authorized and monitored by the DC Public Charter School Board (PCSB).

Pre-K programs operate five-days-a week for a minimum of 6.5 hours per day and a minimum of 180 instructional days per year. Given the high availability and participation, this program can be considered universal, as the District of Columbia has a higher percentage of 3- and 4-year olds enrolled than any U.S. state or territory. Funding for public pre-K programs is based on the school funding formula used for K–12 (the Uniform Per Student Funding Formula), with spending per pupil adjusted through a series of weights for at-risk, English Language Learners and students with special needs.

The common measure of quality for pre-K classrooms in DC is the Classroom Assessment Scoring System (CLASS). CLASS data is used by OSSE, in partnership with DC Public Schools and the PCSB, as part of the STAR Framework, which results in a school rating and is included on each school's DC School Report Card. The PCSB also uses CLASS in its Performance Management Framework, which provides all public charter local education agencies with an annual score. OSSE contracts with an external evaluator to conduct annual CLASS assessments in CBOs to determine each facility's rating for Capital Quality, DC's Quality Rating and Improvement System (QRIS).

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
1	1	1	1	3

D.C. PUBLIC PRE-K

ACCESS

Total state pre-K enrollment 13,492

School districts that offer state program ..... 100% (wards)

Income requirement ..... No income requirement

Minimum hours of operation ..... 6.5 hours/day; 5 days/week

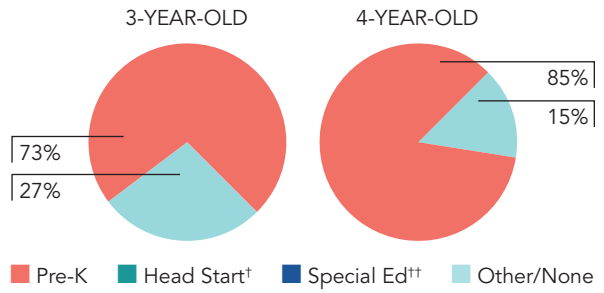
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 1,012

Federally funded Head Start enrollment, ages 3 and 4 2,309

State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	D.C. PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive; DCPS & CBO: aligned with child assessments	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (DCPS & CBO); Determined locally (PCS)	**BA**	☐
Teacher specialized training	Elem. Ed. (DCPS); ECE, CD (CBO); Determined locally (PCS)	**Specializing in pre-K**	☐
Assistant teacher degree	CDA (DCPS); AA (CBO); Determined locally (PCS)	**CDA or equivalent**	☐
Staff professional development	6 days/year (DCPS teachers); 15 hours/year (DCPS assistant teachers); 30 hours/year (CBO); PD plans (DCPS teachers & CBO); Coaching (DCPS & CBO)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	DCPS & CBO only: 16 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☐
Staff-child ratio	DCPS & CBO only: 1:8 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☐
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

3

RESOURCES

Total state pre-K spending $236,712,885

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $17,545

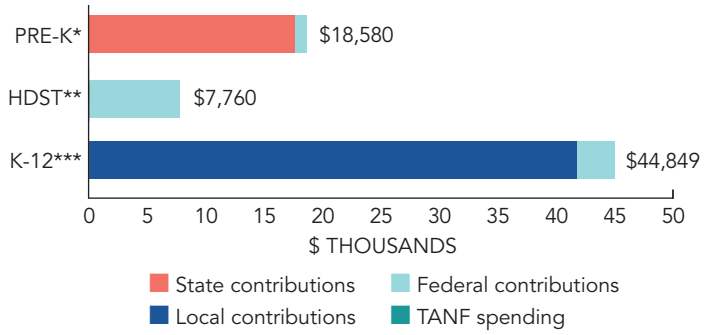
All reported spending per child enrolled* $18,580

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

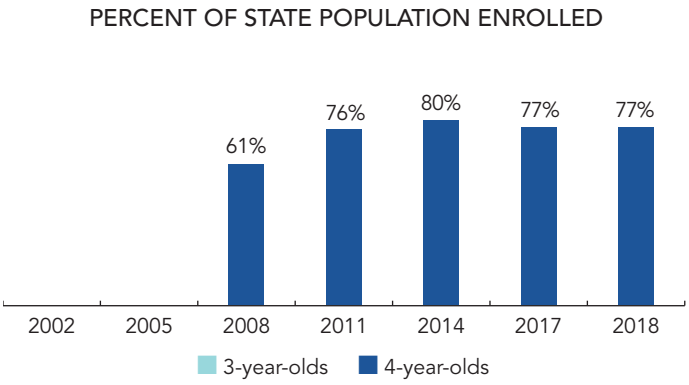
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

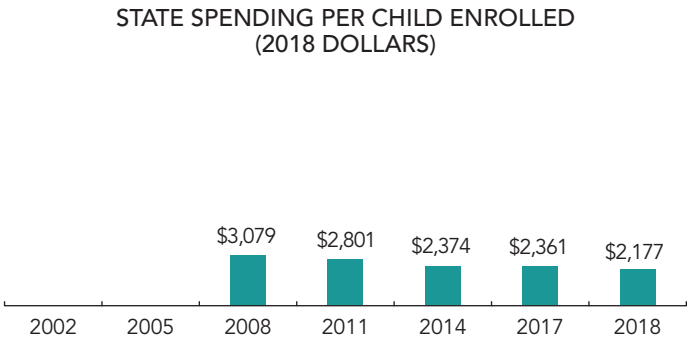
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Florida





OVERVIEW

Florida preschool enrolled 174,574 children in 2017-2018, an increase of 322 children from the prior year. State funding totaled $379,969,502, down $31,389,754 (8%), adjusted for inflation, since last year. State spending per child equaled $2,177 in 2017-2018, down $184 from 2016-2017, adjusted for inflation. Florida met 2 of 10 quality standards benchmarks.

WHAT'S NEW

The Florida Department of Education Office of Early Learning (OEL) was awarded a Preschool Development Grant Birth through Five award in 2018 for $8.52 million to increase the quality, coordination, alignment and efficiency of the state's programs and services to support families' needs and children's readiness and early grade success, particularly for vulnerable and underserved children.

BACKGROUND

Florida's Voluntary Prekindergarten (VPK) Education Program was launched in 2005 after voters in 2002 approved a constitutional amendment providing prekindergarten access for all 4-year-olds. Recently, state policy was changed so that, beginning in 2016-2017, parents may postpone enrollment of young 4-year-olds in the VPK program for a year, consequently making 5-year-olds eligible. The program is managed by OEL, which was established as an independent agency affiliated with the state Department of Education.

Age-eligible children are enrolled in either a 300-hour summer program, which every school district is mandated to offer, or a school-year program totaling 540 instructional hours. Teachers in the school-year program are required to have at least a Child Development Associate (CDA) degree or equivalent credential. Teachers in the summer program are required to have a bachelor's degree.

VPK is provided in a variety of settings such as public schools, accredited nonpublic schools, licensed child care centers, accredited faith-based centers, and licensed family child care homes. Most children attend VPK in nonpublic school settings. Regional early learning coalitions monitor programs for compliance and administer VPK, distributing funding based on a fixed hourly rate. Programs are required to meet the Florida Early Learning and Developmental Standards for Four-Year-Olds, which were revised in 2017.

Funding is determined by state legislators after review during the annual state appropriations process. The State Board of Education is required to establish a minimum kindergarten readiness rate to assess delivery of the VPK Education Program by providers and schools. All providers are required to administer the Florida VPK assessment at the beginning and end of the school year, with results used as a pre- and post-assessment to demonstrate learning gains.

Florida's School Readiness Program is a separate initiative, started in 1999 and expanded in 2001 by incorporating two other state programs—the Prekindergarten Early Intervention Program, focusing on young children's health, and the State Migrant Prekindergarten Program, serving 3- and 4-year-olds whose parents are migratory agricultural or fishing industry laborers. The program offers financial assistance for child care to qualified parents. This report focuses solely on the VPK program.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
2	None Served	41	43	2

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 174,574

School districts that offer state program ..... 100% (counties)

Income requirement ..... No income requirement

Minimum hours of operation ..... Determined locally

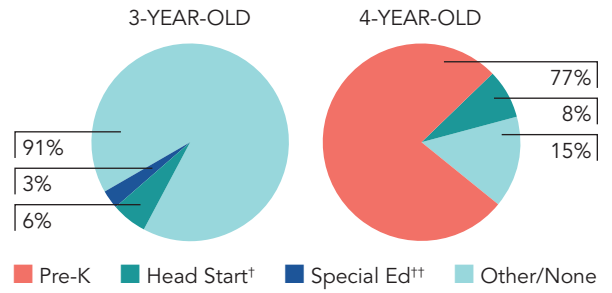
Operating schedule ..... Determined locally

Special education enrollment, ages 3 and 4 21,749

Federally funded Head Start enrollment, ages 3 and 4 32,888

State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

2

RESOURCES

Total state pre-K spending $379,969,502

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $2,177

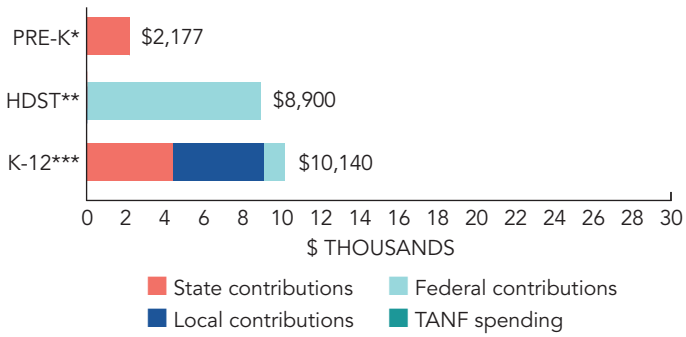
All reported spending per child enrolled* $2,177

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

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

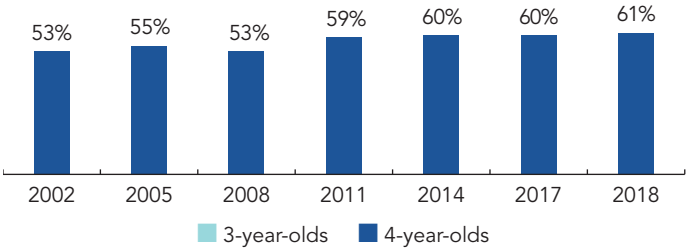
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

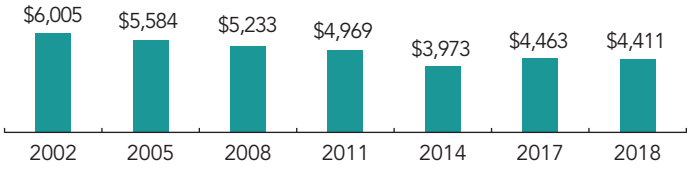


Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Georgia preschool enrolled 80,536 children in 2017-2018, a decrease of 338 children from the prior year. State funding totaled $355,281,106, down $5,665,217 (2%), adjusted for inflation, since last year. State spending per child equaled $4,411 in 2017-2018, down $52 from 2016-2017, adjusted for inflation. Georgia met 8 of 10 quality standards benchmarks.

WHAT'S NEW

All lead and assistant teachers in Georgia's Pre-K Program received a 2% salary increase for the 2017-2018 school year. This increase occurred after a prior 2% salary increase for both lead and assistant teachers in 2016-2017 when a new salary scale for lead teachers was also implemented in order to support salary parity between pre-K and K-12 teachers.

Georgia's Department of Early Care and Learning (DECAL) was awarded a Preschool Development Grant Birth through Five award in 2018 for $2.96 million. The grant will focus on conducting a statewide needs assessment and strategic plan to support increased quality and access of early learning services in the state.

BACKGROUND

Georgia's Pre-K Program launched in 1992 as a small pilot program and expanded in 1995 to become the nation's first state-funded universal preschool program for 4-year-olds. State lottery revenues generate funding for the program, which is provided in a variety of settings including public schools, private child-care centers, faith-based organizations, Head Start agencies, state colleges and universities, and military facilities. The program also received funding to serve 3,236 children in Summer Transition programs during the 2017-2018 school year.

An evaluation of the program, launched in 2011 by the Georgia General Assembly, is underway. Researchers from the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill have released data on the first two phases of the study following children who attended Georgia's Preschool Program through kindergarten and first grade, finding demonstrated significant gains for children participating in the program across all domains of learning. Researchers are continuing to follow the representative sample of children through fifth grade. In addition, the DECAL has commissioned studies related to professional development for teachers and the summer transition program.

Budgetary constraints during the 2011-2012 school year prompted the state to adopt a higher student-teacher ratio of 11:1, with maximum class size growing to 22 students, still in effect.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	35

TOTAL BENCHMARKS MET
8

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state pre-K enrollment 80,536

School districts that offer state program ..... 100% (counties)

Income requirement ..... No income requirement

Minimum hours of operation ..... 6.5 hours/day; 5 days/week

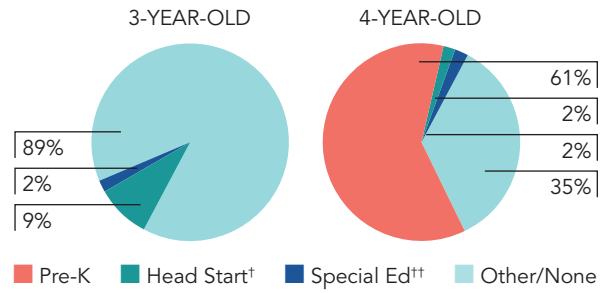
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 9,983

Federally funded Head Start enrollment, ages 3 and 4 20,127

State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

8

RESOURCES

Total state pre-K spending $355,281,106

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $4,411

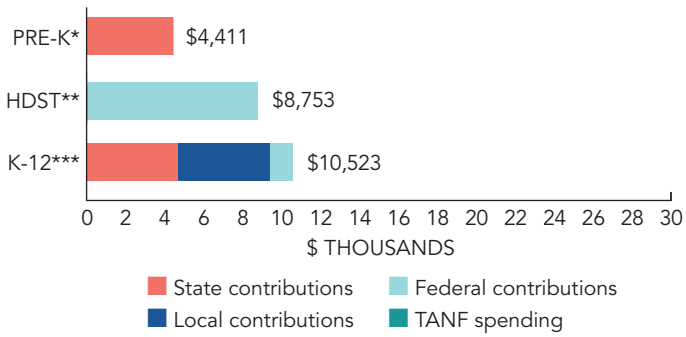
All reported spending per child enrolled* $4,411

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

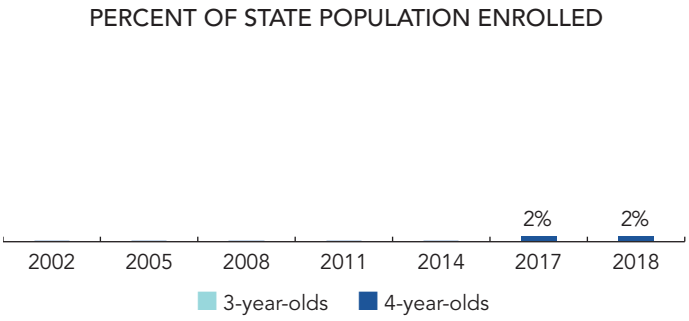
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

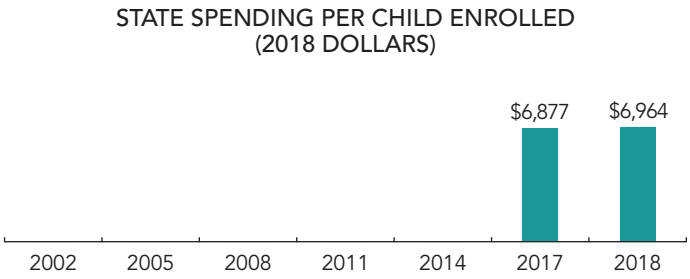
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Hawaii





OVERVIEW

Hawaii preschool enrolled 373 children in 2017-2018, a decrease of 3 children from the prior year. State funding totaled $2,597,734, up $11,861 (0.5%), adjusted for inflation, since last year. State spending per child equaled $6,964 in 2017-2018, up $87 from 2016-2017, adjusted for inflation. Hawaii met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In 2017-2018, funds were provided through the legislature to implement an Early Learning Induction Program required for school teams prior to opening a new Executive Office on Early Learning (EOEL) Public Prekindergarten Program classroom. This professional learning opportunity helped school principals prepare to open new classrooms.

EOEL was able to open one additional Public Prekindergarten Program classroom at each of five schools during the 2018-2019 school year, allowing the state to increase access to high quality early learning programs for 100 additional preschool children in Hawaii. In addition, the Hawaii Department of Human Services was awarded $965,530 under the Preschool Development Grant Birth through Five in December 2018.

BACKGROUND

EOEL launched Hawaii's first publicly funded pre-K program in 2014-2015 with an initial $3 million investment. Shortly after, EOEL became attached to Hawaii's Department of Education (DOE) for administrative purposes, though EOEL is not considered a part of the DOE. All of Hawaii's publicly funded pre-K classrooms are in public schools, as mandated by a provision in the Hawaii state constitution barring distribution of public funds to privately run education programs.

In Hawaii, public pre-K programs serve 4-year-old children, with priority given to students considered to be "at-risk," including those from low-income families, now defined as 300% FPL. The EOEL Public Prekindergarten Program is required to operate on the same schedule as public elementary schools, providing services for 1,080 hours a year.

Teachers in the EOEL Public Prekindergarten Program are part of the Hawaii State Teachers Association and, as such, receive salary and benefit parity with teachers in K–12 classrooms. Lead teachers in the Public Prekindergarten Program are required to have a bachelor's degree with licensure, while assistant teachers are required to have an associate's degree. The union contract requires all lead teachers to participate in 21 hours of in-service training each year. At least 60 additional hours per year of EOEL-led professional development in Early Childhood Education are also required for lead teachers in the EOEL Public Prekindergarten Program.

EOEL Public Prekindergarten Program classrooms receive CLASS observations twice a year, and formative child assessments using Teaching Strategies GOLD are conducted throughout the year with three checkpoints. In addition, all programs undergo fiscal monitoring annually and a review of program records more than once per year.

In 2014, Hawaii was awarded a federal Preschool Development Grant (PDG), administered by the Hawaii State Public Charter School Commission. Under the grant, 259 preschool children were served in charter schools across four islands during the 2017-2018 school year. In some PDG classrooms, there is a specific focus on Hawaiian culture instruction including infusion of cultural elements into instruction, Hawaiian immersion programs, classrooms with culture and language embedded throughout instruction, and family engagement activities.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
45	None Served	11	23	7

HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 373

School districts that offer state program 100%

Income requirement .....300% FPL

Minimum hours of operation ..... 30.5 hours/week; 5 days/week

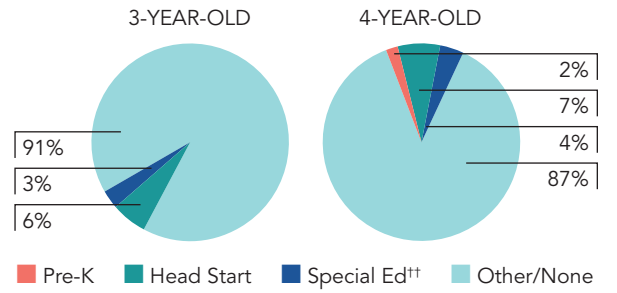
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 1,532

Federally funded Head Start enrollment, ages 3 and 4 2,326

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	HI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	Elem. Ed	**Specializing in pre-K**	☐
Assistant teacher degree	AA (ECE not required)	**CDA or equivalent**	☐
Staff professional development	21 hours/year (teachers only); PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Full physical exam (includes vision & hearing)	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

7

RESOURCES

Total state pre-K spending $2,597,734

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $6,964

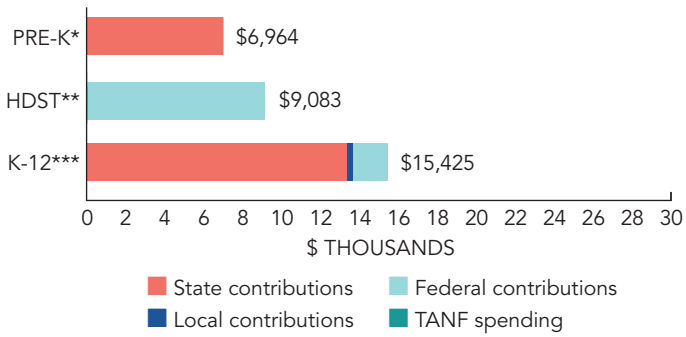
All reported spending per child enrolled* $6,964

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

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

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

SPENDING PER CHILD ENROLLED



Idaho

NO PROGRAM

Idaho does not have a state funded preschool program, but some TANF money goes to early education. The state invests $1.5 million in TANF funding to support 162 slots for Head Start. Additionally, in 2018 the Migrant Seasonal Head Start Program received $550,000 to serve 28 children through an Early Head Start Child Care Partnership Grant in Canyon and Twin Fall Counties.

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

The Idaho STARS project is a multi-agency collaboration and operates in all 7 regions of the state. Idaho STARS encompasses four core function areas: Continuous Quality Improvement, Professional Development System (PDS), Operations and Policy, and Outreach. These core function areas include Idaho's QRIS – Steps to Quality (STQ), Professional Development System Registry, Training Development, Program Assessment, Child Care Health Consultants, Child Care Resource and Referrals, State Licensing and Subsidy support, and Training and Academic Scholarships. Participation in Idaho STARS is voluntary. Steps to Quality enrollment increased by 5% while the PDS Registry enrollment increased by 11% from January 2017 to January 2018.

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

While early learning supporters take meaningful steps to ensure that Idaho meets the demand for early education, the Statehouse has failed to move with the same urgency. The Idaho School Readiness Act is one policy solution that has been proposed to address needed state investments in quality programs for 4-year-old children. During the 2019 session, the bill failed an initial vote to be printed and considered in the House Education Committee, despite having the support of the Chair and Vice-Chair. Although Idaho residents appear to be in favor of early learning investments, the Idaho legislature has failed to pass meaningful legislation to address state-funded preschool.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

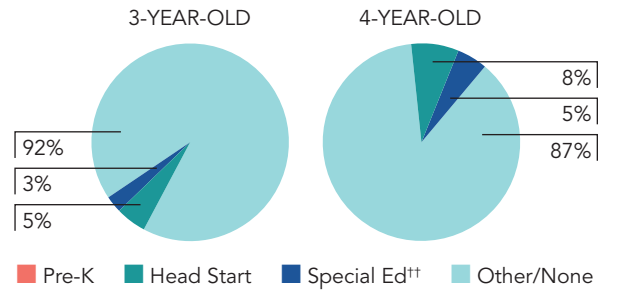
TOTAL BENCHMARKS MET
No Program

IDAHO

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,133
Federally funded Head Start enrollment, ages 3 and 4	2,942
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

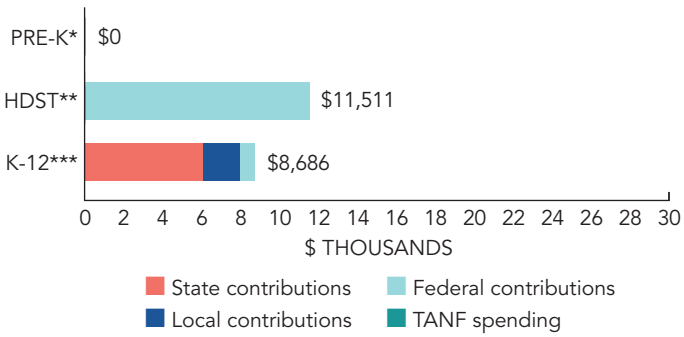
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

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

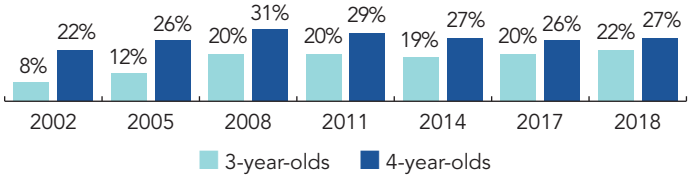
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

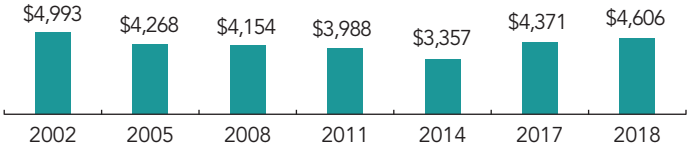


Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Illinois preschool enrolled 75,139 children in 2017-2018, an increase of 3,132 children from the prior year. State funding totaled $346,097,978, up $31,330,320 (10%), adjusted for inflation, since last year. State spending per child equaled $4,606 in 2017-2018, up $235 from 2016-2017, adjusted for inflation. Illinois met 8 of 10 quality standards benchmarks.

WHAT'S NEW

The Illinois General Assembly appropriated an additional $50 million dollars to the Early Childhood Block Grant (ECGB) for the 2017-2018 school year, resulting in an enrollment increase of over 3,500 children. In addition, the Illinois legislature passed legislation addressing chronic absenteeism and suspension and expulsion in preschool programs. Also, the Illinois Office of the Governor was awarded $3,702,937 under the Preschool Development Grant Birth through Five in December 2018.

BACKGROUND

The Illinois Prekindergarten Program for At-Risk Children was founded in 1985. The Illinois Preschool for All initiative began in 2006 with the goal of providing pre-K to all 3- and 4-year-olds by 2012. The program operates now in all counties, however, enrollment priority continues to be for children who are considered at-risk. This is due to budget constraints preventing the ability to serve all children who might wish to attend. The program is funded through the state Early Childhood Block Grant (ECBG), which also supports the Prevention Initiative for children birth to age three. ECBG funding must be used to serve children age three or younger, in addition to 4-year-olds.

Funding for Preschool for All is awarded on a competitive basis to public schools, private child care, Head Start, faith-based centers, higher education institutions, and regional offices of education. To be eligible, children must have at least two risk factors, such as low income, history of family neglect, violence, or abuse, exposure to drug or alcohol abuse in the family, developmental delays, low parent education, and homelessness or unstable housing. A second level of priority for Preschool for All enrollment includes families with incomes at 400% of FPL, but currently there is no funding available for programs to serve children at this second priority level.

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

Federal grant funding has supported enhancement in both preschool program implementation and access in Illinois. The Preschool Development Grant, awarded to Illinois in 2014, supported 2,745 new preschool slots and 2,170 enhanced preschool slots during the 2017-2018 school year. In addition, Race to the Top grants allowed Illinois to implement a Quality Recognition and Improvement System (QRIS) called ExceleRate Illinois, revise and align the Illinois Early Learning and Development Standards with Common Core State Standards and the Head Start Framework, and, in the 2017-2018 school year, implement the Kindergarten Individual Development Survey (KIDS) assessment.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
26	3	24	32	8

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state pre-K enrollment 75,139

School districts that offer state program .....100% (counties/parishes)

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

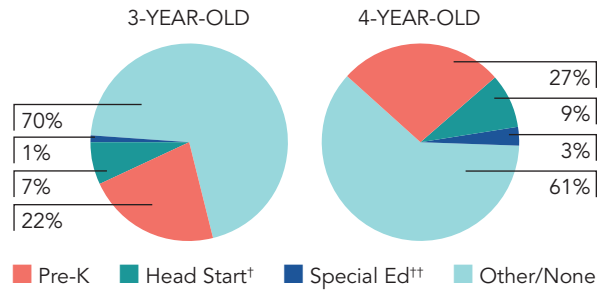
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 21,634

Federally funded Head Start enrollment, ages 3 and 4 26,960

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

8

RESOURCES

Total state pre-K spending $346,097,978

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $4,606

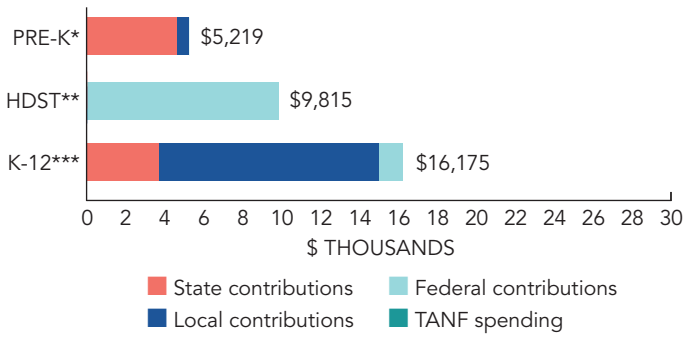
All reported spending per child enrolled* $5,219

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

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

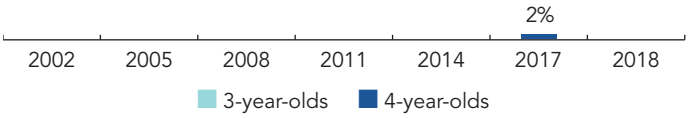
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

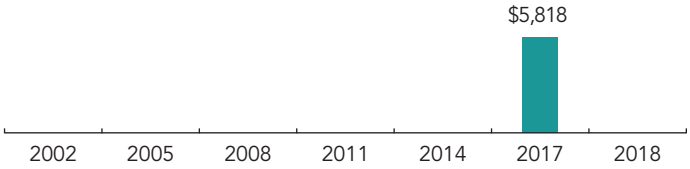


Indiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



NO PROGRAM

The state of Indiana does not offer a state-funded preschool program according to definitions used in this report. However, Indiana operates a preschool program with the goal of expanding enrollment of low-income 4-year-old children in high-quality early childhood education. The On My Way Pre-K program was signed into law in 2014 to provide grants to eligible, low-income 4-year-old children for qualified early education services, and operated across four counties in 2014-2015. The 2015-2016 school year marked the first full year of the On My Way Pre-K program, and in 2016-2017, the program operated in five counties. During the 2017-2018 school year, 2,423 children were enrolled in On My Way Pre-K, supported by $4.5 million in state funding as well as $9.6 million in federal funding. However, beginning with the 2017-2018 school year, eligibility for On My Way Pre-K was targeted towards low income families who were working and/or attending an accredited or certified education or training program. A longitudinal study through third grade of the preschool children supported by these grants and a control group will be completed by Purdue University.

During the 2013 legislative session, the Indiana General Assembly enacted the Early Education Matching Grant (EEMG) through 2018. EEMG has now been consolidated with On My Way Pre-K.

In 2017, the Indiana General Assembly passed new legislation to expand access to preschool to an additional 15 counties by the 2018-2019 school year. The new legislation also makes previously approved EEMG sites eligible to accept On My Way Pre-K grants, adding another eight individual sites in additional counties to the 2018-2019 expansion. Under the new legislation, all pre-K providers must be eligible to accept CCDF funding, providing families with a guaranteed 53-week subsidy period and continuity of care for their child if needed before and after kindergarten, if the family remains eligible at reauthorization.

On My Way Pre-K and EEMG both require services to be delivered via public schools, licensed or registered child care providers who have achieved Level 3 or Level 4 in Paths to QUALITY™, and, for On My Way Pre-K, accredited private schools. The programs have encouraged expansion of the number of Level 3 and Level 4 high-quality programs in Indiana, affecting not only the 4-year-old children enrolled with state funding, but also other children enrolled in these programs. Together, On My Way Pre-K and EEMG also have increased the number of high-quality slots in Indiana for low-income children, who now have an opportunity to both attend pre-K and to be better prepared for kindergarten.

Looking ahead, at the end of 2018, the Indiana Family and Social Services Administration was awarded $6,895,336 under the Preschool Development Grant Birth through Five competition to build a robust system of coordinated supports for Hoosier families. These supports will increase opportunities for infants and toddlers and there will be greater access to well-educated, trained early educators who can facilitate seamless transitions to early elementary school.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

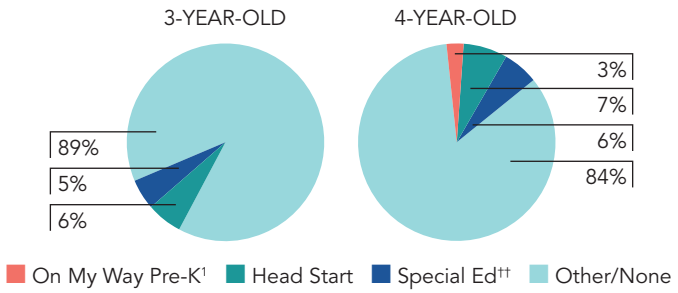
TOTAL BENCHMARKS MET
No Program

INDIANA

ACCESS

Total state pre-K enrollment ..... 0[1]
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 10,744
Federally funded Head Start enrollment, ages 3 and 4 11,695
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

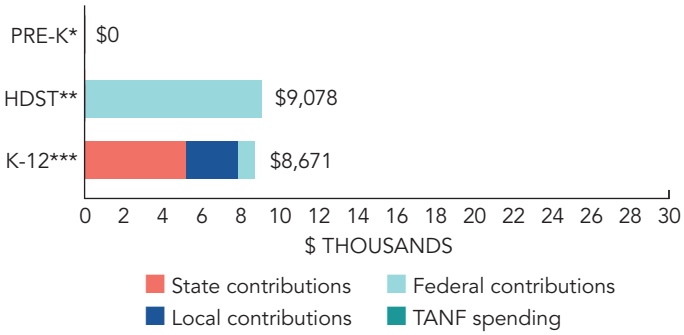
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

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

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

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

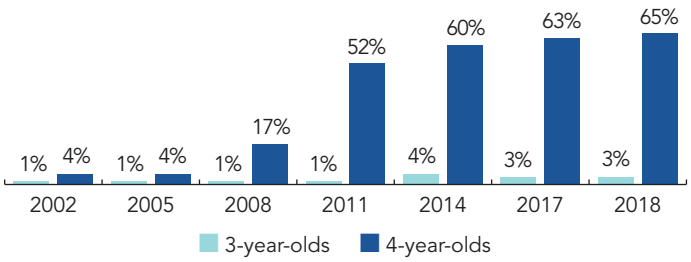
SPENDING PER CHILD ENROLLED



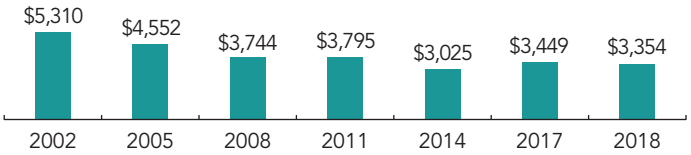
[1] On My Way Pre-K no longer meets the definition of a state-funded preschool program used in this report. However, the state spent $4,541,885 to enroll 2,423 children in this program.

Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Iowa preschool programs enrolled 27,451 children in 2017-2018, an increase of 1,141 children from the prior year. State funding totaled $86,997,650, up $327,735 (0.4%), adjusted for inflation, since last year. State spending per child equaled $3,354 in 2017-2018, down $96 from 2016-2017, adjusted for inflation. Iowa met an average of 7.9 of 10 quality standards benchmarks.

WHAT'S NEW

The Iowa Department of Management was awarded a Preschool Development Grant Birth through Five award in 2018 for $2.19 million to develop an integrated data system to strengthen professional development networks for the early childhood workforce, inform families of high-quality early childhood programs, and to support the state's strategic planning and decision making.

Funding for Shared Visions was reduced in fiscal years 2018 and 2019 resulting in fewer children served and a reduction in comprehensive services being offered to families. New legislation also passed allowing Statewide Voluntary Preschool Program providers more flexibility in using unspent funds for general (non-preschool) purposes.

BACKGROUND

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

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

Both SWVPP and Shared Visions have undergone formal evaluations and an additional evaluation is currently underway for the SWVPP. Internal evaluations are completed annually for the SWVPP. Additionally, as part of the state longitudinal data system, all children enrolled in both programs receive a unique state identification number. Beginning in the 2016-2017 school year, the Differentiated Accountability Model was scaled statewide to offer universal, supplemental, or intensive supports as needed.

An important difference between the two state-funded preschool programs concerns child eligibility. Shared Visions is a targeted program where at least 80% of children are required to meet income eligibility guidelines (family income at or below 130% FPL). Children can also qualify for the program based on other risk factors but may be required to pay a fee based on a sliding scale. Services within this program are provided in 31 locations (through 32 grants), representing less than 7% of school districts. In addition, services are provided in 34 other community-based locations, representing 16 organizations (through 35 grants). In contrast, SWVPP is available in 97% of school districts and all children in the state who turn 4 by September 15 are eligible to attend.

Shared Visions lead teachers are required to have at least a BA degree if they are employed by public schools. Lead teachers employed by nonpublic settings follow NAEYC standards which require at least 75% to have a BA in ECE or a related field. The other teachers are required to have at least an AA degree in ECE or CD. All SWVPP lead teachers must have at least a BA and an Iowa teaching license with an early childhood endorsement.

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

IOWA STATE OVERVIEW

ACCESS

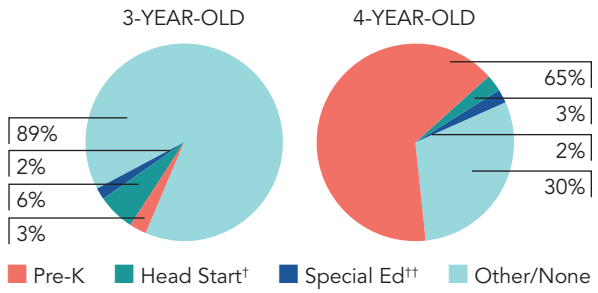
Total state pre-K enrollment 27,451

Special education enrollment, ages 3 and 4 3,754

Federally funded Head Start enrollment, ages 3 and 4 5,656

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

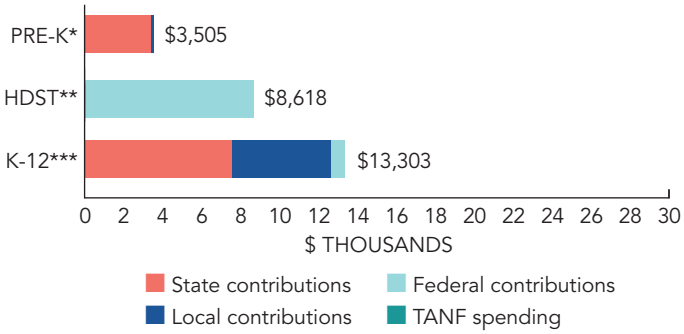
Total state pre-K spending $86,997,650

State Head Start spending $0

State spending per child enrolled $3,354

All reported spending per child enrolled* $3,505

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	19

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	40

TOTAL BENCHMARKS MET
7.9

IOWA SHARED VISIONS

ACCESS

Total state pre-K enrollment 1,331

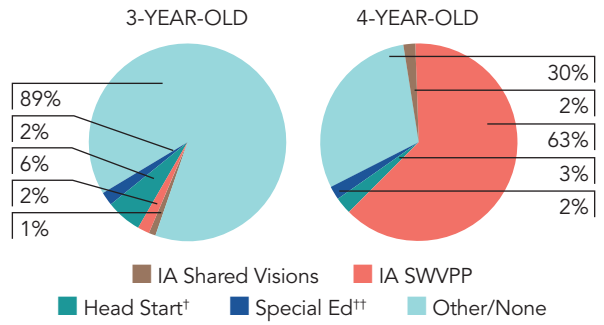
School districts that offer state program ..... 37% (counties)

Income requirement ..... 130% FPL

Minimum hours of operation ..... Determined locally

Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	IA SHARED VISIONS REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); AA (nonpublic)	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	6 credit hours/5 years (public teachers); 6 clock hours/year (nonpublic); PD plans; Coaching (public only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:8 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations (Every 5 years and determined locally); Data used for program improvement at the local level only	**Structured classroom observations; data used for program improvement**	☐

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

6

RESOURCES

Total state pre-K spending $6,527,709

Local match required? ..... Yes

State spending per child enrolled $4,904

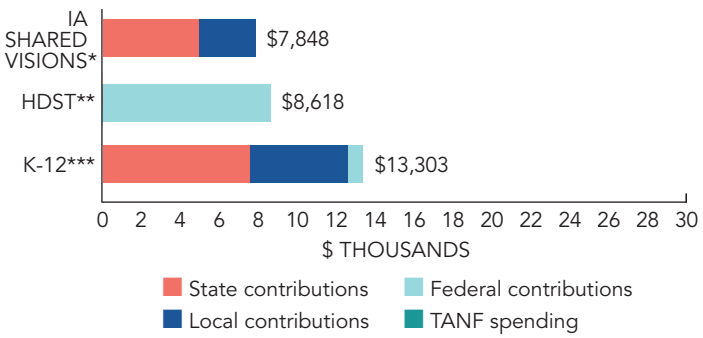
All reported spending per child enrolled* $7,848

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

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

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

SPENDING PER CHILD ENROLLED



IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 26,120

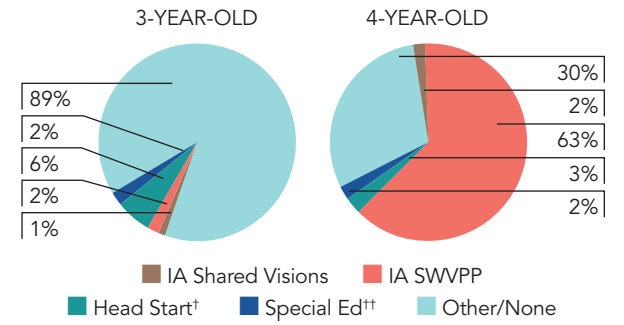
School districts that offer state program 98%

Income requirement ..... No income requirement

Minimum hours of operation ..... 10 hours/week

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	IA SWVPP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA with Iowa Teaching License	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	Depends on overseeing agency	**CDA or equivalent**	☐
Staff professional development	15 hours/year recommended (teachers only); PD plans; Coaching (public only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

Total state pre-K spending $80,469,941

Local match required? ..... No

State spending per child enrolled $3,270

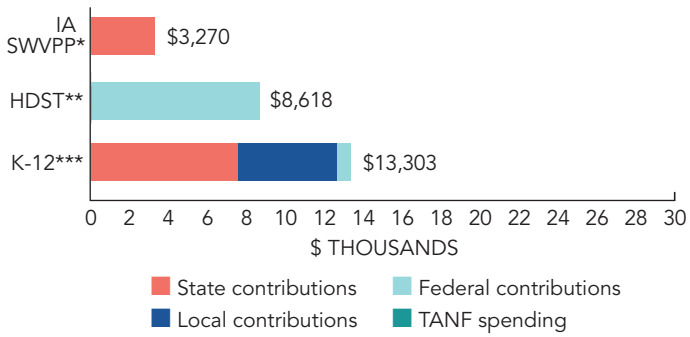
All reported spending per child enrolled* $3,270

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

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

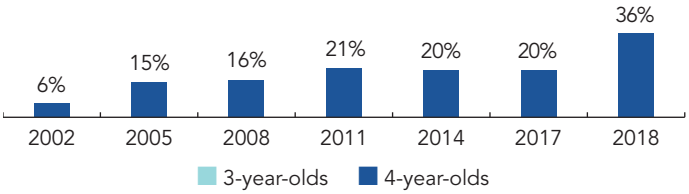
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)

OVERVIEW

Kansas preschool programs enrolled 14,022 children in 2017-2018, an increase of 6,011 children from the prior year. State funding totaled $14,549,792 and $4,132,317 in TANF funds were also used to support the program, up $494,628 (3%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled $1,332 in 2017-2018, down $938 from 2016-2017, adjusted for inflation. Kansas met an average of 4 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018, Kansas was awarded $4,482,305 under the Preschool Development Grant Birth through Five to engage in a collaborative effort to shape the state's future direction for early childhood in 2019.

BACKGROUND

Kansas supports two state-funded prekindergarten programs. The first, established in 1998, is the State Pre-K 4 Year Old At-Risk Program (also known as the State Pre-Kindergarten Program and the preschool-aged at-risk program). The second is the Kansas Preschool Pilot, first offered in the 2006-2007 school year.

The State Pre-K 4 Year Old At-Risk Program, operated by the Kansas Department of Education (KSDE), was available in 197 out of 286 school districts during the 2017-2018 school year, and increased to 216 districts in 2018-2019. To be eligible, four-year-old children must meet at least one of eight risk factors: eligibility for free lunch (130% FPL), academic or developmental delay based upon validated assessments, Limited English Proficiency status, migrant status, a parent lacking a high school diploma or GED, having a single parent, having a teen parent, or having a referral from the Kansas Department for Children and Families.

The Kansas Preschool Pilot (KPP), also operated by the KSDE, is available in 12 sites, serving 14 of 105 counties. KPP was first funded exclusively with tobacco settlement dollars, and then later funded exclusively by TANF in 2016-2017 and 2017-2018. Beginning in 2018-2019, KPP is funded by both tobacco settlement dollars and TANF.

In the 2017-2018 school year, KSDE significantly restructured the program to align with the State Pre-K 4 Year Old At-Risk Program, naming the consolidated application the Early Learning Kansans (ELK) Program. Both programs use the Kansas Early Learning Standards, aligned with Kansas Curricular Standards, and Pre-K providers may participate in both programs. In addition to funding the 12 KPP sites, KSDE used TANF KPP funds to supplement the State Pre-K 4 Year Old-At Risk Program slots. This supplemental funding was provided to 202 of the state's school districts. However, in 2018-2019 KSDE reverted back to administering the programs separately.

Kansas also funds the Kansas Parents as Teachers Program, serving families with children from prenatal to 72 months. This program, also managed by KSDE, offers services through local school districts and coordination with other communities.

Kansas' overall support for state-funded preschool, including enrollment and funding for both the Kansas Preschool Pilot and the State Pre-K 4 Year Old At-Risk Program, is depicted in the first two pages of this state profile. The third page focuses solely on the Kansas Preschool Pilot and the fourth page provides information on the State Pre-K 4 Year Old At-Risk Program.

KANSAS STATE OVERVIEW

ACCESS

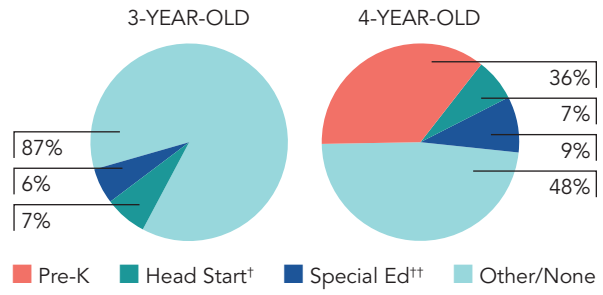
Total state pre-K enrollment 14,022

Special education enrollment, ages 3 and 4 6,914

Federally funded Head Start enrollment, ages 3 and 4 5,399

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

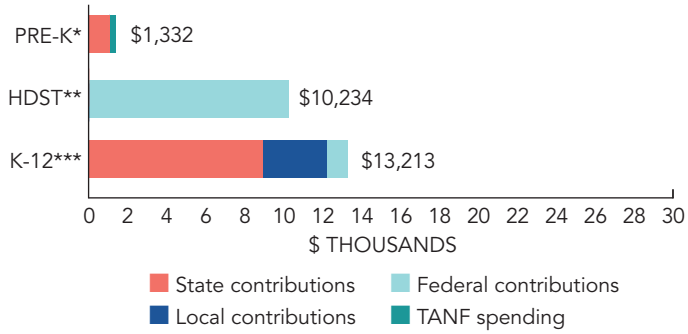
Total state pre-K spending $18,682,109

State Head Start spending $0

State spending per child enrolled $1,332

All reported spending per child enrolled* $1,332

SPENDING PER CHILD ENROLLED



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

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
44	44

TOTAL BENCHMARKS MET
4

KANSAS PRESCHOOL PILOT

ACCESS

Total state pre-K enrollment 6,758

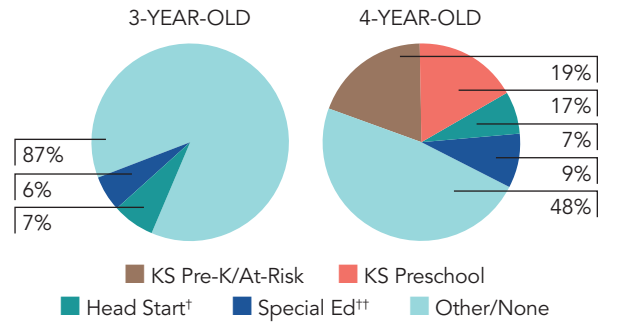
School districts that offer state program ..... 13% (counties)

Income requirement ..... 185% FPL

Minimum hours of operation ..... 465 hours/year

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	KS PRESCHOOL PILOT REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, Elem. Ed.	**Specializing in pre-K**	☐
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	15 hours/year	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	25 (4-year-olds)	**20 or lower**	☐
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Referrals not required	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

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

4

RESOURCES

Total state pre-K spending $4,132,317

Local match required? ..... No

State spending per child enrolled $611

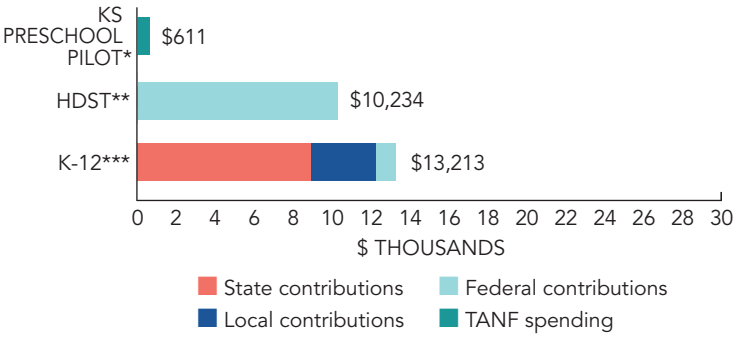
All reported spending per child enrolled* $611

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

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

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

SPENDING PER CHILD ENROLLED



KANSAS STATE PRE-K 4-YEAR-OLD AT-RISK PROGRAM

ACCESS

Total state pre-K enrollment 7,264

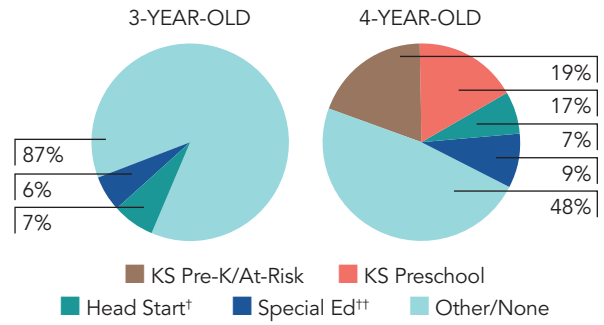
School districts that offer state program 69%

Income requirement ..... 130% FPL

Minimum hours of operation ..... 465 hours/year

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	KS STATE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, Elem. Ed.	**Specializing in pre-K**	☐
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	15 hours/year	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	25 (4-year-olds)	**20 or lower**	☐
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Referrals not required	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

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

4

RESOURCES

Total state pre-K spending $14,549,792

Local match required? ..... No

State spending per child enrolled $2,003

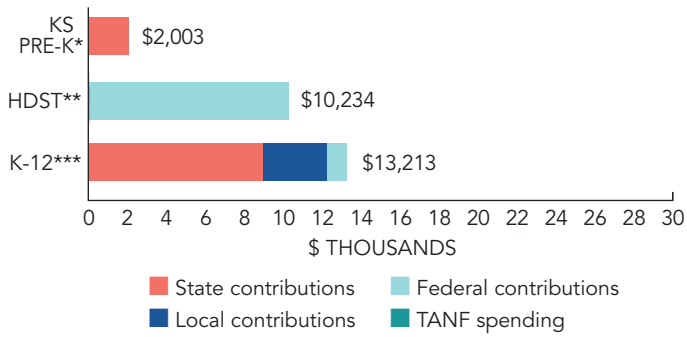
All reported spending per child enrolled* $2,003

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

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

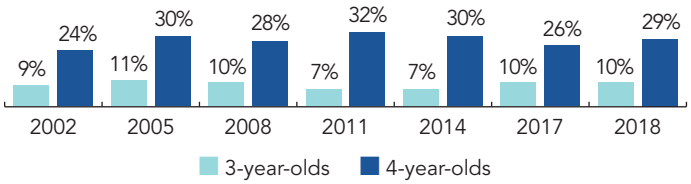
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

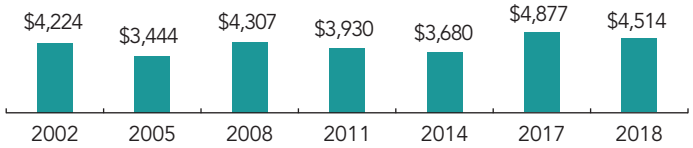


Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Kentucky preschool enrolled 21,270 children in 2017-2018, an increase of 1,835 children from the prior year. State funding totaled $96,011,951, up $1,226,477 (1%), adjusted for inflation, since last year. State spending per child equaled $4,514 in 2017-2018, down $363 from 2016-2017, adjusted for inflation. Kentucky met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The Commonwealth of Kentucky was awarded a Preschool Development Grant Birth through Five award in 2018 for $10.62 million to strengthen its comprehensive early childhood system to support all young children and their caregivers, with an emphasis on highly vulnerable children and children in rural or limited accessibility areas of the state.

In 2018-2019, Kentucky began a new monitoring system, the Kentucky Preschool Evaluation System, which is aligned with the Kentucky All STARS quality rating system and requires all programs to be evaluated once every three years during a six-year cycle.

BACKGROUND

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

KPP is administered by the Kentucky Department of Education (KDE), Office of Special Education and Early Learning, Division of IDEA Implementation and Preschool, School Readiness Branch. Funds are distributed to school districts through a funding formula. Each of Kentucky's 173 school districts offered KPP services in 2017-2018. School districts may subcontract with private child care centers, Head Start programs, and special education providers to offer preschool services.

The KDE launched a grant program in 2016-2017 to encourage cooperative public/private partnerships between public school districts and child care providers to increase the number of Child Care Assistance Program (CCAP) eligible preschool children served in high-quality, full-day programs. High-quality is defined as achievement of three or more STARS in the state's QRIS.

All early childhood programs that receive public funds, including KPP, participate in the Kentucky All STARS quality rating system. In 2017-2018, the ECERS-3 was used to evaluate preschool classrooms.

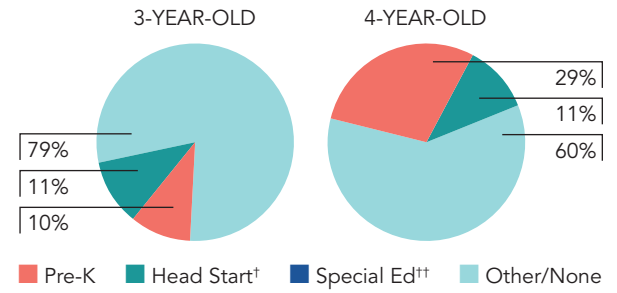
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
23	9	26	12	7

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 21,270
School districts that offer state program 100%
Income requirement ..... 160% FPL
Minimum hours of operation ..... 2.5 hours/day
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 10,181
Federally funded Head Start enrollment, ages 3 and 4 13,294
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	KY PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	24 hours/year (teachers); 18 hours/year (assistants); PD plans (public teachers only); Coaching (certified teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations (every 5 years); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐
			7

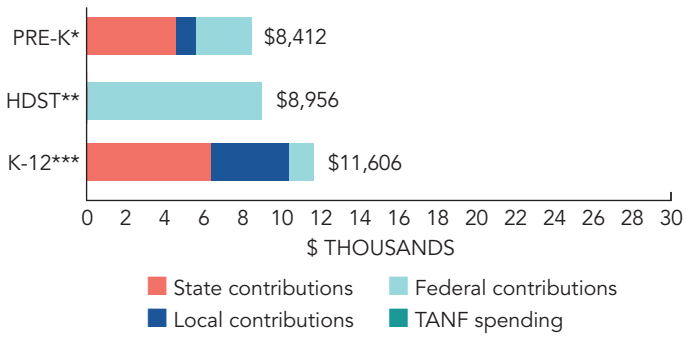
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

Total state pre-K spending $96,011,951
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $4,514
All reported spending per child enrolled* $8,412

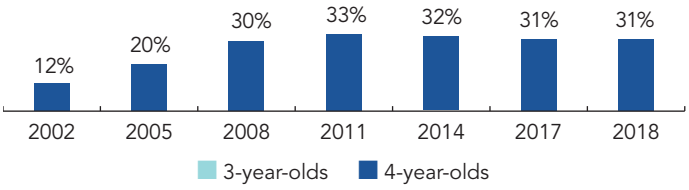
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

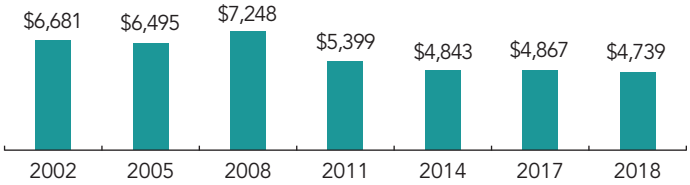


Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Louisiana preschool programs enrolled 18,911 children in 2017-2018, a decrease of 143 children from the prior year. State funding totaled $49,120,615 and $40,492,803 in TANF funds were also used to support program, down $3,131,792 (3%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled $4,739 in 2017-2018, down $129 from 2016-2017, adjusted for inflation. Louisiana met an average of 8 of 10 quality standards benchmarks.

WHAT'S NEW

On August 20, 2018, the eligibility requirement for LA 4 and NSECD changed from 185% FPL to 200% FPL in an effort to align pre-K program eligibility with Louisiana's K–12 definition of Economically Disadvantaged. Additionally, the Louisiana Department of Education (DOE) was awarded a Preschool Development Grant Birth through Five award in 2018 for $7.1 million.

BACKGROUND

Louisiana has three distinct state funded preschool programs: the 8(g) Student Enhancement Block Grant Program (8(g)), the Cecil J. Picard LA 4 Early Childhood Program (LA 4), and the Nonpublic Schools Early Childhood Development Program (NSECD). The state also provides early childhood education through the federally funded Preschool Expansion Grant. Many school districts also use federal Title I funding to provide high-quality pre-K to 4-year-olds in public schools, typically adopting the same standards as LA4.

The first of Louisiana's state-funded pre-k programs, initially established in 1988, is the 8(g) Student Enhancement Block Grant Program. It was created to compensate for the loss of the Model Early Childhood Program when matching annual appropriations for that program ended. The 8(g) program serves 4-year-old children and priority is given to students who qualify for free or reduced-price lunch. However, if all income-eligible children are served, additional students may be served if they are deemed "developmentally unprepared." During the 2017-2018 school year, 65 out of 70 school districts in Louisiana offer this program, though funds for the program are available to any district that chooses to offer the program.

The largest of the three state-funded pre-K programs, The Cecil J. Picard LA 4 Early Childhood Program (LA 4) (formerly LA 4 and Starting Points), was established in 2001 and serves 4-year-old children in public schools, independent LEA charter schools, and tribal schools. Additionally, programs can subcontract with Head Start programs, private agencies, and non-independent LEA charter schools to deliver the LA 4 program. Teachers in LA 4 are required to have a minimum of a bachelor's degree and meet all the qualifications required for public school teachers, regardless of where the program is located. Eligibility for this program is based on income: all children must be at or below 185% FPL to enroll but as of August 2018, this was raised to 200% FPL. During the 2017-2018 school year, LA 4 was available in 64 of Louisiana's 70 school districts.

Also established in 2001, the Nonpublic Schools Early Childhood Development program (NSECD) supports high-quality pre-K for 4-year-olds in nonpublic settings. Teachers in the NSECD program are required to have a bachelor's degree and assistant teachers are required to have at least a CDA. NSECD has the same eligibility requirements as the LA 4 program. During the 2017-2018 school year, programs operated 15 out of 64 parishes in Louisiana. Funding is available for this program on a competitive basis.

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

During the 2016-2017 school year, Louisiana completed its first full year of the unified rating and improvement system for all publicly funded child care, Head Start and pre-K sites. The state shared information for all programs serving children birth to age 5 via a family-friendly website, www.louisianaschools.com, which provides comparable information about program quality.

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

LOUISIANA STATE OVERVIEW

ACCESS

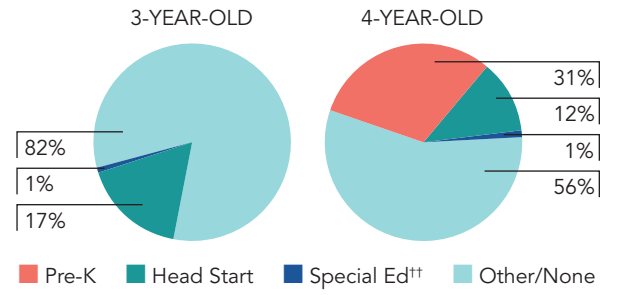
Total state pre-K enrollment 18,911

Special education enrollment, ages 3 and 4 4,831

Federally funded Head Start enrollment, ages 3 and 4 18,137

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

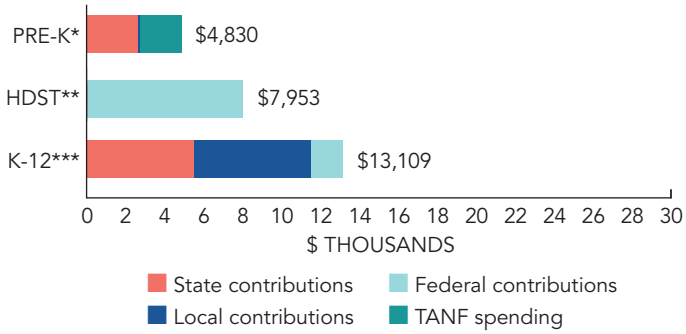
Total state pre-K spending $89,613,418

State Head Start spending $0

State spending per child enrolled $4,739

All reported spending per child enrolled* $4,830

SPENDING PER CHILD ENROLLED



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

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	33

TOTAL BENCHMARKS MET
8

LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state pre-K enrollment 2,127

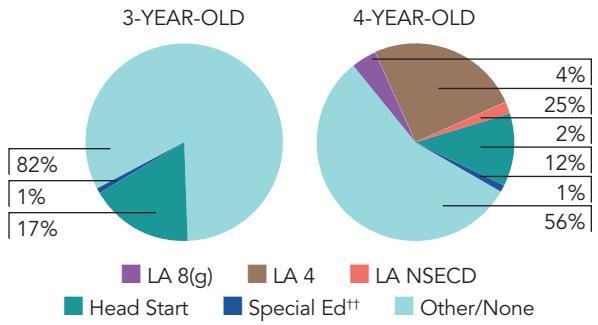
School districts that offer state program 93%

Income requirement ..... 185% FPL

Minimum hours of operation ..... 6 hours/day; 5 days/week

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

7

RESOURCES

Total state pre-K spending $8,846,469

Local match required? ..... No

State spending per child enrolled $4,159

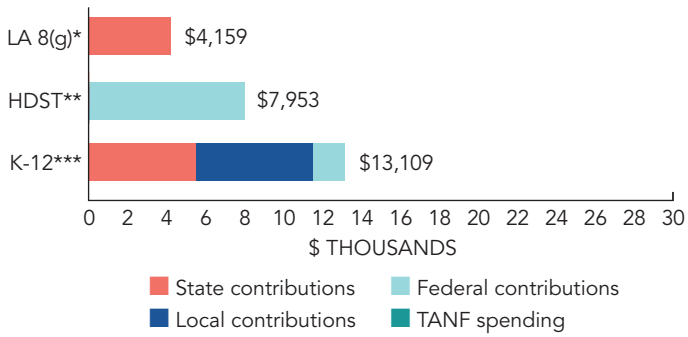
All reported spending per child enrolled* $4,159

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

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

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

SPENDING PER CHILD ENROLLED



CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state pre-K enrollment 15,552

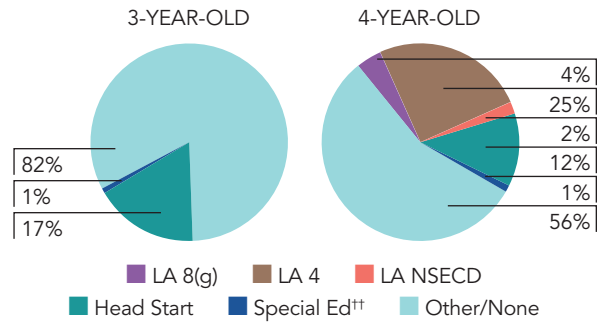
School districts that offer state program 91%

Income requirement .....185% FPL

Minimum hours of operation ..... 6 hours/day; 5 days/week

Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

8

RESOURCES

Total state pre-K spending $74,294,713

Local match required?..... No

State spending per child enrolled $4,777

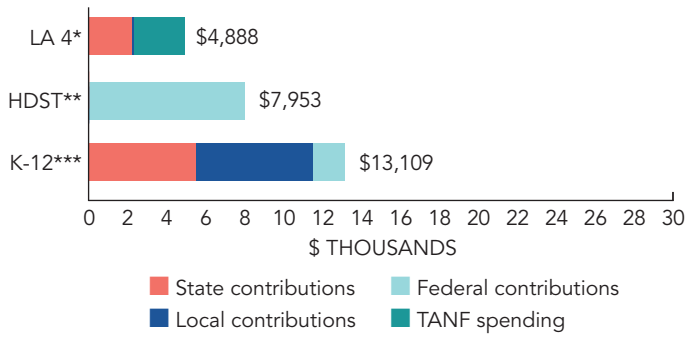
All reported spending per child enrolled* $4,888

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

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

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

SPENDING PER CHILD ENROLLED



LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state pre-K enrollment 1,232

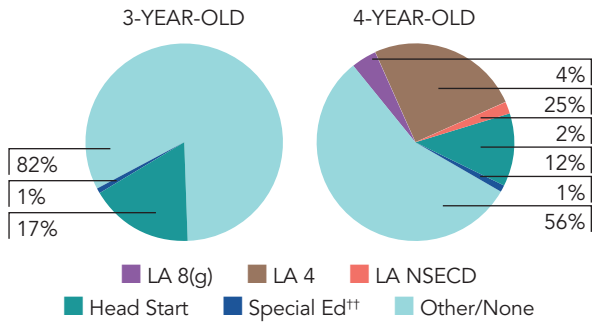
School districts that offer state program .....23% (counties/parishes)

Income requirement .....185% FPL

Minimum hours of operation ..... 6 hours/day; 5 days/week

Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

9

RESOURCES

Total state pre-K spending $6,472,236

Local match required? ..... No

State spending per child enrolled $5,253

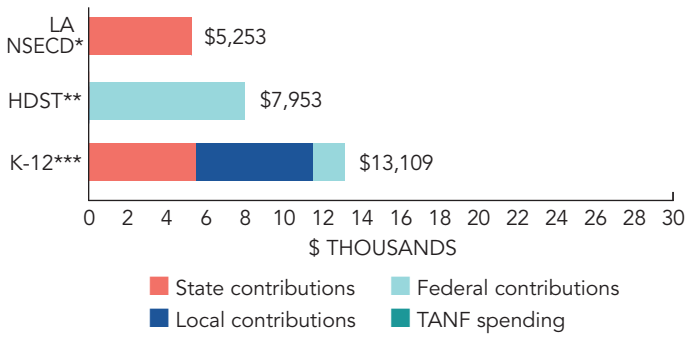
All reported spending per child enrolled* $5,253

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

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

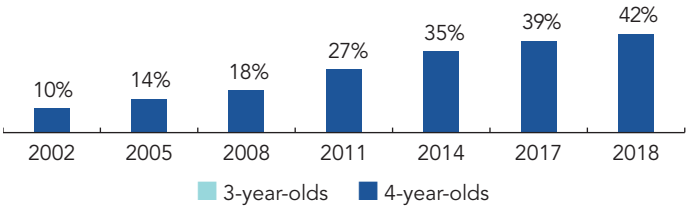
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

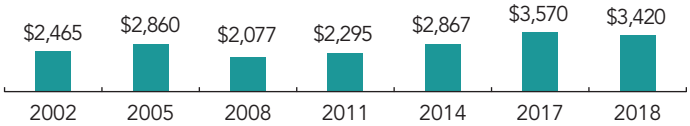


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Maine preschool enrolled 5,648 children in 2017-2018, an increase of 208 children from the prior year. State funding totaled $19,316,515, down $104,126 (1%), adjusted for inflation, since last year. State spending per child equaled $3,420 in 2017-2018, down $150 from 2016-2017, adjusted for inflation. Maine met 9 of 10 quality standards benchmarks.

WHAT'S NEW

The Maine Department of Education (DOE) was awarded a Preschool Development Grant Birth through Five award in 2018 for over $1 million to conduct a needs assessment of programs and services for children birth to age five and their families to determine overlaps and gaps. After the completion of the needs assessment, Maine DOE, Department of Health and Human Services, and multiple stakeholders will create a strategic plan to guide their work in early childhood systems at both the state and local level.

BACKGROUND

Maine established its Two-Year Kindergarten initiative in 1983 by allocating resources to local districts through the school funding formula. Since 2007, state-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP), still funded through Maine's school funding formula, with distribution of funds to 146 of the 225 school administrative units (SAUs). PPP funds are available to any SAU choosing to offer the program.

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

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

In 2014, Maine was awarded a federal Preschool Development Grant: Expansion Grant award. In 2017-2018, the grant supported 504 children through enhancing the quality of existing slots or creating new slots in PPP.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
12	None Served	36	22	9

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 5,648

School districts that offer state program ..... 65% (school administrative units)

Income requirement ..... No income requirement

Minimum hours of operation ..... 2 hours/day

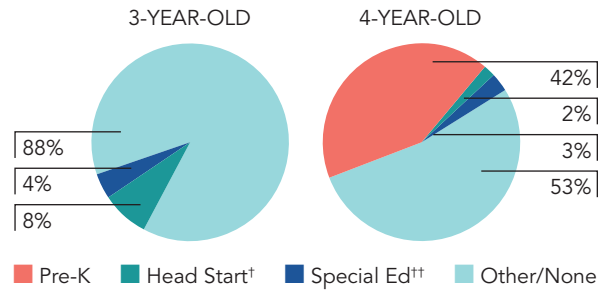
Operating schedule ..... Determined locally

Special education enrollment, ages 3 and 4 1,908

Federally funded Head Start enrollment, ages 3 and 4 2,308

State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

9

RESOURCES

Total state pre-K spending $19,316,515

Local match required? ..... Yes

State Head Start spending $3,124,038

State spending per child enrolled $3,420

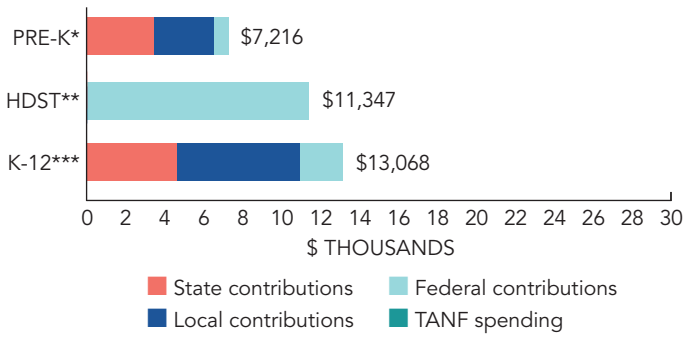
All reported spending per child enrolled* $7,216

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

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

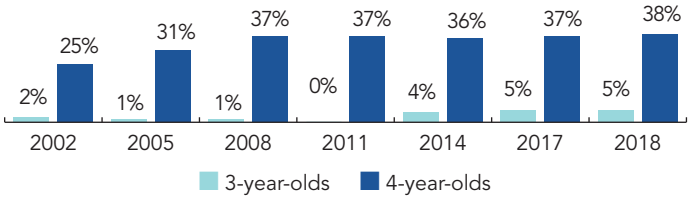
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

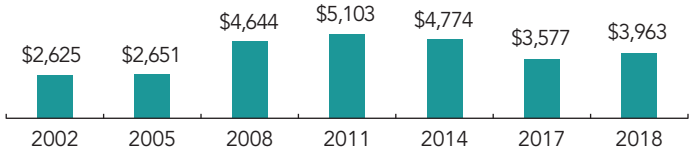


Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Maryland preschool enrolled 31,474 children in 2017-2018, an increase of 92 children from the prior year. State funding totaled $124,726,542, up $12,481,963 (11%), adjusted for inflation, since last year. State spending per child equaled $3,963 in 2017-2018, up $386 from 2016-2017, adjusted for inflation. Maryland met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018, HB 1415, "Education - Commission on Innovation and Excellence in Education" was passed by the Maryland legislature and signed into law. This Bill provides state funding beginning in FY 2020 for prekindergarten at the FY 2019 funding level when the federal Preschool Development Grant (PDG) expires. The Maryland Commission on Innovation and Excellence in Education (Kirwan Commission) is also in the process of finalizing recommendations that will expand access to full-day pre-K at no cost for 3- and 4-year olds from families with incomes up to 300% FPL through a mixed-delivery system. Through this plan, full-day pre-K will also be available to 4-year-olds between 300-600% FPL on a sliding scale. The plan will be phased in over 10 years. Also in 2018, the Maryland State Department of Education was awarded $10.6 million under the Preschool Development Grant Birth through Five.

BACKGROUND

Maryland created the Extended Elementary Education Program (EEEP) in 1980 as a pilot preschool program in Baltimore City and Prince George's County. The Maryland Prekindergarten Program was started in 2002, giving local boards of education until 2007 to provide pre-kindergarten in public schools to all 4-year-olds from families with incomes at or below 185% FPL. The state provides funding through the school-funding formula.

Maryland enacted the Prekindergarten Expansion Act in 2014, adding $4.3 million per year to increase access to full-day public pre-K for 4-year-olds from families with household incomes up to 300% FPL. That same year, Maryland was awarded a federal PDG of $15 million per year to support pre-K for children in families with incomes at or below 200% FPL. That funding supported almost 4,300 children in new and enhanced quality state pre-K slots in 2017-2018.

The Division of Early Childhood (DEC) in the Maryland State Department of Education (MSDE) is responsible for early care and education. Funding for the Maryland Prekindergarten Program is based on the K–12 per pupil amount, prorated for the percent of children attending half- and full-day programs. DEC staff monitor pre-K programs annually using a self-developed checklist. State Pre-K programs are required to participate in Maryland EXCELS, the state's QRIS, and are able to access targeted technical assistance.

Maryland also has 54 "Judy Centers" located in Title 1 school districts that work collaboratively with elementary schools to offer comprehensive, year-round early learning services for children birth to age 6.

Through recommendations from the Kirwan Commission, prekindergarten supplemental grants were provided to local boards of education in which all additional prekindergarten students are provided full-day prekindergarten, for fiscal years 2018 through 2020. The supplemental prekindergarten grant for eligible local boards equals the State share of the per pupil foundation amount multiplied by the number of full-time equivalent eligible children enrolled in a public full-day pre-K program on September 30 of the previous school year. The grant program phases in between 2018 and 2020.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
13	15	31	13	7

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 31,474

School districts that offer state program 100%

Income requirement .....185% FPL

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

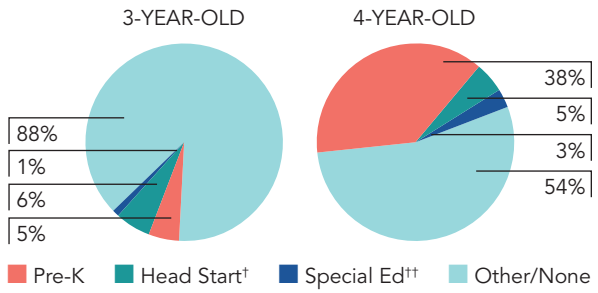
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 8,685

Federally funded Head Start enrollment, ages 3 and 4 7,727

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

7

RESOURCES

Total state pre-K spending $124,726,542

Local match required?..... No

State Head Start spending $1,800,000

State spending per child enrolled $3,963

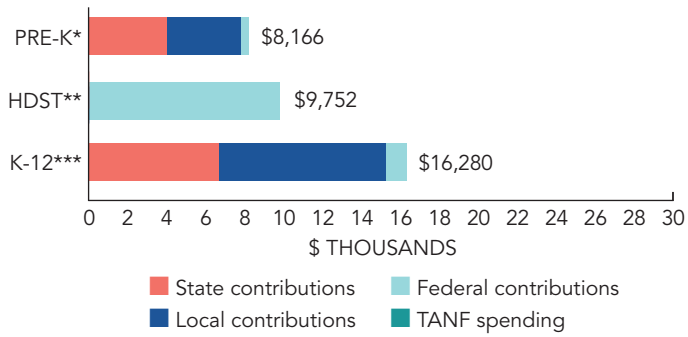
All reported spending per child enrolled* $8,166

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

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

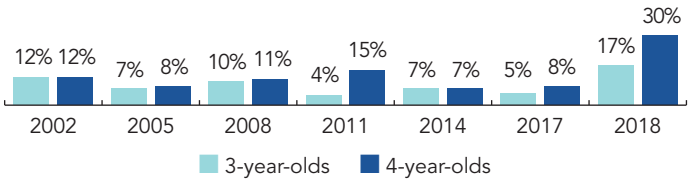
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

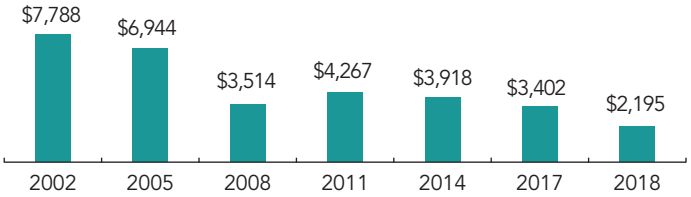


Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Massachusetts preschool programs enrolled 37,788 children in 2017-2018, an increase of 25,131 children from the prior year due in part to the inclusion of the Chapter 70 program for the first time. State funding totaled $82,931,298, up $39,867,097 million (93%), adjusted for inflation, since last year. State spending per child equaled $2,195 in 2017-2018, down $1,208 from 2016-2017, adjusted for inflation. Massachusetts met an average of 6.2 of 10 quality standards benchmarks.

WHAT'S NEW

The Massachusetts Chapter 70 preschool program is included in the *State of Preschool* report for the first time this year. The Massachusetts Executive Office of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for $1.8 million to conduct a comprehensive needs assessment and produce an action-oriented strategic plan improve parent choice and knowledge through an online parent portal, expand and coordinate staff training, and develop an integrated data system to analyze and track child data longitudinally.

BACKGROUND

In 2005, Massachusetts established the Department of Early Education and Care (EEC) and launched its Universal Pre-Kindergarten (UPK) initiative, which serves children from age 2 years, 9 months, until they arrive at the locally determined kindergarten eligibility age. During the 2017-2018 program year, the state issued $5.7 million in renewal grants, further supported by $27.5 million in federal CCDF grants. Individual child eligibility for enrollment in a UPK classroom is not based on income level, although programs must be willing to serve children from families with income levels at or below 85% of the state's median income (SMI).

Public schools, private child care centers, Head Start programs, family child care, and faith-based centers are eligible for UPK grants if they offer full-day, full-year services. UPK is usually a competitive grant program, though renewal grants have been used in recent years.

For the 2017-2018 program year, UPK programs were required to be, at a minimum Granted Level 3 in EEC's Quality Rating and Improvement System (QRIS), to have an income-eligible contract and/or voucher agreement in place and be willing to accept EEC-subsidized or low-income children. UPK programs were also required to be accredited by one of several eligible agencies (including NAEYC), and to collect observational formative assessment data on all children in the UPK classroom(s). As part of the grant requirements, UPK programs must provide the state with: (1) child-level data using either a State Assigned Student Identification or program-specific child ID number and (2) staff information from EEC's Professional Qualifications (PQ) Registry.

Massachusetts also supports preschool enrollment through the Chapter 70 funding stream which is the state's funding formula for K-12 public schools. During 2017-2018, $77.2 million supported preschool-age children, and a local match is also required. All children are served in public school settings. All children in the state are eligible but local districts can set their own eligibility priorities. The Chapter 70 funding stream previously only supported preschool-age children with an IEP/IFSP but in recent years was expanded to support general education preschool students too. Lead teachers are required to have at least a bachelor's degree and a Preschool through Grade 2 license.

During the 2017-2018 school year, the state used its federal preschool development grant to create 763 new preschool slots for low-income children.

Previously, Massachusetts also supported preschool through the Inclusive Preschool Learning Environments (IPLE) Grant, or the Grant 391 program, which was designed to support inclusive learning environments serving preschool-age children with and without disabilities in high-quality early education and care settings. However, funding for IPLE is being phased out through fiscal year 2020.

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

MASSACHUSETTS STATE OVERVIEW

ACCESS

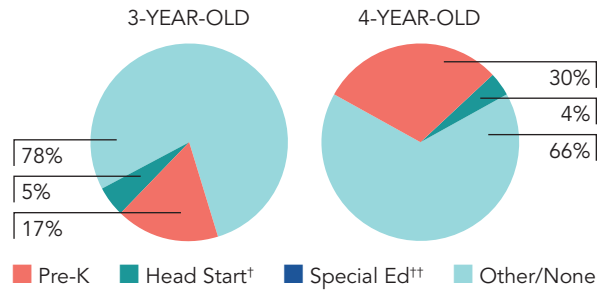
Total state pre-K enrollment 37,788

Special education enrollment, ages 3 and 4 10,768

Federally funded Head Start enrollment, ages 3 and 4 9,866

State-funded Head Start enrollment, ages 3 and 4..... 136

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

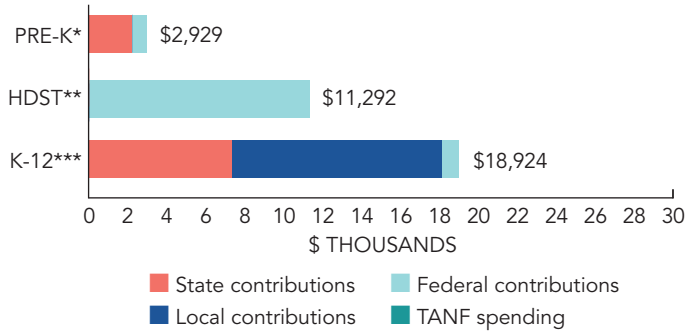
Total state pre-K spending $82,931,298

State Head Start spending $9,100,000

State spending per child enrolled $2,195

All reported spending per child enrolled* $2,929

SPENDING PER CHILD ENROLLED



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

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	42

TOTAL BENCHMARKS MET
6.2

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK)

ACCESS

Total state pre-K enrollment 7,276

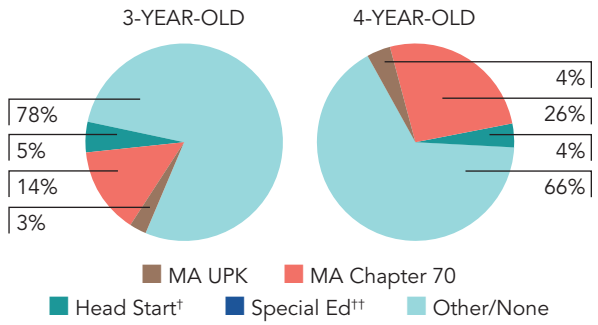
School districts that offer state program ... 19% (towns/communities)

Income requirement ..... No income requirement

Minimum hours of operation ..... Determined locally

Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MA UPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); 12 ECE/CD credits (nonpublic)	**BA**	☐
Teacher specialized training	Pre-K–3, EE with ECE endorsement, ECE SpEd (public); ECE, CD (nonpublic)	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	150 hours/5 years (public teachers); 20 hours/year (nonpublic); PD plans; Coaching for some teachers	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:6-10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑
			7

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

RESOURCES

Total state pre-K spending $5,700,000

Local match required? ..... No

State spending per child enrolled $783

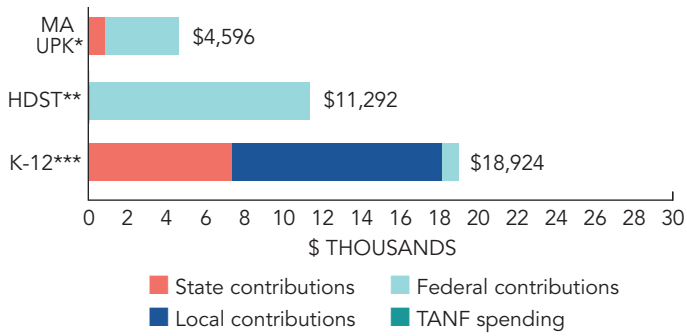
All reported spending per child enrolled* $4,596

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

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

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

SPENDING PER CHILD ENROLLED



MASSACHUSETTS CHAPTER 70

ACCESS

Total state pre-K enrollment 30,512

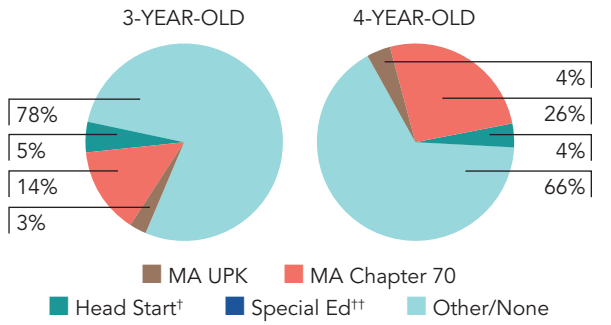
School districts that offer state program 84%

Income requirement ..... No income requirement

Minimum hours of operation ..... Determined locally

Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

6

RESOURCES

Total state pre-K spending $77,231,298

Local match required? ..... Yes

State spending per child enrolled $2,531

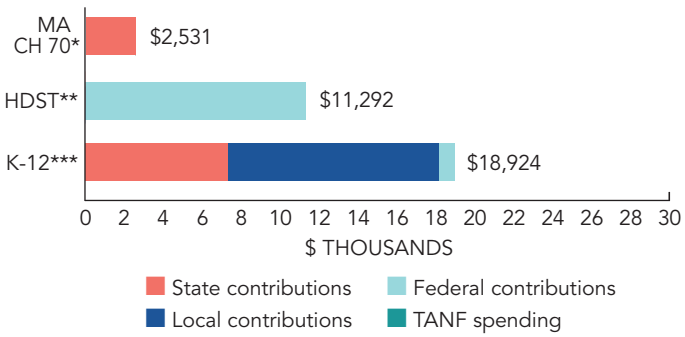
All reported spending per child enrolled* $2,531

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

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

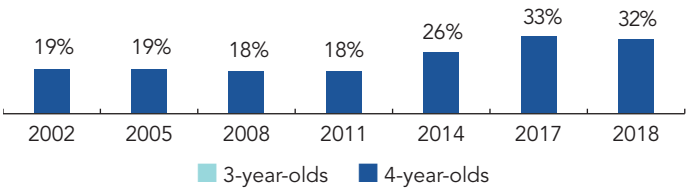
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

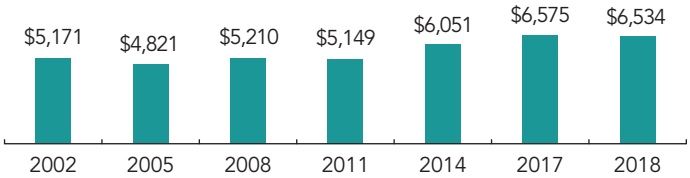


Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Michigan preschool enrolled 37,325 children in 2017-2018, a decrease of 1,046 children from the prior year. State funding totaled $243,900,000, down $8,377,783 (3%), adjusted for inflation, since last year. State spending per child equaled $6,534 in 2017-2018, down $40 from 2016-2017, adjusted for inflation. Michigan met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The Michigan Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for almost $5.06 million to support communities in universal developmental and behavioral screening and no wrong door frameworks. Michigan will maximize parental knowledge and develop culturally and linguistically appropriate materials for DLLs and add EL supports to the system.

An updated funding formula, informed by a stakeholder group, was used in 2017-2018 to allocate Great Start Readiness Program (GSRP) funding. During 2018-2019, $1 million was allocated to support programs wishing to change curricula, reducing the number of available slots. A supplemental funding bill in December of 2018 added an additional $1 million available for supporting programs wishing to change the comprehensive curriculum in use. Additionally, during 2018-2019, the GSRP sought submissions from curricula publishers to be included on their approved curriculum list.

BACKGROUND

Established in 1985, the GSRP, formerly known as Michigan School Readiness Program, provides preschool education for at-risk 4-year-olds, and is associated with the state's early childhood initiative. Starting in 2013-2014, 90% of families had to be at or below 250% FPL with some exceptions for up to 300% FPL. Any family over-income for the remaining 10% must pay a fee on a locally determined sliding scale unless they are homeless, in foster care, or have an IEP recommending placement in an inclusive preschool setting. GSRP serves the majority of children in school-day programs to better suit the needs of families.

Intermediate School Districts (ISDs) receive financial support directly, but they may distribute funds to local school districts and to providers in community-based settings to offer GSRP. GSRP providers must attain a three-star or higher rating in Michigan's Great Start to Quality tiered rating and improvement system.

Overall ISD funding is determined by the level of poverty in each ISD and a funding formula, with final grantee awards based on both a community needs assessment and a formula component. State funding includes a transportation fund, as well as funding specifically earmarked for recruiting families and increasing public awareness of GSRP, and $300,000 allocated for ongoing statewide evaluation activities. Funding for GSRP has remained flat since 2015-2016.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
18	None Served	14	26	10

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state pre-K enrollment 37,325

School districts that offer state program 60%

Income requirement .....250% FPL

Minimum hours of operation ..... 3 hours/day; 4 days/week

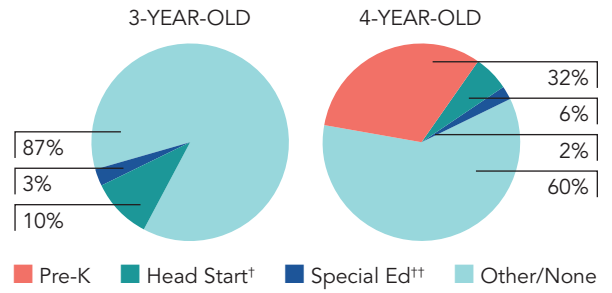
Operating schedule..... Determined locally

Special education enrollment, ages 3 and 4 12,173

Federally funded Head Start enrollment, ages 3 and 4 24,216

State-funded Head Start enrollment, ages 3 and 4..... 48

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

10

RESOURCES

Total state pre-K spending $243,900,000

Local match required?..... No

State Head Start spending .....Not reported

State spending per child enrolled $6,534

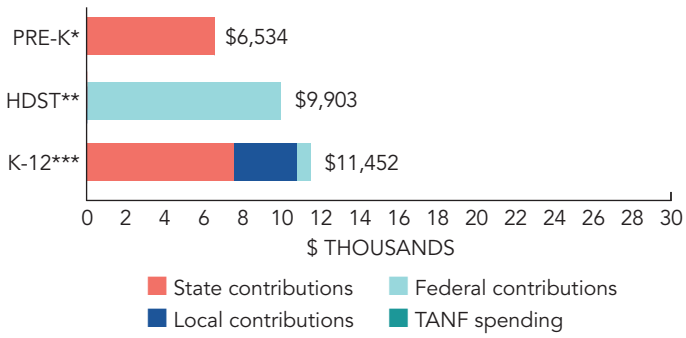
All reported spending per child enrolled* $6,534

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

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

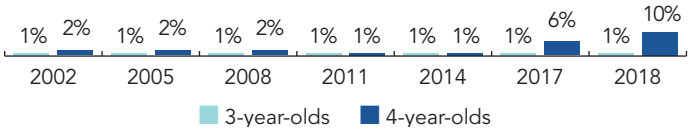
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

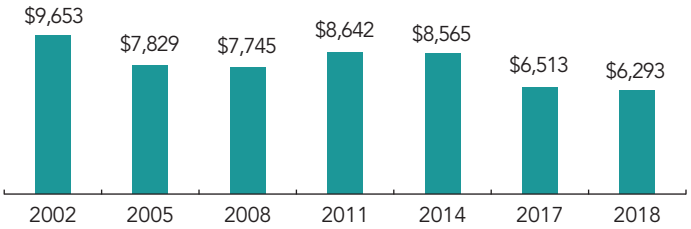


Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Minnesota preschool programs enrolled 7,672 children in 2017-2018, an increase of 3,069 children from the prior year. State funding totaled $48,282,734, up $18,304,678 (61%), adjusted for inflation, since last year. State spending per child equaled $6,293 in 2017-2018, down $219 from 2016-2017, adjusted for inflation. Minnesota met an average of 5.5 of 10 quality standards benchmarks.

WHAT'S NEW

The Minnesota Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for $4.7 million. The grant focuses on finding ways to better serve children facing racial, geographic, and economic inequities so they can be born healthy and thrive within their families and community through aligning and coordinating services and programs that families with young children use to make it easier to get the needed services.

BACKGROUND

Minnesota financially supplements Head Start and Early Head Start programs in order to increase access to early childhood education for children birth to age five. All state-supported Head Start programs are required to follow the Early Childhood Indicators of Progress (ECIPs), Minnesota's early learning standards birth to kindergarten entrance as well as the federal Head Start Performance Standards.

A second state-funded preschool program, Voluntary Pre-Kindergarten (VPK), was established in 2016-2017 and funded through general education funds as a new grade level with children funded at 0.6 ADM. In 2017-2018, the state legislature created the School Readiness Plus (SRP) program, a variation of VPK. Districts could apply to be a VPK or SRP district; most chose to offer VPK. Funding for SRP will end after the 2019-2020 school year.

Across VPK and SRP, more than 6,000 seats were allocated to 111 school districts (including charter schools) at 191 public sites and 18 charter sites through an application and ranking process based on free and reduced-price lunch percentages of each elementary school in the state. The program operates a minimum of 350 hours per year and serves children who are 4-years-old by September 1.

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

Minnesota has other state-funded early childhood initiatives that do not meet this report's definitions of state preschool: The Early Learning Scholarships Programs provides scholarships to eligible families with children between the ages of 3 and 4 years old as of September 1 for early childhood programs earning a Three- or Four-Star Parent Aware Rating. The School Readiness Program, under local school district control, provides preschool education and home visits with a focus on health and development screening, parent engagement and community services.

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

MINNESOTA STATE OVERVIEW

ACCESS

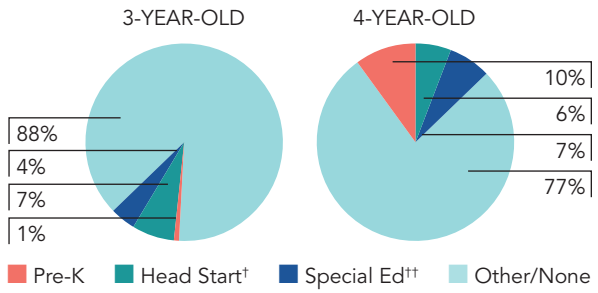
Total state pre-K enrollment 7,672

Special education enrollment, ages 3 and 4 9,352

Federally funded Head Start enrollment, ages 3 and 4 9,347

State-funded Head Start enrollment, ages 3 and 4..... 1,385

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

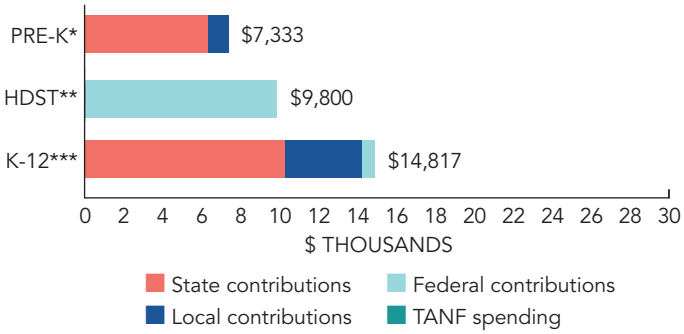
Total state pre-K spending $48,282,734

State Head Start spending $11,807,310

State spending per child enrolled $6,293

All reported spending per child enrolled* $7,333

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	24

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	20

TOTAL BENCHMARKS MET
5.5

MINNESOTA HEAD START

ACCESS

Total state pre-K enrollment 1,385

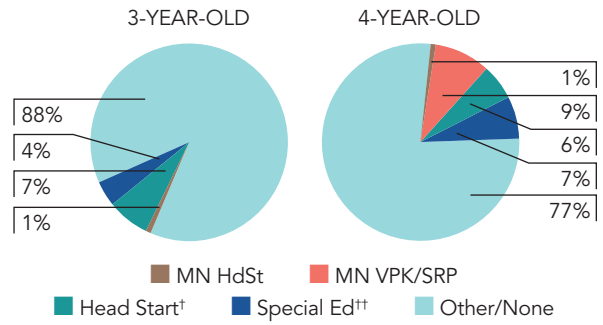
School districts that offer state program .....100% (counties/parishes)

Income requirement .....100% FPL

Minimum hours of operation ..... 3.5 hours/day; 4 days/week

Operating schedule ..... 32 weeks/year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MN HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	15 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	15 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	2:15 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at a local level only	**Structured classroom observations; data used for program improvement**	☐
			8

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

RESOURCES

Total state pre-K spending $11,807,310

Local match required? ..... Yes

State spending per child enrolled $8,525

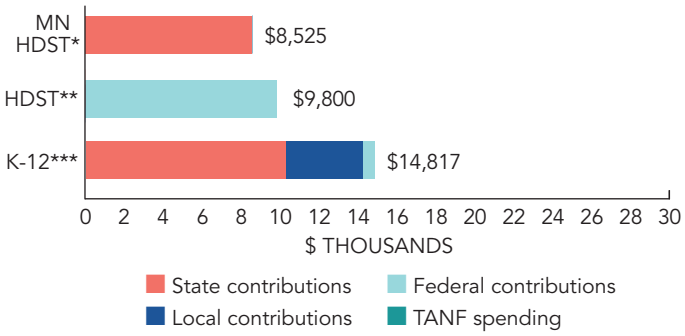
All reported spending per child enrolled* $8,525

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

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

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

SPENDING PER CHILD ENROLLED



MINNESOTA VOLUNTARY PRE-KINDERGARTEN AND SCHOOL READINESS PLUS

ACCESS

Total state pre-K enrollment 6,287

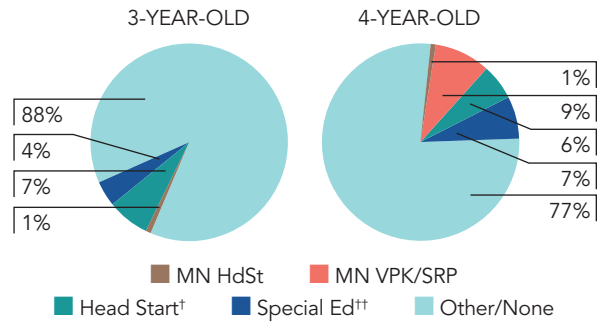
School districts that offer state program ..... 34% (school districts)

Income requirement ..... No income requirement

Minimum hours of operation ..... 350 instructional hours/year

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

5

RESOURCES

Total state pre-K spending $36,475,424

Local match required? ..... No

State spending per child enrolled $5,802

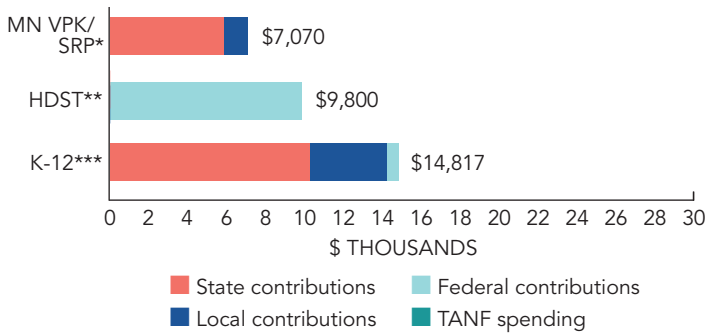
All reported spending per child enrolled* $7,070

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

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

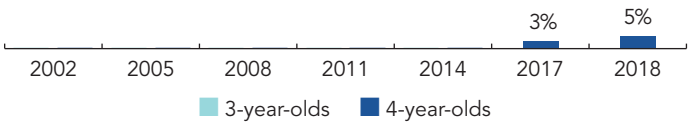
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

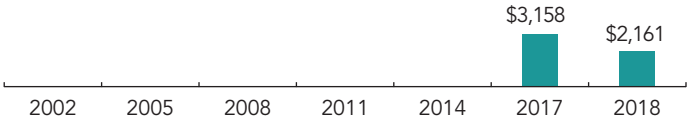


Mississippi

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Mississippi preschool enrolled 1,840 4-year-olds in 2017-2018, an increase of 530 4-year-olds from the prior year. State funding totaled $3,976,431, down $160,966 (4%), adjusted for inflation, since last year. State spending per child equaled $2,161 in 2017-2018, down $997 from 2016-2017, adjusted for inflation. Mississippi met 9 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018, the legislature increased funding for Early Learning Collaboratives from $4 million to $6.5 million annually, which will allow the state to serve an additional 1,100 children. These additional funds have been made available via a competitive award process to new school districts interested in providing Early Learning Collaboratives within their community. Programs who receive awards under this funding will engage in planning during the 2018-2019 school year, with implementation beginning in the 2019-2020 school year. Additionally, The Mississippi Community College Board was awarded a Preschool Development Grant Birth through Five award in 2018 for over $10.6 million to connect early care and learning programs and services across state agencies and private organizations; create a statewide network of early childhood care and education centers structured around two quality designations; provide child care centers with coaching and technical assistance; connect families to a network of human services, education, and workforce; and utilize web and mobile technology to improve delivery of services to families.

BACKGROUND

The Early Learning Collaborative Act of 2013 established Mississippi's first state-funded, voluntary pre-K program. The Early Learning Collaborative Act provides funding to local communities to establish, expand, support, and facilitate the successful implementation of quality early childhood education and development services. Implementation began in January 2014, with capacity to serve 1,774 children.

Pre-K programs in Head Start centers, licensed child-care facilities, and public, parochial, or private schools formed and maintained stakeholder councils called Early Learning Collaboratives, involving at least two program auspices. Each Early Learning Collaborative designated a Lead Partner, either a public school or other nonprofit entity, with the instructional expertise and operational capacity to manage the Collaborative's Pre-Kindergarten program.

The program was initially funded at $3 million per year and increased to $4 million for the 2016-2017 school year. Additionally, in January 2017, four new collaboratives were funded and launched full services for the 2017-2018 school year. As long as the Early Learning Collaborative Act of 2013 is funded, current collaboratives that meet program requirements will continue to be funded.

The voluntary pre-K program intends to improve quality, increase access to high-quality pre-K programs for 4-year-olds and prepare more children to enter kindergarten ready to succeed in school. The state program also supports local programs to improve quality and provide families access to information about pre-K programs. Pre-K programs also implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation, including curricula aligned with the Mississippi Department of Education's Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
40	None Served	42	31	9

MISSISSIPPI EARLY LEARNING COLLABORATIVE

ACCESS

Total state pre-K enrollment 1,840

School districts that offer state program 12%

Income requirement ..... No income requirement

Minimum hours of operation ..... 6 hours/day; 5 days/week

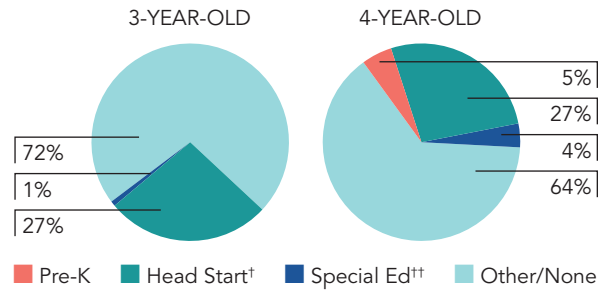
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 4,193

Federally funded Head Start enrollment, ages 3 and 4 21,039

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

9

RESOURCES

Total state pre-K spending $3,976,431

Local match required?..... Yes

State Head Start spending $0

State spending per child enrolled $2,161

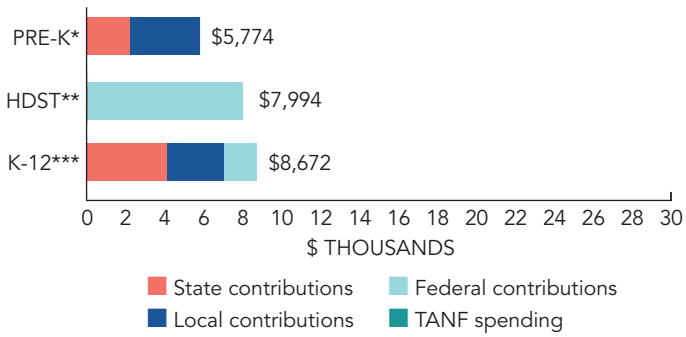
All reported spending per child enrolled* $5,774

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

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

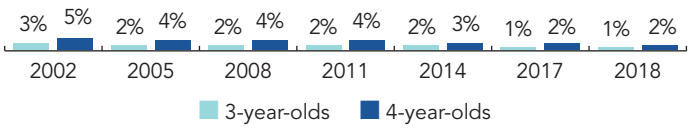
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

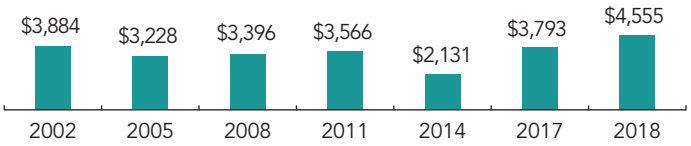


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Missouri preschool enrolled 2,378 children in 2017-2018, a decrease of 268 children from the prior year. State funding totaled $10,832,676, up $795,572 (8%), adjusted for inflation, since last year. State spending per child equaled $4,555 in 2017-2018, up $762 from 2016-2017, adjusted for inflation. Missouri met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Funding for the Missouri Preschool Program (MPP) was reduced in FY 2019, resulting in a reduction in programs' operating schedules as well as no new programs. The Missouri Department of Elementary and Secondary Education was awarded a Preschool Development Grant Birth through Five award in 2019 for $6,500,000. This funding will be used to fund the Stronger Together Missouri project, which aims to implement a comprehensive, statewide, birth-to-kindergarten-entry needs assessment and to update the state's Early Childhood Strategic Plan to enhance long-term sustainability in early childhood services.

BACKGROUND

MPP, launched in 1998, serves 3- and 4-year-olds in public schools, private child-care centers, and nonprofit agencies. Roughly 90 percent of children are served in programs operated by public schools. Programs are required to work with the local Parents as Teachers program to provide parent education, family visits, group connections, health and development screenings, and services referrals.

MPP is funded through the state's Tobacco Settlement Fund. In the 2017-2018 school year, MPP was offered in 15 percent of school districts statewide. A competitive grant process determines which programs receive MPP funds, with priority given to those serving children with special needs or from low-income families. MPP contracts are for a maximum of five years. Programs require payment on a sliding scale based on criteria including eligibility for free or reduced-priced school lunch.

Program quality is monitored through site visits and classroom assessments using ECERS-3 to support goal setting and professional development. On-site consultation hours are also provided, ranging from 14 to 20 annually, based on program needs. Children enrolled in MPP are assessed using the Desired Results Developmental Profile (DRDP).

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
43	25	25	34	8

MISSOURI PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 2,378

School districts that offer state program 15%

Income requirement ..... No income requirement

Minimum hours of operation ..... 3 hours/day

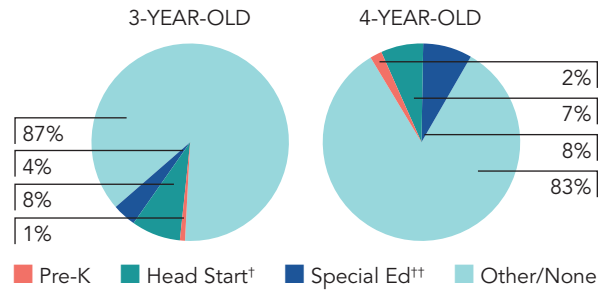
Operating schedule..... School/academic year or calendar year

Special education enrollment, ages 3 and 4 10,468

Federally funded Head Start enrollment, ages 3 and 4 11,337

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MO PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA, AA in Child Care Education, or 60 college hours (min. of 3 college hours in ECE)	**CDA or equivalent**	☐
Staff professional development	22 hours/year; PD plans (certified teachers only[1]); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

Total state pre-K spending $10,832,676

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $4,555

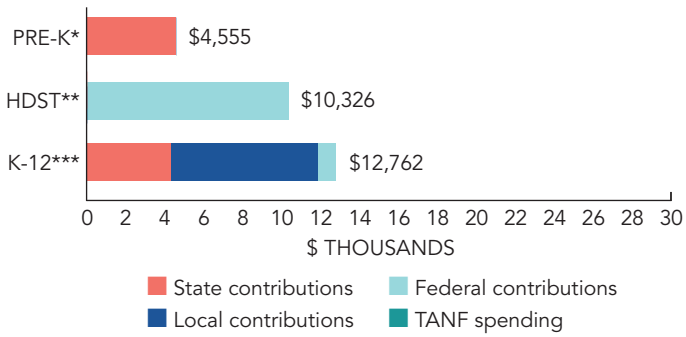
All reported spending per child enrolled* $4,555

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

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

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

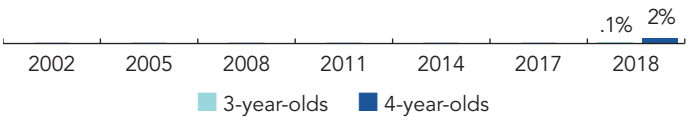
SPENDING PER CHILD ENROLLED



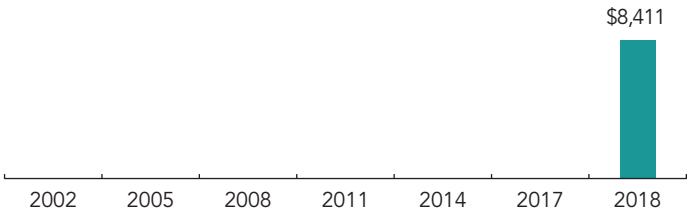
[1] Beginning in 2018-2019 PD plans will be required for all lead and assistant teachers.

Montana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Montana preschool enrolled 306 children in 2017-2018 during the first year of the Montana's STARS Preschool Pilot program. State funding totaled $2,573,914 and state spending per child equaled $8,411. Montana met 6 of 10 quality standards benchmarks.

WHAT'S NEW

In April 2017, Governor Steve Bullock signed HB 639 authorizing Montana's STARS Preschool Pilot program. The 2017-2018 program year was the first for implementation of the $6 million STARS Preschool Pilot, which is Montana's first state-funded preschool effort. In his proposed 2019-2020 budget, Governor Bullock included a request for $30 million to build on the success of the Pilot program. The proposal would allow for preschool funding in the school funding formula as well as grants to Head Start and other qualified preschool providers. In addition to these proposals for increased access to state-funded preschool, the Montana Department of Public Health and Human Services was awarded $4,208,250 under the Preschool Development Grant Birth through Five in December 2018.

BACKGROUND

The STARS Preschool Pilot served more than 300 children across 11 counties in public schools, Head Start programs, family child care providers and private preschools providing a full-day program. Programs were encouraged to enroll a minimum of 25% high needs students including, but not limited to: children who are low income; children receiving services from IDEA Part B or Part C; children who are engaged in mental health services and supports; children who are enrolled Tribal Members; and children who are homeless or at risk of becoming homeless.

Teachers in both public and private settings are required to hold a bachelor's degree, and assistant teachers must have at least two years of study in higher education, or an associate's degree in a related field. In addition to on-going teacher coaching, all classrooms are observed at least annually to ensure program quality. The state also provides professional development in the implementation of Montana's Early Learning Standards.

The Best Beginnings STARS to Quality Program is Montana's voluntary quality rating improvement system (QRIS), aligning quality indicators with support and incentives for early childhood programs and early childhood professionals. Licensed preschool programs can participate in the QRIS and earn up to five stars, indicating the level of quality. All private providers participating in STARS Preschool must achieve a level of at least 3 on Montana's QRIS.

Montana has taken advantage of recent federal grant opportunities to support preschool programs. In 2017-2018, 1,000 children were provided with new or enhanced preschool slots under the state's federal Preschool Development Grant (PDG). Also, in 2017, Montana received another competitive federal grant through the Striving Readers Comprehensive Literacy Program to support literacy skills among disadvantaged children, and earmarked 15% of grant funding for preschool programs.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
44	30	6	11	6

MONTANA'S STARS PRESCHOOL PILOT PROGRAM

ACCESS

Total state pre-K enrollment 306

School districts that offer state program ..... 20% (counties)

Income requirement ..... No income requirement

Minimum hours of operation ..... 5.5 hours/day

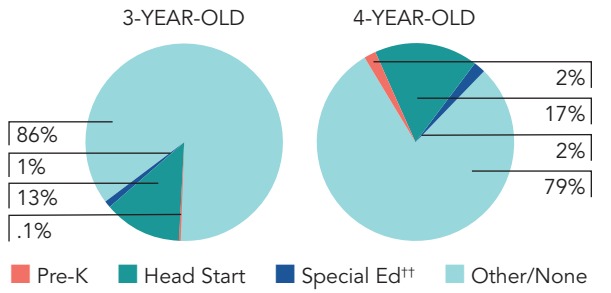
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 861

Federally funded Head Start enrollment, ages 3 and 4 3,857

State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	P–3 (public); ECE (nonpublic)	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	24 hours/year; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Immunizations, behavioral, developmental	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

6

RESOURCES

Total state pre-K spending $2,573,914

Local match required? ..... Yes

State Head Start spending $0

State spending per child enrolled $8,411

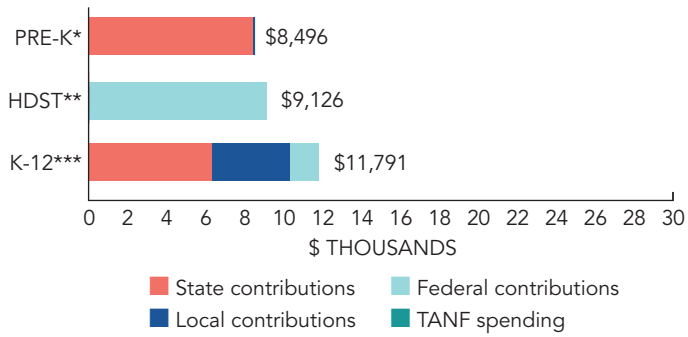
All reported spending per child enrolled* $8,496

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

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

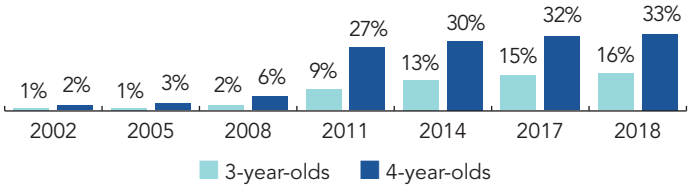
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

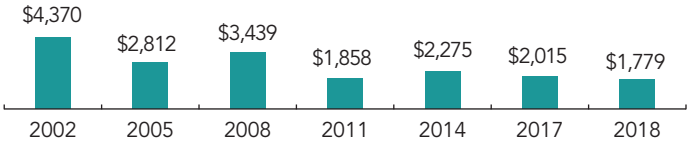


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Nebraska preschool enrolled 13,938 children in 2017-2018, an increase of 1,074 children from the prior year. State funding totaled $24,796,908, down $1,118,482 (4%), adjusted for inflation, since last year. State spending per child equaled $1,779 in 2017-2018, down $235 from 2016-2017, adjusted for inflation. Nebraska met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Funding for the Nebraska Early Childhood Education Program was reduced by two percent in 2017-2018 and four percent in 2018-2019. Legislation was introduced to waive teacher certification for lead teachers. This waiver is in process, but is not finalized yet. Finally, the Nebraska Department of Education was awarded a Preschool Development Grant Birth through Five award of over $600,000 in 2018 to support a comprehensive needs assessment and strategic planning for the state's early childhood programs and services.

BACKGROUND

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

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

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

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

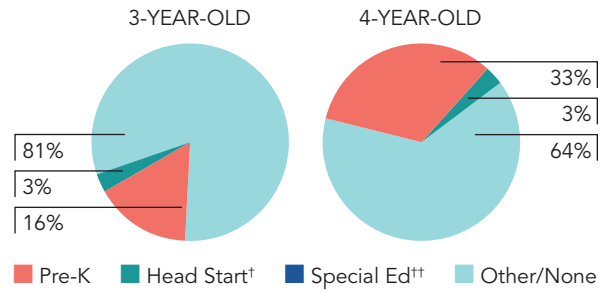
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
16	7	43	24	8

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

ACCESS

Total state pre-K enrollment 13,938
School districts that offer state program 89%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 3.5 hours/day
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 3,596
Federally funded Head Start enrollment, ages 3 and 4 3,522
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	6 ECE credits by end of 1st year; 12 ECE credits by end of 2nd year	**CDA or equivalent**	☑
Staff professional development	12 hours/year; PD plans; Coaching based on QRIS or Pyramid model	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Determined locally	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

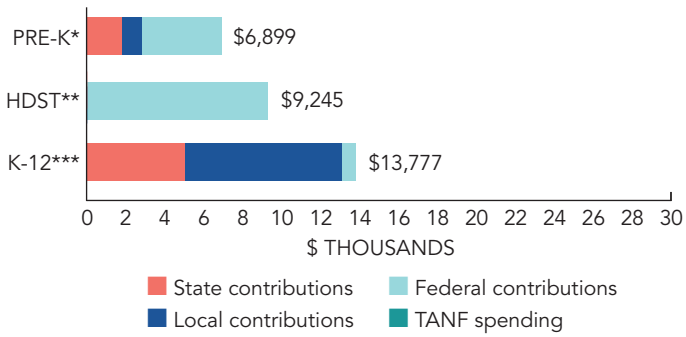
8

RESOURCES

Total state pre-K spending $24,796,908
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $1,779
All reported spending per child enrolled* $6,899

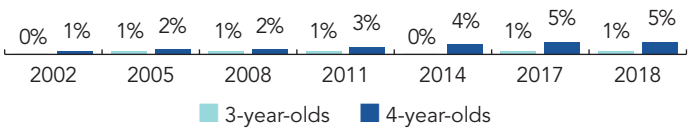
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

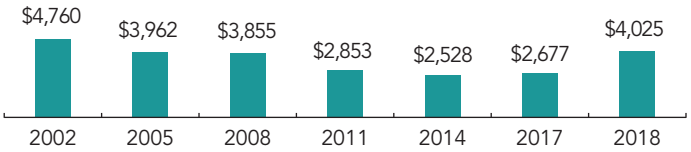


Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Nevada preschool enrolled 2,171 children in 2017-2018, an increase of 301 children from the prior year. State funding totaled $8,738,875, up $3,733,788 (75%), adjusted for inflation, since last year. State spending per child equaled $4,025 in 2017-2018, up $1,349 from 2016-2017, adjusted for inflation. Nevada met 6 of 10 quality standards benchmarks.

WHAT'S NEW

The Nevada Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for $606,515. This funding will allow Nevada to conduct a comprehensive statewide birth through age five needs assessment, followed by in-depth strategic planning. These efforts will result in enhancing parental knowledge and choice of early childhood programs and create smoother transitions between early childhood programs and the school system.

BACKGROUND

The Nevada State Pre-Kindergarten Program (formerly known as the Early Childhood Education Comprehensive Plan State PreK) began in 2001. Programs operate in both community-based organizations and school districts. During 2017-2018, nearly 98% of enrolled children were served in programs operated by their local school districts, with 59% of school districts providing State PreK-funded programs or classrooms. The Office of Early Learning and Development (ELD) within the Nevada Department of Education (NDE) is responsible for administering multiple early childhood state and federal funding sources including State PreK and the Preschool Development Grant (PDG).

Funding is awarded through competitive grant applications and is based on community need. Enrollment preference is given to 4- and 5-year-olds that are not eligible to attend kindergarten the following year. Children from low-income families, those who are homeless, English Language Learners, or children receiving special education services also are a priority for enrollment. There is no income requirement for program eligibility.

Nevada used its federal Preschool Development Grant to expand pre-K to a full-day for 1,996 of the 2,171 children enrolled in State PreK in 2017-2018. An additional 1,201 children were served with PDG funds, but not enrolled in State PreK. Programs that receive PDG funding are required to participate in the state's QRIS system.

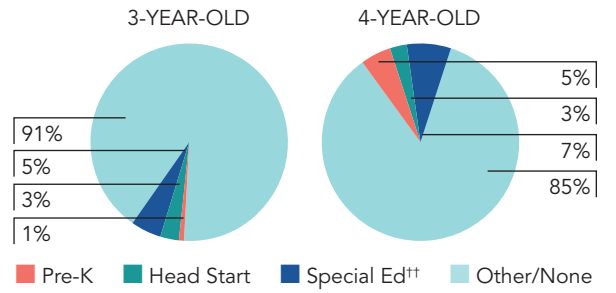
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
39	27	29	18	6

NEVADA STATE PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 2,171
School districts that offer state program 59%
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day
Operating schedule..... Determined locally
Special education enrollment, ages 3 and 4 5,126
Federally funded Head Start enrollment, ages 3 and 4 2,446
State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NV PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	6 credit hours/5 years	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	16 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Screenings determined locally; Referrals	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations (PDG classrooms); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐
			6

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

RESOURCES

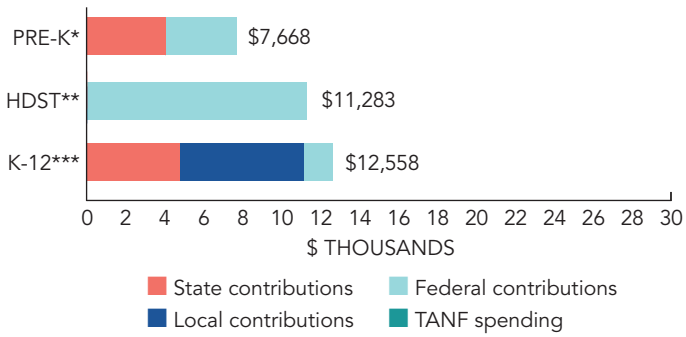
Total state pre-K spending $8,738,875
Local match required?..... No
State Head Start spending $0
State spending per child enrolled $4,025
All reported spending per child enrolled* $7,668

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

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

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

SPENDING PER CHILD ENROLLED



New Hampshire

NO PROGRAM

New Hampshire does not have a state-funded pre-K program, as defined in this report. However, the state provides support for early childhood education through other means. The Department of Health and Human Services (DHHS) licenses early childhood programs and administers preschool scholarships through its child-care assistance program for low-income families. The Department of Education (DOE) oversees early childhood special education programming and progress monitoring of IDEA Part B funded preschool programs. New Hampshire school districts also use Title I funds and local funds to implement voluntary preschool programs in public schools which provides pre-K to approximately 25% of 4-year-olds in New Hampshire.

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

The New Hampshire Early Learning Guidelines were introduced in 2005 and address development and learning for children birth through age 5. The guidelines cover multiple domains including approaches to learning, communication and literacy development, social and emotional development, physical development, creative expression and aesthetic development, and health and safety. The guidelines are aligned with New Hampshire's academic standards, as well as New Hampshire Kindergarten Readiness Indicators. The state's new Early Learning Standards, released in 2015, align with the New Hampshire College and Career Ready Standards, by expanding to include emergent literacy, early numeracy, and science and social studies.

The Child Development Bureau within the Department of Health and Human Services administers New Hampshire's Quality Rating and Improvement System. Categories of standards in a proposed revision to the QRIS include: Curriculum, Environment, and Assessment; Engaging Families and Communities as Partners; Early Childhood Administrator and Educator Qualifications; and Measured Standards of Environmental Quality and Teacher-Child Interactions using the Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS), respectively.

Groups of stakeholders in the state, including DHHS, DOE, and the Spark New Hampshire Early Childhood Advisory Council, are working together to align birth through age 8 efforts including work to strengthen early childhood governance and align professional development for best practices. Together, along with the University of New Hampshire, these groups contributed time and resources to early childhood systems-building in the state and submitted New Hampshire's Preschool Development Birth through Five grant application, which was successfully awarded to the University of New Hampshire in the amount of $3,843,557.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

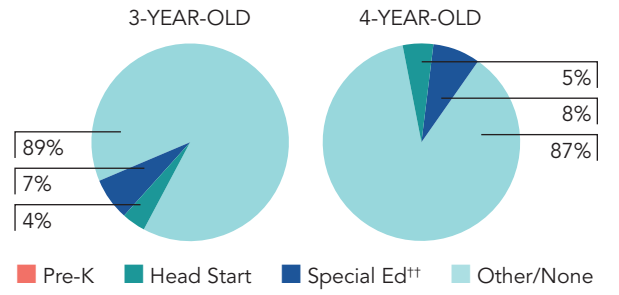
TOTAL BENCHMARKS MET
No Program

NEW HAMPSHIRE

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,187
Federally funded Head Start enrollment, ages 3 and 4	1,178
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

NO PROGRAM

RESOURCES

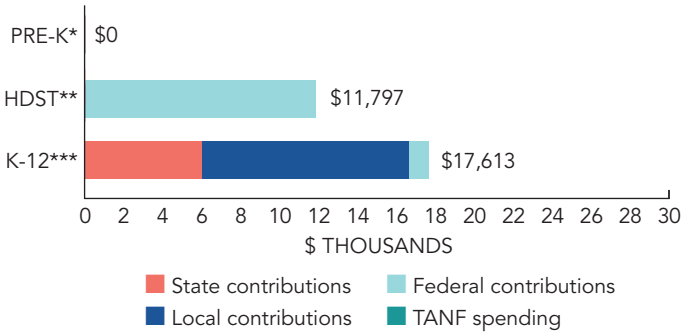
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

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

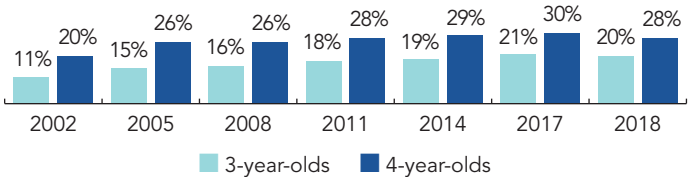
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

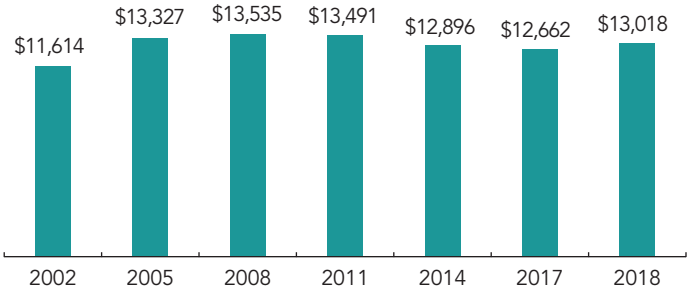


New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

New Jersey preschool programs enrolled 50,684 children in 2017-2018, a decrease of 2,686 children from the prior year. State funding totaled $659,789,000, down $15,986,421 (2%), adjusted for inflation, since last year. State spending per child equaled $13,018 in 2017-2018, up $356 from 2016-2017, adjusted for inflation. New Jersey met an average of 8 of 10 quality standards benchmarks.

WHAT'S NEW

Following the New Jersey legislature's appropriation of an additional $25 million for pre-K expansion in the 2017-2018 budget, Governor Murphy allocated an additional $50 million for preschool expansion in the 2018-2019 school year. Thirty-three million dollars was also allocated to maintain the prior year expansion and provide a cost of living increase for all other existing preschool slots. The NJ Department of Education (DOE) is leading a competitive application process to award school districts with this additional funding to serve more children in high-quality, full-day preschool programs. Also in 2018, the New Jersey Department of Children and Families was awarded $10,620,000 under the Preschool Development Grant Birth through Five.

BACKGROUND

New Jersey funds three preschool programs. The largest and most intensive of the programs, formerly known as the Abbott Preschool Program, served 42,288 children in 35 of the state's poorest school districts during the 2017-2018 school year. The NJ DOE provides funding to eligible districts to provide the program to all 3- and 4-year-olds who live in those districts and choose to enroll. Private child-care centers or Head Start programs that meet state standards may contract with districts to deliver services.

The Non-Abbott Early Childhood Program Aid (ECPA) program operates in districts where 20% to 40% of children met the criteria for free or reduced-price lunch when the program was established in the late 1990's. In the 2017-2018 school year, 12 of 99 ECPA districts participated in the federal Preschool Development Grant (PDG), which enabled 1,489 children to be served in new or enhanced full-day programs.

The third program, formerly known as the Early Launch to Learning Initiative (ELLI), was established in 2004 as part of New Jersey's efforts to expand access to high-quality prekindergarten education to all 4-year-olds in low-income households across the state. During the 2017-2018 school year, 24 districts offered the ELLI program, though nine of these districts are also part of the ECPA program. One ELLI district participated in the federal PDG in 2017-2018, which enabled 114 children to be served in new or enhanced full-day programs.

Finally, three additional districts, outside of New Jersey's state-funded programs, participated in the federal PDG in the 2017-2018 school year, providing new preschool slots to 320 low-income four-year-old children.

New Jersey's overall support for state-funded preschool, including enrollment and funding for Abbott, ECPA, and ELLI, is depicted in the first two pages of this state profile. The third page focuses solely on Abbott, the fourth page provides information on ECPA, and the fifth on ELLI.

NEW JERSEY STATE OVERVIEW

ACCESS

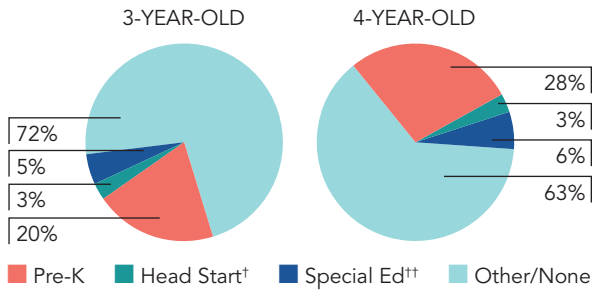
Total state pre-K enrollment 50,684

Special education enrollment, ages 3 and 4 12,784

Federally funded Head Start enrollment, ages 3 and 4 12,368

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

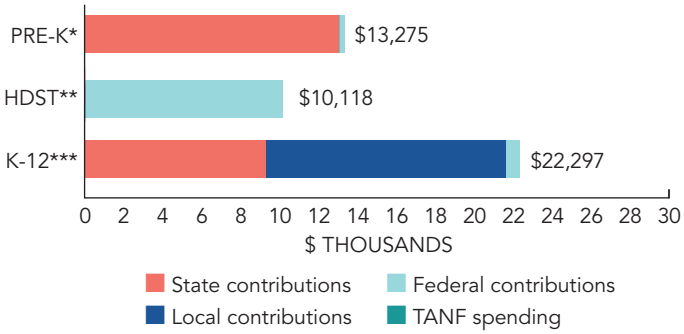
Total state pre-K spending $659,789,000

State Head Start spending $0

State spending per child enrolled $13,018

All reported spending per child enrolled* $13,275

SPENDING PER CHILD ENROLLED



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

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

TOTAL BENCHMARKS MET
8

NEW JERSEY FORMER ABBOTT PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 42,266

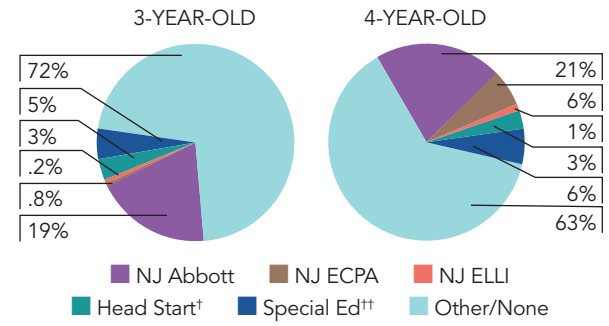
School districts that offer state program 6%

Income requirement ..... No income requirement

Minimum hours of operation ..... 6 hours/day; 5 days/week

Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NJ ABBOTT REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	15 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	2:15 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

Total state pre-K spending $615,958,329

Local match required? ..... No

State spending per child enrolled $14,573

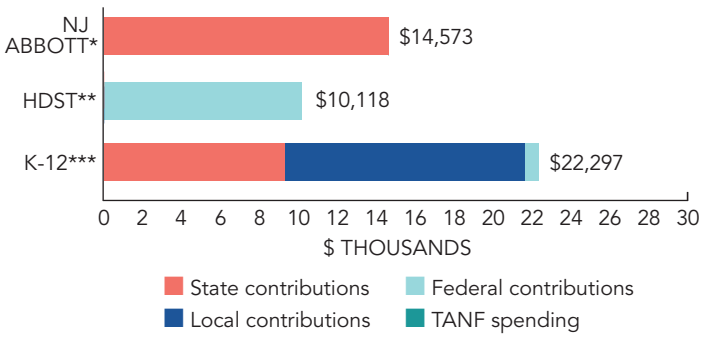
All reported spending per child enrolled* $14,573

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

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

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

SPENDING PER CHILD ENROLLED



NEW JERSEY FORMER NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

ACCESS

Total state pre-K enrollment 7,676

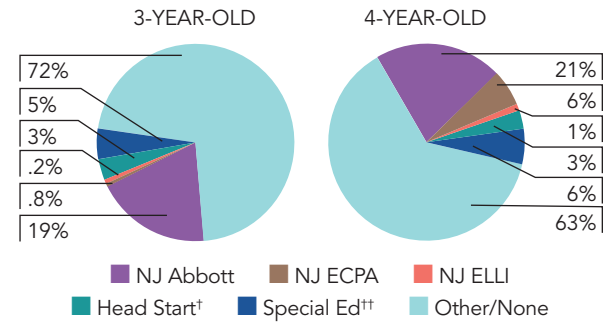
School districts that offer state program 16%

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NJ ECPA REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	100 hours/5 years; PD plans teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

Total state pre-K spending $41,550,371

Local match required?..... No

State spending per child enrolled $5,413

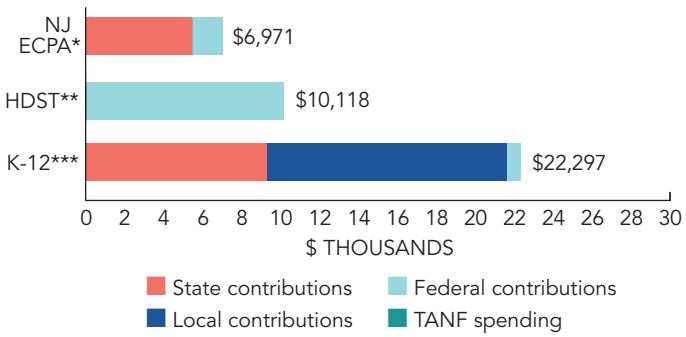
All reported spending per child enrolled* $6,971

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

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

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

SPENDING PER CHILD ENROLLED



NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE

ACCESS

Total state pre-K enrollment 742

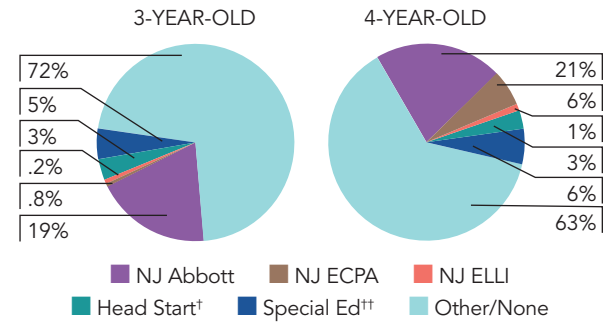
School districts that offer state program 4%

Income requirement ..... 185% FPL

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NJ ELLI REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	**Approval process & supports**	✓
Teacher degree	BA	**BA**	✓
Teacher specialized training	ECE	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	**20 or lower**	✓
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	✓
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	✓

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

8

RESOURCES

Total state pre-K spending $2,280,300

Local match required? ..... Yes

State Head Start spending $0

State spending per child enrolled $3,073

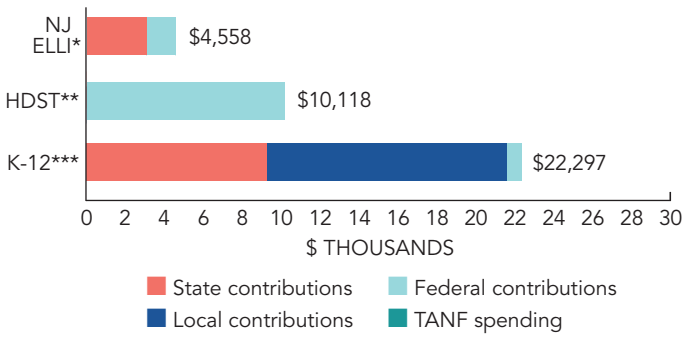
All reported spending per child enrolled* $4,558

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

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

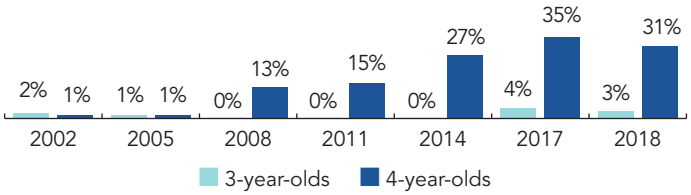
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

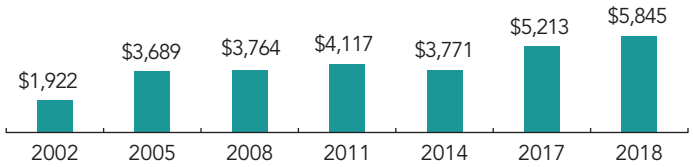


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

New Mexico preschool enrolled 9,119 children in 2017-2018, a decrease of 1,260 children from the prior year. State funding totaled $35,702,160 and $17,600,000 in TANF funds were also used to support program, down $804,649 (1%), adjusted for inflation, since last year. State spending per child equaled $5,845 in 2017-2018, up $632 from 2016-2017, adjusted for inflation. New Mexico met 9 of 10 quality standards benchmarks.

WHAT'S NEW

The New Mexico Department of Children, Youth and Families (CYFD) was awarded a Preschool Development Grant Birth through Five award in 2018 for $5.37 million to conduct a statewide needs assessment and strategic plan for early learning in New Mexico. Under the grant, a statewide early learning media campaign will be developed that will also include the ability for families to easily search for early care and education services in their community. Funding will also be used to invest in the early childhood workforce through a variety of professional development strategies to promote evidence-based teaching and intervention strategies with the state's young children and families.

The state has been shifting part-day slots to full-day slots, which has resulted in a decrease of enrollment for 2017-2018. However, for 2018-2019 the state appropriation for NM PreK increased. The New Mexico Public Education Department (PED) increased the number of school districts offering New Mexico PreK and CYFD served additional 3-year-olds and piloted mixed-age classes.

The New Mexico Early Learning Guidelines (NMELGs) were updated in 2018. The New Mexico Preschool Observation Assessment is based on the NMELGs. Both PED and CYFD changed their consultation system in 2017-2018, resulting in more frequent coaching visits and support for teachers, educational assistants, and administrators.

BACKGROUND

New Mexico PreK (NM PreK) launched in the 2005-2006 school year with the enactment of the PreK Act of 2005. The program is jointly administered by the New Mexico PED and CYFD. PED is responsible for funding and monitoring NM PreK programs provided through school districts, and CYFD for programs operated by community-based organizations and other eligible providers. In the 2017-2018 school year, nearly 70% of school districts offered NM PreK.

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

The number of hours and days per week vary by program, with a minimum of 450 hours per year. In 2014-2015, the legislature provided limited funding for an Extended-day PreK pilot to double the instructional hours to 900 per school year. In 2017-2018, nearly half of all children enrolled were in Extended-day PreK. Some private or nonprofit facilities use Child Care Subsidy dollars for wrap-around care to assist parents who qualify, or to offer reduced rates for private pay. PreK programs in public schools can extend the day using operational dollars or Title I funds.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
19	18	17	30	9

NEW MEXICO PREK

ACCESS

Total state pre-K enrollment 9,119

School districts that offer state program 69%

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day

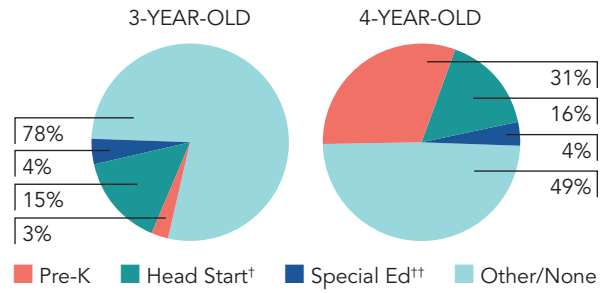
Operating schedule..... Determined locally

Special education enrollment, ages 3 and 4 3,837

Federally funded Head Start enrollment, ages 3 and 4 8,013

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); HSD (nonpublic)	**BA**	☐
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	AA in ECE	**CDA or equivalent**	☑
Staff professional development	30 hours/year (public teachers); 24 hours/year (nonpublic teachers & assistants); 28 hours/year (public assistants); PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	16 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

9

RESOURCES

Total state pre-K spending $53,302,160

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $5,845

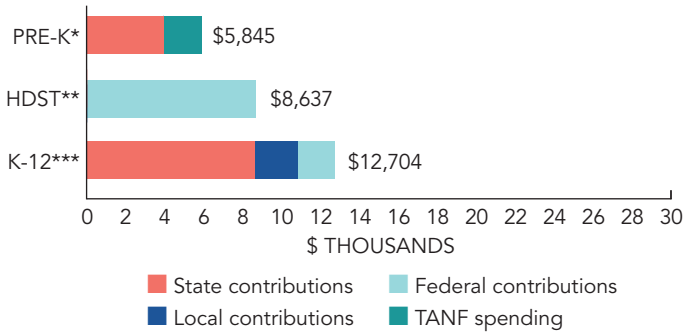
All reported spending per child enrolled* $5,845

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

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

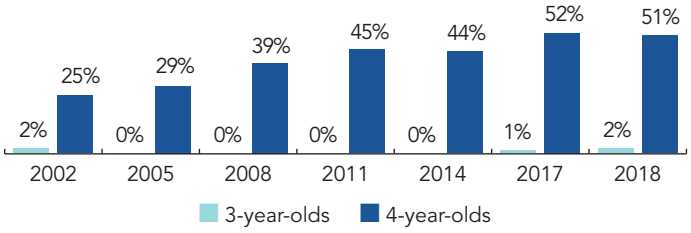
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

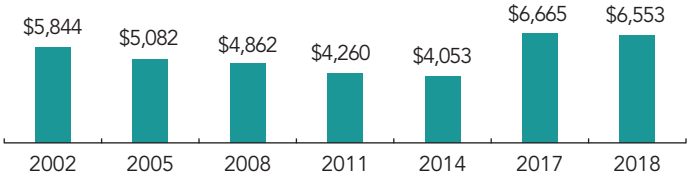


New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

New York preschool enrolled 121,572 children in 2017-2018, a decrease of 1,299 children from the prior year. State funding totaled $796,699,144, down $22,195,309 (3%), adjusted for inflation, since last year. State spending per child equaled $6,553 in 2017-2018, down $111 from 2016-2017, adjusted for inflation. New York met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The New York Office of Children and Families was awarded a Preschool Development Grant Birth through Five award in 2018 for $8.73 million to conduct a comprehensive needs assessment and strengthen the state's mixed-delivery system through activities including coordinated technical assistance, Kindergarten Transition Summits, parent information and engagement strategies, professional learning for early childhood educators, and better data integration, sharing, and tracking.

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

BACKGROUND

In 1998, New York State began its Universal Prekindergarten Program (UPK) with the goal of making prekindergarten education available to all 4-year-olds in the state, regardless of family income or other risk factors. In 2007, the Targeted Prekindergarten Program merged with UPK.

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

In 2015-2016, the Expanded Prekindergarten for 3- and 4-Year-Old Students grant began, creating new slots for both 3- and 4-year-olds. New York also was awarded a federal Preschool Development Grant (PDG) supporting enrollment of additional low-income 4-year-olds in five school districts. In 2017-2018, over 75% of children were served in school-day programs.

The New York Board of Regents adopted revised comprehensive, multi-domain early learning standards in 2011 which are aligned with state K-3 standards, state college and career ready standards, and the New York State Common Core Learning Standards. New statewide P-12 Learning Standards for the Arts will be fully implemented in the 2018-2019 school year. In 2012, the state implemented a voluntary quality rating and improvement system (QRIS) called QUALITYstarsNY.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
9	22	13	25	7

NEW YORK STATE ADMINISTERED PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 121,572

School districts that offer state program 70%

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

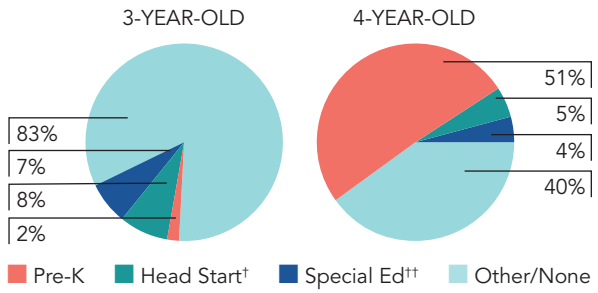
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 45,529

Federally funded Head Start enrollment, ages 3 and 4 41,497

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NY PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	MA (public); BA (nonpublic)	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	Level I Teaching Assistant Certification (public); HSD (nonpublic)	**CDA or equivalent**	☐
Staff professional development	175 hours/5 years (teachers only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations are determined locally	**Structured classroom observations; data used for program improvement**	☐

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

7

RESOURCES

Total state pre-K spending $796,699,144

Local match required?..... No

State Head Start spending $0

State spending per child enrolled $6,553

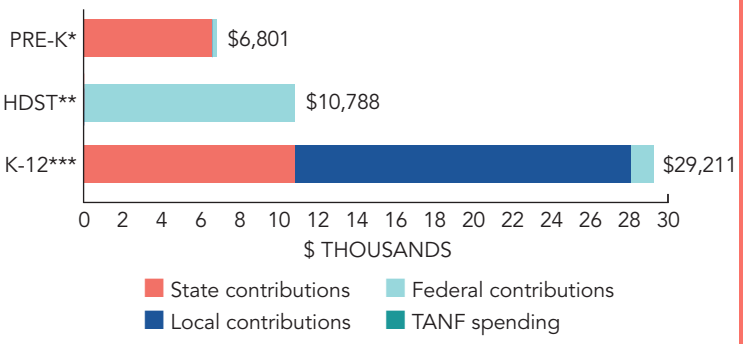
All reported spending per child enrolled* $6,801

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

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

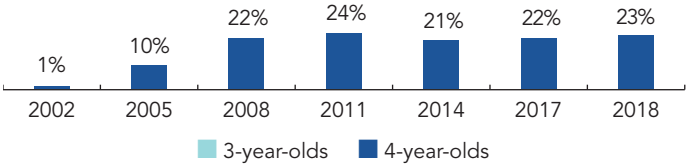
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

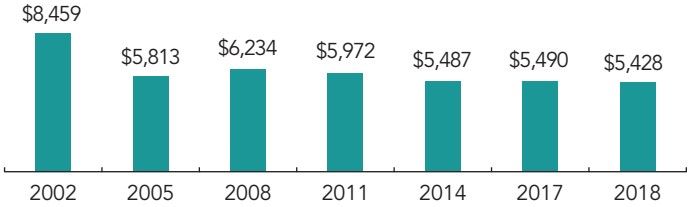


North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

North Carolina preschool enrolled 28,385 children in 2017-2018, an increase of 1,366 children from the prior year. State funding totaled $148,072,222 and $6,000,000 in TANF, up $5,726,682 (4%), adjusted for inflation, since last year. State spending per child (including TANF) equaled $5,428 in 2017-2018, down $62 from 2016-2017, adjusted for inflation. North Carolina met 8 of 10 quality standards benchmarks.

WHAT'S NEW

The North Carolina General Assembly has allocated additional funding for the North Carolina Pre-Kindergarten Program (NC Pre-K), including an additional $9 million each year from 2017-2018 through 2020-2021. These additional funds will be used to increase the number of children served by NC Pre-K.

The North Carolina Department of Health and Human Services was awarded a Preschool Development Grant Birth through Five award in 2018 for nearly $4.49 million to strengthen North Carolina's early childhood education system. The grant will fund a comprehensive statewide needs assessment and planning process for the state's early learning system, support family outreach and engagement efforts, and provide infant-toddler teachers with training and resources.

BACKGROUND

North Carolina has provided state-funded pre-kindergarten education since 2001, originally via the More at Four Pre-Kindergarten Program. During the 2011-2012 school year, the program was renamed the North Carolina Pre-Kindergarten (NC Pre-K) Program and administrative control moved from the Department of Public Instruction to the Department of Health and Human Services. NC Pre-K enrolls at-risk 4-year-olds from low-income families who have not participated in other early childhood programs.

NC Pre-K programs are required to operate 6.5 hours per day for 36 weeks each year and serve as many eligible children as funding levels permit. To be eligible, children generally must be in a household with income at or below 75% of the state median income; but up to 20% of children may be in a household with a higher income if they have another designated risk factor. Risk factors include a developmental delay or identified disability, a chronic health condition, or limited English proficiency.

Funding for NC Pre-K includes state general appropriations and North Carolina Education Lottery receipts, federal funds, and a local contribution, with the majority of the funding coming from the state. NC Pre-K classrooms operate statewide in settings such as privately licensed Head Start programs, childcare centers, and public schools. All programs, whether in public or private settings, must earn high-quality ratings under the state child-care licensing system to participate in NC Pre-K and the state's subsidy system.

NC Pre-K sets a maximum class size of 18 4-year-olds and requires a staff-child ratio of 1:9. Lead teachers must have a bachelor's degree and a birth-through-kindergarten license. Classroom staff are required to use approved curricula and formative assessments aligned with the state's early learning standards. Staff conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
27	None Served	20	10	8

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 28,385

School districts that offer state program .....100% (counties/parishes)

Income requirement ..... 75% SMI

Minimum hours of operation ..... 6.5 hours/day; 5 days/week

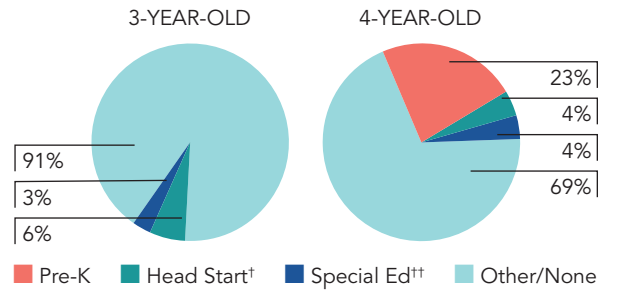
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 11,088

Federally funded Head Start enrollment, ages 3 and 4 17,143

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE or CD	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	80 hours/5 years (teachers); 6 credit hours/5 years (assistant teachers working towards licensure); PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

Total state pre-K spending $154,072,222

Local match required? ..... Yes

State Head Start spending $0

State spending per child enrolled $5,428

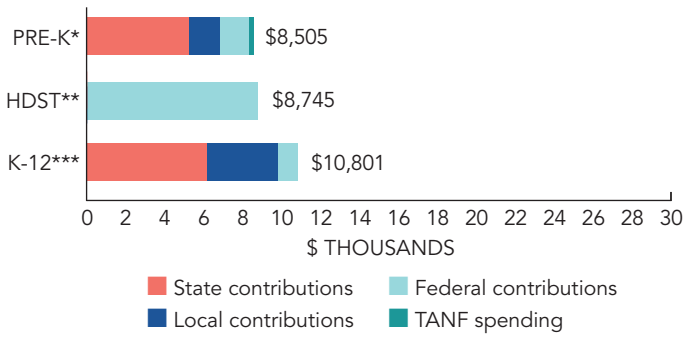
All reported spending per child enrolled* $8,505

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

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

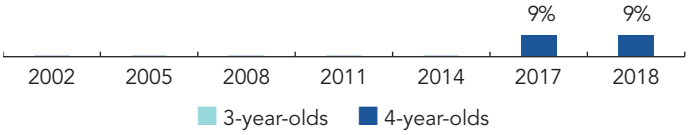
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



North Dakota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)

OVERVIEW

North Dakota preschool enrolled 965 children in 2017-2018 during the first year of the Early Childhood Education Grant Program. State funding totaled $750,000 and state spending per child equaled $777. North Dakota met 2 of 10 quality standards benchmarks.

WHAT'S NEW

North Dakota's legislature provided $3 million in Early Childhood Education Program Grants beginning in the 2017-2018 school year through a biennial appropriation to the state Department of Commerce. North Dakota's 66th Legislative Assembly currently has a bill to move the administration of the Early Childhood Education Grant Program from the North Dakota Department of Commerce to the North Dakota Department of Public Instruction. Also in 2018, the North Dakota Department of Public Instruction was awarded $2,275,771 under the Preschool Development Grant Birth through Five.

BACKGROUND

2017-2018 was the second year of North Dakota's Early Childhood Education Program. Programs provide services in 44 districts for at least 400 hours over 32 weeks per year. All programs are also required to incorporate at least 10 hours of research-based parent involvement activities. Four-year-old children who are eligible for free- or reduced-price lunch are eligible for the program.

The North Dakota Department of Public Instruction has other early childhood education initiatives, including two grant opportunities for educators and school districts. Early Childhood Continuing Education Grants of up to $3,000 every two years enable lead and assistant teachers in pre-kindergarten, Head Start, and child care to enhance their credentials at North Dakota state colleges and universities.

The North Dakota Pre-Kindergarten Content Standards, published in 2013, are voluntary and cover multiple domains including social-emotional development, language development, physical well-being and motor development, approaches toward learning, and cognitive and general knowledge. The standards were aligned with the state's kindergarten standards and the Head Start Child Outcomes Framework. The state sponsors professional development aligned with these standards for early childhood professionals. North Dakota adopted a revised set of standards, the North Dakota Birth – Kindergarten Standards, in 2018.

North Dakota shared a $6.1 million Enhanced Assessment Grant from the U.S. Department of Education with a consortium of nine other states and three nationally recognized research partners. The consortium's goal is developing a state-of-the-art system for assessing young children's learning, and providing parents, students, teachers, policymakers, and other early childhood stakeholders a critical resource for generating clear information about children's development and learning goals.

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

NORTH DAKOTA EARLY CHILDHOOD EDUCATION GRANT PROGRAM

ACCESS

Total state pre-K enrollment 965

School districts that offer state program 56%

Income requirement ..... 185% FPL

Minimum hours of operation ..... Determined locally

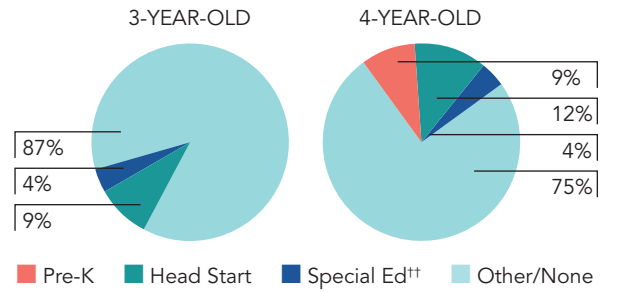
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 1,277

Federally funded Head Start enrollment, ages 3 and 4 2,241

State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	ND PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	None	**Approval process & supports**	☐
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, Elem. Ed. (public); CD (nonpublic)	**Specializing in pre-K**	☐
Assistant teacher degree	HSD (public); None (nonpublic)	**CDA or equivalent**	☐
Staff professional development	PD hours vary by license; PD plans (public teachers only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	No limit (4-year-olds)	**20 or lower**	☐
Staff-child ratio	No limit (4-year-olds)	**1:10 or better**	☐
Screening & referral	None	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

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

2

RESOURCES

Total state pre-K spending $750,000

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $777

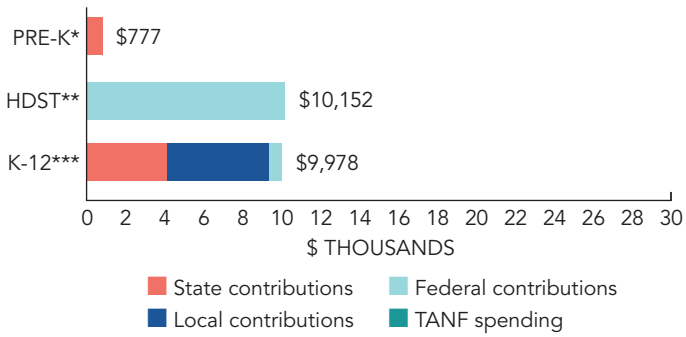
All reported spending per child enrolled* $777

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

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

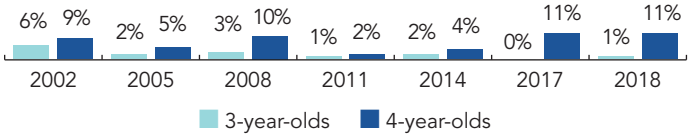
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

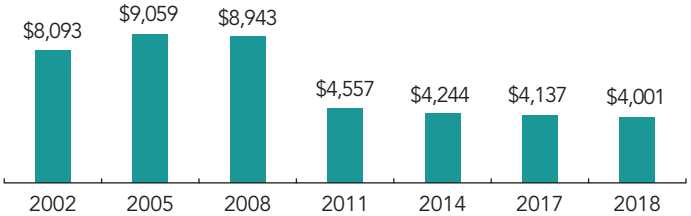


Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Ohio preschool enrolled 17,913 children in 2017-2018, an increase of 1,971 children from the prior year. State funding totaled $71,672,000, up $5,713,617 (9%), adjusted for inflation, since last year. State spending per child equaled $4,001 in 2017-2018, down $136 from 2016-2017, adjusted for inflation. Ohio met 5 of 10 quality standards benchmarks.

WHAT'S NEW

Ohio was awarded a Preschool Development Grant Birth through Five award in 2018 for nearly $10.49 million to increase access to quality early childhood care and education; raise awareness about the Step Up to Quality program, the state's five-star tiered quality rating and improvement system (QRIS) for high-quality child care programs; and increase participation of children in quality settings.

BACKGROUND

The Ohio Public Preschool Program (PSP), established in 1990 following a four-year pilot program, strives to ensure children have access to quality programs through public preschool and publicly funded child care. All types of programs have access to both public preschool and child care funds. This report focuses on the Ohio Department of Education's publicly funded Early Childhood Education (ECE) program, excluding publicly funded child care and Head Start programs. In 2016-2017, grantees focused on serving as many 4-year-old children as possible, with a new policy that allowed 3-year-old children eligibility only if spots could not be filled by 4-year-old children by October 1.

Ohio is operating its publicly funded programs under common program and child standards, so a significant number of preschool-aged children receive services through a combination of these preschool programs, which are required to be highly rated. All Ohio ECE programs are required to receive 3 or more stars on the state's QRIS.

Program sites are monitored annually for quality via desk audits, internal monitoring materials, proposal of plans and documentation, along with annual licensing visits, classroom observations, and child assessments. Ohio began using an expanded tiered QRIS in 2013-14 for all state programs, including public preschool and child care programs. Programs are required to submit annual documentation of desk audits and program plans, and receive on-site visits, including classroom observations every two to three years based on the rating level of the program.

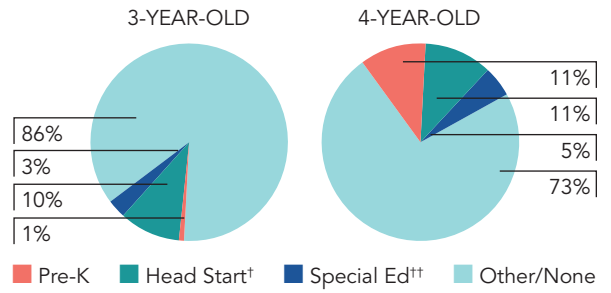
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
33	23	30	38	5

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state pre-K enrollment 17,913
School districts that offer state program 65%
Income requirement .....200% FPL
Minimum hours of operation ..... 2.5 hours/day
Operating schedule..... School or academic year
Special education enrollment, ages 3 and 4 15,246
Federally funded Head Start enrollment, ages 3 and 4 29,214
State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

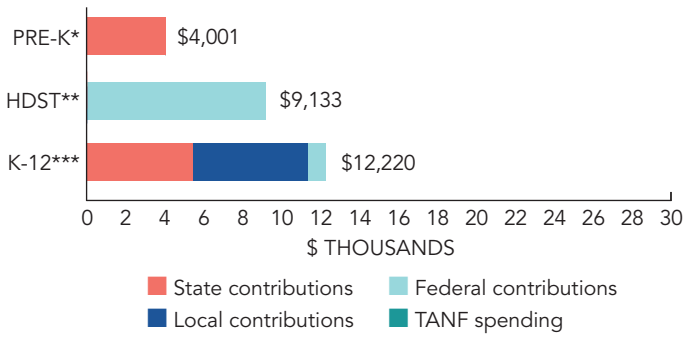
5

RESOURCES

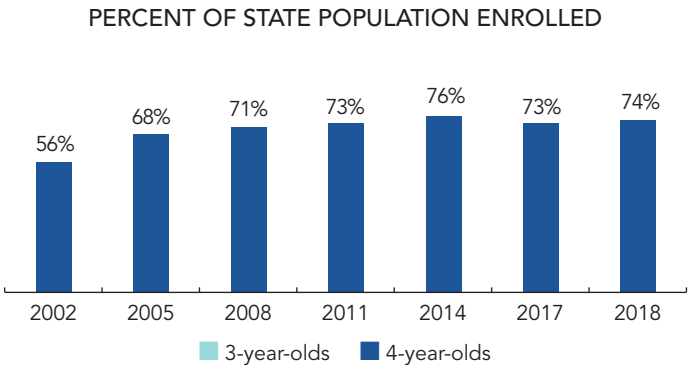
Total state pre-K spending $71,672,000
Local match required?..... No
State Head Start spending $0
State spending per child enrolled $4,001
All reported spending per child enrolled* $4,001

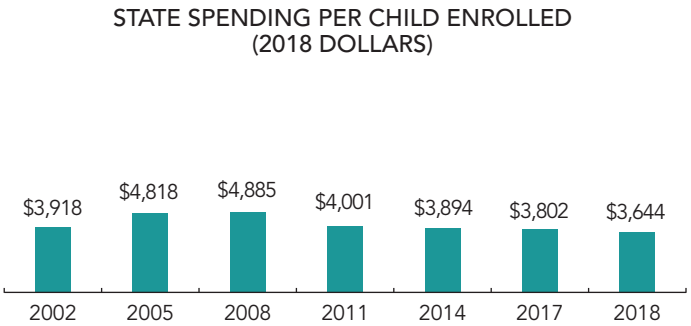
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Oklahoma





OVERVIEW

Oklahoma preschool enrolled 39,807 four-year-olds in 2017-2018, an increase of 503 four-year-olds from the prior year. State funding totaled $145,038,018, down $4,395,047 (3%), adjusted for inflation, since last year. State spending per child equaled $3,644 in 2017-2018, down $158 from 2016-2017, adjusted for inflation. Oklahoma met 9 of 10 quality standards benchmarks.

WHAT'S NEW

Oklahoma teachers have a new minimum salary scale beginning in the 2018-2019 school year. The Oklahoma Partnership for School Readiness Foundation, Inc. was awarded a Preschool Development Grant Birth through Five award in 2018 for $3.12 million to complete the following: conduct a needs assessment, create a coordinated early childhood plan, and develop and expand knowledge of EC programs as well as communication for parents and the community (Ready to Learn). This award has also enabled Oklahoma to increase capacity of Early Childhood providers through the following: Program for Infant Toddler Care (PITC) training, Mental Health Consultation services for underserved areas, LENA (speech program) services and training with Tribal Collaboration (Creek), and classroom coaching and mentoring.

BACKGROUND

Oklahoma launched its Early Childhood Four-Year-Old Program in 1980, intending to serve all 4-year-olds in the state. In 1990, the program received statewide funding for 4-year-olds eligible for the federal Head Start program, but local areas could choose to serve additional 4-year-olds through local funds or tuition. In 1998, Oklahoma became the second state in the nation to provide free preschool for all 4-year-olds, with 99% of school districts providing the program.

Public school districts receive funding for the Early Childhood Four-Year-Old Program through the state school finance formula. A per-pupil rate, calculated using the age of the child and the length of the program day, is used to repay districts. Most programs now are full-day, with some schools collaborating with other agencies and programs to provide extended-day services.

Districts can support community providers by placing public school teachers in child-care centers, Head Start settings, tribal early childhood centers, universities and community-based programs. Children in these sites receive the same services as children in public school locations and are considered public school enrollees.

In 2016, Oklahoma adopted the Oklahoma Academic Standards which are vertically aligned pre-K to 12th grade standards. The Oklahoma State Department of Education is providing continuous professional development and support to help teachers and administrators successfully implement these standards to strengthen pre-K programs and provide effective instruction and learning beyond the early years.

During the 2017-2018 school year, the Integrating Professional Learning Focus was piloted in all school districts in the state. As part of this new law, all teachers are required to have individualized professional development plans and to receive coaching.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	14

TOTAL BENCHMARKS MET
9

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state pre-K enrollment ..... 39,807[1]

School districts that offer state program 99%

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

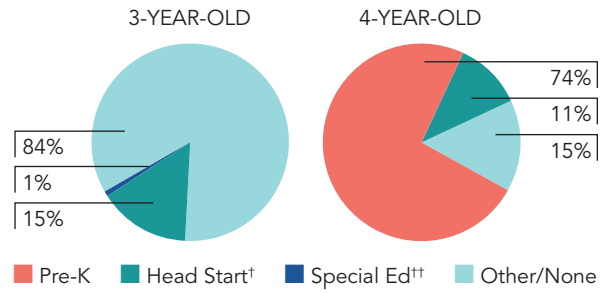
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 4,857

Federally funded Head Start enrollment, ages 3 and 4 14,047

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

9

RESOURCES

Total state pre-K spending $145,038,018

Local match required?..... No

State Head Start spending $1,687,528

State spending per child enrolled $3,644

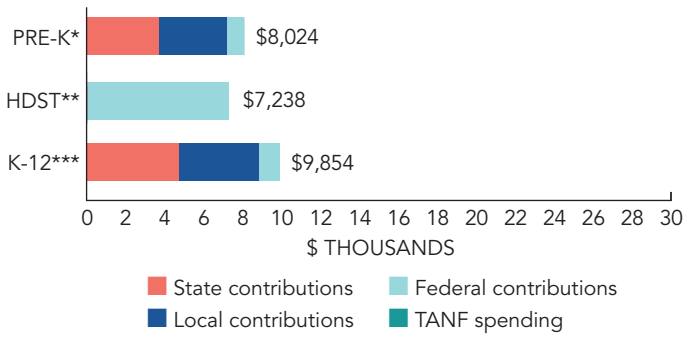
All reported spending per child enrolled* $8,024

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

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

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

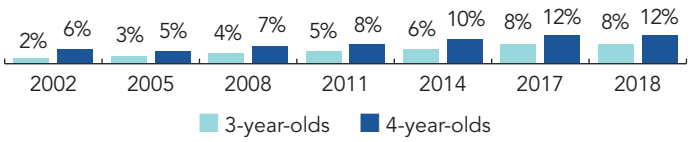
SPENDING PER CHILD ENROLLED



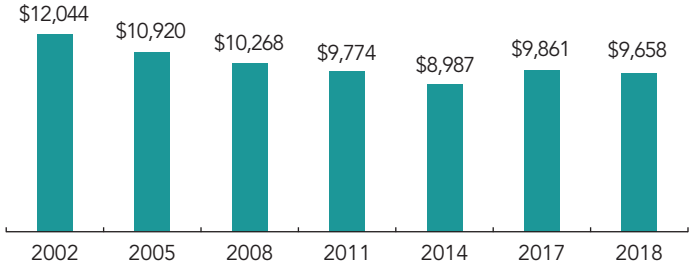
[1] An additional 1,917 3-year-olds were in Oklahoma Early Childhood Four-Year-Old classrooms but were not funded with state dollars.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Oregon preschool enrolled 9,477 children in 2017-2018, an increase of 21 children from the prior year. State funding totaled $91,524,958 down $1,717,995 (2%), adjusted for inflation, since last year. State spending per child equaled $9,658 in 2017-2018, down $203 from 2016-2017, adjusted for inflation. Oregon met an average of 7.5 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 program year, Oregon Preschool Promise was able to leverage the funding to maximize economy of scale in the second year of implementation. This enabled the state to serve an additional 100 children. Additionally, there is a possibility of expanding the program for the 2019-2020 program year. Finally, the Oregon Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for nearly $4.26 million to accelerate goals within the Governor's Children's Agenda and the Oregon Early Learning Council's recently adopted strategic plan, Raise Up Oregon: A Statewide Early Learning System Plan.

BACKGROUND

Oregon has two state-funded preschool programs: the Oregon Head Start Prekindergarten (OHSP) program, established in 1987, and Preschool Promise launched in 2016. OHSP and Preschool Promise are both overseen by the Oregon Department of Education: Early Learning Division.

OHSP provides comprehensive child and family development services for 3- and 4-year-old children from low-income families through a state-federal partnership between the Oregon Department of Education and Region X Office of Head Start. OHSP is funded using the state general fund to serve additional Head Start-eligible children. Funding is awarded through a competitive process to a variety of organizations not receiving federal Head Start funding, such as public schools, private agencies, community action agencies, government agencies, and colleges and universities. OHSP programs must follow federal Head Start Performance Standards and the Head Start Early Learning Outcomes. Eligibility for OHSP also follows federal Head Start requirements.

Preschool Promise is a mixed-delivery program for children from families with incomes up to 200% of the federal poverty level. Funding for Preschool Promise goes directly to Early Learning Hubs which can subcontract with public schools, child care, Head Start, Relief Nurseries, Education Service Districts, and other community-based organizations. Programs participating in Preschool Promise are required to achieve at least a 4- or 5- star-rating in Spark, Oregon's quality rating and improvement system or request a limited time waiver while they build capacity.

Both OHSP and Preschool Promise employ two sets of early learning standards: The Head Start Early Learning Outcomes Framework, which is currently being aligned with Common Core State Standards for K–12, and the Oregon Early Learning and Kindergarten Guidelines.

OREGON STATE OVERVIEW

ACCESS

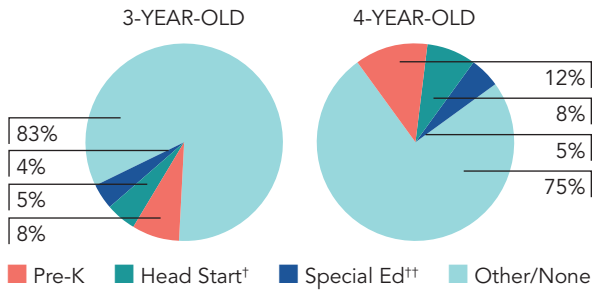
Total state pre-K enrollment 9,477

Special education enrollment, ages 3 and 4 7,218

Federally funded Head Start enrollment, ages 3 and 4 6,196

State-funded Head Start enrollment, ages 3 and 4..... 8,048

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

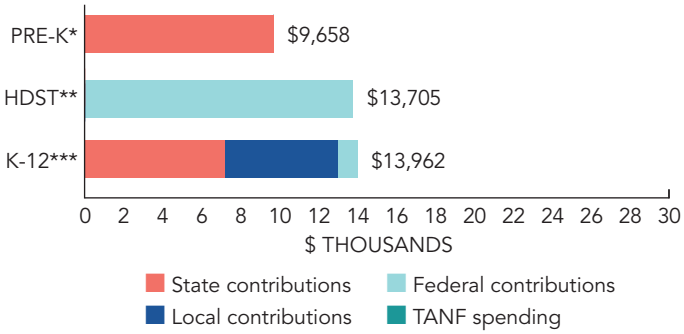
Total state pre-K spending $91,524,958

State Head Start spending $74,436,226

State spending per child enrolled $9,658

All reported spending per child enrolled* $9,658

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	13

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	6

TOTAL BENCHMARKS MET
7.5

OREGON HEAD START PRE-KINDERGARTEN

ACCESS

Total state pre-K enrollment 8,048

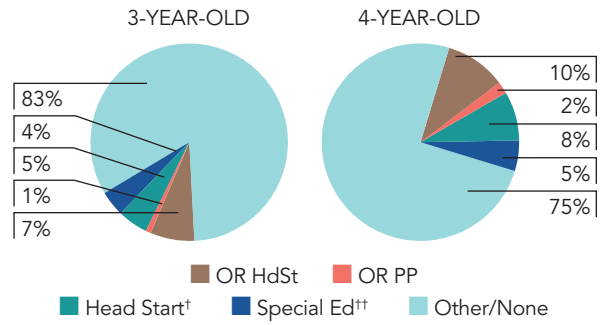
School districts that offer state program .....100% (counties/parishes)

Income requirement .....100% FPL

Minimum hours of operation ..... 3.5 hours/day

Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	OR HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	15 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations (frequency not specified); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐
			8

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

RESOURCES

Total state pre-K spending $74,436,226

Local match required? ..... No

State spending per child enrolled $9,249

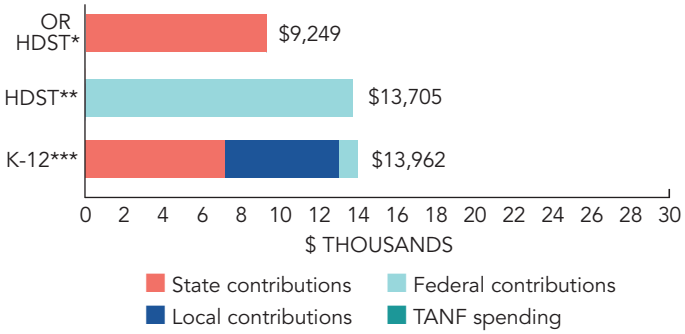
All reported spending per child enrolled* $9,249

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

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

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

SPENDING PER CHILD ENROLLED



OREGON PRESCHOOL PROMISE

ACCESS

Total state pre-K enrollment 1,429

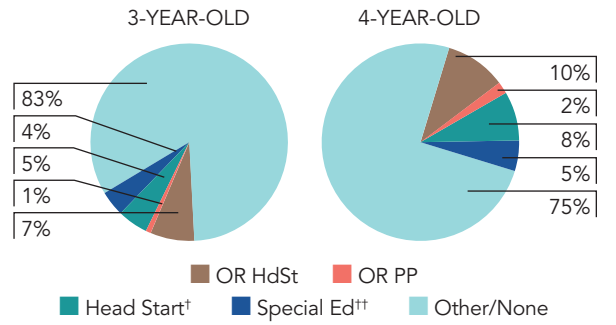
School districts that offer state program .....56% (Early Learning Hub Regions)

Income requirement .....200% FPL

Minimum hours of operation .....900 hours/program year

Operating schedule..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	OR PP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	CDA	**BA**	☐
Teacher specialized training	ECE or CDA	**Specializing in pre-K**	☑
Assistant teacher degree	Other	**CDA or equivalent**	☐
Staff professional development	20 hours/year; PD plans (teachers not meeting education requirements)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Immunizations, developmental; Referrals	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations in some classrooms	**Structured classroom observations; data used for program improvement**	☐

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

5

RESOURCES

Total state pre-K spending $17,088,732

Local match required? ..... No

State spending per child enrolled $11,959

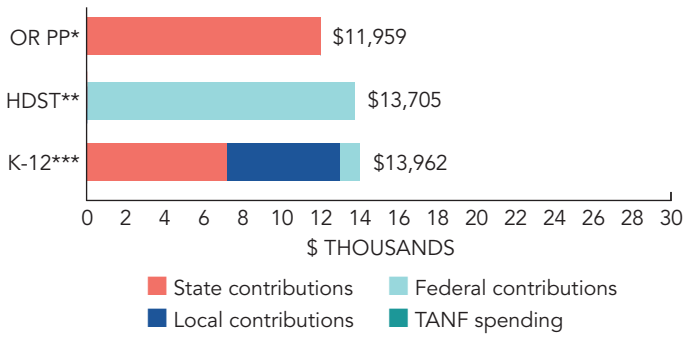
All reported spending per child enrolled* $11,959

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

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

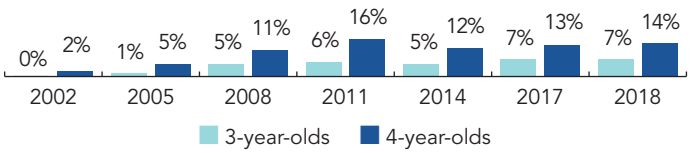
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

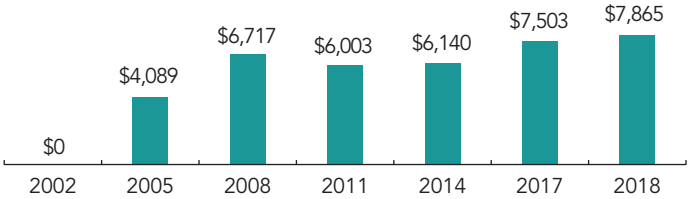


Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Pennsylvania preschool enrolled 30,527 children in 2017-2018, an increase of 1,694 children from the prior year. State funding totaled $240,085,217, up $23,741,761 (11%), adjusted for inflation, since last year. State spending per child equaled $7,865 in 2017-2018, up $361 from 2016-2017, adjusted for inflation. Pennsylvania met an average of 7 of 10 quality standards benchmarks.

WHAT'S NEW

The Commonwealth of Pennsylvania was awarded a Preschool Development Grant Birth through Five award in 2018 for $10.55 million to support Pennsylvania's Office of Child Development and Early Learning (OCDEL) in building an infrastructure to move OCDEL's strategic plan forward. The priority populations for initiatives funded by the grant are infants and toddlers, vulnerable children, children transitioning to kindergarten, migrant families, children with special needs, and the Early Childhood Education workforce.

BACKGROUND

The Pennsylvania Department of Education oversees and conducts fiscal monitoring for four pre-kindergarten programs.

The Ready to Learn (RTL) Block Grant (formerly known as the Education Accountability Block Grant Program) is the smallest program of Pennsylvania's four pre-K programs. Launched in 2004, this program is funded through the school aid formula with 75% of funds targeted to children who have not achieved proficiency on the PA System for School Assessment test. School districts can opt to offer this program or choose from a list of other services.

The Pennsylvania Head Start Supplemental Assistance Program (PAHSSAP), launched in 2004, is the second largest program, and provides extended-day services for children attending federally funded Head Start programs, as well as additional Head Start slots. Programs must meet federal Head Start Performance Standards and programs in child care centers must participate in the Pennsylvania Quality Rating and Improvement System (QRIS). PAHSSAP programs are required to use CLASS, ECERS, or another locally selected tool to annually conduct structured observations of classroom quality. The program is monitored and administered by the OCDEL, which is accountable to the Pennsylvania Departments of Education and Human Services.

The Pennsylvania Four-Year-Old Kindergarten (K4) and School-based Prekindergarten programs (SBPK), the longest-running of the state's pre-K programs, are financed through the state's general fund. K4 launched in the 1990s as "kindergarten for four-year-olds" and funding now is available to any districts wishing to offer the programs, but enrollment is low. Policy decisions are decentralized to the local school district level.

The Pennsylvania Pre-K Counts Program (PAPKC) enrolls the most children of the four state pre-K programs and is available in the most school districts statewide. The program, launched in 2007 specifically to expand access to high-quality pre-K, can enroll children up to two years before they are eligible for kindergarten. Children living in households with incomes up to 300% FPL are eligible for PAPKC, although school districts may set lower income thresholds. A variety of programs—Head Start, child care, private schools and public school districts—are eligible to apply for funding awarded through competitive grants every five years. In the 2015-2016 school year, PAPKC guidelines were updated to require a meal for part-day programs and comprehensive developmental and health screenings and referrals. Site monitoring is conducted annually by program specialists and PAPKC programs are required to have an ECERS assessment annually, which may include self-assessments.

Pennsylvania's overall support for state-funded preschool, including enrollment and funding for all four programs, is depicted in the first two pages of this state profile. The third page focuses solely on RTL, the fourth page provides information on PAHSSAP, the fifth on K4/SBPK, and the sixth on PAPKC.

PENNSYLVANIA STATE OVERVIEW

ACCESS

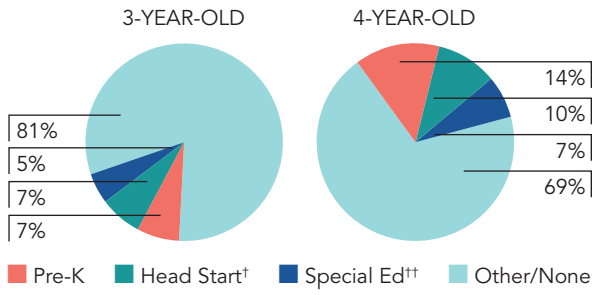
Total state pre-K enrollment 30,527

Special education enrollment, ages 3 and 4 23,501

Federally funded Head Start enrollment, ages 3 and 4 24,338

State-funded Head Start enrollment, ages 3 and 4..... 5,365

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

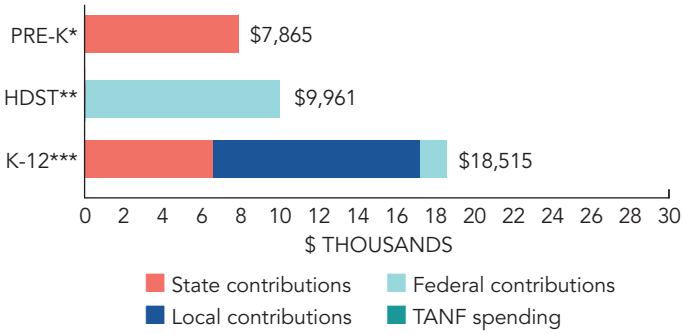
Total state pre-K spending $240,085,217

State Head Start spending $53,621,000

State spending per child enrolled $7,865

All reported spending per child enrolled* $7,865

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
31	14

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	16

TOTAL BENCHMARKS MET
7

PENNSYLVANIA READY TO LEARN BLOCK GRANT

ACCESS

Total state pre-K enrollment 1,572

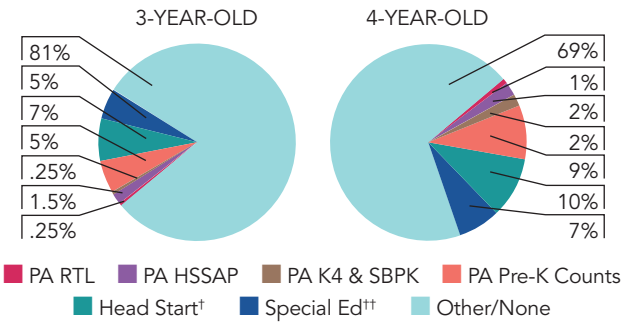
School districts that offer state program 2%

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	PA RTL REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process	**Approval process & supports**	☐
Teacher degree	BA (public); AA (nonpublic)	**BA**	☐
Teacher specialized training	PK–4, B–3	**Specializing in pre-K**	☑
Assistant teacher degree	Meets NCLB requirements	**CDA or equivalent**	☐
Staff professional development	180 hours/5 years (teachers only); PD plans (some public teachers); Coaching (new public teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Determined locally	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐

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

4

RESOURCES

Total state pre-K spending $6,618,598

Local match required? ..... No

State spending per child enrolled $4,210

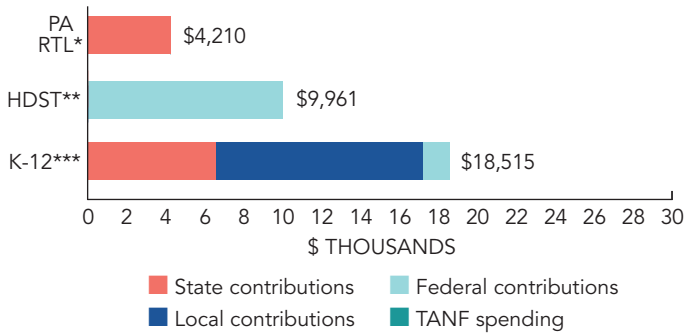
All reported spending per child enrolled* $4,210

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

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

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

SPENDING PER CHILD ENROLLED



PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state pre-K enrollment 5,651

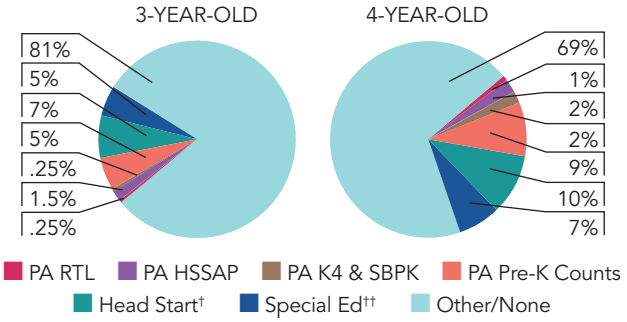
School districts that offer state program 26%

Income requirement .....100% FPL

Minimum hours of operation ..... 3.5 hours/day

Operating schedule..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	PA HSSAP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process	**Approval process & supports**	☐
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	15 hours/year	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	**Structured classroom observations; data used for program improvement**	☐

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

6

RESOURCES

Total state pre-K spending $53,621,000

Local match required?..... No

State spending per child enrolled $9,489

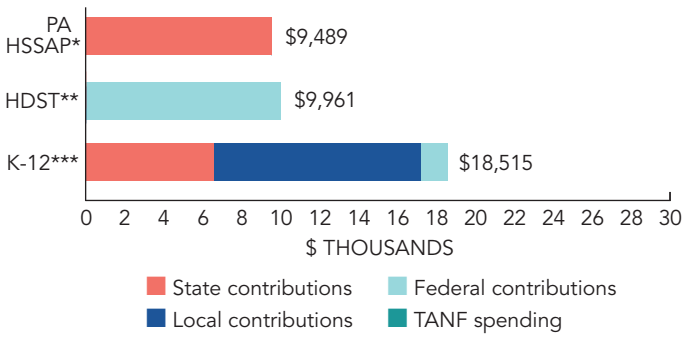
All reported spending per child enrolled* $9,489

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

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

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

SPENDING PER CHILD ENROLLED



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

ACCESS

Total state pre-K enrollment 2,630

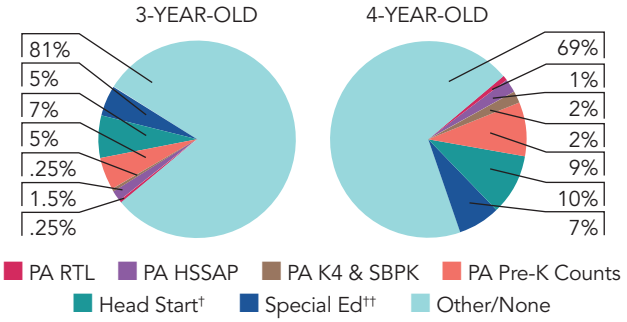
School districts that offer state program 19%

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	PA K4 & SBPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process	**Approval process & supports**	☐
Teacher degree	BA	**BA**	☑
Teacher specialized training	PK–4, K–6, (public); PK–4, B–3 (nonpublic)	**Specializing in pre-K**	☐
Assistant teacher degree	None (K4); Meets NCLB requirements (SBPK)	**CDA or equivalent**	☐
Staff professional development	180 hours/5 years (SBPK public teachers only); PD plans (some public teachers); Coaching (new teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	SBPK: 20 (3- & 4-year-olds); K4: No limit	**20 or lower**	☐
Staff-child ratio	SBPK: 1:10 (3- & 4-year-olds); K4: No limit	**1:10 or better**	☐
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐
			3

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

RESOURCES

Total state pre-K spending $10,039,352

Local match required? ..... No

State spending per child enrolled $3,817

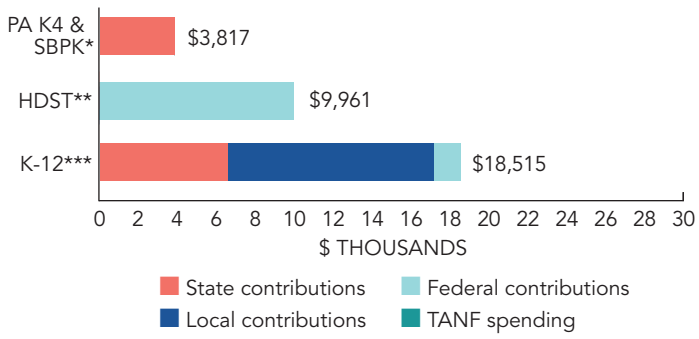
All reported spending per child enrolled* $3,817

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

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

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

SPENDING PER CHILD ENROLLED



PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state pre-K enrollment 20,674

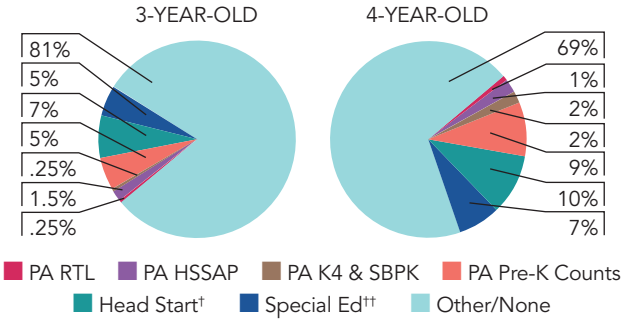
School districts that offer state program 92%

Income requirement .....300% FPL

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	PA PKC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	PK–4, B–4	**Specializing in pre-K**	☑
Assistant teacher degree	Meets NCLB requirements	**CDA or equivalent**	☐
Staff professional development	180 hours/5 years (teachers only); PD plans (some teachers and assistant teachers per QRIS); Coaching (new teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

Total state pre-K spending $169,806,267

Local match required? ..... No

State spending per child enrolled $8,214

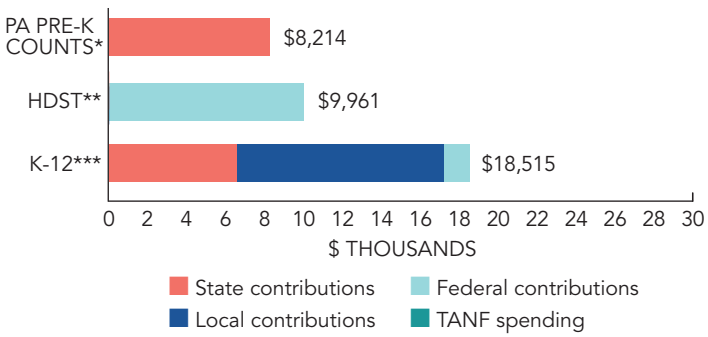
All reported spending per child enrolled* $8,214

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

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

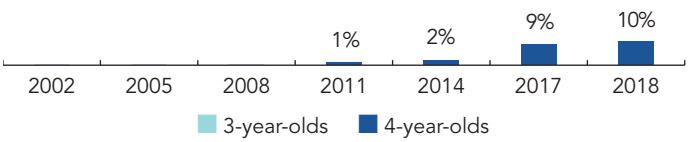
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

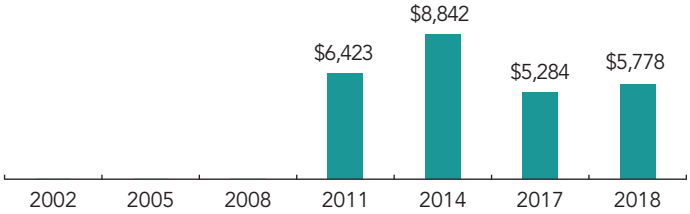


Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Rhode Island preschool enrolled 1,080 children in 2017-2018, an increase of 72 children from the prior year. State funding totaled $6,240,000, up $913,563 (17%), adjusted for inflation, since last year. State spending per child equaled $5,778 in 2017-2018, up $494 from 2016-2017, adjusted for inflation. Rhode Island met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The Rhode Island Department of Human Services was awarded a Preschool Development Grant Birth through Five award in 2018 for $4.19 million to support development, planning, and coordination of the State's B-5 Early Learning Childhood System.

BACKGROUND

The Rhode Island State Pre-Kindergarten Program, launched in 2009, is provided in public schools, Head Start programs, and private child care. All children who turn 4 years old by September 1 and are living in participating communities are eligible for the program, but enrollment is determined by lottery.

The Rhode Island Department of Education oversees the pre-K program, which is funded through the Rhode Island school funding formula, approved in 2010. Using a phased-in approach, $10 million is to be invested over 10 years to expand access to high-quality pre-K, beginning with communities with a high proportion of children eligible for free or reduced-price lunch.

In 2014, Rhode Island received a $19 million federal Preschool Development Grant (PDG) to expand access to its high-quality pre-K program. PDG funding was used to expand access in high-need communities and to improve program monitoring, evaluation, and technical assistance. As a result of PDG support, enrollment nearly doubled between the 2015-2016 and 2016-2017 school years, and leveled off as planned in 2017-2018.

Teachers in the program must hold a bachelor's degree with an early childhood teaching certificate. The Rhode Island Department of Elementary and Secondary Education provides training and technical assistance through a vendor to all staff on an ongoing basis. The Rhode Island Pre-Kindergarten Program has been assessed for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, arithmetic, and social-emotional development. Additionally, a new evaluation of the program is underway, which will gauge child outcomes, overarching classroom quality and include an analysis of long-term costs.

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

RHODE ISLAND STATE PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 1,080

School districts that offer state program ..... 28% (communities)

Income requirement ..... No income requirement

Minimum hours of operation ..... 6 hours/day; 5 days/week

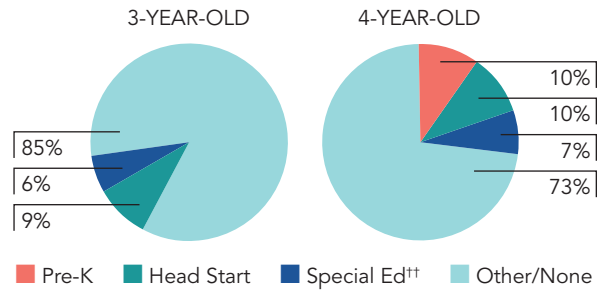
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 1,862

Federally funded Head Start enrollment, ages 3 and 4 1,891

State-funded Head Start enrollment, ages 3 and 4 130

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	RI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	**Approval process & supports**	✓
Teacher degree	BA	**BA**	✓
Teacher specialized training	ECE	**Specializing in pre-K**	✓
Assistant teacher degree	HSD + 12 ECE/CD credits (public); HSD + 12 ECE/CD credits or a CDA (nonpublic)	**CDA or equivalent**	✓
Staff professional development	20 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	✓
Maximum class size	18 (4-year-olds)	**20 or lower**	✓
Staff-child ratio	1:9 (4-year-olds)	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	✓
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	✓

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

10

RESOURCES

Total state pre-K spending $6,240,000

Local match required? ..... No

State Head Start spending $1,190,000

State spending per child enrolled $5,778

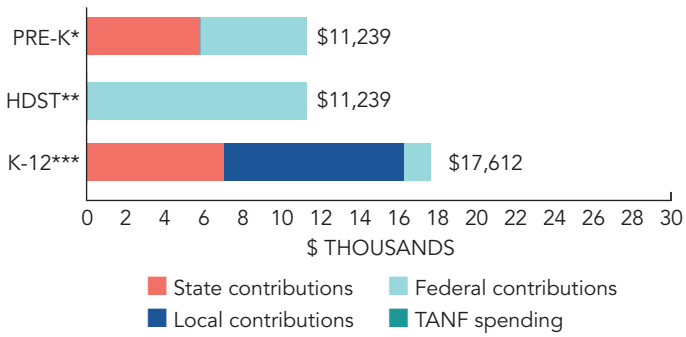
All reported spending per child enrolled* $11,239

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

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

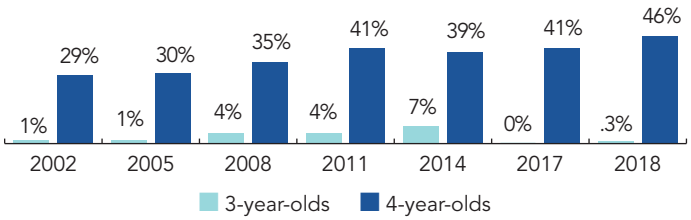
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

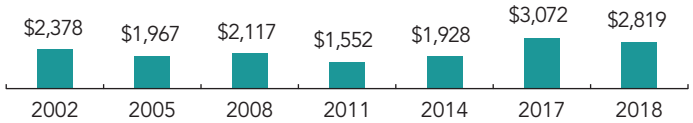


South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

South Carolina preschool enrolled 27,519 children in 2017-2018, an increase of 3,440 children from the prior year. State funding totaled $77,572,655 up $3,603,184 (5%), adjusted for inflation, since last year. State spending per child equaled $2,819 in 2017-2018, down $253 from 2016-2017, adjusted for inflation. South Carolina met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The South Carolina Department of Social Services was awarded a Preschool Development Grant Birth through Five award in 2018 for $3.45 million to increase access to quality early childhood programs and better align existing services to support a comprehensive system for all children.

South Carolina's Early Learning Standards (SC-ELS) were revised in 2017. The SC-ELS create a cohesive framework for early learning throughout the state, including the identification of approved curricula which will be implemented in 2018.

BACKGROUND

South Carolina funds two preschool programs: the Education Improvement Act Child Development Program (EIA 4K) and the public-private Child Early Reading Development and Education Program (CERDEP). Both programs are delivered in public school settings via the South Carolina Department of Education's Office of Early Learning and Literacy (OELL). CERDEP is co-administered in private preschool settings by South Carolina First Steps to School Readiness (First Steps), the state's school readiness initiative.

EIA 4K, initiated in 1984, is funded as part of a one-cent sales tax supporting public education projects. State law limits eligibility for EIA 4K to children qualifying for free- or reduced-price lunch or Medicaid, and allows for consideration of children with documented developmental delays. State funding is allocated to districts by OELL using a formula according to the number of kindergarten students who qualify for free or reduced-price lunch in each district. Participating school districts are required to offer, at minimum, a half-day pre-K program. Most school districts now provide full-day programs, with a few continuing to offer half-day programs.

CERDEP, originally called the Child Development Education Pilot Program (CDEPP), is the state's other early education initiative. Created as a pilot program in 2006 in response to Abbeville County School District, et. al. v. South Carolina, a school equity funding lawsuit brought by rural school districts, the program was codified in 2014 along with the state's Read to Succeed legislation (Act 284). Children qualifying for free- or reduced-price lunch, those receiving Medicaid, or those with a documented developmental delay are eligible to participate in CERDEP.

To monitor quality, OELL conducts visits including an evaluation based on the ELLCO checklist used to provide feedback and support to ensure all classrooms are language- and literacy-rich. Some programs receive an additional level of monitoring which includes a fidelity verification measuring curriculum implementation. Feedback is provided to the teacher, school administrator, and/or the CERDEP district liaison/reading coach to provide post-observation feedback and set future goals.

First Steps' Regional 4K Coordinators make announced and unannounced monitoring and technical assistance visits twice monthly to CERDEP classrooms in private settings. These visits include unannounced evaluative monitoring using the ECERS-3, as well as measures of curricular fidelity with reflecting, goal-setting and action plans for programs.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
11	29	38	41	7

SOUTH CAROLINA CHILD EARLY READING DEVELOPMENT AND EDUCATION PROGRAM AND EIA/4K

ACCESS

Total state pre-K enrollment 27,519

School districts that offer state program 100%

Income requirement .....185% FPL

Minimum hours of operation ..... 4 hours/day; 5 days/week

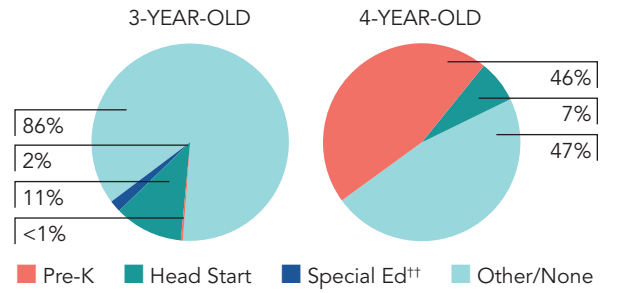
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 4,938

Federally funded Head Start enrollment, ages 3 and 4 10,593

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	SC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); AA (nonpublic)	**BA**	☐
Teacher specialized training	ECE, P–3 (public); ECE, CD (nonpublic)	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	15 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Immunizations, developmental; Referrals	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

7

RESOURCES

Total state pre-K spending $77,572,655

Local match required?..... No

State Head Start spending $0

State spending per child enrolled $2,819

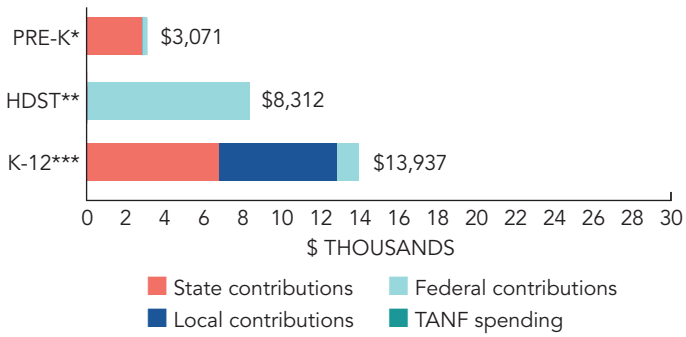
All reported spending per child enrolled* $3,071

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

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

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

SPENDING PER CHILD ENROLLED



South Dakota

NO PROGRAM

South Dakota currently does not have a state-funded preschool program, as defined by this report; but the state does support early childhood education in several ways. The Division of Child Care Services within the Department of Social Services oversees licensing early childhood programs and administers direct child-care assistance payments to low-incomes families. In 2011, the South Dakota Bright Start Home Visiting Nurses Initiative began providing services to Native American children. The program focuses on infant brain development as well as early childhood development. The Birth to Three office, within the Department of Education, oversees early childhood special education and the Head Start Collaboration office.

The South Dakota Early Learning Guidelines are used in all settings that serve children from birth to 5 years old and cover multiple domains including: health and physical development, creative arts, language and literacy, social studies, social-emotional development and approaches toward learning, mathematics, and science. The Guidelines are aligned with the South Dakota Content Standards for Kindergarten, which are part of the K-12 State Standards incorporating the Common Core State Standards for English Language Arts and Mathematics. The Guidelines were a collaboration between the University of South Dakota, the Department of Education Head Start State Collaboration office, Department of Social Services Child Care Services and multiple other stakeholders.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

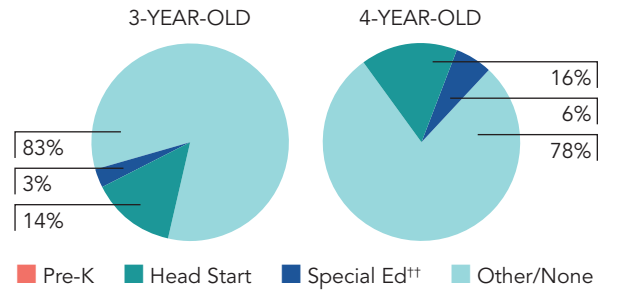
TOTAL BENCHMARKS MET
No Program

SOUTH DAKOTA

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	1,621
Federally funded Head Start enrollment, ages 3 and 4	3,730
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

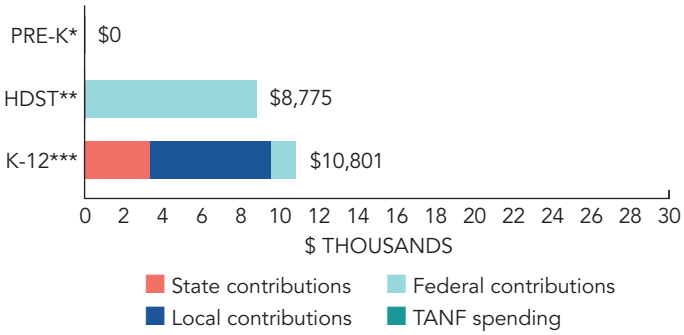
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

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

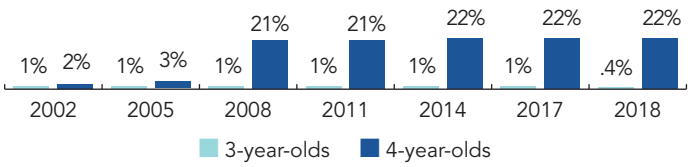
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

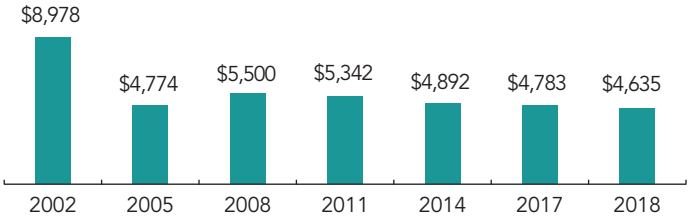


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Tennessee preschool enrolled 18,354 children in 2017-2018, an decrease of 286 children from the prior year. State funding totaled $85,062,422, down $4,098,484 (5%), adjusted for inflation, since last year. State spending per child equaled $4,635 in 2017-2018, down $149 from 2016-2017, adjusted for inflation. Tennessee met 7 of 10 quality standards benchmarks.

WHAT'S NEW

Starting in 2017-2018, in-service professional development for directors, teachers, and assistant teachers in Tennessee Voluntary Pre-K (VPK) increased from 18 to 24 clock hours per year. This requirement will further increase to 30 hours in 2018-2019, and six of the 30 hours must address developmentally appropriate literacy practices. Similar requirements for directors, teachers, and assistants are designed specifically to promote cooperative learning. Also, Tennessee's Early Learning and Development Standards were revised, approved, and went into effect in 2018.

BACKGROUND

Tennessee Voluntary Pre-K (VPK) was launched in 2005, building on the 1998 Early Childhood Education Pilot Project. Now, VPK classrooms can be found in 138 of the state's 142 school districts. Children living in low-income households are prioritized for enrollment in VPK, as are children who are homeless, or in foster care.

The Tennessee State Department of Education, Division of Early Learning and Literacy, has administrative authority over VPK. Only local education agencies may apply for VPK grants, but districts may contract with private child care agencies, Head Start agencies, institutions of higher education, public housing authorities, and any community-based or private agency rated at least three stars on the state's qulity rating and improvement system (QRIS). Programs contracted to provide VPK services must operate within the jurisdiction of the school district.

VPK relies on numerous funding sources, including general education revenue and, in the past, lottery revenue and federal TANF funds. State funds for the VPK program have been mostly level since the 2014 school year. Federal Head Start, IDEA, Title I, and other funds are used to provide the required 25% local match.

In 2014, Tennessee received a $17.5 million federal Preschool Development Grant to expand pre-K enrollment in Nashville and Shelby County. PDG funds supported 120 children in new slots in VPK classrooms in 2017-2018 as well as 4,077 improved slots. In addition, PDG funds supported 120 children in new slots and 1,326 improved slots in the state (outside of VPK) in 2017-2018.

Peabody Research Institute (PRI) at Vanderbilt University was involved in the ongoing external evaluation on the effectiveness of the VPK program for children who attended VPK in 2009-2010. The study reported statistically significant cognitive and social-emotional gains for VPK participants during the pre-K year and a significant reduction in kindergarten retention for participants. However, the gains appeared to gradually dissipate and turned significantly negative in some subtests (favoring the control group) by third grade. The Pre-k Quality Act of 2016 was passed as a result of this study's findings, and includes revising the Tennessee Early Learning Development Standards, creating a shared definition of "quality" to guide quality improvements, establishing a vision for early learning at statewide trainings, supporting curriculum implementation, creating guidance for district leaders, reducing the number of approved curricula from 37 to 3, shifting to a competitive grant application based on program quality, piloting CLASS observations, training CLASS observers, and implementing pre-K Student Growth Portfolios statewide.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
29	28	23	29	7

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state pre-K enrollment 18,354

School districts that offer state program 97%

Income requirement .....185% FPL

Minimum hours of operation ..... 5.5 hours/day; 5 days/week

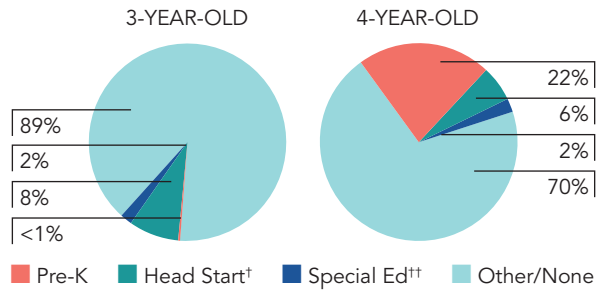
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 7,233

Federally funded Head Start enrollment, ages 3 and 4 15,050

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	TN PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	24 hours/year; PD plans; Coaching (PDG teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations (First year teachers only, others determined locally); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐
			7

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

RESOURCES

Total state pre-K spending $85,062,422

Local match required?.....Yes

State Head Start spending $0

State spending per child enrolled $4,635

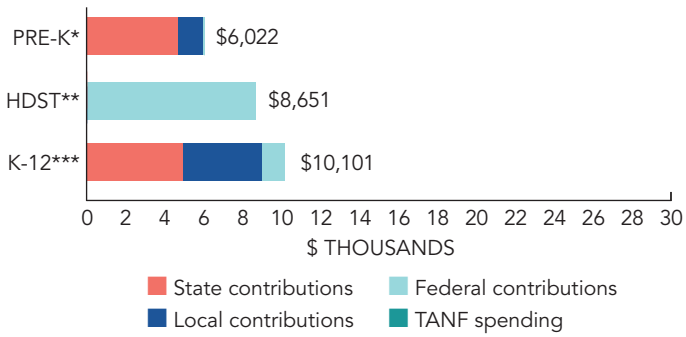
All reported spending per child enrolled* $6,022

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

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

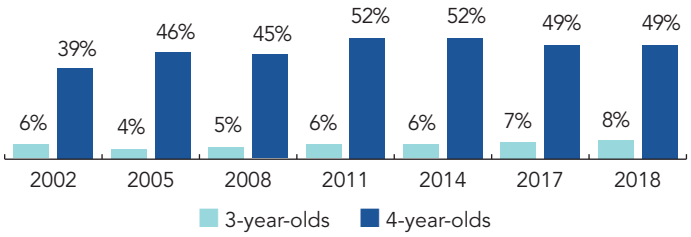
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

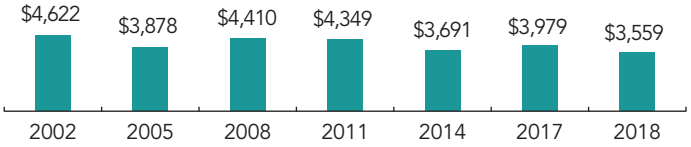


Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Texas preschool enrolled 231,485 children in 2017-2018, an increase of 7,371 children from the prior year. State funding totaled $823,908,971, down $67,736,584 (8%), adjusted for inflation, since last year. State spending per child equaled $3,559 in 2017-2018, down $419 from 2016-2017, adjusted for inflation. Texas met 4 of 10 quality standards benchmarks.

WHAT'S NEW

In January 2019, Governor Abbott appointed 20 new members to the Texas Early Learning Council, which was originally established as the state's early childhood advisory council in 2009. Also, at the end of 2018, the Texas Education Agency (TEA) was awarded $1,789,455 under the Preschool Development Grant Birth through Five competition.

BACKGROUND

In 1985, Texas began funding half-day prekindergarten for eligible 4-year-olds through the Texas Public School Prekindergarten program. Currently, districts with 15 or more eligible 4-year-olds are required to offer prekindergarten. Districts with 15 or more eligible 3-year-olds can also offer prekindergarten, but are not required to do so. The TEA Early Childhood Education Division oversees the free program in school districts and open-enrollment charter schools, and school districts are permitted to subcontract with nonpublic preschools to serve eligible children.

Students are eligible to participate in the Texas Public School Prekindergarten program if they meet at least one of the following conditions: qualify for free or reduced-price lunch (185% of FPL), are homeless, are in foster care, have a parent on active military duty or who was injured or killed on active duty, are unable to speak or comprehend English, and/or have a parent eligible for the Star of Texas Award. Funding for half-day pre-K is based on Average Daily Attendance (ADA) and provided through the Foundation School Program as part of the K–12 funding system.

In 2015, the Texas Legislature provided funding for quality improvements in Texas Public School Prekindergarten programs. Districts and open-enrollment charter schools applied for grants to implement a High-Quality Prekindergarten Grant Program. To be eligible for funding, a school district or charter school agreed to use a curriculum aligned with the Prekindergarten Guidelines, increase prekindergarten teacher training and/or qualifications, implement student progress monitoring, provide kindergarten readiness results, and develop quality family engagement plans. The agency awarded funding to 573 district and charter schools.

In 2017, the Texas Legislature cut $15 million in supplemental pre-K funding from the state's biennial budget, and did not continue funding the High-Quality Prekindergarten Grant program. However, that same year, lawmakers required school districts and charter schools with eligible 4-year-olds to use at least 15% of their state Foundation School Program funds on high-quality preschool efforts, and established a new prekindergarten-to-third grade teacher certification.

The Children's Learning Institute at the University of Texas-Health Science Center, in partnership with the TEA and Texas Workforce Commission, has developed a comprehensive professional development platform for early childhood educators that is free to all public school teachers, Head Start programs, and licensed child care centers participating in the state's quality rating and improvement system (QRIS), the Texas Rising Star program.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
10	12	35	39	4

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state pre-K enrollment 231,485

School districts that offer state program 87%

Income requirement .....185% FPL

Minimum hours of operation ..... 3 hours/day; 5 days/week

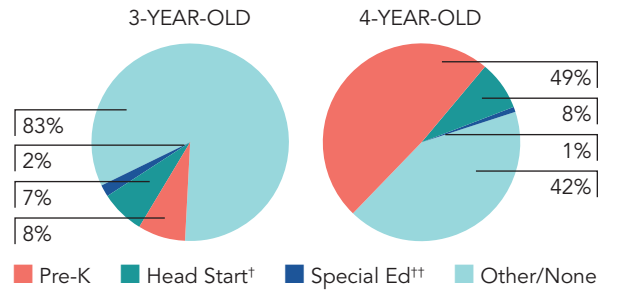
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 26,640

Federally funded Head Start enrollment, ages 3 and 4 61,170

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	TX PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process	**Approval process & supports**	☐
Teacher degree	BA	**BA**	☑
Teacher specialized training	P–6 (public)	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	150 hours/5 years (teachers only); Coaching in the grant funding 85% of children	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	No limit (3- & 4-year-olds)	**20 or lower**	☐
Staff-child ratio	No limit (3- & 4-year-olds)	**1:10 or better**	☐
Screening & referral	Vision, hearing, immunizations	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

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

4

RESOURCES

Total state pre-K spending $823,908,971

Local match required?..... No

State Head Start spending $0

State spending per child enrolled $3,559

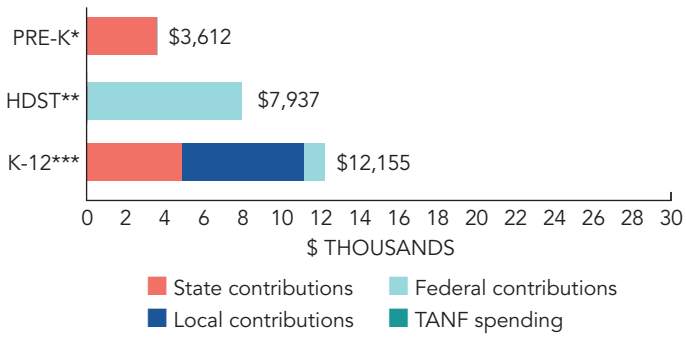
All reported spending per child enrolled* $3,612

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

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

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

SPENDING PER CHILD ENROLLED



Utah

NO PROGRAM

Utah currently does not provide a state-funded preschool program meeting the criteria for this report. However, the state does have several other early childhood initiatives.

In 2014, Utah House Bill 96 was passed, creating the High-Quality School Readiness Initiative. The initiative was amended in Utah House Bill 380 during the 2018 session. The purposes of the Utah School Readiness Initiative are to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. Also in 2014, Utah approved future investment in early learning programming through a partnership between businesses and the state. The Utah High-Quality School Readiness Initiative was signed by Governor Herbert, allowing the newly created School Readiness Board to enter into results-based financing contracts with private entities to fund proven high-quality early childhood education programs to serve at-risk students. The bill also creates grant funding for existing public and private early education programs to increase quality, and funds independent evaluation. The bill details components of high-quality programs as well as home-based educational technology programs that may enter into a results-based contract with the Board. The initiative began serving children in the 2014-2015 school year. During the 2017-2018 school year, 438 students were served by LEAs and private providers.

Utah Senate Bill 101, High-Quality School Readiness Initiative Expansion (HQSR-E), passed in 2016. HQSR-E is intended to expand access to high-quality school readiness programs for eligible students to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. The HQSR-E Grant program provides grant funds to LEAs with existing early education programs deemed high-quality, as determined by the Early Childhood Environment Rating Scale (ECERS-3 or ECERS-R) and some additional rubric criteria. Programs are eligible to apply for HQSR-E funding if they provide services to economically disadvantaged 4-year-old children, can illustrate how funds will be used to expand their current preschool programs, and are deemed high-quality school readiness programs based on the criteria noted above. During the 2017-2018 school year 4,948 students were served in HQSR-E classrooms. A total of 1,135 of those seats were created to enroll 4-year-old children from economically disadvantaged families using approximately $5.7 million in TANF funding. The program is set to expire in June 2019.

Utah's UPSTART Program provides a home-based, technology-delivered kindergarten readiness program to children throughout the state. During the 2017-2018 school year, the UPSTART program served children in every Utah school district and reached more than 14,000 students. State funds allocated to the program total $9.6 million, and an additional $2 million in TANF funding was made available through an RFP process. UPSTART prioritizes low-income, ELL, and rural children. The program includes an annual independent evaluation contracted by the Utah State Board of Education.

On February 10, 2017, the Utah State Board of Education agreed to have the Early Childhood Core Standards revised. The standards were originally written and adopted in 2012. The Early Childhood Core Standards cover multiple domains including: physical well-being and motor development, social-emotional development, approaches toward learning, language development, and cognitive and general knowledge. Revised standards are expected to be published and distributed by January 2020.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

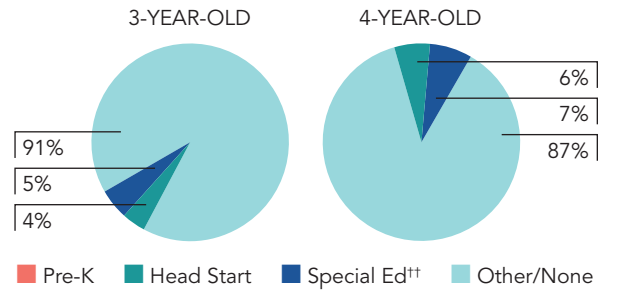
TOTAL BENCHMARKS MET
No Program

UTAH

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	6,515
Federally funded Head Start enrollment, ages 3 and 4	4,929
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

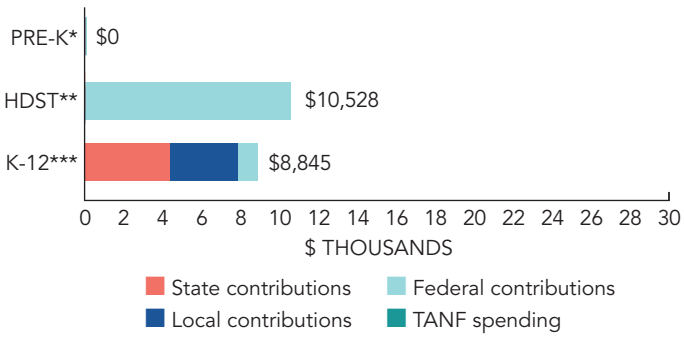
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

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

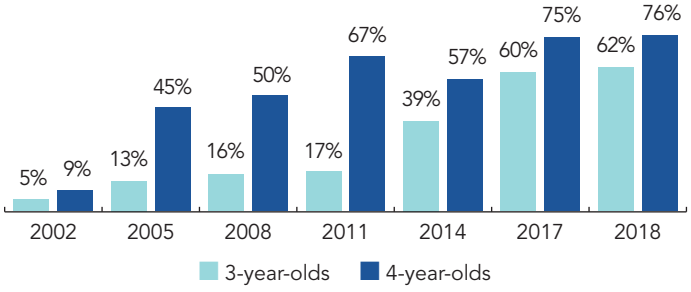
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

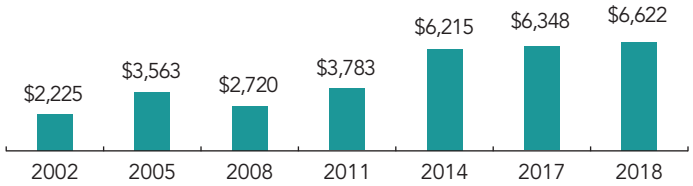


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Vermont preschool enrolled 8,815 children in 2017-2018, a decrease of 128 children from the prior year. State funding totaled $58,370,955, up $1,601,891 (3%), adjusted for inflation, since last year. State spending per child equaled $6,622 in 2017-2018, up $274 from 2016-2017, adjusted for inflation. Vermont met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The Vermont Agency of Education (AOE) and Agency of Human Services (AHS) are in the process of designing a new joint-agency Pre-K Monitoring System. The new monitoring system builds upon existing monitoring systems and procedures to assess the quality of the state's approved private and public universal pre-K (UPK) programs. The system scales up the State's focus on components of a high-quality, effective, pre-K education program across the many types of settings in which it is offered.

In addition, continued development for the incorporation of birth through five data sources into the new Vermont Statewide Longitudinal Data System (SLDS) was recently completed. The SLDS enhances the ability of the State to efficiently and accurately manage, analyze, and use education data, allows for the analysis of data collected from birth through age 21, and the examination of longitudinal outcomes among children participating in UPK. Also, in 2018, the State of Vermont was awarded $3,363,695 under the Preschool Development Grant Birth through Five.

BACKGROUND

Vermont, in 1987, created the Vermont Early Education Initiative (EEI), an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. In 2007, legislation expanded publicly funded prekindergarten education for 4-year-old children in public schools and private programs and provided funding through the state's Education Fund, similar to K–12, pro-rated based on a model of 10 hours per week.

In 2014, new legislation, Act 166, required all public school districts to offer UPK for every 3-, 4-, and 5-year-old child not enrolled in kindergarten, for a minimum of 10 hours per week for 35 weeks annually. UPK was fully implemented beginning in the 2016-2017 school year, with pre-K provided through school district operated programs and in contractual partnerships with state-approved public and private programs. Funding for Act 166 is a mix of federal, state, and local dollars. Federal funding in 2017-2018 came from various sources, including Vermont's $33 million, 4-year federal Preschool Expansion Grant.

Act 166 also requires an annual legislative evaluation of the state's pre-K efforts that includes the number of children and programs participating in UPK, child progress monitoring data, and quality rating and improvement system (QRIS) level information. All Vermont state pre-K programs are required to attain at least four of five stars in Vermont's QRIS, Step Ahead Recognition Systems (STARS), or hold NAEYC accreditation. STARS requires structured observations of classroom quality using the ECERS or CLASS. Licensed educators with an endorsement in early childhood education and/or early childhood special education are required to be lead teachers in all public school UPK classrooms. For private UPK programs, the licensed educator is required to oversee lead teachers in private UPK classrooms to ensure implementation of UPK education for each child.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
3	2	12	15	7

VERMONT UNIVERSAL PREKINDERGARTEN EDUCATION (ACT 166)

ACCESS

Total state pre-K enrollment 8,815

School districts that offer state program 100%

Income requirement ..... No income requirement

Minimum hours of operation ..... 10 hours/week

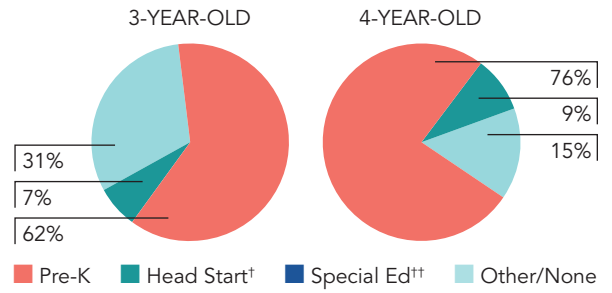
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 1,266

Federally funded Head Start enrollment, ages 3 and 4 965

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	VT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); BA for lead teacher, AA for classroom teacher (nonpublic)	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd (public); Elem. Ed., CD (nonpublic)	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	9 credit hours/7 years (public teachers); 15 hours/year (assistants & nonpublic teachers); PD plans; Coaching (some teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

7

RESOURCES

Total state pre-K spending ..... $58,370,955[1]

Local match required?.....No

State Head Start spending $0

State spending per child enrolled $6,622

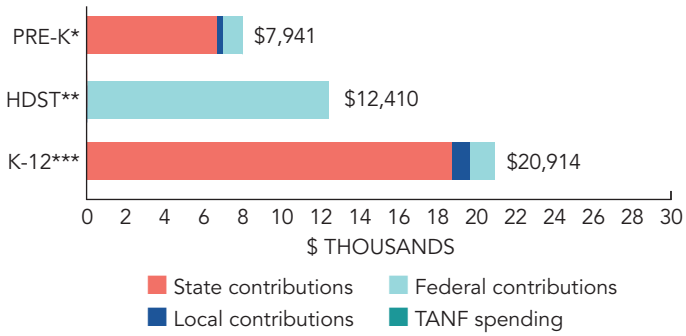
All reported spending per child enrolled* $7,941

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

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

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

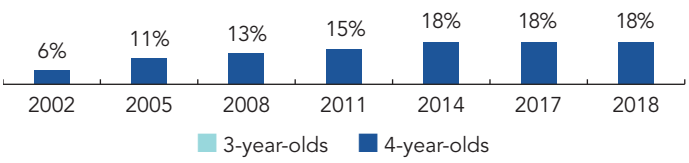
SPENDING PER CHILD ENROLLED



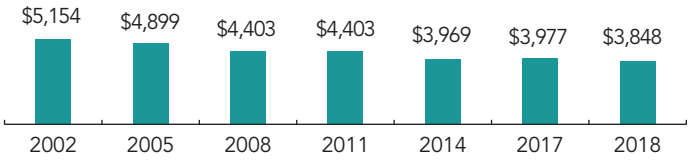
[1] A total of $70,002,759 was used to support the program. Other then federal PDG, Vermont could not break this amount into state, local, and federal spending. NIEER estimated the breakdown based on K–12 spending.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Virginia preschool enrolled 17,959 children in 2017-2018, a decrease of 64 children from the prior year. State funding totaled $69,097,643, down $2,579,233 (4%), adjusted for inflation, since last year. State spending per child equaled $3,848 in 2017-2018, down $129 from 2016-2017, adjusted for inflation. Virginia met 6 of 10 quality standards benchmarks.

WHAT'S NEW

The Virginia Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for $9.9 million to help unify and strengthen the early childhood care and education system with communities leading the way. The Governor created the Chief School Readiness Officer position in 2018 to support early childhood education in the state, including a unified birth through five system.

BACKGROUND

The Virginia Preschool Initiative (VPI) began in 1995 to serve at-risk 4-year-olds not enrolled in existing preschool programs. During the 2017-2018 school year, VPI programs operated in 92% of eligible school divisions. Programs are required to operate for a minimum of three hours per day, though 97% of children attend school-day programs throughout the school year. VPI is funded by state lottery revenues as well as a required local match. Funding for VPI is available to school divisions where there are at-risk 4-year-olds who are not served by Head Start and is based on the number of students eligible for free lunch.

Virginia's federal Preschool Development Grant (PDG) program, VPI+, expands services to 4-year-olds in high needs communities. The state serves an additional 1,441 students through this program. PDG funding was also used to enhance the quality of 2,009 VPI slots in 2017-2018. Virginia is currently working on a plan to sustain PDG funding after the federal grant ends.

VPI eligibility has always been based on risk factors including, but not limited to: family income at or below 200% FPL, family income at or below 350% FPL for students with special needs or disabilities, homelessness, or parent(s) with limited education. A total of 15% of slots can be filled using locally determined eligibility criteria.

In 2011, VPI was evaluated for both program quality and child outcomes by the Curry School of Education at the University of Virginia. Prior to that, monitoring by state education staff and consultants was conducted through site visits every two years to review program facilities, on-site safety procedures, and program record checks. Site visits were eliminated due to budget constraints in 2011-2012. Desk monitoring of local plans and results of child assessments continue as methods to conduct an annual review of program-level outcomes.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	27

TOTAL BENCHMARKS MET
6

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state pre-K enrollment 17,959

School districts that offer state program .....92% (school divisions)

Income requirement .....200% FPL

Minimum hours of operation ..... 3 hours/day; 5 days/week

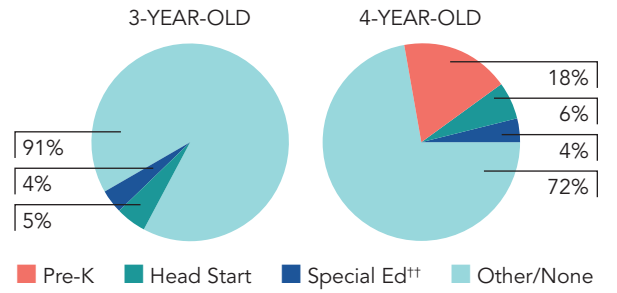
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 10,380

Federally funded Head Start enrollment, ages 3 and 4 11,794

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	VA PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); HSD (nonpublic)	**BA**	☐
Teacher specialized training	ECE, CD, or CDA	**Specializing in pre-K**	☑
Assistant teacher degree	HSD (public); None (nonpublic)	**CDA or equivalent**	☐
Staff professional development	15 hours/year (teachers only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

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

6

RESOURCES

Total state pre-K spending $69,097,643

Local match required?.....Yes

State Head Start spending $0

State spending per child enrolled $3,848

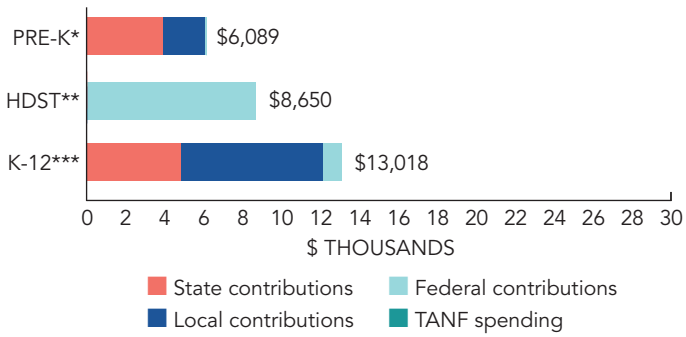
All reported spending per child enrolled* $6,089

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

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

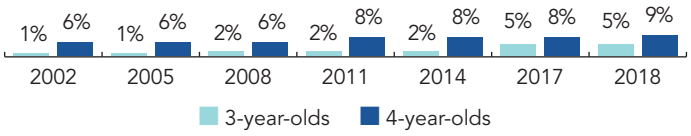
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

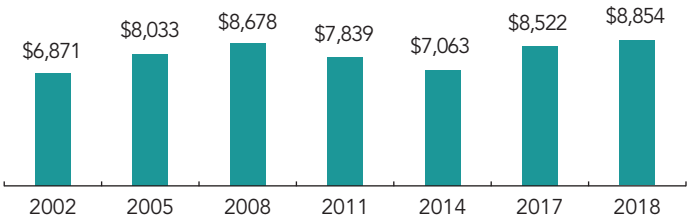


Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Washington preschool enrolled 12,491 children in 2017-2018, an increase of 800 children from the prior year. State funding totaled $110,594,841, up $10,960,166 (11%), adjusted for inflation, since last year. State spending per child equaled $8,854 in 2017-2018, up $332 from 2016-2017, adjusted for inflation. Washington met 8 of 10 quality standards benchmarks.

WHAT'S NEW

The Washington State Department of Children, Youth, and Families was awarded a federal Preschool Development Grant Birth through Five award in 2018 for $5.27 million to conduct a comprehensive statewide needs assessment, in-depth strategic planning, and other key activities to advance the agency's work to support families and providers caring for Washington's youngest children.

In 2018, the Washington Department of Early Learning merged into the new Department of Children, Youth and Families which oversees early learning programs along with child protective services and foster care. On July 1, 2019, juvenile rehabilitation services will join the department. Washington continues to expand access to preschool toward the state's goal of enrolling all eligible children by 2022-2023, while also increasing the funded rate per slot. New performance standards were released in 2018 and additional releases aligned with child care licensing requirements and quality rating and improvement system (QRIS) standards will be released in 2019 and 2020.

Statewide implementation of EMPath's Mobility Mentoring® as a family engagement approach occurred in 2018-2019 after three years of piloting. This approach uses coaching methods rooted in brain science to improve focus, planning, and decision-making. Participants set and achieve future-oriented goals and increase family well-being and economic mobility despite the immediate challenges of poverty. Pilot data demonstrates statistically significant growth for families.

BACKGROUND

The Washington Department of Children, Youth, and Families has a goal to ensure 90% of children in the state are ready for kindergarten by 2020 with race and income eliminated as predictors of their readiness. The state Early Childhood Education and Assistance Program (ECEAP), created in 1985 to prepare 3- and 4-year-olds from low-income families for success in school and in life, is a big part of the state's strategy to accomplish this goal. In recent years, both funding and enrollment for ECEAP have been growing. ECEAP funding comes from the state general fund, the Education Legacy Trust Account funded by estate taxes, and the "opportunity pathways account" financed by lottery proceeds. In 2010, the state Legislature established the ECEAP as a statutory entitlement for all eligible children, not funded by Head Start, by the 2018-2019 school year—a deadline recently extended to 2022-2023.

ECEAP focuses on the whole child and provides comprehensive nutrition, health, education and family support services to Washington's most at-risk young children. To be eligible for ECEAP, children must be 3- or 4-years-old and live in households with an income at or below 110% of FPL, or have an IEP (regardless of income). Up to 10% of ECEAP enrollment may include children whose families do not meet the poverty requirement but experience other risk factors that could jeopardize learning, development, or school success.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
37	16	5	9	8

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state pre-K enrollment 12,491

School districts that offer state program ..... 92% (counties)

Income requirement .....110% FPL

Minimum hours of operation ..... 2.5 hours/day

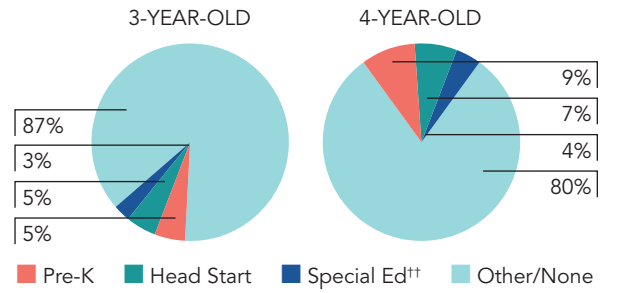
Operating schedule..... School year (part- & school-day)

Special education enrollment, ages 3 and 4 9,468

Federally funded Head Start enrollment, ages 3 and 4 10,291

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	WA PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA, 12 ECE credits, WA State ECE Certificate	**CDA or equivalent**	☑
Staff professional development	15 hours/year (teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

Total state pre-K spending $110,594,841

Local match required?..... No

State Head Start spending $0

State spending per child enrolled $8,854

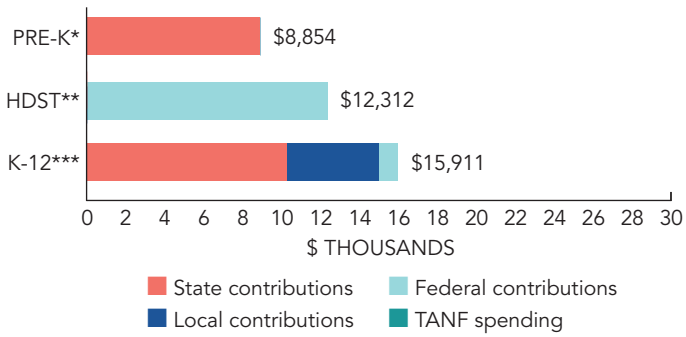
All reported spending per child enrolled* $8,854

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

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

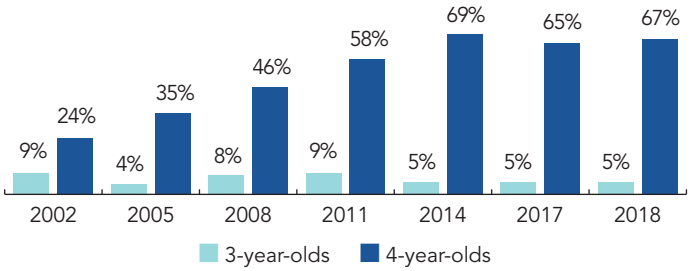
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

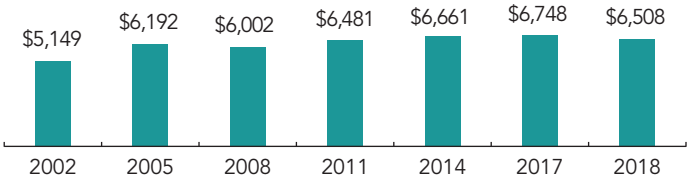


West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

West Virginia preschool enrolled 15,101 children in 2017-2018, an increase of 79 children from the prior year. State funding totaled $94,533,303 and $3,745,497 in TANF funds were also used to support the program, down $3,095,056 (3%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled $6,508 in 2017-2018, down $240 from 2016-2017, adjusted for inflation. West Virginia met 9 of 10 quality standards benchmarks.

WHAT'S NEW

Legislation was passed in 2017 to change the 4-year-old eligibility cut-off date for West Virginia's Universal Pre-K program from September 1 to July 1, effective with the 2018-2019 school year. Additionally, West Virginia's Universal Access to a Quality Early Education System was updated to include requirements that prohibit or severely limit the use of suspension in pre-K due to a child's behavior. Requirements include temporary suspension only as a last resort in extraordinary circumstances and program provisions for developing a multidisciplinary team, including efforts to engage parents and appropriate community resources, and a written plan to support children with challenges.

BACKGROUND

West Virginia introduced public preschool in 1983 for 3- and 4-year-olds through the Public School Early Childhood Education program, after the state allowed local school boards to serve children before kindergarten. In 2002, legislation passed that required pre-K to be available to all 4-year-olds by 2012.

Today, West Virginia's Universal Pre-K System provides prekindergarten programs in all 55 counties in the state, serving 4-year-olds, as well as some 3-year-olds with special needs, and some kindergarten-eligible children if it is determined that kindergarten placement is not in the child's best interest.

Public schools receive West Virginia Universal Pre-K funding directly, with half of all programs required to partner with child care centers, private prekindergarten, or Head Start agencies to meet demand. During the 2017-2018 school year, the collaboration rate was 82%. Programs are permitted to use additional funding from IDEA and federal Head Start.

The state has focused on improving program quality. As of July 2013, all new lead teachers in nonpublic settings are required to have at least a bachelor's degree in Early Childhood or a related field and, as of July 2014, all assistant teachers are required to apply for the Early Childhood Classroom Assistant Teacher Authorization, which requires a CDA or equivalent, as determined by the West Virginia Board of Education. West Virginia also increased instructional days per year and hours per week to at least 1,500 minutes of instruction per week and 48,000 minutes (800 hours) of instruction per year. Programs must operate no fewer than four days per week to meet annual and weekly operational requirements.

The West Virginia Universal Pre-K program is undergoing a multiyear study to assess the effects of program participation. Programs develop monitoring systems to offer ongoing continuous quality improvement, using monitoring tools recognized by a local collaborative team. Children are assessed three times per year using the Early Learning Scale, and this information is used to track child and program outcomes over time, guide teacher professional development and coaching, make adjustments to curricula, and measure kindergarten readiness.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	17

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	7

TOTAL BENCHMARKS MET
9

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment 15,101

School districts that offer state program .....100% (counties/parishes)

Income requirement ..... No income requirement

Minimum hours of operation .....25 hours/week; 4 or 5 days/week

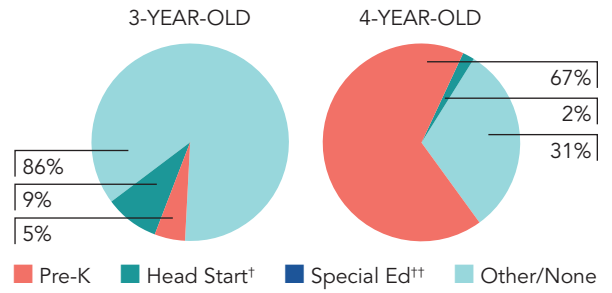
Operating schedule..... School or academic year

Special education enrollment, ages 3 and 4 2,770

Federally funded Head Start enrollment, ages 3 and 4 6,869

State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

9

RESOURCES

Total state pre-K spending $98,278,800

Local match required?..... No

State Head Start spending $0

State spending per child enrolled $6,508

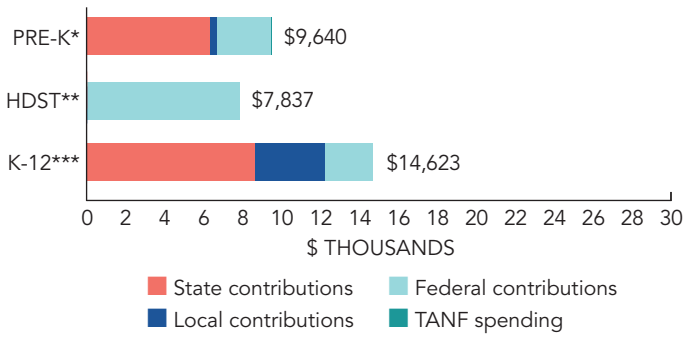
All reported spending per child enrolled* $9,640

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

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

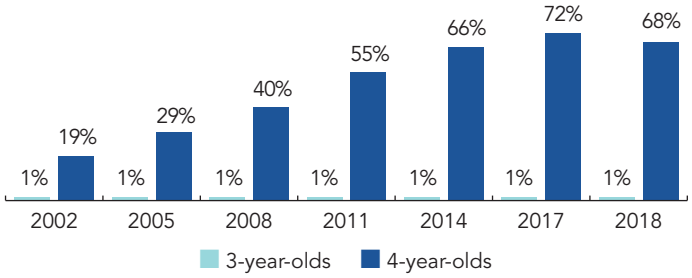
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

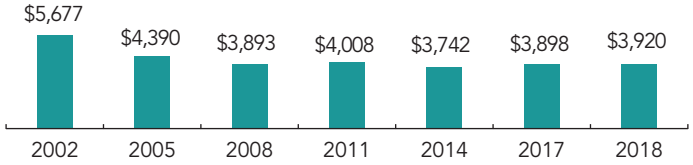


Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2018 DOLLARS)



OVERVIEW

Wisconsin preschool enrolled 48,787 children in 2017-2018, a decrease of 3,186 children from the prior year. State funding totaled $191,269,229, down $11,322,655 (6%), adjusted for inflation, since last year. State spending per child equaled $3,920 in 2017-2018, up $22 from 2016-2017, adjusted for inflation. Wisconsin met an average of 3.1 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 school year, the Wisconsin Department of Public Instruction (DPI) introduced a new four-tier system for teacher licensing. The tiers range from a 1-Year License with Stipulations (Tier I) to a Master Educator License (Tier IV). Additionally, in their budget, submitted September 2018, DPI requested funding for full-day 4K and 3K for Wisconsin's largest school districts, both of which would be optional for districts.

BACKGROUND

Since becoming a state in 1848, Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds. School districts are not required to offer the Four-Year-Old Kindergarten program (4K), but if they do, it must be open to all age-eligible children. During the 2017-2018 school year, 404 of 411 school districts offered the program (over 98%).

Funding for 4K is part of the overall school funding formula, funded at 50% of the funding for other grade levels. Districts receive 60% of full-day funding if they offer an additional 87.5 hours of parent outreach. Funds for 4K are distributed to public schools, which may subcontract and collaborate with private child-care centers, community-based programs, faith-based centers, family child care providers, or Head Start agencies. The state funds a total of 437 hours per year and operating schedules are locally determined. Most programs operate part-day, four or five days per week; while some operate full-day, two or three days per week.

The Wisconsin Head Start State Supplement program is a separate program offering supplemental state funding to federal Head Start grantees to provide comprehensive early childhood education for 3- and 4-year-olds with disabilities or from low-income families. Participating programs follow the federal Head Start Performance Standards, and children meet Head Start enrollment eligibility guidelines. Efforts have been made to bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels.

WISCONSIN STATE OVERVIEW

ACCESS

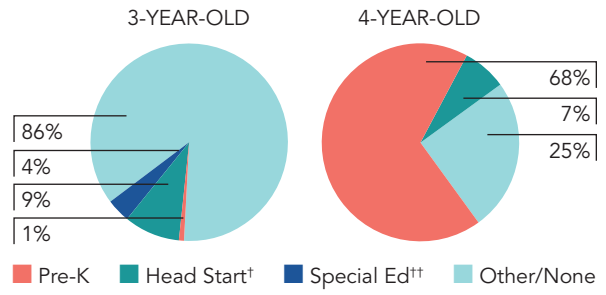
Total state pre-K enrollment 48,787

Special education enrollment, ages 3 and 4 8,930

Federally funded Head Start enrollment, ages 3 and 4 11,039

State-funded Head Start enrollment, ages 3 and 4..... 627

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

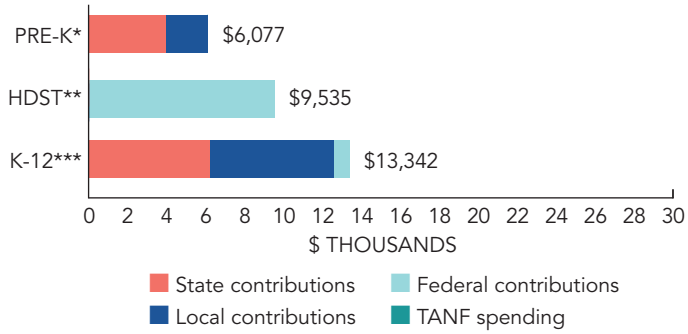
Total state pre-K spending $191,269,229

State Head Start spending $6,264,098

State spending per child enrolled $3,920

All reported spending per child enrolled* $6,077

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	26

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	28

TOTAL BENCHMARKS MET
3.1

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

ACCESS

Total state pre-K enrollment 48,160

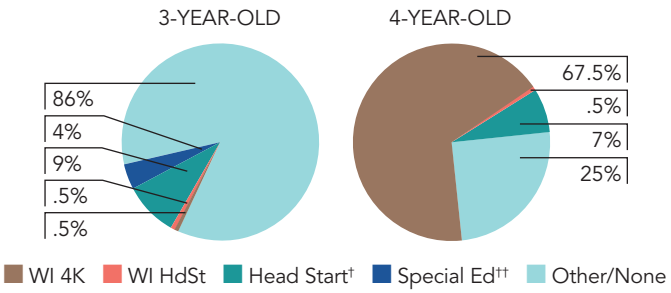
School districts that offer state program 98%

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day

Operating schedule..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	WI 4K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	Other	**CDA or equivalent**	☐
Staff professional development	PD plans (public teachers); Coaching (some nonpublic)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	Determined locally (3- & 4-year-olds)	**20 or lower**	☐
Staff-child ratio	Determined locally (3- & 4-year-olds)	**1:10 or better**	☐
Screening & referral	Immunizations, medical examinations; Referrals determined locally	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Determined locally	**Structured classroom observations; data used for program improvement**	☐

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

3

RESOURCES

Total state pre-K spending ..... $185,005,131[1]

Local match required?.....No

State spending per child enrolled $3,841

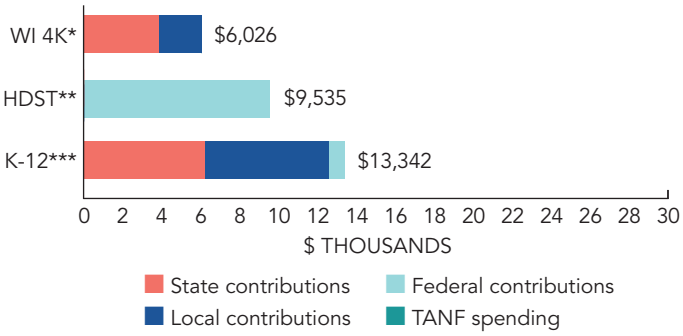
All reported spending per child enrolled* $6,026

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

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

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

SPENDING PER CHILD ENROLLED



[1] A total of $290,200,000 supported WI 4K. The state could not break this amount into state and local funding, so NIEER estimated the breakdown.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state pre-K enrollment 627

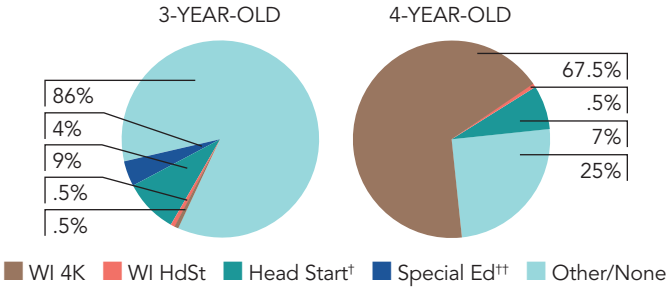
School districts that offer state program ..... 100% (Federal HdSt grantees)

Income requirement ..... Per Federal HdSt requirements

Minimum hours of operation ..... 3.5 hours/day

Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	WI HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE, Per Federal HdSt requirements	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	15 hours/year	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Per Federal Head Start Standards, Data used for program improvement at local level only	**Structured classroom observations; data used for program improvement**	☐
			7

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

RESOURCES

Total state pre-K spending $6,264,098

Local match required? ..... No

State spending per child enrolled $9,991

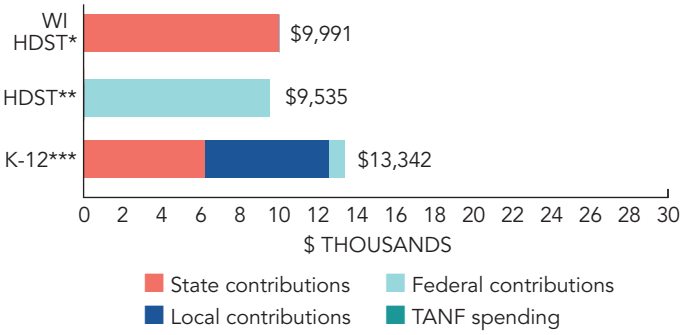
All reported spending per child enrolled* $9,991

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

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

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

SPENDING PER CHILD ENROLLED



Wyoming

NO PROGRAM

The state of Wyoming does not offer a state-funded preschool program according to definitions used in this report. However, the state does provide support for other early childhood education programs. Also, during the state's 2018 legislative session, a bill was proposed and later failed to establish a state office of early childhood within the Wyoming Department of Education (WDE). The proposed bill intended to move all early childhood education programs under WDE, including those administered by the Department of Family Services (DFS), the Department of Workforce Services (DWS), and the Department of Health (WDH).

Local school districts can use a portion of Title I funding for early childhood education. WDH administers a statewide developmental preschool system to provide IDEA services for 3- to 5-year-olds, and DFS uses TANF dollars to fund 26 schools in the state. DFS administers the TANF programs through a competitive grant process which funds high-quality preschool services for children whose families qualify for TANF. In 2018, WDE distributed $1.5 million to eight preschools serving 320 low-income children. Another $325,000 in federal TANF funding supports the Early Childhood Community Partnership Grant program, also administered by DFS, to develop, enhance, and sustain high-quality early childhood education programs. DFS also licenses several programs through the University of Wyoming, community colleges, school districts, and private preschool and child care facilities to provide academic instruction. Both licensed and non-licensed programs are able to and do pursue accreditation through the National Association for the Education of Young Children (NAEYC).

The Wyoming Early Childhood State Advisory Council was created in 2010 and is a collaboration of individuals across multiple disciplines. The council's mission is to serve Wyoming children and families by facilitating statewide collaboration, evaluating the early childhood system, and making recommendations to the governor, lawmakers, and state agencies. Wyoming also has an Early Intervention Council which focuses on children with special needs.

In 2013, the state adopted the comprehensive Wyoming Early Learning Foundations. The Foundations cover multiple domains including cognition and general knowledge, physical well-being/motor development, approaches toward learning, social/emotional development, and language development.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

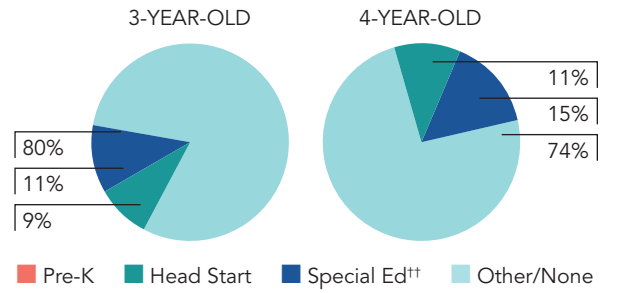
TOTAL BENCHMARKS MET
No Program

WYOMING

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,341
Federally funded Head Start enrollment, ages 3 and 4	1,412
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

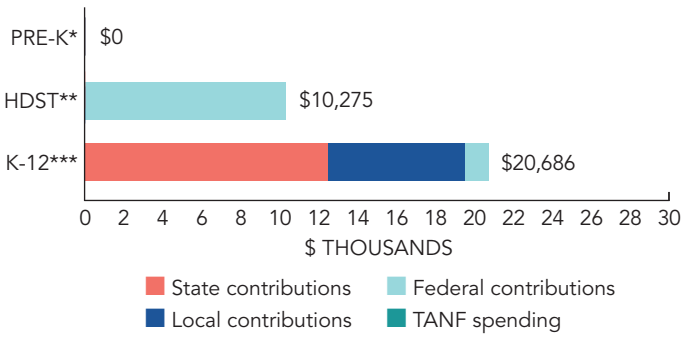
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

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

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

SPENDING PER CHILD ENROLLED



American Samoa

NO PROGRAM

American Samoa does not provide publicly funded preschool as defined in this report but does support early childhood education in several other ways. The Early Childhood Education/Head Start (ECE/HS) division is housed within the American Samoa Department of Education (ASDOE). The ASDOE and both elementary and secondary schools operate early childhood education centers.

The American Samoa Children's Cabinet serves as the territory's early childhood advisory council. The Cabinet operates under the Office of the Governor and includes representation from the ASDOE, the Department of Human and Social Services, and the Department of Health.

American Samoa's early learning guidelines, for children ages 3 to 5, address multiple domains including social and emotional development, mathematics, science, approaches to learning, logic and reasoning, social studies, physical development and health, language development, literacy, English language development, and creative arts expression. The early learning guidelines are aligned with the Head Start Child Development and Learning Framework.

In 2012-2013, American Samoa was in the process of developing a quality rating and improvement system (QRIS) which was in the later stages of development as of January 2017. One component of the system would be the use of quality program assessment tools for quality assurance and monitoring.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

AMERICAN SAMOA

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 12
Federally funded Head Start enrollment, ages 3 and 4 1,332
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

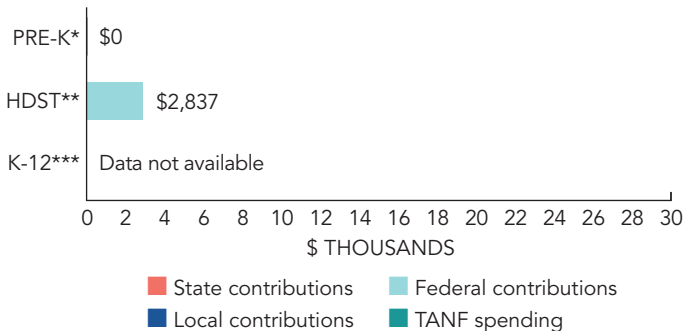
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

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

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

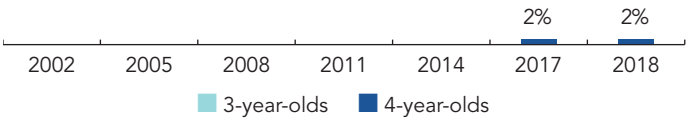
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

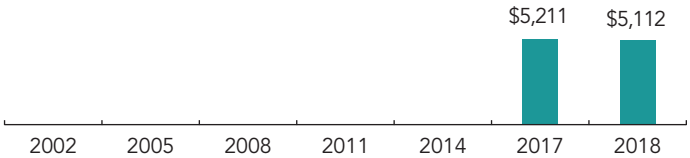


Guam

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Guam preschool enrolled 71 children in 2017-2018, the same number as the prior year. State funding totaled $362,973, down $7,014 (2%), adjusted for inflation, since last year. State spending per child equaled $5,112 in 2017-2018, down $99 from 2016-2017, adjusted for inflation. Guam met 6 of 10 quality standards benchmarks.

WHAT'S NEW

In October 2017, Guam's Legislature and Governor approved the expansion of an additional four pilot prekindergarten classrooms in the Budget Law. Due to budget constraints, Guam's Department of Education was not able to proceed with the expansion. However, 2017-2018 did mark the start of on-going classroom embedded support for Pilot Prekindergarten teachers through a coaching model.

BACKGROUND

The Guam Department of Education's publicly funded Pilot Prekindergarten Program is available in all four regions of the territory's single school district. Each region has one Prekindergarten Program classroom located within a public school. All age-eligible children may enroll in the program, which has no income limit for eligibility. Guam's Prekindergarten Program operates six hours a day, five days a week, following the school year or academic calendar, and providing 978 hours of services per year. Both lunch and breakfast are served to children attending the program.

The program's maximum class size is 18 children, with a teacher-to-student ratio of 1 to 9. Lead teachers are required to have an associate degree with early childhood education specialization and either pre-K or pre-K to 2nd grade certification. Lead teachers also are required to participate in 30 clock hours of in-service professional development annually. Assistant teachers are required to hold a high school diploma, but are not required to participate in any professional development.

A formal evaluation of the program was conducted by the Guam Department of Education's Administrator for Research, Planning & Evaluation in 2018 and is currently under review by the Guam Education Board.

TOTAL BENCHMARKS MET
6

GUAM DEPARTMENT OF EDUCATION PILOT PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 71

School districts that offer state program 100%

Income requirement ..... No income requirement

Minimum hours of operation ..... 6 hours/day; 5 days/week

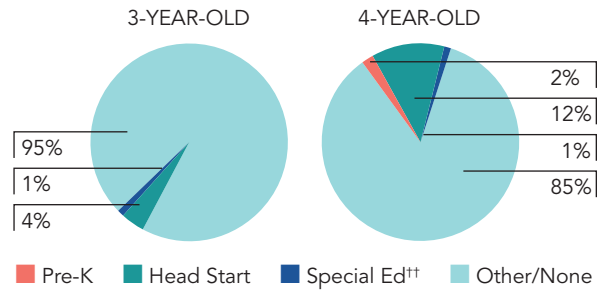
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 108

Federally funded Head Start enrollment, ages 3 and 4 534

State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	GUAM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	30 hours/year (teachers only); PD plans (teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Immunizations, full physical exam, no vision or hearing	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

6

RESOURCES

Total state pre-K spending $362,973

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $5,112

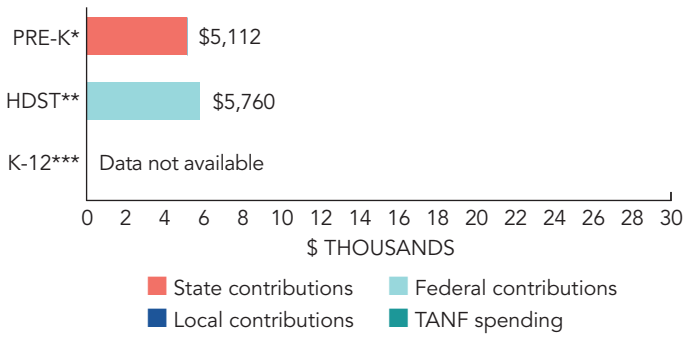
All reported spending per child enrolled* $5,112

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

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

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

SPENDING PER CHILD ENROLLED



Northern Mariana Islands

NO PROGRAM

Although the Commonwealth of the Northern Mariana Islands (CNMI) does not provide state-funded preschool as defined in this report, the territory does support early education in other ways. Since 1984, the CNMI Public School System has operated the Head Start program in 9 centers across multiple islands, providing two center-based program options: double session (half-day) and full-day. There are 192 enrollment slots allocated to the half-day variation that offers services four days per week, 152 days per year, in both the morning and the afternoon. The remaining 204 slots operate a standard full-day with 6.5 hours of planned class operations, 5 days a week, 160 days per year. The CNMI Head Start program served approximately 396 preschool-aged children in 2017-2018, and provided specialized services for young children with special needs.

Since February 2015, the CNMI continues to be the lone grantee in the Outer Pacific to be awarded the Early Head Start- Child Care Partnership Grant. The program operates for eight hours a day, five days a week for the full calendar year (222 instructional days). In 2017-2018, the program served a total of 64 infants and toddlers, ages six weeks to three years old. Forty-eight of the enrolled slots are in grantee-operated classrooms, and the remaining 16 slots are allocated as partnership slots. The Northern Marianas International School is the lone partnership site that has two classrooms serving Early Head Start enrolled children.

CNMI have early learning guidelines for children birth through age five which address multiple domains, including logic and reasoning, social studies, physical development and health, language development, literacy, mathematics, science, English language development, social and emotional development, approaches to learning, and creative arts expression. The guidelines are aligned with the Head Start Child Development and Learning Framework.

CNMI is currently piloting a quality rating and improvement system (QRIS), providing reviews, rates, coaching and technical assistant to eight local care providers. Program quality assessment tools are already used for quality assurance and monitoring, and are now incorporated as one component of the QRIS.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

NORTHERN MARIANA ISLANDS

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 66
Federally funded Head Start enrollment, ages 3 and 4 396
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

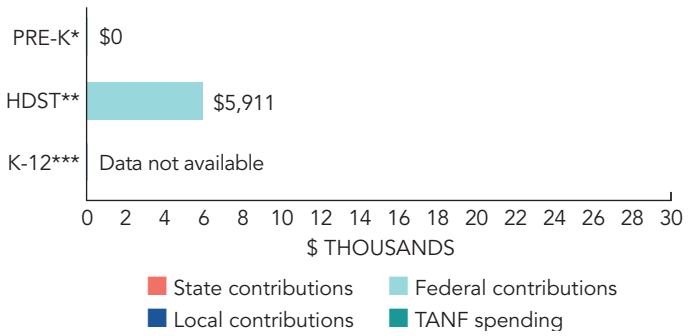
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

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

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

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

SPENDING PER CHILD ENROLLED



Palau

NO PROGRAM

The Republic of Palau does not have a state-funded preschool program meeting the criteria of this report, but the territory does support other early childhood education initiatives. The Palau Community Action Agency operated center-based Head Start for 350 3- to 5-year-olds throughout the Republic's 16 states in 2017-2018. In addition, three of the predominant religious denominations (Roman Catholic, Seventh Day Adventist, and Palau Evangelical Church) have established private early childhood programs in Koror State. Many young children live in small communities outside Koror State and continue to lack access to early education because their communities do not meet the requirement that at least 10 eligible children enroll in the Head Start program. In these communities, the cost of access to and enrollment in private early childhood program is beyond parental means. However, in 2017-2018, the Palau Ministry of Education piloted 2 early childhood education programs serving 3- to 5-year-olds in the outlying states of Palau, specifically in Angaur and Kayangel states. These are areas that can only be accessed by boat and have populations of less than 10 preschool-aged children.

The Palau Early Childhood Comprehensive System (PECCS) established a National Framework on Early Childhood Development for School Readiness which partners families, communities and agencies to ensure the health and success of children in Palau.

In their Education for All National Plan for 2002-2010, the Ministry of Education identified "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children," as a chief goal. Ministry responsibilities include developing appropriate curricula for all public preschool, elementary school, and secondary school programs, and recommending minimum qualifications and requirements for preschool, elementary, and secondary school teachers.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

PALAU

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 1
Federally funded Head Start enrollment, ages 3 and 4 350
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

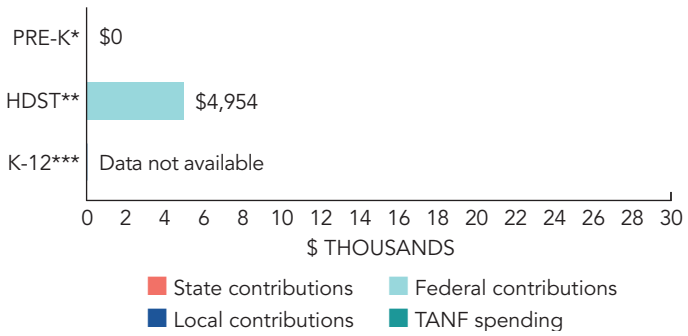
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

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

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

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

SPENDING PER CHILD ENROLLED



Puerto Rico

NO PROGRAM

Puerto Rico does not have a state-funded preschool program as defined in this report. However, the territory, which operates as one single school district, does support several early learning initiatives.

The Department of Education of Puerto Rico and the Puerto Rico Education Council oversee elementary and secondary public education, monitor academic standards, and issue licenses to educational institutions. Programs for preschool-aged children are administered by the Administration for Integral Child Care and Development (ACUDEN) and the Department of Education has authority over early childhood special education. There are seven levels of education in Puerto Rico. Level 1 is nursery school for children under age 4, which is optional and consists of Early Head Start, Head Start, and other prekindergarten programs. Level 2 is compulsory preschool, also known as kindergarten, which is mandatory for 5-year-olds.

Puerto Rico has a 16-member Early Childhood Advisory Board (ECAB) administered by ACUDEN with representation from agencies responsible for Head Start, child care, education, higher education, and other constituent groups. ECAB was responsible for developing Unidos por la Niñez Temprana (United for Early Childhood), Puerto Rico's plan for providing services to children from birth through 5 years. In collaboration with the Department of Education, the ECAB developed and promoted the use of the Early Learning Guidelines by all early learning programs. Teachers, directors, and supervisors across various early learning programs received training in implementing the guidelines.

Puerto Rico has a five level quality improvement and rating system (QRIS) to measure the quality of infant, toddler, and preschool centers. ACUDEN partnered with the University of Puerto Rico and other government agencies to create and validate Puerto Rico's QRIS whose identification symbol is the Pasito (meaning "baby step"), with five Pasitos identifying a high-quality center. It is a voluntary self-assessment used in both private and public sectors.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

PUERTO RICO

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 6,974
Federally funded Head Start enrollment, ages 3 and 4 26,965
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

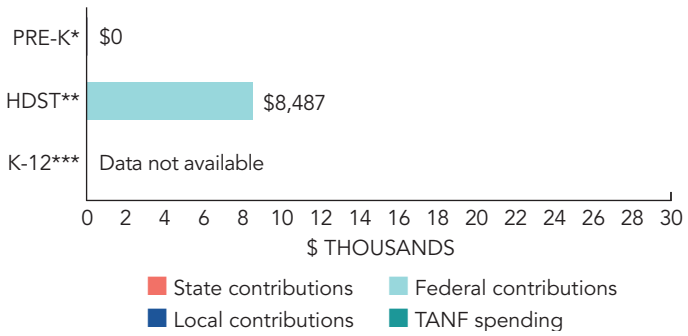
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

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

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

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

SPENDING PER CHILD ENROLLED



Virgin Islands

NO PROGRAM

The Virgin Islands does not provide a preschool program as defined by this report. However, the Department of Human Services, which houses the Office of Child Care and Regulatory Services and the Head Start Program, oversees early childhood education and care across multiple settings. The Department of Human Services uses local funds to surpass the federally required Head Start local match.

The Virgin Islands Child Care Revised Rules and Regulations provide standards that all child care and early childhood education facilities, including private centers, Head Start, and Early Head Start, must follow. All early childhood education teachers and directors were required to earn a CDA credential by June 2015, and 24 hours of professional development training is required each year. These regulations also establish maximum class sizes of 18 for 3-year-olds (with a 1:9 staff to child ratio) and 20 for 4-year-olds (with a 1:10 staff to child ratio).

The Virgin Islands Early Learning Guidelines are designed to improve the quality of care and education, focus on school readiness, and provide a common set of preschool standards across all settings. The Guidelines provide milestones for what children should know, understand, and be able to do by the time they reach kindergarten in the domains of language and literacy; mathematical understanding; approaches to learning; social, emotional, and values development; creativity and the arts; science; social studies; and physical health and development. The Guidelines also provide strategies for teachers, caregivers, families, and community members to help children achieve these goals. Content of the Guidelines is aligned with the Head Start Framework and the Common Core State Standards, adopted by the Department of Education.

The Virgin Islands Infant & Toddler Developmental Guidelines were released in 2013 and reflect expectations of what children should know, understand, and be able to do by the time they reach age 3. They are aligned with the Early Learning Guidelines and cover the same domains.

Looking ahead, the U.S. Virgin Islands Department of Human Services was awarded $725,112 under the Preschool Development Birth through Five grant in December 2018.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

VIRGIN ISLANDS

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 69
Federally funded Head Start enrollment, ages 3 and 4 894
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

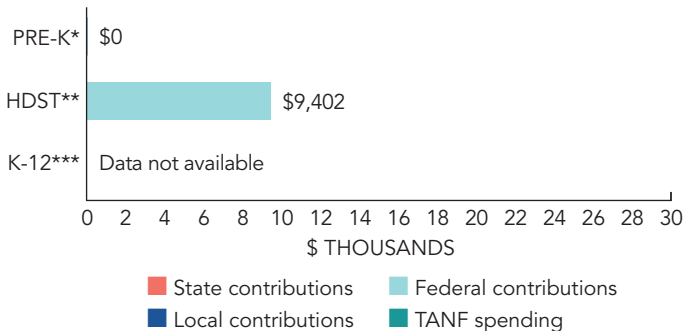
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

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

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

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

SPENDING PER CHILD ENROLLED



THE STATE OF PRESCHOOL SURVEY METHODOLOGY

Respondent Universe

The respondent universe for this study is the state preschool administrators in the 50 states and the District of Columbia, plus the U.S. territories. Data are collected directly from these entities through a web-based survey form. More than one agency supports early childhood education programs in some states. As a result, some states have more than one respondent. Note that in some states, there are no state programs to support publicly provided early childhood education. As such, these states do not have state preschool administrators and they do not report data on the topic. Other administrators in these states, however, are contacted to update and confirm a state narrative on the status of other early childhood programs in the state each year.

Statistical Methodology

This is a universe data collection, employing a survey form. All states with publicly supported early childhood education have responded to the collection effort. In addition, information was sought from territories; Guam is the first and only territory to operate its own preschool program comparable to state-funded programs. Because the data collection is based on a universe of sample members, weighting adjustments and adjustments to variances for statistical test purposes are not necessary. Some statistical adjustments are made to the resulting data, however, to help unduplicate enrollment counts that can arise when the same child is enrolled in more than one publicly funded program. More specifically, when states report that they have included children with disabilities in both the special education counts and the counts of preschool-aged children who are in regular preschool programs, the preschool special education in state preschool count is subtracted from the preschool special education enrollment counts. Similarly, when states reported that they have included Head Start children in counts of children in state preschool and Head Start, the Head Start in state preschool count is subtracted from the Head Start enrollment. Children with disabilities enrolled in Head Start are also subtracted from the preschool special education enrollment count to avoid duplication.

Methods to Maximize Response Rate and Ensure Data Accuracy

Several steps have been taken to maximize the response to this data collection. First, the data are collected through a web-based, computer-assisted interview (CAI) program. This flexibility allows respondents to enter information as time and data availability permit. Further, respondents are offered opportunities to check previous years' entries at the beginning of data collection and to review the current year's entries before the data are published. The first data check acts both as a data quality control step, in terms of reminding respondents what kinds of data will be needed for the current year's collection, and as a reminder that the current year's data collection is about to begin. Allowing respondents to review current year's data entry before results are published acts as another data quality control check and also provides respondents with confidence that accurate data will be reported from their respective states, further garnering cooperation.

Once surveys are completed, data are checked by NIEER staff for entry errors, consistency with prior year's data, and consistency with information available from public documents (for example, with published state education agency regulations and guidance). Any apparent inconsistencies or errors are discussed with the respondents for resolution. When data have been compiled and summarized for publication in a public use data set and reports, the results are then sent back to the state administrators who provided the information for final verification.

Tests of Procedures and Methods

Each year, staff at NIEER review changes to policies that support early childhood education at the state and federal levels. Modifications are then made to the questionnaire and the related web-based CAI instruments to reflect these policy changes. In addition to the policy review, respondents are sent data from the previous year's data collection, allowing them to correct errors or to update information for the formal release of the data. NIEER staff actively solicit opinions regarding the clarity, usefulness, and availability of data requested by the survey from the primary respondents. This facilitates NIEER staff learning about new or changing policies from the provider perspective.

The CAI instruments undergo extensive testing prior to the initiation of data collection. Tests are run to verify that logical skips through the instrument are functioning as expected so that respondents are not asked questions that are not meaningful based on responses to prior questions. Prior to publication, respondents are sent current year answers for one last verification for accuracy before the data are released.

All initiatives included in the current report meet the criteria outlined by NIEER, which defines state preschool education programs as initiatives that are funded and directed by the state to support group learning experiences for preschool-age children, usually ages 3 and 4. For more information about these criteria, please see, "What Qualifies as a State Preschool Program?" on page 37. This report covers the same initiatives as the 2017 report with a few exceptions: Indiana no longer meets NIEER's definition of a state-funded preschool program and is no longer included. North Dakota and Montana have

been added to the report for the first time. Montana began a state-funded prschool program in 2018-2018 and North Dakota did so in 2016-2017. The Massachusetts Inclusive Preschool Learning Environments (IPLE) Grant is being phased out and is no longer included in the report but the Massachusetts Chapter 70 preschool program is now included.

The survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. The survey included questions on access, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, curriculum, personnel, resources, structured observations of classroom quality, evaluations, and important changes to the program since the last survey.

Collection of Non-Survey Data

Although most of the data in this report were collected through the surveys, there are a few exceptions. Total federal, state, and local expenditures on K–12 education in the 2017-2018 school year were calculated by NIEER based on data from the National Education Association's report, Rankings of the States 2017 and Estimates of School Statistics 2018. 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 2017 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. Salary information for K–12 teachers also comes from this report.

The Administration for Children and Families (ACF) and the Office of Head Start in the U.S. Department of Health and Human Services were the sources of data on federal Head Start spending and enrollment and Head Start enrollment supported by state match. In addition, some data were obtained from the Education Commission of the States, Trends in Pre-K Education Funding in 2017-2018 and through the Head Start Program Information Reports (PIR) for the 2017-2018 program year. Where necessary, states were asked for clarification and/or additional information regarding state supplements to Head Start. ACF reports the total number of Head Start slots nationally and per state. The number of funded Head Start slots for 3- and 4-year-olds is estimated using the age-breakdown of the cumulative enrollment information from the PIR, applied to the number of slots reported by ACF. Enrollment in American Indian/Alaska Native (AI/AN) Head Start programs is calculated in a similar way and included in each state's total. Enrollment in Migrant Seasonal Head Start is based on information provided in the PIR and is also included in each state's total. Total funding for each state includes Head Start as well as AI/AN and MSHS. Spending per child is calculated for each state by dividing the total Head Start spending by the funded enrollment, both provided by ACF. For MSHS, only total national spending and enrollment were provided by ACF and includes children birth to 5. To get state-specific estimates, we estimated the percent of children and funding in each state using information from the PIR. All data in Appendix B include AI/AN and MSHS when applicable. Information included in the report is specific to Head Start and does not include Early Head Start. Head Start data are provided in Appendix B.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's datasets and are shown in Appendix C. As in the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2017 for the 2017-2018 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 2017-2018 program year. These data are provided in Appendix D.

In the 2018 Yearbook, NIEER again attempts to provide a more accurate estimate of unduplicated enrollments, whether in state preschool, Head Start, special education, or other settings, through a series of calculations. Because many children who are counted in special education enrollments are also enrolled in state preschool or Head Start programs, it is important to ensure that those children are not counted twice. Forty-two states and the District of Columbia reported including children in special education in their state preschool enrollment figures, while two states and Guam do not include these children in their enrollment count. Thirty-one of the 40 states and the District of Columbia were able to provide the number of children in special education who were also counted in their enrollment; another four multi-program states provided breakdown for some, but not all, programs. Those children were subtracted from the special education enrollment figure for the state, but remain in the state preschool enrollment figure in the enrollment pie charts and when calculating total enrollment across both programs. The remaining seven states were unable to report special education enrollment numbers, and, therefore, estimates were used based on the average percent of special education students in state preschool and enrollment numbers for each program. Information from the PIR regarding special education students were used for two Head Start programs (See Table 4).

Three- and four-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2016-2017 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.

Beginning with the 2014-2015 Yearbook, 3- and 4-year-olds who were enrolled in both Head Start and state preschool were removed from the Head Start enrollment total used in the enrollment pie charts. In 2017-2018, 24 programs were able to report information on the number of children enrolled in state preschool who were also enrolled in Head Start. These children were subtracted from the total Head Start number but remain in the state preschool enrollment number for the enrollment pie charts and when calculating total enrollment across both programs. Thirteen programs reported that children were dually enrolled in Head Start and state preschool but could not report the number of children. In these states, the number of children in state preschool and Head Start may be an overestimate.

Determination of State Rankings

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state preschool (Access Ranking–4-Year-Olds), the percentage of 3-year-olds enrolled in state preschool (Access Ranking–3-Year-Olds), state spending per child enrolled (Resources Ranking–State Spending), and all reported spending per child enrolled (Resources Ranking–All Reported Spending). The measures of access for 3- and 4-year-olds were calculated, as described above, using state data on enrollment in the preschool programs and Census population data. When a state did not report separate enrollment numbers of 3-year-olds and 4-year-olds, the age breakdown was estimated by other means, such as using the average proportion of children enrolled in state preschool at each age in states that served both 3- and 4-year-olds, and provided data by age. State per-child spending was calculated by dividing state preschool spending (including TANF spending 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. Beginning with the 2014-2015 report, we also provide an indicator of whether the state was able to report local and/or federal resources (see Table 6). Beginning in 2015-2016, federal Preschool Development Grant (PDG) spending used for state preschool is included in all reported spending.

All states (and D.C.) that provided data were ranked, starting with "1" for the state with the highest percentage of its children enrolled in the state preschool education program or the state program that spent the most per child. Guam is not included in the state rankings. States that did not serve children at age 3 receive notations of "None Served" on the ranking of access for 3-year-olds. Throughout this report, the District of Columbia is referred to by the term "state," creating a list of 45 states for rankings. The six states that did not fund a preschool initiative during the 2017-2018 school year are omitted from all rankings and instead receive notations of "No Program" on their state profile pages.

Appendices Table of Contents

Appendix A: State Survey Data 2017-2018

Access
- Administrative authority
- Program availability
- Program enrollment including age, PDG, special education, Head Start, home language, lunch status, ethnicity, race, program location, and operating schedule

Operating Schedule

Age Eligibility

Other Eligibility Policies
- Income requirement
- Risk factors for eligibility
- Reassessment of eligibility

Program Standards
- Class sizes
- Staff-child ratio
- Meal requirement
- Screening and referrals
- Comprehensive services
- Supports for children with disabilities
- Supports for dual language learners
- Chronic absenteeism policies
- Suspension and expulsion policies

Early Learning & Development Standards

Curriculum

Personnel
- Teacher degree requirements and specialized training
- Assistant teacher degree requirements and specialized training
- Teacher and assistant teacher professional development requirements
- Teacher education levels
- Staff training related to working with DLLs

Preschool Workforce Parity Policies
- Lead teacher policies
- Assistant teacher policies

Resources
- Fiscal year 2018 spending (state, federal, and local amounts)
- School funding/state aide formula
- Agencies eligible to receive funding directly and indirectly
- Required local match

Formal Program Evaluation

Preshool Child Assessments

Kindergarten Child Assessments

Structured Observations of Classroom Quality

Other Accountability

Footnotes

Appendix B: Head Start Data

Appendix C: U.S. Census Population Data

Appendix D: Pre-K Special Education Enrollment Data

TO DIRECTLY VIEW AND DOWNLOAD THE APPENDICES, VISIT OUR WEBSITE WWW.NIEER.ORG/YEARBOOK

APPENDIX A: STATE SURVEY DATA 2017-2018

STATE	ACCESS Name of state-funded preschool program
Alabama	First Class Pre-K: Alabama's Voluntary Pre-Kindergarten Program
Alaska	Alaska Pre-Elementary
Arizona	Quality First Scholarships
Arkansas	Arkansas Better Chance/Arkansas Better Chance for School Success
California CSPP	California State Preschool Program (CSPP)
California TK	California Transitional Kindergarten (TK)
Colorado	Colorado Preschool Program
Connecticut CDCC	Connecticut Child Day Care Contracts
Connecticut SR	Connecticut School Readiness
Connecticut Smart Start	Connecticut Smart Start
Delaware	Delaware Early Childhood Assistance Program (ECAP)
District of Columbia	D.C. Public Pre-K
Florida	Florida Voluntary Prekindergarten Program
Georgia	Georgia's Pre-K Program
Hawaii	Hawaii's Executive Office on Early Learning Public Pre-Kindergarten Program
Illinois	Illinois Preschool for All
Iowa Shared Visions	Iowa Shared Visions
Iowa SWVPP	Iowa Statewide Voluntary Preschool Program
Kansas Preschool Pilot	Kansas Preschool Pilot
Kansas State Pre-K	Kansas State Pre-K 4-Year-Old At-Risk Program
Kentucky	Kentucky Preschool Program
Louisiana 8(g)	Louisiana 8(g) Student Enhancement Block Grant Program
Louisiana LA 4	Cecil J. Picard LA 4 Early Childhood Program
Louisiana NSECD	Louisiana Nonpublic Schools Early Childhood Development Program (NSECD)
Maine	Maine Public Preschool Program
Maryland	Maryland Prekindergarten Program
Massachusetts UPK	Massachusetts Universal Pre-Kindergarten (UPK)
Massachusetts Ch 70	Massachusetts Chapter 70
Michigan	Michigan Great Start Readiness Program
Minnesota HdSt	Minnesota Head Start
Minnesota VPK/SRP	Minnesota Voluntary Pre-Kindergarten and School Readiness Plus
Mississippi	Mississippi Early Learning Collaborative
Missouri	Missouri Preschool Program
Montana	Montana STARS Preschool Pilot Program
Nebraska	Nebraska Early Childhood Education Program
Nevada	Nevada State Pre-Kindergarten Program
New Jersey Abbott	New Jersey Former Abbott Preschool Program
New Jersey ECPA	New Jersey Former Non-Abbott Early Childhood Program Aid
New Jersey ELLI	New Jersey Former Early Launch to Learning Initiative
New Mexico	New Mexico PreK
New York	New York State Administered Prekindergarten Program
North Carolina	North Carolina Pre-Kindergarten Program
North Dakota	North Dakota Early Childhood Education Grant Program
Ohio	Ohio Early Childhood Education
Oklahoma	Oklahoma Early Childhood Four-Year-Old Program
Oregon HdSt	Oregon Head Start Pre-kindergarten
Oregon Preschool Promise	Oregon Preschool Promise
Pennsylvania RTL	Pennsylvania Ready to Learn Block Grant
Pennsylvania HSSAP	Pennsylvania Head Start Supplemental Assistance Program
Pennsylvania K4 & SBPK	Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K
Pennsylvania PKC	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island State Prekindergarten Program
South Carolina	South Carolina Child Early Reading Development and Education Program (CERDEP)/South Carolina EIA Child Development Program (EIA/4K)
Tennessee	Tennessee Voluntary Pre-K
Texas	Texas Public School Prekindergarten
Vermont	Vermont Universal Prekindergarten Education (Act 166)
Virginia	Virginia Preschool Initiative
Washington	Early Childhood Education and Assistance Program (ECEAP)
West Virginia	West Virginia Universal Pre-K
Wisconsin 4K	Wisconsin Four-Year-Old Kindergarten (4K)
Wisconsin HdSt	Wisconsin Head Start State Supplement
Guam	Guam Department of Education Pilot Prekindergarten Program

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	State agency with administrative authority over state preschool
Alabama	State Office of School Readiness or Early Childhood: Alabama Department of Early Childhood Education[1]
Alaska	State Department of Education: Alaska Department of Education and Early Development
Arizona	First Things First
Arkansas	State Department of Education: Arkansas Department of Education; State Human Services Agency: Arkansas Department of Human Services, Division of Child Care and Early Childhood Education[1]
California CSPP	State Department of Education: California Department of Education
California TK	State Department of Education: California Department of Education
Colorado	State Department of Education: Colorado Department of Education
Connecticut CDCC	State Office of School Readiness or Early Childhood: Connecticut Office of Early Childhood
Connecticut SR	State Office of School Readiness or Early Childhood: Connecticut Office of Early Childhood
Connecticut Smart Start	State Office of School Readiness or Early Childhood: Connecticut Office of Early Childhood
Delaware	State Department of Education: Office of Early Learning
District of Columbia	State Education Agency: Office of the State Superintendent of Education for the District of Columbia[1]
Florida	State Office of School Readiness or Early Childhood: Office of Early Learning
Georgia	State Office of School Readiness or Early Childhood: Bright from the Start: Georgia Department of Early Care and Learning[1]
Hawaii	State Office of School Readiness or Early Childhood: Executive Office on Early Learning[1]
Illinois	State Department of Education: Illinois State Board of Education
Iowa Shared Visions	State Department of Education: Iowa Department of Education
Iowa SWVPP	State Department of Education: Iowa Department of Education
Kansas Preschool Pilot	State Department of Education: Kansas State Department of Education[1]
Kansas State Pre-K	State Department of Education: Kansas State Department of Education
Kentucky	State Department of Education: Kentucky Department of Education, Office of Teaching and Learning, Division of Program Standards, School Readiness Branch
Louisiana 8(g)	Louisiana Board of Elementary and Secondary Education
Louisiana LA 4	State Department of Education: Louisiana Department of Education
Louisiana NSECD	State Department of Education: Louisiana Department of Education
Maine	State Department of Education: Maine Department of Education
Maryland	State Department of Education: Maryland State Department of Education
Massachusetts UPK	State Department of Education: Massachusetts Department of Early Education and Care
Massachusetts Ch 70	State Department of Education: Massachusetts Department of Elementary and Secondary Education
Michigan	State Department of Education: Office of Great Start, Preschool and Out-of-School Time Learning
Minnesota HdSt	State Department of Education: Minnesota Department of Education; State Head Start Collaboration Office: Minnesota State Head Start Collaboration Office
Minnesota VPK/SRP	State Department of Education: Minnesota Department of Education
Mississippi	State Department of Education: Mississippi Department of Education
Missouri	State Department of Education: Missouri Department of Elementary and Secondary Education
Montana	State Human Services Agency: Early Childhood Services Bureau
Nebraska	State Department of Education: Nebraska Department of Education
Nevada	State Department of Education: Nevada Department of Education; State Office of School Readiness or Early Childhood: Office of Early Learning and Development

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	State agency with administrative authority over state preschool
New Jersey Abbott	State Department of Education: Division of Early Childhood Education and Family Engagement; State Head Start Collaboration Office; State Human Services Agency: Division of Family Development; Other agency: Department of Children and Families, Office of Licensing[1]
New Jersey ECPA	State Department of Education: Division of Early Childhood Education and Family Engagement; State Head Start Collaboration Office; State Human Services Agency: Division of Family Development; Other agency: Department of Children and Families, Office of Licensing[1]
New Jersey ELLI	State Department of Education: Division of Early Childhood Education and Family Engagement; State Head Start Collaboration Office; State Human Services Agency: Division of Family Development; Other agency: Department of Children and Families, Office of Licensing[1]
New Mexico	State Department of Education: New Mexico Public Education Department; Other agency: New Mexico Children, Youth, and Families Department
New York	State Department of Education: New York State Department of Education
North Carolina	State Human Services Agency: North Carolina Department of Health and Human Services, Division of Child Development and Early Education[1]
North Dakota	Other agency: Department of Commerce, Workforce Development Division
Ohio	State Department of Education: Ohio Department of Education, Office for Early Learning and School Readiness
Oklahoma	State Department of Education: Oklahoma State Department of Education
Oregon HdSt	State Department of Education: Early Learning Division
Oregon Preschool Promise	State Department of Education: Early Learning Division[1]
Pennsylvania RTL	State Department of Education: Pennsylvania Department of Education
Pennsylvania HSSAP	State Department of Education: Pennsylvania Department of Education; Office of Child Development and Early Learning
Pennsylvania K4 & SBPK	State Department of Education: Pennsylvania Department of Education
Pennsylvania PKC	State Department of Education: Pennsylvania Department of Education; Office of Child Development and Early Learning
Rhode Island	State Department of Education: Rhode Island Department of Education
South Carolina	State Department of Education: Office of Early Learning and Literacy; State Office of School Readiness or Early Childhood: South Carolina First Steps to School Readiness[1]
Tennessee	State Department of Education: Tennessee Department of Education[1]
Texas	State Department of Education: Texas Education Agency; State Office of School Readiness or Early Childhood: Early Childhood Education Division
Vermont	State Department of Education: Vermont Agency of Education; State Human Services Agency: Vermont Agency of Human Services
Virginia	State Department of Education: Virginia Department of Education
Washington	Other agency: Washington Department of Early Learning[1]
West Virginia	State Department of Education: Office of Early & Elementary Learning; State Human Services Agency: West Virginia Department of Health and Human Resources, Division of Early Care and Education[1]
Wisconsin 4K	State Department of Education: Wisconsin Department of Public Instruction
Wisconsin HdSt	State Department of Education: Wisconsin Department of Public Instruction
Guam	State Department of Education: Guam Department of Education[1]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	ACCESS Number of full time equivalencies responsible for program administration	Geographic availability of program
Alabama	5.65[2]	67 out of 67 counties/parishes (100%)[3]
Alaska	2	11 out of 54 school districts (20%)
Arizona	3	24 out of 28 Regional Partnership Councils (86%)[1]
Arkansas	11	75 out of 75 counties (100%)[2]
California CSPP	53[1]	56 out of 58 counties/parishes (97%)
California TK	2	58 out of 58 counties/parishes (100%)
Colorado	8	175 out of 179 school districts (98%)[1]
Connecticut CDCC	1.2	48 out of 169 towns/communities (28%)[1]
Connecticut SR	1.45	67 out of 169 towns/communities (40%)[1]
Connecticut Smart Start	0.6	24 out of 169 towns/communities (14%)[1]
Delaware	1	3 out of 3 counties (100%)
District of Columbia	2.5	8 out of 8 wards (100%)[2]
Florida	14	67 out of 67 counties (100%)
Georgia	68	159 out of 159 counties (100%)
Hawaii	7	1 out of 1 school district (100%)
Illinois	11	102 out of 102 counties/parishes (100%)[1]
Iowa Shared Visions	1.5	37 of 99 counties in Iowa (37%)[1]
Iowa SWVPP	1.6	326 out of 333 school districts (98%)[1]
Kansas Preschool Pilot	0.5	12 KPP sites serving 14 of 105 counties (13%); 202 of 286 school districts received funding for additional slots (71%)[2]
Kansas State Pre-K	0.5	197 out of 286 school districts (69%)
Kentucky	6	173 out of 173 school districts (100%)
Louisiana 8(g)	5	65 out of 70 school districts (93%)
Louisiana LA 4	2 (shared across LA 4 and NSECD)	64 out of 70 school districts (91%)[1]
Louisiana NSECD	2 (shared across LA 4 and NSECD)	15 out of 64 counties/parishes (23%)[1]
Maine	2	146 out of 225 school administrative units (65%)[1]
Maryland	7	24 out of 24 school districts (100%)[1]
Massachusetts UPK	1	65 out of 351 towns/communities (19%)[1]
Massachusetts Ch 70	Unknown[1]	268 out of 319 school districts (84%)[2]
Michigan	8.325	82 out of 83 counties (99%)[1]
Minnesota HdSt	1	87 out of 87 counties/parishes (100%)
Minnesota VPK/SRP	1	111 school districts (including Charter Schools; 34%)[1]
Mississippi	1.25	17 out of 144 school districts (12%)[1]
Missouri	Unknown[1]	75 out of 516 school districts (15%)[2]
Montana	1 FTE and four .25 FTE	11 out of 56 counties (20%)
Nebraska	2.35	217 out of 245 school districts (89%)[1]
Nevada	1	10 out of 17 school districts plus one community-based organization (59%)[1]
New Jersey Abbott	6.5	35 out of 591 school districts (6%)[2]
New Jersey ECPA	6.5	94 out of 591 school districts (16%)
New Jersey ELLI	6.5	24 out of 591 school districts (4%)[2]
New Mexico	7	61 out of 89 school districts (69%)
New York	13	471 out of 677 school districts (70%)
North Carolina	9.5	100 out of 100 counties/parishes (100%)[2]
North Dakota	1	44 of 78 public school districts (56%)[1]
Ohio	3	397 out of 612 school districts (65%)[1]
Oklahoma	1	510 out of 513 school districts (99%)
Oregon HdSt	2	36 out of 36 counties/parishes (100%)
Oregon Preschool Promise	1	9 out of 16 Early Learning Hub Regions (56%)[2]
Pennsylvania RTL	0.1	12 out of 499 school districts (2%)
Pennsylvania HSSAP	0.25	129 out of 500 school districts (26%)
Pennsylvania K4 & SBPK	Unknown	96 out of 499 school districts (19%)
Pennsylvania PKC	0.5	461 out of 500 school districts (92%)
Rhode Island	1.5	11 out of 39 communities (28%)
South Carolina	26	82 out of 82 school districts (100%)[2]
Tennessee	2	138 out of 142 school districts (97%)
Texas	The ECE Division had 9 staff	1,058 out of 1,216 school districts (87%)
Vermont	3[1]	310 out of 310 school districts (100%)[2]
Virginia	1.75	124 out of 135 school divisions (92%)
Washington	22	36 out of 39 counties (92%)[2]
West Virginia	5.5	55 out of 55 counties/parishes (100%)
Wisconsin 4K	1.5	404 out of 411 school districts (98%)
Wisconsin HdSt	0.1	41 out of 41 federal Head Start grantees (100%)[1]
Guam	1	1 out of 1 school district (100%)[1]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

ACCESS

STATE	Are districts/counties/parishes/towns in the state required to offer this preschool program?
Alabama	Not required, but funding is awarded on a competitive basis[4]
Alaska	Not required, but funds are available to any district/county/town choosing to offer the program
Arizona	Not required, but funds are available to any district/county/town choosing to offer the program[1]
Arkansas	Not required, but funding is awarded on a competitive basis[3]
California CSPP	Not required, but funding is awarded on a competitive basis
California TK	Required for some[1]
Colorado	Not required, but funding is awarded on a competitive basis[2]
Connecticut CDCC	Not required, but funding is awarded on a competitive basis[2]
Connecticut SR	Not required, but funds are available to any district/county/town choosing to offer the program
Connecticut Smart Start	Not required, but funding is awarded on a competitive basis
Delaware	Not required, but funding is awarded on a competitive basis
District of Columbia	Not required, but funds are available to any district/county/town choosing to offer the program[3]
Florida	Required for some[1]
Georgia	Not required, but funding is awarded on a competitive basis
Hawaii	Not required, but funding is awarded on a competitive basis
Illinois	Not required, but funding is awarded on a competitive basis
Iowa Shared Visions	Not required, but funding is awarded on a competitive basis
Iowa SWVPP	Not required, but funds are available to any district/county/town choosing to offer the program
Kansas Preschool Pilot	Not required, but funding is awarded on a competitive basis[2]
Kansas State Pre-K	Not required, but funding is awarded on a competitive basis[1]
Kentucky	Required for all
Louisiana 8(g)	Not required, but funds are available to any district/county/town choosing to offer the program[1]
Louisiana LA 4	Not required, but funding is awarded on a competitive basis[2]
Louisiana NSECD	Not required, but funding is awarded on a competitive basis
Maine	Not required, but funds are available to any district/county/town choosing to offer the program
Maryland	Required for all[2]
Massachusetts UPK	Not required, but funding is awarded on a competitive basis
Massachusetts Ch 70	Not required, but funds are available to any district/county/town choosing to offer the program
Michigan	Not required, but funds are available to any district/county/town choosing to offer the program
Minnesota HdSt	Required for all[1]
Minnesota VPK/SRP	Not required, but funding is awarded on a competitive basis[2]
Mississippi	Not required, but funding is awarded on a competitive basis
Missouri	Not required, but funding is awarded on a competitive basis
Montana	Not required, but funding is awarded on a competitive basis
Nebraska	Not required, but funding is awarded on a competitive basis[2]
Nevada	Not required, but funding is awarded on a competitive basis
New Jersey Abbott	Required for some[2]
New Jersey ECPA	Required for some[2]
New Jersey ELLI	Not required, but funding is awarded on a competitive basis
New Mexico	Not required, but funding is awarded on a competitive basis
New York	Not required, but funding is awarded on a competitive basis[1]
North Carolina	Not required, but funds are available to any district/county/town choosing to offer the program[2]
North Dakota	Not required, but funds are available to any district/county/town choosing to offer the program
Ohio	Not required, but funding is awarded on a competitive basis
Oklahoma	Not required, but funds are available to any district/county/town choosing to offer the program
Oregon HdSt	Not required, but funding is awarded on a competitive basis
Oregon Preschool Promise	Not required, but funding is awarded on a competitive basis
Pennsylvania RTL	Not required, but funds are available to any district/county/town choosing to offer the program
Pennsylvania HSSAP	Not required, but funding is awarded on a competitive basis
Pennsylvania K4 & SBPK	Not required, but funds are available to any district/county/town choosing to offer the program
Pennsylvania PKC	Not required, but funding is awarded on a competitive basis
Rhode Island	Not required, but funding is awarded on a competitive basis
South Carolina	Required for all[2]
Tennessee	Not required, but funding is awarded on a competitive basis
Texas	Required for some[1]
Vermont	Required for all[3]
Virginia	Optional for eligible entities[1]
Washington	Not required, but funding is awarded on a competitive basis[3]
West Virginia	Required for all
Wisconsin 4K	Not required, but funds are available to any district/county/town choosing to offer the program
Wisconsin HdSt	Required for some[2]
Guam	Required for some[1]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Total enrollment, Fall 2017	Program enrollment by age, Fall 2017
Alabama	16,051	16,051 4-year-olds
Alaska	315	Age breakdown not available
Arizona	5,256[2]	1,933 3-year-olds; 3,323 4-year-olds[2]
Arkansas	20,618[4]	1,084 children under age 3; 7,237 3-year-olds; 12,261 4-year-olds; 36 5-year-olds[4]
California CSPP	138,937	429 children under age 3; 57,043 3-year-olds; 81,456 4-year-olds; 9 5-year-olds
California TK	103,360	103,360 4-year-olds
Colorado	21,446	409 children under age 3; 5,713 3-year-olds; 15,324 4-year-olds
Connecticut CDCC	2,178[3]	Age breakdown not available[3]
Connecticut SR	11,752	Age breakdown not available
Connecticut Smart Start	655	Age breakdown not available
Delaware	845[1]	293 3-year-olds; 663 4-year-olds[1]
District of Columbia	13,492	66 children under age 3; 6,141 3-year-olds; 7,185 4-year-olds; 100 5-year-olds[4]
Florida	174,574	173,645 4-year-olds; 929 5-year-olds
Georgia	80,536	80,536 4-year-olds[2]
Hawaii	373	373 4-year-olds
Illinois	75,139	33,318 3-year-olds; 41,622 4-year-olds; 199 5-year-olds
Iowa Shared Visions	1,331[2]	584 3-year-olds; 735 4-year-olds; 12 5-year-olds
Iowa SWVPP	26,120[2]	709 3-year-olds; 25,167 4-year-olds; 244 5-year-olds
Kansas Preschool Pilot	6,758[3]	6,758 4-year-olds
Kansas State Pre-K	7,264	7,264 4-year-olds
Kentucky	21,270[1]	5,360 3-year-olds; 15,910 4-year-olds
Louisiana 8(g)	2,127	2,127 4-year-olds
Louisiana LA 4	15,552	15,552 4-year-olds
Louisiana NSECD	1,232	1,232 4-year-olds
Maine	5,648	5,551 4-year-olds; 97 5-year-olds
Maryland	31,474	135 children under age 3; 3,574 3-year-olds; 27,588 4-year-olds; 177 5-year-olds
Massachusetts UPK	7,276	283 children under age 3; 2,457 3-year-olds; 3,215 4-year-olds; 1,321 5-year-olds
Massachusetts Ch 70	30,512[3]	9,951 3-year-olds; 18,507 4-year-olds; 2,054 5-year-olds
Michigan	37,325	37,325 4-year-olds
Minnesota HdSt	1,385	Age breakdown not available
Minnesota VPK/SRP	6,287[3]	6,287 4-year-olds
Mississippi	1,840[2]	1,840 4-year-olds[2]
Missouri	2,378	712 3-year-olds; 1,666 4-year-olds
Montana	306[1]	14 3-year-olds; 265 4-year-olds; 25 5-year-olds; 2 6-year-olds
Nebraska	13,938	900 children under age 3; 4,239 3-year-olds; 8,711 4-year-olds; 88 5-year-olds
Nevada	2,171[2]	232 3-year-olds; 1,870 4-year-olds; 61 5-year-olds[2]
New Jersey Abbott	42,266	19,932 3-year-olds; 22,334 4-year-olds
New Jersey ECPA	7,676	812 3-year-olds; 6,864 4-year-olds
New Jersey ELLI	742[3]	207 3-year-olds; 535 4-year-olds
New Mexico	9,119[1]	891 3-year-olds; 8,228 4-year-olds
New York	121,572	3,721 3-year-olds; 117,851 4-year-olds[2]
North Carolina	28,385	28,385 4-year-olds
North Dakota	965	965 4-year-olds
Ohio	17,913[2]	1,737 3-year-olds; 16,176 4-year-olds[2]
Oklahoma	39,807[1]	33,862 4-year-olds; 5,945 5-year-olds[1]
Oregon HdSt	8,048	3,300 3-year-olds; 4,748 4-year-olds
Oregon Preschool Promise	1,429	Age breakdown not available[3]
Pennsylvania RTL	1,572	Age breakdown not available
Pennsylvania HSSAP	5,651	140 children under age 3; 2,093 3-year-olds; 3,272 4-year-olds; 146 5-year-olds
Pennsylvania K4 & SBPK	2,630	Age breakdown not available
Pennsylvania PKC	20,674	159 children under age 3; 6,962 3-year-olds; 13,220 4-year-olds; 333 5-year-olds
Rhode Island	1,080	1,080 4-year-olds
South Carolina	27,519	190 3-year-olds; 27,253 4-year-olds; 76 5-year-olds
Tennessee	18,354	330 3-year-olds; 18,024 4-year-olds[2]
Texas	231,485	32,568 3-year-olds; 198,917 4-year-olds
Vermont	8,815	3,840 3-year-olds; 4,609 4-year-olds; 277 5-year-olds[4]
Virginia	17,959	17,959 4-year-olds
Washington	12,491	4,472 3-year-olds; 8,019 4-year-olds
West Virginia	15,101[2]	61 children under age 3; 913 3-year-olds; 13,716 4-year-olds; 411 5-year-olds[2]
Wisconsin 4K	48,160	Age breakdown not available
Wisconsin HdSt	627[3]	Age breakdown not available
Guam	71	71 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

ACCESS

STATE	Enrollment (new seats) in state preschool funded by a Preschool Development Grant
Alabama	3,954 children
Alaska	State does not have PDG funding
Arizona	State has PDG funding, no new seats in state-funded preschool
Arkansas	State has PDG funding, no new seats in state-funded preschool[5]
California CSPP	State does not have PDG funding
California TK	State does not have PDG funding
Colorado	State does not have PDG funding
Connecticut CDCC	State has PDG funding, no new seats in state-funded preschool[4]
Connecticut SR	State has PDG funding, no new seats in state-funded preschool[2]
Connecticut Smart Start	State has PDG funding, no new seats in state-funded preschool[2]
Delaware	State does not have PDG funding
District of Columbia	State does not have PDG funding
Florida	State does not have PDG funding
Georgia	State does not have PDG funding
Hawaii	State has PDG funding, no new seats in state-funded preschool
Illinois	State has PDG funding, no new seats in state-funded preschool
Iowa Shared Visions	State does not have PDG funding
Iowa SWVPP	State does not have PDG funding
Kansas Preschool Pilot	State does not have PDG funding
Kansas State Pre-K	State does not have PDG funding
Kentucky	State does not have PDG funding
Louisiana 8(g)	State has PDG funding, no new seats in state-funded preschool
Louisiana LA 4	State has PDG funding, no new seats in state-funded preschool
Louisiana NSECD	State has PDG funding, no new seats in state-funded preschool
Maine	32 children
Maryland	1,571 children
Massachusetts UPK	State has PDG funding, no new seats in state-funded preschool
Massachusetts Ch 70	State has PDG funding, no new seats in state-funded preschool
Michigan	State does not have PDG funding
Minnesota HdSt	State does not have PDG funding
Minnesota VPK/SRP	State does not have PDG funding
Mississippi	State does not have PDG funding
Missouri	State does not have PDG funding
Montana	State has PDG funding, no new seats in state-funded preschool
Nebraska	State does not have PDG funding
Nevada	State has PDG funding, no new seats in state-funded preschool
New Jersey Abbott	State has PDG funding, no new seats in state-funded preschool
New Jersey ECPA	869 children
New Jersey ELLI	91 children
New Mexico	State does not have PDG funding
New York	2,371 children
North Carolina	State does not have PDG funding
North Dakota	State does not have PDG funding
Ohio	State does not have PDG funding
Oklahoma	State does not have PDG funding
Oregon HdSt	State does not have PDG funding
Oregon Preschool Promise	State does not have PDG funding
Pennsylvania RTL	State does not have PDG funding
Pennsylvania HSSAP	State does not have PDG funding
Pennsylvania K4 & SBPK	State does not have PDG funding
Pennsylvania PKC	State does not have PDG funding
Rhode Island	543 children[1]
South Carolina	State does not have PDG funding
Tennessee	120 children
Texas	State does not have PDG funding
Vermont	State has PDG funding, no new seats in state-funded preschool
Virginia	State has PDG funding, no new seats in state-funded preschool[2]
Washington	State does not have PDG funding
West Virginia	State does not have PDG funding
Wisconsin 4K	State does not have PDG funding
Wisconsin HdSt	State does not have PDG funding
Guam	State does not have PDG funding

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Preschool Development Grant funding used to enhance quality in state preschool
Alabama	11,286 children
Alaska	State does not have PDG funding
Arizona	No
Arkansas	1,509 children
California CSPP	State does not have PDG funding
California TK	State does not have PDG funding
Colorado	State does not have PDG funding
Connecticut CDCC	45 children
Connecticut SR	256 children
Connecticut Smart Start	State has PDG funding; Smart Start not supported by PDG funding
Delaware	State does not have PDG funding
District of Columbia	State does not have PDG funding
Florida	State does not have PDG funding
Georgia	State does not have PDG funding
Hawaii	No
Illinois	41 children
Iowa Shared Visions	State does not have PDG funding
Iowa SWVPP	State does not have PDG funding
Kansas Preschool Pilot	State does not have PDG funding
Kansas State Pre-K	State does not have PDG funding
Kentucky	State does not have PDG funding
Louisiana 8(g)	State used PDG funding to enhance quality of existing birth to 5 slots
Louisiana LA 4	State used PDG funding to enhance quality of existing birth to 5 slots
Louisiana NSECD	State used PDG funding to enhance quality of existing birth to 5 slots
Maine	472 children
Maryland	2,701 children
Massachusetts UPK	No
Massachusetts Ch 70	No
Michigan	State does not have PDG funding
Minnesota HdSt	State does not have PDG funding
Minnesota VPK/SRP	State does not have PDG funding
Mississippi	State does not have PDG funding
Missouri	State does not have PDG funding
Montana	No
Nebraska	State does not have PDG funding
Nevada	1,996 children[3]
New Jersey Abbott	No
New Jersey ECPA	620 children
New Jersey ELLI	23 children
New Mexico	State does not have PDG funding
New York	No
North Carolina	State does not have PDG funding
North Dakota	State does not have PDG funding
Ohio	State does not have PDG funding
Oklahoma	State does not have PDG funding
Oregon HdSt	State does not have PDG funding
Oregon Preschool Promise	State does not have PDG funding
Pennsylvania RTL	State does not have PDG funding
Pennsylvania HSSAP	State does not have PDG funding
Pennsylvania K4 & SBPK	State does not have PDG funding
Pennsylvania PKC	State does not have PDG funding
Rhode Island	No
South Carolina	State does not have PDG funding
Tennessee	4,077 children
Texas	State does not have PDG funding
Vermont	448 children
Virginia	2,009 children
Washington	State does not have PDG funding
West Virginia	State does not have PDG funding
Wisconsin 4K	State does not have PDG funding
Wisconsin HdSt	State does not have PDG funding
Guam	State does not have PDG funding

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	ACCESS Does the state have plans to sustain PDG funding?
Alabama	Yes[5]
Alaska	NA
Arizona	Working on a plan
Arkansas	Working on a plan
California CSPP	NA
California TK	NA
Colorado	NA
Connecticut CDCC	Working on a plan
Connecticut SR	Working on a plan
Connecticut Smart Start	Working on a plan
Delaware	NA
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii	Yes[2]
Illinois	Yes[2]
Iowa Shared Visions	NA
Iowa SWVPP	NA
Kansas Preschool Pilot	NA
Kansas State Pre-K	NA
Kentucky	NA
Louisiana 8(g)	Working on a plan
Louisiana LA 4	Working on a plan
Louisiana NSECD	Working on a plan
Maine	Yes[2]
Maryland	Yes[3]
Massachusetts UPK	Working on a plan[2]
Massachusetts Ch 70	Working on a plan[4]
Michigan	NA
Minnesota HdSt	NA
Minnesota VPK/SRP	NA
Mississippi	NA
Missouri	NA
Montana	Working on a plan[2]
Nebraska	NA
Nevada	Working on a plan[4]
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	NA
New York	Yes[3]
North Carolina	NA
North Dakota	NA
Ohio	NA
Oklahoma	NA
Oregon HdSt	NA
Oregon Preschool Promise	NA
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	NA
Rhode Island	Yes
South Carolina	NA
Tennessee	Working on a plan
Texas	NA
Vermont	No[5]
Virginia	Working on a plan
Washington	NA
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	NA
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Special education enrollment in state-funded preschool
Alabama	1,178 4-year-olds
Alaska	Data not available
Arizona	135 children (52 3-year-olds; 83 4-year-olds)[3]
Arkansas	2,292 children (97 children under age 3; 767 3-year-olds; 1,419 4-year-olds; 9 5-year-olds)
California CSPP	2,508 children (981 3-year-olds; 1,517 4-year-olds)
California TK	9,499 4-year-olds
Colorado	583 children (140 3-year-olds; 443 4-year-olds)[3]
Connecticut CDCC	Data not available
Connecticut SR	640 children
Connecticut Smart Start	105 children
Delaware	83 3- and 4-year-olds
District of Columbia	1,316 children (10 children under age 3; 525 3-year-olds; 742 4-year-olds; 39 5-year-olds)
Florida	Data not available
Georgia	2,998 4-year-olds
Hawaii	15 4-year-olds
Illinois	13,663 children (6,838 3-year-olds; 6,700 4-year-olds; 125 5-year-olds)
Iowa Shared Visions	168 children (83 3-year-olds; 80 4-year-olds; 5 5-year-olds)[3]
Iowa SWVPP	1,389 children (332 3-year-olds; 985 4-year-olds; 72 5-year-olds)[3]
Kansas Preschool Pilot	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Kansas State Pre-K	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Kentucky	11,425 children (5,360 3-year-olds; 6,065 4-year-olds)
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Maine	565 4-year-olds
Maryland	7,503 children (2,671 3-year-olds; 2,570 4-year-olds; 2,262 5-year-olds)[4]
Massachusetts UPK	1,069 children
Massachusetts Ch 70	20,609 children (6,066 3-year-olds; 13,141 4-year-olds; 1,402 5-year-olds)
Michigan	2,738 4-year-olds
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Mississippi	178 4-year-olds
Missouri	266 children (81 3-year-olds; 185 4-year-olds)
Montana	Data not available
Nebraska	3,924 children (352 children under age 3; 1,377 3-year-olds; 2,107 4-year-olds; 88 5-year-olds)
Nevada	359 children (41 3-year-olds; 312 4-year-olds; 6 5-year-olds)
New Jersey Abbott	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Jersey ECPA	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Jersey ELLI	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Mexico	886 children (8 3-year-olds; 878 4-year-olds)[2]
New York	13,818 children
North Carolina	1,592 4-year-olds
North Dakota	Data not available
Ohio	1,708 children
Oklahoma	3,053 4-year-olds, 740 5-year-olds
Oregon HdSt	1,441 children (593 3-year-olds; 848 4-year-olds)
Oregon Preschool Promise	Data not available
Pennsylvania RTL	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Pennsylvania HSSAP	318 children (98 3-year-olds; 215 4-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	990 children (4 children under age 3; 275 3-year-olds; 686 4-year-olds; 25 5-year-olds)
Rhode Island	157 4-year-olds
South Carolina	2,814 children (140 3-year-olds; 2,636 4-year-olds; 38 5-year-olds)
Tennessee	1,780 children
Texas	9,712 children
Vermont	1,301 children (518 3-year-olds; 675 4-year-olds; 67 5-year-olds; 41 age unknown)
Virginia	Data not available
Washington	1,374 children (501 3-year-olds; 873 4-year-olds)
West Virginia	2,557 children (61 children under age 3; 913 3-year-olds; 1,435 4-year-olds; 148 5-year-olds)
Wisconsin 4K	5,106 children
Wisconsin HdSt	Data not available
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

ACCESS

STATE	Are children enrolled in both Head Start and state-funded preschool?
Alabama	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Alaska	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds[1]
Arizona	Unknown[4]
Arkansas	Unknown[6]
California CSPP	Children attend state-funded preschool and use Head Start for wrap around services; Children attend state-funded preschool and Head Start in other ways
California TK	Unknown
Colorado	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services[4]
Connecticut CDCC	Children are enrolled in part-day state-funded preschool and part-day Head Start
Connecticut SR	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Connecticut Smart Start	No dual enrollment
Delaware	Unknown[2]
District of Columbia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Florida	Children are enrolled in part-day state-funded preschool and part-day Head Start
Georgia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Hawaii	No dual enrollment
Illinois	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Iowa Shared Visions	Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services; Some awarded grantees are Head Start programs[4]
Iowa SWVPP	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start[4]
Kansas Preschool Pilot	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Kansas State Pre-K	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Kentucky	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds[2]
Louisiana 8(g)	No dual enrollment
Louisiana LA 4	No dual enrollment
Louisiana NSECD	No dual enrollment
Maine	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services[3]
Maryland	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Massachusetts UPK	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Some of the UPK grantees are also Head Start Programs
Massachusetts Ch 70	Unknown
Michigan	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds (GSRP/Head Start Blend)[2]
Minnesota HdSt	This state-funded preschool program is Head Start
Minnesota VPK/SRP	VPK programs are encouraged to blend funds to deliver full-day preschool programming[4]
Mississippi	All of the ELCs have Head Start partners[3]
Missouri	Unknown
Montana	One Head Start grantee was selected to participate in Montana STARS[3]
Nebraska	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Nevada	No dual enrollment

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

ACCESS

STATE	Are children enrolled in both Head Start and state-funded preschool?
New Jersey Abbott	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
New Jersey ECPA	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
New Jersey ELLI	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds[4]
New Mexico	Unknown[3]
New York	Children are enrolled in part-day state-funded preschool and part-day Head Start
North Carolina	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
North Dakota	State funding may be used to serve children in Head Start locations only if the funding is going to support children who are not already funded by Head Start[2]
Ohio	Unknown
Oklahoma	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start
Oregon HdSt	No dual enrollment
Oregon Preschool Promise	No dual enrollment[4]
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	Child enrolled in state-funded PreK might also be enrolled in Head Start as long as the hours of instruction do not overlap
Rhode Island	No dual enrollment
South Carolina	No dual enrollment[3]
Tennessee	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Texas	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services[2]
Vermont	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Virginia	No dual enrollment
Washington	No dual enrollment
West Virginia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Wisconsin 4K	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services[1]
Wisconsin HdSt	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Guam	No dual enrollment

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Number of children dually enrolled in both Head Start and state-funded preschool
Alabama	2,040 4-year-olds
Alaska	Data not available
Arizona	Unknown
Arkansas	Unknown
California CSPP	Data not available
California TK	Unknown
Colorado	Data not available
Connecticut CDCC	Data not available
Connecticut SR	Data not available
Connecticut Smart Start	None
Delaware	Unknown
District of Columbia	4,757 children (2,130 3-year-olds; 2,627 4-year-olds)
Florida	Data not available
Georgia	5,071 4-year-olds
Hawaii	None
Illinois	2,088 children (1,033 3-year-olds; 1,049 4-year-olds; 6 5-year-olds)
Iowa Shared Visions	483 children (243 3-year-olds; 236 4-year-olds; 4 5-year-olds)[4]
Iowa SWVPP	1,718 4-year-olds[5]
Kansas Preschool Pilot	Data not available
Kansas State Pre-K	Data not available
Kentucky	1,135 4-year-olds
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	1,096 4-year-olds
Maryland	Data not available
Massachusetts UPK	4,072 children (1,360 3-year-olds; 1,915 4-year-olds)
Massachusetts Ch 70	Unknown
Michigan	5,910 4-year-olds[2]
Minnesota HdSt	1,385 children
Minnesota VPK/SRP	Data not available
Mississippi	880 4-year-olds
Missouri	Unknown
Montana	Data not available
Nebraska	1,981 children (728 3-year-olds; 983 4-year-olds)[3]
Nevada	None
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	Unknown
New York	11,633 children (835 3-year-olds; 10,798 4-year-olds)
North Carolina	4,456 4-year-olds
North Dakota	Data not available
Ohio	Unknown
Oklahoma	Data not available
Oregon HdSt	None
Oregon Preschool Promise	None
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	43 children (10 3-year-olds; 33 4-year-olds)[1]
Rhode Island	None
South Carolina	None
Tennessee	3,579 children[3]
Texas	Data not available
Vermont	Data not available
Virginia	None
Washington	None
West Virginia	4,751 children (219 3-year-olds; 4,532 4-year-olds)
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Preschool enrollment by home language
Alabama	English only: 15,175 4-year-olds; English and/or language other than English: 876 4-year-olds
Alaska	Data not available
Arizona	Data not available
Arkansas	English only: 18,093 children (979 children under age 3; 6,531 3-year-olds; 10,550 4-year-olds; 33 5-year-olds); English and/or language other than English: 2,525 children (105 children under age 3; 706 3-year-olds; 1,711 4-year-olds; 3 5-year-olds)
California CSPP	English only: 79,392 children (33,038 3-year-olds; 46,183 4-year-olds); English and/or language other than English: 59,545 children (24,005 3-year-olds; 35,273 4-year-olds)
California TK	English only: 64,783; English and/or language other than English: 36,866[2]
Colorado	Data not available
Connecticut CDCC	Data not available
Connecticut SR	Data not available
Connecticut Smart Start	14.6% of enrolled children were Dual Language Learners
Delaware	Data not available
District of Columbia	Data not available
Florida	Data not available
Georgia	English and/or language other than English: 6,619 4-year-olds
Hawaii	English only: 336 4-year-olds; English and/or language other than English: 30 4-year-olds[3]
Illinois	English only: 52,056 children (23,524 3-year-olds; 28,348 4-year-olds; 184 5-year-olds); English and/or language other than English: 23,083 children (9,794 3-year-olds; 13,274 4-year-olds; 15 5-year-olds)[3]
Iowa Shared Visions	Data not available
Iowa SWVPP	English only: 24,682 children (667 3-year-olds; 24,015 4-year-olds); English and/or language other than English: 1,174 children (19 3-year-olds; 1,155 4-year-olds)
Kansas Preschool Pilot	Data not available
Kansas State Pre-K	English only: 5,363 4-year-olds; English and/or language other than English: 1,928 4-year-olds
Kentucky	English only: 19,341 children; English and/or language other than English: 2,345 children
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	English only: 5,407 4-year-olds; English and/or language other than English: 241 4-year-olds
Maryland	Data not available
Massachusetts UPK	Data not available
Massachusetts Ch 70	English and/or language other than English: 3,976 children
Michigan	Data not available
Minnesota HdSt	Data not available
Minnesota VPK/SRP	English only: 3,699 4-year-olds; English and/or language other than English: 1,307 4-year-olds
Mississippi	English only: 1,783 4-year-olds; English and/or language other than English: 57 4-year-olds
Missouri	English and/or language other than English: 204 children (46 3-year-olds; 158 4-year-olds)
Montana	Data not available
Nebraska	English only: 10,861 children (3,681 3-year-olds; 7,180 4-year-olds); English and/or language other than English: 2,089 children (558 3-year-olds; 1,531 4-year-olds)
Nevada	English only: 1,502 children (162 3-year-olds; 1,297 4-year-olds); English and/or language other than English: 660 children (70 3-year-olds; 578 4-year-olds)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Preschool enrollment by home language
New Jersey Abbott	English only: 21,683 children; English and/or language other than English: 20,073 children
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	English only: 6,925 children (659 3-year-olds; 6,266 4-year-olds); English and/or language other than English: 2,194 children (232 3-year-olds; 1,962 4-year-olds)
New York	Data not available
North Carolina	Data not available
North Dakota	Data not available
Ohio	Data not available
Oklahoma	English only: 29,633 4-year-olds; English and/or language other than English: 4,229 4-year-olds
Oregon HdSt	English only: 5,618 children (2,304 3-year-olds; 3,314 4-year-olds); English and/or language other than English: 2,430 children (996 3-year-olds; 1,434 4-year-olds)
Oregon Preschool Promise	English only: 886 children; English and/or language other than English: 543 children
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Data not available
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	Data not available
Rhode Island	English only: 790 4-year-olds; English and/or language other than English: 290 4-year-olds
South Carolina	English only: 25,192 children (182 3-year-olds; 22,312 4-year-olds); English and/or language other than English: 2,327 children (8 3-year-olds; 2,317 4-year-olds)
Tennessee	Data not available
Texas	88,880 English Learners
Vermont	Data not available
Virginia	Data not available
Washington	English only: 8,444 children (2,965 3-year-olds; 5,479 4-year-olds); English and/or language other than English: 4,047 children (1,507 3-year-olds; 2,540 4-year-olds)
West Virginia	English only: 14,468 children (900 3-year-olds; 13,568 4-year-olds); English and/or language other than English: 161 children (13 3-year-olds; 148 4-year-olds)
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	English only: 57 4-year-olds; English and/or language other than English: 14 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Preschool enrollment by eligibility for free or reduced price lunch
Alabama	Free and/or reduced price lunch: 15,240 4-year-olds
Alaska	Data not available
Arizona	Free and/or reduced price lunch: 1,933 3-year-olds; 3,323 4-year-olds
Arkansas	Free lunch: 17,371 children (849 children under age 3; 6,222 3-year-olds; 10,272 4-year-olds; 28 5-year-olds); Reduced price lunch: 323 children (31 children under age 3; 75 3-year-olds; 216 4-year-olds; 1 5-year-olds)
California CSPP	Free lunch: 85,591 children (35,083 3-year-olds; 50,262 4-year-olds); Reduced price lunch: 34,489 children (14,066 3-year-olds; 20,313 4-year-olds)
California TK	Free lunch: 41,420 4-year-olds; Reduced price lunch: 11,317 4-year-olds
Colorado	Free lunch: 9,221 children (2,530 3-year-olds; 6,691 4-year-olds); Reduced price lunch: 1,596 children (416 3-year-olds; 1,180 4-year-olds)
Connecticut CDCC	Data not available
Connecticut SR	Data not available
Connecticut Smart Start	Free and/or reduced price lunch: 279 children
Delaware	Free and/or reduced price lunch: 845 children[3]
District of Columbia	Free lunch: 9,768 children (4,459 3-year-olds; 5,230 4-year-olds); Reduced price lunch: 168 children (78 3-year-olds; 87 4-year-olds)
Florida	Data not available
Georgia	Child or family participation in SNAP, SSI, Medicaid, TANF, and/or CAPS: 39,594 4-year-olds
Hawaii	Free and/or reduced price lunch: 239 4-year-olds
Illinois	Free and/or reduced lunch: 44,070 children (18,606 3-year-olds; 25,364 4-year-olds; 100 5-year-olds)
Iowa Shared Visions	Free lunch: 1,244 children
Iowa SWVPP	Free lunch: 4,853 children (146 3-year-olds; 4,707 4-year-olds); Reduced price lunch: 1,024 children (14 3-year-olds; 1,010 4-year-olds)
Kansas Preschool Pilot	Data not available
Kansas State Pre-K	Free lunch: 4,338 4-year-olds; Reduced price lunch: 711 4-year-olds
Kentucky	At or below 160% FPL: 9,845 4-year-olds
Louisiana 8(g)	Data not available[2]
Louisiana LA 4	Free and/or reduced price lunch: 15,552 4-year-olds[3]
Louisiana NSECD	Free and/or reduced price lunch: 1,232 4-year-olds[2]
Maine	Free and/or reduced price lunch: 2,968 4-year-olds
Maryland	Free and/or reduced lunch: 15,636 children (1,381 3-year-olds; 14,255 4-year-olds)
Massachusetts UPK	Data not available
Massachusetts Ch 70	Economically Disadvantaged: 11,286 children[5]
Michigan	At or below 100 % FPL: 19,793 4-year-olds; 101 to 200% FPL: 12,480 4-year-olds
Minnesota HdSt	Free and/or reduced price lunch: 1,385 children[2]
Minnesota VPK/SRP	Free lunch: 2,310 4-year-olds; Reduced price lunch: 539 4-year-olds[5]
Mississippi	Free lunch: 1,430 4-year-olds; Reduced price lunch: 81 4-year-olds
Missouri	Free and/or reduced lunch: 1,525 children (463 3-year-olds; 1,062 4-year-olds)
Montana	Data not available
Nebraska	Free lunch: 6,314 children (1,856 3-year-olds; 3,925 4-year-olds); Reduced price lunch: 1,061 children (332 3-year-olds; 680 4-year-olds)
Nevada	Family income less than $10,000: 327 children; $10,000-$19,999: 454 children; $20,000-$29,999: 531 children; $30,000-$39,999: 355 children; $40,000-$49,999: 232 children; Greater than $50,000: 240 children[5]
New Jersey Abbott	Free and/or reduced lunch: 29,020 children[3]
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	Data not available
New York	Data not available
North Carolina	At or below 75% SMI: 26,309 4-year-olds
North Dakota	Data not available
Ohio	Free and/or reduced lunch: 17,913 children (1,737 3-year-olds; 16,176 4-year-olds)
Oklahoma	Free lunch: 16,833 4-year-olds; Reduced price lunch: 1,952 4-year-olds
Oregon HdSt	Free lunch: 8,048 children (3,300 3-year-olds; 4,748 4-year-olds)
Oregon Preschool Promise	At or below 100% FPL: 491; 101-130% FPL: 938[5]
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Free lunch: 5,302 children (1,958 3-year-olds; 3,068 4-year-olds); Reduced price lunch: 235 children (93 3-year-olds; 129 4-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	Free lunch: 11,252 children (3,798 3-year-olds; 7,184 4-year-olds); Reduced price lunch: 4,329 children (1,486 3-year-olds; 2,754 4-year-olds)
Rhode Island	Free and/or reduced lunch: 649 children
South Carolina	Free and/or reduced lunch: 20,153 children (139 3-year-olds; 19,964 4-year-olds)[4]
Tennessee	Free and/or reduced lunch: 16,524 children
Texas	Free and/or reduced lunch: 198,505 children
Vermont	Free and/or reduced lunch: 2,864 children (1,105 3-year-olds; 1,645 4-year-olds)
Virginia	Data not available
Washington	Free lunch: 11,342 children (4,043 3-year-olds; 7,299 4-year-olds); Reduced price lunch: 687 children (241 3-year-olds; 446 4-year-olds)[4]
West Virginia	Data not available
Wisconsin 4K	Free and/or reduced lunch: 16,777 children
Wisconsin HdSt	Data not available
Guam	Free lunch: 71 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Preschool enrollment by ethnicity
Alabama	Hispanic/Latino: 887 4-year-olds; Non-Hispanic/Non-Latino: 14,971 4-year-olds; Not reported: 193 4-year-olds
Alaska	Data not available
Arizona	Data not available
Arkansas	Hispanic/Latino: 2,832 children (120 children under age 3; 945 3-year-olds; 1,764 4-year-olds; 3 5-year-olds); Non-Hispanic/Non-Latino: 17,276 children (934 children under age 3; 6,101 3-year-olds; 10,208 4-year-olds; 33 5-year-olds); Not reported: 510 children (30 children under age 3; 191 3-year-olds; 289 4-year-olds)
California CSPP	Hispanic/Latino: 100,933 children (40,785 3-year-olds; 59,963 4-year-olds); Non-Hispanic/Non-Latino: 38,004 children (16,258 3-year-olds; 21,493 4-year-olds)
California TK	Hispanic/Latino: 58,192 children; Non-Hispanic/Non-Latino: 43,948 children; Not reported: 1,220 children
Colorado	Hispanic/Latino: 10,472 children (2,893 3-year-olds; 7,579 4-year-olds); Non-Hispanic/Non-Latino: 10,565 children (2,820 3-year-olds; 7,745 4-year-olds)
Connecticut CDCC	Data not available
Connecticut SR	Data not available
Connecticut Smart Start	Data not available
Delaware	Data not available
District of Columbia	Hispanic/Latino: 790 3-year-olds; 1,066 4-year-olds; Non-Hispanic/Non-Latino: 5,351 3-year-olds; 6,112 4-year-olds
Florida	Data not available
Georgia	Hispanic/Latino: 12,475 4-year-olds; Non-Hispanic/Non-Latino: 66,671 4-year-olds; Not reported: 1,390 4-year-olds
Hawaii	Hispanic/Latino: 82 4-year-olds; Non-Hispanic/Non-Latino: 284 4-year-olds; Not reported: 7 4-year-olds
Illinois	Hispanic/Latino: 22,081 children (9,362 3-year-olds; 12,700 4-year-olds; 19 5-year-olds)
Iowa Shared Visions	Hispanic/Latino: 229 children; Non-Hispanic/Non-Latino: 1,102 children
Iowa SWVPP	Hispanic/Latino: 2,513 children (66 3-year-olds; 2,422 4-year-olds); Non-Hispanic/Non-Latino: 23,607 children (643 3-year-olds; 22,745 4-year-olds)
Kansas Preschool Pilot	Data not available
Kansas State Pre-K	Hispanic/Latino: 2,452 4-year-olds; Non-Hispanic/Non-Latino: 4,839 4-year-olds[2]
Kentucky	Hispanic/Latino: 1,047 children; Non-Hispanic/Non-Latino: 17,024 children[3]
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	Hispanic/Latino: 119 children; Non-Hispanic/Non-Latino: 5,529 children
Maryland	Hispanic/Latino: 6,788 children (657 3-year-olds; 6,131 4-year-olds); Non-Hispanic/Non-Latino: 23,328 children (2,917 3-year-olds; 20,411 4-year-olds)[5]
Massachusetts UPK	Hispanic/Latino: 2,530 children; Non-Hispanic/Non-Latino: 4,746 children
Massachusetts Ch 70	Hispanic/Latino: 6,704 children; Non-Hispanic/Non-Latino: 23,818 children
Michigan	Hispanic/Latino: 3,893 4-year-olds; Non-Hispanic/Non-Latino: 33,432 4-year-olds
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Hispanic/Latino: 821 4-year-olds; Non-Hispanic/Non-Latino: 4,185 4-year-olds
Mississippi	Hispanic/Latino: 59 4-year-olds; Non-Hispanic/Non-Latino: 1,781 4-year-olds
Missouri	Data not available
Montana	Data not available
Nebraska	Hispanic/Latino: 838 3-year-olds; 1,952 4-year-olds; Non-Hispanic/Non-Latino: 3,401 3-year-olds; 6,759 4-year-olds
Nevada	Hispanic/Latino: 28 children (5 3-year-olds; 23 4-year-olds); Non-Hispanic/Non-Latino: 2,134 children (227 3-year-olds; 1,847 4-year-olds)[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Preschool enrollment by ethnicity
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	Hispanic/Latino: 5,149 children (359 3-year-olds; 4,790 4-year-olds); Non-Hispanic/Non-Latino: 3,921 children (502 3-year-olds; 3,419 4-year-olds); Not reported: 49 children (30 3-year-olds; 19 4-year-olds)
New York	Data not available
North Carolina	Hispanic/Latino: 6,694 4-year-olds; Non-Hispanic/Non-Latino: 21,691 4-year-olds
North Dakota	Data not available
Ohio	Data not available
Oklahoma	Hispanic/Latino: 6,212 4-year-olds; Non-Hispanic/Non-Latino: 27,650 4-year-olds
Oregon HdSt	Hispanic/Latino: 3,085 children (1,265 3-year-olds; 1,820 4-year-olds); Non-Hispanic/Non-Latino: 4,963 children (2,035 3-year-olds; 2,928 4-year-olds)
Oregon Preschool Promise	Hispanic/Latino: 597 children; Non-Hispanic/Non-Latino: 528 children; Not reported: 304 children
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Hispanic/Latino: 1,092 children (392 3-year-olds; 672 4-year-olds); Non-Hispanic/Non-Latino: 4,147 children (1,583 3-year-olds; 2,356 4-year-olds); Not reported: 412 children (118 3-year-olds; 244 4-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	Hispanic/Latino: 3,560 children (1,184 3-year-olds; 2,299 4-year-olds); Non-Hispanic/Non-Latino: 15,303 children (5,184 3-year-olds; 9,762 4-year-olds); Not reported: 1,811 children (594 3-year-olds; 1,159 4-year-olds)
Rhode Island	Hispanic/Latino: 360 4-year-olds; Non-Hispanic/Non-Latino: 720 4-year-olds
South Carolina	Hispanic/Latino: 3,307 children (18 3-year-olds; 3,287 4-year-olds); Non-Hispanic/Non-Latino: 24,203 children (172 3-year-olds; 23,958 4-year-olds); Not reported: 9 children (8 4-year-olds)
Tennessee	Data not available
Texas	Hispanic/Latino: 149,047 children; Non-Hispanic/Non-Latino: 82,438 children
Vermont	Hispanic/Latino: 172 children; Non-Hispanic/Non-Latino: 8,643 children
Virginia	Data not available
Washington	Hispanic/Latino: 5,159 children (1,892 3-year-olds; 3,267 4-year-olds); Non-Hispanic/Non-Latino: 7,332 children (2,580 3-year-olds; 4,752 4-year-olds)
West Virginia	Hispanic/Latino: 254 children (22 3-year-olds; 232 4-year-olds); Non-Hispanic/Non-Latino: 14,375 children (891 3-year-olds; 13,484 4-year-olds)
Wisconsin 4K	Hispanic/Latino: 5,875 children; Non-Hispanic/Non-Latino: 42,285 children[2]
Wisconsin HdSt	Data not available
Guam	Non-Hispanic/Non-Latino: 71 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Preschool enrollment by race
Alabama	White: 6,804 4-year-olds; Black/African American: 7,005 4-year-olds; Asian: 123 4-year-olds; Native Hawaiian/Pacific Islander: 11 4-year-olds; American Indian/Alaska Native: 68 4-year-olds; Biracial/Multiracial: 803 4-year-olds; Hispanic/Latino: 1,134 4-year-olds; Not reported: 103 4-year-olds
Alaska	Data not available
Arizona	Data not available
Arkansas	White: 10,278 children (583 children under age 3; 3,427 3-year-olds; 6,242 4-year-olds; 26 5-year-olds); Black/African American: 5,573 children (279 children under age 3; 2,171 3-year-olds; 3,118 4-year-olds; 5 5-year-olds); Asian: 220 children (8 children under age 3; 71 3-year-olds; 141 4-year-olds); Native Hawaiian/Pacific Islander: 4 children (1 3-year-olds; 3 4-year-olds); American Indian/Alaska Native: 97 children (9 children under age 3; 40 3-year-olds; 47 4-year-olds; 1 5-year-old); Biracial/Multiracial: 974 children (48 children under age 3; 342 3-year-olds; 583 4-year-olds); Other races: 89 children (3 children under age 3; 36 3-year-olds; 50 4-year-olds); Not reported: 3,383 children (154 children under age 3; 1,149 3-year-olds; 2,077 4-year-olds; 3 5-year-olds)
California CSPP	White: 105,882 children (43,392 3-year-olds; 62,289 4-year-olds); Black/African American: 11,561 children (5,115 3-year-olds; 6,359 4-year-olds); Asian: 10,405 children (4,394 3-year-olds; 5,875 4-year-olds); Native Hawaiian/Pacific Islander: 1,304 children (563 3-year-olds; 738 4-year-olds); American Indian/Alaska Native: 9,785 children (3,579 3-year-olds; 6,195 4-year-olds)
California TK	White: 22,280 4-year-olds; Black/African American: 5,298 4-year-olds; Asian: 9,241 4-year-olds; Native Hawaiian/Pacific Islander: 363 4-year-olds; American Indian/Alaska Native: 397 4-year-olds; Biracial/Multiracial: 4,252 4-year-olds; Filipino: 2,117 4-year-olds; Not reported: 1,220 4-year-olds; Hispanic/Latino: 58,192 4-year-olds
Colorado	White: 7,185 children (1,768 3-year-olds; 5,417 4-year-olds); Black/African American: 1,760 children (619 3-year-olds; 1,141 4-year-olds); Asian: 735 children (199 3-year-olds; 536 4-year-olds); Native Hawaiian/Pacific Islander: 63 children (18 3-year-olds; 45 4-year-olds); American Indian/Alaska Native: 174 children (50 3-year-olds; 124 4-year-olds); Biracial/Multiracial: 648 children (166 3-year-olds; 482 4-year-olds); Hispanic/Latino: 10,472 children (2,893 3-year-olds; 7,579 4-year-olds)
Connecticut CDCC	Data not available
Connecticut SR	Data not available
Connecticut Smart Start	Data not available
Delaware	Data not available
District of Columbia	White: 1,009 3-year-olds; 1,139 4-year-olds; Black/African American: 4,203 3-year-olds; 4,679 4-year-olds; Asian: 96 3-year-olds; 142 4-year-olds; Native Hawaiian/Pacific Islander: 6 3-year-olds; 2 4-year-olds; American Indian/Alaska Native: 20 3-year-olds; 14 4-year-olds; Hispanic/Latino: 656 3-year-olds; 972 4-year-olds; Biracial/Multiracial: 151 3-year-olds; 237 4-year-olds
Florida	Data not available
Georgia	White: 28,402 4-year-olds; Black/African American: 31,611 4-year-olds; Asian: 3,356 4-year-olds; Native Hawaiian/Pacific Islander: 99 4-year-olds; American Indian/Alaska Native: 160 4-year-olds; Biracial/Multiracial: 3,043 4-year-olds; Other races: 12,475 4-year-olds; Not reported: 1,390 4-year-olds
Hawaii	White: 75 4-year-olds; Asian: 98 4-year-olds; Native Hawaiian/Pacific Islander: 169 4-year-olds; Other races: 24 4-year-olds; Not reported: 7 4-year-olds
Illinois	White: 28,922 children (12,552 3-year-olds; 16,240 4-year-olds; 130 5-year-olds); Black/African American: 16,140 children (7,186 3-year-olds; 8,923 4-year-olds; 31 5-year-olds); Asian: 2,755 children (1,175 3-year-olds; 1,573 4-year-olds; 7 5-year-olds); Native Hawaiian/Pacific Islander: 65 children (30 3-year-olds; 34 4-year-olds; 1 5-year-olds); American Indian/Alaska Native: 204 children (91 3-year-olds; 113 4-year-olds); Biracial/Multiracial: 4,972 children (2,922 3-year-olds; 2,039 4-year-olds; 11 5-year-olds)
Iowa Shared Visions	White: 802 children; Black/African American: 313 children; Asian: 43 children; Native Hawaiian/Pacific Islander: 3 children; American Indian/Alaska Native: 14 children; Biracial/Multiracial: 107 children; Not reported: 49 children
Iowa SWVPP	White: 20,442 children (557 3-year-olds; 19,684 4-year-olds); Black/African American: 1,283 children (30 3-year-olds; 1,247 4-year-olds); Asian: 745 children (14 3-year-olds; 728 4-year-olds); Native Hawaiian/Pacific Islander: 56 children (55 4-year-olds); American Indian/Alaska Native: 83 children (3 3-year-olds; 80 4-year-olds); Biracial/Multiracial: 998 children (39 3-year-olds; 951 4-year-olds); Other races: 2,513 children (66 3-year-olds; 2,422 4-year-olds)
Kansas Preschool Pilot	Data not available
Kansas State Pre-K	White: 3,382 4-year-olds; Black/African American: 658 4-year-olds; Asian: 263 4-year-olds; Native Hawaiian/Pacific Islander: 19 4-year-olds; American Indian/Alaska Native: 61 4-year-olds; Other races: 456 4-year-olds; Hispanic/Latino: 2,452 4-year-olds[2]
Kentucky	White: 14,673 children; Black/African American: 1,409 children; Asian: 171 children; Native Hawaiian/Pacific Islander: 17 children; American Indian/Alaska Native: 14 children; Biracial/Multiracial: 740 children; Other races: 1,047 children; Not reported: 1 child[3]
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	White: 5,004 children; Black/African American: 251 children; Asian: 47 children; Native Hawaiian/Pacific Islander: 4 children; American Indian/Alaska Native: 54 children; Biracial/Multiracial: 169 children; Other races: 119 children
Maryland	White: 7,856 children (1,041 3-year-olds; 6,815 4-year-olds); Black/African American: 12,280 children (1,381 3-year-olds; 10,899 4-year-olds); Asian: 1,625 children (304 3-year-olds; 1,321 4-year-olds); Native Hawaiian/Pacific Islander: 59 children (5 3-year-olds; 54 4-year-olds); American Indian/Alaska Native: 111 children (16 3-year-olds; 95 4-year-olds); Biracial/Multiracial: 1,397 children (170 3-year-olds; 1,227 4-year-olds)[5]
Massachusetts UPK	White: 3,393 children; Black/African American: 1,039 children; Asian: 286 children; Native Hawaiian/Pacific Islander: 34 children; American Indian/Alaska Native: 48 children; Biracial/Multiracial: 1,015 children; Other races: 687 children; Not reported: 774 children
Massachusetts Ch 70	White: 16,948 children; Black/African American: 2,984 children; Asian: 2,563 children; Native Hawaiian/Pacific Islander: 28 children; American Indian/Alaska Native: 57 children; Biracial/Multiracial: 1,238 children; Hispanic/Latino: 6,704 children
Massachusetts UPK	White: 3,736 children; Black/African American: 1,067 children; Asian: 294 children; Native Hawaiian/Pacific Islander: 27 children; American Indian/Alaska Native: 83 children; Biracial/Multiracial: 1,081 children; Other races: 873 children; Not reported: 767 children
Michigan	White: 20,045 4-year-olds; Black/African American: 10,551 4-year-olds; Asian: 740 4-year-olds; Native Hawaiian/Pacific Islander: 32 4-year-olds; American Indian/Alaska Native: 185 4-year-olds; Biracial/Multiracial: 1,879 4-year-olds
Minnesota HdSt	Data not available
Minnesota VPK/SRP	White: 2,799 4-year-olds; Black/African American: 1,139 4-year-olds; Asian: 559 4-year-olds; Native Hawaiian/Pacific Islander: 21 4-year-olds; American Indian/Alaska Native: 129 4-year-olds; Biracial/Multiracial: 359 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Preschool enrollment by race
Mississippi	White: 623 4-year-olds; Black/African American: 1,123 4-year-olds; Asian: 10 4-year-olds; Native Hawaiian/Pacific Islander: < 10 4-year-olds; American Indian/Alaska Native: < 10 4-year-olds; Biracial/Multiracial: 22 4-year-olds
Missouri	Data not available
Montana	White: 214 children; Black/African American: 1 child; Asian: 2 children; American Indian/Alaska Native: 27 children; Biracial/Multiracial: 13 children; Not reported: 37 children[4]
Nebraska	White: 2,697 3-year-olds; 5,288 4-year-olds; Black/African American: 317 3-year-olds; 643 4-year-olds; Asian: 129 3-year-olds; 344 4-year-olds; Native Hawaiian/Pacific Islander: 6 3-year-olds; 17 4-year-olds; American Indian/Alaska Native: 111 3-year-olds; 156 4-year-olds; Biracial/Multiracial: 141 3-year-olds; 311 4-year-olds; Hispanic/Latino 838 3-year-olds; 1,952 4-year-olds
Nevada	White: 232 children (19 3-year-olds; 207 4-year-olds); Black/African American: 960 children (102 3-year-olds; 858 4-year-olds); Asian/Pacific Islander: 40 children (2 3-year-olds; 38 4-year-olds); American Indian/Alaska Native: 35 children (6 3-year-olds; 29 4-year-olds); Biracial/Multiracial: 598 children (78 3-year-olds; 498 4-year-olds); Other races: 269 children (20 3-year-olds; 242 4-year-olds); Not reported: 6 children (6 4-year-olds)
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	White: 3,269 children (496 3-year-olds; 2,773 4-year-olds); Black/African American: 175 children (19 3-year-olds; 156 4-year-olds); Asian: 88 children (15 3-year-olds; 73 4-year-olds); Native Hawaiian/Pacific Islander: 12 children (2 3-year-olds; 10 4-year-olds); American Indian/Alaska Native: 974 children (81 3-year-olds; 893 4-year-olds); Biracial/Multiracial: 451 children (97 3-year-olds; 354 4-year-olds); Other races: 3,966 children (110 3-year-olds; 3,856 4-year-olds); Not reported: 184 children (71 3-year-olds; 113 4-year-olds)[4]
New York	Data not available
North Carolina	White: 15,307 4-year-olds; Black/African American: 12,236 4-year-olds; Asian: 1,309 4-year-olds; Native Hawaiian/Pacific Islander: 795 4-year-olds; American Indian/Alaska Native: 1,877 4-year-olds; Biracial/Multiracial: 3,139 4-year-olds[3]
North Dakota	Data not available
Ohio	Data not available
Oklahoma	White: 21,372 4-year-olds; Black/African American: 2,924 4-year-olds; Asian: 776 4-year-olds; Native Hawaiian/Pacific Islander: 134 4-year-olds; American Indian/Alaska Native: 4,521 4-year-olds; Biracial/Multiracial: 4,135 4-year-olds
Oregon HdSt	White: 5,405 children (2,216 3-year-olds; 3,189 4-year-olds); Black/African American: 601 children (246 3-year-olds; 355 4-year-olds); Asian: 213 children (87 3-year-olds; 126 4-year-olds); Native Hawaiian/Pacific Islander: 89 children (38 3-year-olds; 51 4-year-olds); American Indian/Alaska Native: 175 children (72 3-year-olds; 103 4-year-olds); Biracial/Multiracial: 656 children (269 3-year-olds; 387 4-year-olds); Other races: 813 children (333 3-year-olds; 480 4-year-olds); Not reported: 96 children (39 3-year-olds; 57 4-year-olds)
Oregon Preschool Promise	White: 1,144 children; Black/African American: 96 children; Asian: 50 children; Native Hawaiian/Pacific Islander: 16 children; American Indian/Alaska Native: 51 children; Biracial/Multiracial: 72 children
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	White: 2,409 children (920 3-year-olds; 1,394 4-year-olds); Black/African American: 1,897 children (718 3-year-olds; 1,027 4-year-olds); Asian: 314 children (122 3-year-olds; 190 4-year-olds); Native Hawaiian/Pacific Islander: 15 children (7 3-year-olds; 8 4-year-olds); American Indian/Alaska Native: 21 children (6 3-year-olds; 14 4-year-olds); Other races: 816 children (267 3-year-olds; 520 4-year-olds); Not reported: 179 children (53 3-year-olds; 119 4-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	White: 11,352 children (3,581 3-year-olds; 7,484 4-year-olds); Black/African American: 5,513 children (2,125 3-year-olds; 3,281 4-year-olds); Asian: 893 children (318 3-year-olds; 559 4-year-olds); Native Hawaiian/Pacific Islander: 18 children (5 3-year-olds; 13 4-year-olds); American Indian/Alaska Native: 75 children (33 3-year-olds; 40 4-year-olds); Other races: 1,629 children (564 3-year-olds; 1,013 4-year-olds); Not reported: 1,194 children (336 3-year-olds; 830 4-year-olds)
Rhode Island	White: 304 4-year-olds; Black/African American: 160 4-year-olds; Asian: 54 4-year-olds; Native Hawaiian/Pacific Islander: 2 4-year-olds; American Indian/Alaska Native: 50 4-year-olds; Biracial/Multiracial: 150 4-year-olds
South Carolina	White: 10,278 children (3,427 3-year-olds; 6,242 4-year-olds); Black/African American: 5,573 children (2,171 3-year-olds; 3,118 4-year-olds); Asian: 220 children (71 3-year-olds; 141 4-year-olds); Native Hawaiian/Pacific Islander: 4 children (1 3-year-old; 3 4-year-olds); American Indian/Alaska Native: 97 children (40 3-year-olds; 47 4-year-olds); Biracial/Multiracial: 974 children (342 3-year-olds; 583 4-year-olds); Other races: 89 children (36 3-year-olds; 50 4-year-olds); Not reported: 3,383 children (1,149 3-year-olds; 2,077 4-year-olds)
Tennessee	Data not available
Texas	White: 34,064 children; Black/African American: 34,374 children; Asian: 8,403 children; Native Hawaiian/Pacific Islander: 291 children; American Indian/Alaska Native: 705 children; Biracial/Multiracial: 4,601 children; Hispanic/Latino: 149,047 children
Vermont	White: 7,973 children; Non-Caucasian: 842 children
Virginia	Data not available
Washington	White: 8,329 children (2,945 3-year-olds; 5,384 4-year-olds); Black/African American: 1,315 children (482 3-year-olds; 833 4-year-olds); Asian: 459 children (167 3-year-olds; 292 4-year-olds); Native Hawaiian/Pacific Islander: 207 children (67 3-year-olds; 140 4-year-olds); American Indian/Alaska Native: 348 children (137 3-year-olds; 211 4-year-olds); Biracial/Multiracial: 987 children (351 3-year-olds; 636 4-year-olds); Not reported: 846 children (323 3-year-olds; 523 4-year-olds)
West Virginia	White: 13,040 children (819 3-year-olds; 12,221 4-year-olds); Black/African American: 592 children (33 3-year-olds; 559 4-year-olds); Asian: 88 children (2 3-year-olds; 86 4-year-olds); Native Hawaiian/Pacific Islander: 5 children (5 4-year-olds); American Indian/Alaska Native: 15 children (2 3-year-olds; 13 4-year-olds); Biracial/Multiracial: 635 children (35 3-year-olds; 600 4-year-olds); Hispanic/Latino: 254 children (22 3-year-olds; 232 4-year-olds)
Wisconsin 4K	White: 35,537 children; Black/African American: 4,387 children; Asian: 2,201 children; Native Hawaiian/Pacific Islander: 31 children; American Indian/Alaska Native: 396 children; Biracial/Multiracial: 2,376 children[2]
Wisconsin HdSt	Data not available
Guam	Asian: 8 4-year-olds; Native Hawaiian/Pacific Islander: 63 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Preschool enrollment by program location
Alabama	Public schools: 11,618; Head Start: 2,040; Other public settings: 1,064; Other private settings: 1,329
Alaska	Data not available
Arizona	Private center-based programs: 3,065 children; Public center-based programs: 2,083 children; Other centers: 112 children[5]
Arkansas	Public schools: 12,648; Head Start: 880; Other public settings: 534; Other private settings: 6,556
California CSPP	Data not available
California TK	Public schools: 103,360[3]
Colorado	Public schools: 16,714; Head Start: 1,554; Other public settings: 525; Other private settings: 2,653
Connecticut CDCC	Data not available
Connecticut SR	Public schools: 3,482; Head Start: 1,099; Other private settings: 7,171
Connecticut Smart Start	Public schools: 655
Delaware	Public schools: 420; Head Start: 295; Other public settings: 15; Other private settings: 115
District of Columbia	Public schools: 5,797; Public charter schools: 6,915; Community-based organizations: 780[5]
Florida	Public schools: 35,508; Other private settings: 135,019[2]
Georgia	Public schools: 38,946; Head Start: 5,071; Other public settings: 940; Other private settings: 35,579
Hawaii	Public schools: 373[4]
Illinois	Public schools: 65,762; Other public settings: 3,177; Other private settings: 6,200
Iowa Shared Visions	Public schools: 691; Head Start: 483; Other public settings: 70; Other private settings: 87[5]
Iowa SWVPP	Public schools: 18,023; Head Start: 404; Other private settings: 7,693[6]
Kansas Preschool Pilot	Data not available
Kansas State Pre-K	Public schools: 7,264
Kentucky	Data not available
Louisiana 8(g)	Public schools: 2,127
Louisiana LA 4	Public schools: 15,328; Other private settings: 224
Louisiana NSECD	Other private settings: 1,232
Maine	Data not available
Maryland	Data not available
Massachusetts UPK	Public schools: 450; Head Start: 3,839; Other private settings: 2,987[3]
Massachusetts Ch 70	Public schools: 30,512[6]
Michigan	Public schools: 22,457; Head Start: 5,910; Other public settings: 4,852; Other private settings: 4,106
Minnesota HdSt	Data not available[3]
Minnesota VPK/SRP	Data not available[6]
Mississippi	Public schools: 1,001; Head Start: 1,029; Other private settings: 109[4]
Missouri	Public schools: 2,124; Other public settings: 42; Other private settings: 212
Montana	Public schools: 161; Head Start: 36; Other private settings: 109
Nebraska	Public schools: 13,938
Nevada	Public schools: 2,150; Other public settings: 21[7]
New Jersey Abbott	Public schools: 18,661; Other private settings: 23,605[4]
New Jersey ECPA	Public schools: 7,369; Other private settings: 307[3]
New Jersey ELLI	Public schools: 732; Other private settings: 10[5]
New Mexico	Public schools: 5,405; Head Start: 295; Other public settings: 586; Other private settings: 2,833
New York	Public schools: 53,869; Head Start: 11,613; Other public settings: 4,408; Other private settings: 51,682
North Carolina	Public schools: 14,582; Head Start: 3,409; Other private settings: 10,394
North Dakota	Data not available
Ohio	Public schools: 13,066; Other private settings: 4,847
Oklahoma	Data not available
Oregon HdSt	Public schools: 797; Head Start: 6,235; Other public settings: 1,016
Oregon Preschool Promise	Public schools: 492; Head Start: 251; Other private settings: 686
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Public schools: 897; Head Start: 3,444; Other private settings: 1,310
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	Public schools: 4,905; Head Start: 5,342; Other private settings: 10,427
Rhode Island	Public schools: 324; Head Start: 378; Other private settings: 378
South Carolina	Public schools: 24,895; Other private settings: 2,624
Tennessee	Data not available
Texas	Public schools: 231,485
Vermont	Public schools sites: 146; Other private setting sites: 261
Virginia	Public schools: 17,306; Other private settings: 653
Washington	Public schools: 6,887; Head Start: 1,562; Other public settings: 187; Other private settings: 3,855
West Virginia	Public schools: 15,101[2]
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	Public schools: 71

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Preschool enrollment by operating schedule
Alabama	Extended-day: 16,051
Alaska	Data not available
Arizona	Data not available
Arkansas	Extended-day: 20,618[7]
California CSPP	Extended-day: 42,345; Part-day: 96,592[2]
California TK	Data not available
Colorado	Data not available[5]
Connecticut CDCC	Extended-day: 2,178
Connecticut SR	Extended-day: 8,050; School-day: 2,014; Part-day: 1,688
Connecticut Smart Start	School-day: 655
Delaware	Data not available
District of Columbia	Extended-day: 13,492
Florida	Data not available
Georgia	Extended-day: 80,536
Hawaii	School-day: 373
Illinois	School-day: 15,204; Part-day: 59,935
Iowa Shared Visions	Extended-day: 937; School-day: 126; Part-day: 268[6]
Iowa SWVPP	Data not available
Kansas Preschool Pilot	Data not available
Kansas State Pre-K	Data not available
Kentucky	Data not available[4]
Louisiana 8(g)	School-day: 2,127
Louisiana LA 4	School-day: 15,552
Louisiana NSECD	School-day: 1,232
Maine	Data not available
Maryland	Extended-day: 13,627; Part-day: 17,847
Massachusetts UPK	Extended-day: 5,953; School-day: 1,148; Part-day: 175
Massachusetts Ch 70	Data not available
Michigan	Extended-day: 33,480; Part-day: 3,845[3]
Minnesota HdSt	Determined locally per federal Head Start performance standards
Minnesota VPK/SRP	Extended-day: 623; School-day: 1,497; Part-day: 2,886
Mississippi	Extended-day: 1,688; School-day: 451[5]
Missouri	School-day: 2,207; Part-day: 171
Montana	School-day: 306
Nebraska	Data not available
Nevada	School-day: 1,996; Part-day: 175[8]
New Jersey Abbott	School-day: 42,266
New Jersey ECPA	School-day: 4,565; Part-day: 3,111
New Jersey ELLI	School-day: 495; Part-day: 247
New Mexico	Extended-day: 4,387; Part-day: 4,732
New York	School-day: 92,602; Part-day: 28,970
North Carolina	Extended-day: 28,385
North Dakota	Data not available
Ohio	Part-day: 17,913[3]
Oklahoma	Extended-day: 36,401; School-day: 5,323[2]
Oregon HdSt	Extended-day: 1,670; Part-day: 6,332; Determined locally: 46[1]
Oregon Preschool Promise	Data not available
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	School-day: 4,777; Part-day: 874[1]
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	School-day: 18,626; Part-day: 2,048[2]
Rhode Island	School-day: 1,080
South Carolina	Extended-day: 12,650; Determined locally: 14,869[5]
Tennessee	School-day: 18,354
Texas	School-day: 130,471; Part-day: 101,014
Vermont	Data not available
Virginia	School-day: 17,369; Part-day: 590
Washington	Extended-day: 456; School-day: 1,998; Part-day: 10,037
West Virginia	School-day: 14,693; Part-day: 347[3]
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	School-day: 71

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

OPERATING SCHEDULE

STATE	Minimum hours per day funded to operate using state funds	Days per week funded to operate using state funds
Alabama	6.5[6]	5 days per week[6]
Alaska	Determined locally[2]	Determined locally[2]
Arizona	34 hours per month[6]	34 hours per month[6]
Arkansas	7[7]	5 days per week
California CSPP	3[2]	5 days per week[2]
California TK	3[4]	5 days per week
Colorado	2.5[5]	Determined locally[5]
Connecticut CDCC	10[5]	5 days per week
Connecticut SR	2.5[3]	5 days per week
Connecticut Smart Start	6	5 days per week
Delaware	3.5[4]	5 days per week
District of Columbia	6.5	5 days per week
Florida	Determined locally[3]	Determined locally[3]
Georgia	6.5	5 days per week
Hawaii	Per Hawaii Department of Education's school-day schedule[5]	5 days per week
Illinois	2.5	5 days per week
Iowa Shared Visions	No minimum requirement[6]	Determined locally[6]
Iowa SWVPP	At least 10 hours per week[7]	Determined locally[7]
Kansas Preschool Pilot	465 hours per year	Determined locally
Kansas State Pre-K	465 hours per year[3]	Determined locally
Kentucky	2.5[4]	Determined locally[6]
Louisiana 8(g)	6[3]	5 days per week
Louisiana LA 4	6[4]	5 days per week
Louisiana NSECD	6[3]	5 days per week
Maine	2[4]	Determined locally[4]
Maryland	2.5[6]	5 days per week
Massachusetts UPK	Determined locally[4]	Determined locally[4]
Massachusetts Ch 70	Determined locally[7]	Determined locally[7]
Michigan	3 hours per day for part-day programs[3]	4 days per week[4]
Minnesota HdSt	Determined locally[4]	Determined locally[4]
Minnesota VPK/SRP	350 instructional hours per school year[7]	Determined locally[7]
Mississippi	6[6]	5 days per week
Missouri	3[3]	Determined locally[4]
Montana	5.5[5]	Determined locally
Nebraska	3.5[4]	Determined locally[4]
Nevada	2.5 hours per day for part-day programs[8]	Determined locally[10]
New Jersey Abbott	6[5]	5 days per week
New Jersey ECPA	2.5[4]	5 days per week
New Jersey ELLI	2.5[6]	5 days per week
New Mexico	2.5[5]	Determined locally
New York	2.5[4]	5 days per week
North Carolina	6.5	5 days per week
North Dakota	Determined locally	Determined locally
Ohio	2.5[3]	Determined locally
Oklahoma	2.5[3]	5 days per week[3]
Oregon HdSt	3.5[1]	Determined locally[2]
Oregon Preschool Promise	Determined locally[6]	Determined locally[8]
Pennsylvania RTL	2.5	5 days per week
Pennsylvania HSSAP	3.5[1]	Determined locally[1]
Pennsylvania K4 & SBPK	2.5	5 days per week
Pennsylvania PKC	2.5[2]	5 days per week
Rhode Island	6	5 days per week
South Carolina	CERDEP: 6.5; EIA 4K: 4[5]	5 days per week
Tennessee	5.5[4]	5 days per week
Texas	3[3]	5 days per week
Vermont	10 hours per week	Determined locally[7]
Virginia	3[3]	5 days per week
Washington	2.5[5]	Determined locally[6]
West Virginia	1,500 minutes (25 hours) per week[3]	At least 4 days per week[3]
Wisconsin 4K	2.5[3]	Determined locally[3]
Wisconsin HdSt	3.5[4]	Determined locally[6]
Guam	6	5 days per week

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

OPERATING SCHEDULE

STATE	Is there a formal partnership at the state level with other agencies to extend the program day?
Alabama	No[6]
Alaska	No
Arizona	Yes, blended funding is allowed to support full-day or extended-day enrollment or additional children[6]
Arkansas	No[8]
California CSPP	No[3]
California TK	No[5]
Colorado	No[5]
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	Yes, DCPS Title I-eligible Pre-K classrooms incorporate Head Start services through a blended classroom model[6]
Florida	No
Georgia	Yes, to extend beyond school-day to extended-day (wrap-around)[3]
Hawaii	No
Illinois	No[4]
Iowa Shared Visions	No[7]
Iowa SWVPP	No[7]
Kansas Preschool Pilot	No
Kansas State Pre-K	No
Kentucky	No[5]
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	No
Maryland	Yes, to extend beyond school-day to extended-day (wrap-around); to extend part-day to school-day or extended-day[7]
Massachusetts UPK	Yes, with Head Start[5]
Massachusetts Ch 70	No
Michigan	Yes, to extend part-day to school-day or extended-day[2]
Minnesota HdSt	Yes, to extend part-day to school-day or extended-day[4]
Minnesota VPK/SRP	Yes, schools are encouraged to layer and braid funding sources including with Head Start and child care[8]
Mississippi	No
Missouri	No
Montana	No
Nebraska	No
Nevada	No[8]
New Jersey Abbott	Yes, to extend beyond school-day to extended-day (wrap-around)[5]
New Jersey ECPA	Yes, to extend beyond school-day to extended-day (wrap-around)[4]
New Jersey ELLI	Yes, to extend beyond school-day to extended-day (wrap-around)[6]
New Mexico	No
New York	No
North Carolina	No
North Dakota	No
Ohio	Yes, to extend part-day to school-day or extended-day[4]
Oklahoma	No
Oregon HdSt	Yes, through child care subsidy support[1]
Oregon Preschool Promise	No[7]
Pennsylvania RTL	No
Pennsylvania HSSAP	No[1]
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No[2]
South Carolina	No
Tennessee	No[5]
Texas	No
Vermont	No[6]
Virginia	No
Washington	No
West Virginia	Child care partners offer extended day care through the collaborative model[4]
Wisconsin 4K	Yes, to extend beyond school-day to extended-day (wrap-around); to extend part-day to school-day or extended-day[4]
Wisconsin HdSt	Yes, to extend beyond school-day to extended-day (wrap-around); to extend part-day to school-day or extended-day[5]
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

OPERATING SCHEDULE

STATE	Hours per year funded to operate using state funds	State-funded annual operating schedule
Alabama	1,170	School year or academic year[6]
Alaska	Determined locally[2]	Determined locally[2]
Arizona	Part-day: 400 hours; Full-day: 1,120[6]	Determined locally[6]
Arkansas	1,246	School year or academic year[7]
California CSPP	Full-day: minimum 246 days/year; Part-day: minimum 175 days/year	Determined locally
California TK	600	School year or academic year
Colorado	Part-day: 360; Full-day: 720[5]	School year or academic year[5]
Connecticut CDCC	Determined locally[6]	Full calendar year[6]
Connecticut SR	Full-day/full-year: 2,500; School-day: 1,080; Part-day: 450[3]	Determined locally[3]
Connecticut Smart Start	1,080	School year or academic year[3]
Delaware	At least 560[5]	Determined locally[5]
District of Columbia	1,170	School year or academic year
Florida	School-year programs: 540; Summer program: 300[3]	Determined locally[3]
Georgia	1,170	School year or academic year
Hawaii	1080[5]	School year or academic year[5]
Illinois	2.5 to 6 hours/day, 5 days/week for approximately 180 days/year	School year or academic year
Iowa Shared Visions	Determined locally[6]	Determined locally[6]
Iowa SWVPP	Approximately 350[8]	School year or academic year[8]
Kansas Preschool Pilot	465	School year or academic year[4]
Kansas State Pre-K	465[3]	School year or academic year
Kentucky	Unknown	School year or academic year[7]
Louisiana 8(g)	1,062	School year or academic year
Louisiana LA 4	1,062	School year or academic year
Louisiana NSECD	1,050	School year or academic year
Maine	Determined locally[4]	Determined locally[5]
Maryland	Extended Day: 1,255.34 hours; Part Day: 839.79 hours[8]	School year or academic year
Massachusetts UPK	Determined locally[4]	Determined locally[6]
Massachusetts Ch 70	Determined locally	Determined locally
Michigan	Part-day: 360; School-day: 780[4]	Determined locally[4]
Minnesota HdSt	Per Federal Head Start Performance Standards[4]	Determined locally[4]
Minnesota VPK/SRP	Minimum of 350 hours; Funded up to 510 hours[8]	School year or academic year[10]
Mississippi	1,080	School year or academic year
Missouri	Determined locally[4]	School or academic year (schools/government entities only); Full calendar year[5]
Montana	28 hours per week[5]	School year or academic year
Nebraska	450 if receiving a grant or qualified to have State Aid calculated[4]	School year or academic year
Nevada	Determined locally	Determined locally[11]
New Jersey Abbott	1,080	School year or academic year[5]
New Jersey ECPA	450 to 1,080	School year or academic year[4]
New Jersey ELLI	450 to 1,080	School year or academic year[6]
New Mexico	Part-day: 450; Extended-day: 900[5]	Determined locally
New York	Part-day: 450; Full-day: 900	School year or academic year
North Carolina	1,170	School year or academic year[4]
North Dakota	400[3]	School year or academic year
Ohio	455	School year or academic year
Oklahoma	1,080[3]	School year or academic year[3]
Oregon HdSt	Per Federal Head Start Performance Standards[1]	School year or academic year[1]
Oregon Preschool Promise	900[6]	Determined locally[6]
Pennsylvania RTL	450 to 990	School year or academic year[1]
Pennsylvania HSSAP	3601	Determined locally[1]
Pennsylvania K4 & SBPK	450 to 990	School year or academic year[1]
Pennsylvania PKC	Determined locally	School year or academic year[3]
Rhode Island	1,080	School year or academic year
South Carolina	CERDEP: 1,170; EIA 4K: 720[5]	School year or academic year[5]
Tennessee	990	School year or academic year[6]
Texas	540[3]	School year or academic year
Vermont	350	School year or academic year
Virginia	990 hours or 180 days	School year or academic year
Washington	Part-day 320 or 360; Full-day: 1,000; Extended-day: 2,370[5]	School year (part-day and full school-day models); Calendar year (extended-day model)[5]
West Virginia	800 hours (48,000 minutes) per year[3]	School year or academic year[3]
Wisconsin 4K	437[3]	Determined locally[3]
Wisconsin HdSt	Per Federal Head Start Performance Standards[6]	Per Federal Head Start Performance Standards[6]
Guam	978	School year or academic year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

AGE ELIGIBILITY

STATE	Minimum age for preschool eligibility	Maximum age for preschool eligibility
Alabama	4 by September 1[7]	5 by August 31[7]
Alaska	4 by August 15	Determined locally
Arizona	No minimum age	5 by September 1
Arkansas	3 by August 1	4 years, 11 months by August 1
California CSPP	3 by September 1[4]	5 by September 1[4]
California TK	5 by December 2[6]	5 by September 2[6]
Colorado	3 by October 1[6]	Determined locally[6]
Connecticut CDCC	3 by January 1[7]	6 by January 1
Connecticut SR	2 years, 9 months by September 1	4 years, 12 months by December 31[4]
Connecticut Smart Start	2 years, 9 months by September 1[4]	4 years, 12 months by December 31
Delaware	3 by August 31[6]	5 by August 31[6]
District of Columbia	3 by September 30[7]	4 by September 30[7]
Florida	4 by September 1[4]	5 by August 31[4]
Georgia	4 by September 1	5 by September 1
Hawaii	4 on or before July 31	5 on or before July 31
Illinois	3 by September 1[5]	5 by September 1
Iowa Shared Visions	3 by September 15	5 by September 15
Iowa SWVPP	4 on or before September 15[9]	5 years, 11 months by September 15[9]
Kansas Preschool Pilot	3 on or before August 31	4 years, 11 months by August 31
Kansas State Pre-K	4 on or before August 31	4 years, 11 months by August 31
Kentucky	3 by August 1	4 by August 1[8]
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[9]	5 by September 1
Massachusetts UPK	2 years, 9 months by locally determined date	Determined locally[7]
Massachusetts Ch 70	3 by locally determined date[8]	Determined locally
Michigan	4 by September 1[5]	5 by August 31
Minnesota HdSt	3 per federal Head Start Performance Standards[5]	4 years, 11 months by September 1
Minnesota VPK/SRP	4 by September 1	4 years, 11 months by September 1
Mississippi	4 by September 1	4 years, 11 months by September 1
Missouri	3 by July 31	4 by July 31
Montana	4 years by September 10	5 years by September 10
Nebraska	Determined locally	5 by July 31[5]
Nevada	3 by September 30[12]	5 by September 30
New Jersey Abbott	3 by locally determined date	4 by locally determined date
New Jersey ECPA	3 by locally determined date	4 by locally determined date
New Jersey ELLI	4 by locally determined date	4 by locally determined date
New Mexico	3 by August 31[6]	4 years, 11 months by August 31
New York	3 by December 1	4 years, 11 months by December 1
North Carolina	4 by August 31	5 by August 31
North Dakota	4 by August 1[4]	4 by August 1
Ohio	4 by August 1 or September 30[5]	5 by August 1 or September 30
Oklahoma	4 by September 1	5 by September 1
Oregon HdSt	3 by September 1	4 years, 11 months by September 1
Oregon Preschool Promise	3 by September 1	4 years, 11 months by September 1
Pennsylvania RTL	Determined locally	Determined locally
Pennsylvania HSSAP	Determined locally[2]	Determined locally[2]
Pennsylvania K4 & SBPK	Determined locally	Determined locally
Pennsylvania PKC	Determined locally[4]	Determined locally[4]
Rhode Island	4 by September 1	5 by September 1
South Carolina	4 by September 1[6]	5 years, 11 months by September 1
Tennessee	4 by August 15	5 by August 15
Texas	3 by September 1	4 years, 12 months by August 31
Vermont	3 by locally determined date	5 by locally determined date
Virginia	4 by September 30	4 years, 11 months by September 30
Washington	3 by August 31[7]	4 years, 11 months by August 31[7]
West Virginia	4 by September 1	5 by September 1
Wisconsin 4K	4 by September 1[5]	Determined locally[5]
Wisconsin HdSt	3 by September 1	5 by September 1
Guam	4 by July 30	4 years, 11 months by July 30

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

AGE ELIGIBILITY

STATE	Kindergarten age eligibility
Alabama	5 by September 1
Alaska	5 by August 15
Arizona	5 by September 1
Arkansas	5 by August 1
California CSPP	5 by September 1
California TK	5 by September 1
Colorado	5 by October 1[6]
Connecticut CDCC	5 on or before January 1
Connecticut SR	5 on or before January 1[4]
Connecticut Smart Start	5 on or before January 1
Delaware	5 by August 31
District of Columbia	5 by September 30[7]
Florida	5 by September 1
Georgia	5 by September 1
Hawaii	5 on or before July 31
Illinois	5 by September 1[5]
Iowa Shared Visions	5 by September 15
Iowa SWVPP	5 on or before September 15[9]
Kansas Preschool Pilot	5 on or before August 31
Kansas State Pre-K	5 on or before August 31
Kentucky	5 by October 1
Louisiana 8(g)	5 by September 30
Louisiana LA 4	5 by September 30
Louisiana NSECD	5 by September 30
Maine	5 by October 15
Maryland	5 by September 1[9]
Massachusetts UPK	Determined locally[7]
Massachusetts Ch 70	Determined locally[8]
Michigan	5 by September 1[5]
Minnesota HdSt	5 by September 1
Minnesota VPK/SRP	5 by September 1
Mississippi	5 by September 1
Missouri	5 by July 31
Montana	5 years by September 10[6]
Nebraska	5 by August 1[5]
Nevada	5 by September 30
New Jersey Abbott	5 by locally determined date
New Jersey ECPA	5 by locally determined date
New Jersey ELLI	5 by locally determined date
New Mexico	5 by August 31
New York	5 by locally determined date
North Carolina	5 by August 31[5]
North Dakota	5 by August 1
Ohio	5 by August 1 or September 30
Oklahoma	5 by September 1
Oregon HdSt	5 by September 1
Oregon Preschool Promise	5 by September 1
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Determined locally[2]
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania PKC	Determined locally[4]
Rhode Island	5 by September 1
South Carolina	5 by September 1
Tennessee	5 by August 15
Texas	5 by September 1
Vermont	5 by locally determined date
Virginia	5 by September 30
Washington	5 by August 31
West Virginia	5 by September 1[5]
Wisconsin 4K	5 by September 1
Wisconsin HdSt	5 by September 1
Guam	5 by July 30

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

AGE ELIGIBILITY

STATE	State policy on enrolling children in state-funded preschool when they are age-eligible for kindergarten
Alabama	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[7]
Alaska	State policy does not regulate the enrollment of kindergarte age-eligible children in preschool[3]
Arizona	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Arkansas	Kindergarten-age eligible children may enroll in preschool contingent on the DCCECE review of child waiver, submitted documentation, and IEP[9]
California CSPP	Children may not enroll in CSPP if they are age eligible for K at the start of the year except for children who have their fifth birthday between September 2 and December 2[5]
California TK	Kindergarten-age eligible children may enroll in TK at the local program's discretion[6]
Colorado	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[6]
Connecticut CDCC	"Children enrolled in half-day kindergarten programs are allowed to enroll in state preschool for the remainder of the day
Connecticut SR	Up to 5% of students who are age-eligible for kindergarten may remain in preschool for an additional year as long as the parent/guardian, School Readiness provider, and local/regional school district agree to the child not entering kindergarten when age appropriate
Connecticut Smart Start	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Delaware	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[7]
District of Columbia	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[8]
Florida	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Georgia	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children with documented disabilities may enroll in preschool[4]
Hawaii	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Illinois	Kindergarten-age eligible children with documented disabilities may enroll in preschool; Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[5]
Iowa Shared Visions	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool[8]
Iowa SWVPP	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool[9]
Kansas Preschool Pilot	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Kansas State Pre-K	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Kentucky	Kindergarten-age eligible children with documented disabilities may enroll in preschool[8]
Louisiana 8(g)	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Louisiana LA 4	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Louisiana NSECD	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Maine	State policy does not regulate the enrollment of kindergarte age-eligible children in preschool[6]
Maryland	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Massachusetts UPK	Kindergarten-age eligible children with documented disabilities may enroll in preschool[7]
Massachusetts Ch 70	State policy does not regulate the enrollment of kindergarte age-eligible children in preschool
Michigan	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[5]
Minnesota HdSt	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Minnesota VPK/SRP	Children enrolled in preschool if they are eligible for kindergarten are ineligible for state preschool funding
Mississippi	State policy does not regulate the enrollment of kindergarte age-eligible children in preschool
Missouri	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children with documented disabilities may enroll in preschool
Montana	Kindergarten-age eligible children may enroll and repeat 4-year-old preschool
Nebraska	Kindergarten-age eligible children with documented disabilities may enroll in preschool[5]
Nevada	Kindergarten-age eligible children with documented disabilities may enroll in preschool[13]
New Jersey Abbott	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[6]
New Jersey ECPA	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[5]
New Jersey ELLI	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[7]
New Mexico	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
New York	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
North Carolina	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[5]
North Dakota	State policy does not regulate the enrollment of kindergarte age-eligible children in preschool[5]
Ohio	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Oklahoma	Kindergarten-age eligible children may enroll in preschool at the local program's discretion

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

AGE ELIGIBILITY

STATE	State policy on enrolling children in state-funded preschool when they are age-eligible for kindergarten
Oregon HdSt	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Oregon Preschool Promise	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Pennsylvania RTL	State policy does not regulate the enrollment of kindergarte age-eligible children in preschool
Pennsylvania HSSAP	Kindergarten-age eligible children with documented disabilities may enroll in preschool; Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[2]
Pennsylvania K4 & SBPK	State policy does not regulate the enrollment of kindergarte age-eligible children in preschool
Pennsylvania PKC	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[4]
Rhode Island	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
South Carolina	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool[7]
Tennessee	Kindergarten-age eligible children with documented disabilities may enroll in preschool[7]
Texas	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Vermont	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children with documented disabilities may enroll in preschool
Virginia	School divisions may assess a child born between October 1 and December 13 to determine his or her readiness for the kindergarten program; Kindergarten age-eligible children may enroll in preschool at the local program's discretion only, not solely at the request of parents
Washington	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[8]
West Virginia	Kindergarten-age eligible children may enroll in preschool at the local program's discretion[5]
Wisconsin 4K	Kindergarten-age eligible children may enroll in preschool at the local program's discretion[5]
Wisconsin HdSt	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool[7]
Guam	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

OTHER ELIGIBILITY POLICIES

STATE	Besides age, how is eligibility for state-funded preschool determined for individual children?
Alabama	All age-eligible children in districts offering the program, or in the entire state, may enroll[7]
Alaska	Eligibility is determined by individual child or family characteristics in addition to age[4]
Arizona	Eligibility is determined by individual child or family characteristics in addition to age[7]
Arkansas	Eligibility is determined by individual child or family characteristics in addition to age[10]
California CSPP	Eligibility is determined by individual child or family characteristics in addition to age[6]
California TK	All age-eligible children in districts offering the program, or in the entire state, may enroll
Colorado	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut CDCC	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut SR	All age-eligible children in districts offering the program, or in the entire state, may enroll[5]
Connecticut Smart Start	All age-eligible children in districts offering the program, or in the entire state, may enroll[5]
Delaware	Eligibility is determined by individual child or family characteristics in addition to age[8]
District of Columbia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Florida	All age-eligible children in 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
Hawaii	Eligibility is determined by individual child or family characteristics in addition to age[6]
Illinois	Eligibility is determined by individual child or family characteristics in addition to age[6]
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age[9]
Iowa SWVPP	All age-eligible children in districts offering the program, or in the entire state, may enroll[10]
Kansas Preschool Pilot	Eligibility is determined by individual child or family characteristics in addition to age[5]
Kansas State Pre-K	Eligibility is determined by individual child or family characteristics in addition to age[4]
Kentucky	Eligibility is determined by individual child or family characteristics in addition to age[9]
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age[4]
Louisiana LA 4	Eligibility is determined by individual child or family characteristics in addition to age
Louisiana NSECD	Eligibility is determined by individual child or family characteristics in addition to age
Maine	Eligibility is determined by individual child or family characteristics in addition to age[7]
Maryland	Eligibility is determined by individual child or family characteristics in addition to age[10]
Massachusetts UPK	All age-eligible children in districts offering the program, or in the entire state, may enroll[8]
Massachusetts Ch 70	All age-eligible children in districts offering the program, or in the entire state, may enroll[9]
Michigan	Eligibility is determined by individual child or family characteristics in addition to age[6]
Minnesota HdSt	Eligibility is determined by individual child or family characteristics in addition to age[6]
Minnesota VPK/SRP	All age-eligible children in districts offering the program, or in the entire state, may enroll[11]
Mississippi	Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age[7]
Missouri	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
Montana	All age-eligible children in districts offering the program, or in the entire state, may enroll[7]
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age[6]
Nevada	Eligibility is determined by individual child or family characteristics in addition to age[14]
New Jersey Abbott	All age-eligible resident children in districts offering the program may enroll[7]
New Jersey ECPA	All age-eligible children in districts offering the program may enroll
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age[8]
New Mexico	All age-eligible children in districts offering the program, or in the entire state, may enroll[7]
New York	All age-eligible children in districts offering the program, or in the entire state, may enroll[5]
North Carolina	Eligibility is determined by individual child or family characteristics in addition to age[6]
North Dakota	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[6]
Oklahoma	All age-eligible children in districts offering the program, or in the entire state, may enroll
Oregon HdSt	Eligibility is determined by individual child or family characteristics in addition to age[3]
Oregon Preschool Promise	Eligibility is determined by individual child or family characteristics in addition to age
Pennsylvania RTL	Eligibility is determined by individual child or family characteristics in addition to age[2]
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age[3]
Pennsylvania K4 & SBPK	K4: All age-eligible children in districts offering the program, or in the entire state, may enroll; SBPK: Eligibility is determined by individual child or family characteristics in addition to age
Pennsylvania PKC	Eligibility is determined by individual child or family characteristics in addition to age[5]
Rhode Island	All age-eligible children in districts offering the program, or in the entire state, may enroll[3]
South Carolina	Eligibility is determined by individual child or family characteristics in addition to age[8]
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age[8]
Texas	Eligibility is determined by individual child or family characteristics in addition to age
Vermont	All age-eligible children in districts offering the program, or in the entire state, may enroll[8]
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[7]
West Virginia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Wisconsin 4K	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age[8]
Guam	All age-eligible children in districts offering the program, or in the entire state, may enroll[2]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

OTHER ELIGIBILITY POLICIES

STATE	Income requirement
Alabama	None
Alaska	None
Arizona	200% of FPL
Arkansas	200% of FPL[10]
California CSPP	70% of SMI at initial enrollment; 85% of SMI when recertified for enrollment[6]
California TK	None
Colorado	Eligible for free or reduced-price lunch, or 185% of FPL
Connecticut CDCC	75% of SMI
Connecticut SR	60% of children enrolled in each municipality must meet the income guideline of at or below 75% SMI[5]
Connecticut Smart Start	None
Delaware	100% of FPL[8]
District of Columbia	None
Florida	None
Georgia	None
Hawaii	300% of FPL[6]
Illinois	None
Iowa Shared Visions	Eligible for free lunch, or 130% of FPL[9]
Iowa SWVPP	None
Kansas Preschool Pilot	Eligible for free or reduced-price lunch, or 185% of FPL[5]
Kansas State Pre-K	Eligible for free lunch, or 130% of FPL[4]
Kentucky	160% of FPL[9]
Louisiana 8(g)	Eligible for free or reduced-price lunch, or 185% of FPL[4]
Louisiana LA 4	Eligible for free or reduced-price lunch, or 185% of FPL
Louisiana NSECD	Eligible for free or reduced-price lunch, or 185% of FPL
Maine	None
Maryland	Eligible for free or reduced-price lunch, or 185% of FPL[10]
Massachusetts UPK	None
Massachusetts Ch 70	None
Michigan	250% of FPL, with some exception for up to 300% of FPL[6]
Minnesota HdSt	Per Federal Head Start requirements: 100% of FPL[6]
Minnesota VPK/SRP	None
Mississippi	None
Missouri	None
Montana	None
Nebraska	Eligible for free or reduced-price lunch, or 185% of FPL[6]
Nevada	None
New Jersey Abbott	None
New Jersey ECPA	None
New Jersey ELLI	Eligible for free or reduced-price lunch, or 185% of FPL[8]
New Mexico	None
New York	None
North Carolina	75% of SMI[6]
North Dakota	Eligible for free or reduced-price lunch, or 185% of FPL
Ohio	200% of FPL[6]
Oklahoma	None
Oregon HdSt	100% of FPL[3]
Oregon Preschool Promise	200% of FPL[9]
Pennsylvania RTL	None
Pennsylvania HSSAP	100% of FPL[3]
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	300% of FPL
Rhode Island	None
South Carolina	Eligible for free or reduced-price lunch, or 185% of FPL[8]
Tennessee	Eligible for free or reduced-price lunch, or 185% of FPL
Texas	Eligible for free or reduced-price lunch, or 185% of FPL
Vermont	None
Virginia	200% of FPL; 350% of FPL for students with disabilities[4]
Washington	110% of FPL[7]
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	Per Federal Head Start income criteria[8]
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

OTHER ELIGIBILITY POLICIES

STATE	How is the income requirement applied to determine eligibility?
Alabama	NA
Alaska	NA
Arizona	100% of children must meet the income requirement
Arkansas	90% or more of the children meet the income criteria; Other children may qualify with other characteristics and/or be on a sliding fee scale[10]
California CSPP	Part-day CSPP: once all eligible children are enrolled, contractors may enroll up to 10% of children whose families exceed the income eligibility threshold by no more than 15%[6]
California TK	NA
Colorado	Income is one of many eligibility criteria[7]
Connecticut CDCC	100% of children must meet the income requirement
Connecticut SR	60% of children in each municipality must meet the income criteria
Connecticut Smart Start	NA
Delaware	Per the Federal Head Start Program Performance Standards[8]
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii	Priority is given to families at or below 300% FPL[6]
Illinois	NA
Iowa Shared Visions	At least 80% of children must meet the income criteria[9]
Iowa SWVPP	NA
Kansas Preschool Pilot	At least 50% of the children enrolled must meet one of the risk factors which includes income[5]
Kansas State Pre-K	All children enrolled must meet one of the risk factors which includes income[4]
Kentucky	Once all at-risk 4-year-olds (160% FPL) and 3- & 4-year-olds with disabilities are served, other children may enroll if space is available[9]
Louisiana 8(g)	Priority is given to students who qualify for free or reduced price lunch[4]
Louisiana LA 4	100% of children must meet the income requirement
Louisiana NSECD	100% of children must meet the income requirement
Maine	NA
Maryland	All Maryland Prekindergarten Program children are at 185% FPL or below, except for PDG (200% FPL) and State PreK Expansion children (300% FPL)[10]
Massachusetts UPK	NA
Massachusetts Ch 70	NA
Michigan	90 percent of children must meet income eligibility of 250% FPL, with exceptions for up to 300% FPL if sufficient numbers of children cannot be recruited at 250% FPL[6]
Minnesota HdSt	Per the Federal Head Start Program Performance Standards[6]
Minnesota VPK/SRP	NA
Mississippi	NA
Missouri	NA
Montana	NA
Nebraska	70% of children must have one risk factor[6]
Nevada	NA[15]
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	100% of children must meet the income requirement[8]
New Mexico	NA
New York	NA
North Carolina	Twenty percent of a county's NC Pre-K slots allocation may be used to serve children above 75% of SMI, if they have another designated risk factor
North Dakota	100% of children must meet the income requirement
Ohio	100% of children must meet the income requirement[6]
Oklahoma	NA
Oregon HdSt	Per the Federal Head Start Program Performance Standards[3]
Oregon Preschool Promise	100% of children must meet the income requirement[9]
Pennsylvania RTL	NA
Pennsylvania HSSAP	Per the Federal Head Start Program Performance Standards: at least 90% of children
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	100% of children must meet the income requirement[5]
Rhode Island	NA
South Carolina	CERDEP: once all income-eligible children are served, students with other risk factors may enroll; EIA 4K: districts may prioritize other risk factors[8]
Tennessee	100% of children must meet the income requirement[9]
Texas	Eligibility for free and reduced price lunch is one of seven ways to qualify[4]
Vermont	NA
Virginia	85% of children must meet the income requirement[4]
Washington	90% of children must meet the income requirement[9]
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	As per Head Start federal requirements, 10% of children may be over the low-income guidelines[8]
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

OTHER ELIGIBILITY POLICIES

STATE	Risk factors besides income that can be used to determine eligibility
Alabama	NA
Alaska	Determined locally
Arizona	None
Arkansas	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Child with an incarcerated parent; Child in custody or/living with a family member other than mother or father[10]
California CSPP	Homelessness or unstable housing; Families whose children are receiving CPS or are at risk of abuse, neglect or exploitation; Families receiving cash aid[6]
California TK	NA
Colorado	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Child history of foster care; Other locally determined risk factors[7]
Connecticut CDCC	None
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s)[9]
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Child history of foster care[6]
Illinois	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Low income[6]
Iowa Shared Visions	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Other risk factor(s)
Iowa SWVPP	NA
Kansas Preschool Pilot	Child disability or developmental delay; Low parent education; Homelessness or unstable housing; Home language other than English; Teen parent; Child history of foster care; Other risk factor(s)[5]
Kansas State Pre-K	Child disability or developmental delay; Low parent education; Homelessness or unstable housing; Home language other than English; Teen parent; Child history of foster care; Other risk factor(s)[4]
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care[9]
Louisiana 8(g)	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s)[4]
Louisiana LA 4	Homelessness or unstable housing; Child history of foster care
Louisiana NSECD	Homelessness or unstable housing; Child history of foster care
Maine	Homelessness or unstable housing
Maryland	Child disability or developmental delay; Homelessness or unstable housing; Risk child will not be ready for kindergarten[10]
Massachusetts UPK	NA
Massachusetts Ch 70	NA
Michigan	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty[6]
Minnesota HdSt	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty[6]
Minnesota VPK/SRP	NA
Mississippi	Child disability or developmental delay; Homelessness or unstable housing[7]
Missouri	NA
Montana	NA
Nebraska	Child disability or developmental delay; Low parent education; Home language other than English; Teen parent; Low birth weight or other child health risk[6]
Nevada	Child disability or developmental delay; Homelessness or unstable housing; Home language other than English; Child history of foster care; Parent on active military duty; Other locally determined risk factors

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

OTHER ELIGIBILITY POLICIES

STATE	Risk factors besides income that can be used to determine eligibility
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	Determined locally[8]
New Mexico	NA
New York	NA
North Carolina	Child disability or developmental delay; Homelessness or unstable housing; Home language other than English; Risk child will not be ready for kindergarten; Low birth weight or other child health risk; Parent on active military duty; Chronic health condition; Child had an IEP
North Dakota	None
Ohio	None
Oklahoma	NA
Oregon HdSt	Homelessness or unstable housing; Child history of foster care[3]
Oregon Preschool Promise	Determined locally[10]
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty[3]
Pennsylvania K4 & SBPK	K4: NA; SBPK: Locally determined risk factors
Pennsylvania PKC	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty[5]
Rhode Island	NA
South Carolina	CERDEP: None; EIA 4K: Determined locally
Tennessee	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s)[10]
Texas	Homelessness or unstable housing; Home language other than English; Child history of foster care; Parent on active military duty; Parent injured while on active duty
Vermont	NA
Virginia	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s)[4]
Washington	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Expulsion due to behavior; In kinship care; Single parent; Transferring from Head Start or Early Head Start; Parent deployed to combat zone in last year; Parent incarcerated; Mental illness; Health care access; Migrant status[9]
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care; Other risk factor(s)[8]
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	OTHER ELIGIBILITY POLICIES		
	Is there a specific/minimum number of risk factors tied to eligibility (beyond income)?	Sliding scale based on income	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	NA	Yes[8]	No
Alaska	No	Determined locally[5]	No
Arizona	No	No[8]	Yes[9]
Arkansas	1[10]	Yes[10]	No
California CSPP	1 (can include income)[6]	Yes[7]	Yes[8]
California TK	NA	No[7]	No
Colorado	4-year-olds: 1; children under 4: 3[7]	No	No
Connecticut CDCC	No	Yes	Yes[8]
Connecticut SR	NA	Yes	Yes[6]
Connecticut Smart Start	NA	Determined locally[6]	No
Delaware	No[9]	No	Yes[10]
District of Columbia	NA	No	No
Florida	NA	No	No
Georgia	NA	No	No
Hawaii	No[6]	No	No
Illinois	2[6]	No	No
Iowa Shared Visions	1 (can include income)[9]	Determined locally[9]	No
Iowa SWVPP	NA	No	No
Kansas Preschool Pilot	No[5]	No	Yes[6]
Kansas State Pre-K	1[4]	No	Yes[5]
Kentucky	1 (can include income)[9]	Determined locally[10]	No
Louisiana 8(g)	No	Determined locally[5]	No
Louisiana LA 4	No	Determined locally[5]	No
Louisiana NSECD	No	Determined locally[4]	No
Maine	No	No	Yes[8]
Maryland	1[10]	No	No
Massachusetts UPK	NA	Determined locally[9]	No
Massachusetts Ch 70	NA	Determined locally	No
Michigan	1 (can include income)[6]	Yes[6]	No
Minnesota HdSt	1 (can include income)[6]	No	Yes[7]
Minnesota VPK/SRP	NA	No	Yes[12]
Mississippi	No	No	No
Missouri	NA	Determined locally[7]	No
Montana	NA	No	No
Nebraska	No[6]	Determined locally[7]	No
Nevada	No	No	Yes[16]
New Jersey Abbott	NA	No	Yes[8]
New Jersey ECPA	NA	No	Yes[6]
New Jersey ELLI	No	No	Yes[9]
New Mexico	NA	No	No
New York	NA	No	No
North Carolina	1[7]	No	No
North Dakota	No	No[6]	No
Ohio	No	Determined locally[6]	No
Oklahoma	NA	No	No
Oregon HdSt	No[3]	No	No
Oregon Preschool Promise	No	No	No
Pennsylvania RTL	No	No	No
Pennsylvania HSSAP	No	No	No
Pennsylvania K4 & SBPK	K4: NA; SBPK: Determined locally	No	No
Pennsylvania PKC	No[5]	No	No
Rhode Island	NA	No	No
South Carolina	No	No	No
Tennessee	1[10]	No	No
Texas	1	No	No
Vermont	NA	No	No
Virginia	1 (can include income)	No	No
Washington	No	No	No
West Virginia	NA	No	No
Wisconsin 4K	NA	No	No
Wisconsin HdSt	No[8]	No	No
Guam	NA	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE	Maximum class size
Alabama	4-year-olds: 20[9]
Alaska	4-year-olds: Determined locally
Arizona	3-year-olds: 26; 4-year-olds: 30; mixed-age: 26[10]
Arkansas	3- and 4-year-olds: 20[11]
California CSPP	3- and 4-year-olds: No limit[9]
California TK	4-year-olds: 33
Colorado	3- and 4-year-olds: 16
Connecticut CDCC	3- and 4-year-olds: 20
Connecticut SR	3- and 4-year-olds: 20
Connecticut Smart Start	3- and 4-year-olds: 18
Delaware	3-year-olds: 17; 4-year-olds: 20[10]
District of Columbia	3-year-olds: 16; 4-year-olds: 20 (DCPS & CBO only); mixed-age: 17 (DCPS), 16 (CBO)[9]
Florida	4-year-olds: 12 (summer); 20 (school year)
Georgia	4-year-olds: 22[5]
Hawaii	4-year-olds: 20
Illinois	3- and 4-year-olds: 20
Iowa Shared Visions	3-year-olds: 18; 4-year-olds: 20; mixed-age: 20[10]
Iowa SWVPP	3-year-olds: 18; 4-year-olds: 20; mixed-age: 18 or 20 depending on majority age group
Kansas Preschool Pilot	4-year-olds: 25; mixed-age: 25
Kansas State Pre-K	4-year-olds: 25
Kentucky	3- and 4-year-olds: 20
Louisiana 8(g)	4-year-olds: 20
Louisiana LA 4	4-year-olds: 20
Louisiana NSECD	4-year-olds: 20
Maine	4-year-olds: 16
Maryland	3- and 4-year-olds: 20[11]
Massachusetts UPK	3- and 4-year-olds: 20; mixed-age: depends on the ages of the children
Massachusetts Ch 70	3- and 4-year-olds: 15 with no more than 7 children with IEPs; 20 with no more than 5 with IEPs[10]
Michigan	4-year-olds: 18
Minnesota HdSt	3-year-olds: 15; 4-year-olds: 20; mixed-age: 20[8]
Minnesota VPK/SRP	4-year-olds: 20[13]
Mississippi	4-year-olds: 20
Missouri	3- and 4-year-olds: 20
Montana	4-year-olds: 18; mixed-age: 18[8]
Nebraska	3- and 4-year-olds: 20
Nevada	3-year-olds: 16; 4-year-olds: 20; mixed-age: 20[17]
New Jersey Abbott	3- and 4-year-olds: 15
New Jersey ECPA	3- and 4-year-olds: 18
New Jersey ELLI	4-year-olds: 20
New Mexico	3-year-olds: 16; 4-year-olds: 20[8]
New York	3- and 4-year-olds: 20[6]
North Carolina	4-year-olds: 18
North Dakota	4-year-olds: No limit
Ohio	3-year-olds: 24; 4-year-olds: 28; mixed-age: 24[7]
Oklahoma	4-year-olds: 20
Oregon HdSt	3-year-olds: 17; 4-year-olds: 20
Oregon Preschool Promise	3- and 4-year-olds: 20[11]
Pennsylvania RTL	3- and 4-year-olds: 20
Pennsylvania HSSAP	3- and 4-year-olds: 20
Pennsylvania K4 & SBPK	3- and 4-year-olds: 20 (SBPK); No limit (K4)
Pennsylvania PKC	3- and 4-year-olds: 20[6]
Rhode Island	4-year-olds: 18
South Carolina	4-year-olds: 20[9]
Tennessee	4-year-olds: 20; mixed-age: 20[11]
Texas	3- and 4-year-olds: No limit[5]
Vermont	3- and 4-year-olds: 20[9]
Virginia	4-year-olds: 18
Washington	3- and 4-year-olds: 20
West Virginia	3- and 4-year-olds: 20[6]
Wisconsin 4K	4-year-olds: Determined locally[7]
Wisconsin HdSt	3-year-olds: 17; 4-year-olds: 20; mixed-age: 17[9]
Guam	4-year-olds: 18

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE	Staff to child ratio requirement
Alabama	4-year-olds: 1:10[9]
Alaska	4-year-olds: Determined locally
Arizona	3-year-olds: 1:13; 4-year-olds: 1:15; mixed-age: 1:13[10]
Arkansas	3- and 4-year-olds: 1:10
California CSPP	3- and 4-year-olds: 1:8
California TK	4-year-olds: 1:33
Colorado	3- and 4-year-olds: 1:8
Connecticut CDCC	3- and 4-year-olds: 1:10
Connecticut SR	3- and 4-year-olds: 1:10
Connecticut Smart Start	3- and 4-year-olds: 1:9
Delaware	3-year-olds: 2:17; 4-year-olds: 1:10[10]
District of Columbia	3-year-olds: 1:8; 4-year-olds: 1:10; mixed-age: 2:17 (DCPS), 1:8 (CBO)[9]
Florida	4-year-olds: 1:12 (summer); 1:11 or 2:12-20 (school year)
Georgia	4-year-olds: 1:11[5]
Hawaii	4-year-olds: 1:10
Illinois	3- and 4-year-olds: 1:10
Iowa Shared Visions	3- and 4-year-olds: 1:8[10]
Iowa SWVPP	3-year-olds: 1:9; 4-year-olds: 1:10; mixed-age: 1:9 or 10 depending on majority age group
Kansas Preschool Pilot	4-year-olds: 1:10; mixed-age: 1:10[7]
Kansas State Pre-K	4-year-olds: 1:10[6]
Kentucky	3- and 4-year-olds: 1:10
Louisiana 8(g)	4-year-olds: 1:10
Louisiana LA 4	4-year-olds: 1:10
Louisiana NSECD	4-year-olds: 1:10
Maine	4-year-olds: 1:8[9]
Maryland	3- and 4-year-olds: 1:10[11]
Massachusetts UPK	3- and 4-year-olds: 1:6-10 depending on program type
Massachusetts Ch 70	3- and 4-year-olds: 2:15 or 1:10[10]
Michigan	4-year-olds: 1:8[7]
Minnesota HdSt	3-year-olds: 2:15; 4-year-olds: 1:10; mixed-age: 1:10[8]
Minnesota VPK/SRP	4-year-olds: 1:10[13]
Mississippi	4-year-olds: 1:10
Missouri	3- and 4-year-olds: 1:10
Montana	4-year-olds: 1:10; mixed-age: 1:10
Nebraska	3- and 4-year-olds: 1:10
Nevada	3-year-olds: 1:8; 4-year-olds: 1:10; mixed-age: 1:10[17]
New Jersey Abbott	3- and 4-year-olds: 2:15
New Jersey ECPA	3- and 4-year-olds: 1:9
New Jersey ELLI	4-year-olds: 1:10
New Mexico	3-year-olds: 1:8; 4-year-olds: 1:10[8]
New York	3- and 4-year-olds: 1:9[6]
North Carolina	4-year-olds: 1:9[8]
North Dakota	4-year-olds: No limit[7]
Ohio	3-year-olds: 1:12; 4-year-olds: 1:14; mixed-age: 1:12[7]
Oklahoma	4-year-olds: 1:10
Oregon HdSt	3-year-olds: 2:17; 4-year-olds: 1:10
Oregon Preschool Promise	3- and 4-year-olds: 1:10[11]
Pennsylvania RTL	3- and 4-year-olds: 1:10
Pennsylvania HSSAP	3- and 4-year-olds: 1:10
Pennsylvania K4 & SBPK	3- and 4-year-olds: 1:10 (SBPK); No limit (K4)
Pennsylvania PKC	3- and 4-year-olds: 1:10[6]
Rhode Island	4-year-olds: 1:9
South Carolina	4-year-olds: 1:10[9]
Tennessee	4-year-olds: 1:10; mixed-age: 1:10[11]
Texas	3- and 4-year-olds: No limit[5]
Vermont	3- and 4-year-olds: 1:10
Virginia	4-year-olds: 1:9
Washington	3- and 4-year-olds: 1:10
West Virginia	3- and 4-year-olds: 1:10[6]
Wisconsin 4K	4-year-olds: Determined locally[7]
Wisconsin HdSt	3-year-olds: 2:17; 4-year-olds: 1:10; mixed-age: 2:17[9]
Guam	4-year-olds: 1:9

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE	Meal requirements
Alabama	Lunch[10]
Alaska	No meals are required, determined locally
Arizona	Requirements depend on length of program day[11]
Arkansas	Breakfast, Lunch, Snack
California CSPP	Requirements depend on length of program day[10]
California TK	At least one meal to children who qualify for FRPL[8]
Colorado	Requirements depend on length of program day[8]
Connecticut CDCC	Breakfast, Lunch, Snack
Connecticut SR	Requirements depend on length of program day[7]
Connecticut Smart Start	No meals are required
Delaware	At least one meal[11]
District of Columbia	Breakfast, Lunch, Snack
Florida	Requirements depend on length of program day[5]
Georgia	Lunch[6]
Hawaii	Lunch[7]
Illinois	Lunch and snack (school-day); Snack (part-day)
Iowa Shared Visions	At least one meal, requirements depend on hours of operation[11]
Iowa SWVPP	Snack[11]
Kansas Preschool Pilot	No meals are required
Kansas State Pre-K	No meals are required
Kentucky	Breakfast and/or Lunch[11]
Louisiana 8(g)	Breakfast, Lunch, Snack[6]
Louisiana LA 4	Breakfast, Lunch, Snack
Louisiana NSECD	Breakfast, Lunch, Snack
Maine	Snack[10]
Maryland	Breakfast, Lunch
Massachusetts UPK	Requirements depend on length of program day[10]
Massachusetts Ch 70	No meals are required
Michigan	Requirements depend on length of program day[8]
Minnesota HdSt	At least one meal[9]
Minnesota VPK/SRP	No meals are required[14]
Mississippi	At least one meal
Missouri	Requirements depend on length of program day[8]
Montana	No meals are required[9]
Nebraska	One meal and/or snack[8]
Nevada	Snack[18]
New Jersey Abbott	Breakfast, Lunch, Snack
New Jersey ECPA	Requirements depend on length of program day[7]
New Jersey ELLI	Requirements depend on length of program day[10]
New Mexico	At least one meal[9]
New York	Requirements depend on length of program day[7]
North Carolina	Lunch and either breakfast and a snack or two snacks
North Dakota	No meals are required[8]
Ohio	Requirements depend on length of program day[8]
Oklahoma	Breakfast and/or lunch[4]
Oregon HdSt	At least lunch and either breakfast or snack[4]
Oregon Preschool Promise	At least one meal[12]
Pennsylvania RTL	No meals are required
Pennsylvania HSSAP	Lunch and either breakfast or snack
Pennsylvania K4 & SBPK	No meals are required
Pennsylvania PKC	At least one meal (half-day); At least one meal and snack (full-day)[7]
Rhode Island	Lunch, Snack[4]
South Carolina	Breakfast, Lunch, Snack[10]
Tennessee	Breakfast, Lunch[12]
Texas	Requirements depend on length of program day[6]
Vermont	Snack[10]
Virginia	No meals are required[5]
Washington	At least one meal[10]
West Virginia	Lunch and either breakfast or snack[7]
Wisconsin 4K	Requirements depend on length of program day[8]
Wisconsin HdSt	At least one meal[10]
Guam	Breakfast, Lunch

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Required screenings
Alabama	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental[11]
Alaska	None[6]
Arizona	Immunizations[12]
Arkansas	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[12]
California CSPP	Vision; Hearing; Immunizations; Full physical exam[11]
California TK	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Dental; Developmental; Full physical exam[9]
Colorado	None[9]
Connecticut CDCC	Immunizations; Full physical exam
Connecticut SR	None
Connecticut Smart Start	None
Delaware	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[12]
District of Columbia	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[10]
Florida	Vision; Hearing; Immunizations; Full physical exam (licensed child care & public schools only)[6]
Georgia	Vision; Hearing; Height/weight/BMI; Immunizations; Dental[7]
Hawaii	Full physical exam (includes vision and hearing screenings)[8]
Illinois	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[7]
Iowa Shared Visions	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[12]
Iowa SWVPP	Vision ; Hearing; Immunizations; Full physical exam[12]
Kansas Preschool Pilot	Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental
Kansas State Pre-K	Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental
Kentucky	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[12]
Louisiana 8(g)	None[7]
Louisiana LA 4	Vision; Hearing; Immunizations[6]
Louisiana NSECD	Vision; Hearing; Immunizations[5]
Maine	Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental[11]
Maryland	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Full physical exam[12]
Massachusetts UPK	Through Child Find[11]
Massachusetts Ch 70	Through Child Find[11]
Michigan	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Dental; Developmental; Full physical exam[9]
Minnesota HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[10]
Minnesota VPK/SRP	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Developmental[15]
Mississippi	Vision; Hearing; Height/weight/BMI; Immunizations; Developmental[8]
Missouri	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[9]
Montana	Immunizations; Psychosocial/behavioral; Developmental[10]
Nebraska	Determined locally
Nevada	Determined locally[19]
New Jersey Abbott	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental
New Jersey ECPA	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental
New Jersey ELLI	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental
New Mexico	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[10]
New York	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
North Carolina	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[9]
North Dakota	None
Ohio	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Oklahoma	Vision; Hearing; Immunizations[5]
Oregon HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[5]
Oregon Preschool Promise	Immunizations; Developmental[13]
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Pennsylvania K4 & SBPK	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations
Pennsylvania PKC	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[8]
Rhode Island	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[5]
South Carolina	Immunizations; Developmental[11]
Tennessee	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[13]
Texas	Vision; Hearing; Immunizations[7]
Vermont	Vision; Hearing; Immunizations; Psychosocial/behavioral; Dental; Developmental[11]
Virginia	Vision; Hearing; Immunizations; Full physical exam[6]
Washington	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental; Full physical exam (per EPSDT guidelines)
West Virginia	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[8]
Wisconsin 4K	Immunizations; Medical Examination[9]
Wisconsin HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[11]
Guam	Immunizations; Full physical exam[3]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE	Are referrals required for children who screen positive?
Alabama	Yes[11]
Alaska	No[7]
Arizona	Yes[12]
Arkansas	Yes
California CSPP	Yes
California TK	No
Colorado	No
Connecticut CDCC	No
Connecticut SR	Yes[8]
Connecticut Smart Start	No
Delaware	Yes
District of Columbia	Yes[11]
Florida	Determined locally[6]
Georgia	Yes[7]
Hawaii	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes[12]
Kansas Preschool Pilot	No
Kansas State Pre-K	No
Kentucky	Yes[12]
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts UPK	NA
Massachusetts Ch 70	No[12]
Michigan	Yes
Minnesota HdSt	Yes[11]
Minnesota VPK/SRP	Yes[16]
Mississippi	Yes[8]
Missouri	Yes[9]
Montana	No
Nebraska	Determined locally
Nevada	Yes[20]
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes
New York	Yes
North Carolina	Yes[9]
North Dakota	Not reported
Ohio	Yes
Oklahoma	Yes
Oregon HdSt	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania PKC	Yes[8]
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Vermont	Yes
Virginia	Yes[6]
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Determined locally[10]
Wisconsin HdSt	Yes[11]
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE	Support services required for all programs
Alabama	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services; Other support services[12]
Alaska	None[8]
Arizona	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits[13]
Arkansas	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
California CSPP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services; Other support services
California TK	Parent conferences and/or home visits
Colorado	Determined locally[10]
Connecticut CDCC	Parent involvement activities
Connecticut SR	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Connecticut Smart Start	None[7]
Delaware	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services[13]
District of Columbia	Education services or job training for parents; Parenting support or training; Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services[12]
Florida	None
Georgia	Parenting support or training; Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services[8]
Hawaii	Parent conferences and/or home visits[9]
Illinois	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Iowa Shared Visions	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Iowa SWVPP	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Kansas Preschool Pilot	Determined locally
Kansas State Pre-K	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities[7]
Kentucky	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other support services[13]
Louisiana 8(g)	None[8]
Louisiana LA 4	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Louisiana NSECD	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Maine	Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Maryland	Parenting support or training; Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Massachusetts UPK	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Massachusetts Ch 70	Determined locally
Michigan	Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Minnesota HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services; Other support services[11]
Minnesota VPK/SRP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services; Other support services
Mississippi	Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Missouri	Parenting support or training; Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Montana	None
Nebraska	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Nevada	Parenting support or training; Parent involvement activities; Locally determined support services[21]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE	Support services required for all programs
New Jersey Abbott	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other support services[9]
New Jersey ECPA	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other support services
New Jersey ELLI	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
New Mexico	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services[11]
New York	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
North Carolina	Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits[10]
North Dakota	Parent involvement activities
Ohio	Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Oklahoma	Parent involvement activities; Referral to social services; Parent conferences and/or home visits; Locally determined support services[6]
Oregon HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other support services
Oregon Preschool Promise	Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Rhode Island	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits[6]
South Carolina	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Tennessee	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits[14]
Texas	Determined locally
Vermont	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits[12]
Virginia	Parent involvement activities; Health services for children; Referral to social services; Other support services[7]
Washington	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
West Virginia	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Wisconsin 4K	Determined locally[11]
Wisconsin HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services; Other support services[12]
Guam	Parenting support or training; Parent involvement activities; Parent conferences and/or home visits

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	The state has policies to support children with special needs in inclusion classrooms in state preschool
Alabama	Yes[13]
Alaska	No
Arizona	Yes
Arkansas	Yes
California CSPP	Yes
California TK	Yes
Colorado	No
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Yes[14]
District of Columbia	Yes
Florida	Yes[7]
Georgia	Yes[9]
Hawaii	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas Preschool Pilot	No
Kansas State Pre-K	No[8]
Kentucky	Yes
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes
Maryland	Yes
Massachusetts UPK	Yes
Massachusetts Ch 70	Yes
Michigan	No
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri	No
Montana	Yes
Nebraska	Yes
Nevada	Yes
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes
New York	Yes
North Carolina	Yes[11]
North Dakota	Yes
Ohio	Yes[9]
Oklahoma	Yes
Oregon HdSt	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes[3]
Pennsylvania HSSAP	Yes[4]
Pennsylvania K4 & SBPK	Yes[2]
Pennsylvania PKC	Yes[9]
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Vermont	Yes
Virginia	No
Washington	Yes[11]
West Virginia	Yes[9]
Wisconsin 4K	Yes[12]
Wisconsin HdSt	Yes[13]
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE POLICIES TO SUPPORT PRESCHOOL CHILDREN WHO HAVE SPECIAL NEEDS IN PRESCHOOL INCLUSION CLASSROOMS

STATE	Co-teaching models are required in preschool inclusion classrooms	Preschool teachers are required to possess specific qualifications for working with children with special needs
Alabama	No	No
Alaska	NA	NA
Arizona	No	No
Arkansas	No	No[13]
California CSPP	No	No
California TK	No	No
Colorado	NA	NA
Connecticut CDCC	NA	NA
Connecticut SR	NA	NA
Connecticut Smart Start	NA	NA
Delaware	No	Yes
District of Columbia	Yes	Yes
Florida	No	No
Georgia	Yes	Yes
Hawaii	No	No
Illinois	No[8]	Yes
Iowa Shared Visions	No[13]	Yes[13]
Iowa SWVPP	No[13]	Yes[13]
Kansas Preschool Pilot	NA	NA
Kansas State Pre-K	NA	NA
Kentucky	No	Yes
Louisiana 8(g)	NA	NA
Louisiana LA 4	NA	NA
Louisiana NSECD	NA	NA
Maine	No	No
Maryland	No	No
Massachusetts UPK	No	No
Massachusetts Ch 70	No	Yes
Michigan	NA	NA
Minnesota HdSt	No[12]	No
Minnesota VPK/SRP	Yes	Yes
Mississippi	No	No
Missouri	NA	NA
Montana	No	Yes
Nebraska	No	No[9]
Nevada	No	No
New Jersey Abbott	No	No
New Jersey ECPA	No	No
New Jersey ELLI	No	No
New Mexico	No	Yes
New York	No	Yes
North Carolina	No	Yes[11]
North Dakota	No	Yes
Ohio	No	Yes
Oklahoma	No	No
Oregon HdSt	No	No
Oregon Preschool Promise	No	No
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	No	No
Rhode Island	No	No
South Carolina	No	No
Tennessee	No	Yes[15]
Texas	No	No
Vermont	Yes	Yes
Virginia	NA	NA
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	No
Guam	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE POLICIES TO SUPPORT PRESCHOOL CHILDREN WHO HAVE SPECIAL NEEDS IN PRESCHOOL INCLUSION CLASSROOMS

STATE	Professional development is required for preschool teachers who serve children with special needs	Coaching of preschool teachers about children with special needs is required
Alabama	No	Yes
Alaska	NA	NA
Arizona	No	No[14]
Arkansas	No[13]	No
California CSPP	Yes	No
California TK	No	No
Colorado	NA	NA
Connecticut CDCC	NA	NA
Connecticut SR	NA	NA
Connecticut Smart Start	NA	NA
Delaware	Yes	No
District of Columbia	No[13]	No[13]
Florida	No	No
Georgia	Yes	No
Hawaii	Yes	No
Illinois	Yes	No
Iowa Shared Visions	Yes	No
Iowa SWVPP	Yes	No
Kansas Preschool Pilot	NA	NA
Kansas State Pre-K	NA	NA
Kentucky	Yes	Yes
Louisiana 8(g)	NA	NA
Louisiana LA 4	NA	NA
Louisiana NSECD	NA	NA
Maine	No	No
Maryland	Yes	No
Massachusetts UPK	No[12]	No
Massachusetts Ch 70	Yes	No
Michigan	NA	NA
Minnesota HdSt	No	No
Minnesota VPK/SRP	Yes	Yes
Mississippi	No	No
Missouri	NA	NA
Montana	Yes	No
Nebraska	No	No
Nevada	Yes	No
New Jersey Abbott	No	No
New Jersey ECPA	No	No
New Jersey ELLI	No	No
New Mexico	Yes	Yes
New York	Yes	No
North Carolina	No	Yes
North Dakota	Yes	No
Ohio	Yes	No
Oklahoma	No	No
Oregon HdSt	No	No
Oregon Preschool Promise	No	No
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	No	No
Rhode Island	No[7]	No
South Carolina	Yes	No
Tennessee	Yes[15]	No
Texas	No	No
Vermont	Yes	No
Virginia	NA	NA
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	No
Guam	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE POLICIES TO SUPPORT PRESCHOOL CHILDREN WHO HAVE SPECIAL NEEDS IN PRESCHOOL INCLUSION CLASSROOMS

STATE	Inclusion specialists are available to support preschool teachers and/or children	The proportion of children with an IEP in each preschool classroom is limited
Alabama	No	No
Alaska	NA	NA
Arizona	Yes[14]	No
Arkansas	Yes[13]	No
California CSPP	Yes	No
California TK	Yes	Yes: 25% of total enrollment
Colorado	NA	NA
Connecticut CDCC	NA	NA
Connecticut SR	NA	NA
Connecticut Smart Start	NA	NA
Delaware	Yes	No
District of Columbia	Yes	No[13]
Florida	Yes	No
Georgia	Yes	Yes: Maximum 6 children
Hawaii	No	No
Illinois	Yes	Yes: No more than 30%, not including children with speech IEP's
Iowa Shared Visions	No	Yes: No more than 50% of children
Iowa SWVPP	No	Yes: No more than 50% of children
Kansas Preschool Pilot	NA	NA
Kansas State Pre-K	NA	NA
Kentucky	Yes	No
Louisiana 8(g)	NA	NA
Louisiana LA 4	NA	NA
Louisiana NSECD	NA	NA
Maine	No	Yes: No more than 50% of children
Maryland	No	No
Massachusetts UPK	No	No
Massachusetts Ch 70	No	Yes: No more than 7 children in a class of 15, no more than 5 children in a class of 20
Michigan	NA	NA
Minnesota HdSt	Yes	No
Minnesota VPK/SRP	Yes	Yes: No more than 50% of children
Mississippi	No	Yes: Less than 50% of children
Missouri	NA	NA
Montana	No	Yes: Districts must comply with state special education rules[11]
Nebraska	Yes	Yes: Less than 50%
Nevada	No	Yes: Less than 50%[22]
New Jersey Abbott	Yes	Yes: No set limit, based on natural proportions
New Jersey ECPA	No	Yes: No set limit, based on natural proportions
New Jersey ELLI	No	Yes: No set limit, based on natural proportions
New Mexico	Yes	Yes: 33% or 40% including speech IEPs[12]
New York	Yes	Yes: No more than 50% of children
North Carolina	No	No
North Dakota	Yes	No
Ohio	Yes	Yes
Oklahoma	No	Yes: Less than 50% of children
Oregon HdSt	Yes	No
Oregon Preschool Promise	Yes	No
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	No	Yes: No more than 20% of children[10]
Rhode Island	No	No
South Carolina	Yes	No
Tennessee	Yes	No[15]
Texas	No	No
Vermont	Yes	No
Virginia	NA	NA
Washington	No	No
West Virginia	Yes	Yes: No more than 50% of children, including speech/language[10]
Wisconsin 4K	Yes	No
Wisconsin HdSt	Yes	No
Guam	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE POLICIES TO SUPPORT PRESCHOOL CHILDREN WHO HAVE SPECIAL NEEDS IN PRESCHOOL INCLUSION CLASSROOMS

STATE	Preschool programs are required to follow the Division for Early Childhood's (DEC) best practices	Other policies to support preschool children with special needs
Alabama	Yes	Yes[13]
Alaska	NA	NA
Arizona	No	Yes[14]
Arkansas	No	No
California CSPP	No	Yes[12]
California TK	No	No
Colorado	NA	NA
Connecticut CDCC	NA	NA
Connecticut SR	NA	NA
Connecticut Smart Start	NA	NA
Delaware	Yes	No
District of Columbia	No	No
Florida	No	Yes[7]
Georgia	No	No
Hawaii	No	No
Illinois	No	No[8]
Iowa Shared Visions	No	No
Iowa SWVPP	No	No
Kansas Preschool Pilot	NA	NA
Kansas State Pre-K	NA	NA
Kentucky	No	No
Louisiana[8](g)	NA	NA
Louisiana LA 4	NA	NA
Louisiana NSECD	NA	NA
Maine	No	No
Maryland	Yes	No
Massachusetts UPK	No	Yes[12]
Massachusetts Ch 70	No	No
Michigan	NA	NA
Minnesota HdSt	No	Yes[12]
Minnesota VPK/SRP	Yes	No
Mississippi	No	No
Missouri	NA	NA
Montana	No	No
Nebraska	No	No
Nevada	Yes	No
New Jersey Abbott	No	No
New Jersey ECPA	No	No
New Jersey ELLI	No	No
New Mexico	No	No
New York	No	No
North Carolina	Yes	Yes[11]
North Dakota	No	No
Ohio	No	Yes[9]
Oklahoma	Yes	No
Oregon HdSt	No	No
Oregon Preschool Promise	No	Yes[14]
Pennsylvania RTL	No	Yes[3]
Pennsylvania HSSAP	No	Yes[4]
Pennsylvania K4 & SBPK	No	Yes[2]
Pennsylvania PKC	No	Yes[9]
Rhode Island	No	Yes[7]
South Carolina	No	No
Tennessee	No	Yes[15]
Texas	No	Yes[8]
Vermont	Yes	No
Virginia	NA	NA
Washington	No	Yes[11]
West Virginia	No	Yes[9]
Wisconsin 4K	No	Yes[12]
Wisconsin HdSt	No	No
Guam	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE	The state has policies to regulate services for preschool DLLs
Alabama	Yes[14]
Alaska	No
Arizona	No
Arkansas	No[14]
California CSPP	Yes[13]
California TK	Yes[10]
Colorado	Yes
Connecticut CDCC	No[9]
Connecticut SR	No[9]
Connecticut Smart Start	No[8]
Delaware	Yes[10]
District of Columbia	Yes[14]
Florida	No
Georgia	Yes[10]
Hawaii	Yes[10]
Illinois	Yes[9]
Iowa Shared Visions	Yes[14]
Iowa SWVPP	Yes[14]
Kansas Preschool Pilot	Yes[8]
Kansas State Pre-K	Yes[9]
Kentucky	No[14]
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes
Maryland	No[13]
Massachusetts UPK	Yes[12]
Massachusetts Ch 70	Yes[13]
Michigan	Yes
Minnesota HdSt	Yes[13]
Minnesota VPK/SRP	Yes[17]
Mississippi	No
Missouri	No
Montana	No
Nebraska	Yes[10]
Nevada	Yes[23]
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes[13]
New York	Yes[8]
North Carolina	Yes[12]
North Dakota	No
Ohio	Yes
Oklahoma	Yes
Oregon HdSt	Yes[6]
Oregon Preschool Promise	Yes[15]
Pennsylvania RTL	Yes[4]
Pennsylvania HSSAP	No[5]
Pennsylvania K4 & SBPK	Yes[3]
Pennsylvania PKC	No[11]
Rhode Island	No
South Carolina	Yes
Tennessee	Yes[16]
Texas	Yes
Vermont	No[13]
Virginia	No
Washington	Yes[12]
West Virginia	Yes
Wisconsin 4K	No
Wisconsin HdSt	No[9]
Guam	Yes[4]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	PROGRAM STANDARDS Does the state have a definition of chronic absenteeism?	The state has policies/practices to suppport efforts to reduce chronic absenteeism in state preschool
Alabama	Yes, and the definition applies to state-funded preschool	Yes
Alaska	Yes, but the definition does not apply to state-funded preschool	No
Arizona	Yes, and the definition applies to state-funded preschool[15]	Yes[15]
Arkansas	Yes, but the definition does not apply to state-funded preschool	No
California CSPP	Yes, but the definition does not apply to state-funded preschool	No
California TK	Yes, and the definition applies to state-funded preschool[11]	Yes[12]
Colorado	Yes, but the definition does not apply to state-funded preschool[11]	No
Connecticut CDCC	Yes, but the definition does not apply to state-funded preschool	No
Connecticut SR	Yes, but the definition does not apply to state-funded preschool	No
Connecticut Smart Start	Yes, but the definition does not apply to state-funded preschool	No
Delaware	Yes, and the definition applies to state-funded preschool[15]	Yes
District of Columbia	Yes, but the definition does not apply to state-funded preschool	Yes
Florida	Yes, but the definition does not apply to state-funded preschool	No
Georgia	Yes, and the definition applies to state-funded preschool	Yes
Hawaii	Yes, but the definition does not apply to state-funded preschool	No[11]
Illinois	Yes, and the definition applies to state-funded preschool	No[10]
Iowa Shared Visions	Yes, but the definition does not apply to state-funded preschool[15]	No
Iowa SWVPP	Yes, but the definition does not apply to state-funded preschool	No
Kansas Preschool Pilot	Yes, and the definition applies to state-funded preschool	Yes
Kansas State Pre-K	Yes, and the definition applies to state-funded preschool	Yes
Kentucky	Yes, but the definition does not apply to state-funded preschool[15]	Yes
Louisiana 8(g)	Yes, but the definition does not apply to state-funded preschool	No
Louisiana LA 4	Yes, but the definition does not apply to state-funded preschool[7]	No
Louisiana NSECD	Yes, but the definition does not apply to state-funded preschool[6]	No
Maine	Yes, and the definition applies to state-funded preschool	No
Maryland	Yes, but the definition does not apply to state-funded preschool	No
Massachusetts UPK	Yes, but the definition does not apply to state-funded preschool[13]	No
Massachusetts Ch 70	Yes, and the definition applies to state-funded preschool[14]	No
Michigan	Yes, but the definition does not apply to state-funded preschool[10]	No[10]
Minnesota HdSt	Per federal Head Start Standards[14]	No
Minnesota VPK/SRP	No	Yes
Mississippi	Yes, but the definition does not apply to state-funded preschool	No
Missouri	No	No[10]
Montana	Yes, but the definition does not apply to state-funded preschool	No
Nebraska	Yes, the definition is being developed but does not apply to state-funded preschool	No[11]
Nevada	No	No
New Jersey Abbott	Yes, but the definition does not apply to state-funded preschool	Yes[10]
New Jersey ECPA	Yes, but the definition does not apply to state-funded preschool	Yes[8]
New Jersey ELLI	Yes, but the definition does not apply to state-funded preschool	Yes[11]
New Mexico	Yes, but the definition does not apply to state-funded preschool	Yes
New York	Yes, but the definition does not apply to state-funded preschool	No
North Carolina	Yes, but the definition does not apply to state-funded preschool	No[13]
North Dakota	Yes, but the definition does not apply to state-funded preschool	No
Ohio	Yes, but the definition does not apply to state-funded preschool	No
Oklahoma	Yes, but the definition does not apply to state-funded preschool	No
Oregon HdSt	Per federal Head Start Standards	Yes
Oregon Preschool Promise	Yes, but the definition does not apply to state-funded preschool	Yes[16]
Pennsylvania RTL	Yes, and the definition applies to state-funded preschool	No
Pennsylvania HSSAP	Yes, but the definition does not apply to state-funded preschool	No
Pennsylvania K4 & SBPK	Yes, and the definition applies to state-funded preschool	No
Pennsylvania PKC	Yes, but the definition does not apply to state-funded preschool	No
Rhode Island	Yes, and the definition applies to state-funded preschool[8]	Yes
South Carolina	Yes, but the definition does not apply to state-funded preschool[12]	Yes[13]
Tennessee	Yes, but the definition does not apply to state-funded preschool	Yes[17]
Texas	No	No
Vermont	No	No
Virginia	No	No
Washington	Yes, and the definition applies to state-funded preschool[13]	Yes
West Virginia	No	Yes[11]
Wisconsin 4K	Yes, but the definition does not apply to state-funded preschool	Yes[13]
Wisconsin HdSt	Per Head Start Performance Standards	Per Head Start Performance Standards[14]
Guam	No	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE POLICIES/PRACTICES TO SUPPORT EFFORTS TO REDUCE CHRONIC ABSENTEEISM IN STATE PRESCHOOL

STATE	Chronic absenteeism is a metric in the state's ESSA Plan & state preschool is included in the calculation of chronic absenteeism	The state monitors chronic absenteeism rates in state-funded preschool
Alabama	Yes	Yes[15]
Alaska	NA	NA
Arizona	No	Yes
Arkansas	NA	NA
California CSPP	NA	NA
California TK	Yes	No
Colorado	NA	NA
Connecticut CDCC	NA	NA
Connecticut SR	NA	NA
Connecticut Smart Start	NA	NA
Delaware	No	No
District of Columbia	No	No
Florida	NA	NA
Georgia	No	No
Hawaii	NA	NA
Illinois	NA	NA
Iowa Shared Visions	NA	NA
Iowa SWVPP	NA	NA
Kansas Preschool Pilot	No	No[9]
Kansas State Pre-K	No	No[10]
Kentucky	No	No[16]
Louisiana 8(g)	NA	NA
Louisiana LA 4	NA	NA
Louisiana NSECD	NA	NA
Maine	NA	NA
Maryland	NA	NA
Massachusetts UPK	NA	NA
Massachusetts Ch 70	NA	NA
Michigan	NA[10]	NA
Minnesota HdSt	NA	No
Minnesota VPK/SRP	Yes	No
Mississippi	NA	NA
Missouri	NA	NA
Montana	NA	NA
Nebraska	NA	NA
Nevada	NA	NA
New Jersey Abbott	No	Yes[10]
New Jersey ECPA	No	No[8]
New Jersey ELLI	No	No[11]
New Mexico	No	No
New York	NA	NA
North Carolina	NA	NA
North Dakota	NA	NA
Ohio	NA	NA
Oklahoma	NA	NA
Oregon HdSt	No	No
Oregon Preschool Promise	No	Yes
Pennsylvania RTL	NA	No
Pennsylvania HSSAP	NA	No
Pennsylvania K4 & SBPK	NA	No
Pennsylvania PKC	NA	No
Rhode Island	No	Yes
South Carolina	No	No[13]
Tennessee	No	No
Texas	NA	No
Vermont	NA	No
Virginia	NA	No
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	NA	NA
Guam	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE POLICIES/PRACTICES TO SUPPORT EFFORTS TO REDUCE CHRONIC ABSENTEEISM IN STATE PRESCHOOL

STATE	The state has statute/policy mandating efforts to reduce chronic absenteeism in state preschool	The state provides resources and/or technical assistance to support efforts to reduce chronic abstenteeism in state preschool
Alabama	No	Yes
Alaska	NA	NA
Arizona	No	No[15]
Arkansas	NA	NA
California CSPP	NA	NA
California TK	Yes	Yes
Colorado	NA	NA
Connecticut CDCC	NA	NA
Connecticut SR	NA	NA
Connecticut Smart Start	NA	NA
Delaware	No	Yes
District of Columbia	No	Yes
Florida	NA	NA
Georgia	No	Yes
Hawaii	NA	NA
Illinois	NA	NA
Iowa Shared Visions	NA	NA
Iowa SWVPP	NA	NA
Kansas Preschool Pilot	No	No[9]
Kansas State Pre-K	No	No[10]
Kentucky	No	No
Louisiana 8(g)	NA	NA
Louisiana LA 4	NA	NA
Louisiana NSECD	NA	NA
Maine	NA	NA
Maryland	NA	NA
Massachusetts UPK	NA	NA
Massachusetts Ch 70	NA	NA
Michigan	NA	NA
Minnesota HdSt	No	No
Minnesota VPK/SRP	No	No
Mississippi	NA	NA
Missouri	NA	NA
Montana	NA	NA
Nebraska	NA	NA
Nevada	NA	NA
New Jersey Abbott	No	Yes
New Jersey ECPA	No	Yes
New Jersey ELLI	No	Yes
New Mexico	No	Yes
New York	NA	NA
North Carolina	NA	NA
North Dakota	NA	NA
Ohio	NA	NA
Oklahoma	NA	NA
Oregon HdSt	No	Yes
Oregon Preschool Promise	No	Yes
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	No	No
Rhode Island	No	Yes
South Carolina	No	Yes
Tennessee	No	No
Texas	No	No
Vermont	No	No
Virginia	No	No
Washington	No	Yes
West Virginia	No	No
Wisconsin 4K	No	Yes
Wisconsin HdSt	NA	NA
Guam	No	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE POLICIES/PRACTICES TO SUPPORT EFFORTS TO REDUCE CHRONIC ABSENTEEISM IN STATE PRESCHOOL

STATE	Other policies are in place to support efforts to reduce chronic abstenteeism in state preschool
Alabama	Yes[15]
Alaska	NA
Arizona	No
Arkansas	NA
California CSPP	NA
California TK	Yes[12]
Colorado	NA
Connecticut CDCC	NA
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	No
District of Columbia	No
Florida	NA
Georgia	No
Hawaii	NA
Illinois	NA
Iowa Shared Visions	NA
Iowa SWVPP	NA
Kansas Preschool Pilot	Yes[9]
Kansas State Pre-K	Yes[10]
Kentucky	Yes[16]
Louisiana 8(g)	NA
Louisiana LA 4	NA
Louisiana NSECD	NA
Maine	NA
Maryland	NA
Massachusetts UPK	NA
Massachusetts Ch 70	NA
Michigan	NA[10]
Minnesota HdSt	No
Minnesota VPK/SRP	No
Mississippi	NA
Missouri	NA
Montana	NA
Nebraska	NA
Nevada	NA
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes
New York	NA
North Carolina	NA
North Dakota	NA
Ohio	NA
Oklahoma	NA
Oregon HdSt	No
Oregon Preschool Promise	Yes
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	Yes
South Carolina	No
Tennessee	Yes[17]
Texas	No
Vermont	No
Virginia	No
Washington	Yes[13]
West Virginia	Yes[11]
Wisconsin 4K	No
Wisconsin HdSt	NA
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PROGRAM STANDARDS

STATE	Does this state-funded preschool program have policies/practices in place regarding suspension and/or expulsion of children?
Alabama	Yes, suspension and expulsion policies
Alaska	No
Arizona	No
Arkansas	Yes, suspension and expulsion policies
California CSPP	Yes, suspension and expulsion policies[14]
California TK	Yes, suspension and expulsion policies[13]
Colorado	Yes, suspension and expulsion policies[12]
Connecticut CDCC	Yes, suspension and expulsion policies
Connecticut SR	Yes, suspension and expulsion policies
Connecticut Smart Start	Yes, suspension and expulsion policies
Delaware	No
District of Columbia	Yes, suspension and expulsion policies
Florida	No
Georgia	Yes, suspension and expulsion policies
Hawaii	Yes, suspension and expulsion policies
Illinois	Yes, suspension and expulsion policies[11]
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas Preschool Pilot	No
Kansas State Pre-K	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes, suspension and expulsion policies
Maryland	Yes, suspension and expulsion policies
Massachusetts UPK	No
Massachusetts Ch 70	No
Michigan	Yes, suspension and expulsion policies[11]
Minnesota HdSt	Yes, suspension and expulsion policies[15]
Minnesota VPK/SRP	No, currently under discussion and review
Mississippi	No
Missouri	Yes, suspension and expulsion policies[11]
Montana	No
Nebraska	Suspension and expulsion policies are under development
Nevada	Yes, suspension and expulsion policies
New Jersey Abbott	Yes, suspension and expulsion policies
New Jersey ECPA	Yes, suspension and expulsion policies
New Jersey ELLI	Yes, suspension and expulsion policies
New Mexico	Yes, suspension and expulsion policies
New York	No
North Carolina	Yes, suspension and expulsion policies
North Dakota	No
Ohio	No[10]
Oklahoma	No
Oregon HdSt	Yes, suspension and expulsion policies
Oregon Preschool Promise	Yes, suspension and expulsion policies[17]
Pennsylvania RTL	Yes, suspension and expulsion policies
Pennsylvania HSSAP	Yes, suspension and expulsion policies
Pennsylvania K4 & SBPK	Yes, suspension and expulsion policies
Pennsylvania PKC	Yes, suspension and expulsion policies
Rhode Island	Yes, expulsion policies only[9]
South Carolina	Yes, suspension and expulsion policies
Tennessee	Yes, suspension and expulsion policies[18]
Texas	Yes, suspension policies only[9]
Vermont	Yes, suspension and expulsion policies[14]
Virginia	Yes, suspension and expulsion policies
Washington	Yes, suspension and expulsion policies[14]
West Virginia	No
Wisconsin 4K	Yes, suspension and expulsion recommended practices[14]
Wisconsin HdSt	Yes, suspension and expulsion policies[14]
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	PROGRAM STANDARDS STATE POLICIES/PRACTICES REGARDING PRESCHOOL SUSPENSION AND EXPULSION The state monitors preschool programs to ensure appropriate suspension and/or expulsion practices	The state provides TA to ensure preschool programs understand alternatives to suspension and/or expulsion	Other policies/practices regarding suspension and/or expulsion in state-funded preschool
Alabama	No	Yes	No
Alaska	NA	NA	NA
Arizona	NA	NA	NA
Arkansas	Yes	Yes	No
California CSPP	Yes[15]	Yes[15]	Yes[15]
California TK	Yes	Yes	No
Colorado	Yes	No	No
Connecticut CDCC	No	No	Yes[10]
Connecticut SR	No	No	Yes[10]
Connecticut Smart Start	No	No	Yes[9]
Delaware	NA	NA	NA
District of Columbia	Yes	Yes	Yes[15]
Florida	NA	NA	NA
Georgia	Yes	Yes	No
Hawaii	No	Yes[12]	No
Illinois	No	Yes	No
Iowa Shared Visions	NA	NA	NA
Iowa SWVPP	NA	NA	NA
Kansas Preschool Pilot	NA	NA	NA
Kansas State Pre-K	NA	NA	NA
Kentucky	NA	NA	NA
Louisiana 8(g)	NA	NA	NA
Louisiana LA 4	NA	NA	NA
Louisiana NSECD	NA	NA	NA
Maine	Yes	Yes	No
Maryland	No	Yes	No
Massachusetts UPK	NA	NA	NA
Massachusetts Ch 70	NA	NA	NA
Michigan	Yes	Yes	No
Minnesota HdSt	No	No	Yes[15]
Minnesota VPK/SRP	NA	NA	NA
Mississippi	NA	NA	NA
Missouri	No	No	Yes[11]
Montana	NA	NA	NA
Nebraska	No	Yes	No
Nevada	Yes	Yes	No
New Jersey Abbott	Yes	Yes	No
New Jersey ECPA	Yes	Yes	No
New Jersey ELLI	Yes	Yes	No
New Mexico	No	Yes	Yes[14]
New York	NA	NA	NA
North Carolina	Yes	Yes	No
North Dakota	NA	NA	NA
Ohio	NA	NA	NA
Oklahoma	NA	NA	NA
Oregon HdSt	No	Yes	No
Oregon Preschool Promise	No	No	Yes
Pennsylvania RTL	No	Yes[5]	No
Pennsylvania HSSAP	Yes	Yes	No
Pennsylvania K4 & SBPK	No	Yes[4]	No
Pennsylvania PKC	Yes	Yes	No
Rhode Island	Yes	Yes	No
South Carolina	No	No	No
Tennessee	Yes	No	No
Texas	No	No	Yes
Vermont	Yes	Yes	No
Virginia	No	Yes	No
Washington	Yes	Yes	No
West Virginia	NA	NA	NA
Wisconsin 4K	No	Yes	No
Wisconsin HdSt	No	No	Yes[14]
Guam	No	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Title of state's ELDS document
Alabama	Alabama Developmental Standards for Preschool Children
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards, Infant Toddler Developmental Guidelines
Arkansas	Arkansas Child Development and Early Learning Standards: Birth through 60 Months
California CSPP	California Preschool Learning Foundations
California TK	California Preschool Learning Foundations[14]
Colorado	Colorado Early Learning and Development Guidelines
Connecticut CDCC	Connecticut Early Learning and Development Standards
Connecticut SR	Connecticut Early Learning and Development Standards
Connecticut Smart Start	Connecticut Early Learning and Development Standards
Delaware	Delaware Early Learning Foundations
District of Columbia	District of Columbia Early Learning Standards
Florida	Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017)
Georgia	Georgia Early Learning and Development Standards
Hawaii	Hawaii Early Learning and Development Standards
Illinois	Illinois Early Learning and Development Standards
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SWVPP	Iowa Early Learning Standards
Kansas Preschool Pilot	Kansas Early Learning Standards
Kansas State Pre-K	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Louisiana's Birth to Five Early Learning and Development Standards
Louisiana LA 4	Louisiana's Birth to Five Early Learning and Development Standards
Louisiana NSECD	Louisiana's Birth to Five Early Learning and Development Standards
Maine	Maine's Early Learning & Development Standards
Maryland	Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy
Massachusetts UPK	Guidelines of Preschool Learning Experiences; Early English Language Learner Standards: Massachusetts Guidelines; Pre-K Science and Technology/Engineering Standards; and Pre-School and Kindergarten Standards in the Domains of Social-Emotional Development and Approaches to Play and Learning
Massachusetts Ch 70	Massachusetts Curriculum Frameworks
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota HdSt	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards[16]
Minnesota VPK/SRP	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards[18]
Mississippi	Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children
Missouri	Missouri Early Learning Goals[12]
Montana	Montana 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 Guidelines, Birth to Kindergarten
New York	New York State Prekindergarten Foundation for School Success
North Carolina	North Carolina Foundations for Early Learning and Development[14]
North Dakota	North Dakota Birth - Kindergarten Standards
Ohio	Ohio's Early Learning & Development Standards; Ohio's Early Learning Program Standards
Oklahoma	Oklahoma Academic Standards
Oregon HdSt	Oregon Early Learning and Kindergarten Guidelines
Oregon Preschool Promise	Oregon Early Learning and Kindergarten Guidelines
Pennsylvania RTL	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania PKC	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina	South Carolina Early Learning Standards (SC-ELS)
Tennessee	Tennessee Early Learning Development Standards for 4-Year-Olds
Texas	Texas Prekindergarten Guidelines
Vermont	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	Washington State Early Learning and Development Guidelines
West Virginia	Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten[12]
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards
Guam	Guam Early Learning Guidelines

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Web address of state's ELDS document
Alabama	http://children.alabama.gov/wp-content/uploads/sites/4/2017/03/2013_Developmental_Standards_with_missing_pages.pdf
Alaska	https://education.alaska.gov/publications/earlylearningguidelines.pdf
Arizona	https://cms.azed.gov/home/GetDocumentFile?id=5ba5462a1dcb2507f8788ea1 and https://cms.azed.gov/home/GetDocumentFile?id=54efd-b1e1130c00eb465d5bc
Arkansas	http://humanservices.arkansas.gov/images/uploads/dccece/AR%20Early%20Learning%20Standards%202016.pdf
California CSPP	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
California TK	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	https://www.cde.state.co.us/early/eldgs
Connecticut CDCC	http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726
Connecticut SR	http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726
Connecticut Smart Start	http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726
Delaware	https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf
District of Columbia	https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf
Florida	http://flbt5.floridaearlylearning.com/
Georgia	http://www.gelds.decal.ga.gov
Hawaii	http://earlylearning.hawaii.gov/hawaii-early-learning-and-development-standards-helds/
Illinois	English: https://www.isbe.net/Documents/early_learning_standards.pdf; Spanish: https://www.isbe.net/Documents/ields-sp.pdf
Iowa Shared Visions	https://educateiowa.gov/pk-12/early-childhood/early-childhood-standards
Iowa SWVPP	https://educateiowa.gov/pk-12/early-childhood/early-childhood-standards
Kansas Preschool Pilot	http://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf
Kansas State Pre-K	http://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf
Kentucky	https://kidsnow.ky.gov/families/readiness/Documents/early-childhood-standards.pdf
Louisiana 8(g)	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Louisiana LA 4	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Louisiana NSECD	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Maine	http://www.maine.gov/doe/learning/earlychildhood/publicpreschool/standards
Maryland	http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf
Massachusetts UPK	https://www.mass.gov/early-education-learning-standards-and-curriculum-guidelines
Massachusetts Ch 70	http://www.doe.mass.edu/frameworks/current.html
Michigan	http://www.michigan.gov/gsrp
Minnesota HdSt	https://education.mn.gov/MDE/dse/early/ind/index.htm
Minnesota VPK/SRP	http://education.state.mn.us/MDE/dse/early/ind/
Mississippi	http://www.mdek12.org/ec
Missouri	https://dese.mo.gov/sites/default/files/eel-el-2013-MELGoals.pdf
Montana	http://www.mtecp.org/pdfs/Montana%20Early%20Learning%20Standards.pdf
Nebraska	https://www.education.ne.gov/oec/early-learning-guidelines/
Nevada	http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Pre-K/
New Jersey Abbott	http://www.state.nj.us/education/ece/guide/standards.pdf
New Jersey ECPA	http://www.state.nj.us/education/ece/guide/standards.pdf
New Jersey ELLI	http://www.state.nj.us/education/ece/guide/standards.pdf
New Mexico	https://prek.ped.state.nm.us/EarlyLearningGuidelines
New York	http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf
North Carolina	http://ncchildcare.nc.gov/PDF_forms/NC_Foundations.pdf
North Dakota	https://www.nd.gov/dpi/uploads/87/FINALFINALEarlyLearningStandards7NOV2018.pdf
Ohio	http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards and http://earlychildhoodohio.org/sutq.php
Oklahoma	http://sde.ok.gov/sde/oklahoma-academic-standards
Oregon HdSt	http://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx
Oregon Preschool Promise	http://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx
Pennsylvania RTL	http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-PreKindergarten.pdf
Pennsylvania HSSAP	http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-PreKindergarten.pdf
Pennsylvania K4 & SBPK	http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-PreKindergarten.pdf
Pennsylvania PKC	http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-PreKindergarten.pdf
Rhode Island	http://www.rields.com
South Carolina	https://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/South%20Carolina%20Early%20Learning%20Standards%202017_Accessible%20Version.pdf
Tennessee	https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_4yo_2018.pdf
Texas	http://tea.texas.gov/pkg.aspx
Vermont	https://vels.education.vermont.gov/
Virginia	http://www.doe.virginia.gov/early-childhood/index.shtml
Washington	https://www.dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf
West Virginia	https://wvde.state.wv.us/apps/tree/static/doc/grade/elsf-guidebook.pdf[12]
Wisconsin 4K	http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/wmels_5thedition.pdf
Wisconsin HdSt	http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/wmels_5thedition.pdf
Guam	https://www.guamcedders.org/publications-products/#ecspecialpubAnchor

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Year state's ELDS was revised
Alabama	2012, Currently under revision
Alaska	2007
Arizona	Arizona Early Learning Standards: 2018
Arkansas	2016
California CSPP	2015
California TK	2015
Colorado	2013
Connecticut CDCC	2013
Connecticut SR	2013
Connecticut Smart Start	2013
Delaware	2010
District of Columbia	2013
Florida	2017
Georgia	2013-2014
Hawaii	Currently under revision
Illinois	2013
Iowa Shared Visions	2018[16]
Iowa SWVPP	2018[15]
Kansas Preschool Pilot	2013
Kansas State Pre-K	2013
Kentucky	2013
Louisiana 8(g)	2013
Louisiana LA 4	2013
Louisiana NSECD	2013
Maine	2014
Maryland	2015
Massachusetts UPK	2015
Massachusetts Ch 70	Varies: Each content area has been revised at different times
Michigan	2013
Minnesota HdSt	2017
Minnesota VPK/SRP	2017
Mississippi	2018
Missouri	2013
Montana	2014, Currently under revision
Nebraska	Revised for use for the 2018-2019 school year
Nevada	2010
New Jersey Abbott	2014
New Jersey ECPA	2014
New Jersey ELLI	2014
New Mexico	Preschool section: 2018
New York	2011
North Carolina	2013
North Dakota	2018
Ohio	2011 (ELDS); 2009 (ELPS)
Oklahoma	2016
Oregon HdSt	2016
Oregon Preschool Promise	2017
Pennsylvania RTL	2014
Pennsylvania HSSAP	2014
Pennsylvania K4 & SBPK	2014
Pennsylvania PKC	2014
Rhode Island	2013
South Carolina	2017
Tennessee	2018
Texas	2015
Vermont	2015
Virginia	Currently under revision
Washington	2012
West Virginia	2015[12]
Wisconsin 4K	2015
Wisconsin HdSt	2015
Guam	2015

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	EARLY LEARNING & DEVELOPMENT STANDARDS DOMAINS ADDRESSED IN THE STATE'S ELDS Physical and motor development	Social and emotional development	Approaches toward learning	Language development	Cognitive development and general knowledge
Alabama	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes	Yes
Arizona	Yes	Yes	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes	Yes	Yes
California CSPP	Yes	Yes	Yes	Yes	Yes
California TK	Yes	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes	Yes	Yes
Connecticut SR	Yes	Yes	Yes	Yes	Yes
Connecticut Smart Start	Yes	Yes	Yes	Yes	Yes
Delaware	Yes	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes	Yes	Yes
Kansas Preschool Pilot	Yes	Yes	Yes	Yes	Yes
Kansas State Pre-K	Yes	Yes	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes
Massachusetts UPK	Yes	Yes	Yes	Yes	Yes
Massachusetts Ch 70	Yes	Yes	Yes	Yes	Yes
Michigan	Yes	Yes	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes	Yes
Missouri	Yes	Yes	Yes	Yes	Yes
Montana	Yes	Yes	Yes	Yes	Yes
Nebraska	Yes	Yes	Yes	Yes	Yes
Nevada	Yes	Yes	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes
Oregon HdSt	Yes[7]	Yes	Yes	Yes	Yes
Oregon Preschool Promise	Yes[18]	Yes	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes	Yes	Yes
Pennsylvania PKC	Yes	Yes	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	Yes	Yes	Yes[10]	Yes	Yes
Vermont	Yes	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes	Yes
Wisconsin 4K	Yes	Yes	Yes	Yes	Yes
Wisconsin HdSt	Yes	Yes	Yes	Yes	Yes
Guam	Yes	Yes	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	ELDS (or Guidance) contains content related to serving DLLs or cultural awareness
Alabama	Yes
Alaska	Yes
Arizona	Yes
Arkansas	Yes
California CSPP	Yes[16]
California TK	Yes[14]
Colorado	Yes
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes
Delaware	Yes
District of Columbia	Yes
Florida	Yes
Georgia	Yes[11]
Hawaii	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas Preschool Pilot	Yes
Kansas State Pre-K	Yes
Kentucky	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts UPK	Yes
Massachusetts Ch 70	Yes
Michigan	Yes
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri	Yes
Montana	Yes
Nebraska	Yes
Nevada	Yes
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes[15]
New York	Yes
North Carolina	Yes
North Dakota	Yes
Ohio	Yes
Oklahoma	Yes[7]
Oregon HdSt	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes[6]
Pennsylvania HSSAP	Yes[6]
Pennsylvania K4 & SBPK	Yes[5]
Pennsylvania PKC	Yes[12]
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Vermont	Yes
Virginia	Yes
Washington	Yes
West Virginia	Yes[13]
Wisconsin 4K	Yes
Wisconsin HdSt	Yes[15]
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS

STATE	State K-3 standards	State developed/adopted college and career ready standards for the early grades	State infant and toddler standards
Alabama	Yes[16]	Yes	Yes
Alaska	Alignment is in Progress	Alignment is in Progress	Included in ELDS
Arizona	Yes	Yes	Yes
Arkansas	Yes[15]	Yes	Yes
California CSPP	Yes	Yes	Yes
California TK	Yes	Yes	Yes
Colorado	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes
Connecticut SR	Yes	Yes	Yes
Connecticut Smart Start	Yes	Yes	Yes
Delaware	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes[16]
Florida	Yes[8]	NA	Yes
Georgia	Yes	Yes	Yes
Hawaii	Yes	Yes[13]	Yes
Illinois	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes
Kansas Preschool Pilot	Yes	Yes	Yes
Kansas State Pre-K	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine	Yes	Yes	Yes
Maryland	Yes	Yes	Yes
Massachusetts UPK	Yes	Alignment is in Progress	Yes
Massachusetts Ch 70	Yes	Yes	Alignment is in Progress
Michigan	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes
Missouri	Alignment is in Progress[12]	Alignment is in Progress	Yes[12]
Montana	Yes	Yes	Yes
Nebraska	Yes	Yes	Yes
Nevada	Alignment is in Progress[24]	Alignment is in Progress	Alignment is in Progress[24]
New Jersey Abbott	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes
New York	Yes	Yes	NA
North Carolina	Yes	Yes	Yes
North Dakota	Yes[9]	Yes	Yes
Ohio	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes
Oregon HdSt	Yes	Yes	Alignment is in Progress
Oregon Preschool Promise	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes
Pennsylvania PKC	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes
Texas	Yes	No	Yes
Vermont	Yes	Yes	Yes
Virginia	Yes	No[8]	NA
Washington	Yes	No	Yes
West Virginia	Yes	Yes	Yes
Wisconsin 4K	Yes[15]	No[15]	Included in ELDS[15]
Wisconsin HdSt	Yes	No	Yes
Guam	Yes	No	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS
ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS

STATE	Other standards
Alabama	Yes: Head Start Standards
Alaska	No
Arizona	Yes: Head Start Child Outcomes
Arkansas	Yes[15]
California CSPP	Yes: Early Childhood Educator Competencies, California Content Standards, Common Core State Standards, Head Start Outcomes Framework
California TK	Yes: Common Core State Standards, California Preschool Learning Foundations, California Content Standards, Head Start Child Development and Early Learning Framework
Colorado	Yes: Head Start Standards
Connecticut CDCC	Yes[11]
Connecticut SR	Yes[11]
Connecticut Smart Start	Yes[10]
Delaware	No
District of Columbia	No
Florida	Yes: Head Start Child Development and Early Learning Framework
Georgia	Yes: Head Start Child Outcomes Framework and the Work Sampling System indicators for four-year-olds
Hawaii	No
Illinois	Yes: Head Start Child Development and Early Learning Domains
Iowa Shared Visions	Yes: Head Start Early Learning Outcomes Framework
Iowa SWVPP	Yes: Head Start Early Learning Outcomes Framework
Kansas Preschool Pilot	No
Kansas State Pre-K	No
Kentucky	Yes: Head Start Child Development and Early Learning Framework[17]
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes: K-12 Guiding Principles
Maryland	No
Massachusetts UPK	Yes
Massachusetts Ch 70	No
Michigan	Yes: NAEYC and Head Start Outcomes Framework
Minnesota HdSt	Alignment is in Progress[17]
Minnesota VPK/SRP	Alignment is in Progress[19]
Mississippi	Yes: Head Start framework
Missouri	No
Montana	No
Nebraska	Yes: Head Start Outcomes Framework
Nevada	Alignment is in Progress[24]
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	Yes: New York State Next Generation Learning Standards
North Carolina	Yes[14]
North Dakota	Yes
Ohio	No
Oklahoma	No
Oregon HdSt	No
Oregon Preschool Promise	Yes: Head Start Early Learning Framework
Pennsylvania RTL	Alignment is in Progress: English Language Development Standards Career Education and Work Standards
Pennsylvania HSSAP	Alignment is in Progress: English Language Development Standards Career Education and Work Standards
Pennsylvania K4 & SBPK	Alignment is in Progress: English Language Development Standards Career Education and Work Standards
Pennsylvania PKC	Alignment is in Progress: English Language Development Standards Career Education and Work Standards
Rhode Island	Yes: Family visiting models (Watch Me Grow and PAT), CCSS, NGSS for K, Head Start Standards
South Carolina	Alignment in progress: Head Start Standards
Tennessee	NA
Texas	No
Vermont	Yes: Common Core State Standards, Next Generation Science Standards, Aligning Preschool through High School Social and Emotional Learning Standards: A Critical and Doable New Step Collaborative for Academic, Social, and Emotional Learning (CASEL), Head Start Standards
Virginia	No
Washington	Yes: ECEAP Performance Standards
West Virginia	Yes: Head Start Early Learning Outcomes Framework
Wisconsin 4K	Yes: Literacy and language arts standards, mathematical standards, Head Start Early Learning Performance Outcomes
Wisconsin HdSt	Yes: Head Start learning standards[16]
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE SUPPORTS FOR THE USE OF ELDS

STATE	Offer guidance on selecting curricula aligned with ELDS	Provides professional development opportunities to support use of ELDS	Child assessments required to be aligned with ELDS
Alabama	Yes	Yes[17]	Yes[17]
Alaska	Yes[9]	Yes[9]	Yes[9]
Arizona	Yes	Yes[16]	Yes
Arkansas	Yes	Yes	Yes
California CSPP	Yes	Yes	Yes
California TK	Yes	Yes[15]	No
Colorado	Yes	Yes[13]	No
Connecticut CDCC	Yes	Yes[12]	Yes[12]
Connecticut SR	Yes	Yes[12]	Yes[12]
Connecticut Smart Start	Yes	Yes[11]	Yes[11]
Delaware	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes (DCPS & CBO)
Florida	Yes	Yes	Yes
Georgia	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes
Illinois	Yes	Yes	Yes
Iowa Shared Visions	No	Yes	Yes
Iowa SWVPP	No	Yes	Yes
Kansas Preschool Pilot	Yes	Yes	Yes
Kansas State Pre-K	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine	Yes	Yes[12]	Yes
Maryland	Yes	Yes	Yes
Massachusetts UPK	Yes	Yes[14]	Yes[14]
Massachusetts Ch 70	In progress	Yes	No
Michigan	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes[18]
Minnesota VPK/SRP	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes
Missouri	No	Yes	Yes
Montana	Yes	Yes	No
Nebraska	No	Yes	Yes
Nevada	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes
New York	No	Yes	Yes
North Carolina	Yes	Yes	Yes
North Dakota	No	Yes[10]	No
Ohio	Yes	Yes	Yes
Oklahoma	Yes	Yes[8]	No
Oregon HdSt	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes
Pennsylvania RTL	Yes[7]	Yes[7]	Yes
Pennsylvania HSSAP	Yes	Yes[7]	Yes
Pennsylvania K4 & SBPK	Yes	Yes	No
Pennsylvania PKC	Yes	Yes	Yes
Rhode Island	Yes	Yes[10]	Yes
South Carolina	Yes	Yes	Yes
Tennessee	Yes	Yes[19]	Yes
Texas	Yes	Yes	No
Vermont	Yes	Yes	Yes[15]
Virginia	Yes	Yes	Yes
Washington	Yes	Yes	Yes
West Virginia	Yes	Yes[14]	Yes
Wisconsin 4K	Yes[16]	Yes	No
Wisconsin HdSt	Yes[17]	Yes	No
Guam	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE SUPPORTS FOR THE USE OF ELDS

STATE	Additional resources are provided to programs to implement ELDS	Other supports
Alabama	Yes	Yes[17]
Alaska	Yes	No
Arizona	Yes	No
Arkansas	Yes[16]	Yes[16]
California CSPP	Yes	Yes[17]
California TK	No	No
Colorado	Yes	Yes[13]
Connecticut CDCC	Yes	Yes[12]
Connecticut SR	Yes	Yes[12]
Connecticut Smart Start	Yes	Yes[11]
Delaware	Yes	No
District of Columbia	No	No
Florida	Yes	No
Georgia	Yes	Yes[12]
Hawaii	Yes	No
Illinois	Yes	Yes[12]
Iowa Shared Visions	No	Yes[17]
Iowa SWVPP	No	No
Kansas Preschool Pilot	Yes[10]	No
Kansas State Pre-K	Yes[11]	No
Kentucky	Yes	Yes[18]
Louisiana 8(g)	Yes	Yes[9]
Louisiana LA 4	Yes	Yes[8]
Louisiana NSECD	Yes	Yes[7]
Maine	No	Yes[12]
Maryland	Yes	No
Massachusetts UPK	Yes[14]	Yes[14]
Massachusetts Ch 70	Yes	No
Michigan	No	No[12]
Minnesota HdSt	No	No
Minnesota VPK/SRP	Yes	No
Mississippi	Yes	No[9]
Missouri	No	No
Montana	Yes	No
Nebraska	No	No
Nevada	Yes	No
New Jersey Abbott	No	No
New Jersey ECPA	No	No
New Jersey ELLI	Yes	No
New Mexico	Yes	Yes[16]
New York	Yes	No
North Carolina	Yes	No
North Dakota	Yes	Yes
Ohio	Yes	No
Oklahoma	Yes	Yes[8]
Oregon HdSt	Yes	No
Oregon Preschool Promise	No	No
Pennsylvania RTL	Yes[7]	No
Pennsylvania HSSAP	Yes[7]	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	Yes	Yes
Rhode Island	Yes	No
South Carolina	Yes	No
Tennessee	Yes	Yes[19]
Texas	Yes	No
Vermont	Yes	No
Virginia	No	No
Washington	No	Yes: online training modules and coaching
West Virginia	Yes	Yes[14]
Wisconsin 4K	Yes	Yes[16]
Wisconsin HdSt	Yes	Yes[17]
Guam	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	State requirements for alignment between child assessments and ELDS
Alabama	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[18]
Alaska	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Arizona	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS[17]
Arkansas	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[17]
California CSPP	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
California TK	The state does not require child assessments in TK[16]
Colorado	Teaching Strategies GOLD is required and aligned with the ELDS
Connecticut CDCC	Yes, locally determined assessment, but aligned with ELDS[13]
Connecticut SR	Yes, locally determined assessment, but aligned with ELDS[13]
Connecticut Smart Start	Yes, locally determined assessment, but aligned with ELDS[12]
Delaware	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments
District of Columbia	Yes, state policy provides an approved list of child assessments aligned with the ELDS, but programs are not required to use them
Florida	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Georgia	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[13]
Hawaii	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Illinois	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
Iowa Shared Visions	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[18]
Iowa SWVPP	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[16]
Kansas Preschool Pilot	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments[11]
Kansas State Pre-K	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments[12]
Kentucky	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS[19]
Louisiana 8(g)	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[10]
Louisiana LA 4	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[9]
Louisiana NSECD	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[8]
Maine	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
Maryland	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS[14]
Massachusetts UPK	Yes, state policy provides an approved list of child assessments aligned with the ELDS, but programs are not required to use them
Massachusetts Ch 70	The state does not require child assessments
Michigan	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS[13]
Minnesota HdSt	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments[19]
Minnesota VPK/SRP	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS[20]
Mississippi	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
Missouri	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Montana	Child assessments are not required to align with the ELDS
Nebraska	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[12]
Nevada	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS[25]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	State requirements for alignment between child assessments and ELDS
New Jersey Abbott	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
New Jersey ECPA	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
New Jersey ELLI	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
New Mexico	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
New York	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS[9]
North Carolina	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
North Dakota	The state does not require child assessments
Ohio	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Oklahoma	The state does not require child assessments[9]
Oregon HdSt	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Oregon Preschool Promise	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS[19]
Pennsylvania RTL	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS[8]
Pennsylvania HSSAP	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
Pennsylvania K4 & SBPK	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS[6]
Pennsylvania PKC	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
Rhode Island	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[11]
South Carolina	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments[14]
Tennessee	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[20]
Texas	Yes, state policy provides an approved list of child assessments aligned with the ELDS, but programs are not required to use them
Vermont	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[15]
Virginia	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[9]
Washington	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
West Virginia	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs[15]
Wisconsin 4K	The state does not require child assessments[17]
Wisconsin HdSt	Child assessments are not required to align with the ELDS[18]
Guam	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

CURRICULUM

STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

STATE	Guidance on criteria for selecting evidence-based curricula	List of state approved curricula	List of state recommended curricula	Requires adoption of specific curricula by all programs and sites	Requires alignment of curricula with ELDS
Alabama	Yes	No	Yes	No	Yes
Alaska	Yes	No	No	No	Yes
Arizona	No	No	No	No	Yes
Arkansas	Yes	Yes	No	No	Yes
California CSPP	Yes	No	No	No	No
California TK	No	No	No	No	No
Colorado	Yes	No	No	No	No
Connecticut CDCC	Yes	No	No	No	No
Connecticut SR	Yes	No	No	No	Yes
Connecticut Smart Start	Yes	No	No	No	Yes
Delaware	Yes	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	No	Yes
Florida	Yes	Yes[9]	Yes	No	Yes[9]
Georgia	Yes	Yes[14]	No	Yes	Yes
Hawaii	Yes	No	No	No	Yes
Illinois	Yes	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes	No	No	No	Yes
Iowa SWVPP	Yes[17]	No	No	No	Yes[17]
Kansas Preschool Pilot	Yes	No	No	No	Yes
Kansas State Pre-K	Yes	No	No	No	Yes
Kentucky	Yes	No	No	No	No
Louisiana 8(g)	Yes	Yes[11]	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes[10]	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes[9]	Yes	Yes	Yes
Maine	Yes	No	Yes	No	Yes
Maryland	Yes	No	Yes	No	Yes
Massachusetts UPK	Yes	No	No	No	Yes
Massachusetts Ch 70	In progress	No	In progress	No	Yes
Michigan	Yes	Yes	No	No	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes[21]	Yes	No	Yes[21]
Mississippi	Yes	Yes	No	No	Yes
Missouri	No	Yes	No	No	Yes
Montana	Yes	No	No	No	No
Nebraska	No	No	No	No	Yes
Nevada	Yes	No	No	No	Yes
New Jersey Abbott	Yes	No	Yes	No	Yes
New Jersey ECPA	Yes	No	Yes	No	Yes
New Jersey ELLI	Yes	No	Yes	No	Yes
New Mexico	Yes	No	No	No	Yes
New York	Yes	No	No	No	Yes
North Carolina	Yes	Yes	No	No	Yes
North Dakota	No	No	No	No	No
Ohio	Yes[11]	No	No	No[11]	Yes
Oklahoma	Yes	Yes	No	No	Yes
Oregon HdSt	Yes	No	No	No	No
Oregon Preschool Promise	Yes	Yes	Yes	No	Yes
Pennsylvania RTL	No	No	Yes[9]	No	No
Pennsylvania HSSAP	Yes	Yes	Yes	No	Yes
Pennsylvania K4 & SBPK	No	No	Yes	No	Yes[7]
Pennsylvania PKC	Yes	No	Yes[13]	No	Yes[13]
Rhode Island	Yes	Yes	Yes	No	Yes
South Carolina	Yes	Yes[15]	Yes[15]	No	Yes
Tennessee	Yes	Yes[21]	No	Yes[21]	Yes
Texas	No	Yes	Yes	No	No
Vermont	No	No	No	No	Yes
Virginia	Yes	No	No	No	Yes
Washington	Yes	Yes[15]	No	Yes	Yes
West Virginia	Yes	Yes	No	Yes	Yes
Wisconsin 4K	Yes	No	No	No	No
Wisconsin HdSt	Yes	No	No	No	No
Guam	No	Yes	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

CURRICULUM

STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

STATE	SEA/Office of Early Learning sponsored training	Supporting materials (manuals, videos, websites, etc.)	On-going technical assistance on curriculum implementation	Funding to support curriculum implementation/training	Other supports
Alabama	Yes	Yes	Yes	Yes	Yes[19]
Alaska	Yes[10]	Yes	Yes	Yes[10]	No
Arizona	No	No[18]	Yes[18]	No	No
Arkansas	Yes[18]	Yes	Yes[18]	Yes[18]	Yes[18]
California CSPP	Yes	Yes	Yes	No	No
California TK	Yes	Yes[17]	Yes	Yes	Yes[17]
Colorado	Yes	No	Yes	No	No
Connecticut CDCC	Yes	Yes[14]	Yes	Yes	Yes[14]
Connecticut SR	Yes	Yes[14]	Yes	Yes	Yes[14]
Connecticut Smart Start	Yes	Yes[13]	Yes	Yes	Yes[13]
Delaware	Yes	Yes	Yes[16]	Yes	No
District of Columbia	Yes	No	Yes	Yes	No
Florida	No	Yes[9]	No	No	No
Georgia	No	No	No	Yes	Yes[14]
Hawaii	Yes	Yes	Yes	Yes	No
Illinois	Yes	Yes[12]	Yes	Yes	Yes[12]
Iowa Shared Visions	Yes[19]	No[19]	No	Yes[19]	No
Iowa SWVPP	No	No	No	Yes[17]	No
Kansas Preschool Pilot	No	No	Yes[12]	Yes	No[12]
Kansas State Pre-K	No	No	Yes[13]	Yes	No[13]
Kentucky	Yes	Yes	Yes	Yes[18]	Yes[18]
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes[11]
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes[10]
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes[9]
Maine	Yes	Yes	Yes	No	No
Maryland	Yes	Yes	Yes	Yes	No
Massachusetts UPK	No[15]	No	No[15]	Yes	Yes[15]
Massachusetts Ch 70	Yes	Yes	Yes	Yes	No
Michigan	No	No	No	Yes	Yes[14]
Minnesota HdSt	Yes	Yes	Yes	No	No
Minnesota VPK/SRP	No	Yes	Yes	Yes	No
Mississippi	No	Yes	No	Yes[10]	No
Missouri	No	No	Yes	Yes	No
Montana	Yes[12]	No	Yes[12]	Yes	Yes[12]
Nebraska	Yes	No	No	No	No
Nevada	Yes	Yes	Yes	No	No
New Jersey Abbott	No	No	No	Yes	No
New Jersey ECPA	No	No	No	Yes	No
New Jersey ELLI	No	No	No	Yes	No
New Mexico	Yes	Yes	Yes[16]	Yes	Yes[16]
New York	Yes	Yes[10]	No	Yes	Yes[10]
North Carolina	Yes	Yes	Yes[15]	Yes	Yes[15]
North Dakota	No	No	No	No	No
Ohio	Yes	No	Yes	No	Yes[11]
Oklahoma	Yes	Yes	Yes	Yes	Yes[10]
Oregon HdSt	Yes	Yes	Yes	Yes	No
Oregon Preschool Promise	No	No	No	Yes	No
Pennsylvania RTL	No	No	No	No	No
Pennsylvania HSSAP	No	No	No	No	No
Pennsylvania K4 & SBPK	No	No	No	No	No
Pennsylvania PKC	No	No	No	Yes	Yes[13]
Rhode Island	Yes	Yes	Yes	Yes	No
South Carolina	Yes	Yes	Yes	Yes	No
Tennessee	Yes	Yes	Yes[21]	Yes[21]	No[21]
Texas	No	No	No	No	No
Vermont	Yes	No	Yes[16]	No	Yes[16]
Virginia	Yes	Yes	Yes	No	No
Washington	Yes[15]	Yes	Yes	Yes	Yes[15]
West Virginia	No	Yes	Yes	Yes	No
Wisconsin 4K	Yes	Yes[18]	Yes[18]	No	Yes[18]
Wisconsin HdSt	No	Yes[19]	No	No	Yes[19]
Guam	Yes	Yes	Yes	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

CURRICULUM

STATE	Is there a system to ensure curricula are being implemented with fidelity?
Alabama	Yes, ongoing monitoring, coaching, and training is provided by OSR[20]
Alaska	No
Arizona	No
Arkansas	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity
California CSPP	No
California TK	Determined locally
Colorado	No
Connecticut CDCC	No[15]
Connecticut SR	No[15]
Connecticut Smart Start	No[14]
Delaware	Yes, the state has a system to ensure that curricula are being implemented with fidelity[17]
District of Columbia	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity
Florida	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity[10]
Georgia	Yes, the state has a system to ensure that curricula are being implemented with fidelity
Hawaii	No[14]
Illinois	Yes, the state has a system to ensure that curricula are being implemented with fidelity
Iowa Shared Visions	Yes, AEAs provide training and support for curriculum adoption, implementation, and guidance for fidelity[20]
Iowa SWVPP	Yes, AEAs provide training and support for curriculum adoption, implementation, and guidance for fidelity[17]
Kansas Preschool Pilot	No
Kansas State Pre-K	No
Kentucky	Yes, the state has a system to ensure that curricula are being implemented with fidelity[20]
Louisiana 8(g)	Yes, other[12]
Louisiana LA 4	Yes, other[11]
Louisiana NSECD	Yes, other[10]
Maine	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity
Maryland	Determined locally
Massachusetts UPK	No
Massachusetts Ch 70	No, fidelity of curriculum implementation is monitored locally
Michigan	Yes, through monitoring and coaching[15]
Minnesota HdSt	Yes, the state has a system to ensure that curricula are being implemented with fidelity
Minnesota VPK/SRP	No[22]
Mississippi	Yes, the state has a system to ensure that curricula are being implemented with fidelity[11]
Missouri	No[13]
Montana	No
Nebraska	No
Nevada	No[26]
New Jersey Abbott	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes, consultation, coaching, and monitoring system[17]
New York	Yes, curricula are reviewed and discussed through periodic monitoring of programs
North Carolina	Yes, through teacher training and monitoring[16]
North Dakota	No
Ohio	No
Oklahoma	No[11]
Oregon HdSt	No
Oregon Preschool Promise	No[20]
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	Yes, through written frameworks, observations, and interviews[12]
South Carolina	Yes, the state has a system to ensure that curricula are being implemented with fidelity[16]
Tennessee	No[22]
Texas	No
Vermont	Yes, the state has a system to ensure that curricula are being implemented with fidelity[17]
Virginia	No
Washington	Yes, the state has a system to ensure that curricula are being implemented with fidelity[16]
West Virginia	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity
Wisconsin 4K	No
Wisconsin HdSt	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

CURRICULUM

STATE	Comprehensive curricula approved for use in state preschool
Alabama	None[21]
Alaska	None
Arizona	None
Arkansas	Comprehensive Preschool Program; Core Knowledge; Creative Curriculum; Curiosity Corner; DLM Early Childhood Express; Frog Street; High Reach; HighScope; Houghton Mifflin Harcourt PreK Education; InvestiGator Club; Montessori; Opening the World of Learning (OWL); Pebble Soup; PreschoolFirst; Project Approach; Reggio Emilia Inspired; Scholastic Early Childhood Curriculum
California CSPP	None[18]
California TK	None[18]
Colorado	None
Connecticut CDCC	None
Connecticut SR	None
Connecticut Smart Start	None
Delaware	Core Knowledge; Creative Curriculum; HighScope; InvestiGator Club; Montessori; Opening the World of Learning (OWL); Other curriculum[18]
District of Columbia	Core Knowledge; Creative Curriculum; Frog Street; HighScope; Montessori; Opening the World of Learning (OWL); Tools of the Mind; Locally developed; Other curriculum[17]
Florida	Beyond Centers and Circle Time; Big Day for Pre-K; Creative Curriculum; DLM Early Childhood Express; The Empowered Child; Frog Street; Galileo Pre-K Online Curriculum; HighScope; InvestiGator Club; Journey Pre-Kindergarten Curriculum; Learn Every Day and Nemours Bright Start; Let's Begin with the Letter People Comprehensive Program; LifeSmart Curriculum; Little Treasures; Splash into Pre-K
Georgia	Big Day for Pre-K; Creative Curriculum; Frog Street; High Reach; HighScope; InvestiGator Club; Montessori; Opening the World of Learning (OWL); Locally developed; Alpha Skills Pre-K; Beyond Centers and Circle Time; DIG; Galileo; We Can; Wings
Hawaii	None
Illinois	Curricula must be aligned with IELDS[13]
Iowa Shared Visions	None[20]
Iowa SWVPP	None
Kansas Preschool Pilot	None
Kansas State Pre-K	None
Kentucky	None[21]
Louisiana 8(g)	Abrams Learning Trends - DIG Develop. Inspire. Grow. ECE Ages 3-4; Big Day for Pre-K; Children's Literacy Initiative - Blueprint for Early Literacy, ECE Ages 3-4; Creative Curriculum; Frog Street; Great Minds - Eureka Math, ECE Ages 3-4; InvestiGator Club; Opening the World of Learning (OWL); Voyager Sopris Learning, Inc. - We Can Early Learning Curriculum, ECE 3-4
Louisiana LA 4	Abrams Learning Trends - DIG Develop. Inspire. Grow. ECE Ages 3-4; Big Day for Pre-K; Children's Literacy Initiative - Blueprint for Early Literacy, ECE Ages 3-4; Creative Curriculum; Frog Street; Great Minds - Eureka Math, ECE Ages 3-4; InvestiGator Club; Opening the World of Learning (OWL); Voyager Sopris Learning, Inc. - We Can Early Learning Curriculum, ECE 3-4
Louisiana NSECD	Abrams Learning Trends - DIG Develop. Inspire. Grow. ECE Ages 3-4; Big Day for Pre-K; Children's Literacy Initiative - Blueprint for Early Literacy, ECE Ages 3-4; Creative Curriculum; Frog Street; Great Minds - Eureka Math, ECE Ages 3-4; InvestiGator Club; Opening the World of Learning (OWL); Voyager Sopris Learning, Inc. - We Can Early Learning Curriculum, ECE 3-4
Maine	None
Maryland	Big Day for Pre-K; Core Knowledge; Creative Curriculum; Curiosity Corner; Frog Street; High Reach; HighScope; InvestiGator Club; Montessori; Opening the World of Learning (OWL); Tools of the Mind; Locally developed; Other curriculum[15]
Massachusetts UPK	None
Massachusetts Ch 70	None
Michigan	Connect4Learning; Creative Curriculum; HighScope; Montessori; Project Approach; Reggio Emilia; Tools of the Mind
Minnesota HdSt	Big Day for Pre-K; Core Knowledge; Creative Curriculum; Curiosity Corner; Frog Street; High Reach; HighScope; InvestiGator Club; Montessori; Opening the World of Learning (OWL); Locally developed; Other curricula[20]
Minnesota VPK/SRP	Big Day for Pre-K; Core Knowledge; Creative Curriculum; Curiosity Corner; High Reach; HighScope; InvestiGator Club; Montessori; Opening the World of Learning (OWL); Tools of the Mind; Locally developed; Other curricula[23]
Mississippi	Big Day for Pre-K; Creative Curriculum; Frog Street; Galileo; Opening the World of Learning (OWL)[12]
Missouri	Creative Curriculum; Emerging Language & Literacy Curriculum; Foundations of Project Construct; HighScope
Montana	None
Nebraska	None
Nevada	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

CURRICULUM

STATE	Comprehensive curricula approved for use in state preschool
New Jersey Abbott	Creative Curriculum; Curiosity Corner; HighScope; Tools of the Mind[11]
New Jersey ECPA	Creative Curriculum; Curiosity Corner; HighScope; Tools of the Mind[9]
New Jersey ELLI	Creative Curriculum; Curiosity Corner; HighScope; Tools of the Mind[12]
New Mexico	None[18]
New York	None
North Carolina	Big Day for Pre-K; Creative Curriculum; Curiosity Corner; Frog Street; High Reach; HighScope; InvestiGator Club; Opening the World of Learning (OWL); Tools of the Mind; Other curriculum[17]
North Dakota	None
Ohio	None
Oklahoma	Big Day for Pre-K; Core Knowledge; Frog Street; Creative Curriculum
Oregon HdSt	None
Oregon Preschool Promise	Creative Curriculum; Developmental Learning Materials; HighScope; Opening the World of Learning (OWL); The Creative Curriculum for Family Child Care (2nd ed.); The Scholastic Curriculum for Family Child Care (2nd ed.)[22]
Pennsylvania RTL	Creative Curriculum; Curiosity Corner; Frog Street; High Reach; HighScope; InvestiGator Club; Opening the World of Learning (OWL); Tools of the Mind; Locally developed; Other curriculum[8]
Pennsylvania HSSAP	Big Day for Pre-K; Creative Curriculum; Curiosity Corner; Frog Street; HighScope; InvestiGator Club; Opening the World of Learning (OWL); Tools of the Mind; Locally developed; Other curriculum[8]
Pennsylvania K4 & SBPK	Creative Curriculum; Curiosity Corner; Frog Street; High Reach; HighScope; InvestiGator Club; Opening the World of Learning (OWL); Tools of the Mind; Locally developed; Other curriculum[8]
Pennsylvania PKC	Big Day for Pre-K; Creative Curriculum; Curiosity Corner; Frog Street; High Reach; HighScope; InvestiGator Club; Opening the World of Learning (OWL); Tools of the Mind; Locally developed[14]
Rhode Island	Big Day for Pre-K; Core Knowledge; Creative Curriculum; Curiosity Corner; Frog Street; High Reach; HighScope; InvestiGator Club; Montessori; Opening the World of Learning (OWL); Tools of the Mind; Locally developed
South Carolina	Big Day for Pre-K; Creative Curriculum; HighScope; InvestiGator Club; Montessori; Worlds of Wonder[17]
Tennessee	Big Day for Pre-K; Creative Curriculum; Connect 4 Learning[21]
Texas	Big Day for Pre-K; Frog Street; HighScope; Opening the World of Learning (OWL); Locally developed[11]
Vermont	None[18]
Virginia	None[10]
Washington	Creative Curriculum; HighScope; Other curriculum[15]
West Virginia	Creative Curriculum; High Reach; HighScope
Wisconsin 4K	None
Wisconsin HdSt	None
Guam	Locally developed

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	CURRICULUM Subject-specific curricula approved for use in state preschool
Alabama	None[21]
Alaska	None
Arizona	None
Arkansas	None[19]
California CSPP	None[18]
California TK	Determined locally
Colorado	None
Connecticut CDCC	None
Connecticut SR	None
Connecticut Smart Start	None
Delaware	Yes[18]
District of Columbia	None
Florida	None
Georgia	None[15]
Hawaii	None
Illinois	None
Iowa Shared Visions	Determined locally[20]
Iowa SWVPP	None
Kansas Preschool Pilot	None
Kansas State Pre-K	None
Kentucky	Determined locally[21]
Louisiana 8(g)	Yes: Blueprint for Early Literacy, ECE Ages 3-4; Great Minds - Eureka Math, ECE Ages 3-4
Louisiana LA 4	Yes: Blueprint for Early Literacy, ECE Ages 3-4; Great Minds - Eureka Math, ECE Ages 3-4
Louisiana NSECD	Yes: Blueprint for Early Literacy, ECE Ages 3-4; Great Minds - Eureka Math, ECE Ages 3-4
Maine	None
Maryland	None
Massachusetts UPK	None
Massachusetts Ch 70	None
Michigan	None
Minnesota HdSt	None
Minnesota VPK/SRP	No[24]
Mississippi	None
Missouri	None
Montana	None
Nebraska	None
Nevada	None
New Jersey Abbott	None
New Jersey ECPA	None
New Jersey ELLI	None
New Mexico	Determined locally[18]
New York	None
North Carolina	None
North Dakota	None
Ohio	None
Oklahoma	Yes: Pre-K Alpha Friends (HMH) - Literacy Curriculum
Oregon HdSt	None
Oregon Preschool Promise	None
Pennsylvania RTL	Yes[8]
Pennsylvania HSSAP	Yes[8]
Pennsylvania K4 & SBPK	Yes[8]
Pennsylvania PKC	Yes[14]
Rhode Island	None
South Carolina	Yes[18]
Tennessee	None
Texas	None
Vermont	Determined locally[18]
Virginia	None
Washington	None
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	None
Guam	Yes: Language Arts/Literacy, Mathematical Thinking, Scientific Thinking, Physical Development & Health; The Arts; Chamorro Language; Food Friends & Mighty Moves Program[5]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

	PERSONNEL
STATE	Minimum lead teacher degree requirement
Alabama	BA (public and nonpublic)[22]
Alaska	BA (public); None (nonpublic)[11]
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic)[19]
Arkansas	BA (public); AA beyond the first classroom at a site (nonpublic)[20]
California CSPP	California Child Development Associate Teacher Permit (public and nonpublic)[19]
California TK	BA (public)[19]
Colorado	CDA (public and nonpublic)[14]
Connecticut CDCC	CDA plus 12 Early Childhood credits (nonpublic)[16]
Connecticut SR	CDA plus 12 Early Childhood credits (public and nonpublic)[16]
Connecticut Smart Start	BA (public)
Delaware	BA (public); AA (nonpublic)[19]
District of Columbia	BA (DCPS and CBO); Determined locally (PCS)[18]
Florida	BA (summer); CDA or equivalent plus specified training (school year)[11]
Georgia	BA (public and nonpublic)[16]
Hawaii	BA (public)
Illinois	BA (public and nonpublic)
Iowa Shared Visions	BA (public); AA (nonpublic)[21]
Iowa SWVPP	BA (public and nonpublic)[18]
Kansas Preschool Pilot	BA (public and nonpublic)[13]
Kansas State Pre-K	BA (public and nonpublic)[14]
Kentucky	BA (public and nonpublic)[22]
Louisiana 8(g)	BA (public)
Louisiana LA 4	BA (public)[12]
Louisiana NSECD	BA (nonpublic)
Maine	BA (public and nonpublic)[13]
Maryland	BA (public and nonpublic)
Massachusetts UPK	BA (public); High school diploma or equivalent (nonpublic)[16]
Massachusetts Ch 70	BA (public)
Michigan	BA (public and nonpublic)[16]
Minnesota HdSt	AA (public and nonpublic)[21]
Minnesota VPK/SRP	Other (public and nonpublic)[25]
Mississippi	BA (public and nonpublic)[13]
Missouri	BA (public and nonpublic)
Montana	BA (public and nonpublic)[13]
Nebraska	BA (public and nonpublic)
Nevada	BA (public and nonpublic)
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); High school diploma or equivalent (nonpublic)[19]
New York	MA (public); BA (nonpublic)[11]
North Carolina	BA (public and nonpublic)[18]
North Dakota	BA (public and nonpublic)[11]
Ohio	AA (public and nonpublic)[12]
Oklahoma	BA (public)[12]
Oregon HdSt	AA (public and nonpublic)[8]
Oregon Preschool Promise	CDA (public and nonpublic)[22]
Pennsylvania RTL	BA (public); AA (nonpublic)
Pennsylvania HSSAP	AA (public and nonpublic)[9]
Pennsylvania K4 & SBPK	BA (public and nonpublic)
Pennsylvania PKC	BA (public and nonpublic)[15]
Rhode Island	BA (public and nonpublic)[13]
South Carolina	BA (public); AA (nonpublic)
Tennessee	BA (public and nonpublic)
Texas	BA (public and nonpublic)
Vermont	BA (public); BA for one teacher per center (nonpublic)[19]
Virginia	BA (public); High school diploma or equivalent (nonpublic)[11]
Washington	AA (public and nonpublic)[17]
West Virginia	BA (public and nonpublic)[16]
Wisconsin 4K	BA (public and nonpublic)[19]
Wisconsin HdSt	AA (nonpublic)[20]
Guam	AA (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PERSONNEL

STATE	Required lead teacher degree specialization
Alabama	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)[22]
Alaska	Early Childhood Education, Elementary Education, Preschool Special Education (public); None (nonpublic)[12]
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic)[19]
Arkansas	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic)[20]
California CSPP	Early Childhood Education, Child Development (public and nonpublic)[19]
California TK	Early Childhood Education, Child Development, Elementary Education (public)[19]
Colorado	None (public and nonpublic)[14]
Connecticut CDCC	Early Childhood Education, Child Development, Preschool Special Education (nonpublic)[16]
Connecticut SR	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)[16]
Connecticut Smart Start	State Department of Education certification (public)[15]
Delaware	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)[19]
District of Columbia	Elementary Education (DCPS); Early Childhood Education, Child Development (CBO); Determined locally (PCS)[18]
Florida	Early Childhood Education, Prekindergarten, Primary Education, Preschool Education, Family and Consumer Science, or certification in any area (summer); CDA (school year)[11]
Georgia	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic)[16]
Hawaii	Elementary Education (public)[15]
Illinois	Early Childhood Education, Special Education (public and nonpublic)
Iowa Shared Visions	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public and nonpublic)[21]
Iowa SWVPP	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic)[18]
Kansas Preschool Pilot	Early Childhood Education, Child Development, Elementary Education (public and nonpublic)
Kansas State Pre-K	Early Childhood Education, Child Development, Elementary Education (public and nonpublic)
Kentucky	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic)[22]
Louisiana 8(g)	None (public)
Louisiana LA 4	None (public)
Louisiana NSECD	None (nonpublic)
Maine	Early Childhood Education (public and nonpublic)[13]
Maryland	Early Childhood Education (public and nonpublic)
Massachusetts UPK	None (public and nonpublic)[16]
Massachusetts Ch 70	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public)[15]
Michigan	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public and nonpublic)[16]
Minnesota HdSt	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)[21]
Minnesota VPK/SRP	Other (public and nonpublic)[25]
Mississippi	Early Childhood Education, Child Development, Elementary Education (public and nonpublic)[13]
Missouri	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic)[14]
Montana	Elementary Education (public); 20 credits in Early Childhood Education (nonpublic)[13]
Nebraska	Early Childhood Education, Preschool Special Education (public and nonpublic)[13]
Nevada	Early Childhood Education (public and nonpublic)
New Jersey Abbott	Early Childhood Education (public and nonpublic)[12]
New Jersey ECPA	Early Childhood Education (public and nonpublic)[10]
New Jersey ELLI	Early Childhood Education (public and nonpublic)[13]
New Mexico	Early Childhood Education (public); None (nonpublic)[19]
New York	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic)[11]
North Carolina	Early Childhood Education, Child Development (public and nonpublic)[18]
North Dakota	Early Childhood Education, Elementary Education with Kindergarten Credential (public); Child Development, Elementary Education with Kindergarten Credential (nonpublic)[12]
Ohio	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public); Early Childhood Education, Child Development (nonpublic)[12]
Oklahoma	Early Childhood Education (public)[12]
Oregon HdSt	Early Childhood Education (public and nonpublic)[8]
Oregon Preschool Promise	Early Childhood Education, Child Development, Elementary Education, Other (public and nonpublic)[23]
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	None (public and nonpublic)[9]
Pennsylvania K4 & SBPK	Early Childhood Education, Elementary Education (public); Early Childhood Education (nonpublic)
Pennsylvania PKC	Early Childhood Education (public and nonpublic)[15]
Rhode Island	Early Childhood Education (public and nonpublic)
South Carolina	Early Childhood Education (public); Early Childhood Education, Child Development (nonpublic)[19]
Tennessee	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)
Texas	None (public and nonpublic)
Vermont	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public); Early Childhood Education, Child Development (nonpublic)
Virginia	Early Childhood Education, Child Development (public and nonpublic)[11]
Washington	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)[17]
West Virginia	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Child Development, Preschool Special Education, Other (nonpublic)[16]
Wisconsin 4K	Early Childhood Education, Elementary Education (public and nonpublic)[19]
Wisconsin HdSt	Early Childhood Education, Elementary Education (nonpublic)[20]
Guam	Early Childhood Education (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PERSONNEL

STATE	Required lead teacher credentials/licenses/endorsements
Alabama	Pre-K, Kindergarten, Birth - 3rd grade (public); None (nonpublic)[22]
Alaska	Pre-K, Kindergarten, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, Pre-K - 8th grade, Birth - K, Birth - 3rd grade, K-3rd grade, K-6th grade, K-8th grade, Elementary Education with ECE endorsement, Preschool Special Education (public); None (nonpublic)[12]
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic)[19]
Arkansas	Pre-K - 4th grade, Birth - K, Elementary Education with ECE endorsement (public); 9 college credits (or more) in ECE (nonpublic)[21]
California CSPP	Pre-K, Nursery, 9 college credits (or more) in ECE, California Child Development Associate Teacher Permit (public and nonpublic)[19]
California TK	Pre-K - 3rd grade, K-3rd grade, K-8th grade, Bilingual, Other (public)[19]
Colorado	CDA, Other (public and nonpublic)[14]
Connecticut CDCC	CDA plus 12 college credits in ECE (nonpublic)[16]
Connecticut SR	CDA plus 12 college credits in ECE (public and nonpublic)[16]
Connecticut Smart Start	Pre-K, Pre-K - K, Pre-K - 3rd grade, Pre-K - 6th grade, Pre-K - 8th grade, Birth - K, K-3rd grade, Special Education, Preschool Special Education (public)[15]
Delaware	9 college credits (or more) in ECE (public and nonpublic)[19]
District of Columbia	State licensure (DCPS); 9 college credits (or more) in ECE (CBO); Determined locally (PCS)[18]
Florida	Early Childhood Education, Prekindergarten, Primary Education, Preschool Education, Family and Consumer Science, or certification in any area (summer); CDA (school year)[11]
Georgia	Pre-K, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, Pre-K - 8th grade, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[16]
Hawaii	K-6th grade (public)[15]
Illinois	Birth - 3rd grade, Preschool Special Education, Bilingual (public and nonpublic)
Iowa Shared Visions	Pre-K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (public and nonpublic)[21]
Iowa SWVPP	Pre-K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade (public and nonpublic)[18]
Kansas Preschool Pilot	Pre-K, Birth - K, Birth - 3rd grade, Preschool Special Education, Elementary Education, K-6, K-9 (public and nonpublic)
Kansas State Pre-K	Pre-K, Birth - K, Birth - 3rd grade, Preschool Special Education, Elementary Education, K-6, K-9 (public and nonpublic)
Kentucky	Interdisciplinary Early Childhood Education, Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - K, Birth - K, Preschool Special Education (public and nonpublic)[22]
Louisiana 8(g)	Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - 3rd grade (public)[13]
Louisiana LA 4	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (public)[12]
Louisiana NSECD	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (nonpublic)[11]
Maine	Pre-K, Elementary Education with ECE endorsement (public and nonpublic)[13]
Maryland	Pre-K - 3rd grade (public and nonpublic)
Massachusetts UPK	Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public); 9 college credits (or more) in ECE (nonpublic)[16]
Massachusetts Ch 70	Pre-K - 2nd grade (public)
Michigan	K-8th grade, Elementary Education with ECE endorsement, Other (public and nonpublic)[16]
Minnesota HdSt	Other (public and nonpublic)[21]
Minnesota VPK/SRP	Other (public and nonpublic)[25]
Mississippi	Pre-K, Nursery, Pre-K - K, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, K-3rd grade, K-6th grade, K-8th grade, Elementary Education with ECE endorsement, CDA, 9 college credits (or more) in ECE, Other (public and nonpublic)[13]
Missouri	Birth - 3rd grade (public and nonpublic)[14]
Montana	Pre-K - 3rd grade (public); None (nonpublic)
Nebraska	3 years to K, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[13]
Nevada	Birth - 3rd grade, Elementary Education with ECE endorsement (public and nonpublic)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PERSONNEL

STATE	Required teacher credentials/licenses/endorsements
New Jersey Abbott	Nursery, Pre-K - 3rd grade, Special Education, Other (public and nonpublic)[12]
New Jersey ECPA	Nursery, Pre-K - 3rd grade, Special Education, Other (public and nonpublic)[10]
New Jersey ELLI	Nursery, Pre-K - 3rd grade, Special Education, Other (public and nonpublic)[13]
New Mexico	Pre-K - 3rd grade, Birth - 3rd grade (public); None (nonpublic)[19]
New York	Pre-K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - 3rd grade (public and nonpublic)[11]
North Carolina	Pre-K, Pre-K - K, Birth - K (public and nonpublic)[18]
North Dakota	Kindergarten, Pre-K - K, Birth - 3rd grade, Elementary Education with ECE endorsement (public); CDA (nonpublic)
Ohio	Pre-K, Pre-K - 3rd grade, K-3rd grade, K-8th grade, 9 college credits (or more) in ECE (public and nonpublic)[12]
Oklahoma	Elementary Education with ECE endorsement (public)[12]
Oregon HdSt	Pre-K (public and nonpublic)[8]
Oregon Preschool Promise	CDA, CDA plus 9 college credits (or more) in ECE (public); CDA (nonpublic)[22]
Pennsylvania RTL	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)
Pennsylvania HSSAP	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)
Pennsylvania K4 & SBPK	Pre-K - 4th grade, K-6th grade (public); Pre-K - 4th grade, Birth - 3rd grade (nonpublic)[9]
Pennsylvania PKC	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)[15]
Rhode Island	Pre-K - 2nd grade (public and nonpublic)[13]
South Carolina	Pre-K - 3rd grade (public); Other (nonpublic)[20]
Tennessee	Pre-K, 3 years to K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, 3 years to K, Pre-K - K, Birth - K, Birth - 3rd grade, Preschool Special Education (nonpublic)[23]
Texas	Pre-K - 6th grade (public and nonpublic)
Vermont	Pre-K, 3 years to K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, K-3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, K-3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (nonpublic)[20]
Virginia	Pre-K - 3rd grade, Pre-K - 6th grade (public); Other (nonpublic)[11]
Washington	Pre-K, Pre-K - 3rd grade, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[17]
West Virginia	Pre-K, Nursery, Pre-K - K, Pre-K - 4th grade, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, Nursery, Pre-K - K, Pre-K - 4th grade, Elementary Education with ECE endorsement, Preschool Special Education, Community Program Permanent Authorization (nonpublic)[16]
Wisconsin 4K	Pre-K - 3rd grade, Birth - 3rd grade, Elementary Education with ECE endorsement (public and nonpublic)
Wisconsin HdSt	Other (nonpublic)[20]
Guam	Pre-K, Pre-K - 2nd grade (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PERSONNEL

STATE	Minimum assistant teacher degree requirement
Alabama	CDA or 9 college credits in ECE/CD (public and nonpublic)
Alaska	High School Diploma or Equivalent, working towards CDA or Equivalent (public and nonpublic)[13]
Arizona	High School Diploma or Equivalent (public and nonpublic)[20]
Arkansas	CDA (public and nonpublic)[22]
California CSPP	High School Diploma or Equivalent (public and nonpublic)[20]
California TK	High School Diploma or Equivalent (public)[20]
Colorado	Other (public and nonpublic)[15]
Connecticut CDCC	Other (nonpublic)[17]
Connecticut SR	High School Diploma or Equivalent (public); None (nonpublic)[17]
Connecticut Smart Start	High School Diploma or Equivalent (public)
Delaware	High School Diploma or Equivalent (public); working towards CDA or Equivalent (nonpublic)[20]
District of Columbia	CDA (DCPS); AA (CBO); Determined locally (PCS)
Florida	None (public and nonpublic)[12]
Georgia	CDA (public and nonpublic)[17]
Hawaii	Associates Degree or equivalent as determined by the Department of Education (public)[16]
Illinois	Educator License (public and nonpublic)[14]
Iowa Shared Visions	High School Diploma or Equivalent (public and nonpublic)[22]
Iowa SWVPP	Depends on overseeing agency (public and nonpublic)[19]
Kansas Preschool Pilot	High School Diploma or Equivalent (public and nonpublic)[14]
Kansas State Pre-K	High School Diploma or Equivalent (public and nonpublic)[15]
Kentucky	High School Diploma or Equivalent (public and nonpublic)[23]
Louisiana 8(g)	High School Diploma or Equivalent (public)[14]
Louisiana LA 4	Other (public)[13]
Louisiana NSECD	CDA (nonpublic)[12]
Maine	Educational Technician II (public and nonpublic)[14]
Maryland	High School Diploma or Equivalent (public and nonpublic)[16]
Massachusetts UPK	Other (public and nonpublic)[17]
Massachusetts Ch 70	Determined locally (public)
Michigan	CDA (public and nonpublic)[17]
Minnesota HdSt	CDA (public and nonpublic)[22]
Minnesota VPK/SRP	Other (public and nonpublic)[26]
Mississippi	Associate's Degree (public and nonpublic)[14]
Missouri	CDA, AA in ECE or CD, or 60 college hours (including 3 in ECE or CD) (public and nonpublic)[15]
Montana	Other (public and nonpublic)[14]
Nebraska	6 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic)[14]
Nevada	High School Diploma or Equivalent (public and nonpublic)
New Jersey Abbott	High School Diploma or Equivalent (public and nonpublic)[13]
New Jersey ECPA	High School Diploma or Equivalent (public and nonpublic)[11]
New Jersey ELLI	High School Diploma or Equivalent (public and nonpublic)[14]
New Mexico	Associate's Degree (public and nonpublic)[20]
New York	Level I Teaching Assistant Certification (public); High school diploma or equivalent (nonpublic)[12]
North Carolina	High School Diploma or Equivalent (public and nonpublic)[19]
North Dakota	High School Diploma or Equivalent (public); None (nonpublic)
Ohio	High School Diploma or Equivalent (public and nonpublic)
Oklahoma	High School Diploma or Equivalent (public)[13]
Oregon HdSt	CDA (public and nonpublic)
Oregon Preschool Promise	Other (public and nonpublic)[24]
Pennsylvania RTL	Meets NCLB requirements (public and nonpublic)[10]
Pennsylvania HSSAP	CDA (public and nonpublic)[9]
Pennsylvania K4 & SBPK	No minimum degree (K4); Meets NCLB requirements (SBPK) (public and nonpublic)[6]
Pennsylvania PKC	Meets NCLB requirements (public and nonpublic)[16]
Rhode Island	High school diploma or equivalent plus 12 college credits in ECE or CD (public); High school diploma or equivalent plus 12 college credits in ECE or CD or a CDA (nonpublic)
South Carolina	High School Diploma or Equivalent (public and nonpublic)[21]
Tennessee	High School Diploma or Equivalent (public and nonpublic)[24]
Texas	High School Diploma or Equivalent (public and nonpublic)[12]
Vermont	High School Diploma or Equivalent (public and nonpublic)[21]
Virginia	High School Diploma or Equivalent (public); None (nonpublic)[11]
Washington	CDA, 12 credits in ECE, or Initial or higher Washington State Early Childhood Education Certificate (public and nonpublic)[18]
West Virginia	CDA (public and nonpublic)[17]
Wisconsin 4K	Other (public and nonpublic)[20]
Wisconsin HdSt	CDA (nonpublic)
Guam	High School Diploma or Equivalent (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Required assistant teacher degree specializations and/or pre-service training
Alabama	Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic)
Alaska	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education (public); Training in Early Childhood Education, Training in Child Development, CDA (nonpublic)[13]
Arizona	Other (public and nonpublic)[20]
Arkansas	Training in Early Childhood Education, Training in Child Development, Training in Preschool Special Education, Nine (or more) college credits in Early Childhood or Child Development, CDA, Paraprofessional Certification, Other (public and nonpublic)[22]
California CSPP	None (public and nonpublic)[20]
California TK	Meets NCLB requirements (public)[20]
Colorado	None (public and nonpublic)[15]
Connecticut CDCC	None (nonpublic)[17]
Connecticut SR	None (public and nonpublic)[17]
Connecticut Smart Start	None (public)
Delaware	Paraprofessional Certification (public); Nine (or more) college credits in Early Childhood or Child Development, CDA (nonpublic)[20]
District of Columbia	CDA, Paraprofessional Certification (DCPS); Training in Early Childhood Education, Training in Child Development, Nine (or more) college credits in Early Childhood or Child Development (CBO); Other (PCS)[19]
Florida	None (public and nonpublic)[12]
Georgia	CDA (public and nonpublic)[17]
Hawaii	None (public)[16]
Illinois	Paraprofessional Certification, Other (public and nonpublic)[14]
Iowa Shared Visions	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Training in Preschool Special Education, CDA, Other (public and nonpublic)[22]
Iowa SWVPP	Nine (or more) college credits in Early Childhood or Child Development, CDA, Paraprofessional Certification, Other (public and nonpublic)[19]
Kansas Preschool Pilot	None (public and nonpublic)[14]
Kansas State Pre-K	None (public and nonpublic)[15]
Kentucky	Other (public and nonpublic)[23]
Louisiana 8(g)	None (public)[14]
Louisiana LA 4	Other (public)[13]
Louisiana NSECD	CDA (nonpublic)[12]
Maine	Training in Early Childhood Education, Training in Child Development (public); Training in Early Childhood Education, Training in Child Development, Paraprofessional Certification (nonpublic)[14]
Maryland	None (public and nonpublic)[16]
Massachusetts UPK	None (public and nonpublic)[17]
Massachusetts Ch 70	Determined locally (public)
Michigan	CDA, Other (public and nonpublic)[17]
Minnesota HdSt	Training in Early Childhood Education, Training in Child Development, CDA (public and nonpublic)[22]
Minnesota VPK/SRP	None (public and nonpublic)[26]
Mississippi	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic)[14]
Missouri	CDA, Other (public and nonpublic)[15]
Montana	None (public and nonpublic)
Nebraska	CDA, 6 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic)[14]
Nevada	None (public and nonpublic)
New Jersey Abbott	None (public and nonpublic)[13]
New Jersey ECPA	None (public and nonpublic)[11]
New Jersey ELLI	None (public and nonpublic)[14]
New Mexico	Training in Early Childhood Education, Training in Child Development, Highly qualified paraprofessional, Teaching Assistant certification (public); None (nonpublic)[20]
New York	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education (public and nonpublic)[12]
North Carolina	High School Diploma or Equivalent (public and nonpublic)[19]
North Dakota	Paraprofessional Certification (public); None (nonpublic)
Ohio	None (public and nonpublic)
Oklahoma	None (public)[13]
Oregon HdSt	CDA (public and nonpublic)
Oregon Preschool Promise	Other (public and nonpublic)[24]
Pennsylvania RTL	Meets NCLB requirements (public and nonpublic)[10]
Pennsylvania HSSAP	CDA (public and nonpublic)[9]
Pennsylvania K4 & SBPK	No minimum degree (K4); Meets NCLB requirements (SBPK) (public and nonpublic)[6]
Pennsylvania PKC	Meets NCLB requirements (public and nonpublic)[16]
Rhode Island	Nine (or more) college credits in Early Childhood or Child Development (public); HSD plus 12 college credits in ECE/CD or a CDA (nonpublic)
South Carolina	Training in Early Childhood Education, Training in Child Development, Paraprofessional Certification, Meets NCLB requirements (public); Training in Early Childhood Education, Training in Child Development (nonpublic)[21]
Tennessee	Other (public and nonpublic)[24]
Texas	None (public and nonpublic)[12]
Vermont	Training in Early Childhood Education, Training in Child Development, Training in Preschool Special Education, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic)[21]
Virginia	None (public and nonpublic)[11]
Washington	Training in Early Childhood Education, Training in Child Development, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic)[18]
West Virginia	Training in Early Childhood Education, Training in Child Development, CDA, Teaching Assistant certification (public and nonpublic)[17]
Wisconsin 4K	Other (public and nonpublic)[20]
Wisconsin HdSt	CDA (nonpublic)
Guam	None (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PERSONNEL

STATE	Lead teacher in-service professional development requirement
Alabama	30 clock hours/year (public and nonpublic)
Alaska	6 credit hours/5 years (public and nonpublic)
Arizona	18 clock hours/year (public and nonpublic)[21]
Arkansas	30 clock hours/year (public and nonpublic)[23]
California CSPP	105 clock hours/5 years (public and nonpublic)[21]
California TK	Determined locally (public)
Colorado	15 clock hours/year (public and nonpublic)
Connecticut CDCC	20 clock hours/year (1% of total hours worked) (nonpublic)[18]
Connecticut SR	9 clock hours/year (public and nonpublic)
Connecticut Smart Start	Determined locally (public)[16]
Delaware	90 clock hours/5 years (public); 18 clock hours/year (nonpublic)
District of Columbia	6 days/year (DCPS); 30 clock hours/year (CBO); Determined locally (PCS)
Florida	10 hours/year (public and nonpublic)[13]
Georgia	15 clock hours/school year (public and nonpublic)[18]
Hawaii	21 clock hours/year (public)[17]
Illinois	120 clock hours/5 years (public and nonpublic)
Iowa Shared Visions	6 credit hours/5 years (public); 6 clock hours/year (nonpublic)[23]
Iowa SWVPP	15 clock hours/year (recommended: public and nonpublic)[20]
Kansas Preschool Pilot	15 clock hours/year (public and nonpublic)[15]
Kansas State Pre-K	15 clock hours/year (public and nonpublic)[16]
Kentucky	24 clock hours/year (public and nonpublic)
Louisiana 8(g)	18 clock hours/year (public)
Louisiana LA 4	18 clock hours/year (public)
Louisiana NSECD	18 clock hours/year (nonpublic)
Maine	6 credit hours/5 years (public and nonpublic)
Maryland	6 credit hours/5 years (public and nonpublic)
Massachusetts UPK	150 clock hours/5 years (public); 20 clock hours/year (nonpublic)[18]
Massachusetts Ch 70	150 Professional Development Points (public)[16]
Michigan	16 clock hours/year (public and nonpublic)[18]
Minnesota HdSt	15 clock hours per year (public and nonpublic)[23]
Minnesota VPK/SRP	125 clock hours/five years (licensed teachers, public and nonpublic)[27]
Mississippi	15 clock hours/year (public and nonpublic)
Missouri	22 clock hours/year (public and nonpublic)
Montana	24 hours/year (public and nonpublic)
Nebraska	12 clock hours/year (public and nonpublic)
Nevada	6 credit hours/5 years (public and nonpublic)
New Jersey Abbott	100 clock hours/5 years (public and nonpublic)
New Jersey ECPA	100 clock hours/5 years (public and nonpublic)
New Jersey ELLI	100 clock hours/5 years (public and nonpublic)
New Mexico	30 clock hours/year (public); 24 clock hours/year & 6 credit hours/year if BA/BS degree not completed (nonpublic)
New York	175 clock hours/5 years (public and nonpublic)
North Carolina	80 clock hours/5 years (public and nonpublic)[20]
North Dakota	Varies by teaching license held (public and nonpublic)[13]
Ohio	20 clock hours/2 years (public and nonpublic)[13]
Oklahoma	15 hours/year (public)[14]
Oregon HdSt	15 clock hours/year (public and nonpublic)
Oregon Preschool Promise	20 clock hours/year (public and nonpublic)[25]
Pennsylvania RTL	180 clock hours/5 years (public and nonpublic)
Pennsylvania HSSAP	15 clock hours/year (public and nonpublic)
Pennsylvania K4 & SBPK	180 clock hours/5 years (public, SBPK only); Determined locally (nonpublic)[10]
Pennsylvania PKC	180 clock hours/5 years (public and nonpublic)
Rhode Island	20 clock hours/year (public and nonpublic)[14]
South Carolina	15 clock hours/year (public and nonpublic)[22]
Tennessee	24 clock hours/year (public and nonpublic)[25]
Texas	150 clock hours/5 years (public and nonpublic)[13]
Vermont	9 credit hours/7 years (public); 15 clock hours/year (nonpublic)[22]
Virginia	15 clock hours/school year (public and nonpublic)
Washington	15 clock hours/year (public and nonpublic)[19]
West Virginia	15 clock hours/year (public and nonpublic)[18]
Wisconsin 4K	None (public and nonpublic)[21]
Wisconsin HdSt	15 clock hours/year (nonpublic)
Guam	30 clock hours/year (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Assistant teacher in-service professional development requirement
Alabama	20 clock hours/year (public and nonpublic)
Alaska	None (public and nonpublic)
Arizona	18 clock hours/year (public and nonpublic)[21]
Arkansas	30 clock hours/year (public and nonpublic)[23]
California CSPP	105 clock hours/5 years (public and nonpublic)[21]
California TK	Determined locally (public)
Colorado	15 clock hours/year (public and nonpublic)
Connecticut CDCC	20 clock hours/year (1% of total hours worked) (nonpublic)[18]
Connecticut SR	None (public and nonpublic)
Connecticut Smart Start	Determined locally (public)
Delaware	15 clock hours/year (public); 18 clock hours/year (nonpublic)
District of Columbia	15 clock hours/year (DCPS); 30 clock hours/year (CBO); Determined locally (PCS)
Florida	None (public and nonpublic)
Georgia	15 clock hours/school year (public and nonpublic)[18]
Hawaii	None (public)
Illinois	None (public and nonpublic)[15]
Iowa Shared Visions	Determined locally (public); 6 clock hours/year (nonpublic)[23]
Iowa SWVPP	Determined locally (public and nonpublic)[20]
Kansas Preschool Pilot	15 clock hours/year (public and nonpublic)[15]
Kansas State Pre-K	15 clock hours/year (public and nonpublic)[16]
Kentucky	18 clock hours/year (public and nonpublic)
Louisiana 8(g)	18 clock hours/year (public)
Louisiana LA 4	18 clock hours/year (public)
Louisiana NSECD	18 clock hours/year (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	24 clock hours/year (public and nonpublic)
Massachusetts UPK	Determined locally (public); 20 clock hours/year (nonpublic)[18]
Massachusetts Ch 70	None (public)
Michigan	16 clock hours/year (public and nonpublic)
Minnesota HdSt	15 clock hours/year (public and nonpublic)[23]
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	15 clock hours/year (public and nonpublic)
Missouri	22 clock hours/year (public and nonpublic)
Montana	24 hours/year (public and nonpublic)
Nebraska	12 clock hours/year (public and nonpublic)
Nevada	6 credit hours/5 years (public and nonpublic)
New Jersey Abbott	100 clock hours/5 years (public and nonpublic)
New Jersey ECPA	100 clock hours/5 years (public and nonpublic)
New Jersey ELLI	100 clock hours/5 years (public and nonpublic)
New Mexico	28 clock hours/year (public); 24 clock hours/year (nonpublic); & 6 credit hours/year if AA not completed (public and nonpublic)
New York	Determined locally (public and nonpublic)[13]
North Carolina	6 credit hours/5 years for assistant teachers working towards licensure (public and nonpublic)[20]
North Dakota	Varies by teaching license held (public and nonpublic)[13]
Ohio	20 clock hours/2 years (public and nonpublic)[13]
Oklahoma	15 hours/year (public)[14]
Oregon HdSt	15 clock hours/year (public and nonpublic)
Oregon Preschool Promise	20 hours/year (public and nonpublic)[25]
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	15 clock hours/year (public and nonpublic)
Pennsylvania K4 & SBPK	None (public and nonpublic)
Pennsylvania PKC	None (public and nonpublic)
Rhode Island	20 clock hours/year (public and nonpublic)
South Carolina	15 clock hours/year (public and nonpublic)[22]
Tennessee	24 clock hours/year (public and nonpublic)[25]
Texas	None (public and nonpublic)
Vermont	15 clock hours/year (public and nonpublic)[22]
Virginia	Determined locally (public and nonpublic)
Washington	None (public and nonpublic)
West Virginia	15 clock hours/year (public and nonpublic)[18]
Wisconsin 4K	None (public and nonpublic)[21]
Wisconsin HdSt	15 clock hours/year (nonpublic)
Guam	None (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PERSONNEL

STATE	Of the required in-service hours, how many are on topics related to health and/or safety?
Alabama	More than 3 hours/year[23]
Alaska	Unknown
Arizona	Unknown
Arkansas	At least 8 hours per year
California CSPP	15 hours/year
California TK	Determined locally
Colorado	Unknown
Connecticut CDCC	Unknown[18]
Connecticut SR	Unknown
Connecticut Smart Start	Determined locally
Delaware	Unknown
District of Columbia	Unknown
Florida	Unknown
Georgia	None
Hawaii	Varies
Illinois	Determined locally
Iowa Shared Visions	1 hour/year[23]
Iowa SWVPP	Determined locally
Kansas Preschool Pilot	Determined locally
Kansas State Pre-K	Determined locally
Kentucky	Unknown
Louisiana 8(g)	Unknown
Louisiana LA 4	Determined locally
Louisiana NSECD	Determined locally
Maine	Unknown
Maryland	Unknown
Massachusetts UPK	None[19]
Massachusetts Ch 70	None
Michigan	2 hours/year
Minnesota HdSt	Follows federal Head Start requirements
Minnesota VPK/SRP	Determined locally
Mississippi	Unknown
Missouri	Unknown
Montana	Not specified
Nebraska	None[15]
Nevada	Unknown
New Jersey Abbott	20 hours/5 years
New Jersey ECPA	20 hours/5 years
New Jersey ELLI	20 hours/5 years
New Mexico	None[21]
New York	None
North Carolina	Varies per NC Child Care Rules
North Dakota	None
Ohio	Unknown
Oklahoma	5 hours/year[14]
Oregon HdSt	Unknown
Oregon Preschool Promise	Varies
Pennsylvania RTL	None
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	Unknown
Rhode Island	Varies based on need
South Carolina	5 hours/year (CERDEP)[22]
Tennessee	18 hours/year
Texas	Unknown
Vermont	Unknown
Virginia	Determined locally
Washington	Determined locally
West Virginia	Determined locally through county continuous quality improvement process
Wisconsin 4K	Determined locally
Wisconsin HdSt	Follows federal Head Start requirements
Guam	5 hours/year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	PERSONNEL Are lead teachers required to have annual written individualized professional development plans?	Are assistant teachers required to have annual written individualized professional development plans?
Alabama	Yes (public and nonpublic)[24]	Yes (public and nonpublic)[24]
Alaska	Yes (public and nonpublic)	Yes (public and nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Yes (public and nonpublic)	Yes (public and nonpublic)
California CSPP	Determined locally (public and nonpublic)[21]	Determined locally (public and nonpublic)[21]
California TK	Determined locally (public)	Determined locally (public)
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	Yes, some teachers (nonpublic)[19]	Yes, some assistant teachers (nonpublic)[19]
Connecticut SR	No (public); Yes, some teachers (nonpublic)[18]	No (public and nonpublic)
Connecticut Smart Start	Yes (public)	No (public)
Delaware	Yes (public and nonpublic)	Yes (public and nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)	Yes (CBO); No (DCPS and PCS)
Florida	Yes, some teachers (public and nonpublic)[14]	Yes, some assistant teachers (public and nonpublic)[14]
Georgia	Yes (public and nonpublic)[19]	Yes (public and nonpublic)[19]
Hawaii	Yes (public)	Yes (public)
Illinois	Yes (public and nonpublic)[16]	Yes (public and nonpublic)[16]
Iowa Shared Visions	Yes (public and nonpublic)[24]	Yes (public and nonpublic)[24]
Iowa SWVPP	Yes (public and nonpublic)[21]	Yes (public and nonpublic)[21]
Kansas Preschool Pilot	No (public and nonpublic)	No (public and nonpublic)
Kansas State Pre-K	No (public and nonpublic)	No (public and nonpublic)
Kentucky	Yes (public); No (nonpublic)	No (public and nonpublic)
Louisiana 8(g)	No (public)	No (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Yes (public and nonpublic)	No (public and nonpublic)
Maryland	Yes (public and nonpublic)	Yes (public and nonpublic)
Massachusetts UPK	Yes (public and nonpublic)[20]	Yes (public and nonpublic)[20]
Massachusetts Ch 70	Yes (public)[17]	No (public)[17]
Michigan	Yes (public and nonpublic)	Yes (public and nonpublic)
Minnesota HdSt	Yes (public and nonpublic)	Yes (public and nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)[28]	No (public and nonpublic)
Mississippi	Yes, some teachers (public and nonpublic)[15]	Yes, some assistant teachers (public and nonpublic)
Missouri	Yes, some teachers (public and nonpublic)[16]	No (public and nonpublic)
Montana	No (public and nonpublic)	No (public and nonpublic)
Nebraska	Yes (public and nonpublic)	Yes (public and nonpublic)
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)	Determined locally (public and nonpublic)[14]
New Jersey ECPA	Yes (public and nonpublic)	Determined locally (public and nonpublic)[12]
New Jersey ELLI	Yes (public and nonpublic)	Determined locally (public and nonpublic)[15]
New Mexico	Yes (public and nonpublic)	Yes (public and nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public and nonpublic)	Yes (public and nonpublic)
North Dakota	Yes (public); No (nonpublic)	No (public and nonpublic)
Ohio	Yes (public and nonpublic)	Yes (public and nonpublic)
Oklahoma	Yes (public)[15]	Yes (public)[15]
Oregon HdSt	Yes (public and nonpublic)[9]	Yes (public and nonpublic)
Oregon Preschool Promise	Yes, some teachers (public and nonpublic)[26]	Yes, some assistant teachers (public and nonpublic)[26]
Pennsylvania RTL	Yes, some teachers (public); No (nonpublic)[11]	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania K4 & SBPK	Yes, some teachers (public); No (nonpublic)[11]	No (public and nonpublic)
Pennsylvania PKC	Yes, some teachers (public and nonpublic)[17]	Yes, some assistant teachers (public and nonpublic)[17]
Rhode Island	Yes (public and nonpublic)	Yes (public and nonpublic)
South Carolina	Yes (public and nonpublic)	Yes (public and nonpublic)[23]
Tennessee	Yes (public and nonpublic)[26]	Yes (public and nonpublic)[26]
Texas	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Vermont	Yes (public and nonpublic)	Yes (public and nonpublic)
Virginia	No (public and nonpublic)	No (public and nonpublic)
Washington	No (public and nonpublic)[20]	No (public and nonpublic)[20]
West Virginia	Yes (public and nonpublic)[19]	Yes (public and nonpublic)[19]
Wisconsin 4K	Yes (public); No (nonpublic)[21]	No (public and nonpublic)[21]
Wisconsin HdSt	No (nonpublic)	No (nonpublic)
Guam	Yes (public)	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	PERSONNEL Does state policy require ongoing classroom-embedded support to be provided to lead teachers?	Does state policy require ongoing classroom-embedded support to be provided to assistant teachers?
Alabama	Yes (public and nonpublic)[24]	Yes (public and nonpublic)
Alaska	Yes, some teachers (public and nonpublic)[14]	Yes, some assistant teachers (public and nonpublic)[14]
Arizona	No (public and nonpublic)[22]	No (public and nonpublic)[22]
Arkansas	No (public and nonpublic)[24]	No (public and nonpublic)[24]
California CSPP	No (public and nonpublic)[22]	No (public and nonpublic)[22]
California TK	Determined locally (public)[21]	Determined locally (public)[21]
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SR	No (public and nonpublic)	No (public and nonpublic)
Connecticut Smart Start	No (public)	No (public)
Delaware	Yes, some teachers (public and nonpublic)[21]	Yes, some assistant teachers (public and nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)[20]	Yes (CBO); No (DCPS and PCS)[20]
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic)[20]	Yes, some assistant teachers (public and nonpublic)[20]
Hawaii	Yes (public)[18]	Yes (public)[18]
Illinois	Yes (public and nonpublic)[17]	No (public and nonpublic)
Iowa Shared Visions	Yes (public); No (nonpublic)	No (public and nonpublic)[25]
Iowa SWVPP	Yes (public); No (nonpublic)	Determined locally (public and nonpublic)
Kansas Preschool Pilot	No (public and nonpublic)	No (public and nonpublic)
Kansas State Pre-K	No (public and nonpublic)	No (public and nonpublic)
Kentucky	Yes, some teachers (public); No (nonpublic)[24]	No (public and nonpublic)[24]
Louisiana 8(g)	No (public)[15]	No (public)[15]
Louisiana LA 4	No (public)[14]	No (public)[14]
Louisiana NSECD	No (nonpublic)[13]	No (nonpublic)[13]
Maine	No (public and nonpublic)	No (public and nonpublic)
Maryland	No (public and nonpublic)	No (public and nonpublic)
Massachusetts UPK	Yes, some teachers (public and nonpublic)[21]	Yes, some teacher assistants (public and nonpublic)[21]
Massachusetts Ch 70	No (public)[18]	No (public)[18]
Michigan	Yes (public and nonpublic)[19]	Yes (public and nonpublic)[19]
Minnesota HdSt	Yes (public and nonpublic)[24]	Yes (public and nonpublic)[24]
Minnesota VPK/SRP	Yes (public and nonpublic)[27]	Yes (public and nonpublic)[27]
Mississippi	No (public and nonpublic)	No (public and nonpublic)
Missouri	Yes (public and nonpublic)	Yes (public and nonpublic)
Montana	Yes (public and nonpublic)	No (public and nonpublic)
Nebraska	Yes, some teachers (public and nonpublic)[16]	No (public and nonpublic)[16]
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)[15]	Yes (public and nonpublic)[15]
New Jersey ECPA	Yes (public and nonpublic)	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)	Yes (public and nonpublic)
New Mexico	Yes (public and nonpublic)	Yes (public and nonpublic)
New York	No (public and nonpublic)[14]	No (public and nonpublic)[14]
North Carolina	Yes (public and nonpublic)[21]	No (public and nonpublic)
North Dakota	No (public and nonpublic)	No (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public)	Yes (public)
Oregon HdSt	Yes (public and nonpublic)[10]	Yes (public and nonpublic)[10]
Oregon Preschool Promise	No (public and nonpublic)[27]	No (public and nonpublic)[27]
Pennsylvania RTL	Yes, new teachers (public); No (nonpublic)[11]	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania K4 & SBPK	Yes, new teachers (public and nonpublic)[12]	No (public and nonpublic)
Pennsylvania PKC	Yes, some teachers (public and nonpublic)[17]	No (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[15]	Yes (public and nonpublic)[15]
South Carolina	Yes, some teachers (public and nonpublic)[24]	Yes, some assistant teachers (public); Yes (nonpublic)
Tennessee	Yes, some teachers (public and nonpublic)[27]	Yes, some assistant teachers (public and nonpublic)[27]
Texas	Yes, some teachers (public and nonpublic)[13]	No (public and nonpublic)
Vermont	Yes, some teachers (public and nonpublic)[23]	Yes, some assistant teachers (public and nonpublic)
Virginia	No (public and nonpublic)	No (public and nonpublic)
Washington	Yes (public and nonpublic)[21]	Yes (public and nonpublic)[21]
West Virginia	No (public and nonpublic)	No (public and nonpublic)
Wisconsin 4K	No (public); Yes, some teachers (nonpublic)[22]	No (public); Yes, some assistant teachers (nonpublic)[22]
Wisconsin HdSt	No (nonpublic)[9]	No (nonpublic)[9]
Guam	Yes (public)	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	PERSONNEL How often do teachers receive coaching or mentoring?	How many teachers are assigned to each coach or mentor?
Alabama	Monthly[24]	Full-time coach up to 20 classrooms; Part-time coach up to 12 classrooms[25]
Alaska	Biweekly[15]	27
Arizona	NA	NA
Arkansas	NA	NA
California CSPP	NA	NA
California TK	Determined locally	Determined locally
Colorado	NA	NA
Connecticut CDCC	NA	NA
Connecticut SR	NA	NA
Connecticut Smart Start	NA	NA
Delaware	Determined locally	Determined locally
District of Columbia	Biweekly (DCPS); Not reported (PCS and CBO)	Unknown
Florida	Determined locally	Determined locally
Georgia	Varies based on need[21]	Varies based on need[22]
Hawaii	Varies based on need[18]	Average of 4 to 6 lead teachers
Illinois	Varies based on monitoring visit[18]	Varies based on location of teachers[19]
Iowa Shared Visions	Determined locally	Determined locally
Iowa SWVPP	Determined locally	Determined locally
Kansas Preschool Pilot	NA	NA
Kansas State Pre-K	NA	NA
Kentucky	Varies from district to district	Determined locally
Louisiana 8(g)	NA	NA
Louisiana LA 4	NA	NA
Louisiana NSECD	NA	NA
Maine	NA	NA
Maryland	NA	NA
Massachusetts UPK	Varies based on individual need	Varies based on individual need
Massachusetts Ch 70	NA	NA
Michigan	At least monthly[19]	Varies
Minnesota HdSt	Per federal Head Start Performance Standards	Per federal Head Start Performance Standards
Minnesota VPK/SRP	Varies[29]	Determined locally
Mississippi	NA	NA
Missouri	Varies based on need and experience	Determined by vendor
Montana	1-2 days/month	Varies between 1-4 programs per coach
Nebraska	Varies based on need	Unknown[17]
Nevada	NA	NA
New Jersey Abbott	At least twice/month	20
New Jersey ECPA	At least twice/month	20
New Jersey ELLI	At least twice/month	20
New Mexico	Average 3 hours/month; more for new teachers	Average caseload is 14-20 classrooms[22]
New York	NA	NA
North Carolina	Varies based on need[21]	15 to 25 teachers, depending on the teachers' B-K licensure type
North Dakota	NA	NA
Ohio	NA	NA
Oklahoma	Not reported	Not reported
Oregon HdSt	Variable per program decision	Variable per program decision
Oregon Preschool Promise	NA	NA
Pennsylvania RTL	Determined locally (detailed in induction plan)	Determined locally (detailed in induction plan)
Pennsylvania HSSAP	NA	NA
Pennsylvania K4 & SBPK	Determined locally (detailed in induction plan)	Determined locally (detailed in induction plan)
Pennsylvania PKC	Determined locally (detailed in induction plan)	Determined locally (detailed in induction plan)
Rhode Island	Bi-weekly group opportunities available; On-site visits at least monthly	Every program has a TA provider to work with the Pre-K staff
South Carolina	Varies based on need[25]	Varies based on need[26]
Tennessee	Not reported	Not reported
Texas	15 hours per year	Unknown
Vermont	Not reported	Not reported
Virginia	NA	NA
Washington	Varies[22]	Average 3.5 sites and 6.2 ECEAP classrooms/lead teachers per coach[23]
West Virginia	NA	NA
Wisconsin 4K	Determined locally	Determined locally
Wisconsin HdSt	NA	NA
Guam	Monthly[6]	4

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Education level of teachers, percent
Alabama	BA: 77%; MA: 23%; EdD/PhD: <1%
Alaska	Data not available
Arizona	HSD: 0.92%; CDA: 3.59%; AA: 5.19%; BA: 6.6%; MA: 1.21%; Other: 82.4%[23]
Arkansas	HSD: 1%; CDA: 3%; AA: 14%; BA: 65%; MA: 16.4%; EdD/PhD: 0.2%; Other: 0.4%[25]
California CSPP	Data not available
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 1.23%; AA: 26.69%; BA: 41.72%; MA: 1.36%; Other: 29%[20]
Connecticut SR	CDA: 0.51%; AA: 13.67%; BA: 47.47%; MA: 28.99%; EdD/PhD: 0.13%; Other: 9.24%[19]
Connecticut Smart Start	BA: 21.74%; MA: 60.87%; Other: 17.39%
Delaware	Data not available
District of Columbia	Data not available[21]
Florida	Data not available
Georgia	AA: 0.83%; BA: 66.43%; MA: 27.26%; EdD/PhD: 3.39%; Other: 2.10%[16]
Hawaii	BA: 90%; MA: 10%
Illinois	Data not available
Iowa Shared Visions	AA: 10%; BA: 69%; MA: 20%; EdD/PhD: 1%
Iowa SWVPP	BA: 81%; MA: 19%[22]
Kansas Preschool Pilot	Data not available
Kansas State Pre-K	Data not available
Kentucky	Data not available[25]
Louisiana 8(g)	100% BA or higher
Louisiana LA 4	100% BA or higher
Louisiana NSECD	BA: 67%; MA: 33%
Maine	BA: 66.5%; MA: 31%; EdD/PhD: 0.1%; Other: 2.4%
Maryland	100% BA or higher[17]
Massachusetts UPK	Data not available
Massachusetts Ch 70	100% BA or higher[19]
Michigan	BA: 76%; MA: 19%; Other: 5%[20]
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Data not available
Mississippi	BA: 87%; MA: 13%
Missouri	BA: 100%
Montana	BA: 68%; Other: 32%[15]
Nebraska	Data not available
Nevada	Data not available
New Jersey Abbott	BA: 68%; MA: 31%; EdD/PhD: 1%
New Jersey ECPA	Data not available[13]
New Jersey ELLI	Data not available[16]
New Mexico	HSD: 18%; CDA: 1%; AA: 19%; BA: 43%; MA: 18%; EdD/PhD: 1%
New York	100% BA or higher
North Carolina	BA: 85%; MA: 15%; EdD/PhD: <1%
North Dakota	BA: 100%
Ohio	AA: 12%; BA: 53%; MA: 35%
Oklahoma	HSD: 0.16%; BA: 82.91%; MA: 16.72%; EdD/PhD: 0.21%
Oregon HdSt	HSD: 1%; CDA: 9%; AA: 30%; BA: 45%; MA: 15%[11]
Oregon Preschool Promise	CDA: 4%; AA: 15%; BA: 39%; MA: 18%; Other: 24%[28]
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 1.8%; CDA: 4.7%; AA: 11.16%; BA: 56.32%; MA: 8.86%; Other: 17.06%[10]
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	CDA: 0.15%; AA: 0.61%; BA: 63.83%; MA: 25.03%; Other: 10.34%[18]
Rhode Island	BA: 80%; MA: 20%
South Carolina	AA: 9.55%; BA: 47.78%; MA: 42.43%; EdD/PhD: 0.12%; Other: 0.12%[27]
Tennessee	BA: 64.1%; MA: 50.2%; EdD/PhD: 1.1%; Other: 5.8%[28]
Texas	BA: 100%
Vermont	BA: 100%[24]
Virginia	CDA: 1%; AA: 1%; BA or higher: 98%[12]
Washington	CDA: 1%; AA: 35%; BA: 31.5%; MA: 9.1%; Other: 23.4%[24]
West Virginia	Data not available
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	Data not available

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PERSONNEL

STATE	Education level of teachers, number
Alabama	BA: 722; MA: 216; EdD/PhD: 1
Alaska	Data not available
Arizona	HSD: 19; CDA: 74; AA: 107; BA: 136; MA: 25; Other: 1,698[23]
Arkansas	HSD: 10; CDA: 28; AA: 134; BA: 640; MA: 162; EdD/PhD: 2; Other: 4[25]
California CSPP	Data not available
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 4; AA: 87; BA: 136; MA: 24; Other: 75[20]
Connecticut SR	CDA: 4; AA: 108; BA: 375; MA: 229; EdD/PhD: 1; Other: 73[19]
Connecticut Smart Start	BA: 10; MA: 28; Other: 8
Delaware	Data not available
District of Columbia	Data not available[21]
Florida	Data not available
Georgia	AA: 32; BA: 2,568; MA: 1,054; EdD/PhD: 131; Other: 81[16]
Hawaii	BA: 19; MA: 2
Illinois	Data not available
Iowa Shared Visions	AA: 11; BA: 77; MA: 22; EdD/PhD: 1
Iowa SWVPP	BA: 659; MA: 153[22]
Kansas Preschool Pilot	Data not available
Kansas State Pre-K	Data not available
Kentucky	Data not available[25]
Louisiana 8(g)	Data not available[16]
Louisiana LA 4	Data not available[15]
Louisiana NSECD	BA: 58; MA: 28
Maine	BA: 384; MA: 181; EdD/PhD: 1; Other: 14
Maryland	Data not available[17]
Massachusetts UPK	Data not available
Massachusetts Ch 70	100% BA or higher[19]
Michigan	BA: 1,726; MA: 435; Other: 118[20]
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Data not available
Mississippi	BA: 103; MA: 16
Missouri	BA: 128
Montana	BA: 15; Other: 7[15]
Nebraska	Data not available
Nevada	Data not available
New Jersey Abbott	BA: 1967; MA: 909; EdD/PhD: 17
New Jersey ECPA	Data not available[13]
New Jersey ELLI	Data not available[16]
New Mexico	HSD: 115; CDA: 6; AA: 127; BA: 282; MA: 116; EdD/PhD: 8
New York	Data not available
North Carolina	BA: 1719; MA: 304; EdD/PhD: 2
North Dakota	BA: 49
Ohio	AA: 169; BA: 773; MA: 514
Oklahoma	HSD: 3; BA: 1582; MA: 319; EdD/PhD: 4
Oregon HdSt	HSD: 3; CDA: 38; AA: 126; BA: 186; MA: 62[11]
Oregon Preschool Promise	CDA: 5; AA: 20; BA: 51; MA: 23; Other: 31[28]
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 11; CDA: 29; AA: 68; BA: 343; MA: 54; Other: 104[10]
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	CDA: 2; AA: 8; BA: 826; MA: 324; Other: 134[18]
Rhode Island	BA: 48; MA: 12
South Carolina	AA: 77; BA: 385; MA: 342; EdD/PhD: 1; Other: 1[27]
Tennessee	BA: 633; MA: 496; EdD/PhD: 11; Other: 58[28]
Texas	Data not available
Vermont	BA: 208[24]
Virginia	Data not available
Washington	CDA: 7; AA: 234; BA: 211; MA: 61; Other: 156[24]
West Virginia	Data not available
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	Data not available

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	PERSONNEL	
	Staff are required to have specific training or qualifications related to working with preschool DLLs and their families	Lead teachers who work with DLLs are required to have a bilingual certification/license/endorsement
Alabama	Yes, Lead and Assistant Teachers[26]	No[26]
Alaska	No	NA
Arizona	No	NA
Arkansas	No[26]	NA
California CSPP	No[23]	NA[23]
California TK	Yes, Lead Teachers only	Yes
Colorado	No	NA
Connecticut CDCC	No	NA
Connecticut SR	No	NA
Connecticut Smart Start	No	NA
Delaware	Yes, Lead and Assistant Teachers[22]	No[22]
District of Columbia	No	NA
Florida	No	NA
Georgia	No[23]	NA
Hawaii	No	NA
Illinois	Yes, Lead Teachers only[20]	Yes[20]
Iowa Shared Visions	No	NA
Iowa SWVPP	No	NA
Kansas Preschool Pilot	No	NA[8]
Kansas State Pre-K	No	NA[9]
Kentucky	No	NA
Louisiana 8(g)	No	NA
Louisiana LA 4	No	NA
Louisiana NSECD	No	NA
Maine	Yes, Program Administrators only	NA
Maryland	No	NA
Massachusetts UPK	No	NA
Massachusetts Ch 70	Yes, Lead Teachers and Program Administrators[20]	Yes[20]
Michigan	No	NA
Minnesota HdSt	Yes, Lead and Assistant Teachers[11]	No
Minnesota VPK/SRP	Yes, Lead Teachers only[17, 25]	No[17, 25]
Mississippi	No	NA
Missouri	No	NA
Montana	No	NA
Nebraska	No	NA
Nevada	No	NA
New Jersey Abbott	Yes, Lead Teachers only[16]	No[16]
New Jersey ECPA	No[14]	NA[14]
New Jersey ELLI	No[17]	NA[17]
New Mexico	Yes, Lead and Assistant Teachers & Program Administrators	No
New York	No	NA
North Carolina	No[12]	NA[12]
North Dakota	No	NA
Ohio	No	NA
Oklahoma	Yes, Lead Teachers only	No
Oregon HdSt	No	NA
Oregon Preschool Promise	No	NA
Pennsylvania RTL	No	NA
Pennsylvania HSSAP	No	NA
Pennsylvania K4 & SBPK	No	NA
Pennsylvania PKC	No	NA
Rhode Island	No	NA
South Carolina	No	NA
Tennessee	Yes, Lead Teachers only[29]	No
Texas	Yes, Lead Teachers only	Yes
Vermont	No	NA[25]
Virginia	No	NA
Washington	No	NA
West Virginia	No	NA
Wisconsin 4K	No	NA
Wisconsin HdSt	No	NA
Guam	No	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Starting salary
Alabama	Yes (public and nonpublic)[27]
Alaska	Yes (public); Determined locally (nonpublic)
Arizona	Determined locally (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)[27]
California CSPP	Efforts towards parity (public and nonpublic)[24]
California TK	Yes (public)
Colorado	Guidance only, Determined locally (public and nonpublic)
Connecticut CDCC	Determined locally, Efforts towards parity (nonpublic)[21]
Connecticut SR	Determined locally, Efforts towards parity (public and nonpublic)[20]
Connecticut Smart Start	Determined locally, Efforts towards parity (public)[17]
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)[22]
Florida	Determined locally (public and nonpublic)[15]
Georgia	Yes (public and nonpublic)[24]
Hawaii	Yes (public)[19]
Illinois	No (public and nonpublic)[21]
Iowa Shared Visions	Yes (public); No (nonpublic)[26]
Iowa SWVPP	Yes (public); Determined locally (nonpublic)[23]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kansas State Pre-K	Determined locally (public and nonpublic)
Kentucky	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[26]
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Guidance only, determined locally (nonpublic)[15]
Maryland	Guidance only, Determined locally, Efforts towards parity (public and nonpublic)[18]
Massachusetts UPK	Determined locally (public); No (nonpublic)
Massachusetts Ch 70	Determined locally (public)[21]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Efforts towards parity (public); Guidance only, determined locally, Efforts towards parity (nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	Yes (public and nonpublic)
Montana	Yes (public); Guidance only, determined locally (nonpublic)
Nebraska	Determined locally (public and nonpublic)[18]
Nevada	Yes (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[22]
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	Yes (public and nonpublic)[29]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[16]
South Carolina	Yes (public); No (nonpublic)[28]
Tennessee	Yes (public); Guidance only (nonpublic)[30]
Texas	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally, Efforts toward parity (public and nonpublic)[25]
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Salary schedule
Alabama	Yes (public and nonpublic)[27]
Alaska	Yes (public); Determined locally (nonpublic)
Arizona	Determined locally (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)[27]
California CSPP	Efforts towards parity (public and nonpublic)[24]
California TK	Yes (public)
Colorado	Guidance only, Determined locally (public and nonpublic)
Connecticut CDCC	Determined locally, Efforts towards parity (nonpublic)[21]
Connecticut SR	Determined locally, Efforts towards parity (public and nonpublic)[20]
Connecticut Smart Start	Determined locally, Efforts towards parity (public)[17]
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)[22]
Florida	Determined locally (public and nonpublic)[15]
Georgia	Efforts towards parity (public and nonpublic)[24]
Hawaii	Yes (public)[19]
Illinois	No (public and nonpublic)[21]
Iowa Shared Visions	Yes (public); No (nonpublic)[26]
Iowa SWVPP	Yes (public); Determined locally (nonpublic)[23]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kansas State Pre-K	Determined locally (public and nonpublic)
Kentucky	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[26]
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Guidance only, determined locally (nonpublic)[15]
Maryland	Guidance only, Determined locally, Efforts towards parity (public and nonpublic)[18]
Massachusetts UPK	Determined locally (public); No (nonpublic)
Massachusetts Ch 70	Determined locally (public)[21]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Efforts towards parity (public); Guidance only, determined locally, Efforts towards parity (nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	Yes (public); Determined locally (nonpublic)
Montana	Yes (public); Guidance only, determined locally (nonpublic)
Nebraska	Determined locally (public and nonpublic)[18]
Nevada	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[22]
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	Yes (public and nonpublic)[29]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[16]
South Carolina	Yes (public); No (nonpublic)[28]
Tennessee	Yes (public); Guidance only (nonpublic)[30]
Texas	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally, Efforts toward parity (public and nonpublic)[25]
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Salary schedule prorated for differences in length of work day or year
Alabama	NA (public and nonpublic)[27]
Alaska	NA (public and nonpublic)
Arizona	Determined locally (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)
California CSPP	Efforts towards parity (public and nonpublic)
California TK	Yes (public)
Colorado	Guidance only, Determined locally (public and nonpublic)
Connecticut CDCC	Determined locally, Efforts towards parity (nonpublic)[21]
Connecticut SR	Determined locally, Efforts towards parity (public and nonpublic)[20]
Connecticut Smart Start	Determined locally, Efforts towards parity (public)[17]
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)[22]
Florida	Determined locally (public and nonpublic)[15]
Georgia	Yes (public and nonpublic)[24]
Hawaii	NA (public)[19]
Illinois	No (public and nonpublic)[21]
Iowa Shared Visions	Yes (public); No (nonpublic)[26]
Iowa SWVPP	Yes (public and nonpublic)[23]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kansas State Pre-K	Determined locally (public and nonpublic)
Kentucky	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[26]
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Guidance only, determined locally (nonpublic)[15]
Maryland	Guidance only, Determined locally, Efforts towards parity (public and nonpublic)[18]
Massachusetts UPK	Determined locally (public); No (nonpublic)
Massachusetts Ch 70	Determined locally (public)[21]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Efforts towards parity (public); Guidance only, determined locally, Efforts towards parity (nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	Determined locally (public and nonpublic)
Montana	Yes (public); Guidance only, determined locally (nonpublic)
Nebraska	Determined locally (public and nonpublic)[18]
Nevada	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[22]
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	NA (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	Yes (public and nonpublic)[29]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic)[16]
South Carolina	Yes (public); No (nonpublic)[28]
Tennessee	NA (public and nonpublic)[30]
Texas	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	NA (public); No (nonpublic)
Washington	Determined locally, Efforts toward parity (public and nonpublic)[25]
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES FRINGE AND OTHER BENEFIT PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Retirement benefits
Alabama	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[27]
Alaska	Yes (public); Determined locally (nonpublic)
Arizona	Determined locally (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)
California CSPP	Efforts towards parity (public and nonpublic)
California TK	Determined locally (public)
Colorado	Guidance only, Determined locally (public and nonpublic)
Connecticut CDCC	Determined locally, Efforts towards parity (nonpublic)[21]
Connecticut SR	Determined locally, Efforts towards parity (public and nonpublic)[20]
Connecticut Smart Start	Determined locally, Efforts towards parity (public)[17]
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and PCS); No (CBO)[22]
Florida	Determined locally (public and nonpublic)[15]
Georgia	Yes (public); Guidance only, Efforts towards parity (nonpublic)[24]
Hawaii	Yes (public)[19]
Illinois	No (public and nonpublic)[21]
Iowa Shared Visions	Yes (public); No (nonpublic)[26]
Iowa SWVPP	Yes (public); Determined locally (nonpublic)[23]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kansas State Pre-K	Determined locally (public and nonpublic)
Kentucky	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Guidance only, Determined locally (nonpublic)
Maryland	Determined locally, Efforts towards parity (public and nonpublic)[18]
Massachusetts UPK	Determined locally (public); No (nonpublic)
Massachusetts Ch 70	Determined locally (public)[21]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Efforts towards parity (public); Guidance only, Determined locally, Efforts towards parity (public and nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	Guidance only, Determined locally (public); Determined locally (nonpublic)
Montana	Yes (public); Guidance only, Determined locally (nonpublic)
Nebraska	Determined locally (public and nonpublic)[18]
Nevada	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
New Jersey Abbott	Yes (public); Guidance only (nonpublic)
New Jersey ECPA	Yes (public); Guidance only (nonpublic)
New Jersey ELLI	Yes (public); Guidance only (nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	Guidance only, Determined locally, Efforts towards parity (public and nonpublic)
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	Yes (public); Guidance only, Determined locally (nonpublic)
South Carolina	Yes (public); No (nonpublic) 28
Tennessee	Yes (public and nonpublic)
Texas	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally, Efforts towards parity (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	Yes (public); Determined locally (nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES FRINGE AND OTHER BENEFIT PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Health care
Alabama	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[27]
Alaska	Yes (public); Determined locally (nonpublic)
Arizona	Determined locally (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)
California CSPP	Efforts towards parity (public and nonpublic)[24]
California TK	Determined locally (public)
Colorado	Guidance only, Determined locally (public and nonpublic)
Connecticut CDCC	Determined locally, Efforts towards parity (nonpublic)[21]
Connecticut SR	Determined locally, Efforts towards parity (public and nonpublic)[20]
Connecticut Smart Start	Determined locally, Efforts towards parity (public)[17]
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and PCS); No (CBO)[22]
Florida	Determined locally (public and nonpublic)[15]
Georgia	Yes (public); Guidance only, Efforts towards parity (nonpublic)[24]
Hawaii	Yes (public)[19]
Illinois	No (public and nonpublic)[21]
Iowa Shared Visions	Yes (public); No (nonpublic)[26]
Iowa SWVPP	Yes (public); Determined locally (nonpublic)[23]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kansas State Pre-K	Determined locally (public and nonpublic)
Kentucky	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Guidance only, Determined locally (nonpublic)
Maryland	Determined locally, Efforts towards parity (public and nonpublic)[18]
Massachusetts UPK	Determined locally (public); No (nonpublic)
Massachusetts Ch 70	Determined locally (public)[21]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Efforts towards parity (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	Guidance only, Determined locally (public); Determined locally (nonpublic)
Montana	Yes (public); Guidance only, Determined locally (nonpublic)
Nebraska	Determined locally (public and nonpublic)[18]
Nevada	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
New Jersey Abbott	Yes (public); Guidance only (nonpublic)
New Jersey ECPA	Yes (public); Guidance only (nonpublic)
New Jersey ELLI	Yes (public); Guidance only (nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	Guidance only, Determined locally, Efforts towards parity (public and nonpublic)
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	Yes (public); Guidance only, Determined locally (nonpublic)
South Carolina	Yes (public); No (nonpublic)[28]
Tennessee	Yes (public and nonpublic)
Texas	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally, Efforts towards parity (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES FRINGE AND OTHER BENEFIT PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Paid time off
Alabama	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[27]
Alaska	Yes (public); Determined locally (nonpublic)
Arizona	Determined locally (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)
California CSPP	Efforts towards parity (public and nonpublic)[24]
California TK	Determined locally (public)
Colorado	Guidance only, Determined locally (public and nonpublic)
Connecticut CDCC	Determined locally, Efforts towards parity (nonpublic)[21]
Connecticut SR	Determined locally, Efforts towards parity (public and nonpublic)[20]
Connecticut Smart Start	Determined locally, Efforts towards parity (public)[17]
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS, PCS, and CBO)
Florida	Determined locally (public and nonpublic)[15]
Georgia	Yes (public); Guidance only, Efforts towards parity (nonpublic)[24]
Hawaii	Yes (public)[19]
Illinois	No (public and nonpublic)[21]
Iowa Shared Visions	Yes (public); No (nonpublic)[26]
Iowa SWVPP	Yes (public); Determined locally (nonpublic)[23]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kansas State Pre-K	Determined locally (public and nonpublic)
Kentucky	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Guidance only, Determined locally (nonpublic)
Maryland	Determined locally, Efforts towards parity (public and nonpublic)[18]
Massachusetts UPK	Determined locally (public); No (nonpublic)
Massachusetts Ch 70	Determined locally (public)[21]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Efforts towards parity (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	Yes (public); Determined locally (nonpublic)
Montana	Yes (public); Guidance only, Determined locally (nonpublic)
Nebraska	Determined locally (public and nonpublic)[18]
Nevada	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	Guidance only, Determined locally, Efforts towards parity (public and nonpublic)
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic)[28]
Tennessee	Yes (public and nonpublic)
Texas	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally, Efforts towards parity (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES FRINGE AND OTHER BENEFIT PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Other benefits
Alabama	No (public and nonpublic)[27]
Alaska	No (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	No (public and nonpublic)
California CSPP	No (public and nonpublic)
California TK	No (public)
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)[21]
Connecticut SR	No (public and nonpublic)[20]
Connecticut Smart Start	No (public)[17]
Delaware	No (public and nonpublic)
District of Columbia	Yes (DCPS and PCS); No (CBO)
Florida	No (public and nonpublic)[15]
Georgia	Yes (public and nonpublic)[24]
Hawaii	Yes (public)[19]
Illinois	No (public and nonpublic)[21]
Iowa Shared Visions	No (public and nonpublic)[26]
Iowa SWVPP	No (public and nonpublic)[23]
Kansas Preschool Pilot	No (public and nonpublic)
Kansas State Pre-K	No (public and nonpublic)
Kentucky	No (public); Yes (nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	No (public); Yes (nonpublic)
Maryland	No (public and nonpublic)[18]
Massachusetts UPK	No (public and nonpublic)
Massachusetts Ch 70	No (public)[21]
Michigan	No (public and nonpublic)
Minnesota HdSt	No (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	No (public and nonpublic)
Montana	No (public and nonpublic)
Nebraska	No (public and nonpublic)[18]
Nevada	Yes (public and nonpublic)
New Jersey Abbott	No (public and nonpublic)
New Jersey ECPA	No (public and nonpublic)
New Jersey ELLI	No (public and nonpublic)
New Mexico	No (public and nonpublic)
New York	No (public and nonpublic)
North Carolina	No (public and nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	No (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	Yes (public and nonpublic)
Pennsylvania RTL	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)
Pennsylvania K4 & SBPK	No (public and nonpublic)
Pennsylvania PKC	No (public and nonpublic)
Rhode Island	No (public); Yes (nonpublic)
South Carolina	No (public and nonpublic)[28]
Tennessee	No (public and nonpublic)
Texas	No (public and nonpublic)
Vermont	No (public and nonpublic)
Virginia	No (public and nonpublic)
Washington	No (public and nonpublic)
West Virginia	No (public and nonpublic)[20]
Wisconsin 4K	No (public and nonpublic)
Wisconsin HdSt	No (nonpublic)
Guam	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE	The state has explicit salary and/or fringe benefits requirements for preschool lead teachers	Average annual salary for preschool lead teachers
Alabama	Yes (salary and fringe)[27]	Public: $45,857; Nonpublic: $39,986
Alaska	Yes (salary and fringe)[16]	Not reported
Arizona	No	Not reported
Arkansas	No	Public: $40,193; Nonpublic: $27,279
California CSPP	No	Public: $30,000; Nonpublic: $28,455
California TK	No	Public: $63,000
Colorado	No	Public: $30,500; Nonpublic: Not reported
Connecticut CDCC	No	Nonpublic: $36,638
Connecticut SR	No	Public: $57,774; Nonpublic: $36,638
Connecticut Smart Start	No	Public: $57,774
Delaware	Yes (salary and fringe)	Not reported
District of Columbia	Yes (salary, DCPS & CBO)	Public: $86,898 (DCPS only); Nonpublic: Not reported
Florida	No	Public: $24,336; Nonpublic: $24,336
Georgia	Yes (salary and fringe)[25]	Public: $38,461; Nonpublic: $38,461
Hawaii	Yes (salary and fringe)[19]	Public: $53,000
Illinois	No	Not reported
Iowa Shared Visions	Yes (salary)[26]	Public: $52,608; Nonpublic: $34,457
Iowa SWVPP	Yes (salary)[23]	Public: Full Time: $51,270; Part time: $29,330; Nonpublic: Full Time: $42,266; Part Time: $25,281
Kansas Preschool Pilot	No	Not reported
Kansas State Pre-K	No	Not reported
Kentucky	Yes (salary and fringe)[26]	Public: $53,450; Nonpublic: Not reported
Louisiana 8(g)	No	Public: $45,000
Louisiana LA 4	No	Public: Not reported
Louisiana NSECD	No	Nonpublic: Not reported
Maine	No	Public: $51,180; Nonpublic: Not reported
Maryland	No	Public: $45,147; Nonpublic: Not reported
Massachusetts UPK	No	Not reported
Massachusetts Ch 70	No	Not reported
Michigan	No	Public: $42,081; Nonpublic: $32,197
Minnesota HdSt	No	Public: Not reported; Nonpublic: $34,545
Minnesota VPK/SRP	Yes (salary and fringe)[30]	Not reported
Mississippi	No	Public: $39,000; Nonpublic: $20,259
Missouri	No	Not reported
Montana	Yes (salary and fringe)	Public: $21.51/hour; Nonpublic: $21.51/hour
Nebraska	No	Not reported
Nevada	Yes (salary)	Public: $50,000; Nonpublic: $50,000
New Jersey Abbott	Yes (salary)[17]	Not reported
New Jersey ECPA	Yes (salary)[15]	Not reported
New Jersey ELLI	Yes (salary)[18]	Not reported
New Mexico	No	Public: $45,094; Nonpublic: Not reported
New York	No	Not reported
North Carolina	Yes (salary and fringe)[23]	Public: $35,000; Nonpublic: $24,510
North Dakota	No	Not reported
Ohio	No	Not reported
Oklahoma	Yes (salary and fringe)[16]	Public: $44,921
Oregon HdSt	No	Public: Not reported; Nonpublic: $29,713
Oregon Preschool Promise	Yes (salary)[30]	Public: $48,000; Nonpublic: $48,000
Pennsylvania RTL	No	Not reported
Pennsylvania HSSAP	No	Not reported
Pennsylvania K4 & SBPK	No	Not reported
Pennsylvania PKC	No	Not reported
Rhode Island	Yes (salary and fringe)[17]	Public: $68,000; Nonpublic: $56,000
South Carolina	No	Public: $49,442; Nonpublic: Not reported
Tennessee	Yes (salary and fringe)[31]	Not reported
Texas	No[14]	Public: $52,025; Nonpublic: Not reported
Vermont	No[26]	Public: $46,000-$48,000; Nonpublic: $28,000-$30,000
Virginia	No	Public: $56,861; Nonpublic: Not reported
Washington	No	Public: $39,167; Nonpublic: $31,131
West Virginia	Yes (salary and fringe)[20]	Public: $42,163; Nonpublic: Not reported
Wisconsin 4K	Yes (fringe)[23]	Not reported
Wisconsin HdSt	No	Not reported
Guam	Yes (salary and fringe)[7]	Public: $36,000

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE	The state requires paid time for professional responsibilities and/or PD days for preschool lead teachers	State policy requires equivalent paid time for professional responsibilities and/or PD days for preschool lead teachers
Alabama	Yes[28]	Yes (public and nonpublic)[28]
Alaska	Yes[17]	Yes (public); Determined locally (nonpublic)
Arizona	No	No (public and nonpublic)
Arkansas	No	No (public and nonpublic)[28]
California CSPP	No	No (public and nonpublic)
California TK	No	Yes (public)
Colorado	No	No (public and nonpublic)
Connecticut CDCC	No	No (nonpublic)
Connecticut SR	No	No (public and nonpublic)
Connecticut Smart Start	No	No (public)
Delaware	Yes	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS & CBO), No (PCS)[23]	Yes (DCPS); No (PCS); PD days only (CBO)[24]
Florida	No	No (public and nonpublic)[16]
Georgia	Yes[26]	Yes (public and nonpublic)
Hawaii	Yes[20]	Yes (public)
Illinois	No	No (public and nonpublic)[22]
Iowa Shared Visions	Yes[27]	PD days only (public); No (nonpublic)
Iowa SWVPP	Yes[24]	PD days only (public); No (nonpublic)[24]
Kansas Preschool Pilot	No	No (public and nonpublic)
Kansas State Pre-K	No	No (public and nonpublic)
Kentucky	Yes	Yes (public); No (nonpublic)
Louisiana 8(g)	No	No (public)
Louisiana LA 4	No	No (public)
Louisiana NSECD	No	No (nonpublic)
Maine	No	Yes (public); No (nonpublic)
Maryland	Yes[19]	No (public and nonpublic)
Massachusetts UPK	No	No (public and nonpublic)
Massachusetts Ch 70	No	No (public)[21]
Michigan	Yes[21]	No (public and nonpublic)[21]
Minnesota HdSt	No	No (public and nonpublic)[25]
Minnesota VPK/SRP	No	No (public and nonpublic)[31]
Mississippi	No	No (public and nonpublic)
Missouri	No	No (public and nonpublic)
Montana	No	No (public and nonpublic)
Nebraska	No	No (public and nonpublic)[18]
Nevada	Yes[27]	Yes (public and nonpublic)
New Jersey Abbott	No	Yes (public and nonpublic)
New Jersey ECPA	No	Yes (public and nonpublic)
New Jersey ELLI	No	Yes (public and nonpublic)
New Mexico	Yes[23]	Yes (public and nonpublic)[23]
New York	No	No (public and nonpublic)
North Carolina	No	No (public and nonpublic)[24]
North Dakota	Yes[14]	PD days only (public); No (nonpublic)
Ohio	No	No (public and nonpublic)
Oklahoma	Yes[17]	Yes (public)[17]
Oregon HdSt	No	No (public and nonpublic)
Oregon Preschool Promise	Yes[31]	No (public and nonpublic)[31]
Pennsylvania RTL	No	No (public and nonpublic)[12]
Pennsylvania HSSAP	No	No (public and nonpublic)
Pennsylvania K4 & SBPK	No	No (public and nonpublic)
Pennsylvania PKC	No	No (public and nonpublic)
Rhode Island	Yes	Yes (public and nonpublic)[18]
South Carolina	No	Yes (public and nonpublic)
Tennessee	Yes[32]	No (public and nonpublic)
Texas	No	No (public and nonpublic)
Vermont	No	Yes (public); No (nonpublic)
Virginia	Yes[13]	Yes (public); No (nonpublic)
Washington	Yes[26]	No (public and nonpublic)
West Virginia	Yes[21]	Yes (public); PD days only (nonpublic)[21]
Wisconsin 4K	No	No (public and nonpublic)[24]
Wisconsin HdSt	No	No (nonpublic)[21]
Guam	Yes[8]	Yes (public)[9]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE	State provides supports for preschool lead teachers to attain credentials/enhance skills
Alabama	Scholarships, Mentoring, Coaching, Other (public and nonpublic)[29]
Alaska	None (public and nonpublic)[18]
Arizona	Scholarships, Bonuses (public and nonpublic)[24]
Arkansas	Coaching (public and nonpublic)[29]
California CSPP	Mentoring, Coaching, Other (public and nonpublic)[25]
California TK	Loan Forgiveness, Mentoring, Coaching, Other (public)[22]
Colorado	None (public and nonpublic)[16]
Connecticut CDCC	Scholarships, Coaching (nonpublic)[22]
Connecticut SR	Scholarships, Coaching (public and nonpublic)[21]
Connecticut Smart Start	Scholarships, Coaching (public)[18]
Delaware	Scholarships, Mentoring, Coaching (public); Scholarships, Coaching (nonpublic)
District of Columbia	Coaching, Bonuses (DCPS); Locally determined (PCS); Scholarships, Coaching (nonpublic)
Florida	Scholarships, Coaching (public and nonpublic)[17]
Georgia	Scholarships, Mentoring, Coaching, Bonuses (public and nonpublic)[27]
Hawaii	Mentoring, Coaching, Other (public)[21]
Illinois	Scholarships (public and nonpublic)[23]
Iowa Shared Visions	Scholarships, Mentoring (public); Scholarships (nonpublic)
Iowa SWVPP	Scholarships, Mentoring (public); Scholarships (nonpublic)
Kansas Preschool Pilot	None (public and nonpublic)
Kansas State Pre-K	None (public and nonpublic)
Kentucky	Scholarships, Loan Forgiveness, Mentoring, Coaching (public); Scholarships, Loan Forgiveness, Mentoring (nonpublic)[27]
Louisiana 8(g)	Scholarships, Mentoring, Coaching (public)
Louisiana LA 4	Scholarships (public)[16]
Louisiana NSECD	Scholarships, Mentoring, Coaching (nonpublic)
Maine	Loan Forgiveness, Coaching (public); Coaching (nonpublic)
Maryland	Coaching (public); Scholarships, Coaching, Bonuses (nonpublic)
Massachusetts UPK	Determined locally (public); Scholarships, Coaching (nonpublic)
Massachusetts Ch 70	Determined locally (public)
Michigan	Scholarships, Mentoring, Coaching (public and nonpublic)[22]
Minnesota HdSt	Scholarships (public and nonpublic)[26]
Minnesota VPK/SRP	Scholarships, Mentoring, Other (public and nonpublic)[32]
Mississippi	None (public and nonpublic)
Missouri	Coaching (public and nonpublic)
Montana	Scholarships, Mentoring, Coaching (public and nonpublic)
Nebraska	Scholarships, Coaching (public and nonpublic)
Nevada	Scholarships, Coaching (public and nonpublic)[28]
New Jersey Abbott	Mentoring, Coaching (public and nonpublic)
New Jersey ECPA	Mentoring, Coaching (public and nonpublic)
New Jersey ELLI	Mentoring, Coaching (public and nonpublic)
New Mexico	Scholarships, Loan Forgiveness, Mentoring, Coaching, Bonuses (public); Scholarships, Mentoring, Coaching, Bonuses (nonpublic)
New York	None (public and nonpublic)
North Carolina	Scholarships, Mentoring, Coaching (public and nonpublic)
North Dakota	Scholarships, Loan Forgiveness, Mentoring, Coaching (public); Scholarships, Coaching, Bonuses (nonpublic)[15]
Ohio	None (public and nonpublic)
Oklahoma	Loan Forgiveness (public)
Oregon HdSt	None (public and nonpublic)
Oregon Preschool Promise	Scholarships, Mentoring, Coaching (public and nonpublic)
Pennsylvania RTL	None (public and nonpublic)[12]
Pennsylvania HSSAP	Coaching (public and nonpublic)[11]
Pennsylvania K4 & SBPK	None (public and nonpublic)[13]
Pennsylvania PKC	Loan Forgiveness, Coaching (public); Scholarships, Coaching, Bonuses (nonpublic)[19]
Rhode Island	Mentoring, Coaching (public and nonpublic)
South Carolina	Scholarships, Loan Forgiveness, Mentoring, Coaching (public); Loan Forgiveness, Mentoring, Coaching, Other (nonpublic)[29]
Tennessee	Loan Forgiveness, Coaching (public and nonpublic)
Texas	None (public and nonpublic)
Vermont	Scholarships, Mentoring, Coaching (public); Scholarships, Mentoring, Coaching, Bonuses (nonpublic)
Virginia	Mentoring (public); None (nonpublic)
Washington	Scholarships, Mentoring, Coaching, Other (public and nonpublic)[27]
West Virginia	Other (public and nonpublic)[22]
Wisconsin 4K	None (public and nonpublic)[25]
Wisconsin HdSt	None (nonpublic)[21]
Guam	Mentoring, Coaching (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE	Does the state provide wage or salary incentives for preshool lead teachers?	Preschool lead teachers are covered by a collective bargaining agreement
Alabama	Yes, tied to years of service and Master's degree[27]	Determined locally (public and nonpublic)
Alaska	Yes, tied to local contracts	Yes (public); No (nonpublic)
Arizona	Yes, as a retention strategy[24]	No (public and nonpubic)
Arkansas	No	Determined locally (public and nonpublic)
California CSPP	No	Determined locally (public and nonpublic)
California TK	No	Yes (public)
Colorado	No	Determined locally (public and nonpublic)
Connecticut CDCC	No	Determined locally (nonpublic)
Connecticut SR	No	Determined locally (public and nonpublic)
Connecticut Smart Start	No	Determined locally (public)
Delaware	No	Determined locally (public); No (nonpublic)
District of Columbia	Yes, tied to performance (DCPS only)[23]	Yes (DCPS), Locally Determined (PCS); No (CBO)[25]
Florida	No	Determined locally (public and nonpublic)
Georgia	Yes, tied to program quality standards; and QRIS (nonpublic)	No (public and nonpublic)[28]
Hawaii	No	Yes (public)
Illinois	No	Yes (public); No (nonpublic)
Iowa Shared Visions	No	Yes (public); No (nonpublic)
Iowa SWVPP	No	Yes (public); No (nonpublic)
Kansas Preschool Pilot	No	Determined locally (public and nonpublic)
Kansas State Pre-K	No	Determined locally (public and nonpublic)
Kentucky	No	Determined locally (public and nonpublic)
Louisiana 8(g)	No	No (public)
Louisiana LA 4	No	No (public)
Louisiana NSECD	No	No (nonpublic)
Maine	No	Determined locally (public); No (nonpublic)
Maryland	Yes, tied to program quality standards	Yes (public); No (nonpublic)
Massachusetts UPK	No	Determined locally (public and nonpublic)
Massachusetts Ch 70	No[22]	Determined locally (public)
Michigan	No[23]	Determined locally (public and nonpublic)
Minnesota HdSt	No	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No[33]	Determined locally (public); No (nonpublic)
Mississippi	No	No (public and nonpublic)
Missouri	No	Determined locally (public and nonpublic)
Montana	No[16]	Yes (public); No (nonpublic)
Nebraska	No	Yes (public); Unknown (nonpublic)
Nevada	No	Determined locally (public and nonpublic)
New Jersey Abbott	No	Determined locally (public and nonpublic)
New Jersey ECPA	No	Determined locally (public and nonpublic)
New Jersey ELLI	No	Determined locally (public and nonpublic)
New Mexico	Yes, tied to teacher performance	Determined locally (public); No (nonpublic)
New York	No	Determined locally (public and nonpublic)
North Carolina	No	No (public and nonpublic)
North Dakota	No	Determined locally (public and nonpublic)
Ohio	No	Determined locally (public and nonpublic)
Oklahoma	No[16]	Yes (public)
Oregon HdSt	No	Determined locally (public and nonpublic)
Oregon Preschool Promise	No	Determined locally (public and nonpublic)
Pennsylvania RTL	No	Determined locally (public and nonpublic)
Pennsylvania HSSAP	No	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	No	Determined locally (public and nonpublic)
Pennsylvania PKC	No	Determined locally (public and nonpublic)
Rhode Island	No	Yes (public); No (nonpublic)
South Carolina	Yes, tied to teacher performance[30]	No (public and nonpublic)
Tennessee	No	Determined locally (public and nonpublic)[33]
Texas	No	No (public and nonpublic)
Vermont	No[27]	Yes (public); Determined locally (nonpublic)
Virginia	No	No (public and nonpublic)
Washington	No	Determined locally (public and nonpublic)
West Virginia	No	No (public); Determined locally (nonpublic)
Wisconsin 4K	No[24]	Determined locally (public and nonpublic)
Wisconsin HdSt	No[21]	Determined locally (nonpublic)[21]
Guam	No	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Starting salary
Alabama	Yes (public and nonpublic)
Alaska	No (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[24]
California TK	No (public)[23]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	No (public and nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)[23]
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic)[29]
Hawaii	Yes (public)[22]
Illinois	Determined locally (public and nonpublic)
Iowa Shared Visions	Determined locally (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas Preschool Pilot	No (public and nonpublic)
Kansas State Pre-K	No (public and nonpublic)
Kentucky	Yes (public); No (nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public); No (nonpublic)
Maryland	No (public and nonpublic)
Massachusetts UPK	No (public and nonpublic)
Massachusetts Ch 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	No (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)[34]
Mississippi	No (public and nonpublic)
Missouri	No (public and nonpublic)
Montana	Guidance only (public and nonpublic)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[29]
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); No (nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	No (public and nonpublic)[32]
Pennsylvania RTL	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[19]
South Carolina	Yes (public); Determined locally (nonpublic)
Tennessee	Determined locally (public and nonpublic)
Texas	No (public and nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Determined locally (public and nonpublic)
Washington	Determined locally, Efforts towards parity (public and nonpublic)[25]
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	No (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Salary schedule
Alabama	Yes (public); Determined locally, Efforts towards parity (nonpublic)[30]
Alaska	No (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)[27]
California CSPP	No (public and nonpublic)[24]
California TK	No (public)[23]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	No (public and nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)[23]
Florida	Determined locally (public and nonpublic)
Georgia	Other, Efforts towards parity (public); Determined locally, Other, Efforts towards parity (nonpublic)[29]
Hawaii	Yes (public)[22]
Illinois	Determined locally (public and nonpublic)
Iowa Shared Visions	Determined locally (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas Preschool Pilot	No (public and nonpublic)
Kansas State Pre-K	No (public and nonpublic)
Kentucky	Yes (public); No (nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public); No (nonpublic)
Maryland	No (public and nonpublic)
Massachusetts UPK	No (public and nonpublic)
Massachusetts Ch 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	No (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)[34]
Mississippi	No (public and nonpublic)
Missouri	No (public and nonpublic)
Montana	Guidance only (public and nonpublic)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); State guidance, Determined locally, Efforts towards parity (nonpublic)[29]
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); No (nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	No (public and nonpublic)[32]
Pennsylvania RTL	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	State guidance, Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[19]
South Carolina	Yes (public); Determined locally (nonpublic)
Tennessee	Yes (public); Locally determined (nonpublic)
Texas	No (public and nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Determined locally (public and nonpublic)
Washington	Determined locally, Efforts towards parity (public and nonpublic)[25]
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	No (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Salary schedule prorated for differences in length of work day or year
Alabama	NA (public); Determined locally, Efforts towards parity (nonpublic)
Alaska	No (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	State guidance, Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[24]
California TK	No (public)[23]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)[23]
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic)[29]
Hawaii	NA (public)[22]
Illinois	Determined locally (public and nonpublic)
Iowa Shared Visions	Determined locally (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas Preschool Pilot	No (public and nonpublic)
Kansas State Pre-K	No (public and nonpublic)
Kentucky	Yes (public); No (nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public); No (nonpublic)
Maryland	No (public and nonpublic)
Massachusetts UPK	No (public and nonpublic)
Massachusetts Ch 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	No (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)[34]
Mississippi	No (public and nonpublic)
Missouri	No (public and nonpublic)
Montana	Guidance only (public and nonpublic)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)[29]
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); No (nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	No (public and nonpublic)[32]
Pennsylvania RTL	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	NA (public); Yes (nonpublic)[19]
South Carolina	Yes (public); Determined locally (nonpublic)
Tennessee	NA (public and nonpublic)
Texas	No (public and nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Determined locally (public and nonpublic)
Washington	Determined locally, Efforts towards parity (public and nonpublic)[25]
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	No (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES FRINGE AND OTHER BENEFIT PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Retirement benefits
Alabama	Yes (public); State guidance, Determined locally, Efforts towards parity (nonpublic)
Alaska	No (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[24]
California TK	No (public)[23]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (PCS and CBO)[23]
Florida	Determinted locally (public and nonpublic)
Georgia	Yes (public); Determined locally, Efforts towards parity (nonpublic)[29]
Hawaii	Yes (public)[22]
Illinois	Determinted locally (public and nonpublic)
Iowa Shared Visions	Determinted locally (public and nonpublic)
Iowa SWVPP	Determinted locally (public and nonpublic)
Kansas Preschool Pilot	No (public and nonpublic)
Kansas State Pre-K	No (public and nonpublic)
Kentucky	Yes (public); No (nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Determinted locally (public); No (nonpublic)
Maryland	No (public and nonpublic)
Massachusetts UPK	No (public and nonpublic)
Massachusetts Ch 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	No (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	No (public and nonpublic)
Montana	No (public and nonpublic)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); State guidance, Determined locally, Efforts towards parity (nonpublic)
New Jersey Abbott	Yes (public); State guidance (nonpublic)
New Jersey ECPA	Yes (public); State guidance (nonpublic)
New Jersey ELLI	Yes (public); State guidance (nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); No (nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	No (public and nonpublic)[32]
Pennsylvania RTL	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	Yes (public);Guidance only (nonpublic)[19]
South Carolina	Yes (public); Determined locally (nonpublic)
Tennessee	Yes (public); Determined locally (nonpublic)
Texas	No (public and nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Determined locally (public and nonpublic)
Washington	Determined locally, Efforts towards parity (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	No (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES FRINGE AND OTHER BENEFIT PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Health care
Alabama	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
Alaska	No (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[24]
California TK	No (public)[23]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (PCS and CBO)[23]
Florida	Determinted locally (public and nonpublic)
Georgia	Yes (public); Determined locally, Efforts towards parity (nonpublic)[29]
Hawaii	Yes (public)[22]
Illinois	Determinted locally (public and nonpublic)
Iowa Shared Visions	Determinted locally (public and nonpublic)
Iowa SWVPP	Determinted locally (public and nonpublic)
Kansas Preschool Pilot	No (public and nonpublic)
Kansas State Pre-K	No (public and nonpublic)
Kentucky	Yes (public); No (nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Determinted locally (public); No (nonpublic)
Maryland	No (public and nonpublic)
Massachusetts UPK	No (public and nonpublic)
Massachusetts Ch 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	No (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	No (public and nonpublic)
Montana	No (public and nonpublic)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
New Jersey Abbott	Yes (public); Guidance only (nonpublic)
New Jersey ECPA	Yes (public); Guidance only (nonpublic)
New Jersey ELLI	Yes (public); Guidance only (nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); No (nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	No (public and nonpublic)[32]
Pennsylvania RTL	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	Yes (public); Guidance only (nonpublic)[19]
South Carolina	Yes (public); Determined locally (nonpublic)
Tennessee	Yes (public and nonpublic)
Texas	No (public and nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Determined locally (public and nonpublic)
Washington	Determined locally, Efforts towards parity (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	No (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES FRINGE AND OTHER BENEFIT PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Paid time off
Alabama	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
Alaska	No (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Guidance only, Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[24]
California TK	No (public)[23]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (PCS and CBO)[23]
Florida	Determinted locally (public and nonpublic)
Georgia	Yes (public); Determined locally, Efforts towards parity (nonpublic)[29]
Hawaii	Yes (public)[22]
Illinois	Determinted locally (public and nonpublic)
Iowa Shared Visions	Determinted locally (public and nonpublic)
Iowa SWVPP	Determinted locally (public and nonpublic)
Kansas Preschool Pilot	No (public and nonpublic)
Kansas State Pre-K	No (public and nonpublic)
Kentucky	Yes (public); No (nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Determinted locally (public); No (nonpublic)
Maryland	No (public and nonpublic)
Massachusetts UPK	No (public and nonpublic)
Massachusetts Ch 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	No (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	No (public and nonpublic)
Montana	No (public and nonpublic)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); Guidance only, Determined locally, Efforts towards parity (nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); No (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); No (nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	No (public and nonpublic)[32]
Pennsylvania RTL	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Guidance only, Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[19]
South Carolina	Yes (public); Determined locally (nonpublic)
Tennessee	Yes (public); Determined locally (nonpublic)
Texas	No (public and nonpublic)
Vermont	Yes (public); No (nonpublic)
Virginia	Determined locally (public and nonpublic)
Washington	Determined locally, Efforts towards parity (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	No (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE POLICY REQUIRES FRINGE AND OTHER BENEFIT PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Other benefits
Alabama	No (public and nonpublic)
Alaska	No (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	No (public and nonpublic)
California CSPP	No (public and nonpublic)[24]
California TK	No (public)[23]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	No (public and nonpublic)
District of Columbia	No (DCPS, PCS and CBO)[23]
Florida	No (public and nonpublic)
Georgia	Yes (public and nonpublic)[29]
Hawaii	No (public)[22]
Illinois	No (public and nonpublic)
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	No (public and nonpublic)
Kansas Preschool Pilot	No (public and nonpublic)
Kansas State Pre-K	No (public and nonpublic)
Kentucky	No (public and nonpublic)
Louisiana 8(g)	No (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	No (public and nonpublic)
Maryland	No (public and nonpublic)
Massachusetts UPK	No (public and nonpublic)
Massachusetts Ch 70	Determined locally (public)
Michigan	No (public and nonpublic)
Minnesota HdSt	No (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic)
Mississippi	No (public and nonpublic)
Missouri	No (public and nonpublic)
Montana	No (public and nonpublic)
Nebraska	No (public and nonpublic)
Nevada	Yes (public and nonpublic)
New Jersey Abbott	No (public and nonpublic)
New Jersey ECPA	No (public and nonpublic)
New Jersey ELLI	No (public and nonpublic)
New Mexico	No (public and nonpublic)
New York	No (public and nonpublic)
North Carolina	No (public and nonpublic)
North Dakota	No (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	No (public)
Oregon HdSt	No (public and nonpublic)
Oregon Preschool Promise	No (public and nonpublic)[32]
Pennsylvania RTL	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)
Pennsylvania K4 & SBPK	No (public and nonpublic)
Pennsylvania PKC	No (public and nonpublic)
Rhode Island	No (public and nonpublic)[19]
South Carolina	No (public and nonpublic)
Tennessee	No (public and nonpublic)
Texas	No (public and nonpublic)
Vermont	No (public and nonpublic)
Virginia	No (public and nonpublic)
Washington	No (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[20]
Wisconsin 4K	No (public and nonpublic)
Wisconsin HdSt	No (nonpublic)
Guam	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE	The state has explicit salary and/or fringe benefits requirements for preschool assistant teachers	Average annual salary for preschool assistant teachers
Alabama	Yes (salary and benefits)[30]	Public: $20,041; Nonpublic: $20,522[30]
Alaska	No	Not reported
Arizona	No	Not reported
Arkansas	No	Public: $20,830; Nonpublic: $15,483
California CSPP	No	Public: $21,840; Nonpublic: $21,840
California TK	No	Not reported
Colorado	No	Not reported
Connecticut CDCC	No	Nonpublic: $27,785
Connecticut SR	No	Public: $31,899; Nonpublic: $27,785
Connecticut Smart Start	No	Public: $31,899
Delaware	Yes (salary and benefits)	Not reported
District of Columbia	No	Public: $21,252 (DCPS only); Nonpublic: Not reported[26]
Florida	No	Not reported
Georgia	Yes (salary and benefits)[25]	Public: $15,873; Nonpublic: $15,873
Hawaii	Yes (salary and benefits)[22]	Public: $29,690
Illinois	No	Public: $54,936; Nonpublic: $43,780
Iowa Shared Visions	No	Public: $17,786; Nonpublic: $22,423
Iowa SWVPP	No	Public: Full-time: $17,067; Part-time: $13,969; Nonpublic: Full-time: $15,690; Part-time: $11,263
Kansas Preschool Pilot	No	Not reported
Kansas State Pre-K	No	Not reported
Kentucky	No	Not reported
Louisiana 8(g)	No	Public: Not reported
Louisiana LA 4	No	Public: Not reported
Louisiana NSECD	No	Nonpublic: Not reported
Maine	No	Not reported
Maryland	No	Not reported
Massachusetts UPK	No	Not reported
Massachusetts Ch 70	No	Not reported
Michigan	No	Public: $17,740; Nonpublic: $18,771
Minnesota HdSt	No	Public: Not reported; Nonpublic: $23,111
Minnesota VPK/SRP	No[35]	Not reported
Mississippi	No	Public: $18,000; Nonpublic: $17,486
Missouri	No	Not reported
Montana	No	Public: $11.91/hour; Nonpublic: $11.91/hour
Nebraska	No	Not reported
Nevada	No	Public: $20,000; Nonpublic: $20,000
New Jersey Abbott	No	Not reported
New Jersey ECPA	No	Not reported
New Jersey ELLI	No	Not reported
New Mexico	No	Not reported
New York	No	Not reported
North Carolina	Yes (salary and benefits)[25]	Public: $20,605; Nonpublic: $17,148[26]
North Dakota	No	Not reported
Ohio	No	Not reported
Oklahoma	No	Public: $16,144
Oregon HdSt	No	Public: Not reported; Nonpublic: $20,155
Oregon Preschool Promise	No	Public: $28,000; Nonpublic: $27,473
Pennsylvania RTL	No	Not reported
Pennsylvania HSSAP	No	Not reported
Pennsylvania K4 & SBPK	No	Not reported
Pennsylvania PKC	No	Not reported
Rhode Island	Yes (salary and benefits)[17]	Public: $18,000; Nonpublic: $30,000
South Carolina	No	Not reported
Tennessee	No	Not reported
Texas	No	Public: $20586; Nonpublic: Not reported
Vermont	No	Public: $30,000-$32,000; Nonpublic: $25,000-$26,000
Virginia	No	Not reported
Washington	No	Public: $21,000; Nonpublic: $23,116
West Virginia	Yes (salary and benefits)[20]	Public: $23,684; Nonpublic: Not reported
Wisconsin 4K	No	Not reported
Wisconsin HdSt	No	Nonpublic: Not reported
Guam	Yes (salary and benefits)[10]	Public: $26,000

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE	The state requires paid time for professional responsibilities and/or PD days for preschool assistant teachers	State policy requires equivalent paid time for professional responsibilities and/or PD days for preschool assistant teachers
Alabama	Yes[28]	Yes (public and nonpublic)[30]
Alaska	No	No (public and nonpublic)
Arizona	No	No (public and nonpublic)
Arkansas	No	No (public and nonpublic)[28]
California CSPP	No	No (public and nonpublic)
California TK	No	No (public)[23]
Colorado	No	No (public and nonpublic)
Connecticut CDCC	No	No (nonpublic)
Connecticut SR	No	No (public and nonpublic)
Connecticut Smart Start	No	No (public)
Delaware	Yes	Yes (public); No (nonpublic)
District of Columbia	No	Yes (DCPS); No (PCS); Yes, PD time only (CBO)[23]
Florida	No	No (public and nonpublic)[16]
Georgia	Yes[26]	Yes (public and nonpublic)[26]
Hawaii	No	No (public)
Illinois	No	No (public and nonpublic)[22]
Iowa Shared Visions	No	No (public and nonpublic)
Iowa SWVPP	No	No (public and nonpublic)
Kansas Preschool Pilot	No	No (public and nonpublic)
Kansas State Pre-K	No	No (public and nonpublic)
Kentucky	No	Yes (public); No (nonpublic)
Louisiana 8(g)	No	No (public)
Louisiana LA 4	No	No (public)
Louisiana NSECD	No	No (nonpublic)
Maine	No	No (public and nonpublic)
Maryland	No	No (public and nonpublic)[20]
Massachusetts UPK	No	No (public and nonpublic)
Massachusetts Ch 70	No	Determined locally (public)
Michigan	Yes[21]	No (public and nonpublic)[21]
Minnesota HdSt	No	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No	No (public and nonpublic)
Mississippi	No	No (public and nonpublic)
Missouri	No	No (public and nonpublic)
Montana	No	No (public and nonpublic)
Nebraska	No	No (public and nonpublic)[19]
Nevada	No	Yes (public); No (nonpublic)
New Jersey Abbott	Yes	Yes (public and nonpublic)
New Jersey ECPA	Yes	Yes (public and nonpublic)
New Jersey ELLI	Yes	Yes (public and nonpublic)
New Mexico	Yes[24]	Yes (public and nonpublic)
New York	No	No (public and nonpublic)
North Carolina	No[27]	No (public and nonpublic)
North Dakota	No	Determined locally (public and nonpublic)
Ohio	No	No (public and nonpublic)
Oklahoma	No	Determined locally (public)
Oregon HdSt	No	No (public and nonpublic)
Oregon Preschool Promise	Yes[31]	Determined locally (public and nonpublic)[31]
Pennsylvania RTL	No	No (public and nonpublic)[12]
Pennsylvania HSSAP	No	No (public and nonpublic)
Pennsylvania K4 & SBPK	No	No (public and nonpublic)[13]
Pennsylvania PKC	No	No (public and nonpublic)
Rhode Island	Yes	Yes (public and nonpublic)[20]
South Carolina	No	Yes (public and nonpublic)[31]
Tennessee	No	No (public and nonpublic)[34]
Texas	No	No (public and nonpublic)
Vermont	No	Yes (public); No (nonpublic)
Virginia	No	No (public and nonpublic)
Washington	Yes[26]	Determined locally (public and nonpublic)
West Virginia	Yes[23]	Yes (public); Yes, PD time only (nonpublic)[21]
Wisconsin 4K	No	No (public and nonpublic)[24]
Wisconsin HdSt	No	No (nonpublic)[21]
Guam	No	No (public)[11]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL WORKFORCE PARITY POLICIES

STATE	State provides supports for preschool assistant teachers to attain credentials/enhance skills	Preschool assistant teachers are covered by a collective bargaining agreement
Alabama	Scholarships, Mentoring, Coaching (public and nonpublic)	Determined locally (public and nonpublic)
Alaska	None (public and nonpublic)	Determined locally (public and nonpublic)
Arizona	Scholarships, Bonuses (public and nonpublic)[24]	No (public and nonpublic)
Arkansas	Coaching (public ad nonpublic)[29]	Determined locally (public and nonpublic)
California CSPP	None (public and nonpublic)[26]	Determined locally (public and nonpublic)
California TK	None (public)[23]	Determined locally (public)
Colorado	None (public and nonpublic)[16]	Determined locally (public and nonpublic)
Connecticut CDCC	Scholarships, Coaching (nonpublic)[22]	Determined locally (nonpublic)
Connecticut SR	Coaching (public); Scholarships, Coaching (nonpublic)[21]	Determined locally (public and nonpublic)
Connecticut Smart Start	Coaching (public)[18]	Determined locally (public)
Delaware	Scholarships, Mentoring, Coaching (public); Scholarships, Coaching (nonpublic)	Determined locally (public); No (nonpublic)
District of Columbia	Coaching, Bonuses (DCPS); None (PCS); Scholarships, Coaching (CBO)[23]	Yes (DCPS); Determined locally (PCS); No (CBO)[27]
Florida	None (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Scholarships, Coaching, Bonuses (public and nonpublic)[27]	No (public and nonpublic)[28]
Hawaii	Mentoring, Coaching, Other (public)[21]	Yes (public)
Illinois	Scholarships (public and nonpublic)	Determined locally (public); No (nonpublic)
Iowa Shared Visions	Scholarships (public and nonpublic)	Determined locally (public); No (nonpublic)
Iowa SWVPP	Scholarships (public and nonpublic)[25]	Determined locally (public and nonpublic)
Kansas Preschool Pilot	None (public and nonpublic)	Determined locally (public and nonpublic)
Kansas State Pre-K	None (public and nonpublic)	Determined locally (public and nonpublic)
Kentucky	Other (public); None (nonpublic)[27]	Determined locally (public and nonpublic)
Louisiana 8(g)	None (public)	No (public)
Louisiana LA 4	None (public)	No (public)
Louisiana NSECD	None (nonpublic)	No (nonpublic)
Maine	None (public and nonpublic)	Determined locally (public and nonpublic)
Maryland	None (public and nonpublic)	Determined locally (public); No (nonpublic)
Massachusetts UPK	None (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts Ch 70	Determined locally (public)	Determined locally (public)
Michigan	Scholarships, Mentoring, Coaching, Other (public and nonpublic)[24]	Determined locally (public and nonpublic)
Minnesota HdSt	None (public and nonpublic)[26]	Determined locally (public and nonpublic)
Minnesota VPK/SRP	None (public and nonpublic)[36]	Determined locally (public and nonpublic)
Mississippi	None (public and nonpublic)	No (public and nonpublic)
Missouri	Coaching (public and nonpublic)	Determined locally (public and nonpublic)
Montana	Scholarships, Mentoring, Coaching (public and nonpublic)	Yes (public); No (nonpublic)
Nebraska	None (public and nonpublic)[20]	Yes (public); Unknown (nonpublic)
Nevada	Scholarships (public and nonpublic)[30]	Determined locally (public and nonpublic)
New Jersey Abbott	Mentoring, Coaching (public); Coaching (nonpublic)	Determined locally (public and nonpublic)
New Jersey ECPA	Mentoring, Coaching (public and nonpublic)	Determined locally (public and nonpublic)
New Jersey ELLI	Mentoring, Coaching (public and nonpublic)	Determined locally (public and nonpublic)
New Mexico	Scholarships, Loan Forgiveness, Mentoring, Coaching, Bonuses (public); Scholarships, Mentoring, Coaching, Bonuses (nonpublic)	Determined locally (public and nonpublic)
New York	None (public and nonpublic)	Determined locally (public and nonpublic)
North Carolina	Scholarships (public and nonpublic)[28]	No (public and nonpublic)
North Dakota	Mentoring, Coaching (public); None (nonpublic)[16]	Determined locally (public and nonpublic)
Ohio	None (public and nonpublic)	Determined locally (public and nonpublic)
Oklahoma	None (public)	Determined locally (public)
Oregon HdSt	None (public and nonpublic)	Determined locally (public and nonpublic)
Oregon Preschool Promise	Scholarships (public and nonpublic)[33]	Determined locally (public and nonpublic)
Pennsylvania RTL	None (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania HSSAP	None (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	None (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania PKC	None (public and nonpublic)	Determined locally (public and nonpublic)
Rhode Island	Coaching (public and nonpublic)	Yes (public); No (nonpublic)
South Carolina	Scholarships, (public); Scholarships, Mentoring, Coaching, (nonpublic)	No (public and nonpublic)
Tennessee	Loan Forgiveness (public and nonpublic)	Determined locally (public and nonpublic)
Texas	None (public and nonpublic)	No (public and nonpublic)
Vermont	Scholarships, Mentoring, Coaching (public); Scholarships, Mentoring, Coaching, Bonuses (nonpublic)	Yes (public); Determined locally (nonpublic)
Virginia	None (public and nonpublic)	No (public and nonpublic)
Washington	Scholarships, Mentoring, Other (public and nonpublic)[27]	Determined locally (public and nonpublic)
West Virginia	Other (public and nonpublic)[22]	No (public); Determined locally (nonpublic)
Wisconsin 4K	None (public and nonpublic)	Determined locally (public and nonpublic)
Wisconsin HdSt	None (nonpublic)[21]	Determined locally (nonpublic)
Guam	None (public)	Determined locally (public)[12]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Total 2017-2018 spending	How much of total spending came from…
Alabama	$120,231,818	State: $77,462,050; Federal: $18,723,405; Required local: $24,046,363
Alaska	$3,200,000[19]	State: $3,200,000[19]
Arizona	$21,307,301[25]	State: $21,307,301[25]
Arkansas	$187,008,506	State: $106,500,000; Federal: $11,258,389; Required local: $69,250,117
California CSPP	$976,008,127[27]	State: $932,344,577; Federal: $42,010,609; Local: $1,652,941
California TK	$922,488,000[24]	State: $922,488,000
Colorado	$90,930,217	State: $54,374,180; Required local: $36,556,037
Connecticut CDCC	$18,479,917[23]	State: $16,225,367; Federal: $2,254,550[23]
Connecticut SR	$118,792,576	State: $90,764,459; Federal: $10,016,048; Non-required local: $18,012,069[22]
Connecticut Smart Start	$4,602,510	State: $4,037,735; Federal: $12,576; Non-required local: $552,199[19]
Delaware	$6,149,300[23]	State: $6,149,300[23]
District of Columbia	$250,684,616	State: $236,712,885; Federal: $13,971,731
Florida	$379,969,502	State: $379,969,502
Georgia	$355,281,106[30]	State: $355,281,106[30]
Hawaii	$2,597,734	State: $2,597,734
Illinois	$392,170,536	State: $346,097,978; Federal: $214,184; Non-required local: $45,858,374
Iowa Shared Visions	$10,445,047	State: $6,527,709; Federal: Unknown; Required local: $1,305,541; Non-required local: $2,611,797[28]
Iowa SWVPP	$80,469,941	State: $80,469,941
Kansas Preschool Pilot	$4,132,317	Federal (TANF): $4,132,317
Kansas State Pre-K	$14,549,792	State: $14,549,792[17]
Kentucky	$178,932,547	State: $96,011,951; Federal: $60,391,573; Non-required local: $22,529,023
Louisiana 8(g)	$8,846,469	State: $8,846,469
Louisiana LA 4	$76,021,373	State: $33,801,910; Federal: $40,492,803; Local: $1,726,660
Louisiana NSECD	$6,472,236	State: $6,472,236
Maine	$40,754,632	State: $19,316,515; Federal: $4,069,851; Required local: $17,368,266
Maryland	$257,026,880	State: $124,726,542; Federal: $13,190,793; Non-required local: $119,109,545
Massachusetts UPK	$33,443,185	State: $5,700,000 Federal: $27,743,185
Massachusetts Ch 70	$77,231,298[23]	State: $77,231,298[23]
Michigan	$243,900,000[25]	State: $243,900,000[25]
Minnesota HdSt	$11,807,310[27]	State: $11,807,310[27]
Minnesota VPK/SRP	$44,450,074	State: $36,475,424; Local: $7,974,650
Mississippi	$10,623,638	State: $3,976,431; Required local: $3,976,431; Non-required local: $2,670,775[16]
Missouri	$10,832,676	State: $10,832,676
Montana	$2,599,653	State: $2,573,914; Required local: $25,739; Non-required local: unknown[17]
Nebraska	$96,159,613	State: $24,796,908; Federal: $57,744,862; Required local: $13,617,843
Nevada	$16,647,475[31]	State: $8,738,875; Federal: $7,908,600[31]
New Jersey Abbott	$615,958,329	State: $615,958,329
New Jersey ECPA	$53,509,888	State: $41,550,371; Federal: $11,959,517
New Jersey ELLI	$3,381,751	State: $2,280,300; Federal: $1,101,451
New Mexico	$53,302,160	State: $35,702,160; Federal: $17,600,000
New York	$826,777,934	State: $796,699,144; Federal: $30,078,790
North Carolina	$241,423,087	State: $148,072,222; Federal: $49,584,851; Required local: $16,296,294; Non-required local: $27,469,720
North Dakota	$750,000	State: $750,000
Ohio	$71,672,000	State: $71,672,000
Oklahoma	$319,428,344	State: $145,038,018; Federal: $33,988,013; Required local: $139,891,069; Non-required local: $511,244
Oregon HdSt	$74,436,226	State: $74,436,226
Oregon Preschool Promise	$17,088,732	State: $17,088,732
Pennsylvania RTL	$6,618,598	State: $6,618,598
Pennsylvania HSSAP	$53,621,000[12]	State: $53,621,000
Pennsylvania K4 & SBPK	$10,039,352	State: $10,039,352
Pennsylvania PKC	$169,806,267	State: $169,806,267
Rhode Island	$12,138,075	State: $6,240,000; Federal: $5,898,075
South Carolina	$84,506,429	State: $77,572,655; Federal: $6,933,774[32]
Tennessee	$110,536,296[35]	State: $85,062,422; Federal: $1,947,875; Required local: $23,526,000[35]
Texas	$836,108,971	State: $823,908,971; Federal: $12,200,000
Vermont	$70,002,759[28]	State, federal, local: $65,289,078; Federal: $4,713,681[28]
Virginia	$109,351,120	State: $69,097,643; Federal: $1,158,812; Required local: $39,094,665
Washington	$110,594,841[28]	State: $110,594,841[28]
West Virginia	$145,577,256	State: $94,533,303; Federal: $45,425,337; Non-required local: $5,618,616
Wisconsin 4K	$290,200,000	State + local: $290,200,000[26]
Wisconsin HdSt	$6,264,098	State: $6,264,098
Guam	$362,973	State: $362,973

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

RESOURCES

STATE	Dedicated revenue source for state funding of preschool
Alabama	Yes: The State Education Trust Fund[31]
Alaska	Yes: General fund
Arizona	Yes: State tobacco revenue
Arkansas	Yes: Arkansas General Fund of $106,500,000
California CSPP	Yes: General Fund
California TK	Yes[25]
Colorado	Yes: State Public School Fund - State Education
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Yes
District of Columbia	Yes[28]
Florida	Yes: General Revenue
Georgia	Yes: Lottery Revenue
Hawaii	Yes: General Fund[23]
Illinois	Yes: Early Childhood Block Grant[24]
Iowa Shared Visions	Yes: General Fund[29]
Iowa SWVPP	Yes: General Fund[26]
Kansas Preschool Pilot	No[16]
Kansas State Pre-K	No
Kentucky	Yes[28]
Louisiana 8(g)	Yes: State General Statutory Dedication
Louisiana LA 4	Yes: State General Fund - $33,801,910
Louisiana NSECD	Yes: State General Fund - $6,472,236
Maine	Yes: General Fund
Maryland	Yes: General Funds - Maryland Prekindergarten Expansion Financing Fund - Aid to Education
Massachusetts UPK	No
Massachusetts Ch 70	Yes: Chapter 70 line item[24]
Michigan	Yes: General Fund - State School Aid Act[26]
Minnesota HdSt	Yes: State legislative allocation of $25.1 million annually
Minnesota VPK/SRP	Yes: General Fund[37]
Mississippi	Yes: General Fund in the amount of $4 million annually
Missouri	Yes: Tobacco Settlement
Montana	No
Nebraska	Yes: State Aid; 3-5 Grant; Below Age Five Flex Spending[21]
Nevada	No
New Jersey Abbott	Yes: General Fund (Preschool Education Aid (PEA))
New Jersey ECPA	Yes: General Fund (Preschool Education Aid (PEA))
New Jersey ELLI	Yes: General Fund (Preschool Education Aid (PEA))
New Mexico	Yes: State General Fund
New York	Yes[15]
North Carolina	Yes: State appropriation: $69,820,112; Lottery: $78,252,110
North Dakota	Yes: $1.5 million/biennium[17]
Ohio	Yes: General Revenue ($66,672,000); Casino Settlement Funds ($5,000,000)
Oklahoma	No
Oregon HdSt	Yes: General Fund
Oregon Preschool Promise	Yes: General Fund
Pennsylvania RTL	Yes: Ready To Learn (RTL) Block Grant
Pennsylvania HSSAP	Yes: General Fund
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	Yes: Pre-K Counts
Rhode Island	Yes: State-funded PreK and categorical line in State Budget
South Carolina	Yes[33]
Tennessee	Yes: General Fund
Texas	No
Vermont	Yes: Local approval of school budgets funded through the Education Fund[28]
Virginia	Yes: Lottery Funds
Washington	Yes: General Fund - State (ECEAP Proviso); General Fund - State (Tiered Reimbursements); Opportunity Pathways (lottery); Education Legacy Trust Account (ELTA - from estate taxes & interest earnings)[29]
West Virginia	No
Wisconsin 4K	Yes[27]
Wisconsin HdSt	No
Guam	Yes: General Fund

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	RESOURCES Federal funding sources and amounts	School funding or state aid formula?
Alabama	PDG: $18,723,405; IDEA, USDA CACFP, McKinney-Vento, Title 1, Head Start, Title II: Amounts not reported	No
Alaska	Title 1, Head Start, Title 1 C Migrant Funds: Amounts not reported	No
Arizona		No
Arkansas	TANF: $7,500,000; PDG: $3,758,389; USDA CACFP: Amount not reported[30]	No[31]
California CSPP	CCDF: $42,010,609	No
California TK		Yes[25]
Colorado		Yes[17]
Connecticut CDCC	CCDF: $1,901,940; PDG: $352,610	No
Connecticut SR	CCDF: $7,590,038; PDG: $2,426,010	Yes[23]
Connecticut Smart Start	CCDF: $12,576[20]	No
Delaware		No
District of Columbia	Head Start: $13,971,731; TANF, CCDF: Amounts not reported	Yes[29]
Florida		Yes[18]
Georgia		No
Hawaii		No
Illinois	PDG: $214,184	No
Iowa Shared Visions	CCDF, IDEA, USDA CACFP, Head Start, Social Services Block Grant: Amounts not reported	No
Iowa SWVPP		Yes[26]
Kansas Preschool Pilot	TANF: $4,132,317	No
Kansas State Pre-K		No[18]
Kentucky	Breakdown not reported: $60,391,573[29]	Yes[30]
Louisiana 8(g)		Yes[17]
Louisiana LA 4	TANF: $40,492,803	Yes[17]
Louisiana NSECD		No
Maine	PDG: $4,069,851; IDEA, Title 1, Head Start: Amounts not reported	Yes[16]
Maryland	PDG: $13,190,793	Yes[21]
Massachusetts UPK	CCDF: $27,743,185	No
Massachusetts Ch 70		Yes[25]
Michigan	CCDF, IDEA, USDA CACFP, McKinney-Vento, Title 1, Head Start: Amounts not reported	Yes[27]
Minnesota HdSt	TANF, CCDF, IDEA, USDA, CACFP, McKinney-Vento, Title 1, Federal Head Start, Title II, Social Services Block Grant: Amounts not specified	Yes[28]
Minnesota VPK/SRP		Yes[38]
Mississippi	IDEA, Title 1, Head Start, Title IV, US Department of Education Grant: Amounts not reported	Yes[17]
Missouri	CCDF, IDEA, USDA CACFP, Title 1: Amounts not reported	No
Montana		No
Nebraska	IDEA: $40,677,697; Title 1: $7,727,118; Head Start: $9,340,047	Yes[22]
Nevada	PDG: $7,908,600; IDEA, Title 1: Amounts not reported	No
New Jersey Abbott	IDEA, PDG, USDA CACFP, Title 1, Head Start: Amounts not reported	Yes[18]
New Jersey ECPA	PDG: $11,959,517; IDEA, USDA CACFP, Title 1, Head Start: Amounts not reported	Yes[16]
New Jersey ELLI	PDG: $1,101,451; IDEA, USDA CACFP, Title 1, Head Start: Amounts not reported	Yes[19]
New Mexico	TANF: $17,600,000	No
New York	PDG: $25,000,000; Title 1: $5,078,790; CCDF, USDA CACFP: Amounts not reported	Yes[16]
North Carolina	TANF: $6,000,000; CCDF: $4,941,705; IDEA: $8,865,315; USDA CACFP: $3,099,426; Title 1: $11,360,095; Head Start: $15,184,110; Childcare Subsidies: $134,200	No[29]
North Dakota		No
Ohio		No
Oklahoma	Breakdown not reported: $33,988,013	Yes[18]
Oregon HdSt	TANF, CCDF, USDA CACFP, McKinney-Vento, Title 1, Head Start: Amounts not reported	No
Oregon Preschool Promise	USDA CACFP: Determined locally	No
Pennsylvania RTL		Yes[13]
Pennsylvania HSSAP		No
Pennsylvania K4 & SBPK	Title 1: Amount not reported[14]	No
Pennsylvania PKC		No
Rhode Island	PDG: $5,898,075	Yes[21]
South Carolina	IDEA: $6,933,774	Yes[34]
Tennessee	PDG: $1,947,875	Yes[36]
Texas	CCDF: $12,200,000[15]	Yes[16]
Vermont	PDG: $4,713,681; CCDF, IDEA, Title 1, Head Start: Amounts Total: $4,114,775	Yes[29]
Virginia	PDG: $1,158,812; IDEA, Title 1: Amounts not reported	Yes[14]
Washington		No
West Virginia	TANF/CCDF: $3,745,497; IDEA: $4,428,521; Title 1: $716,129; Head Start: $36,535,190	Yes[24]
Wisconsin 4K	IDEA, USDA CACFP: Amounts not reported	Yes[28]
Wisconsin HdSt		No
Guam		No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

RESOURCES

STATE	Agencies eligible to receive funding directly
Alabama	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Military childcare, College/University, Community-based child care, Private Schools
Alaska	Public schools, Head Start
Arizona	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Tribally regulated programs
Arkansas	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, State Education Service Cooperatives, Higher Education Institution Related Programs
California CSPP	Public schools, Head Start, Private agencies, Faith-based centers
California TK	Public schools
Colorado	School districts[18]
Connecticut CDCC	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Municipalities, Regional Education Service Centers, Human Service Agencies
Connecticut SR	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities, Regional Education Service Centers, Human Service Agencies
Connecticut Smart Start	Public schools
Delaware	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
District of Columbia	Public schools, Head Start, Private agencies, Faith-based centers
Florida	Early Learning Coalitions[19]
Georgia	Public schools, Head Start, Private agencies, Faith-based centers, University and Technical Schools, Military Bases, Charter Schools
Hawaii	Public schools
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Higher Education Institutions, Regional Offices of Education
Iowa Shared Visions	Public schools, Head Start, Private agencies, Faith-based centers, Any public or private non-profit organization
Iowa SWVPP	Public schools[27]
Kansas Preschool Pilot	Public schools, Head Start, Private agencies, Faith-based centers
Kansas State Pre-K	Public schools
Kentucky	Public schools[31]
Louisiana 8(g)	Public schools
Louisiana LA 4	Public schools, Independent LEA Charter Schools, Tribal Schools
Louisiana NSECD	Private agencies, Faith-based centers, BESE-Approved Nonpublic Schools
Maine	Public schools
Maryland	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts Ch 70	Public schools
Michigan	Intermediate School Districts
Minnesota HdSt	Head Start
Minnesota VPK/SRP	Public schools[39]
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri	Public schools, Head Start, Private agencies, Family child care homes
Montana	Public schools, Head Start, Private agencies, Family child care homes
Nebraska	Public schools
Nevada	Public schools, Head Start, Private agencies, Faith-based centers

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

RESOURCES

STATE	Agencies eligible to receive funding directly
New Jersey Abbott	Public schools
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Universities, Colleges, Cities, Tribal programs[25]
New York	Public schools, Private agencies (for SUFDPK only), Faith-based centers (for SUFDPK only), Libraries, Museums
North Carolina	Public schools, Head Start, Public-private partnerships (local Smart Start partnerships), Community Action Agencies
North Dakota	Public schools, Private agencies, Faith-based centers, Family child care homes
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools
Oregon HdSt	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies[12]
Oregon Preschool Promise	Early Learning Hubs
Pennsylvania RTL	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania K4 & SBPK	Public schools
Pennsylvania PKC	Public schools, Head Start, Private agencies, PDE licensed private nurseries
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina	Public schools, Head Start, Private agencies, Faith-based centers, Federally licensed military centers serving students in eligible districts may be approved as First Steps 4K providers
Tennessee	Public schools
Texas	Public schools, Charter schools
Vermont	Public schools, Head Start, Private agencies, Family child care homes, Parent-child centers
Virginia	Public schools, Other state and local government agencies
Washington	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Local governments, Colleges/Universities, Tribes, Educational Service districts
West Virginia	Public schools
Wisconsin 4K	Public schools
Wisconsin HdSt	Head Start
Guam	Public schools

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

RESOURCES

STATE	Agencies with which subcontracting is permitted
Alabama	None
Alaska	Public schools, Head Start, Private agencies
Arizona	None
Arkansas	Public schools[32]
California CSPP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
California TK	None
Colorado	Public schools, Head Start, Private agencies, Public agencies such as city recreation centers, University and College Lab School programs, Charter schools
Connecticut CDCC	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Municipalities
Connecticut SR	Public schools, Head Start, Private agencies, Faith-based centers, Regional Education Service Centers, Human Service Agencies
Connecticut Smart Start	None
Delaware	None
District of Columbia	None
Florida	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Boys and Girls Clubs, the YMCA
Georgia	None
Hawaii	None
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Iowa Shared Visions	Public schools, Head Start, Private agencies, Faith-based centers, Any public or private non-profit organization
Iowa SWVPP	Head Start, Private agencies, Faith-based centers, Family child care homes[27]
Kansas Preschool Pilot	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other[17]
Kansas State Pre-K	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other[19]
Kentucky	Public schools, Head Start, Private agencies, Faith-based centers
Louisiana 8(g)	None
Louisiana LA 4	Head Start, Private agencies, Non-Independent LEA Charter Schools
Louisiana NSECD	Head Start, Private agencies, Faith-based centers
Maine	Head Start, Private agencies, Family child care homes
Maryland	Head Start, Private agencies, Faith-based centers
Massachusetts UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts Ch 70	None[26]
Michigan	Public schools, Head Start, Private agencies, Faith-based centers, For-profit public or private agencies
Minnesota HdSt	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Minnesota VPK/SRP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri	Public schools, Head Start, Private agencies, Family child care homes
Montana	Public schools, Head Start, Private agencies, Family child care homes[18]
Nebraska	Public schools, Head Start, Private agencies
Nevada	None
New Jersey Abbott	Public schools, Head Start, Private agencies, Faith-based centers[19]
New Jersey ECPA	Public schools, Head Start, Private agencies, Faith-based centers[17]
New Jersey ELLI	Public schools, Head Start, Private agencies, Faith-based centers[20]
New Mexico	None
New York	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Libraries, Museums[17]
North Carolina	Public schools, Head Start, Private agencies, Faith-based centers[30]
North Dakota	Head Start[18]
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools, Head Start
Oregon HdSt	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies
Oregon Preschool Promise	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes[34]
Pennsylvania RTL	Public schools, Head Start, Private agencies
Pennsylvania HSSAP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Pennsylvania K4 & SBPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Pennsylvania PKC	Public schools, Head Start, Private agencies, Faith-based centers, PDE licensed private nurseries
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina	First Steps: Head Start, Private agencies, Faith-based centers, Other[35]
Tennessee	Head Start, Private agencies, Faith-based centers, Institutions of higher learning[37]
Texas	Head Start, Private agencies, Faith-based centers
Vermont	Public schools, Head Start, Private agencies, Family child care homes[30]
Virginia	Public schools, Head Start, Private agencies, Faith-based centers
Washington	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Local governments, Colleges/Universities, Tribes, Educational Service districts
West Virginia	Public schools, Head Start, Private agencies, Faith-based centers[25]
Wisconsin 4K	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Wisconsin HdSt	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

RESOURCES

STATE	Is there a required local match?
Alabama	Yes: At minimum 25% in-kind/cash match is required per classroom
Alaska	No
Arizona	No
Arkansas	Yes: 40%[33]
California CSPP	No
California TK	No
Colorado	Yes[17]
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	No
Florida	No
Georgia	No
Hawaii	No
Illinois	No
Iowa Shared Visions	Yes: 20% of awarded state dollars
Iowa SWVPP	No
Kansas Preschool Pilot	No
Kansas State Pre-K	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes[17]
Maryland	No
Massachusetts UPK	No
Massachusetts Ch 70	Yes[27]
Michigan	No
Minnesota HdSt	Yes: Per Head Start performance standards
Minnesota VPK/SRP	No
Mississippi	Yes: 1 to 1 dollar for dollar match[17]
Missouri	No
Montana	Yes: 10%[19]
Nebraska	Yes[23]
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	Yes[19]
New Mexico	No
New York	No
North Carolina	Yes: Not specified
North Dakota	No
Ohio	No
Oklahoma	No
Oregon HdSt	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee	Yes[36]
Texas	No
Vermont	No
Virginia	Yes: Based on the local composite index
Washington	No
West Virginia	No
Wisconsin 4K	No[29]
Wisconsin HdSt	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

FORMAL PROGRAM EVALUATION

STATE	Was there a formal evaluation measuring preschool program quality and effectiveness within the last 5 years?	Year of the most recent formal evaluation
Alabama	Yes	2018
Alaska	In planning or piloting phase[20]	Currently planning/piloting[20]
Arizona	Yes	2018
Arkansas	Yes	2017
California CSPP	No[28]	2009
California TK	Yes	2017
Colorado	No	NA
Connecticut CDCC	No	NA
Connecticut SR	No	NA
Connecticut Smart Start	No	NA
Delaware	No	NA
District of Columbia	No	NA
Florida	No[20]	NA
Georgia	Yes[31]	2017
Hawaii	No	NA
Illinois	No	NA
Iowa Shared Visions	Yes[30]	2017
Iowa SWVPP	In planning or piloting phase[28]	Currently planning/piloting
Kansas Preschool Pilot	No	NA
Kansas State Pre-K	No	NA
Kentucky	Yes[32]	2016
Louisiana 8(g)	No	NA
Louisiana LA 4	No	NA
Louisiana NSECD	No	NA
Maine	No	NA
Maryland	Yes	Multi-year study through 2018
Massachusetts UPK	Yes, QRIS Validation Study	2012-2016
Massachusetts Ch 70	No	NA
Michigan	Yes[28]	Ongoing (2017-2022)
Minnesota HdSt	Yes	2015-2016
Minnesota VPK/SRP	No	NA
Mississippi	No	NA
Missouri	No	NA
Montana	Yes	2018
Nebraska	No	NA
Nevada	Yes	2015
New Jersey Abbott	No	2008
New Jersey ECPA	No	NA
New Jersey ELLI	No	NA
New Mexico	No	NA
New York	No	NA
North Carolina	Yes[31]	2015-2016
North Dakota	No	NA
Ohio	No	NA
Oklahoma	No	NA
Oregon HdSt	No	NA
Oregon Preschool Promise	No	NA
Pennsylvania RTL	No	NA
Pennsylvania HSSAP	No	NA
Pennsylvania K4 & SBPK	No	NA
Pennsylvania PKC	In planning or piloting phase	Currently planning/piloting[20]
Rhode Island	In planning or piloting phase[22]	Currently planning/piloting
South Carolina	Yes	2018
Tennessee	Yes[38]	2015
Texas	No	NA
Vermont	Yes[31]	2018
Virginia	No	NA
Washington	Yes	2014
West Virginia	Yes[26]	2017-2018[26]
Wisconsin 4K	No	NA
Wisconsin HdSt	No	NA
Guam	Yes	2018

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

FORMAL PROGRAM EVALUATION

STATE	Documentation of formal evaluation
Alabama	https://children.alabama.gov/resources/research/
Alaska	NA
Arizona	https://www.firstthingsfirst.org/wp-content/uploads/2018/02/AZ_QF_Exec-Summary.pdf
Arkansas	https://humanservices.arkansas.gov/images/uploads/dccece/2009-2011-Cohorts-Compiled-REDACTED-Report.pd.pdf
California CSPP	https://www.rand.org/labor/projects/ca_preschool.html
California TK	https://tkstudy.airprojects.org/sites/default/files/_TK_Impact_Study_Final_Rpt_FINAL_.pdf
Colorado	NA
Connecticut CDCC	NA
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	NA
District of Columbia	NA
Florida	NA
Georgia	http://www.decal.ga.gov/documents/attachments/GAPreKEvalLongitudinalYr3Report.pdf
Hawaii	NA
Illinois	NA
Iowa Shared Visions	https://educateiowa.gov/documents/shared-visions-parent-support-and-preschool-programs/2018/07/shared-visions-preschool-2
Iowa SWVPP	NA
Kansas Preschool Pilot	NA
Kansas State Pre-K	NA
Kentucky	http://www.lrc.ky.gov/lrcpubs/RR450.pdf
Louisiana 8(g)	NA
Louisiana LA 4	NA
Louisiana NSECD	NA
Maine	NA
Maryland	Results will be available upon completion of the evaluation
Massachusetts UPK	Not available online
Massachusetts Ch 70	NA
Michigan	Results will be posted at http://www.michigan.gov/gsrp
Minnesota HdSt	http://www.mnheadstart.org/outcomes.html
Minnesota VPK/SRP	NA
Mississippi	NA
Missouri	NA
Montana	https://dphhs.mt.gov/Portals/85/hcsd/documents/ChildCare/STARSPreschool/STARSPreEvalFinal.pdf
Nebraska	NA
Nevada	http://www.doe.nv.gov/Early_Learning_Development/Reports_and_Summaries/
New Jersey Abbott	By request only
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	NA
New York	NA
North Carolina	https://fpg.unc.edu/resources/effects-participation-north-carolina-pre-kindergarten-program-end-kindergarten-2015-2016-0
North Dakota	NA
Ohio	NA
Oklahoma	NA
Oregon HdSt	NA
Oregon Preschool Promise	NA
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	NA
Rhode Island	NA
South Carolina	https://www.eoc.sc.gov/sites/default/files/Documents/Evaluation%20of%20Full-Day%204K%2C%20FY2016-17%20FY2017-18-Final.pdf and https://www.eoc.sc.gov/sites/default/files/Documents/KRA%20Final.08292018.pdf
Tennessee	http://peabody.vanderbilt.edu/research/pri/VPKthrough3rd_final_withcover.pdf
Texas	NA
Vermont	https://education.vermont.gov/documents/legislative-report-preliminary-evaluation-of-prek-programs-2018
Virginia	NA
Washington	http://www.wsipp.wa.gov/ReportFile/1576/Wsipp_Outcome-Evaluation-of-Washington-States-Early-Childhood-Educationand-
West Virginia	Not available online
Wisconsin 4K	NA
Wisconsin HdSt	NA
Guam	The evaluation has been submitted to the Guam Education Board and will be published after the review

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	Was this formal evaluation mandated by the state?	FORMAL PROGRAM EVALUATION Was the formal evaluation done by an external evaluator?
Alabama	Yes	Yes: UAB, PARCA
Alaska	NA	NA
Arizona	Yes	Yes: Child Trends
Arkansas	Yes	Yes: Arkansas Research Center, University of Central Arkansas
California CSPP	No	Yes: RAND Corporation
California TK	No	Yes: American Institutes for Research (AIR)
Colorado	NA	NA
Connecticut CDCC	NA	NA
Connecticut SR	NA	NA
Connecticut Smart Start	NA	NA
Delaware	NA	NA
District of Columbia	NA	NA
Florida	NA	NA
Georgia	Yes	Yes: Frank Porter Graham Child Development Institute
Hawaii	NA	NA
Illinois	NA	NA
Iowa Shared Visions	Yes	Yes: University of Iowa's Center for Evaluation and Assessment
Iowa SWVPP	NA	NA
Kansas Preschool Pilot	NA	NA
Kansas State Pre-K	NA	NA
Kentucky	Yes	Yes: Office of Education Accountability
Louisiana 8(g)	NA	NA
Louisiana LA 4	NA	NA
Louisiana NSECD	NA	NA
Maine	NA	NA
Maryland	No	Yes: University of Maryland
Massachusetts UPK	Yes	Yes: University of Massachusetts Donahue Institute and Wellesley Centers for Women
Massachusetts Ch 70	NA	NA
Michigan	No	Yes: Michigan State University, Community Evaluation and Research Collaborative, University Outreach and Engagement
Minnesota HdSt	No	Yes: University of Tulsa
Minnesota VPK/SRP	NA	NA
Mississippi	NA	NA
Missouri	NA	NA
Montana	Yes	No
Nebraska	NA	NA
Nevada	Yes	Yes: Pacific Research Associates
New Jersey Abbott	No	Yes: National Institute for Early Education Research
New Jersey ECPA	NA	NA
New Jersey ELLI	NA	NA
New Mexico	NA	NA
New York	NA	NA
North Carolina	Yes	Yes: Frank Porter Graham Child Development Institute
North Dakota	NA	NA
Ohio	NA	NA
Oklahoma	NA	NA
Oregon HdSt	NA	NA
Oregon Preschool Promise	NA	NA
Pennsylvania RTL	NA	NA
Pennsylvania HSSAP	NA	NA
Pennsylvania K4 & SBPK	NA	NA
Pennsylvania PKC	NA	NA
Rhode Island	NA	NA
South Carolina	Yes	Yes: SC Education Oversight Committee (EOC)[36]
Tennessee	No	Yes: Peabody Research Institute
Texas	NA	NA
Vermont	Yes	Yes: Education Development Center
Virginia	NA	NA
Washington	Yes	Yes: Washington State Institute for Public Policy
West Virginia	Yes	Yes: National Institute for Early Education Research
Wisconsin 4K	NA	NA
Wisconsin HdSt	NA	NA
Guam	Yes	Yes: Department's Administrator for Research, Planning & Evaluation

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	PRESCHOOL CHILD ASSESSMENTS Does state policy require state preschool programs to assess children's learning and development during the preschool year?	What is the frequency of these preschool child assessments?
Alabama	Yes	Multiple times during the year[32]
Alaska	Yes	Multiple times during the year[21]
Arizona	Yes	Multiple times during the year[26]
Arkansas	Yes	Multiple times during the year
California CSPP	Yes	Twice per year[29]
California TK	No	NA
Colorado	Yes	Three checkpoints per year
Connecticut CDCC	No	NA
Connecticut SR	Yes	Determined locally
Connecticut Smart Start	No	NA
Delaware	Yes	Multiple times during the year[24]
District of Columbia	Yes	Multiple times during the year
Florida	Yes[21]	Multiple times during the year[21]
Georgia	Yes	Multiple times during the year
Hawaii	Yes	Multiple times during the year
Illinois	Yes	Multiple times during the year
Iowa Shared Visions	Yes	Multiple times during the year[31]
Iowa SWVPP	Yes	Multiple times during the year[29]
Kansas Preschool Pilot	Yes[18]	Annually, or more if determined locally[18]
Kansas State Pre-K	Yes[20]	Annually, or more if determined locally[20]
Kentucky	Yes	Twice per year[33]
Louisiana 8(g)	Yes	At the beginning and end of the year
Louisiana LA 4	Yes	Multiple times during the year[9]
Louisiana NSECD	Yes	Multiple times during the year[8]
Maine	Yes	Multiple times during the year
Maryland	Yes[22]	Multiple times during the year[22]
Massachusetts UPK	Yes	Continually throughout the year
Massachusetts Ch 70	No	NA
Michigan	Yes	Multiple times during the year[29]
Minnesota HdSt	Yes[11]	Multiple times during the year[11]
Minnesota VPK/SRP	Yes	At the beginning and end of the year[40]
Mississippi	Yes	Multiple times during the year[18]
Missouri	Yes	Within the first 60 days of attendance and six months later
Montana	Yes	At the beginning and end of the year
Nebraska	Yes	Multiple times during the year[24]
Nevada	Yes	At the beginning and end of the year[32]
New Jersey Abbott	Yes	Multiple times during the year
New Jersey ECPA	Yes	Multiple times during the year
New Jersey ELLI	Yes	Multiple times during the year
New Mexico	Yes	Multiple times during the year[26]
New York	Yes	Three times per year
North Carolina	Yes[32]	Multiple times during the year[32]
North Dakota	No	NA
Ohio	Yes	Multiple times during the year
Oklahoma	No	NA
Oregon HdSt	Yes	Multiple times during the year
Oregon Preschool Promise	Yes	At least three times per year
Pennsylvania RTL	Yes	Unspecified
Pennsylvania HSSAP	Yes	Assessment is ongoing; Outcomes are reported twice per year
Pennsylvania K4 & SBPK	Yes	Unspecified
Pennsylvania PKC	Yes	For formative use: Determined by the assessment tool
Rhode Island	Yes	Multiple times during the year
South Carolina	Yes	At the beginning and end of the year[37]
Tennessee	Yes[39]	Multiple times during the year[39]
Texas	No	NA
Vermont	Yes	At the beginning and end of the year
Virginia	Yes	At the beginning and end of the year
Washington	Yes	Multiple times during the year[30]
West Virginia	Yes	Fall, winter, and spring (end-of-year) checkpoints
Wisconsin 4K	Yes	Determined locally[30]
Wisconsin HdSt	Yes	Per federal Head Start Performance Standards
Guam	Yes	At the beginning and end of the year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL CHILD ASSESSMENTS

CHILD DEVELOPMENT DOMAINS REQUIRED TO BE COVERED BY THE PRESCHOOL CHILD ASSESSMENTS

STATE	Language	Literacy	Math
Alabama	Yes	Yes	Yes
Alaska	Yes[22]	Yes[22]	Yes[22]
Arizona	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes
California CSPP	Yes	Yes	Yes
California TK	NA	NA	NA
Colorado	Yes	Yes	Yes
Connecticut CDCC	NA	NA	NA
Connecticut SR	Yes	Yes	Yes
Connecticut Smart Start	NA	NA	NA
Delaware	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes
Florida	Yes	Yes	Yes
Georgia	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes
Illinois	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes
Iowa SWVPP	Yes[30]	Yes[30]	Yes[30]
Kansas Preschool Pilot	No	Yes	Yes
Kansas State Pre-K	No	Yes[20]	Yes[20]
Kentucky	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine	Yes	Yes	Yes
Maryland	Yes	Yes	Yes
Massachusetts UPK	Yes	Yes	Yes
Massachusetts Ch 70	NA	NA	NA
Michigan	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK/SRP	Yes[20]	Yes[20]	Yes[20]
Mississippi	Yes	Yes	Yes
Missouri	Yes	Yes	Yes
Montana	Yes	Yes	Yes
Nebraska	Yes	Yes	Yes
Nevada	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes
New York	Yes[18]	No	No
North Carolina	Yes	Yes	Yes
North Dakota	NA	NA	NA
Ohio	Yes	Yes	Yes
Oklahoma	NA	NA	NA
Oregon HdSt	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes
Pennsylvania RTL	Yes[14]	Yes[14]	Yes[14]
Pennsylvania HSSAP	Yes	Yes	Yes
Pennsylvania K4 & SBPK	No[15]	No[15]	No[15]
Pennsylvania PKC	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes
Tennessee	Yes[39]	Yes[39]	No
Texas	NA	NA	NA
Vermont	Yes	Yes	Yes
Virginia	Yes[15]	Yes[15]	Yes[15]
Washington	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes
Wisconsin 4K	No	Yes	No
Wisconsin HdSt	Yes	Yes	Yes
Guam	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL CHILD ASSESSMENTS

CHILD DEVELOPMENT DOMAINS REQUIRED TO BE COVERED BY THE PRESCHOOL CHILD ASSESSMENTS

STATE	Science	Social and emotional development	Approaches toward learning
Alabama	Yes	Yes	Yes
Alaska	Yes	Yes[22]	Yes
Arizona	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes
California CSPP	Yes	Yes	Yes
California TK	NA	NA	NA
Colorado	Yes	Yes	Yes
Connecticut CDCC	NA	NA	NA
Connecticut SR	Yes	Yes	Yes
Connecticut Smart Start	NA	NA	NA
Delaware	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes
Florida	No	No	No
Georgia	Yes	Yes	Yes
Hawaii	No	Yes	Yes
Illinois	Yes	Yes	Yes
Iowa Shared Visions	No	Yes	Yes
Iowa SWVPP	Yes[30]	Yes[30]	Yes[30]
Kansas Preschool Pilot	No	Yes	No
Kansas State Pre-K	No	Yes[20]	No
Kentucky	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine	Yes	Yes	Yes
Maryland	Yes	Yes	Yes
Massachusetts UPK	Yes	Yes	Yes
Massachusetts Ch 70	NA	NA	NA
Michigan	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK/SRP	Yes[20]	Yes[20]	Yes[20]
Mississippi	No	Yes	Yes
Missouri	Yes	Yes	Yes
Montana	No	Yes	Yes
Nebraska	No	Yes	Yes
Nevada	Yes	Yes	Yes
New Jersey Abbott	Not reported	Yes	Yes
New Jersey ECPA	Not reported	Yes	Yes
New Jersey ELLI	Not reported	Yes	Yes
New Mexico	Yes	Yes	Yes
New York	No	Yes[18]	No
North Carolina	Yes	Yes	Yes
North Dakota	NA	NA	NA
Ohio	Yes	Yes	Yes
Oklahoma	NA	NA	NA
Oregon HdSt	No	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes
Pennsylvania RTL	Yes[14]	Yes[14]	Yes[14]
Pennsylvania HSSAP	Yes	Yes	Yes
Pennsylvania K4 & SBPK	No[15]	No[15]	No[15]
Pennsylvania PKC	Yes	Yes	Yes
Rhode Island	Yes	Yes	No
South Carolina	Yes	Yes	Yes
Tennessee	No	No	No
Texas	NA	NA	NA
Vermont	Yes	Yes	Yes
Virginia	Yes[15]	Yes[15]	Yes[15]
Washington	No[31]	Yes	No
West Virginia	Yes	Yes	Yes
Wisconsin 4K	No	No	No
Wisconsin HdSt	Yes	Yes	Yes
Guam	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL CHILD ASSESSMENTS

CHILD DEVELOPMENT DOMAINS REQUIRED TO BE COVERED BY THE PRESCHOOL CHILD ASSESSMENTS

STATE	Physical/motor development	General cognitive development	Other domains
Alabama	Yes	Yes	Yes: Health and Daily Living, Creative Arts, Technology
Alaska	Yes	Yes[22]	No
Arizona	Yes	Yes	No
Arkansas	Yes	Yes	Yes: Social Studies and The Arts
California CSPP	Yes	Yes	No
California TK	NA	NA	NA
Colorado	Yes	Yes	No
Connecticut CDCC	NA	NA	NA
Connecticut SR	Yes	Yes	No
Connecticut Smart Start	NA	NA	NA
Delaware	Yes	Yes	No
District of Columbia	Yes	Yes	No
Florida	No	No	No
Georgia	Yes	Yes	No
Hawaii	Yes	Yes	No
Illinois	Yes	Yes	Yes[25]
Iowa Shared Visions	Yes	Yes	Yes: English Language Acquisition (for DLLs)
Iowa SWVPP	Yes[30]	Yes[30]	Yes[30]
Kansas Preschool Pilot	No	No	No
Kansas State Pre-K	No	No	No
Kentucky	Yes	Yes	No
Louisiana 8(g)	Yes	Yes	Yes: Social Studies, The Arts, English Language Acquisition
Louisiana LA 4	Yes	Yes	Yes: Social Studies, The Arts, English Language Acquisition
Louisiana NSECD	Yes	Yes	Yes: Social Studies, The Arts, English Language Acquisition
Maine	Yes	Yes	No
Maryland	Yes	Yes	No
Massachusetts UPK	Yes	Yes	No
Massachusetts Ch 70	NA	NA	NA
Michigan	Yes	Yes	No
Minnesota HdSt	Yes	Yes	No
Minnesota VPK/SRP	Yes[20]	Yes[20]	No
Mississippi	Yes	Yes	No
Missouri	Yes	Yes	Yes: History-Social Science, Visual and Performing Arts
Montana	Yes	Yes	No
Nebraska	Yes	Yes	No[25]
Nevada	Yes	Yes	No
New Jersey Abbott	Yes	Yes	No
New Jersey ECPA	Yes	Yes	No
New Jersey ELLI	Yes	Yes	No
New Mexico	Yes	Yes	No
New York	No	Yes[18]	No
North Carolina	Yes	Yes	No
North Dakota	NA	NA	NA
Ohio	Yes	Yes	No
Oklahoma	NA	NA	NA
Oregon HdSt	Yes	Yes	No
Oregon Preschool Promise	Yes	Yes	Yes[35]
Pennsylvania RTL	Yes[14]	Yes[14]	No
Pennsylvania HSSAP	Yes	Yes	No
Pennsylvania K4 & SBPK	No[15]	No[15]	No[15]
Pennsylvania PKC	Yes	Yes	No
Rhode Island	Yes	Yes	Yes: Social Studies and Creative Art
South Carolina	Yes	Yes	Yes: Health
Tennessee	No	No	No
Texas	NA	NA	NA
Vermont	Yes	Yes	No
Virginia	Yes[15]	Yes[15]	No
Washington	Yes	Yes	Yes: English Language Acquisition[31]
West Virginia	Yes	Yes	Yes: Arts
Wisconsin 4K	No	No	No
Wisconsin HdSt	Yes	Yes	No
Guam	Yes	Yes	Yes: Arts and Chamorro language

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL CHILD ASSESSMENTS

STATE	Preschool assessment tools
Alabama	Programs must use: Teaching Strategies GOLD
Alaska	Programs must use: Teaching Strategies GOLD
Arizona	Determined locally
Arkansas	Programs must use: Work Sampling System
California CSPP	Programs must use: Desired Results Developmental Profile
California TK	NA
Colorado	Programs must use: Teaching Strategies GOLD
Connecticut CDCC	NA
Connecticut SR	Determined locally[24]
Connecticut Smart Start	NA
Delaware	Programs may use: Teaching Strategies GOLD[25]
District of Columbia	Programs must use: Teaching Strategies GOLD (DCPS); Determined locally (PCS and CBO)[30]
Florida	Programs must use: Florida VPK Assessment
Georgia	Programs must use: Work Sampling System
Hawaii	Programs must use: Teaching Strategies GOLD
Illinois	Determined locally[26]
Iowa Shared Visions	Programs must use: Teaching Strategies GOLD
Iowa SWVPP	Programs must use: Teaching Strategies GOLD
Kansas Preschool Pilot	Determined locally[19]
Kansas State Pre-K	Determined locally[21]
Kentucky	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling; AEPS; Carolina Curriculum[34]
Louisiana 8(g)	Programs must use: Teaching Strategies GOLD[10]
Louisiana LA 4	Programs must use: Teaching Strategies GOLD[9]
Louisiana NSECD	Programs must use: Teaching Strategies GOLD[8]
Maine	Determined locally[18]
Maryland	Determined locally[23]
Massachusetts UPK	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling; Other
Massachusetts Ch 70	NA
Michigan	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling; Assessment, Evaluation and Programming System (AEPS) for Infants and Children
Minnesota HdSt	Programs may use: Desired Results Developmental Profile; HighScope COR; Teaching Strategies GOLD; Work Sampling; Other[29]
Minnesota VPK/SRP	Programs may use: Desired Results Developmental Profile; HighScope COR; Teaching Strategies GOLD; Work Sampling; Other[41]
Mississippi	Programs must use: Mississippi State Kindergarten Readiness Assessment and Brigance III[19]
Missouri	Programs must use: Desired Results Developmental Profile
Montana	Programs must use: DIAL, ASQ-SE
Nebraska	Programs must use: Teaching Strategies GOLD
Nevada	Programs may use: Desired Results Developmental Profile; HighScope COR; Teaching Strategies GOLD; Work Sampling; Other[33]
New Jersey Abbott	Programs may use: Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling
New Jersey ECPA	Programs may use: Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling
New Jersey ELLI	Programs may use: Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling
New Mexico	Programs must use: New Mexico Preschool Observational Assessment[27]
New York	Determined locally[18]
North Carolina	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling; Other[32]
North Dakota	NA
Ohio	Programs must use: Ohio's Early Learning Assessment
Oklahoma	NA
Oregon HdSt	Programs must use: Teaching Strategies GOLD
Oregon Preschool Promise	Programs may use: Teaching Strategies GOLD; AEPS; Other[36]
Pennsylvania RTL	Programs may use: HighScope COR; Phonological Awareness Literacy Screening; Teaching Strategies GOLD; Work Sampling; Other[15]
Pennsylvania HSSAP	Programs may use: Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling; Other[8]
Pennsylvania K4 & SBPK	Determined Locally[8]
Pennsylvania PKC	Programs may use: Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling; Other (Galileo)[14]
Rhode Island	Programs must use: Teaching Strategies GOLD
South Carolina	Programs may use: HighScope COR; Phonological Awareness Literacy Screening; Teaching Strategies GOLD; Work Sampling; Other[38]
Tennessee	Programs must use: Growth Portfolio Model[39]
Texas	NA
Vermont	Programs must use: Teaching Strategies GOLD; Ready For Kindergarten! Survey (R4K!S)[32]
Virginia	Programs must use: Phonological Awareness Literacy Screening
Washington	Programs must use: Teaching Strategies GOLD
West Virginia	Programs must use: Early Learning Scale[27]
Wisconsin 4K	Determined locally[31]
Wisconsin HdSt	NA
Guam	Programs must use state developed tool[13]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL CHILD ASSESSMENTS

STATE	Are assessors who administer preschool child assessments required to be reliable on the assessment tool(s) used?
Alabama	Yes[33]
Alaska	Yes[23]
Arizona	No
Arkansas	Yes[34]
California CSPP	Yes[30]
California TK	NA
Colorado	Yes[19]
Connecticut CDCC	NA
Connecticut SR	No
Connecticut Smart Start	NA
Delaware	Yes
District of Columbia	Yes (DCPS & CBO)[31]
Florida	Yes[22]
Georgia	Yes[32]
Hawaii	Yes[24]
Illinois	Yes[27]
Iowa Shared Visions	Yes[32]
Iowa SWVPP	Yes[31]
Kansas Preschool Pilot	No
Kansas State Pre-K	No
Kentucky	No
Louisiana 8(g)	Yes[18]
Louisiana LA 4	Yes[18]
Louisiana NSECD	Yes[14]
Maine	Yes
Maryland	Yes[24]
Massachusetts UPK	No
Massachusetts Ch 70	NA
Michigan	No[30]
Minnesota HdSt	No
Minnesota VPK/SRP	No
Mississippi	No[20]
Missouri	No
Montana	No
Nebraska	Yes[26]
Nevada	No
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	No
New York	No
North Carolina	Yes[33]
North Dakota	NA
Ohio	Yes[14]
Oklahoma	NA
Oregon HdSt	Yes[13]
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	Not reported
Pennsylvania PKC	No
Rhode Island	Yes[23]
South Carolina	Yes
Tennessee	No
Texas	NA
Vermont	Yes[33]
Virginia	No
Washington	Yes[32]
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	Yes
Guam	No[14]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	PRESCHOOL CHILD ASSESSMENTS HOW IS PRESCHOOL ASSESSMENT DATA USED? To guide teacher training, professional development, or technical assistance	To make decisions regarding a child's enrollment in kindergarten
Alabama	State and Local Level	Local Level
Alaska	State and Local Level	No
Arizona	Local Level	No
Arkansas	State and Local Level	No
California CSPP	State and Local Level	No
California TK	NA	NA
Colorado	State Level	Local Level
Connecticut CDCC	NA	No
Connecticut SR	Local Level	Local Level
Connecticut Smart Start	NA	NA
Delaware	State and Local Level	No
District of Columbia	Local Level	Local Level
Florida	Local Level	No
Georgia	State and Local Level	No
Hawaii	State Level	No
Illinois	Local Level	Local Level
Iowa Shared Visions	State and Local Level	No
Iowa SWVPP	State and Local Level	No
Kansas Preschool Pilot	Local Level	No
Kansas State Pre-K	Local Level	No
Kentucky	State and Local Level	No
Louisiana 8(g)	State Level	State Level
Louisiana LA 4	State Level	No
Louisiana NSECD	State Level	No
Maine	Local Level	Local Level
Maryland	State and Local Level	No
Massachusetts UPK	No	No
Massachusetts Ch 70	NA	NA
Michigan	Local Level[31]	No
Minnesota HdSt	Local Level	No
Minnesota VPK/SRP	State and Local Level	No
Mississippi	State and Local Level	Local Level
Missouri	Local Level	No
Montana	State and Local Level	No
Nebraska	State and Local Level	No
Nevada	State and Local Level	No
New Jersey Abbott	Local Level	Local Level
New Jersey ECPA	Local Level	Local Level
New Jersey ELLI	Local Level	Local Level
New Mexico	State and Local Level	No
New York	Local Level	Local Level
North Carolina	State and Local Level[34]	Local Level
North Dakota	NA	NA
Ohio	State and Local Level	No
Oklahoma	NA	NA
Oregon HdSt	State and Local Level	No
Oregon Preschool Promise	Local Level	No
Pennsylvania RTL	Local Level	Local Level
Pennsylvania HSSAP	Local Level	No
Pennsylvania K4 & SBPK	Local Level	Local Level
Pennsylvania PKC	Local Level	No
Rhode Island	State Level	Local Level
South Carolina	State and Local Level	Local Level
Tennessee	State and Local Level	No
Texas	NA	NA
Vermont	State and Local Level	Local Level
Virginia	State and Local Level	No
Washington	State Level	Local Level
West Virginia	Local Level	Local Level
Wisconsin 4K	Local Level	No
Wisconsin HdSt	Local Level	Local Level
Guam	No	State Level

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

PRESCHOOL CHILD ASSESSMENTS

HOW IS PRESCHOOL ASSESSMENT DATA USED?

STATE	To identify programs for corrective action or sanctions	To make funding decisions about programs or grantees
Alabama	State and Local Level	State Level
Alaska	No	No
Arizona	No	No
Arkansas	State Level	State Level
California CSPP	State and Local Level	State and Local Level[31]
California TK	NA	NA
Colorado	State Level	Local Level
Connecticut CDCC	No	No
Connecticut SR	Local Level	Local Level
Connecticut Smart Start	NA	NA
Delaware	State and Local Level	State Level
District of Columbia	Local Level	Local Level
Florida	No	No
Georgia	State and Local Level	No
Hawaii	No	No
Illinois	No	No
Iowa Shared Visions	State Level	No
Iowa SWVPP	State Level	No
Kansas Preschool Pilot	No	No
Kansas State Pre-K	No	No
Kentucky	No	No
Louisiana 8(g)	No	No
Louisiana LA 4	No	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts UPK	No	No
Massachusetts Ch 70	NA	NA
Michigan	Local Level	Local Level
Minnesota HdSt	No	No
Minnesota VPK/SRP	No	No
Mississippi	State Level	State Level
Missouri	No	No
Montana	No	No
Nebraska	No	No
Nevada	No	No
New Jersey Abbott	Local Level	No
New Jersey ECPA	Local Level	No
New Jersey ELLI	Local Level	No
New Mexico	No	No
New York	Local Level	Local Level
North Carolina	No	No
North Dakota	NA	NA
Ohio	State Level	State Level
Oklahoma	NA	NA
Oregon HdSt	No	No
Oregon Preschool Promise	No	No
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	No	No
Rhode Island	Local Level	State Level
South Carolina	No	No
Tennessee	No	No
Texas	NA	NA
Vermont	State Level	State Level
Virginia	No	No
Washington	Local Level	Local Level
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	No
Guam	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	PRESCHOOL CHILD ASSESSMENTS HOW IS PRESCHOOL ASSESSMENT DATA USED? To make adjustments to curricula	To track child and program level outcomes over time	To make changes to state policies regarding the preschool program
Alabama	State and Local Level	State and Local Level	State Level
Alaska	Local Level	State and Local Level	State and Local Level
Arizona	Local Level	Local Level	No
Arkansas	State and Local Level	State and Local Level	State Level
California CSPP	State Level	State and Local Level	Local Level
California TK	NA	NA	NA
Colorado	Local Level	State and Local Level	State and Local Level
Connecticut CDCC	No	No	No
Connecticut SR	Local Level	Local Level	Local Level
Connecticut Smart Start	NA	NA	NA
Delaware	Local Level	State and Local Level	State Level
District of Columbia	Local Level	Local Level	Local Level
Florida	Local Level	Local Level	No
Georgia	State and Local Level	State and Local Level	State and Local Level
Hawaii	State Level	State Level	No
Illinois	Local Level	Local Level	No
Iowa Shared Visions	Local Level	State and Local Level	State Level
Iowa SWVPP	Local Level	State and Local Level	State Level
Kansas Preschool Pilot	Local Level	Local Level	No
Kansas State Pre-K	Local Level	Local Level	No
Kentucky	State and Local Level	State and Local Level	State and Local Level
Louisiana 8(g)	State Level	State Level	No
Louisiana LA 4	No	State Level	No
Louisiana NSECD	No	State Level	No
Maine	No	State and Local Level	No
Maryland	Local Level	State and Local Level	No
Massachusetts UPK	No[22]	No	No
Massachusetts Ch 70	NA	NA	NA
Michigan	Local Level	Local Level	No
Minnesota HdSt	Local Level	Local Level	No
Minnesota VPK/SRP	Local Level	Local Level[42]	No
Mississippi	Local Level	State and Local Level	State Level
Missouri	Local Level	No	No
Montana	Local Level	State and Local Level	State Level
Nebraska	Local Level	State and Local Level	State Level
Nevada	Local Level	State and Local Level	State Level
New Jersey Abbott	Local Level	Local Level	No
New Jersey ECPA	Local Level	Local Level	No
New Jersey ELLI	Local Level	Local Level	No
New Mexico	State and Local Level	State and Local Level[28]	No
New York	Local Level	Local Level	Local Level
North Carolina	Local Level	Local Level	No
North Dakota	NA	NA	NA
Ohio	Local Level	State and Local Level	State Level
Oklahoma	NA	NA	NA
Oregon HdSt	Local Level	State and Local Level	State and Local Level
Oregon Preschool Promise	Local Level	State and Local Level[37]	State Level
Pennsylvania RTL	Local Level	Local Level	No
Pennsylvania HSSAP	Local Level	Local Level	No
Pennsylvania K4 & SBPK	Local Level	Local Level	No
Pennsylvania PKC	Local Level	Local Level	No
Rhode Island	State and Local Level	State and Local Level	State and Local Level
South Carolina	State and Local Level	State and Local Level	State Level
Tennessee	Local Level	State and Local Level	No
Texas	NA	NA	NA
Vermont	Local Level	State and Local Level	State Level
Virginia	Local Level	Local Level	No
Washington	State Level	State Level	Local Level
West Virginia	Local Level	Local Level	No
Wisconsin 4K	Local Level	Local Level	No
Wisconsin HdSt	Local Level	Local Level	No
Guam	State Level	State Level	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	PRESCHOOL CHILD ASSESSMENTS HOW IS PRESCHOOL ASSESSMENT DATA USED? To evaluate teacher performance	To provide a measure of kindergarten readiness	Other
Alabama	State and Local Level	State and Local Level	No
Alaska	No	State and Local Level	No
Arizona	No	No	No
Arkansas	Local Level	State and Local Level	No
California CSPP	No	State and Local Level	No
California TK	NA	NA	NA
Colorado	Local Level	Local Level	No
Connecticut CDCC	No	No	No
Connecticut SR	Local Level	Local Level	Local Level
Connecticut Smart Start	NA	NA	NA
Delaware	Local Level	State and Local Level	No
District of Columbia	Local Level	Local Level	No
Florida	Local Level	No	No
Georgia	No	State and Local Level	No
Hawaii	No	State Level	No
Illinois	No	No	No
Iowa Shared Visions	No	No	No
Iowa SWVPP	No	No	No
Kansas Preschool Pilot	No	No	No
Kansas State Pre-K	No	No	No
Kentucky	Local Level	State and Local Level	State Level
Louisiana 8(g)	No	State Level	No
Louisiana LA 4	No	No	No
Louisiana NSECD	No	No	No
Maine	No	Local Level	No
Maryland	No	State and Local Level	No
Massachusetts UPK	No	No	State and Local Level[22]
Massachusetts Ch 70	NA	NA	NA
Michigan	No	No	Local Level[31]
Minnesota HdSt	No	No	No
Minnesota VPK/SRP	No	No	No
Mississippi	Local Level	State and Local Level	No
Missouri	No	No	No
Montana	No	State and Local Level	No
Nebraska	No	State and Local Level	No
Nevada	No	State Level	No
New Jersey Abbott	No	Local Level	State and Local Level[20]
New Jersey ECPA	No	Local Level	State Level[18]
New Jersey ELLI	No	Local Level	State Level[21]
New Mexico	No	State and Local Level	No
New York	No	Local Level	No
North Carolina	Local Level	Local Level[34]	State Level[34]
North Dakota	NA	NA	NA
Ohio	No	No	No
Oklahoma	NA	NA	NA
Oregon HdSt	No	State and Local Level	No
Oregon Preschool Promise	No	State and Local Level	No
Pennsylvania RTL	Local Level	Local Level	No
Pennsylvania HSSAP	No	No	No
Pennsylvania K4 & SBPK	Local Level	Local Level	No
Pennsylvania PKC	No	No	No
Rhode Island	State and Local Level	State and Local Level	No
South Carolina	Local Level	State and Local Level	No
Tennessee	State and Local Level	No	No
Texas	NA	NA	NA
Vermont	No	State and Local Level	No
Virginia	No	State Level	No
Washington	Local Level	State Level	Local Level[33]
West Virginia	No	No	No
Wisconsin 4K	No	Local Level	No
Wisconsin HdSt	Local Level	Local Level	No
Guam	No	State Level	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

KINDERGARTEN CHILD ASSESSMENTS

STATE	Does state policy require kindergarten programs to assess children's learning and development?
Alabama	Yes, during kindergarten
Alaska	Yes, at kindergarten entry
Arizona	No[27]
Arkansas	Yes, at kindergarten entry and during kindergarten[35]
California CSPP	Determined locally[32]
California TK	Determined locally[26]
Colorado	Yes, at kindergarten entry and ongoing assessments[20]
Connecticut CDCC	Yes, at kindergarten entry
Connecticut SR	Yes, at kindergarten entry
Connecticut Smart Start	Yes, at kindergarten entry
Delaware	Yes, at kindergarten entry[26]
District of Columbia	No
Florida	Yes, at kindergarten entry[23]
Georgia	Yes, at kindergarten entry and during kindergarten
Hawaii	No
Illinois	Yes, at kindergarten entry[28]
Iowa Shared Visions	Yes, at kindergarten entry and during kindergarten[33]
Iowa SWVPP	Yes, at kindergarten entry and during kindergarten[32]
Kansas Preschool Pilot	No[20]
Kansas State Pre-K	No[22]
Kentucky	Yes, at kindergarten entry and during kindergarten[35]
Louisiana 8(g)	Yes, at kindergarten entry
Louisiana LA 4	Yes, at kindergarten entry
Louisiana NSECD	Yes, at kindergarten entry
Maine	Determined locally
Maryland	Yes, at kindergarten entry[25]
Massachusetts UPK	No
Massachusetts Ch 70	No[28]
Michigan	Yes, during kindergarten
Minnesota HdSt	Determined locally[30]
Minnesota VPK/SRP	Determined locally[43]
Mississippi	Yes, at kindergarten entry and end of year[21]
Missouri	No
Montana	No
Nebraska	No
Nevada	Yes, at kindergarten entry[34]
New Jersey Abbott	No[21]
New Jersey ECPA	No[19]
New Jersey ELLI	No[22]
New Mexico	Yes, at kindergarten entry and during kindergarten[29]
New York	Yes, at kindergarten entry
North Carolina	Yes, at kindergarten entry
North Dakota	No
Ohio	Yes, at kindergarten entry[15]
Oklahoma	Yes, at kindergarten entry[19]
Oregon HdSt	Yes, at kindergarten entry
Oregon Preschool Promise	Yes, at kindergarten entry and during kindergarten
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No[24]
South Carolina	Yes, at kindergarten entry and during kindergarten
Tennessee	Yes, in PDG classrooms[40]
Texas	Yes, during kindergarten[17]
Vermont	Yes, at kindergarten entry
Virginia	Yes, during kindergarten[16]
Washington	Yes, at kindergarten entry
West Virginia	Yes, during kindergarten[28]
Wisconsin 4K	Yes, literacy screening[32]
Wisconsin HdSt	Yes, literacy screening[22]
Guam	Yes, at kindergarten entry

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

KINDERGARTEN CHILD ASSESSMENTS

STATE	Required kindergarten assessments
Alabama	Any formative assessment[34]
Alaska	State developed assessment: Alaska Developmental Profile
Arizona	NA
Arkansas	Determined locally[35]
California CSPP	Determined locally[32]
California TK	Determined locally[27]
Colorado	Determined locally[20]
Connecticut CDCC	State developed assessment: Connecticut Kindergarten Entrance Inventory[24]
Connecticut SR	State developed assessment: Connecticut Kindergarten Entrance Inventory[25]
Connecticut Smart Start	State developed assessment: Connecticut Kindergarten Entrance Inventory[21]
Delaware	Teaching Strategies GOLD; Other assessments are determined locally
District of Columbia	NA
Florida	Star Early Literacy Assessment Tool[23]
Georgia	State developed assessment: Georgia Kindergarten Inventory of Developing Skills; Other assessments are determined locally[33]
Hawaii	NA
Illinois	State developed assessment: Kindergarten Individual Development Survey (KIDS)[28]
Iowa Shared Visions	Formative Assessment System for Teachers (FAST); Other assessments are determined locally[34]
Iowa SWVPP	Formative Assessment System for Teachers (FAST); Other assessments are determined locally[33]
Kansas Preschool Pilot	NA
Kansas State Pre-K	NA
Kentucky	BRIGANCE K; Other assessments are determined locally[35]
Louisiana 8(g)	Desired Results Developmental Profile (DRDP); Developing Skills Checklist (DSC); Teaching Strategies GOLD[19]
Louisiana LA 4	Desired Results Developmental Profile (DRDP); Developing Skills Checklist (DSC); Teaching Strategies GOLD[19]
Louisiana NSECD	Desired Results Developmental Profile (DRDP); Developing Skills Checklist (DSC); Teaching Strategies GOLD[15]
Maine	Determined locally
Maryland	State developed assessment: Maryland Kindergarten Readiness Assessment
Massachusetts UPK	NA
Massachusetts Ch 70	NA
Michigan	Determined locally[32]
Minnesota HdSt	Desired Results Developmental Profile (DRDP); DevMilestones; Teaching Strategies GOLD; Work Sampling System[31]
Minnesota VPK/SRP	Desired Results Developmental Profile (DRDP); DevMilestones; Teaching Strategies GOLD; Work Sampling System[44]
Mississippi	Mississippi State Kindergarten Readiness Assessment, Star Literacy by Renaissance Learning (administered twice per year)
Missouri	NA
Montana	NA
Nebraska	NA
Nevada	BRIGANCE K
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	State developed assessment: Kindergarten Observation Tool (KOT)[29]
New York	Determined locally
North Carolina	Other assessments[35]
North Dakota	NA
Ohio	State developed assessment: Kindergarten Readiness Assessment (KRA)[15]
Oklahoma	DIBELS; Other assessments[20]
Oregon HdSt	State developed assessment: State Kindergarten Entry Assessment
Oregon Preschool Promise	State developed assessment: State Kindergarten Entry Assessment[38]
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	NA
Rhode Island	NA
South Carolina	Kindergarten Readiness Assessment (KRA)[39]
Tennessee	State developed assessment: Kindergarten Entry Inventory; Other assesments piloted[40]
Texas	Determined locally[17]
Vermont	Teaching Strategies GOLD; Ready for Kindergarten! Survey
Virginia	Phonological Awareness Literacy Screening (PALS); Other assessments are determined locally[16]
Washington	Teaching Strategies GOLD[34]
West Virginia	State developed assessment: West Virginia Early Learning Reporting System: Kindergarten (ELRS:K)[28]
Wisconsin 4K	Determined locally[32]
Wisconsin HdSt	Determined locally[22]
Guam	BRIGANCE K

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY

STATE	Does state policy require structured observations of classroom quality?
Alabama	Yes, all classrooms are observed, at least annually[35]
Alaska	Yes, but which classrooms or how often is determined locally[24]
Arizona	Yes, all programs observed every 24 to 27 months per QRIS[28]
Arkansas	Yes, each agency is observed every other year & one-third of classrooms are randomly selected
California CSPP	Yes, all classrooms are observed, at least annually[33]
California TK	No
Colorado	Yes, all classrooms are observed, at least annually if above QRIS level 1
Connecticut CDCC	Yes, non-NAEYC accredited and non-Head Start programs[25]
Connecticut SR	Yes, non-NAEYC accredited and non-Head Start programs[26]
Connecticut Smart Start	Yes, non-NAEYC accredited and non-Head Start programs[22]
Delaware	Yes, all classrooms are observed, over the course of a 3-year cycle
District of Columbia	Yes, all classrooms are observed, at least annually
Florida	No
Georgia	Yes, classrooms are randomly selected to be observed each year[34]
Hawaii	Yes, all classrooms are observed, at least annually
Illinois	Yes, all classrooms are observed, over the course of a 3-to 4-year cycle
Iowa Shared Visions	Yes, all classrooms are observed, every 5 years and determined locally[35]
Iowa SWVPP	Yes, all classrooms are observed, at least annually
Kansas Preschool Pilot	No
Kansas State Pre-K	No
Kentucky	Yes, all classrooms are observed, over the course of a five-year cycle
Louisiana 8(g)	Yes, all classrooms are observed, at least annually
Louisiana LA 4	Yes, all classrooms are observed, at least annually
Louisiana NSECD	Yes, all classrooms are observed, at least annually
Maine	Yes, new classrooms are observed annually, all other classrooms are observed on a 2- to 3- year cycle
Maryland	Yes, all classrooms are observed, at least annually
Massachusetts UPK	Yes, classrooms are randomly selected to be observed each year per QRIS[23]
Massachusetts Ch 70	Yes, all classrooms are observed, at least annually
Michigan	Yes, all classrooms are observed, at least annually[33]
Minnesota HdSt	Yes, all classrooms are observed, over the course of a multi-year cycle per federal Head Start Performance Standards
Minnesota VPK/SRP	Yes, all classrooms are observed, at least annually
Mississippi	Yes, all classrooms are observed, at least annually
Missouri	Yes, all classrooms are observed, at least annually
Montana	Yes, all classrooms are observed, at least annually
Nebraska	Yes, new, low performing, and a percentage of other classrooms are observed annually[27]
Nevada	Yes, PDG-funded classrooms are observed annually[35]
New Jersey Abbott	Yes, all classrooms are observed, at least annually
New Jersey ECPA	Yes, all classrooms are observed, at least annually
New Jersey ELLI	Yes, all classrooms are observed, at least annually
New Mexico	Yes, all classrooms are observed, at least annually
New York	Two prekindergarten grant funding streams require annual visits; Other structured observations are determined locally[19]
North Carolina	Yes, all classrooms are observed, over the course of a multi-year cycle (at most, every 3 years)[36]
North Dakota	No
Ohio	Yes, all classrooms are observed, at least annually
Oklahoma	Yes, all classrooms are observed, at least annually
Oregon HdSt	Yes, but which classrooms or how often is determined locally
Oregon Preschool Promise	Yes, but which classrooms or how often is determined locally
Pennsylvania RTL	Yes, classrooms with Instructional I certified teachers are observed annually
Pennsylvania HSSAP	Yes, all classrooms are observed, over the course of a multi-year cycle
Pennsylvania K4 & SBPK	Yes, classrooms with Instructional I certified teachers are observed annually
Pennsylvania PKC	Yes, all classrooms are observed, at least annually
Rhode Island	Yes, all classrooms are observed, at least annually
South Carolina	Yes, all classrooms are observed, over the course of a 2-to 3-year cycle
Tennessee	Yes, first year teachers are observed and other classroom observations are determined locally
Texas	No
Vermont	Yes, all classrooms are observed, over the course of a three-year cycle
Virginia	No
Washington	Yes, all classrooms are observed, over the course of a three-year cycle[35]
West Virginia	Yes, all classrooms are observed, at least annually
Wisconsin 4K	Yes, but which classrooms or how often is determined locally
Wisconsin HdSt	Yes, some classroom are selected to be observed each year per federal Head Start Performance Standards
Guam	Yes, all classrooms are observed, at least annually

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY

STATE	Required classroom observation instruments
Alabama	CLASS, ERS/ECERS
Alaska	Determined locally[25]
Arizona	CLASS, ERS/ECERS[29]
Arkansas	ERS/ECERS
California CSPP	ERS/ECERS[33]
California TK	NA
Colorado	Colorado Quality Standards[21]
Connecticut CDCC	ERS/ECERS, NAEYC Accreditation
Connecticut SR	ERS/ECERS, NAEYC Accreditation
Connecticut Smart Start	ERS/ECERS, NAEYC Accreditation
Delaware	ERS/ECERS
District of Columbia	CLASS
Florida	NA
Georgia	CLASS, ERS/ECERS, TPOT[34]
Hawaii	CLASS, Danielson Framework
Illinois	ERS/ECERS
Iowa Shared Visions	Determined locally[36]
Iowa SWVPP	Other[34]
Kansas Preschool Pilot	NA
Kansas State Pre-K	NA
Kentucky	ERS/ECERS
Louisiana 8(g)	CLASS
Louisiana LA 4	CLASS
Louisiana NSECD	CLASS
Maine	CLASS
Maryland	CLASS, ERS/ECERS
Massachusetts UPK	ERS/ECERS, CLASS, Program Administration Scale (PAS), Strengthening Families Program Self-Assessment, Arnett-Caregiver Interaction Scale[23]
Massachusetts Ch 70	Danielson Framework
Michigan	Program Quality Assessment
Minnesota HdSt	CLASS[32]
Minnesota VPK/SRP	CLASS, Danielson Framework, Marzano, TPOT[45]
Mississippi	CLASS
Missouri	ERS/ECERS
Montana	ERS/ECERS, State-developed Health and Safety Checklist
Nebraska	ERS/ECERS, TPOT
Nevada	CLASS, ERS/ECERS
New Jersey Abbott	ERS/ECERS, TPOT, Danielson Framework or Marzano[22]
New Jersey ECPA	Danielson Framework or Marzano[20]
New Jersey ELLI	Danielson Framework or Marzano[23]
New Mexico	CLASS, ERS/ECERS, TPOT
New York	Determined locally
North Carolina	ERS/ECERS, NC Professional Teaching Standards[37]
North Dakota	NA
Ohio	The Ohio Classroom Observation Tool
Oklahoma	Marzano Focus Framework, Tulsa Teacher Leader Effectiveness
Oregon HdSt	CLASS
Oregon Preschool Promise	CLASS[39]
Pennsylvania RTL	Danielson Framework
Pennsylvania HSSAP	CLASS, ERS/ECERS[13]
Pennsylvania K4 & SBPK	Danielson Framework[16]
Pennsylvania PKC	CLASS, Danielson Framework, ERS/ECERS, TPOT[21]
Rhode Island	CLASS, ERS/ECERS
South Carolina	ELLCO, ERS/ECERS, Teaching Strategies Coaching to Fidelity, Preschool Edition
Tennessee	CLASS, ELLCO, ERS/ECERS
Texas	NA
Vermont	CLASS, ERS/ECERS
Virginia	NA
Washington	CLASS, ERS/ECERS
West Virginia	Determined locally[29]
Wisconsin 4K	Determined locally
Wisconsin HdSt	CLASS
Guam	CLASS

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY

STATE	How does the state support reliability and validity of the classroom quality observation data?
Alabama	Double coding and CLASS Calibration[36]
Alaska	The state supports CLASS Training
Arizona	The state requires all assessors must be reliable on the tools[30]
Arkansas	ERS/ECERS is conducted via an independent contractor with trained and reliable personnel
California CSPP	Master Anchors (certified to at least 90% reliability) train Regional Anchors (reliability is re-tested periodically)
California TK	NA
Colorado	The state asks for a summation of the report results in the program's annual report
Connecticut CDCC	Annual ESRI training; raters at least 85% reliable[26]
Connecticut SR	Annual ESRI training; raters at least 85% reliable[27]
Connecticut Smart Start	Annual ESRI training; raters at least 85% reliable[23]
Delaware	Programs participate in Delaware Stars; Stars evaluators are required to be reliable on all observation tools used
District of Columbia	All data collectors have a current CLASS Pre-K certification through Teachshone; Monthly calibration; Double coding of a random sample; Data collection protocol fidelity checks[32]
Florida	NA
Georgia	Observers must demonstrate annual reliability for all instruments for which they conduct observations[35]
Hawaii	Observers must pass a training course and maintain certification yearly by passing required reliability testing
Illinois	Ongoing reliability checks with the state anchor[29]
Iowa Shared Visions	Not reported
Iowa SWVPP	Staff are trained on the Iowa Quality Preschool Program Standards[35]
Kansas Preschool Pilot	NA
Kansas State Pre-K	NA
Kentucky	Staff who achieved anchor status with ESRI trained other staff; Cross-agency reliability between state-funded preschool, Head Start, and child care[36]
Louisiana 8(g)	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Louisiana LA 4	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Louisiana NSECD	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Maine	All CLASS observers must have an updated reliability certificate to perform the CLASS
Maryland	Classrooms participating in Maryland EXCELS, the State's QRIS system, are assessed by reliable observers who are monitored by the MD EXCELS Branch which conducts fidelity checks on all assessors
Massachusetts UPK	EEC Program Quality Specialists are trained on the ERS; MA subcontracts with a vendor who is trained to reliability on the ERS to conduct classroom observations for programs that have applied for the upper levels of QRIS (Levels 3 and 4)
Massachusetts Ch 70	Not reported
Michigan	All Early Childhood Specialists (classroom coaches) have been formally trained in the PQA and must renew status as a reliable assessor with a minimum test score of 80% biennially
Minnesota HdSt	Per Federal Head Start
Minnesota VPK/SRP	Professionals administering the tools should complete be trained on the use of the selected tool[45]
Mississippi	All classroom monitors are reliable to the PreK CLASS tool, and maintain reliability annually[22]
Missouri	Inter-rater reliability approximately every tenth assessment with state anchor; all assessors are trained and reliable with the authors of the instrument
Montana	Montana provided annual training to all teachers and on-site coaching to help ensure reliability; All ECERS assessors are reliable
Nebraska	Observers are required to maintain an 85% reliability rating with state anchors who have achieved reliability with the tool authors
Nevada	All QRIS coaches and assessors must be reliable to the anchor assessor in both tools

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY

STATE	How does the state support reliability and validity of the classroom quality observation data?
New Jersey Abbott	The state offers training in the ECERS-3 and reliability training for the TPOT
New Jersey ECPA	The state offers training in the ECERS-3 and reliability training for the TPOT
New Jersey ELLI	The state offers training in the ECERS-3 and reliability training for the TPOT
New Mexico	The state requires all persons administering the classroom observations to receive training
New York	Districts are required to use valid and reliable tools that include environmental quality and teacher/child interactions[19]
North Carolina	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability
North Dakota	NA
Ohio	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Oklahoma	Observers must complete an initial five day training with a final exam; Recertification training must be completed every two years
Oregon HdSt	Certified CLASS observers must be used
Oregon Preschool Promise	2017-2018 was used for capacity building; in 2018-2019 some double coding will be used
Pennsylvania RTL	Not supported
Pennsylvania HSSAP	ERS and CLASS assessments are conducted by a team of assessors who complete inter-rater reliability
Pennsylvania K4 & SBPK	Not supported
Pennsylvania PKC	ERS and CLASS are supported with reliable assessors
Rhode Island	Rhode Island contracts with a third party vendor that hires reliable assessors
South Carolina	All public school monitors are required to receive ELLCO training; All First Steps 4K Regional Coordinators have been trained in the Coaching to Fidelity Tool and ECERS-3
Tennessee	ECERS and ELLCO assessors must be trained to reliability[41]
Texas	NA
Vermont	Vermont conducts state-wide and regional trainings for the ECERS and CLASS[34]
Virginia	NA
Washington	The state contracts with the University of Washington (UW) to conduct the ERS & CLASS, using observers who are certified reliable
West Virginia	Determined locally
Wisconsin 4K	The state provides guidance via the WI Educator Effectiveness System but these resources are not required to be used; For more information see: https://dpi.wi.gov/ee
Wisconsin HdSt	Individuals using the CLASS must be trained in using the CLASS
Guam	Classroom observations are completed by the School Administrator utilizing the district's Professional Teacher Evaluation Program (PTEP) tool

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY Does state policy require programs, teachers, and/or classrooms to receive on-going feedback based on data collected from structured observations of classroom quality?	Does the state receive the results of structured observations of classroom quality?
Alabama	Yes[37]	Yes
Alaska	No	No
Arizona	Yes[31]	Yes
Arkansas	Yes	Yes
California CSPP	Yes[34]	Yes
California TK	NA	NA
Colorado	No	No
Connecticut CDCC	Yes[27]	Yes[27]
Connecticut SR	Yes[28]	Yes[28]
Connecticut Smart Start	Yes[24]	Yes[24]
Delaware	Yes	Yes
District of Columbia	Yes[33]	Yes
Florida	NA	NA
Georgia	Yes[34]	Yes
Hawaii	Yes[25]	Yes
Illinois	Yes[30]	Yes[30]
Iowa Shared Visions	No[37]	No
Iowa SWVPP	No	No
Kansas Preschool Pilot	NA	NA
Kansas State Pre-K	NA	NA
Kentucky	Yes[37]	Yes
Louisiana 8(g)	Yes	Yes
Louisiana LA 4	Yes	Yes
Louisiana NSECD	Yes	Yes
Maine	Yes	Yes[19]
Maryland	Yes	Yes
Massachusetts UPK	No	Yes
Massachusetts Ch 70	Yes[29]	Yes
Michigan	Yes[33]	Yes
Minnesota HdSt	Yes, per Federal Head Start	No
Minnesota VPK/SRP	Yes[46]	No
Mississippi	Yes	Yes
Missouri	Yes[17]	Yes
Montana	Yes[20]	Yes
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Jersey Abbott	Yes	Yes
New Jersey ECPA	Yes	Yes
New Jersey ELLI	Yes	Yes
New Mexico	Yes	Yes
New York	No	No
North Carolina	Yes	Yes
North Dakota	NA	NA
Ohio	Yes	No
Oklahoma	Yes	Yes
Oregon HdSt	Yes	Yes
Oregon Preschool Promise	No[39]	No[39]
Pennsylvania RTL	Yes[16]	Yes
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	Yes[17]	Yes
Pennsylvania PKC	Yes	Yes
Rhode Island	Yes[25]	Yes
South Carolina	Yes[40]	Yes
Tennessee	Yes[42]	Yes[42]
Texas	NA	NA
Vermont	Yes	Yes
Virginia	NA	NA
Washington	Yes	Yes
West Virginia	Yes[30]	No[30]
Wisconsin 4K	No	No
Wisconsin HdSt	No	No
Guam	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY

HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT?

STATE	To make adjustments to curricula	To provide feedback to parents	To provide program staff with technical assistance and/or mentoring
Alabama	State and Local Level	State and Local Level	State and Local Level
Alaska	Local Level		
Arizona	Local Level		State Level
Arkansas	Local Level	Local Level	State and Local Level
California CSPP	Local Level	Local Level	State and Local Level
California TK			
Colorado	Local Level	Local Level	
Connecticut CDCC			Local Level
Connecticut SR			Local Level
Connecticut Smart Start			Local Level
Delaware			State Level
District of Columbia	Local Level	Local Level	Local Level
Florida			
Georgia	State and Local Level	Local Level	State and Local Level
Hawaii	State Level		State Level
Illinois	Local Level	Local Level	State and Local Level
Iowa Shared Visions	Local Level		Local Level
Iowa SWVPP	Local Level		State and Local Level
Kansas Preschool Pilot			
Kansas State Pre-K			
Kentucky	State and Local Level	Local Level	State and Local Level
Louisiana 8(g)	State Level	Local Level	State Level
Louisiana LA 4	Local Level	State Level	State Level
Louisiana NSECD	Local Level	State Level	State Level
Maine	Local Level		
Maryland	State and Local Level	Local Level	State and Local Level
Massachusetts UPK			State and Local Level
Massachusetts Ch 70			
Michigan	Local Level	State and Local Level	State and Local Level
Minnesota HdSt	Local Level		Local Level
Minnesota VPK/SRP			
Mississippi	Local Level	Local Level	State Level
Missouri			State Level
Montana	Local Level	Local Level	State and Local Level
Nebraska	Local Level	Local Level	State and Local Level
Nevada	Local Level		State and Local Level
New Jersey Abbott	Local Level		State and Local Level
New Jersey ECPA	Local Level		State and Local Level
New Jersey ELLI	Local Level		State and Local Level
New Mexico	Local Level		State and Local Level
New York	Local Level	Local Level	State and Local Level
North Carolina	Local Level	Local Level	Local Level
North Dakota			
Ohio	Local Level	Local Level	State and Local Level
Oklahoma			
Oregon HdSt	Local Level		State and Local Level
Oregon Preschool Promise			
Pennsylvania RTL			Local Level
Pennsylvania HSSAP	Local Level	Local Level	Local Level
Pennsylvania K4 & SBPK	Local Level	Local Level	Local Level
Pennsylvania PKC	Local Level	Local Level	Local Level
Rhode Island	Local Level	Local Level	State Level
South Carolina	State and Local Level	Local Level	State and Local Level
Tennessee			
Texas			
Vermont	Local Level	State and Local Level	State and Local Level
Virginia			
Washington	Local Level	State Level	Local Level
West Virginia	Local Level	Local Level	Local Level
Wisconsin 4K	Local Level	Local Level	Local Level
Wisconsin HdSt	Local Level	Local Level	Local Level
Guam	State Level		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY

HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT?

STATE	To identify needs that will guide teacher training or PD	To create a program improvement plan	To measure program on a QRIS
Alabama	State and Local Level	State and Local Level	
Alaska			
Arizona	State Level	Local Level	State Level
Arkansas	State and Local Level	State and Local Level	State Level
California CSPP	Local Level	Local Level	State and Local Level
California TK			
Colorado	State Level	State and Local Level	State and Local Level
Connecticut CDCC	Local Level	Local Level	
Connecticut SR	Local Level	Local Level	
Connecticut Smart Start	Local Level	Local Level	
Delaware	State Level	State Level	State Level
District of Columbia	Local Level	Local Level	State Level
Florida			
Georgia	State and Local Level	State and Local Level	State Level
Hawaii	State Level	State Level	
Illinois	Local Level	State and Local Level	State Level
Iowa Shared Visions	Local Level	Local Level	
Iowa SWVPP	State and Local Level	State and Local Level	
Kansas Preschool Pilot			
Kansas State Pre-K			
Kentucky	State and Local Level	State and Local Level	State and Local Level
Louisiana 8(g)	Local Level		State Level
Louisiana LA 4	State and Local Level	State Level	State Level
Louisiana NSECD	State and Local Level	State Level	State Level
Maine	State and Local Level	State and Local Level	
Maryland	State and Local Level	State and Local Level	State Level
Massachusetts UPK		State and Local Level	State Level
Massachusetts Ch 70			
Michigan	State and Local Level	Local Level	State and Local Level
Minnesota HdSt	Local Level		
Minnesota VPK/SRP			
Mississippi	State Level	State Level	
Missouri	State Level		
Montana	State and Local Level	State and Local Level	State Level
Nebraska	State and Local Level	Local Level	Local Level
Nevada	State and Local Level	Local Level	State Level
New Jersey Abbott	Local Level	Local Level	State and Local Level
New Jersey ECPA	Local Level	Local Level	State and Local Level
New Jersey ELLI	Local Level	Local Level	State and Local Level
New Mexico	State and Local Level	State and Local Level	
New York	State and Local Level	State and Local Level	State and Local Level
North Carolina	State and Local Level	Local Level	State and Local Level
North Dakota			
Ohio	State and Local Level	State and Local Level	State and Local Level
Oklahoma	Local Level	Local Level	
Oregon HdSt	State and Local Level	State and Local Level	
Oregon Preschool Promise			
Pennsylvania RTL	Local Level		
Pennsylvania HSSAP	Local Level	Local Level	
Pennsylvania K4 & SBPK	Local Level	Local Level	
Pennsylvania PKC	State and Local Level	State and Local Level	State Level
Rhode Island	State and Local Level	State and Local Level	State and Local Level
South Carolina	State and Local Level	State and Local Level	
Tennessee	State and Local Level	Local Level	
Texas			
Vermont	State and Local Level	State and Local Level	State and Local Level
Virginia			
Washington	State and Local Level	Local Level	State Level
West Virginia	Local Level	Local Level	
Wisconsin 4K	Local Level		
Wisconsin HdSt	Local Level	Local Level	
Guam	State Level	State Level	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY

HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT?

STATE	To make changes to state policies regarding the preschool program	To target funding for quality improvement efforts	To make funding decisions about programs or grantees
Alabama	State Level	State Level	State Level
Alaska			
Arizona	State Level	State Level	State Level
Arkansas	State Level	State Level	State Level
California CSPP	State Level	State and Local Level	State Level
California TK			
Colorado	State Level	Local Level	State Level
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start			
Delaware	State Level	State Level	State Level
District of Columbia	State Level	State Level	State Level
Florida			
Georgia	State Level	State and Local Level	State Level
Hawaii		State Level	
Illinois	State Level	State Level	
Iowa Shared Visions			
Iowa SWVPP			Local Level
Kansas Preschool Pilot			
Kansas State Pre-K			
Kentucky	State and Local Level	State and Local Level	
Louisiana 8(g)	State Level	State Level	State Level
Louisiana LA 4	State Level	State Level	State Level
Louisiana NSECD	State Level	State Level	State Level
Maine	State Level	State Level	
Maryland	State Level	State Level	State Level
Massachusetts UPK			
Massachusetts Ch 70			
Michigan	State Level	State Level	Local Level
Minnesota HdSt			
Minnesota VPK/SRP			
Mississippi	State Level		State Level
Missouri		State Level	
Montana	State Level	State Level	
Nebraska	State Level		State Level
Nevada		State Level	
New Jersey Abbott			
New Jersey ECPA			
New Jersey ELLI			
New Mexico	State and Local Level	Local Level	
New York	State Level	State Level	State Level
North Carolina	State Level	State and Local Level	State and Local Level
North Dakota			
Ohio	State Level	State and Local Level	State Level
Oklahoma			Local Level
Oregon HdSt		State Level	
Oregon Preschool Promise			
Pennsylvania RTL			
Pennsylvania HSSAP			
Pennsylvania K4 & SBPK			
Pennsylvania PKC	State and Local Level		
Rhode Island	State and Local Level	State Level	State Level
South Carolina	State Level	State Level	
Tennessee			
Texas			
Vermont	State Level	State Level	State and Local Level
Virginia			
Washington	State Level	State and Local Level	State Level
West Virginia			
Wisconsin 4K			
Wisconsin HdSt			
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY

HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT?

STATE	To identify programs for corrective action or sanctions	Information is used in other ways
Alabama	State and Local Level	
Alaska		
Arizona		
Arkansas	State Level	
California CSPP	State Level	
California TK		
Colorado	State Level	
Connecticut CDCC		
Connecticut SR		
Connecticut Smart Start		
Delaware	State Level	
District of Columbia		
Florida		
Georgia		
Hawaii		
Illinois	State Level	
Iowa Shared Visions		
Iowa SWVPP	State Level	
Kansas Preschool Pilot		
Kansas State Pre-K		
Kentucky	State and Local Level	
Louisiana 8(g)	State Level	Local Level
Louisiana LA 4	State Level	Local Level
Louisiana NSECD	State Level	Local Level
Maine	State Level	State Level[20]
Maryland	State Level	
Massachusetts UPK		
Massachusetts Ch 70		
Michigan	Local Level	
Minnesota HdSt		Local Level
Minnesota VPK/SRP		
Mississippi	State Level	
Missouri		
Montana		
Nebraska		
Nevada		
New Jersey Abbott	Local Level	
New Jersey ECPA	Local Level	
New Jersey ELLI	Local Level	
New Mexico		
New York	State Level	
North Carolina	State and Local Level	
North Dakota		
Ohio	State Level	
Oklahoma		
Oregon HdSt		
Oregon Preschool Promise		
Pennsylvania RTL		State Level[17]
Pennsylvania HSSAP		
Pennsylvania K4 & SBPK		State Level[18]
Pennsylvania PKC		
Rhode Island	State and Local Level	
South Carolina		
Tennessee		
Texas		
Vermont	State Level	
Virginia		
Washington	State and Local Level	
West Virginia		
Wisconsin 4K		
Wisconsin HdSt		
Guam		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	OTHER ACCOUNTABILITY Are state-funded preschool programs required to participate in the state's QRIS?
Alabama	No[38]
Alaska	No[26]
Arizona	Yes, all programs
Arkansas	Yes, all programs
California CSPP	No[35]
California TK	Yes, some programs[28]
Colorado	Yes, all programs
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Yes, all programs
District of Columbia	Yes, some programs[34]
Florida	No
Georgia	No
Hawaii	No[26]
Illinois	Yes, some programs[31]
Iowa Shared Visions	No[38]
Iowa SWVPP	No[36]
Kansas Preschool Pilot	No[21]
Kansas State Pre-K	No[23]
Kentucky	Yes, all programs[38]
Louisiana 8(g)	Yes, all programs
Louisiana LA 4	Yes, all programs
Louisiana NSECD	Yes, all programs
Maine	No
Maryland	Yes, some programs[26]
Massachusetts UPK	Yes, all programs
Massachusetts Ch 70	No
Michigan	Yes, all programs[34]
Minnesota HdSt	Yes, some programs[33]
Minnesota VPK/SRP	No[47]
Mississippi	No
Missouri	No[18]
Montana	Yes, some programs[21]
Nebraska	No[28]
Nevada	Yes, some programs[35]
New Jersey Abbott	No
New Jersey ECPA	Yes, some programs[21]
New Jersey ELLI	Yes, some programs[24]
New Mexico	Yes, all programs[30]
New York	No
North Carolina	Yes, all programs
North Dakota	No
Ohio	Yes, all programs
Oklahoma	No
Oregon HdSt	Yes, all programs
Oregon Preschool Promise	Yes, all programs
Pennsylvania RTL	No
Pennsylvania HSSAP	Yes, some programs[14]
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	Yes, some programs[22]
Rhode Island	Yes, all programs
South Carolina	No
Tennessee	Yes, some programs[43]
Texas	No[18]
Vermont	Yes, all programs
Virginia	No
Washington	Yes, all programs[36]
West Virginia	No
Wisconsin 4K	Yes, some programs[33]
Wisconsin HdSt	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

OTHER ACCOUNTABILITY

STATE	Are programs in this state-funded preschool program required to achieve a certain quality rating level?
Alabama	NA
Alaska	NA
Arizona	Yes: All programs must achieve a 3, 4, or 5 star rating
Arkansas	Yes: Target is Level 3 but programs may start at Level 1
California CSPP	NA
California TK	No
Colorado	No[22]
Connecticut CDCC	NA
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	Yes: ECAPs must be a Star level 4 or 5
District of Columbia	No
Florida	NA
Georgia	NA
Hawaii	NA
Illinois	No
Iowa Shared Visions	NA
Iowa SWVPP	NA
Kansas Preschool Pilot	NA
Kansas State Pre-K	NA
Kentucky	Yes: Kentucky All STARS level 3 rating[38]
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	NA
Maryland	Yes: PDG programs must be at a Level 5 (highest level)
Massachusetts UPK	Yes: Level 3 in the QRIS system
Massachusetts Ch 70	NA
Michigan	Yes: Minimum 3-Star Level[34]
Minnesota HdSt	No[34]
Minnesota VPK/SRP	NA
Mississippi	NA
Missouri	NA
Montana	Yes: All private providers are required to achieve STAR 3
Nebraska	NA
Nevada	No
New Jersey Abbott	NA
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No[30]
New York	NA
North Carolina	Yes: Minimum of 5.0 on ECERS[38]
North Dakota	NA
Ohio	Yes: 3 stars or above
Oklahoma	NA
Oregon HdSt	No
Oregon Preschool Promise	Yes: Top two tiers (4 or 5 Star)[40]
Pennsylvania RTL	NA
Pennsylvania HSSAP	No[14]
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	Yes: Child care locations must be STAR 3 or 4
Rhode Island	No[26]
South Carolina	NA
Tennessee	Yes: Three stars
Texas	NA
Vermont	Yes: At least 3 stars with a plan to be at least 4 stars within 3 years
Virginia	NA
Washington	Yes: Level 4 or 5 on a 5-level scale
West Virginia	NA
Wisconsin 4K	No
Wisconsin HdSt	NA
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	OTHER ACCOUNTABILITY Does state policy require site visits (by staff of the oversight agency or consultants employed by the state) for the collection of information for monitoring purposes, beyond health and safety checks?
Alabama	Yes: More than once a year[39]
Alaska	No
Arizona	Yes: More than once a year[32]
Arkansas	Yes: Annually[36]
California CSPP	Yes: More than every 2 years, less than every 5 years[36]
California TK	Yes: Annually[29]
Colorado	No
Connecticut CDCC	Yes[28]
Connecticut SR	Yes[29]
Connecticut Smart Start	Yes[25]
Delaware	Yes: Annually
District of Columbia	Yes: Annually
Florida	Yes[24]
Georgia	Yes: Annually
Hawaii	Yes: More than once a year[27]
Illinois	No[32]
Iowa Shared Visions	Yes: Annually
Iowa SWVPP	Yes[37]
Kansas Preschool Pilot	No
Kansas State Pre-K	No
Kentucky	Yes: Every 5 years[39]
Louisiana 8(g)	No[20]
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes: More than every 2 year, less than every 5 years
Maryland	Yes[27]
Massachusetts UPK	Yes[24]
Massachusetts Ch 70	No
Michigan	Yes: More than every 2 years, less than every 5 years[35]
Minnesota HdSt	Yes: Per federal Head Start monitoring protocol[35]
Minnesota VPK/SRP	No
Mississippi	Yes: Annually
Missouri	Yes: Varies based on grant year[19]
Montana	Yes: More than once a year
Nebraska	Yes[29]
Nevada	Yes: More than once a year[36]
New Jersey Abbott	No[23]
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes: More than once a year
New York	Yes[20]
North Carolina	Yes: More than once a year[39]
North Dakota	No
Ohio	Yes: Annually
Oklahoma	No
Oregon HdSt	Yes: Every 2 years
Oregon Preschool Promise	Yes: Annually
Pennsylvania RTL	No
Pennsylvania HSSAP	Yes: Annually
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	Yes: Annually
Rhode Island	Yes: More than once a year
South Carolina	Yes: More than every 2 years, less than every 5 years[41]
Tennessee	Yes[44]
Texas	No[19]
Vermont	Yes: Annually
Virginia	Yes[17]
Washington	Yes[37]
West Virginia	Yes: Annually[31]
Wisconsin 4K	No[34]
Wisconsin HdSt	No
Guam	Yes: Annually

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

STATE	OTHER ACCOUNTABILITY Does the state currently engage in work related to the maintenance or development of an Early Childhood Integrated Data System (ECIDS)?
Alabama	Data is integrated across some early care and education programs/services[40]
Alaska	An ECIDS is currently planned or under development, but not currently operational
Arizona	The State has no plans to develop an ECIDS
Arkansas	Data is integrated across some early care and education programs/services
California CSPP	An ECIDS is currently planned or under development, but not currently operational[37]
California TK	An ECIDS is currently planned or under development, but not currently operational [30]
Colorado	Yes[23]
Connecticut CDCC	An ECIDS is currently planned or under development, but not currently operational[29]
Connecticut SR	An ECIDS is currently planned or under development, but not currently operational[30]
Connecticut Smart Start	An ECIDS is currently planned or under development, but not currently operational[26]
Delaware	An ECIDS is currently planned or under development, but not currently operational
District of Columbia	An ECIDS is currently planned or under development, but not currently operational
Florida	The State has no plans to develop an ECIDS
Georgia	Yes[36]
Hawaii	An ECIDS is currently planned or under development, but not currently operational
Illinois	Data is integrated across some early care and education programs/services
Iowa Shared Visions	An ECIDS is currently planned or under development, but not currently operational[39]
Iowa SWVPP	An ECIDS is currently planned or under development, but not currently operational[38]
Kansas Preschool Pilot	The State has no plans to develop an ECIDS[22]
Kansas State Pre-K	The State has no plans to develop an ECIDS[24]
Kentucky	Data is integrated across some early care and education programs/services[40]
Louisiana 8(g)	The State has no plans to develop an ECIDS
Louisiana LA 4	The State has no plans to develop an ECIDS
Louisiana NSECD	The State has no plans to develop an ECIDS
Maine	An ECIDS is currently planned or under development, but not currently operational
Maryland	An ECIDS is currently planned or under development, but not currently operational
Massachusetts UPK	Data is integrated across some early care and education programs/services
Massachusetts Ch 70	Data is integrated across some early care and education programs/services
Michigan	Data is integrated across some early care and education programs/services
Minnesota HdSt	Data is integrated across some early care and education programs/services
Minnesota VPK/SRP	An ECIDS is currently planned or under development, but not currently operational
Mississippi	The State has no plans to develop an ECIDS
Missouri	Data is integrated across some early care and education programs/services
Montana	The State has no plans to develop an ECIDS[22]
Nebraska	Data is integrated across some early care and education programs/services[30]
Nevada	An ECIDS is currently planned or under development, but not currently operational[37]
New Jersey Abbott	An ECIDS is currently planned or under development, but not currently operational
New Jersey ECPA	An ECIDS is currently planned or under development, but not currently operational
New Jersey ELLI	An ECIDS is currently planned or under development, but not currently operational
New Mexico	An ECIDS is currently planned or under development, but not currently operational
New York	An ECIDS is currently planned or under development, but not currently operational
North Carolina	Data is integrated across some early care and education programs/services[40]
North Dakota	An ECIDS is currently planned or under development, but not currently operational[19]
Ohio	An ECIDS is currently planned or under development, but not currently operational
Oklahoma	Data is integrated across some early care and education programs/services[21]
Oregon HdSt	An ECIDS is currently planned or under development, but not currently operational
Oregon Preschool Promise	An ECIDS is currently planned or under development, but not currently operational
Pennsylvania RTL	Data is integrated across some early care and education programs/services
Pennsylvania HSSAP	Data is integrated across some early care and education programs/services
Pennsylvania K4 & SBPK	Data is integrated across some early care and education programs/services
Pennsylvania PKC	Data is integrated across some early care and education programs/services
Rhode Island	Data is integrated across some early care and education programs/services
South Carolina	An ECIDS is currently planned or under development, but not currently operational[42]
Tennessee	An ECIDS is currently planned or under development, but not currently operational
Texas	An ECIDS is currently planned or under development, but not currently operational
Vermont	Data is integrated across some early care and education programs/services
Virginia	There has been some discussion about developing this system
Washington	An ECIDS is currently planned or under development, but not currently operational[38]
West Virginia	An ECIDS is currently planned or under development, but not currently operational
Wisconsin 4K	Data is integrated across some early care and education programs/services[35]
Wisconsin HdSt	Data is integrated across some early care and education programs/services[23]
Guam	The State has no plans to develop an ECIDS

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '17-'18 school year.

APPENDIX A: STATE SURVEY DATA 2017-2018

ALABAMA - First Class Pre-K: Alabama's Voluntary Pre-Kindergarten (FCVPK)

1 The Office of School Readiness is within the Alabama Department of Early Childhood Education (ADECE) under the Governor's Office.

2 There has been a reduction since last year in the number of FTEs as part of the state's sustainability plan.

3 First Class Pre-K: Alabama's Voluntary Pre-Kindergarten Program (FCVPK) is a competitive grant program administered by the ADECE that provides funding for preschool education for 4-year-olds. FCVPK is available in all counties throughout the state and provides funding to start new classrooms, support quality improvements in existing classrooms, and provide extra support to classrooms serving low-income populations.

4 Funds for FCVPK are distributed by the Alabama Education Trust Fund (ETF) Budget on a competitive basis to programs running full-day, school-year programs. Grantees must locally match the award, and sliding-scale fees can be included in the matching funds. There are three levels of grants that can be awarded to pre-K programs: (1) Pre-K Excellence Grants of up to $45,000 per grant. These are awarded to aid programs in meeting Alabama's quality standards, such as financing teacher salaries and teacher support programs. These grants are intended for use by programs that have other primary sources of funding, and are awarded on a three-year cycle. (2) Pre-K Tiered Grants of $80,100 to $92,700 per grant. These differ from the Excellence grants as they are intended to be primary sources of funding. These grants are awarded to classrooms serving a certain percentage of children receiving free and reduced-price lunch. These grants are also awarded on a three-year basis. (3) New Classroom or Plus Grants of $120,000 to $150,000 per grant. These are one-year grants awarded to new classrooms for the cost of materials, equipment, furnishings, and one full year of the general expenses of operation.

5 Alabama developed a plan of sustainability for each of the expansion classrooms. Each new group of expansion classrooms were funded the first year with federal grant funds. However, after the first year, the classrooms were funded with state appropriations. Alabama's governor and the state legislature have been committed to increased funding for voluntary High-Quality Pre-K Programs, and expansion was a priority over the four grant funded years so that funding was increased to sustain all programs created, as well as, award new state classes. First Class Pre-K has strong bi-partisan support in the state legislature.

6 The FCVPK program is designed to provide a full day (6.5 hours) of developmentally appropriate instruction and support for 4-year-old children, 5 days per week, for a recommended 180 days per year. Each program is funded for 187 days to include 7 days of professional development for staff. Extended-day services (beyond 6.5 hours per day) are locally determined and not required or provided by the Office of School Readiness (OSR). Extended-day services for pre-K children may be provided at the parent's expense. Income-eligible families may receive services through the Department of Human Resources, Childcare Management Agency office or the Department of Family and Children's Services subsidized childcare program.

7 Children must be 4 years of age on or before September 1 and a resident of the state of Alabama, based on acceptable documentation, such as birth certificates, passports, official medical documents, or official documents from other countries. Children who are 5 years of age and are eligible for kindergarten may not enroll in FCVPK. Other locally determined school system boundaries may be applicable.

8 Depending on the grant type, programs may charge fees. For those receiving Excellence Awards, programs may charge parents the normal cost of child care that is common in the local community. For Tiered and Plus Awards, fees may be charged, but must not exceed the amounts outlined below. For full PDG awards, fees may not be charged. Parent fees are not required in the FCVPK program. No child may be refused access to FCVPK based on inability to pay. If a child is designated as being served by Title I, Title III, migrant or homeless, they may not be charged fees. Fee scale is as follows: 0-200% FPL: parent fees not to exceed $40/month; 201-300% FPL: parent fees not to exceed $100/month; 301-400% FPL: parent fees not to exceed $200/month; >400% FPL: parent fees not to exceed $300/month.

9 With the exception of Head Start classrooms, all classrooms have a 1:9 staff-to-child ratio with a maximum enrollment of 18 students. In Head Start programs, classrooms are allowed to have a 1:10 staff-to-child ratio with maximum of 20 students.

10 Classrooms must provide at least one mealtime per day. Additional snacks and/or meals are optional, but suggested. School meals are healthy meals that are required to meet the Dietary Guidelines for Americans.

11 Screenings are to be provided by a medical professional on site at no cost. The Office of School Readiness has partnered with The Alabama Partnership for Children to offer 2-1-1 Help Me Grow referrals to parents, as needed. Physical screenings must be conducted by a medical professional such as a nurse, nurse practitioner or physician's assistant. They must include information regarding height, weight, body mass index and blood pressure.

12 All nonpublic school programs are encouraged to participate in the food subsidy program. Teachers make referrals to 2-1-1 Connects Alabama/Help Me Grow Alabama. The Help Me Grow Alabama care coordinator works to connect the family to local resources such as a home visiting program, behavioral counseling, special education evaluation services, etc.

13 OSR supports diversity in FCVPK classrooms. OSR funds, however, cannot be used to create special education pre-K classrooms that are serving above the state or national proportionality. It is strongly recommended that OSR classrooms carefully consider and plan for children with disabilities to ensure that resources are in place in the FCVPK classrooms. Programs are encouraged to consult with their local education agency (LEA) special education staff for resources available through the federal Office of Special Education Programs (OSEP).

14 There are several supports in place for DLLs. All FCVPK classrooms are required to complete a Home Language Survey. If the survey reveals the child is a DLL, additional objectives can be assigned in the state assessment tool, Teaching Strategies GOLD. ADECE has also partnered with the University of Alabama in Birmingham (UAB) to improve preschoolers' acquisition of language through coaching teachers and PD through Project IMPACT-PD, which offers DLL language and literacy support to teachers who choose to participate. Additionally, FCVPK staff members are required to do a book study on DLLs as part of their PD plan to better support teachers who have DLL children in their classrooms.

15 First Class Pre-K Programs are required to develop their own policies for chronic absenteeism. In addition, program monitors keep a check on attendance and discuss concerns with classroom teachers/program directors in efforts to support consistent attendance from students. For additional information, see: http://children.alabama.gov/wp-content/uploads/sites/4/2018/07/NEW-2018-2019-First-Class-Pre-K-Program-Guidelines.pdf (Page 23)

16 The Alabama Developmental Standards for Preschool Children are grouped around 9 areas of development. Goals and standards in the nine areas align with kindergarten standards found in the subject area Courses of Study developed by the State Department of Education and with the 2011 Head Start Child Development and Early Learning Framework.

17 Each classroom is assigned a coach who works directly with teachers on best practices and self-reflection, including incorporation of the developmental standards into daily planning and reviewing assessment practices. The standards are vertically aligned with Alabama's College and Career Readiness Standards as well as horizontally aligned with Teaching Strategies GOLD.

18 Teaching Strategies GOLD is the required state assessment tool.

19 FCVPK classrooms will implement the Alabama First Class Framework, which consists of the Alabama Developmental Standards for Preschool Children, First Class Program Guidelines, First Class Classroom Guidelines, the ASQ-3 Developmental Screener and the Teaching Strategies GOLD Assessment. Classroom guidance and support will be provided by First Class Coaches.

20 Monitors work with program administrators to ensure that FCVPK grants are properly administered, provide appropriate leadership to teaching staff in concert with coaches to improve instruction, and support the development of leadership skills necessary for effective program management and improvement.

21 The state does not endorse any one particular curriculum, but a curriculum must promote appropriate instructional practice and enhance learning and development while being consistent with the intent of the OSR First Class Pre-K Framework. It should also align with the state required assessment tool, TS GOLD. First Class teachers and administrators work closely with OSR coaches and/or program monitors to choose a curriculum that will help a teacher be successful. All curricula must promote appropriate instructional practice and supplement the OSR First Class Program Framework.

22 Pre-K teachers are required to have a Bachelor's degree in early childhood or child development, at minimum, regardless of the delivery system. All lead teachers must have 18 hours of coursework in early childhood or child development, at minimum. A new certificate was implemented during the 2016-2017 school year resulting in a Class B Pre-K Certificate (Birth to age 4). To qualify, the candidate must have a Bachelor's degree from a senior institution and pass the Praxis II 5531, Pre-K Education. In addition, the program must be accredited by NAEYC or submitted for review and approved by the Alabama State Department of Education (ALSDE). The certificate is valid for 5 years and is renewable.

23 Health and safety training is provided through public schools and is also mandatory for licensed child care sites. In addition, during the first coaching visit, coaches provide PD on health and safety.

24 Individual PD plans are required of lead and assistant teachers. FCVPK uses a tiered model of coaching so the teacher is continuously setting goals and self-reflecting

throughout the year. The majority of teachers are visited at least once per month. This requirement is written into the ARC model, which is used for all pre-K teachers.

[25] A full-time coach may have up to 20 classrooms. A part-time coach may have up to 12 classrooms. This number could vary depending on distances a coach travels or where the teachers fall on the tiered coaching model (emerging, progressing, refined, etc.).

[26] The FCVPK coaches do a book study, and all FCVPK teachers are required to complete a MyTeachingStrategies module pertaining to English Language Acquisition. It supports teachers with proven strategies for helping English and DLLs participate fully in classroom routines and experiences. Teachers are also required to complete a TS Gold Interrater Reliability Certificate for Pre-K, Special Needs and DLLs, and Strengthening Families Modules. Materials are now available in Spanish and some materials are available in different languages. In addition, ALSDE provides technical assistance regarding the education of English Learners to all stakeholders.

[27] Lead teachers were given an annual step raise beginning with year 2016-2017; this pay raise is annual to mirror public school step pay increases (including Master's Degree raises and COLA increases). Alabama requires starting salary parity with primary school teachers for pre-K teachers in both public and private providers. DECE remains committed to ensuring pre-K teacher pay parity with K-12 public school teachers, including salary and paid time for planning and professional development. Fringe benefits are part of Public school and Head Start policy, but not necessarily part of childcare policy and are determined locally. Alabama supports fringe benefits for nonpublic lead teachers but does not require. However, the department is working on an economy of scale study with lead childcare directors in the state. For additional information, see: http://children.alabama.gov/wp-content/uploads/sites/4/2018/07/NEW-2018-2019-First-Class-Pre-K-Program-Guidelines.pdf

[28] All lead and auxiliary teachers are funded for 187 days of service - 180 days of classroom instructional services provided to children and 7 days of pre/post planning and/or staff training. They are expected to work and be compensated based on 7.5 hours of work per day which includes 6.5 hours of instruction and 1 hour of planning.

[29] Alabama provides master's degree enhancement grants, scholarships, and mini-grants for specialized training.

[30] All auxiliary teachers received a 2.5% pay increase during the 2017-2018 school year. The state also has explicit requirements for fringe benefits for assistant teachers in public schools. Fringe benefits for assistant teachers in nonpublic schools are determined locally but encouraged. DECE is currently in planning status to create policy for step raises for assistant teachers to be implemented FY20. PD days are built into the Memorandum of Understanding with each grantee.

[31] The State Education Trust Fund (ETF) is the largest operating fund of the state. Ten tax sources are allocated to the ETF, the largest of which are the individual and corporate income tax, sales tax, and use tax.

[32] GOLD is on-going as well as formative with 3 checkpoints during the year; PPVT is pre-post; DECA was piloted pre-post and is currently used to support addressing challenging behaviors

[33] All lead and auxiliary teachers are required to complete 2 days of face-to-face TS GOLD training, complete specific online training modules, and pass interrater reliability certification.

[34] Programs are required to use any formative assessment. This is locally determined. Examples include Global Scholar, Star Early Literacy and DIBELS. Some kindergarten programs use Teaching Strategies GOLD.

[35] The data collected from CLASS observations is used for a variety of purposes, including PD, monitoring and evaluation, and research. In addition, during the first 30 days, the DECA-P Reflective Checklist is completed by a coach for each classroom. This is a Reflective Checklist, which refers to Daily Routines, Environment, Caring Connections, Activities, and Partnerships with Parents. This checklist is to ensure that universal strategies are in place to benefit all children.

[36] ADECE staff do this through double coding and CLASS Calibration. Double coding allows two observers to watch interactions in a classroom together, code individually and then review to ensure they are reliably scoring within one point of each other in each dimension observed, and to have in-depth conversations about the evidence that supports effective teacher-child interactions. CLASS Calibration allows all the ADECE staff to observe the same video, code and compare the data on our scoring tendencies to ensure everyone is continuously looking through the same lens of high quality classroom interactions.

[37] After the coach and teacher work together to identify goals for improvement of teacher and classroom practices, focused observations allow the coach to anchor their feedback and coaching support in the teacher's current level of practice. Sharing examples of what was observed in the classroom in a specific focus area, the teacher can make connections from what they are currently doing to where they would like to go in their teaching practices. Focused observations should be driven by the shared goals and action plan the coach and teacher previously developed.

[38] Currently, programs are participating in the QRIS on a voluntary basis.

[39] Programs are monitored on a tiered approach based on level of support needed. Programs receive a minimum of 1 or more visits depending on the level of need. Monitoring and data collection reports are completed every 2 months on all sites.

[40] Governor Ivey is working on completion of a longitudinal data system for spring 2019.

ALASKA - Alaska Pre-Elementary

[1] Districts can use funds to support teachers in Head Start classrooms or to support Head Start partnerships. Each district approaches this partnership in a unique way. Not all districts have partnerships with Head Start programs. Some programs have formed partnerships with Head Start. Those programs have multiple types of partnerships. Some districts support teachers in Head Start classrooms and some districts provide wrap-around support for Head Start. It depends on the unique needs of the district.

[2] The state does not have a minimum hour per day requirement. Hours per day and operating schedule are locally designed to fit district needs. Not all areas of Alaska can support a minimum hour requirement. For example, some programs offer an opportunity for 4-year-olds to participate in kindergarten during specified times of the day. Programs may partner with child care or other services to provide wraparound care, but, by state definition, state-funded pre-K cannot operate for longer than five hours a day.

[3] Exceptions to age requirements may be made for children with IEPs. 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.

[4] Eligibility is based on local need and the needs assessments developed by districts.

[5] Some district programs charge a sliding fee scale based on the program and district.

[6] Preschool programs are not required to perform screenings. It is, however, a recommended practice.

[7] Districts are subject to federal Child Find requirements. With parental consent, students are screened and if warranted, referred for special education eligibility determination. If qualified, students will be offered an Individualized Education Program that provides FAPE. Services received from an outside service provider do not negate the district responsibility to offer an IEP.

[8] 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.

[9] The Alaska Department of Education works collaboratively to provide training on curriculum and assessment for district leaders. District leaders consult with the department when selecting curriculum for classrooms. The state incorporates Teaching Strategies into all preschool programs. This assessment has been aligned with the state ELDS.

[10] The state has provided additional funding support for Head Start and pre-elementary grantees when looking for curriculum resources materials. The state also provides training to district leaders both in group and individual settings to support curriculum alignment.

[11] All public school teachers are required to have a minimum of a BA. Teachers in Head Start classrooms follow Federal Head Start Regulations. There is currently no subcontracting to Community-based organizations, but it is allowed. If Community-based organizations (CBOs) started subcontracting, there would be no statewide minimum degree requirement for teachers.

[12] A lead teacher in a public school can have Pre-Service specialized training in Early Childhood Education, Elementary Education, or Preschool Special Education. Teachers are encouraged to have training in Early Childhood Education, but it is not required. There is no license/certification/endorsement required for lead teachers in non-public schools.

[13] Assistant Teachers must be working toward a CDA, 12 ECE credits, or an AA in ECE within 2 years of hire (per Head Start Performance Standards). Assistant Teachers working in Title 1 schools are required to have a CDA, 12 ECE credits of an AA in ECE.

[14] Coaching and mentoring services are being piloted to some lead and assistant teachers on a voluntary basis. Alaska uses the My Teaching Partner Coaching System and is looking to expand using Early Ed U.

[15] Teachers receive bi-weekly coaching or mentoring through My Teaching Partner.

[16] Policies may vary based on the type of certification the teacher has. The state requires that there be a "Teacher of record" that is a certified teacher for their pre-K classroom. Some programs have a non-certified Lead Teacher as the person who provides the instruction while the certified teacher is the "Teacher of record" and any certified teacher needs to be paid as a certified teacher even though a non-certified lead teacher may not be. Certified Teachers in Alaska and non-certified teachers would have different union's bargaining on their behalf.

[17] This is required for certified teachers.

[18] Although the state does not provide any of these types of supports, the QRIS will. Participation in the QRIS is voluntary. At the local level, some districts provide bonuses or coaching or scholarships defined by their local union contracts. Also, licensed child care providers can receive reimbursement for PD.

[19] Alaska contributes $6.8 million dollars of state funding to support Head Start programs and $820,000 to support home visiting and literacy supports for young children.

[20] The formal evaluation will be completed by 2021. Education Northwest is planning to conduct an assessment of the 3-year Development Grants.

[21] Fall, Winter, and Spring checkpoints are encouraged. Summer checkpoints are optional.

[22] All domains are available, but programs only need to report on 5 domains: Language, Literacy, Cognitive, Math, and Social-Emotional.

[23] Interrater reliability is required by the fall checkpoint for existing programs and before the first checkpoint for new programs.

[24] Teachers are observed through their districts and the local unions determine how frequently observations are done.

[25] Some districts have locally designed instruments. Programs can choose which instrument(s) to use but the CLASS, ERS/ECERS, Danielson, and/or Marzano are encouraged.

[26] Alaska is in the process of implementing a QRIS system called Learn & Grow. This system will be aligned between preschool, Head Start and Child Care.

ARIZONA - Quality First Scholarships

[1] First Things First was designed to meet the diverse needs of Arizona communities. Decisions about which early childhood strategies will be funded, such as Quality First Scholarships, are made by 28 regional partnership councils composed of community volunteers. More information about the Regional Partnership Councils can be found here: https://www.firstthingsfirst.org/governance/ftf-regions/

[2] In addition, 2,539 infants and toddlers received Quality First Scholarships 2,392 in center-based settings and 147 in home-based setting. An additional 164 preschool-aged children were served in home-based settings, including 92 3-year-olds and 72 4-year-olds.

[3] In addition to the number of children who received special education services in center-based settings, 1 additional child who had and IFSP/IEP received a Quality First Scholarship in a home based setting.

[4] Head Start programs are able to participate in Quality First Scholarships only to extend a part-day to a full-day or increase slots in their program above and beyond the federally funded slots. It is also possible that children enrolled part-time in Head Start may also have a part-time Quality First scholarship at another program but this data are not currently collected.

[5] If a child changes settings, he/she will be counted in multiple categories.

[6] The state does not dictate the annual operating schedule, but programs must operate 400 instructional hours annually, 34 hours per month, and 8 days per month, which assumes a minimum of 2 days per week. Part time services for children are defined as enrollment that meets both of the following criteria: scheduled for 34 to 92 hours per month and a minimum of 8 days per month. Full time services for children are defined as enrollment that meets both of the following criteria: scheduled for a minimum of 93 hours per month and a minimum of 8 days.

[7] Eligibility to participate in Quality First Scholarships includes age requirements and income requirements. Children must be birth through 5 years of age, not eligible for kindergarten, and must live in a family that earns 200% of FPL or below.

[8] Some early care and education programs charge a co-payment to the family in addition to the funding that the state provides, but this is a decision made by the early care and education program the child attends.

[9] Eligibility is re-determined each state fiscal year based on the child's age and the family's income. Children remain eligible for the entire state fiscal year. Children who are deemed ineligible at the start of a new state fiscal year are dis-enrolled from the program.

[10] Group size and teacher-child ratio are based on the age of the youngest child in attendance. Ratios and group sizes are assessed every other year in the Quality First rating process.

[11] In order to participate in Quality First Scholarships, programs are required to be regulated. State child care licensing regulations require the following: children enrolled two to four hours receive one or more snacks; children enrolled four to eight hours receive one or more snacks and a meal; children enrolled nine or more hours receive two snacks and a meal.

[12] Programs participating in Quality First and Quality First Scholarships must have a written procedure for both screening and referring children for additional services as part of their Quality First rating. Programs may provide screening themselves or refer families to receive screening from other organizations.

[13] As part of the Quality First Rating (required for participation in Quality First Scholarships), programs are assessed every 24 to 27 months on kindergarten transition activities, involvement of parents in ongoing progress monitoring, parent conferences and/or home visits, and their screening/referral policy.

[14] In some of the regions, Inclusion of Children with Special Needs Coaching is available to support teachers in implementing inclusive practices. Additionally, all programs participating in Quality First Scholarships are assessed every 24 to 27 months on their lesson plans. Classrooms who have children enrolled with special needs are required to include modifications/individualization for children with special needs on their lesson plans.

[15] A protocol exists for early care and education programs to address chronic absenteeism. Three letters with progressive language regarding a child's absenteeism exist to support programs in addressing chronic absenteeism. A child may be disenrolled if they do not attend at least 85% of their scheduled time.

[16] All programs participating in the state preschool program receive on-site coaching that can support the implementation of the ELDS. In addition, the Arizona Department of Education offers an introduction to the standards training as well as in depth training on each of the sections of the standards.

[17] The state has identified TS GOLD as the state approved child assessment. To participate in Quality First Scholarships, an early care and education program is not required to use TS GOLD, but rather any assessment that is aligned to the ELDS and the Infant Toddler Developmental Guidelines.

[18] The Arizona Department of Education provides on-line resources to support programs in selecting a curriculum (see: http://www.azed.gov/ece/preschool/). Early Care and Education programs participating in Quality First Scholarships are assessed every 24 to 27 months on the alignment of their curriculum with the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines. The curriculum assessment also includes a requirement to include curriculum learning objectives for children, and any modifications to the curriculum made for individual children if there are children enrolled with special needs in the classroom. In addition, programs receive on-site technical assistance on a monthly basis that can include support in curriculum implementation.

[19] The minimum requirement is that 25% of lead teachers and administrators have at least 12 college credit hours in early childhood or related fields or a Certificate of Completion in ECE or CD, or a CDA. However, all programs must have a minimum star rating to participate in the state-funded preschool.

[20] Fifty percent of Quality First Scholarships assistant teachers must have a minimum of six months of experience working in an early care and education program. However, all programs must have a minimum star rating to participate in the state-funded preschool.

[21] Quality First Scholarships requirements for ongoing PD are aligned with the State Licensing standards.

[22] Monthly coaching is provided to all early care and education programs participating in Quality First Scholarships. The coaching can be used to support teachers, assistant teachers, and administrators, and includes the review of assessment reports. While the coaching is required, the audience receiving the coaching is not dictated by the state.

[23] The education level for 1,525 (74%) of teachers is unknown; in addition, 2% (43) have certificate of completion in ECE; .3% (6) have AZ State Teaching Certificate; 5.8% (12) have AZ State Teaching Certificate with ECE Endorsement; and .2% (4) have AMS/AMI Montessori Credential.

[24] The First Things First College Scholarships is available to any early childhood professional in the state. In addition, the PDG grant has supported teachers to obtain Bachelor's degrees. Also, REWARD$, a wage enhancement and retention strategy, is available in some regions. This strategy provides annual wage enhancements to those working directly with young children and earn $20.00 per hour or less.

[25] In addition to the funding that supports children 3 - 5 years of age in center-based settings, $656,921 was spent to support Quality First Scholarships in home based settings. This program also provide service to infants and toddlers at a total budget of $16,053,273 for both center- and home-based Quality First Scholarships. A total of $38,017,495 was expended in 2017-2018 program year.

[26] Child assessments are completed ongoing throughout the child's enrollment in the early care and education program.

[27] The state of Arizona has identified a Kindergarten Developmental Inventory and Formative Assessment to be implemented in SFY 2019. This is a voluntary system designed for kindergarten teachers to implement.

[28] All programs participating in Quality First Scholarships must also participate in Quality First, Arizona's Quality Improvement and Rating System. Each program receives a program assessment every 24 to 27 months that includes assessments in one-third of the total number of classrooms at the site using the ERS (ITERS, ECERS, FCCERS), the CLASS (Toddler, Pre-K), and the Quality First Points Scale that includes reviewing curriculum, child assessment, ratios and group sizes, staff qualifications, staff turnover, policies for kindergarten transition, and screening/referral. The assessments are used to determine if the program is eligible to participate in the state-funded preschool program, Quality First Scholarships, and to support the program in improving or maintaining quality.

[29] All programs are also assessed on Staff Qualifications, Administrative Practices (Ratios/Groups Sizes and Retention), and Curriculum/Child Assessment using the Quality First Points Scale, developed by First Things First.

[30] The state contracts with an organization to conduct all the assessments in Quality First. The state requires that all assessors must meet the reliability as identified by the tool. In addition, every 10th assessment an assessor conducts must be conducted in tandem with an assessor supervisor or assessor trainer to ensure ongoing reliability in use of the tool.

[31] Quality First provides a coach for each site who supports the understanding of the assessment results and support in identifying areas of focus and providing support on the areas identified.

[32] Quality First Coaches visit the sites monthly.

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

[1] State funding is provided through the Arkansas Department of Education (ADE). The ADE has an agreement with the Division of Child Care and Early Childhood Education (DCCECE) to have the administrative oversight of the ABC Program to ensure compliance with the state law and regulations. The ADE Board of Education must be informed of and/or approve grant awards, program standards/regulations and the impact of these services as they relate to school readiness.

[2] All 238 school districts have access to the Arkansas State funded preschool program - Arkansas Better Chance.

[3] School districts classified as being in academic distress, appearing on the school improvement list, or where more than 75% of fourth graders score below proficient on benchmark exams, are required to work with the ADE and the local community to establish, promote, and assist in the development of an ABC/ABCSS pre-K program. Awarded funding goes to either the school district or a community provider in the identified locations.

[4] All 36 five-year-olds are enrolled only through a waiver process, which may be due to a disability, a development delay, or because children are from Foster Care and need more time to prepare for Kindergarten. The enrollment total does not include children who received ABC home-visiting services only during the 2017-2018 program year. Children who are dually served in center-based care and home visiting are included in the enrollment total.

[5] There are 1,363 new seats/PDG Expansion slots that are not a part of the ABC/ABCSS funding, but these children may be served in ABC/ABCSS classrooms and/or facilities alongside children funded by ABC-ABCSS. The high-quality requirements for the PDG children meet or exceed the ABC/ABCSS quality standards.

[6] Some Head Start programs are ABC grantees.

[7] All state-funded preschool services are expected to operate for a minimum of seven hours per day. All children receive a minimum of seven hours per day for a total of 178 days per year. This is considered the regular school day and not an extended day in Arkansas. The local ABC program operating schedule typically reflects the annual operating schedule of the local school district.

[8] Programs may apply for Child Care Development Funds (CCDF) to assist with before- and after-school care, provided the children meet the eligibility requirements for CCDF. When available, CCDF may also fund ABC summer school to provide an extended year for those programs interested in providing these services.

[9] The Child Waiver must be approved by DCCECE prior to enrolling in the ABC program.

[10] The $10 Million (Arkansas Better Chance) uses other individual child or family characteristics to determine eligibility and can serve children beginning at birth. 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 birth of child; 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; a parent who has a history of abuse or neglect, or who is a victim of abuse or neglect; meets the state homeless criteria; is in foster care; or has an incarcerated parent. The $101 Million (Arkansas Better Chance for School Success) uses income eligibility and targets children ages 3 and 4 years old or those children who are not eligible for kindergarten without an approved waiver. To be eligible to participate in the ABCSS program, the family must have a gross income not exceeding 200 percent FPL and the child must be age-eligible. A sliding fee scale applies to families with incomes between 200 and 250 percent FPL.

[11] The maximum class size for each age group of ABC children cannot exceed the classroom's licensing capacity at any time.

[12] The age appropriate health/well child screenings include the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) screening and a hearing and vision test. The complete health/well child screenings should be completed every two years while the child is in the ABC program.

[13] While in depth courses/training for preschool teachers serving children with special needs is not specifically required, the state requires the teachers and paraprofessionals to obtain 30 hours of PD including the topics of special needs, the process, Special Education rules and regulations, and IDEA. ABC programs also work collaboratively with the Early Childhood Special Education Specialists in the local school district and/or the Education Services Cooperatives.

[14] The state does not have policies that regulate services for preschool DLLs. The state does support DLL students as seen in the provision of translated materials for parents, enrollment applications, learning standards, etc. Local programs make decisions about translation into languages according to the local population to accommodate families. Additionally, bilingual instruction is permitted in child's home language; dual language immersion programs are permitted; children are permitted to be pulled out for English language instruction; recruitment, enrollment, and outreach information is provided to families in their home languages; a home language survey is sent home at the beginning of the school year; information about enrolled children's program and performance must be presented to families in their home languages; PD and/or coaching is provided for teachers of DLLs/ELLs; and the State's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness.

[15] The current ELDS are in alignment with the State K-3 Standards and also link to the kindergarten entry assessment (KEA).

[16] The state strongly supports the ELDS and has approved these standards via the Early Childhood Commission, which is an advisory group. Funding is provided to contractors to disseminate training statewide to EC providers.

[17] ABC programs are required to only use the Work Sampling Assessment by Pearson for every child enrolled. The ABC teaching staff continuously assess children's progress by monitoring their skills, knowledge, behavior, and accomplishments. Teachers evaluate the child's progress in each of the WSS domains three times during the year - in the fall, winter, and spring. WSS is curriculum neutral and has been aligned with the Arkansas ELDS. Additionally, the state has an approved list of developmental screening instruments that programs use to conduct a routine annual developmental screening on each child to identify developmental delays and/or educational deficiencies.

[18] Funding is provided to programs that may be used for TA to support curriculum implementation. The use of the TA funding is a decision made at the local level. Professional Development is available via state support that will offer enhancements to any curriculum.

[19] There are specific standards that address the areas of mathematics and technology and programs are expected to implement learning opportunities for children in these areas. There is also specific PD geared to train teachers in providing math opportunities to children.

[20] The lead teacher in a nonpublic school-based program must have a minimum of a BA in Early Childhood Education or Child Development. For all programs with multiple

classrooms at a single location, the teacher of the second classroom shall hold, at a minimum, an AA in Early Childhood Education or Early Childhood Development. State policy does allow programs to hire staff under an approved staff qualifications plan while completing coursework to obtain minimum credentialing.

[21] In Fall 2015, the Arkansas Department of Education (ADE) replaced the Pre-K-4th grade (P-4) license with the Early Childhood/Special Education Integrated Birth – K (B-K) license. Any teacher who had already received a P-4 or was in the process of completing the license, could continue. Teachers holding an Elementary K-6 License, or a Special Education License can complete the requirements to obtain an Age 3-4 Endorsement from the ADE. Teacher credentials are evaluated on a case-by-case basis in an effort to include high quality teachers from varying educational backgrounds. The rule is that a teacher must have a completed coursework in early childhood education and/or child development, though in some cases the teacher is placed on a Staff Qualification Plan (SQP) to complete the required coursework. Each teacher and paraprofessional is required to have 30 clock hours per year of PD on topics pertinent to early childhood education, so all teachers have a strong foundation.

[22] To serve as a paraprofessional/assistant teacher in the ABC program, teachers are required to either complete the CDA credential or have an associate degree in early childhood education or child development. The Birth to Pre K Credential and Technical Certificate in ECE/CD are also options for the state-funded preschool program. The Technical Certificate requires 24 Early Childhood Education coursework hours in ECE and/or CD. In the LEA setting, an Assistant Teacher is required to take and pass the Educational Testing Services (ETS) Parapro Assessment. Other options include Birth to Pre K Credential, AA Degree in ECE/CD, Technical Certificate in ECE/CD.

[23] The PD requirements were changed in 2015 to require no less than six days of professional development per year. Since the 2015-2016 school year, educators are required to obtain a minimum of 30 hours per year of professional development for licensure renewal and contractual agreement.

[24] Classroom-embedded support is not required by state policy but is encouraged at the local level. There is TA available for the environmental rating scale and for implementing the on-going state assessment system using anecdotal recording and observation. There are also professional development requirements that any teacher or paraprofessional must attend or complete to be in good standing and which are early childhood specific in all areas of the ELDS.

[25] Other category includes those teachers who may have three years of college with a Certificate of Proficiency and working to obtain a four-year degree.

[26] Local programs make decisions about specific qualification for staff who work with DLLs based on the needs of the community of learners.

[27] Salary parity has been highly recommended and was initially expected but because the program has been flat funded with only a minimal increase, the salary schedule may vary. Many districts do pay pre-K teachers/ paraprofessionals/assistant teachers on a comparable pay scale as their K-3 counterparts depending on their educational level and credentials.

[28] The local ABC programs are encouraged to contract with the ABC staff for 12 days beyond the 178 days of classroom instruction dedicated for professional development, parent-teacher conferences, etc.

[29] The local ABC programs are encouraged to budget funding to support the classroom staff desiring to attain credentials and/or higher education courses to enhance their early childhood skills. These efforts strengthen the workforce and builds sustainability for the program.

[30] PDG funds in the amount of $3,758,389 provides opportunities for ABC/PDG Grantees to increase the level of services to include the PDG elements of higher staff qualifications, dental and mental health screenings, additional professional development, technical assistance and the support of Family Service Managers.

[31] The state pays the approved ABC grantees a rate of $4,860 per child in the center based setting and $1,750 per child in the home visiting setting for a period of 10 months.

[32] Several of the Education Service Cooperatives ABC grantees write the grant for state funds on behalf of the LEA in which they set up the services and oversee the operations also on behalf of the LEA. One of the higher education ABC grantees writes the ABC grant on behalf of the LEA, local community, and family care homes.

[33] The local match may be in-kind and not necessarily currency.

[34] Teachers are required to take PD trainings for WSS including: a two-day, 12-hour Introduction training; a 1.5-hour Refresher Webinar each year; and a one day, 6-hour Curriculum Connections course. Administrators are required to take the 1.5 hour WSS System Administrative Overview Webinars. The staff of the oversight agency or consultants which are employed by the state make site visits to observe, coach, and provide technical assistance after the local teaching staff have participated in the required trainings.

[35] Arkansas law (Act 930 of 2017) requires the administration of a developmentally appropriate measurement or assessment for kindergarten through grade two in literacy and math. Beginning with the 2017-2018 school year, each school district was allowed to choose from a list of state approved assessments to use for the KEA. The three KEA assessments are: Istation-ISIP; NWEA-Map for Growth; and Renaissance-Star.

[36] The ABC Unit monitors the programs in collaboration with the Licensing Unit using additional questions to ensure that the ABC programs are adhering to the teacher-child ratios and other visible areas of review for the ABC Program. Programs are provided technical assistance and support upon request and need. Classrooms are also observed when there are areas of noncompliance and program improvement does not occur, or program struggles with self-correction.

CALIFORNIA - California State Preschool Program (CSPP)

[1] The number of FTEs includes fiscal and program staff.

[2] CDE provides part-day and full-day services. Part-day programs are funded to operate between three and less than four hours per day, and 175 to 185 days per year, unless the contract specifies a lower minimum of days of operation. Full-day programs are funded to operate for the number of hours needed to meet the needs of the community for a minimum of 246 days per year unless the contract specifies a lower minimum days of operation.

[3] Many CSPP contractors partner with Head Start and other funding sources to provide extended day or enhanced services, and these partnerships are established locally.

[4] CSPP age eligibility is defined as: three-year-old children who have had their third birthday on or before September 1 of the fiscal year they are enrolled; four-year-old children who have had their fourth birthday on or before September 1 of the fiscal year they are enrolled; and children whose fifth birthday is between September 2 and December 2 of the fiscal year are also eligible for transitional kindergarten.

[5] Priority for CSPP is given to 4-year-olds who are not enrolled in TK.

[6] Families must meet at least one of the following eligibility criteria to be enrolled in CSPP: 1) income eligible, 2) receiving cash aid, 3) homeless, or 4) have a child who is receiving child protective services or is at risk of abuse, neglect, or exploitation. A family is income eligible: 1) when income is at or below 70% of SMI at initial enrollment, or 2) 85% of SMI when recertified for enrollment. For part-day CSPP, families may exceed the income threshold by no more that 15% only after all eligible children are enrolled, however no more that 10% of children enrolled may be over the income eligibility threshold. Full-day services are provided based on family employment, vocational training, homelessness, and parental incapacitation. For full-day CSPP, families must also establish at least one of the following needs for care: employment/seeking employment, education or vocational training, homelessness, or parental incapacity.

[7] There are no fees for part-day CSPP. 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.

[8] Part-day CSPP services only require families to establish eligibility at time of enrollment. Once a family is determined to be eligible, they may receive part-day services for the program year. Families enrolled in full-day CSPP services remain eligible for not less than 12 months before they are re-certified.

[9] Although there is no limit to class size, programs typically enroll 24 children in a class.

[10] 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 meal and two snacks or two meals and one snack are required, depending on hours of operation.

[11] Full physical exam includes vision and hearing screenings; other health screenings are determined locally. If screenings are not provided by parents, local programs must address them.

[12] DRDP (2015) was developed with the goal of ensuring that all children have the opportunity to demonstrate their knowledge and skills, it includes domains that meet the federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with IFSPs or IEPs. In addition, the CSPP Guidelines - 5 address the inclusion of children with disabilities or other special needs. The California Preschool Curriculum Framework, Volumes 1-3, provides guidance on ensuring that activities support the learning needs and abilities of all children. DRDP is aligned with the CA ELDS.

[13] In 2007, the CDE released a resource guide titled Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning and its companion DVD A World Full of Language Statewide training on this resource guide has been provided by the California Preschool Instructional Network (CPIN) regions. Santa Clara County Office of Education (SCCOE) has been contracted to develop extended training modules for DLL External link opens in new window or tab. This project provides

Training of Trainers to CPIN leads who train teachers, aides, administrators, and family members in their regional areas.

[14] Assembly Bill 752 established a process modeled after the United States Department of Health and Human Services guidelines to prevent children from being unnecessarily expelled or unenrolled in the CSPP and other child and developmental care services.

[15] The following CDE link (and management bulletin) further clarifies the CDE policies or practices regarding suspension and/or expulsion: https://www.cde.ca.gov/sp/cd/ci/mb1806.asp

[16] CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature an English Language Learner foundations domain.

[17] Other supports for the ELDS include an online overview module: California Preschool Instructional Network (CPIN) Family Child Care at its Best.

[18] California does not recommend specific curricula or keep a list of recommended curricula. However, the three volumes of the California Preschool Curriculum Framework give guidance on best practices to implement the curriculum a program selects, including subject specific curricula in the areas of Social-Emotional Development, Language & Literacy, English Language Learners, Mathematics, Visual and Performing Arts, Physical Development, Health, History-Social Science, and Science.

[19] The California Child Development Associate Teacher Permit is the minimum requirement for a teacher in a CSPP classroom and exceeds the requirement of the CDA. The permit requires 12 units in ECE or CD and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A teacher may also have the full Child Development Teacher Permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or CD, and 175 days of work experience, or a Master Teacher permit. There is a minimum requirement of 12 units of ECE if the teacher has a Bachelor's degree in a field other than ECE/CD or related field.

[20] Assistant teachers in CSPP are required to have a high school diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD. The permit is issued for five years and is renewable for successive five-year periods upon completion of 105 hours of professional growth.

[21] Lead and assistant teachers are required to complete 105 hours of professional growth every five years. Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Lead teachers are required to complete 15 additional units toward a Teacher Permit, and they must meet the Teacher requirements within 10 years.

[22] CSPP classrooms have contractors who develop and implement a staff development program that includes: identification of training needs; written job descriptions; an orientation plan for new employees; an annual written performance evaluation procedure unless a different frequency is specified in a collective bargaining unit agreement; staff development opportunities that include topics related to each employee's job; and an internal communication system that provides the information necessary to carry out assigned duties.

[23] While no state policy requires DLL certification or specialized training for state-funded early learning settings serving DLL children, CPIN provides consistent and high quality PD for preschool administrators and teachers working with DLL children and families.

[24] According to the Early Childhood Workforce Index 2016, early childcare workers in California receive paid sick days, paid family leave, and expanded Medicaid. A Minimum Wage Increase Task Force has been formed to move towards salary and/or benefit parity.

[25] The California Transitional Kindergarten Stipend (CTKS) funding is a reimbursement for educational expenses for ECE and/or CD coursework or training for TK and CSPP lead and assistant teachers. The legislative intent (Senate Bill 876) is to provide funds first to TK teachers, and second to CSPP teachers. Also, CSPP teachers and other CSPP teaching staff are able to access Assembly Bill 212 funding for general education coursework and/or units towards attainment of an Associate of Arts, Bachelor of Arts, and/or teaching credential. The Child Development Training Consortium (CDTC) provides financial and technical assistance to students to access college-level CD coursework to raise the quality of early care and education. The Early Childhood Mentor Program activities are provided at community colleges to support and encourage experienced teachers/directors to remain in early learning. Financial compensation and PD support are provided to those teachers/directors who have been selected as mentors.

[26] The CPIN provides statewide PD, technical assistance, and support to CSPP teachers to improve the quality of CSPP for all children, including children with disabilities and those who are learning English as a second language. The California Student Aid Commission's administers a program and provides assistance through grants for college course work leading to the attainment of a Child Development Permit at the teacher, master teacher, supervisor, or program director levels.

[27] Reported spending amount is different than what is reported by the state's Legislative Accounting Office.

[28] The California Preschool Study examined the adequacy and efficiency of preschool education in California. This fourth and final analysis integrates the results from the series of studies and makes recommendations for preschool policy in the state.

[29] The first DRDP assessment must be completed within 60 calendar days of the child's first day of enrollment in the program and every six months thereafter.

[30] The state does not have requirements for those using the DRDP to assess children's learning. However, state funded preschool teachers and administrators are expected to attend in-person and training on the DR system as well as the DRDP itself. Several free online DRDP modules and trainings are offered. In addition, a rater certification module for teachers and administrators to take at their own pace was created and made available. Reliability is reached at 80% accuracy and recertification is expected thereafter. Taking the modules or using any of the practice videos is 100% free of cost to the administrators or teachers. Although it is not mandated, the goal is to have all administrators and teachers successfully complete the rater certification, so that there is consistency when using the tool to assess children. Those who choose to pay the fee-for-service cost, can also go to a week-long Certified Training Institute, where they can become certified trainers for the DRDP, which also includes rater certification.

[31] Although the General CSPP funding is not determined by the DRDP results, those programs who are participating in the CSPP QRIS block grants may receive additional points when they are rated and this may lead to additional funding at the local level.

[32] The California Preschool Transfer Act of 2001 requires state-funded preschools to provide the parent/guardian(s) with developmental and any other information deemed beneficial to the child and public school teacher to support a child's transition to kindergarten. If parents/guardians authorize it, preschools may provide this information directly to the schools.

[33] Each CSPP contractor is required to develop and implement an annual plan for its program self-evaluation process. The ERS are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, use of language, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and are used for the reviews conducted by CDE/EESD program staff.

[34] The information collected through the observations is included in the annual Program Self Evaluation to make continual program improvements.

[35] A total of $50 million in state education funds is provided annually for CSPPs to participate in CA QRIS. Those with ratings of tier 4 or 5 receive a local block grant. Those programs who were not yet at tier 4 are provided with Quality Improvement supports (e.g. coaching).

[36] In addition to Contract Monitoring Reviews, CDE field consultants conduct complaint on-site inspections, environmental ratings of preschool classrooms providing TA & T program quality improvement. and corrective action follow-up. The CDE Fiscal Service Analyst conduct on-site reviews of contract fiscal reporting and earnings issues. The CDE Office of Audits and Investigations conduct on-site audits for the purposes of investigation and the auditing of contractor operations and contract administrative compliance.

[37] AB 2960 requires the CDE, on or before June 30, 2022, to develop an online portal for the state's comprehensive child care and development services, and to convene a workgroup to evaluate and provide recommendations on any necessary modifications or improvements to the online portal to ensure its improved effectiveness.

CALIFORNIA - California Transitional Kindergarten (TK)

[1] All local educational agencies must provide TK to age-eligible students, including charter schools, if they also provide kindergarten. TK is for children who turn five years of age on or between September 2 and December 2. Children who turn five years of age on or between July 1 and June 30 may be allowed to enroll; this is a local school district decision.

[2] Home language is unknown for 1,711 children.

[3] All children who are age-eligible for TK are housed in an LEA which is defined as a school district, county office of education, or charter school.

[4] Effective June 27, 2017, an LEA may maintain kindergarten or TK classes for different lengths of time during the school day, either at the same or a different school site.

[5] California regulations allow Head Start and the California State Preschool Program (CSPP) to layer funding. Partnerships with Head Start and CSPP are determined locally.

[6] Pursuant to EC 48000 (c), it is locally determined whether students who turn 5-years-old on or between December 2 and June 30 may be admitted to TK at the beginning

of the school year or at another point during the same school year.

[7] In California, the TK program is for all age-eligible children and is included in the free and public kindergarten-twelfth grade system.

[8] LEAs are required to make available, free or at a reduced price, one nutritionally adequate meal every school day to each needy student who qualifies according to specified family size and income standards. California public LEAs are enrolled in the National School Lunch Program which assists schools and other agencies in providing nutritious lunches to children at reasonable prices.

[9] he CA Dept. of Health Care Services regulations allow for the health examination to be completed up to 18 months prior to entry into first grade or within 90 days thereafter. The screenings indicated are based on the first grade requirement, with the exception of the immunizations which are required before TK entry. The first grade screening also includes a nutritional assessment; blood, urine, and blood lead tests.

[10] Since 2010, the CDE has developed State content standards and curriculum frameworks for English language development, ELA, math, science, and history-social science. All teachers who provide instruction for English learners require an English learner authorization.

[11] The state definition of a chronic absentee does apply to TK. A "chronic absentee" has been defined in EC) Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." However, a TK student may not be a truant because truants are between the ages of 6 and 18 years. A chronic absentee may be any pupil, even a pupil who is not subject to compulsory attendance in California.

[12] Since TK is not mandated in California, it is a local decision whether a child's absence is recorded as an unexcused absence and is referred to the school attendance review board (SARB). A SARB meeting is recommended for any minor pupil, including a five-year-old, who is irregular in attendance at school pursuant to EC Section 48263. The purpose of the SARB is to reduce chronic absenteeism and any problems of irregular attendance, discuss the importance of regular school attendance, and link the parent to any needed community resources.

[13] California requires the governing board of each school district and each county superintendent of schools to appoint a supervisor of attendance with specific duties, including identifying and responding to grade level or pupil subgroup patterns of chronic absenteeism. (EC Section 48240)

[14] Each Preschool Learning Foundations (PLF) publication (volumes 1, 2, & 3) has a companion Preschool Curriculum Framework (PCF) publication (volumes 1, 2, & 3). LEAs use the California English Language Development Standards to provide language development instruction to TK English learners. The English Language Arts/English Language Development Framework provides guidance to LEAs for instruction of TK English learners. CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature the domain of English Language Development.

[15] CDE provides many statewide, in-person trainings, certifications, online modules, and engaging professional web sites for early childhood professionals. CDE professional resources are aligned to CA ELDS.

[16] The state does not require a child assessment but encourages the use of the Desired Results Developmental Profile-Kindergarten (DRDP-K). The DRDP-K (2015) is based on the previous DRDP-SR (2012) instrument. It includes refinements made over the past several years and new elements that are essential to quality ECE. It aligns with the California Department of Education's Early Learning and Development Foundations and the California Content Standards for Kindergarten.

[17] CA provides the following resource and training: TK Implementation Guide: http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf#search=Tk%20implementation%20guide&view=FitH&pagemode=none

[18] Curricula are locally determined.

[19] A school district or charter school shall ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2020, one of the following: (1) At least 24 units in ECE, or childhood development, or both; (2) As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-aged children that is comparable to the 24 units of education; or (3) A Child Development Teacher Permit issued by the Commission on Teacher Credentialing. Teachers hired prior to July 1, 2015 are required to have a teaching credential. Lead TK teachers must possess an English learner authorization or bilingual authorization to teach English learners. An English learner authorization authorizes teachers to provide instruction in English language development and Specially Designed Academic Instruction in English. A bilingual authorization authorizes teachers to provide instruction in the authorized language, in English, in English language development, and Specially Designed Academic Instruction in English.

[20] Title I paraprofessionals whose duties include instructional support must have: (1) High school diploma or the equivalent, and (2) Two years of college (48 units), or (3) AA degree (or higher), or (4) Pass a local assessment of knowledge and skills in assisting in instruction. Many districts use the California Basic Educational Skills Test for this purpose.

[21] The need for ongoing classroom-embedded support is locally determined. The General Education Induction Consortium is an approved induction program to assist TK-12 beginning teachers, experienced teachers, and school site administrators to ensure beginning teacher success and retention through at least one hour per week of support and/or mentoring.

[22] TK stipend funding is a reimbursement for educational expenses for ECE and/or CD coursework or training for TK teachers that are administered by local planning councils which determine allocations of funds.

[23] The State does not have a policy which requires salary and/or fringe benefit parity for assistant teachers in public schools in TK. It is a local school district decision.

[24] Reported spending amount is different than what is reported by the state's Legislative Accounting Office.

[25] TK is funded through the Local Control Funding Formula (LCFF) based on Average Daily Attendance (ADA) in the TK/K-3 grade span. The ADA in this grade span does not distinguish between ADA in grades TK/Kindergarten, 1, 2 or 3. Furthermore, the funds apportioned on the basis of ADA in the TK/K-3 grade span are not "dedicated" to serving TK students; they are general purpose funds apportioned to LEAs as part of their LCFF entitlement. LEAs can blend and braid federal sources to support TK.

[26] The California Preschool Transfer Act of 2001 requires state-funded preschools to provide the parent/guardian(s) with developmental and any other information deemed beneficial to the child and public school teacher to support a child's transition to kindergarten. If parents/guardians authorize it, preschools may provide this information directly to the schools.

[27] State policy does not require kindergarten programs to assess children's learning and development but the use of the DRDP is encouraged by the CDE.

[28] TK's participation in the state's QRIS is locally determined.

[29] The CDE Monitoring Tool (CMT) is a Web-based system, which allows LEAs to facilitate a response to state and federal requirements for program monitoring. Additional information can be found at the following CDE web page: https://www.cde.ca.gov/ta/cr/cmt.asp

[30] AB 2960 requires the CDE, on or before June 30, 2022, to develop an online portal for the state's comprehensive child care and development services, and to convene a workgroup to evaluate and provide recommendations on any necessary modifications or improvements to the online portal to ensure its improved effectiveness.

COLORADO - Colorado Preschool Program (CPP)

[1] School districts can contract with community preschool sites in their district, as well as provide services in district classrooms. Colorado has 178 traditional school districts and 1 Charter School Institute, making a total of 179 school districts in the state. The four districts not participating have very small numbers of preschool children and partner with neighboring districts to provide preschool.

[2] Any school district may apply to the department for participation in CPP. Along with the application, the school district shall submit a proposal for the implementation of its district preschool program. The department shall evaluate any application and give priority to school districts that include exemplary plans for the coordination of the program and are not participating in the program currently.

[3] Children who qualify for special education services may now enroll in CPP if they meet the CPP eligibility criteria. In 2017-2018, 619 children were funded by preschool special education as well as CPP, helping to foster inclusion practices. This change provides access to full-day preschool funded by both funding streams.

[4] District advisory councils are encouraged to blend CPP funding with other sources, such as Head Start, so that children can participate in full-day programs.

[5] The program is funded for five days per week, although the statute requires children to attend four 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 ten hours per week. These opportunities are determined locally and based on the needs of children and families. Although district advisory councils are encouraged to blend

CPP funding with other sources such as Head Start, child care subsidy, and parent tuition so that children can participate in full-day programs, enrollment by operating schedule is not collected. Half-day CPP funding requires 360 hours per year at a minimum and full-day CPP funding requires 720 hours per year at a minimum.

[6] Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. In 2017-2018, 409 children under age 3 participated in CPP. Under certain conditions, highly advanced, gifted children may be granted early entrance to kindergarten. There is no designated cut-off date for the maximum age a child could be served in preschool; this is locally determined. However, there is a state policy limiting children to two years of participation. A kindergarten-eligibility date is established by the local school board. Children must turn 5 by October 1 in order to be funded, so no school district establishes a cut-off date later than October 1. However, school districts may establish dates as early as June 1 for eligibility for kindergarten.

[7] Income eligibility may be the sole factor or may be one of several eligibility factors. In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200-225% of FPL. Locally determined risk factors that have been selected by the district advisory councils include parent is incarcerated, a parent is on active military duty, and developmental delay that raises concerns for school readiness but does not require special education services. Four-year-olds can qualify with one risk factor. Three-year-olds must have three or more risk factors.

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

[9] Although not required, of the 175 districts serving CPP, 169 have hearing and vision screenings completed.

[10] Colorado requires districts to provide family support services, but districts can decide which services are offered. Family support services include: education services or job training for parents; parenting support or training; parent involvement activities; information about nutrition; referral to social services; transition to kindergarten activities; parent conferences and/or home visits; and other locally determined support services.

[11] A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. This count would include students in grades K-12.

[12] All CPP programs must follow Colorado Childcare Licensing and Regulations. Therefore, 7.702.31(H) is considered the state's suspension and expulsion policy for preschool.

[13] The Professional Development Information System (PDIS) is the statewide web-based system supporting PD for Colorado's early childhood workforce. There is a training course on the Early Learning and Development Guidelines in PDIS.

[14] Lead teachers are required to be Early Childhood Teacher (ECT) qualified by Child Care Licensing under the Colorado Department of Human Services. It is recommended that lead teachers posses an Educator License endorsed in ECE.

[15] Staff aides must meet the Colorado Department of Human Services Licensing Requirements (at least 16 years of age with favorable background checks).

[16] CDE and CPP does not offer any of these supports. However, there are many opportunities through other programs in the state including the PDIS. Additionally, the Colorado Early Childhood Councils and school districts do a lot of work regarding coaching supports (at the local level).

[17] In the Colorado School Finance Formula, each preschool slot is funded at 0.5 FTE and provides for both a local and state share. Local school districts are required to contribute to their per-pupil revenue according to the school finance formula. This local share varies widely by school district.

[18] CPP funds flow from the state directly to school districts. Local district advisory councils then provide oversight, with final approval required by the school district superintendent. The early childhood setting may be located in school district settings, local child care centers, community preschools or Head Start programs including early childhood programs located on tribal lands. Any child who receives CPP funding is considered a school district student, even if they are served through a community provider.

[19] All teachers and other staff assigning checkpoint ratings (i.e., anyone responsible for finalizing assessment ratings for children) must also complete interrater reliability (IRR) certification. The online system orientation courses and IRR certification must be completed before staff begin completing ratings in their first checkpoint, unless there are fewer than six programming weeks remaining before the checkpoint deadline, in which case, the deadline is by the time staff begin completing ratings in the following checkpoint. Program-level administrators must employ strategies to support and monitor staff completion of required trainings. Administrator monitoring reports are typically available in the online assessment systems. CDE does not require paraprofessionals and administrators to complete interrater reliability certification. However, programs may choose to require it for all staff at their own discretion.

[20] One state law requires a school readiness assessment at kindergarten entry only. Another law requires ongoing assessment of literacy skills for children identified with a significant reading deficiency. State policy requires the use of an approved assessment tool to measure school readiness at kindergarten entry. Approved kindergarten school readiness assessments include: TS GOLD, HighScope COR for Kindergarten, and DRDP-K. In addition, state policy requires interim assessment for all kindergarteners in the area of literacy. Approved interim reading assessments include: Aimsweb; i-Ready; DIBELS Next; IDEL; FAST; ISIP ER Istation (English and Spanish); PALS (English and Spanish); and STAR. Approved diagnostic assessments include i-Ready, PALS Marketplace Phonological Awareness (English and Spanish), STAR Early Literacy Assessment, NWEA-CPAA, PPVT, TVIP, VRMT-III, DIBELS Deep, Amplify Burst Reading Assessments, and Woodcock-Munoz LS. Approved optional summative assessments include i-Ready, NWEA-MPG, and Terra Nova.

[21] District Advisory Councils visit all settings providing CPP enrollment and use Colorado Quality Standards and program walk-through checklist two times per year to identify strengths and areas for growth. Although not required, many districts serving CPP use ERS/ECERS and CLASS for classroom observations and participate in the state QRIS.

[22] In 2017-2018, 43% of early childhood care and education programs funded by CPP had achieved a high-quality rating (Levels 3-5). All licensed programs are automatically a Level 1 in the state QRIS; it is the local program's decision whether to fully engage to achieve a higher level.

[23] All children funded by CPP have been part of the education department's longitudinal data system since the 2003-2004 school year. More recently, preschool special education records have been integrated into the system. The Colorado Department of Education (CDE) has used this system for multiple longitudinal analyses. In 2018, Colorado completed work on its Early Childhood Participation Project which matched early childhood records from the CDE and Colorado Department of Human Services. The resulting report allowed for unduplicated counts of children who participated in Preschool Special Education (Part B/Section 619), Early Intervention (Part C), Colorado Child Care Assistance Program, and/or CPP. A concurrent pilot and feasibility study also matched these programs/services with Head Start records from several pilot Head Start grantees.

CONNECTICUT - Connecticut Child Day Care Contracts (CDCC)

[1] Child Day Care Contracts (CDCC) are with individual contractors which by statute may be municipalities, human resource development agencies, or nonprofit corporations. Contractors may serve multiple towns. No towns are required to offer these services and the funds are currently distributed through purchase of service contracts.

[2] Funds are secured by purchase of service contracts. Sites are funded under two year contracts.

[3] There are 3,817 children served through Child Day Care Contracts, which includes 2,178 preschool-aged children.

[4] There are a total of 740 PDG spaces in Connecticut. This includes 439 expansion spaces, which are not included in enrollment totals for any of the three state-funded preschool programs in this report, and 301 enhanced spaces, with 256 included in the School Readiness enrollment total and 45 included in the CDCC enrollment total.

[5] CDCC programs are required to be in operation for 10 hours per day; however, children do not necessarily attend for the full amount of time. For those enrolled in part-day and wrap-around services, the total hours per day provided through both programs must total 10 hours.

[6] Programs generally operate for 52 weeks a year; however, they are allowed up to 22 days of closure per year. Funding for this program is a combination of state and federal (SSBG) funds, with differing income thresholds for the two funding sources. Therefore, it is not possible to break down how many hours per year were funded with state funds.

[7] Children may enroll in preschool spaces funded by CDCC at any point of the year, however a preschooler must be at least 3 years old by January 1st as required by licensing to begin preschool in the fall.

[8] Eligibility is re-assessed annually based on family income (75% SMI for state funds and 200% FPL for federal funds). If a child meets eligibility upon enrollment, they remain eligible until they age out of the program, but the family pays a higher fee if their income changes.

[9] The legislative requirements regarding DLLs begin at kindergarten.

[10] The state legislation regarding suspension/expulsion in preschool defines "preschool program provider" as a local or regional board of education, state or local charter school or inter-district magnet school that offers a preschool program. OEC state-funded preschool programs do not fall under this legislation if they are not operated by an LEA/charter school or magnet school. Yet the OEC believes in the principles and guiding values behind the intent of legislation regarding suspension/expulsion and we are currently trying to implement broad-based expulsion policies and supports throughout all state-funded early childhood programs not just those operated by LEAs.

[11] Crosswalks were completed to document the alignment of the CT ELDS to the Next Generation Science Standards and CT's new Social Studies Framework. A crosswalk to document alignment with the Head Start Early Learning Outcomes Framework has been completed and will be available in 2018.

[12] CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. Series of documents also available: "Using the CT ELDS to Support All Children" available and embedded in PD available and embedded in PD Aligned framework for formative assessment tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS)

[13] Child assessments are required to be aligned with the CT ELDS, but programs can choose the assessment.

[14] Guidance documents available: "Supporting All Children Using the CT ELDS: Building Meaningful Curriculum" includes a curriculum self-assessment tool, which has been used in trainings for administrators. Guidance document on intersection of Standards, Curriculum, and Assessment provided at state funded program meetings. Curriculum work will be embedded in QRIS and will be based upon Curriculum Self-Assessment Tool.

[15] Programs selecting the curriculum focus area for QRIS will have a measure of fidelity of curriculum implementation to achieve Star Level 5.

[16] Until June 30, 2020 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree as outlined in https://www.ct.gov/oec/lib/oec/gp_a-01_legislative_requirements_for_staff_qualifications_in_state-funded_programs.pdf Between July 1, 2020 and June 30, 2023 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have a Bachelor's degree or higher, specific to early childhood, with all remaining lead teachers holding at least an Associate's degree specific to early childhood. On July 1, 2023 or after, 100% of lead teachers across the program must hold a Bachelor's degree specific to early childhood. For specific details regarding variations, such as grandfathering and certification options please see the general policy website.

[17] A second program staff person who works under supervision of the head teacher shall be at least 18 years old and have at least one of the following: (1) a high school diploma, (2) an equivalency certificate, or (3) at least 540 hours of documented experience in working with unrelated children of the same age(s) to be served in this child day care center or group day care home. Assistant teachers in public and nonpublic settings must meet either NAEYC or Head Start requirements within 3 years.

[18] CDCC programs are required to be licensed, which requires PD for staff that totals 1% of the total annual hours worked. Content may include, but is not limited to, ECE and CD, licensing and regulations, health issues, nutrition, first aid, social services, child abuse laws, and programming for children with disabilities or special health care needs. Programs are required to develop, implement, and maintain a written PD plan and to document and maintain the PD plan for each program staff member and make it available for review. PD required under new CCDF rules may count toward the annual PD requirement.

[19] Teachers who do not meet qualifications requirements for QSM must have a written PD plan. If teachers seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Teacher Assistants who do not meet qualifications requirements may have a PD plan if they intend to achieve QSM status. If they seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education.

[20] For the "other" category: 16 teachers (5%) had one-year certification/30 ECE credits; 1 teacher had an advanced degree; and 58 classrooms (17.8%) did not identify a lead teacher.

[21] CT has a workforce report viewed by the General Assembly outlining a plan for compensation but no action has been taken.

[22] Coaching is a modality tied to CT's technical assistance system by which providers can access the service to enhance instruction around the CT ELDS, the Core Competencies, the Pyramid Model, and individualized supports as both a fee for service or paid for by the state.

[23] Funding amounts are allocations, not actual expenditures. Effective October 1, 2017, the Child Day Care program was no longer supported through CCDF and as a result, the program was only partially supported through Federal funds (3 months).

[24] The Connecticut Kindergarten Entrance Inventory was developed by the state for kindergarten teachers to provide a global rating of children across four areas of development.

[25] The structured observation is only required for programs that are not NAEYC accredited or Head Start approved. In addition, Local School Readiness Liaisons are required to observe programs/classrooms at least annually. School Readiness Liaisons provide feedback to programs. Only programs that are not NAEYC accredited or Head Start approved are required to have an ECERS-3 by a state approved, reliable ECERS-3 rater. State approved raters are trained by ERSI staff.

[26] The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at minimum ever 10 visits.

[27] Raters provide a detailed report of the observation to the program, and to the state for the programs that are not yet NAEYC accredited or Head Start approved. Programs are expected to use the data to create an improvement plan which leads to NAEYC accreditation.

[28] Compliance Monitoring ensures that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding; Experiencing licensing compliance challenges; Non-compliant with approval system requirements including reporting and required criteria; Chronically under enrolled; Non-compliant with OEC reporting requirements, General Policies, or legislation; Enrolling families in OEC funded spaces that do not meet income eligibility requirements; Experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. The PDG Grant Manager will join the monitoring team as funding dictates.

[29] The state has recently created P20 WIN (preschool through 20 and Workforce Information Network), which securely links education and workforce data to provide answers to help improve education programs and workforce alignment. Currently the following state agencies are a part of this network: OEC; State Department of Education; Board of Regents for Higher Education; University of Connecticut; Department of Labor; Connecticut Conference of Independent Colleges; Office of Policy and Management.

CONNECTICUT - Connecticut School Readiness

[1] Of the 67 communities, 21 are priority districts and 46 are competitive municipalities as defined by legislation. The 21 priority school districts are not required to participate in the School Readiness Program, but funds are available to all eligible districts.

[2] There are a total of 740 PDG spaces in Connecticut. This includes 439 expansion spaces, which are not included in enrollment totals for any of the three state-funded preschool programs in this report, and 301 enhanced spaces, with 256 included in the School Readiness enrollment total and 45 included in the CDCC enrollment total.

[3] Operating schedules are locally determined and hours vary by program. Extended-day programs operate 10 hours per day, 50 weeks per year, while school-day programs operate 6 hours per day, 180 days per year. Part-day programs operate 2.5 hours per day, 180 days per year. Funding from another source can be used to extend programs.

[4] As defined by legislation, communities may allow a small number of kindergarten-eligible children to remain in the program (up to 5% 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 will not enter kindergarten.

[5] All families, regardless of income levels, can apply for School Readiness spaces in Competitive and Priority municipalities. However, 60% of the children enrolled in each municipality must meet the income requirement of being at or below 75% of SMI.

[6] All children remain eligible for the program but the fee is reassessed annually and residency is verified (although a School Readiness Council does have the local option whether to accept non-residents). Parent fees can change depending on a change of income and/or family size. Programs work with families to keep children enrolled.

[7] Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in school 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.

[8] Programs are not required to conduct screenings, but they are required to refer children who may need to be screened. This includes: vision, hearing, height/weight/BMI, blood pressure, immunizations, psychosocial/behavioral, dental, developmental, full physical exam.

[9] The legislative requirements regarding DLLs begin at kindergarten.

[10] The state legislation regarding suspension/expulsion in preschool defines "preschool program provider" as a local or regional board of education, state or local charter school or inter-district magnet school that offers a preschool program. OEC state-funded preschool programs do not fall under this legislation if they are not operated by an LEA/charter school or magnet school. Yet the OEC believes in the principles and guiding values behind the intent of legislation regarding suspension/expulsion and we are currently trying to implement broad-based expulsion policies and supports throughout all state-funded early childhood programs not just those operated by LEAs.

[11] Crosswalks were completed to document the alignment of the CT ELDS to the Next Generation Science Standards and CT's new Social Studies Framework. A crosswalk to document alignment with the Head Start Early Learning Outcomes Framework has been completed and will be available in 2018.

[12] CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. Series of documents also available: "Using the CT ELDS to Support All Children" available and embedded in PD available and embedded in PD Aligned framework for formative assessment tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS)

[13] Child assessments are required to be aligned with the CT ELDS, but programs can choose the assessment.

[14] Guidance documents available: "Supporting All Children Using the CT ELDS: Building Meaningful Curriculum" includes a curriculum self-assessment tool, which has been used in trainings for administrators. Guidance document on intersection of Standards, Curriculum, and Assessment provided at state funded program meetings. Curriculum work will be embedded in QRIS and will be based upon Curriculum Self-Assessment Tool.

[15] Programs selecting the curriculum focus area for QRIS will have a measure of fidelity of curriculum implementation to achieve Star Level 5.

[16] Until June 30, 2020 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree as outlined in https://www.ct.gov/oec/lib/oec/gp_a-01_legislative_requirements_for_staff_qualifications_in_state-funded_programs.pdf. Between July 1, 2020 and June 30, 2023 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have a Bachelor's degree or higher, specific to early childhood, with all remaining lead teachers holding at least an Associate's degree specific to early childhood. On July 1, 2023 or after, 100% of lead teachers across the program must hold a Bachelor's degree specific to early childhood. For specific details regarding variations, such as grandfathering and certification options please see the general policy website.

[17] Programs must meet either NAEYC or Head Start requirements for assistant teachers within three years. For licensed programs (non-public schools) a second program staff person who works under supervision of the head teacher shall be at least 18 years old and have at least one of the following: (A) a high school diploma, or (B) an equivalency certificate, or (C) at least five hundred and forty (540) hours documented experience in working with unrelated children of the same age(s) to be served in this child day care center or group day care home.

[18] If a non-public school teacher has not achieved QSM status, they are required to have a written PD plan. If they seek scholarship funds from the state, a formal plan of study is required from the institute of higher education.

[19] For the "other" category: 14 teachers (1.77%) had one-year certification/30 ECE credits; 4 teachers had an advanced degree; and 55 classrooms (6.96%) did not identify a lead teacher.

[20] CT has a workforce report viewed by the General Assembly outlining a plan for compensation but no action has been taken.

[21] Coaching is a modality tied to CT's technical assistance system by which providers can access the service to enhance instruction around the CT ELDS, the Core Competencies, the Pyramid Model, and individualized supports as both a fee for service or paid for by the state.

[22] Federal sources are CCDF funds. Non-required local sources are state funds used to supplement PDG non-eligible children in PDG classrooms and parent fees collected directly by the programs using a sliding fee scale.

[23] The funding level is based on previous year's space capacity and local requests for proposals addressing ability to increase capacity.

[24] Programs may use any curriculum and assessment that is aligned with the CT Early Learning and Development Standards. There is no policy regarding how the pre-K assessment data are used. Communities have been known to use this data to guide teacher training and PD, make decisions about kindergarten enrollment, to adjust curricula and track child and program outcomes over time.

[25] The Connecticut Kindergarten Entrance Inventory was developed by the state for kindergarten teachers to provide a global rating of children across four areas of development.

[26] The structured observation is only required for programs that are not NAEYC accredited or Head Start approved. In addition, Local School Readiness Liaisons are required to observe programs/classrooms at least annually. School Readiness Liaisons provide feedback to programs. Only programs that are not NAEYC accredited or Head Start approved are required to have an ECERS-3 by a state approved, reliable ECERS-3 rater. State approved raters are trained by ERSI staff.

[27] The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at minimum ever 10 visits.

[28] Raters provide a detailed report of the observation to the program, and to the state for the programs that are not yet NAEYC accredited or Head Start approved. Programs are expected to use the data to create an improvement plan which leads to NAEYC accreditation.

[29] Compliance Monitoring ensures that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding; Experiencing licensing compliance challenges; Non-compliant with approval system requirements including reporting and required criteria; Chronically under enrolled; Non-compliant with OEC reporting requirements, General Policies, or legislation; Enrolling families in OEC funded spaces that do not meet income eligibility requirements; Experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. The PDG Grant Manager will join the monitoring team as funding dictates.

[30] The state has recently created P20 WIN (preschool through 20 and Workforce Information Network), which securely links education and workforce data to provide answers to help improve education programs and workforce alignment. Currently the following state agencies are a part of this network: OEC; State Department of Education; Board of Regents for Higher Education; University of Connecticut; Department of Labor; Connecticut Conference of Independent Colleges; Office of Policy and Management.

CONNECTICUT - Connecticut Smart Start

[1] Only local or regional boards of education are eligible to apply for Smart Start program funds.

[2] There are a total of 740 PDG spaces in Connecticut. This includes 439 expansion spaces, which are not included in enrollment totals for any of the three state-funded preschool programs in this report, and 301 enhanced spaces, with 256 included in the School Readiness enrollment total and 45 included in the CDCC enrollment total.

[3] Smart Start programs must operate the same number of days as the rest of the school system, which is a minimum of 180 days per year.

[4] Regarding the minimum age for preschool eligibility, children age 2 years and 9 months may attend, but it is locally determined if they can start prior to their 3rd birthday.

[5] Districts may prioritize enrollment based on local need.

[6] It is a local decision whether to charge tuition. However, if the district chooses to charge tuition, they must use the Office of Early Childhood (OEC) Sliding Fee Scale.

[7] Smart Start does not require comprehensive services, but local School Districts provide a variety of services unique to their communities.

[8] The legislative requirements regarding DLLs begin at kindergarten.

[9] The state legislation regarding suspension/expulsion in preschool defines "preschool program provider" as a local or regional board of education, state or local charter school or inter-district magnet school that offers a preschool program. OEC state-funded preschool programs do not fall under this legislation if they are not operated by an LEA/charter school or magnet school. Yet the OEC believes in the principles and guiding values behind the intent of legislation regarding suspension/expulsion and we are currently trying to implement broad-based expulsion policies and supports throughout all state-funded early childhood programs not just those operated by LEAs.

[10] Crosswalks were completed to document the alignment of the CT ELDS to the Next Generation Science Standards and CT's new Social Studies Framework. A crosswalk to document alignment with the Head Start Early Learning Outcomes Framework has been completed and will be available in 2018.

[11] CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. Series of documents also available: "Using the CT ELDS to Support All Children" available and embedded in PD available and embedded in PD Aligned framework for formative assessment tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS).

[12] Child assessments are required to be aligned with the CT ELDS, but programs can choose the assessment

[13] Guidance documents available: "Supporting All Children Using the CT ELDS: Building Meaningful Curriculum" includes a curriculum self-assessment tool, which has been used in trainings for administrators. Guidance document on intersection of Standards, Curriculum, and Assessment provided at state funded program meetings. Curriculum work will be embedded in QRIS and will be based upon Curriculum Self-Assessment Tool.

[14] Programs selecting this focus area for QRIS will have a measure of fidelity of curriculum implementation to achieve Star Level 5.

[15] The State Department of Education certification, which must include pre-K or early childhood specialization, is required for all Smart Start teachers.

[16] PD is locally determined. Lead Teachers are certified by the State Department of Education (SDE) and must meet SDE professional learning requirements and professional learning plans.

[17] CT has a workforce report viewed by the General Assembly outlining a plan for compensation but no action has been taken.

[18] Coaching is a modality tied to CT's technical assistance system by which providers can access the service to enhance instruction around the CT ELDS, the Core Competencies, the Pyramid Model, and individualized supports as both a fee for service or paid for by the state.

[19] Federal sources are CCDF. Non-required local sources are parent fees.

[20] It has been at the discretion of grantees as to whether they elect to charge tuition or parent fees. CCDF funds can only be collected if fees are charged for the program.

[21] The Connecticut Kindergarten Entrance Inventory was developed by the state for kindergarten teachers to provide a global rating of children across four areas of development.

[22] The structured observation is only required for programs that are not NAEYC accredited or Head Start approved. In addition, Local School Readiness Liaisons are required to observe programs/classrooms at least annually. School Readiness Liaisons provide feedback to programs. Only programs that are not NAEYC accredited or Head Start approved are required to have an ECERS-3 by a state approved, reliable ECERS-3 rater. State approved raters are trained by ERSI staff.

[23] The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at minimum ever 10 visits.

[24] Raters provide a detailed report of the observation to the program, and to the state for the programs that are not yet NAEYC accredited or Head Start approved. Programs are expected to use the data to create an improvement plan which leads to NAEYC accreditation.

[25] Compliance Monitoring ensures that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding; Experiencing licensing compliance challenges; Non-compliant with approval system requirements including reporting and required criteria; Chronically under enrolled; Non-compliant with OEC reporting requirements, General Policies, or legislation; Enrolling families in OEC funded spaces that do not meet income eligibility requirements; Experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. The PDG Grant Manager will join the monitoring team as funding dictates.

[26] The state has recently created P20 WIN (preschool through 20 and Workforce Information Network), which securely links education and workforce data to provide answers to help improve education programs and workforce alignment. Currently the following state agencies are a part of this network: OEC; State Department of Education; Board of Regents for Higher Education; University of Connecticut; Department of Labor; Connecticut Conference of Independent Colleges; Office of Policy and Management.

DELAWARE - Delaware Early Childhood Assistance Program (ECAP)

[1] The total number of children is the number of seats funded by the DDOE OEL. Enrollment numbers by age reflect children who were enrolled and left the program; seats are filled within 30 days as per Head Start Program Performance Standards.

[2] Head Start programs in Delaware also have ECAP-funded children enrolled, but the State does not track the braiding or blending of funding.

[3] The income requirement is determined per the Head Start Program Performance Standards, at 100% of FPL.

[4] Programs are required to provide a minimum of 3.5 hours of direct service per day. Schedule requirements are indicated by the Head Start Program Performance Standards (HSPPS) and Delaware's QRIS requirements. Programs that operate longer than 3.5 hours per day have funding from multiple sources to support the additional service hours. Some ECAPs align with school district schedules. Some programs use state subsidy (Purchase of Care) dollars to extend the program day for children. Programs operate for at least 9 months but do not necessarily follow school district calendars. The program year for state-funded ECAPs is based on the state fiscal year and extends from July 1st through June 30th of the following year; programs determine operating schedules within this program year.

[5] Programs provide high-quality educational and comprehensive services to children for at least one hundred and sixty (160) days per year, five (5) days per week, and three and a half (3.5) hours per day with ECAP funding.

[6] ECAP funding supports enrollment of eligible preschool-aged children, defined as at least three-years-old after August 31st to kindergarten eligibility age, at most five-years-old on or before August 31st of the respective program year.

[7] There is no state policy on exceptions to the age requirement for kindergarten entry; this is a local school district decision.

[8] ECAP-funded children must meet the federal Head Start Program Performance Standards (HSPPS) eligibility guidelines. Ten percent of available slots must be provided for children with disabilities; programs can apply for waivers to this requirement. Effective as of the Head Start Act of 2007, 35% of enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL.

[9] As per the federal Head Start Program Performance Standards, each program establishes selection criteria annually based on community needs identified in its community needs assessment; this may result in identification of additional risk factors.

[10] Delaware follows the Head Start Program Performance Standards.

[11] At least one meal is required; which meal is offered depends on the duration of the day and the start and end time.

[12] ECAPs follow the requirements for screenings per the federal Head Start Program Performance Standards. Depending on the screening, these are conducted within the first 45 or 90 calendar days of the program year. Screening procedures are locally determined.

[13] ECAPs follows Head Start Program Performance Standards which require comprehensive services.

[14] DDOE has created materials to guide processes. Additionally, Delaware has an "Expanding Inclusive Opportunities" committee that has created publications regarding best practices in inclusion classrooms and will be completing the ECTA self-assessment on inclusionary practices.

[15] DE ESSA Final Plan: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/208/DE_consolidatedstateplan.FINAL%2011.5.18.pdf; T

[16] Curriculum decision-making and implementation is guided by Delaware Stars for Early Success, Delaware's Quality Rating and Improvement System. All ECAPs are a Star 4 or 5, and thus follow curricula guidelines and receive technical assistance as a Stars Level 4 or 5 center.

[17] All ECAP programs participate in the state QRIS. The state QRIS has technical assistants who work with programs to ensure curriculum is implemented with fidelity.

[18] Delaware Stars approved curricula lists can be found here: http://www.delawarestars.udel.edu/curriculum-and-assessment/

[19] Federal Head Start Program Performance Standards require at least an associate degree in early childhood education or a related field in addition to coursework equivalent to a major relating to early childhood education and experience teaching preschool-age children. Lead teachers in both public and private settings must meet these requirements. All other certifications and specializations are either not required or required by a particular school district (state and federal requirements are dictated by the funding source).

[20] Federal Head Start Program Performance Standards require that assistant teachers must have at least a CDA, be enrolled in a program leading to an associate or baccalaureate degree, or be enrolled in a CDA program to be completed within 2 years. Assistant teachers in public schools are most likely paraprofessionals, which requires an associate degree, high school diploma or equivalent, or a qualifying score on the Para Pro assessment.

[21] New teachers employed by public schools are a part of a statewide mentoring program. Nonpublic school teachers were not subject to the 2016 Head Start Program Performance Standards revisions that require coaching in the 2017-2018 program year.

[22] As per the Head Start Program Performance Standards, for dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement

research-based teaching practices that support their development.

[23] ECAPs can braid and blend other funding to support their entire program. ECAP funding supports "seats" for children within existing programs.

[24] TS GOLD is a continuous, formative, observational assessment with three checkpoint periods throughout the year.

[25] All programs use MyTeachingStrategies (formally TS GOLD) because the State funds child portfolios for all Star 4 and 5 programs.

[26] Delaware uses a reduced number of TS GOLD objectives within the domains of social-emotional, physical, cognition, math, language and literacy for its KEA. This is called the Delaware Early Learner Survey. Teachers have 30 days from the start of the school year to observe all of their students and an additional 15 days for data input online.

DISTRICT OF COLUMBIA - D.C. Public Pre-K

[1] The District uses a mixed-delivery system operating across three sectors for pre-K services, including traditional public schools (DCPS), public charter schools (PCS), and publicly-funded community-based organizations (CBOs). The District of Columbia Public Schools (DCPS) provides publicly-funded pre-K that is open to all DC residents. DCPS receives funding at the Uniform Per Student Formula Funding (UPSFF) level for students participating in pre-K classrooms. Additionally, DCPS receives Head Start funding, which enables schools to provide comprehensive child and family support services to all students enrolled in Title I schools through implementation of the Head Start School-Wide Model. Public charter schools (PCS) provide publicly-funded pre-K that is open to all DC residents. While PCS receive funding at the UPSFF level from the District government, they operate independently from the traditional public school system. Each PCS is authorized and monitored by the DC Public Charter School Board (PCSB). Through a partnership with the United Planning Organization, select PCS sites also receive Head Start funding to support pre-K programming. Community-based organizations (CBOs) that achieve and maintain a high-quality designation under the Pre-K Enhancement and Expansion Act, provide publicly-funded pre-K that is open to all DC residents. These CBOs receive an allocation of funding to supplement funds received through the District's subsidized child care program and the federal Head Start program up to the UPSFF level for each student served.

[2] Across the District's eight Wards, pre-K is offered in 38 out of 67 Local Education Agencies. An additional 23 pre-K programs are offered in community-based organizations (CBOs).

[3] Most elementary schools in DCPS and DC PCSs offer pre-K for age-eligible students. Additionally, the pre-K grant is available to high quality community-based organizations (CBOs). PCS sites that are approved to provide pre-k (by way of the school's charter) may offer pre-k to any student that meets the District residency and age eligibility requirements.

[4] The enrollment breakdowns were updated after the Yearbook was published, so the numbers reported in Appendix A may be slightly different from initial publication.

[5] In DC, Head Start programs are offered in Title I public schools and private child development centers. These schools and centers serve children who are funded by Head Start, as well as children not funded by Head Start. To provide unduplicated counts, Head Start is excluded.

[6] DCPS Title I-eligible pre-K classrooms incorporate Head Start services through a blended classroom model, in which federal Head Start and local pre-K funding are combined to offer a more comprehensive set of education services for at-risk children. Additionally, DC partners with community-based Head Start programs to extend the day by layering local and federal funds. This layered funding model supports before and after care to ensure eligible children receive a full day of care.

[7] A small number of LEAs may use later cutoff dates.

[8] Although the District has a stated age eligibility policy, there are some exceptions such that families may request that their children be allowed to enroll in pre-K programs in LEAs. In the 2017-2018 school year, 100 children who were age-eligible for kindergarten were enrolled in either DCPS and/or PCS pre-K programs.

[9] Ratios and group size requirements are indicated for the sector (e.g. applicable to DCPS and CBOs). Ratios and group size requirements are based on the age of the youngest child in the classroom. PCSs have independent authority to develop their own set of guidelines/program standards for classes within each school.

[10] Only DCPS Title I schools are required to have these screenings. All students enrolled in DCPS, PCS and CBOs must have a completed DC Universal Health Certificate, completed and signed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, and completion of immunizations. The required components of the physical exam as set by DC's EPSDT can be found at https://www.dchealthcheck.net/trainings/exam/exam.html. In PCS, schools with nurses give vision and hearing screenings as part of services. DC provides funding to DC health (Dept. of Health) to provide nurses in schools with an approved nurse's suite. They do not provide funds directly to schools for nurses. DC Health contracts with Children's School Services (a division of Children's National Medical Center) to provide nursing services to DC schools.

[11] All students identified with a potential delay are required to be referred to DC's Early Stages program.

[12] In DCPS, 59 of 78 pre-K programs are Title I and therefore meet this requirement through our Head Start School-Wide Model based in Title 1 elementary schools. PCS are not required to offer these services though they report that they are offered.

[13] DCPS requires PD for preschool teachers who serve children with special needs and requires coaching for preschool teachers about children with special needs. Regarding the limit of the number/proportion of children with IEPs, there is no policy that limits the number of children enrolled with IEPs in a classroom. If an enrolled child is identified as requiring an IEP and the child can be served in an inclusive setting, the child will remain enrolled in their current classroom rather than be transferred to a different one.

[14] The District provides policy guidance for identification and placement services (for DLLs) to all state-funded LEAs (public schools and public charter schools preschool programs). If the OSSE Home Language Survey indicates that a language other than English is spoken in the home, the student is screened using the Preschool IDEA Oral Language Proficiency Test (Pre-IPT Oral). If the child is not fluent, then they will be designated as EL and receive EL services. Additionally, DCPS early childhood education division created two new coaching positions focused on supporting DLLs and building capacity among coaches assigned to schools with higher proportions of DLL students.

[15] The Pre-K Student Discipline Act of 2015 prohibits publicly funded pre-K programs from suspending or expelling pre-K students. If a DCPS coach or family service team member is made aware of an inappropriate suspension/expulsion of an early childhood education student, he/she reports the incident and works with the principal to implement supports for the children that allows the student to remain in the school.

[16] DC's Common Core Early Learning Standards include content for children from birth through kindergarten.

[17] PCSs are not required to and do not maintain an approved list of curricula. A charter school must submit their comprehensive curricula (which includes standards, resources/instructional materials, methods of instruction, and formative assessments) as part of the charter application. When a school is approved to operate, DC PCSB is also approving the proposed curricula.

[18] D.C. provides pre-K programming through three sectors: DCPS, PCSs, and in CBOs. Each sector has different teacher requirements. DCPS: Lead teachers must have a Bachelor's degree; pass a core Praxis test in reading, writing and math; and pass a Principles of Learning & Teaching - Early Childhood test that verifies their content knowledge. PCS: The state gives Public charter schools the authority to establish their own requirements for teacher education and credentials. CBOs: Lead teachers must have a Bachelor's degree in child development, early childhood education, or child and family studies. Alternately, a lead teacher is qualified to teach if they hold a Bachelor's degree in a field other than child development, early childhood education, or child and family studies and have 18 credits in early childhood education.

[19] In DCPS, assistant teachers must have a CDA. The state gives PCSs the authority to establish their own requirements for teacher education and credentials. In CBOs, assistant teachers must hold at least an Associate's degree (AA) in child development, early childhood education, or child and family studies. Alternately, they must hold an AA in a field other than child development, early childhood education, or child and family studies and have 9 credits in early childhood education.

[20] DCPS requires teachers to receive ongoing classroom-embedded support such as coaching and mentoring. Ongoing classroom-embedded support is not required for assistant teachers in DCPS; however, many schools require teaching teams to be coached together. PCSs determine the type of training teachers receive.

[21] All DCPS and CBO Lead Teachers are required to have a BA (at a minimum) to teach in pre-K.

[22] DCPS requires salary and fringe benefit parity for lead Teachers, including same starting salary, retirement benefits, and health care as K-3 for all years of service. Additionally, the DCPS salary schedule is prorated for differences in length of work day or year. For PCS, salary and/or fringe benefit parity for lead teachers is under the exclusive control of charter schools. CBOs that are designated high-quality through the Pre-K Enhancement and Expansion Program are required to pay Lead Teachers and Assistant Teachers the same as that indicated on the DCPS pay scale.

[23] For PCS, requirements and/or supports are under the exclusive control of charter schools.

[24] DCPS preschool teachers receive professional development at their schools on an ongoing basis and are compensated the same as their colleagues in K-3 grades. For PCS, requirements regarding paid time for professional responsibilities and/or PD days are under the exclusive control of charter schools.

[25] DCPS preschool teachers, like all other DCPS teachers, are members of the Washington Teachers Union and covered by the Union's collective bargaining agreement with the District. For PCS, charter schools have exclusive control for collective bargaining agreement matters for Lead Teachers working in the District's state-funded preschool program.

[26] In DCPS, educational aides can work 60-, 70- or 80-hour tours of duty (per two-week period) and can be either 10 or 12 month employees. As a result, their compensation is calculated on an hourly basis rather than annually. All DCPS aides are on the EG/DS-04 grade, with steps determined by seniority. The majority of the aides are 10 month employees on 35-hour work weeks. This figure assumes an employee in such position on step 4.

[27] Educational Aides in DCPS are covered by the LEAs agreement with the American Federation of State, County and Municipal Employees (AFCSME). For PCS, charter schools have exclusive control for collective bargaining agreement matters for assistant teachers working in the District's state-funded preschool program.

[28] The dedicated revenue sources are: Agency Program Activity CSG; GD0 Office of the State Superintendent of Education (OSSE); E800 - Division of Early Learning; E806 - Pre-K Enhancement and Expansion Program; 50-Subsidies.

[29] DC's Uniform Per-Student Spending Formula (UPSFF) links program funding to student enrollment. Each year, the District sets a "foundation level" of funding for each student. Various adjusted amounts (called "weightings") are added to the foundation for students at certain grade levels, or with certain characteristics.

[30] DCPS classrooms are required to use TS GOLD. PCSs have the authority to select their own child assessment. In pre-K CBOs, child assessment tools are required to be aligned with the curriculum selected by pre-K programs. The curriculum must also be aligned with the Common Core Early Learning Standards.

[31] DCPS and CBO teachers are required to complete Inter-Rater Reliability training annually to ensure reliability.

[32] Each data collector holds a current CLASS Pre-K certification through Teachstone. Data collectors participate in monthly calibration activities to ensure on-going reliability with the CLASS measure. A random sample of the classrooms are 'double-coded' to ensure sufficient inter-rater reliability. Each data collector is screened for fidelity to data collection protocols during actual observation visits. Data collectors must pass the fidelity check in order to continue collecting data for the vendor.

[33] CBOs, PCSs and DCPS receive program level reports identifying areas of strength and areas needing improvements. Additionally, DC convenes program administrators and education leaders for data engagement meetings annually to review and use/apply their CLASS data to inform decisions such as PD training, classroom instructions, and other program improvements.

[34] CBOs participating in subsidized child care or providing public pre-K are required to be part of the QRIS system. DCPS and PCSs are required to be part of an accountability system that is aligned with the state's QRIS.

FLORIDA - Florida Voluntary Prekindergarten Program (VPK)

[1] All school districts are required to offer the 300-hour VPK program during the summer.

[2] Enrollment by setting does not add up to the total enrollment because they come from different data sources.

[3] Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Specialized Instructional Services programs offer reimbursement for services to children with disabilities for whom a traditional VPK program may not be appropriate. The funding for these specialized services for children with disabilities is equal to that for children in traditional school-year or summer VPK programs and is used in lieu of attending a traditional VPK program. The school-year program cannot start earlier than two weeks before Labor Day, or before the first day of school according to the local school district calendar, and must end by June 30. The summer program may run between May 1 and the beginning of the next public school year. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.

[4] Children must be 4 years old on or before September 1 to attend VPK. As of July 2016, parents of young 4-year-olds (those born between February 2 and September 1) could opt to enroll their child in VPK a year later when the child is 5 years old.

[5] 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 children are in care. Meals and snacks are required for extended-day programs.

[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. Referrals for follow-up are recommended by the health professional. For public school programs, referrals for further follow-up are required.

[7] Services for children with disabilities must be delivered according to professionally accepted standards. VPK Specialized Instructional Services allows parents of VPK-age children to choose additional therapies in line with the child's IEP in lieu of attending a traditional VPK classroom.

[8] The standards are aligned with the Kindergarten Florida Standards.

[9] Each VPK provider's curriculum must be developmentally appropriate, designed to prepare a student for early literacy, enhance age-appropriate student progress in attaining state-adopted performance standards, and prepare students to be ready for kindergarten based on the statewide kindergarten screening. VPK providers may select or design the curriculum for their classrooms, unless they are on probation as a result of their kindergarten readiness rates falling below the minimum rate. The legislation implementing the VPK Education Program requires the Office of Early Learning (OEL) to approve curricula for use by private prekindergarten providers and public schools placed on probation as a result of their kindergarten readiness rates falling below the minimum rate adopted by the State Board of Education (SBE). OEL maintains a list of such approved curricula at http://www.floridaearlylearning.com/vpk/vpk-providers/vpk-curriculum. OEL has developed curriculum specifications that align with the new Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017) and is currently conducting a new curriculum review process. OEL developed An Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten. The Educator's Guide provides standards, examples as well as environmental considerations, information on how to use the standards with diverse learners and much more: http://flbt5.floridaearlylearning.com/.

[10] Florida early learning coalitions and school districts monitor providers on probation (private and school district sites) to implement an improvement plan per Florida Administrative Code including the use of an approved curriculum and training.

[11] Lead teachers in the summer program must have a Bachelor's degree or higher in: Early Childhood Education, prekindergarten or primary education, preschool education, family and consumer science, or teacher certification in any area. Lead teachers in the school-year program are required to have a CDA or equivalent, plus specified training about performance standards and emergent literacy training. VPK requires lead teachers, whether working in public or nonpublic school settings, to maintain a valid CDA or the Florida Child Care Professional Credential (FCCPC) equivalent as a minimum credential for the school-year program. A CDA or FCCPC must be renewed every five years. Training in specified performance standards and emergent literacy is also required for school year teachers. Lead teachers in the summer program must have a Bachelor's degree in a specified major and/or teacher certification. All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.

[12] Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training course if employed at a licensed child care facility. This training course is offered by DCF. VPK providers on probation who must complete the Staff Development Plan as a part of their improvement plan, are required to have directors, VPK instructors, and VPK assistants complete several additional trainings.

[13] All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.

[14] VPK teachers in public school VPK programs that are on probation are required to have individualized PD plans. For nonpublic schools, providers on probation must either implement the approved staff development plan including lead and assistant teachers or select a new, approved VPK curriculum. Providers selecting a new curriculum must require lead and assistant teachers to complete the required professional development to implement the curriculum.

[15] Salary schedules and benefits are a district-based decision for public school VPK teachers and an individual business-based decision for private child care center VPK teachers.

[16] Paid time for professional responsibilities and/or PD days is a local decision.

[17] VPK Regional Facilitators are available for coaching public and nonpublic VPK teachers. T.E.A.C.H scholarships are also available.

[18] Funding is appropriated using estimated population counts and the base student allocations.

[19] Subcontracts are permitted with other community programs to help implement the parent outreach component of VPK and also with approved licensed or certified professionals to provide specialized instructional services for children with disabilities.

[20] The State of Florida implemented a new kindergarten readiness screener in the fall of 2017. This assessment was used to evaluate the 2016-2017 VPK program.

[21] VPK programs are required to administer the Florida VPK Assessment. The pre- and post-assessments are required. There is a mid-year assessment but it is not required by law to be administered.

[22] Training is provided online or though a CD that is provided with assessment materials.

[23] The State of Florida used the Star Early Literacy Assessment tool for the first time in the fall of 2017 as the sole instrument of the Florida Kindergarten Readiness Screener.

[24] The OEL VPK Outreach/Awareness and Monitoring Initiative Grant Agreement awarded to all early learning coalitions (ELCs) requires that a sample of VPK providers in the ELC service delivery area be monitored annually.

GEORGIA - Georgia's Pre-K Program

[1] Georgia has a separate state agency governing services for children birth to age five and their families. Bright from the Start: Georgia Department of Early Care and Learning (DECAL) administers Georgia's Pre-K Program.

[2] Children must be 4-years-old by September 1st of the school year they are attending Georgia's Pre-K program. Five-year-olds can participate in the program if they did not previously attend Georgia's Pre-K program or if specific approval is given. The exact number of 5-year-olds is unknown; however, eligible 5-year-olds served are included in the enrollment total.

[3] DECAL partners with child care centers, elementary schools and Head Start programs to offer before- and after-care services. State lottery funds supplement Georgia's federally funded child care subsidy program to provide extended-day services to children whose families meet the eligibility requirements. Pre-K students are an identified priority group for CAPS funding.

[4] Children who are age eligible for kindergarten and attended Pre-K may repeat if the program submits a Retention Request, with supporting documentation, which has been reviewed and approved by DECAL.

[5] The 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 at least until the 2018-2019 school year. However, roster data reports that the average class size is 20 students with a 1:10 ratio.

[6] All programs are required to serve lunch, but if a program participates in the Child and Adult Care Food Program (CACFP), the program is also required to serve a snack during the pre-K day.

[7] All children must receive a nutrition (BMI) assessment. Children in blended Pre-K Program/Head Start classrooms are required to have developmental screenings. All Pre-K programs are required to ask parents if a child has received a developmental health screening and provide a referral and appropriate follow-up to children who have not. Children eligible for Medicaid or PeachCare are required to have a 4-year-old full physical exam.

[8] Additional comprehensive services are offered in the Summer Transition Program (STP). Each STP site is funded to have a Transition Coach to work with families.

[9] During the 2017-2018 school year, there were 169 fully inclusive classrooms with an approved model and full day special education teacher. In addition, there were a total of 2,998 children with an IEP served in Georgia's Pre-K.

[10] DECAL offers a Rising Pre-K (RPK) Summer Transition Program which is targeted to low-income families whose children must be age eligible for Georgia's Pre-K program in the upcoming school year. The RPK program is focused on children whose home language is Spanish. Instruction in these classrooms is in both English and Spanish. Classrooms are staffed with bilingual teachers. During the 2017-2018 summer, DECAL served 868 children in 62 classrooms. The staff-to-child ratio for the RPK is 1:7.

[11] WIDA developed Early English Language Development (E-ELD) Standards that describe the social and academic language DLLs need to process and produce across standards-based curricula in early care and education programs. The E-ELD Standards are aligned with the WIDA K-12 English Language Development Standards and have been cross-walked with Georgia Early Learning and Development Standards (GELDS). The WIDA E-ELD Standards are designed to be used in conjunction with the GELDS to help practitioners concretely connect the linguistic variations and needs of DLLs across all content areas of standards-based curricula and assessments.

[12] DECAL provides a website (www.gelds.decal.ga.gov) which includes resources for families, teachers, and providers on the ELDS. All Pre-K teachers are provided with a GELDS manual and toolbox. PEACH is a newly developed interactive website (www.peach.decal.ga.gov) that provides ELDS-aligned activities for teachers to use in instructional planning. This website allows teachers to develop, save online, and print lesson plans.

[13] All Georgia's Pre-K classrooms are required to use Work Sampling Online (WSO). A correlation between the ELDS and WSO has been developed. All teachers receive professional development and onsite technical assistance on curriculum, lesson planning, and child assessment.

[14] DECAL completes a full curriculum review approximately every 5 years to identify curriculum models that best support Georgia's Pre-K Program. DECAL's approved curriculum list also includes: Alpha Skills Pre-K, Beyond Centers and Circle Time, Big Day for Pre-K, CORE Knowledge, DIG, Frog Street, Galileo, Investigator Club, We Can, and Wings. This curricula list is provided on the DECAL website with guidance regarding selection of a curricula.

[15] Individual programs can request approval to implement a subject-specific curriculum. Last year, programs were eligible to apply for funding to implement the social emotional curricula, Second Step.

[16] Lead teachers must have a minimum of a Bachelor's degree in Early Childhood Education or a related specified field (i.e., Child Development). Twenty-six percent of lead teachers have an advanced ECE degree beyond a BA (1,054 lead teachers have a Master's degree, 127 have a Specialist degree, and 4 teachers have a Doctorate). In addition, 73% of lead teachers hold a Georgia teacher certification issued by the Georgia Professional Standards Commission, which also licenses all K-12 teachers in the state.

[17] A CDA is the minimum requirement for assistant teachers in Georgia's Pre-K Program. However, the majority of assistant teachers (1,604) hold a state paraprofessional license issued by the Georgia Professional Standards Commission. Additionally, many assistant teachers have a higher ECE credential: 235 have a Technical College Diploma, 365 have a Technical College Certificate, 370 have an Associate's degree, 122 have a BA, and 37 have an advanced degree.

[18] DECAL provides a minimum of 12 clock hours of training each year to all Georgia's Pre-K lead and assistant teachers. Training is customized for the participants based on their lead or assistant teacher role. This training is offered free of charge to the staff. Programs are required to document the additional 3 hours of appropriate training.

[19] Pre-K providers are required to develop a written Professional Development Plan for lead and assistant teachers. A Professional Development Plan is used as a tool to help plan a career, guide development, and assess progress toward career goals. The Professional Development Plan for Pre-K staff should include: identified areas for improvement and growth, specific professional learning activities to address these areas (including Pre-K trainings attended), timelines for completion, hours accrued, and reviews of progress toward goals.

[20] All Pre-K programs have an assigned Education Specialist, with an ECE credential and appropriate experience, who provides classroom-embedded technical assistance and coaching in all classrooms and onsite monitoring for programs. In addition, individual teachers are selected to participate in an intensive professional development project focused on improving teacher-child interactions. These teachers are provided on-going in-class coaching, regular observations, and attend monthly professional learning community sessions.

[21] The amount of support or number of coaching visits is differentiated based on teacher and program needs. New teachers receive additional visits, while veteran teachers may only be visited 2 or 3 times a year. Teachers participating in Making the Most of Classroom Interactions (MMCI) PD receive monthly coaching sessions. Teachers in programs that are in the Quality Support Program (Funding Probation) receive, at a minimum, quarterly classroom observations, goal setting, and targeted technical assistance. In addition, teachers who are identified as struggling with classroom management or dealing with challenging behaviors receive Intensive Professional Development from a regional Inclusion Specialist. A total of 34 child care centers that are funded for Pre-K received resources and training to support full implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, which includes classroom embedded coaching.

[22] The number of teachers assigned to a coach depends on the type of service and teacher need. For MMCI, each Specialist supports 10 classrooms. On average, each Pre-K specialist is assigned 100 classrooms; however, the support is differentiated based on need. There are also nine regional Inclusion Specialists. Programs are required to have both system and site level personnel to support Pre-K classrooms, and DECAL provides training and resources to those personnel.

[23] Training is required for both lead and assistant teachers who work in our Rising Pre-K classes in our STP program that is for DLLs.

[24] Georgia's Pre-K Program Guidelines outline policies and requirements for salary and benefits for Pre-K Lead teachers. These are updated annually to reflect any changes.

In addition, any salary or benefit increases for K-12 teachers in the state budget are also allocated in the Pre-K budget annually. This allows for the Pre-K Program to maintain parity with the K-12 system.

[25] Salary requirements are the same for both Public and Private Pre-K teachers (http://www.decal.ga.gov/Prek/GuidelinesandAppendix.aspx). Funding for benefits for Pre-K assistant teachers are allocated in Pre-K grants at the same rate as K-12 teachers. Pre-K teachers employed by local school systems are offered the same benefit package as K-12 teachers. However, private Pre-K programs are allowed to determine benefits at the local level. This allows programs to align Pre-K benefit packages with other employees in the program.

[26] The requirements are the same for Pre-K teachers in both public and private programs. Teachers are required to be paid for professional learning days, overtime for training or PD, and professional expenses including travel. For additional information see: http://www.decal.ga.gov/Prek/GuidelinesandAppendix.aspx

[27] Pre-K lead and assistant teachers are eligible for both the DECAL Scholars program and the Georgia Lottery for Education HOPE program.

[28] Georgia does not have teacher unions.

[29] The Georgia Pre-K Program Guidelines outline policies and requirements for salary and benefits for Pre-K assistant teachers. These are updated annually to reflect any changes. In addition, any salary or benefit increases for K-12 teachers in the state budget are also allocated in the Pre-K budget annually. This allows for the Pre-K Program to maintain parity with the K-12 system. The starting salary for all Georgia's Pre-K assistant teachers is actually higher than the starting salary for K-12 assistant teachers. Funding for benefits for Pre-K assistant teachers are allocated in Pre-K grants at the same rate as K-12 teachers. However, private Pre-K programs are allowed to determine benefits at the local level. This allows programs to align Pre-K benefit packages with other employees in the program. DECAL is working with the Governor's Office of Planning and Budget on possible increases to the benefit rates for all Pre-K teachers.

[30] An additional $5,359,380 in CCDF funding was used to support the Summer Transition Program (STP). STP is a six-week program during the summer which serves children who are in need of additional academic support prior to starting school.

[31] In 2016, DECAL commissioned researchers from Child Trends to conduct an analysis examining the relationship between Pre-K participation and Georgia's Third Grade Assessments (Milestones). This analysis utilized Georgia's Academic and Workforce Analysis and Research Data System (GAAWARDS, https://gosa.georgia.gov/statewide-longitudinal-data-system-ga%E2%80%A2awards). The study found small, but significant associations with Georgia's Pre-K participation and assessment scores. Results and study materials can be found here: http://www.decal.ga.gov/BftS/ThirdGradeAchievement.aspx

[32] Observers must demonstrate annual reliability for all instruments for which they conduct observations. Additionally, all observation data is collected and reviewed by internal research staff to ensure observations are conducted in a manner supporting the reliability and validity measures established for each tool. Annual professional development is provided for observers, and an internal protocol has been established for each observation tool to ensure consistency. Also staff complete joint visits with experts to complete double coding visits to ensure reliability.

[33] The Georgia Kindergarten Inventory of Developing Skills (GKIDS) was developed by Georgia and is administered in all Kindergarten classrooms in the state. GKIDS also includes a kindergarten readiness assessment called the Kindergarten Readiness Check which is administered in the first 6 weeks of school.

[34] Georgia conducts yearly CLASS observations to gather a state baseline. Classrooms are selected to provide a representative snapshot of the program statewide. CLASS observations are provided to programs for program improvement and to support the development of Professional Development Plans. In addition, teachers receive CLASS observations as part of participation in MMCI PD. These observations are used in coaching sessions. For programs participating in the state TQRIS, Quality Rated, classrooms receive ECERS observations. The Teaching Practices Observation Tool (TPOT) is utilized in Intensive Professional Development provided by Inclusion Specialists.

[35] Additionally, all observation data is collected and reviewed by internal research staff to ensure observations are conducted in a manner supporting the reliability and validity measures established for each tool. Annual professional development is provided for observers, and an internal protocol has been established for each observation tool to ensure consistency.

[36] Georgia's Cross Agency Child Data System (CACDS) aligns data from programs and services for children zero to five and their families. Data include state Pre-K Programs, Head Start, Child and Parent Services (childcare subsidy), IDEA Part C and B, Home Visiting, and foster care.

HAWAII - Hawaii's Executive Office on Early Learning Public Pre-Kindergarten Program

[1] Although the Hawaii Department of Education (DOE) does not have authority over the Executive Office on Early Learning (EOEL), EOEL is administratively attached to the DOE.

[2] The Hawaii State Public Charter School Commission will be requesting funds from the legislature in 2019 for 18 Pre-Kindergarten classrooms in order to sustain the program.

[3] The data do not distinguish English-only households from multilingual households where English is spoken. Rather, they reflect the primary language spoken at home. Language spoken by the 30 students whose home language is not English include Samoan/Chuukese/Marshallese/Tongan, Ilokano/Tagalog, and other languages. Data are missing for 7 children.

[4] State funded preschool can only be implemented in the DOE due to Article X of the Hawaii State Constitution which prohibits the use of public funds to support private educational institutions.

[5] Although there is no minimum requirement specifically stated in statute, the understanding is that the publicly funded pre-K program will run on the same calendar and schedule as the DOE public elementary school in which the classrooms are housed. This is the equivalent of 30.5 hours per week.

[6] Priority is given to families who fall into the following at-risk categories: at or below 300% FPL; child disability or developmental delay; history of abuse, neglect, or family violence; homelessness or unstable housing; home language other than English; Parental substance abuse; teen parent; and child history of foster care. However, if a school offering an EOEL Pre-Kindergarten Program is unable to fill all spaces, the income requirement may be waived and the spaces can be offered to families who do not fall into the at-risk categories.

[7] Breakfast is offered before the start of the school day for a fee (unless the student qualifies for free or reduced-price meals).

[8] In order for a child to register and enroll in the EOEL Pre-Kindergarten Program, which is offered on DOE public school campuses, he/she must have completed a physical exam which includes vision, hearing, height/weight, blood pressure, required immunizations, and a TB test.

[9] Parent conferences are offered to all families who have children in DOE schools, which includes pre-K. While transition to kindergarten activities are not a requirement, most DOE schools offer support (determined by individual schools) to students entering kindergarten across the state. Home visits are not required and are done on a voluntary basis by teachers who choose to implement this practice.

[10] Schools must provide ELL services to all students on their campuses.

[11] The state has no policy regarding chronic absenteeism. Attendance is not mandatory for pre-K.

[12] EOEL provides professional learning support to program staff and school leadership as well as partners with the University of Hawaii System on teacher preparation to manage challenging behaviors, recognize trauma, and promote social-emotional development that would prevent suspensions and expulsions. We are planning to introduce legislation to prohibit suspension and expulsion in SY2019-2020.

[13] Hawaii's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.

[14] There is on-going training and feedback provided to teachers with respect to curriculum and instruction.

[15] EOEL has worked with the Hawaii Teacher Standards Board to change licensure requirements relating to early childhood education. Starting January 1, 2020, any individual adding the fields of Early Childhood Education (ECE) PK-3 and ECE PK-K to an existing Hawaii teaching license must complete 30-36 credit hours from a state-approved teacher preparation program in ECE.

[16] Educational assistants can also have a high school diploma and 48 semester credits of baccalaureate level courses from an accredited institution of higher education recognized by the DOE. The 48 semester credits can be from various program or academic areas but 3 must be for math and 3 for English courses. Hawaii is in the process of working on the implementation of a requirement for all assistant teachers in the EOEL Pre-Kindergarten Program to have at least 9 credits of coursework (comparable to a CDA) in Early Childhood or Child Development.

[17] Although there is no state requirement, the union contract requires 21 hours of teacher in-service professional development. All teachers are required to be in the union.

The union contract is negotiated with the state. For EOEL Pre-kindergarten teachers, at least 60 hours of professional development in ECE are offered to teachers per year in addition to the required 21 hours.

[18] Coaching and mentoring support is provided to teachers and assistant teachers. The frequency of coaching and mentoring is dependent upon the knowledge base and skills of the individual teacher and assistant teacher based on self-reporting, ongoing observations by early learning resource teachers and school administrators, as well as the CLASS assessment. Experienced teachers may receive coaching and/or mentoring 1-2 times a month while those needing more support may receive coaching/mentoring 1-2 times per week.

[19] All teachers in the Public Pre-Kindergarten Program are members of the Hawaii State Teachers Association (public school teachers' union) and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-k through 12.

[20] All public school teachers are paid for 2 days per year of planning and collaboration, 21 hours per year (the equivalent of 3 days) of PD, and 535 minutes per week for preparation, meetings, and other professional responsibilities. EOEL Pre-Kindergarten teaching staff receive an additional 10 paid days for the required PD offered by EOEL.

[21] The PDG has provided stipends for program staff, which includes lead and assistant teachers.

[22] All assistant teachers in the EOEL Pre-Kindergarten Program are members of the Hawaii Government Employees Association and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-K through 12.

[23] All state funding comes from the general fund and is specific to the EOEL Pre-Kindergarten Program.

[24] Educators who implement assessments must be trained to use the tool and pass an interrater reliability test.

[25] Feedback is provided through regular coaching and mentoring.

[26] Hawaii does not have a QRIS system in place at this time.

[27] Site visits are conducted through routine coaching and mentoring where support is provided to program staff.

ILLINOIS - Illinois Preschool for All (PFA)

[1] Children from all counties participate. However, funding does not allow for services to be provided to all children whose parents want them to attend.

[2] In order to honor the state's commitment to sustainability through the federal grant, money will be set aside from the FY19 and FY20 state budgets to fund the federal grantees at the same level they receive through the federal funding.

[3] Home languages include Spanish, Mandarin, Tagalog, Vietnamese, French, German, Arabic, Polish, Urdu and others.

[4] There is not a formal partnership, but child care centers are eligible recipients of Preschool for All (PFA) funding and provide wraparound services for the PFA children in their centers.

[5] Children must be 3 years old to enroll in preschool, but children who turn 3 after September 1 may enroll in PFA after turning 3 if there is space in the class. School districts may enroll children in kindergarten before they are age 5 based on local policy.

[6] Low income is one of the risk factors taken into account in determining program eligibility. Programs use an eligibility form that consists of weighted criteria based on risk factors. Programs serve those children most in need in the community as determined by those exhibiting the most at-risk factors.

[7] Vision and hearing screenings must be conducted annually for preschool-age children by technicians or nurses trained and certified by the Illinois Department of Public Health. Evidence of completing the physical exam and immunizations must be provided by October 15. Programs work with parents to ensure children receive dental examinations, but there is no state requirement to report on dental examinations until kindergarten. The physical examination involves all components given on the State of Illinois Certificate of Child Health Examination, including a complete immunization record, medical history, diabetes screening and lead assessments. Students transferring from another Illinois school must present copies of their current Illinois school health records.

[8] Additional information about inclusion policies can be found here: https://www.isbe.net/Documents/Inclusion%20Models%20Color.pdf

[9] Resources for supporting English Learners can be found here: https://www.isbe.net/Documents/preschool_faq.pdf and https://www.isbe.net/Pages/Preschool-English-Language-Learners.aspx

[10] The State will collect chronic absenteeism data in the Student Information System and is currently in the process of developing the rules and guidance to programs to address chronic absenteeism in preschool programs.

[11] Illinois is also a pyramid model state for social and emotional development.

[12] ExceleRate Illinois, the Quality Recognition and Improvement System, provides additional information about child assessment and a list of assessments that are aligned with the Illinois Early Learning and Development Standards (IELDS). Additional information can be found at: http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=51. The Illinois Early Learning Project provides resources, tip sheets, benchmark videos, etc.: (http://www.illinoisearlylearning.org/).

[13] The State does not officially approve curricula; however, programs must choose from among a list of curricula the state has confirmed are aligned to the IELDS. Administrative Rules state programs must use a researched-based curriculum. Curricula that are aligned with our IELDS can be found at excelerateillinois.com.

[14] The teacher assistant in the classroom must hold an Educator License. To be eligible, an individual must be at least 20 years of age and hold a high school diploma or its recognized equivalent (GED) and meet one of the following requirements: (1) Holds an Associate's Degree (or higher) from a regionally accredited institution of higher education, (2) Completed at least 60 semester hours of credit from a regionally accredited institution of higher education, (3) Presents an official score report from Educational Testing Service (ETS) showing a score of 460 or higher on the ParaPro test, or (4) Presents evidence of earning the following scores on the Work Keys test: Reading for Information (4), Writing or Business Writing (3), and Applied Mathematics (4).

[15] Assistant teachers must work under the direct supervision of a licensed teacher.

[16] Each program must have staff development assessment procedures and ongoing PD activities that demonstrate how the results of the assessment were used to inform the program's staff development. Assistant teachers are not required by ISBE licensure to have PD hours, however, the PFA grant requires assistant teachers to have PD plans.

[17] Coaching is provided to teachers in PFA classrooms based on the monitoring report for that PFA program. However, coaching is not required by state policy.

[18] Results from the PFA monitoring visit may result in programs being invited to participate in the PFA Coaching Project. The project is funded by ISBE through the Illinois Resource Center at no cost to programs. Programs receive support, on-site visits, and resources from the PFA Coaching Project to assist in the process of continuous program improvement. PFA coaches are experts in the field of ECE and have extensive experience with PFA. On average, coaches visit their teachers once a month. Coaches also meet with the administrators, often together with the teacher. Length and timing of visits vary based on the experience of the teacher and whether a monitoring visit is scheduled, but 32 hours/year are allowed per teacher and 4 hours/year per administrator. The coach is responsible for using these hours as needed.

[19] The location of the programs and the number of teachers/sites requiring a coach will determine the number of teachers assigned. Often there are more programs located in one or two specific areas of Illinois which would require more programs assigned to coaches. On average there are eight teachers per coach. The number of programs/teachers assigned to each coach does not differ with new teachers.

[20] For additional information, see: https://www.isbe.net/Pages/Preschool-English-Language-Learners.aspx

[21] Public School District salaries and fringes are set by union bargaining agreements at a local level. For our state PFA programs we do not have salary parity for nonpublic school employees, however, parity is required in PFA sites participating in the federal PDG. In those sites, salary must be comparable to the local K-12 school salary schedule.

[22] Program compliance states that teaching staff receive relevant and appropriate PD to drive instructional quality. It is encouraged that the teacher and assistant get planning time and PD time together. Although there is no required number of paid PD days, it is recommended as best practice: https://www.isbe.net/Documents/PFA-Compliance-Checklist.pdf

[23] The State provides funding to the Gateways to Opportunity Scholarship program. The program pays a portion of tuition for eligible professionals working in early care and education or school-age programs who want to earn college credit, credentials, or degrees. Courses taken must be in ECE or CD. See www.ilgateways.org for more

information.

[24] The Early Childhood Block Grant line item appropriation in the State's FY18 budget was $443,738,100 for children ages birth to five.

[25] PFA and PFA Expansion (PFAE) programs are required to use a research based assessment tool that is aligned to the IELDS and that assesses ELL domains, if applicable.

[26] PFA programs can choose any research based assessment tool, but 65% of PFA programs use TS GOLD and 25% use WSS. The state does not require a specific assessment tool. Each program must use a research-based, authentic assessment system that aligns with the curriculum and documents child progress over time. https://www.isbe.net/documents/235ARK.pdf

[27] The teacher must be trained by a certified trainer to use the assessment.

[28] Kindergarten Individual Development Survey (KIDS) was adapted from the DRDP-SR. It has been piloted, field-tested, and calibrated. Fourteen measures have been identified for state reports. For the 2017-2018 school year, all schools must evaluate each kindergarten student based on the 14 measures and report this information to the state. FY18 was the first year of statewide data collection.

[29] The assessors conduct visits along with either the state anchor, who is 90% or above reliable with the authors, or a lead assessor, who has been 90% reliable with the anchor. These reliability visits take place on every sixth or eighth assessment visit, depending on the experience of the assessor (every six for newer assessors and eight for senior assessors). National Louis University maintains a reliability spreadsheet on everyone monitored by their supervisor.

[30] Teacher and program administrators are given ECERS-3 continuous quality improvement reports with reflective questions about their monitoring visits. These questions are used to generate a program's continuous quality improvement plan. These plans are reflected on yearly and updated by the program, and then submitted to the ISBE.

[31] PFA programs located in child care centers do not receive their Excelerate rating from ISBE. They receive a rating as part of the larger center in which they are housed through the child care Excelerate path.

[32] ISBE consultant site visits are conducted on an as needed basis.

IOWA - Iowa Shared Visions

[1] Shared Visions Preschool is in 22 out of 333 school districts in the state; there are 32 grants held within these 22 school districts. Additionally, there are 16 other organizations (including Head Start programs and licensed non-profit child care centers) which provide services through an additional 35 grants.

[2] Children may attend both Shared Visions and Statewide Voluntary Preschool Program (SWVPP) for different portions of the day or different days of the week, allowing for a full- or extended-day. Participation in a program may not be funded by both sources at the same time as supplanting of funds is not allowed.

[3] Special education enrollment is the cumulative number of children served over the course of the grant year. Of the 83 3-year-olds who received special education services, 38 were enrolled with an IEP while 45 were identified for services after enrollment; 42 of the 4-year-olds were enrolled with an IEP and 38 were identified for services after enrollment; one 5-year-old was enrolled with an IEP and four identified after enrollment.

[4] There were 483 children enrolled in a Shared Visions program in which the awarded grantee reported collaboration with a Head Start program/use of Head Start funds. It is unknown how many additional children were enrolled in a Shared Visions program with an extended day provided by a Head Start program if it was not coordinated or due to a partnership with the Shared Visions grantee. Program designs include dual enrollment with braided funds, part-day for each program, and state preschool with Head Start providing wrap-around services.

[5] Community Action Agencies were included in the Head Start category.

[6] All program operating schedules are determined locally and are based on community need in the application process. There are no minimum number of hours per day or days per week required for the Shared Visions Program.

[7] Although there is not a formal partnership at the state level, the grant application requests information related to collaboration. In the 2017-2018 school year, some Shared Visions Programs blended with the SWVPP and/or Head Start programs to increase hours in order to meet the needs of children and families. SWVPP funds may be used to provide school- or extended-day services to children if the program meets NAEYC Standards and adds at least 10 hours of instruction per week by an early childhood endorsed teacher. The daily and annual operating schedules are described as part of the competitive grant application process and address identified needs within the community.

[8] Kindergarten-age eligible children may enroll in Shared Visions if they meet eligibility criteria for income and/or other risk factors.

[9] A minimum of 80% of funded slots must be filled by children whose families are at or below 130% FPL. No more than 20% of funded slots may be filled by children who are over income but meet certain other risk factors. There must be at least one risk factor present for eligibility. Children who are not eligible based on income may enroll provided they are served on a sliding-fee schedule determined at the local level and are eligible according to one or more of the other eligibility criteria. Income eligible children (at or below 130% FPL may not be charged any fees for participation. Additional locally determined risk factors include: parent is incarcerated, parent is illiterate, parent is chronically mentally ill, and other special circumstances which may be interpreted by the local program. Teen parent is defined as under the age of 18. Programs may enroll children who do not meet income or secondary risk factors, but grant funds cannot pay for their participation and they must be at full pay or covered by another funding source.

[10] In accordance with NAEYC Early Learning Program Accreditation Standards and Assessment Items, mixed-age classrooms with 3- and 4-year-olds must not exceed a maximum group size of 20.

[11] The specific meals offered depend on the hours of operation, but programs are required to follow NAEYC criteria. The program must serve meals and snacks at regularly established times; meals and snacks must be at least two hours apart but not more than three hours apart. Depending on whether children attend for a full-day or part-day, as well as if the hours attended are in the morning or afternoon, will determine if breakfast, lunch and/or snack(s) are offered.

[12] Shared Visions Programs must implement NAEYC Program Standards, which require following the American Academy of Pediatrics (AAP) schedule for routine screening. Dental screenings are locally determined, but required as part of the full physical exam for 3-year-old children, per AAP. Screenings are typically conducted prior to enrollment, but children may enroll if not yet screened as long as proof of appointment can be provided.

[13] In general education classrooms, teachers must have an appropriate endorsement that includes early childhood special education. Alternatively, a properly licensed and endorsed teacher must be identified as responsible for special education services in that classroom, and collaborate with the general education teacher.

[14] A home language survey is sent home at the beginning of the school year and is required. Information about enrolled children's program and performance must be presented to families in their home languages. Programs are required to screen and assess all children in their home language.

[15] Children who miss 10% or more of the days they should be in school "for any reason" are considered chronically absent.

[16] The Iowa Early Learning Standards (IELS) were recently revised and are now available, but were not available during the 2017-2018 school year: https://educateiowa.gov/documents/early-childhood-standards/2018/07/iowa-early-learning-standards-3rd-edition

[17] The state has developed a facilitation guide and supporting materials for reflecting on universal instruction. The materials align with the IELS and require programs to ensure curriculum, instruction and assessment are aligned to the IELS. These are available to any interested school district or preschool program.

[18] The Child Development Coordinating Council (state advisory board) Policy and Iowa Code 279.60 require grantees to administer TS GOLD.

[19] Beginning in 2016-2017 and continuing through 2017-2018, materials were made available, including at the preschool grade-level, to support instruction at the universal tier level. Training for curricula adopted by grantees is determined locally, but may occur by the local program, intermediary agencies (e.g., Area Education Agencies (AEAs)), and/or vendors. Existing funds may be used to support PD of Shared Visions staff in the area of curriculum; additional funding is not provided specifically for this purpose.

[20] Curriculum is locally determined but must be research or evidence-based and must align with the IELS. Programs may use grant funds to support curriculum implementation or training. The state offers guidance on criteria for selecting evidence-based curriculum models and materials are available to programs to support instruction at the universal tier level, including the preschool level, regardless of the curricula selected.

[21] Teachers must have training/education/higher education degree in one of four areas (ECE, CD, Elementary Education, or Preschool Special Education). All teachers employed by nonpublic schools must have a minimum of an AA or equivalent, and at least 75% of teachers must also have a minimum of a BA in ECE, CD, Elementary Education, or ECE Special Education, and this training must include the development and learning of children birth through kindergarten. Those without a BA must have an AA in ECE, CD, Elementary Education, or Early Childhood Special Education. Lead teachers in Shared Visions classrooms that are blended with SWVPP are required to

have an early childhood endorsement as part of their teaching license and meet the SWVPP requirements which requires a license in Pre-K, Pre-K - K, Pre-K - 3rd Grade, Birth - K, or Birth - 3rd Grade. The equivalency of an AA degree in ECE (acceptable for 25% of lead teachers in a non-public school) includes at least 60 college/university credits with at least 30 college credits in ECE, CD, elementary education, or ECE Special Education. The equivalency of a BA degree or higher in ECE includes a BA in any discipline and at least 36 college credits in ECE or related fields.

[22] At least 50% of assistant teachers must have a CDA or equivalent and 100% of those without the CDA or equivalent must have a high school diploma and be working toward the CDA or equivalent. An equivalent to the CDA is defined as a minimum of 12 college credits (semester hours) in ECE, CD, Elementary Education, or Early Childhood Special Education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development. A paraprofessional certificate would meet the requirements needed for an assistant teacher.

[23] Per program standards, initial orientation and training of staff members must include health, safety and emergency procedures. All program staff must receive PD in curriculum, assessment, working with diverse families, CD, and working with children with special needs. Staff members with a teaching license must renew their license every five years, including six credit hours of PD. Program standards also require each staff member to have an individualized annual staff development plan but the number of hours is not specified in these requirements. Nonpublic settings must be licensed by the Department of Human Services and require 6 clock hours of PD annually.

[24] Coaching is required for all teachers. For lead teachers in public schools it is required per Iowa Code 284.6. For lead teachers in nonpublic schools and all assistant teachers, it is required by program standards, and locally determined how it will be implemented.

[25] Program standards state that mentoring, coaching, and PD must be included in a program's PD plan, but it is locally developed.

[26] There are explicit salary requirements for state funded pre-K teachers in public schools, but benefits are determined locally. There is a minimum starting salary of $33,500 for lead teachers in public settings. School districts determine the salary schedule for percent increases based on experience. There are no salary requirements for Shared Visions teachers in Head Start or other non-district settings. Link to code: https://www.legis.iowa.gov/docs/code/284.15.pdf

[27] Iowa Code Section 284.6 requires that the school district have a PD plan that includes all teachers, including lead preschool teachers housed in public schools. The district PD plan should include not less than 36 hours of collaboration time, held outside of the minimum school day. For additional information regarding policies for district lead teachers: https://www.legis.iowa.gov/DOCS/ACO/IC/LINC/Section.284.6.pdf

[28] Federal sources are unknown; however, they may be included in the in-kind support reported by grantees and therefore part of the reported local sources.

[29] The line item in the state budget is titled Child Development and is part of the General Fund. It is an annual state appropriation that is contingent on the state legislature. Funds are allocated to the Child Development Coordinating Council for Iowa's Shared Visions Programs. The CDCC awards funding through a competitive grant process.

[30] An evaluation study in 2017 collected baseline data on participating teachers, sites, and students. Evaluators from the University of Iowa's Center for Evaluation and Assessment collaborated with early childhood staff from the Department to conduct a program evaluation to identify the PD needs of the Shared Visions Preschool teachers, to evaluate the extent to which teachers are using TS GOLD according to the grant requirements, and to document how assessment data are used.

[31] There are three checkpoints identified for TS GOLD: in the fall, winter and spring. However, the assessment is administered on an ongoing basis throughout the course of the year to be used for formative assessment and guide instruction.

[32] State procedures for TS GOLD highly recommend that teaching staff complete the Interrater Reliability Certification (IRC) to support reliable use of TS GOLD. The state defines ways to utilize the assessment information and it is a local decision to determine other uses.

[33] Kindergarten assessment requirements in Iowa are related to Early Literacy Implementation law (Iowa Code 279.68) and Iowa Code 279.60. State law requires all kindergarten through third grade students to be assessed at the beginning of the school year and intermittently throughout the year using a Department-approved, universal screening assessment. This is so districts may address additional supports needed to help children be proficient in literacy by the end of third grade. Most districts use FAST; however, districts may use any screener that is state approved for this grade level. Additionally, districts must provide periodic assessments of students who are persistently at risk in reading, and students who are at risk in reading, for the purpose of progress monitoring using a Department-approved progress monitoring assessment.

[34] State law requires an approved literacy screening assessment for kindergartners so districts may address additional supports needed to help children be proficient in literacy by the end of 3rd grade. The state supports, and offers without cost, the use of FAST. Therefore, most districts use FAST; however, districts may use any screener that is Department-approved for this grade level.

[35] All state-funded programs must meet NAEYC Accreditation Criteria and maintain accreditation status as required by Iowa law. This process requires a site visit and formal evaluation every five years, as well as ongoing observation, reflection, and feedback from administrators/supervisors. The state also coordinates support for classrooms to be received from the AEAs (regional supports) which includes classroom observations as often as determined necessary at the local level.

[36] The state does not develop or require a specific classroom observation tool. Tools used will vary depending on the AEA and identified need/request of the local program. Many programs report use of ECERS and CLASS.

[37] State policy requires the implementation of NAEYC program standards, which require teaching staff to receive ongoing reflection and feedback from their supervisors. Additionally, the AEAs must support Shared Visions Programs with program implementation and conduct classroom observations and offer support as determined necessary. The state coordinates communication, meetings, training for the AEAs in order to support consistent levels of support across programs.

[38] Participation in QRIS is a local decision.

[39] The Iowa DOE is working in collaboration with several state agencies and early childhood stakeholders, through a state-university partnership, to establish a governance structure to guide the design, development, and implementation of a statewide integrated administrative data system to enable policy-relevant analysis and evaluation to be conducted in support of Early Childhood Iowa (Iowa's Early Childhood Advisory Council or ECAC) to support a more coordinated, comprehensive system of early care and education.

IOWA - Iowa Statewide Voluntary Preschool Program (SWVPP)

[1] School districts may partner with Head Start and/or community-based preschools. The school district remains responsible for program and fiscal monitoring. Funds flow from the school district to community partners.

[2] The total enrollment is an unduplicated count for the children enrolled in the Statewide Voluntary Preschool Program (SWVPP). These counts include all children served by the SWVPP, including students with IEPs. Not all of these children receive the .5 funding for SWVPP as some children are supported with special education funds or other sources of funding. Children may attend both Shared Visions and SWVPP for different portions of the day or different days of the week, allowing for a full-or extended day. Participation in a program may not be funded by both sources at the same time as supplanting of funds is not allowed. The total number of children who were served by SWVPP but not funded by SWVPP was 1510.

[3] These counts include children with instructional IEPs and support only IEPs (OT, PT, and/or Speech-language therapy). A total of 339 children were on support-only IEPs (nine 3-year-olds; 325 4-year-olds; and five 5-year-olds) and 1,050 children were on instructional IEPs.

[4] Funds may be braided using a full infusion model, where the participation of children in the same classroom is funded by different funding sources, including Head Start and SWVPP funding, or a flip-the-switch model, where full-day participation of children is funded part of the day by SWVPP funding and part of the day by Head Start or other funding (based on eligibility).

[5] Children in the SWVPP may participate in both state-funded preschool and Head Start (dually enrolled); however, information about the ages and numbers of children dually enrolled is not collected systematically. Data collected should be considered an estimate based on interview with Head Start directors of Iowa grantees. Data are only available for 4-year-olds.

[6] The number of children enrolled by location is based on data from Fall 2017 and should be considered an estimate. This information is not collected by the Department of Education, but by the school districts who report to the state. In order to provide an unduplicated count, the number underrepresents (in particular) children who participated in Head Start settings. Head Start classrooms are also located in public schools and private settings, but these children were not double counted.

[7] Programs operate a minimum of 10 hours per week, and the average is about 15 hours per week. Although there is not a formal state partnership to provide extended-day services, partnerships with Head Start or otherwise may exist at the local level to provide school-day programming.

[8] State funding is not provided based on a minimum number of hours annually. State funding is provided based on meeting SWVPP assurances, which include providing a minimum of 10 instructional hours weekly. An estimate is provided for minimum number of hours per year that may be offered based on a 180-day calendar year, accounting for five days to complete required home visits. Many programs offer more than the minimum required weekly hours.

[9] During 2017-2018, children older and younger than 4 years of age could participate if space was available based on group size maximum requirements and SWVPP funds could be used to support their participation based on local school board decision to use its funds for this purpose. Alternatively, kindergarten age-eligible students could generate the full 1.0 funding if they were provided additional hours comparable with part-time kindergarten and are working on the Iowa Core in the pre-K classrooms.

[10] All age-eligible Iowa children may enroll in any participating district. Enrollment is not dependent on the district of residence.

[11] Many programs are only required to offer a snack based on the length of the program day, although it is recommended that they serve a meal. If the program operates more than 15 hours per week, a meal is usually served. The majority of programs provide lunch or breakfast to children who qualify for FRPL.

[12] Record of physical exam within six weeks of enrollment is required based on program standards and criteria. The Iowa Department of Public Health Administrative Code requires that immunizations be current prior to enrollment. While program standards and criteria do not require dental screenings, the majority of programs either require this locally or engage in dental screening practices during the year. The required components of the physical exam would be specified by the program standards being implemented in each classroom (the Iowa Quality Preschool Program Standards, Head Start Program Standards, or accreditation by NAEYC). Program standards and criteria provide guidance for appropriate referral practices in the event that a child has a positive screen.

[13] In general education classrooms, teachers must have an appropriate endorsement that includes early childhood special education. Alternatively, a properly licensed and endorsed teacher must be identified as responsible for special education services in that classroom, and collaborate with the general education teacher.

[14] There were no changes for the 2017-2018 school year regarding policies to support DLLs. A required home language survey is sent home at the beginning of the school year. Information about enrolled children's program and performance must be presented to families in their home languages. Programs are required to screen and assess all children in their home language.

[15] The Iowa Early Learning Standards (IELS) were recently revised and are now available, but were not available during the 2017-2018 school year: https://educateiowa.gov/documents/early-childhood-standards/2018/07/iowa-early-learning-standards-3rd-edition

[16] Iowa Code 279.60 requires district-sponsored programs to administer TS GOLD.

[17] The state offers guidance on criteria for selecting evidence-based curriculum models. Curriculum is locally determined but must be research or evidence-based and must align with the IELS. Programs may use grant funds to support curriculum implementation or training. Training for curricula adopted by programs is determined locally, and may be provided by the local program, intermediate agencies (e.g., Area Education Agencies (AEAs)), and/or vendors. Existing funds may be used to support PD of SWVPP staff in the area of curriculum. Additional funds are not provided specifically for this purpose.

[18] All teachers in the SWVPP have a BA, an Iowa teaching license, and an early childhood endorsement. Appropriate endorsements in Iowa include Pre-K - 3rd Grade, including special education; Pre-K - K; and Pre-K - 3rd Grade. All lead teachers must hold one of these endorsements (and may have additional endorsements). A teacher who holds only an early childhood special education license is not appropriately licensed/endorsed. Required training varies based on the training required for the specific endorsements.

[19] Assistant teacher requirements vary depending upon the overseeing agency. Some classrooms follow Iowa program standards, others NAEYC, and others Head Start. For Iowa standards, teacher assistants may choose the Iowa paraeducator certificate with early childhood or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. A paraeducator certificate is required in Title I schools. If the program operates under NAEYC, annual reports and onsite monitoring require evidence that 50% of assistant teachers have a CDA and the rest are working toward a CDA. NAEYC defines an equivalent to the CDA as 12 college credits in ECE fields.

[20] State policy requires PD but does not specify hours. Guidance recommends that SWVPP teachers have 15 clock hours of PD each year. State policy and guidance does not specify a number of hours of PD annually required for teacher assistants, but does require that teacher assistants receive appropriate PD in ECE. Each staff member should have an individualized PD plan that is used to inform continuous PD.

[21] Districts make PD available to non-district SWVPP teachers in the same manner it is offered to district personnel. Career development for school district preschool teachers shall be addressed in the school district's career development plan and implemented in accordance with Iowa Code section 284.6. The school district shall ensure that program staff members are provided appropriate staff development in ECE.

[22] All teachers in the SWVPP have at minimum a BA, an Iowa teaching license, and an early childhood endorsement.

[23] There are explicit salary requirements for state funded pre-K teachers in public schools, but benefits are determined locally. There is a minimum starting salary of $33,500 for lead teachers in public settings. School districts determine the salary schedule for percent increases based on experience. There are no salary requirements for SWVPP teachers in Head Start or other community based settings. Link to code: https://www.legis.iowa.gov/docs/code/284.15.pdf

[24] Iowa Code Section 284.6 requires that the school district have a PD plan that includes all teachers, including lead preschool teachers. The district PD plan should include not less than 36 hours of collaboration time, held outside of the minimum school day. Link: https://www.legis.iowa.gov/DOCS/ACO/IC/LINC/Section.284.6.pdf

[25] Assistant teachers may have access to Iowa T.E.A.C.H grants (scholarships), but the state does not require this.

[26] The preschool budget enrollment is equal to 50% of the actual enrollment of eligible students participating in the program. Preschool foundation aid is calculated by multiplying the district cost per pupil for the base year times the district's preschool budget enrollment. The revenue provided from the state comes from two primary sources: state foundation aid and property tax and is paid from the State's General Fund. There is a statewide Uniform Levy of $5.40 per $1,000 taxable valuation. State aid is added in an amount necessary to generate the state-supported foundation level of 87.5% of the state cost per pupil. The remaining 12.5% is generated through local property taxes ("additional levy"). References: Iowa Code section 256C.4, section 256C.5, and chapter 257.

[27] Funding flows directly to public schools. Public schools may subcontract 95% of the per-child allocation to Head Start, private preschool/child care centers and/or accredited nonpublic schools. The state does not support religious instruction during the 10 hours per week.

[28] The primary purpose will be to track the progress of students served by the preschool program and the students' performance in elementary and secondary education (including students with IEPs) based on state code requirements for this preschool program. It is anticipated that the evaluation will be conducted during the 2018-2019 school year, an MOU is in process with an institute of higher education in Iowa.

[29] The frequency of TS GOLD in the SWVPP would be based on Iowa Code 279.60 and based on state procedures for administration: https://educateiowa.gov/documents/shared-visions-parent-support-and-preschool-programs/2018/07/iowa-gold-online-procedures

[30] TS GOLD is required and myIGDis are optional. Documentation for science and technology, social studies, and the arts objectives in TS GOLD is not required.

[31] State procedures for TS GOLD is highly recommend that teaching staff complete the Interrater Reliability Certification (IRC) to support reliable use of TS GOLD.

[32] Kindergarten assessment requirements in Iowa are related to Early Literacy Implementation law (Iowa Code 279.68) and Iowa Code 279.60.

[33] State law requires an approved literacy screening assessment by October 1 for kindergartners so districts may address additional supports needed to help children be proficient in literacy by the end of third grade. Most districts use FAST (Formative Assessment System for Teachers); however, districts may use any screener that is Department-approved for this grade level.

[34] All SWVPP classrooms are required to implement a set of program standards approved by the Iowa Department of Education: the Iowa Quality Preschool Program Standards, NAEYC Accreditation Standards and Criteria, or Head Start Program Performance Standards. Review of classroom quality and safety requirements are included in onsite monitoring and visits based on the selected program standards (and tools for supporting review for implementation of the selected program standards). Facilities that are DHS licensed are also monitored by DHS licensing consultants. QRIS participation in Iowa is voluntary, but those that participate in QRIS would use QRIS processes and associated tools for monitoring.

[35] All AEA and state staff who conduct classroom observations are trained on the Iowa Quality Preschool Program Standards. Local monitoring for classrooms following Head Start Program Performance Standards would be performed based on staff trained to monitor implementation of HSPPS and based on Head Start requirements for other measures of classroom quality. Those accredited by NAEYC are monitored based on NAEYC accreditation processes, based on individuals trained on the current NAEYC accreditation process. Programs that also participate in the QRIS would have ratings based on individuals trained to monitor based on this state's QRIS system and processes.

[36] QRIS levels are currently reviewed every 2 years.

[37] Classrooms in districts (and their community partners) that are newly implementing the SWVPP are visited in their second year of implementation by the Iowa Department of Education. In addition, districts that are newly implementing the Iowa Quality Preschool Program Standards receive onsite visits in their second year of implementation. Programs also receive visits at least each year by AEA staff. Programs that are NAEYC accredited or following Head Start Program Performance Standards have onsite visits based on the visit schedules of NAEYC and based on local and federal Head Start monitoring. Programs may elect to be NAEYC accredited, follow Head Start Program Performance Standards, or the Iowa Quality Preschool Program Standards, but must follow one of these three program standards.

[38] The Iowa DOE is working in collaboration with several state agencies and early childhood stakeholders to establish a governance structure to guide the design, development, and implementation of a statewide integrated administrative data system to enable policy-relevant analysis and evaluation to be conducted in support of Early Childhood Iowa (Iowa's Early Childhood Advisory Council or ECAC) to support a more coordinated, comprehensive system of early care and education.

KANSAS - Kansas Preschool Pilot

[1] In 2017-2018, this program was funded by TANF; the Kansas Department for Children and Families (KDCF) is the lead agency for TANF in Kansas.

[3] Funding for the Kansas Preschool Pilot (KPP) is limited. Twelve KPP sites have received funding since the program's establishment. In the 2017-2018 school year, the Kansas Department of Education (KSDE) sought to significantly restructure the program to align with the State Pre-K 4-Year-Old At-Risk Program. In addition to funding the 12 KPP sites, KSDE used TANF KPP funds to supplement the Kansas State Pre-K 4-Year-Old At-Risk Program and fund additional slots.

[3] The KPP funds programs, not slots. Data reported is estimated based on program reports of children completing the KELI-4 assessment.

[4] The KPP grant cycle is based on the academic year, but schools determine the actual operating schedule.

[5] At least 50% of the children enrolled must meet one of the following risk factors: (1) Qualifies for Free or Reduced lunch program, or family income is below 185% of the FPL; (2) Single parent families; (3) KDCF referral; (4) Teen parent(s); (5) Either parent is lacking a high school diploma or GED at the time of enrollment; (6) Limited English Proficiency; (7) Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills; (8) Child qualifying for migrant status.

[6] School districts are audited annually according to the student count reported September 20th. Audit determines whether students do in fact meet at-risk criteria.

[7] For classes with 21 to 25 students, a third teacher must be added. This additional teacher can be an assistant teacher.

[8] Limited English Proficiency may qualify a child as "at-risk" and eligible for the program. English for Speakers of Other Languages (ESOL) services must be provided by qualified teachers. Guidance may be found at: https://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf

[9] KSDE publishes the results on our Public Report Card for the state, district, and school. KSDE provides technical assistance to any building and/or district that has 30% or more of their student population as chronically absent. Any school or district between 15%-29% receives a phone call to give support and have a conversation around their data.

[10] Kansas has a toolkit to accompany its Early Learning Standards (KELS), available at kskits.org/kels-toolkit

[11] The state-level approval occurs during the RFP application review and approval process. Preschool programs are required to implement an evidence-based preschool curriculum that includes literacy, math, and social-emotional components. These curricula must be approved by KSDE and align to the KELS. Assurances require programs to implement an evidence-based curriculum aligned with the KELS.

[12] All school districts can access the Kansas Technical Assistance Support Network (TASN, see https://www.ksdetasn.org/) to support school districts' systematic implementation of evidence-based practices. Select school districts choose to participate in the Kansas Multi-Tier System of Supports, which includes state trainers who specialize in early childhood.

[13] Preschool teaching staff must have a current teacher license and must have, at minimum, a current Elementary Education license. A Kansas license in ECE is recommended. KSDE encourages school districts to hire teachers who have one of the following: Early Childhood Unified, Birth to Grade 3 license (ECU); Childhood Unified, Birth to Kindergarten license (ECU); ECE license (EC); Early Childhood Handicapped (ECH) license; or Early Childhood endorsement with a license in Elementary Education. Other accepted qualifications for teachers include Elementary Education, K-6 or K-9.

[14] A CDA is encouraged.

[15] Teachers and assistant teachers/paraprofessionals/teacher aides must participate in at least 15 hours of in-service training annually. PD should address the curriculum model in use as well as other developmentally appropriate topics of early childhood learning. Examples include training through TASN, Kansas Child Care Training Opportunities (KCCTO).

[16] Beginning in 2018-2019, KPP was funded by both TANF and the Children's Initiatives Fund (state tobacco settlement dollars).

[17] KSA 72-67, 115 authorizes the board of education of any school district to enter into cooperative or interlocal agreements with one or more other boards for the establishment, operation, and maintenance of a preschool program, and authorizes any board to contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation, and maintenance of a preschool program.

[18] Assurances require programs to ensure each child receives a developmental screening at least once during the program year. The RFP application and review process requires programs to describe progress monitoring and assessment tools that will be used to determine the need for tiered interventions, as well as tools to assess the classroom environment (e.g. Inclusive Classroom Profile (ICP), Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO), Teaching Pyramid Observation Tool (TPOT), Preschool-Wide Evaluation Tool (PreSET), CLASS, Prevent, Teach, Reinforce, myIGDIs. KSDE staff review these answers and work with programs to ensure appropriate monitoring and assessment tools are in place.

[19] Programs are required to implement valid, reliable and appropriate assessment(s) aligned with the program's standards; this is included in signed assurances. Preschool grantees are required to implement an evidence-based preschool curriculum that includes literacy, math, and social-emotional components. These curricula must be approved by KSDE and align to the KELS.

[20] Beginning in 2018-2019, all Kansas kindergarten programs are required to administer the ASQ-3 and ASQ-SE2 at the beginning of a child's kindergarten year.

[21] KDCF is piloting Links to Quality, a state QRIS system, in 2018. This system currently serves licensed child care, but not public preschools.

[22] State agencies are engaged in active discussions regarding an ECIDS and plans to further this work in 2019 as a part of the PDG. There are no plans to create an ECIDS at this time.

KANSAS - Kansas State Pre-K 4-Year-Old At-Risk Program

[1] Any district may choose to apply for funding, though limited number of slots are available statewide.

[2] The request for demographic data reported 2,452 children as Hispanic at 456 as other races. Those are combined in the other races category here. Data provided matches totals reported in the state longitudinal data system, which are slightly higher than the total actual program enrollment of 7,264.

[3] Programs are required to operate for at least 465 hours during the school year. All children, regardless of morning or afternoon session, must have access to equal instructional time. Grantees are asked to describe the proposed schedule such as the number of hours per day and any plans to expand the hours, but this information is not systematically gathered.

[4] Children must meet one of the following risk factors: (1)Qualifies for Free lunch program, or family income is below 130% of the FPL; (2) Single parent families; (3) Kansas Department for Children and Families (KDCF) referral; (4) Teen parent(s); (5) Either parent is lacking a high school diploma or GED at the time of enrollment; (6) Limited English Proficiency; (7) Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills; (8) Child qualifying for migrant status.

[5] School districts are audited annually according to the student counts reported September 20th. Audit determines whether students do in fact meet at-risk criteria.

[6] For classes with 21 to 25 students, a third teacher must be added. This additional teacher can be an assistant teacher.

[7] Grantees are asked to describe locally developed plans specifically for the transition process, and for linking families to community resources. Mandated reporting is required by law.

[8] Preschool grantees must provide an inclusive environment. Special Education teams are required by IDEA to consider the Least Restrictive Environment (LRE) when making placement decisions for children with disabilities with an Individual Education Program (IEP). Children who are DLL and English Learners, from migrant worker families, and from families who are currently homeless should also be included in the Preschool Grant classroom.

[9] Limited English Proficiency may qualify a child as "at-risk" and eligible for the program. English for Speakers of Other Languages (ESOL) services must be provided by qualified teachers. Guidance may be found at: https://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf

[10] KSDE publishes the results on our Public Report Card for the state, district, and school. KSDE provides technical assistance to any building and/or district that has 30% or more of their student population as chronically absent. Any school or district between 15%-29% receives a phone call to give support and have a conversation around their data.

[11] Kansas has a toolkit to accompany its Early Learning Standards (KELS), available at kskits.org/kels-toolkit

[12] The state-level approval occurs during the RFP application review and approval process. Preschool programs are required to implement an evidence-based preschool curriculum that includes literacy, math, and social-emotional components. These curricula must be approved by KSDE and align to the KELS. Assurances require programs to implement an evidence-based curriculum aligned with the KELS.

[13] All school districts can access the Kansas Technical Assistance Support Network (TASN, see https://www.ksdetasn.org/) to support school districts' systematic implementation of evidence-based practices. Select school districts choose to participate in the Kansas Multi-Tier System of Supports, which includes state trainers who specialize in early childhood.

[14] Preschool teaching staff for must have a current teacher license and must have, at minimum, a current Elementary Education license. A Kansas license in ECE is recommended. KSDE encourages school districts to hire teachers who have one of the following: Early Childhood Unified, Birth to Grade 3 license (ECU); Childhood Unified, Birth to Kindergarten license (ECU); Early Childhood Education license (EC); Early Childhood Handicapped (ECH) license; or Early Childhood endorsement with a license in Elementary Education. Other accepted qualifications for teachers include Elementary Education, K-6 or K-9.

[15] A CDA is encouraged.

[16] Teachers and assistant teachers/paraprofessionals/teacher aides must participate in at least 15 hours of in-service training annually. PD should address the curriculum model in use as well as other developmentally appropriate topics of early childhood learning. Examples include training through TASN, Kansas Child Care Training Opportunities (KCCTO).

[17] Programs are encouraged to utilize other federal funding sources, including CACFP, IDEA, McKinney-Vento, and Head Start, as they build their overall program. The state Four-Year-Old At-Risk funding is one funding stream that supports that work. These decisions are made at the local level, and are not tied to the overall state Four-Year-Old At-Risk program.

[18] Kansas has a set amount of preschool slots available for each school year. Each Four-Year-Old At-Risk slot is worth 0.5 Full-Time Enrollment (FTE) of the base aid per pupil, and then can trigger additional weightings (for example: weighted enrollments for declining enrollment, high-density at-risk students, bilingual, low enrollment, high enrollment, transportation).

[19] KSA 72-67, 115 authorizes the board of education of any school district to enter into cooperative or interlocal agreements with one or more other boards for the establishment, operation, and maintenance of a preschool program, and authorizes any board to contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation, and maintenance of a preschool program.

[20] Assurances require programs to ensure each child receives a developmental screening at least once during the program year. The RFP application and review process requires programs to describe progress monitoring and assessment tools that will be used to determine the need for tiered interventions, as well as tools to assess the classroom environment (e.g. Inclusive Classroom Profile (ICP), Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO), Teaching Pyramid Observation Tool (TPOT), Preschool-Wide Evaluation Tool (PreSET), CLASS, Prevent, Teach, Reinforce, myIGDIs. KSDE staff review these answers and work with programs to ensure appropriate monitoring and assessment tools are in place.

[21] Programs are required to implement valid, reliable and appropriate assessment(s) aligned with the program's standards; this is included in signed assurances. Programs are required to implement an evidence-based preschool curriculum that includes literacy, math, and social-emotional components. These curricula must be approved by KSDE and align to the KELS.

[22] Beginning in 2018-2019, all Kansas kindergarten programs are required to administer the ASQ-3 and ASQ-SE2 at the beginning of a child's kindergarten year.

[23] KDCF is piloting Links to Quality, a state QRIS system, in 2018. This system currently serves licensed child care, but not public preschools.

[24] State agencies are engaged in active discussions regarding an ECIDS and plans to further this work in 2019 as a part of the PDG. There are no plans to create an ECIDS at this time.

KENTUCKY - Kentucky Preschool Program (KPP)

[1] Beginning in 2017-2018, KDE included preschool students enrolled at the Kentucky School for the Deaf in total enrollments.

[2] Children dually enrolled in preschool and Head Start are served using funds from both programs and are identified as Head Start Enhanced. Each year school districts and Head Start programs enter into full utilization agreements to coordinate services to eligible children and to avoid duplication of preschool services and supplanting of federal funds and to maximize the use of Head Start funds to serve as many 4-year-old children as possible. Only four-year-old students identified for enhanced Head Start services may be dually enrolled in state-funded preschool and Head Start.

[3] Differences between the enrollment breakdowns by race and ethnicity and the total enrollment reported previously are due to differences in reporting mechanisms and collecting data at different points in time.

[4] The Kentucky Preschool Program (KPP) is required to serve children for at least 2.5 hours per day plus a meal which usually totals at least three hours. In 2017-2018, there were 661 full-day programs, 497 half-day programs, and 3 programs delegating services to Head Start. Statewide, through these programs, there were 497 half-day sessions and 661 full-day sessions offered.

[5] Kentucky has an initiative to incentivize public-private partnerships to provide full-day, high-quality early childhood services to child care assistance program (CCAP) eligible preschool children.

[6] The standard program operation is four to five days per week. Other schedules must be approved by the Kentucky Board of Education. Districts may use one of the weekdays for home visits, parent education, special education evaluations, and other work related to providing comprehensive preschool services.

[7] The preschool program is required to follow the school year. However, because of the comprehensive nature of the program, school districts are permitted to begin preschool classroom instruction later in the school year and end instruction earlier in the school year to ensure full implementation, including screenings, special education meetings, home visits and family education services.

[8] Kindergarten children with disabilities may attend the preschool program under limited circumstances. The Admissions and Release Committee (ARC) decides the best placement for children with special needs. If the best placement option for a five-year-old child with disabilities is the preschool program, and space is available in the program, the child is placed in preschool but identified as a first-year primary student (kindergarten). No preschool funds may be used to support this child. In addition, non-age-eligible children may enroll if space is available.

[9] Four-year-old children whose family income is up to 160% FPL are eligible to attend the preschool program. Three-year-old children with disabilities requiring specially designed instruction enroll on their third birthday, when transitioning from Part C to Part B services, or when they are determined eligible for special education services. Eligibility based on homelessness and foster care applies to 4-year-olds. Homeless children are categorically eligible as free-lunch eligible.

[10] If space is available, districts may charge tuition to non-eligible children. Some districts offer a sliding scale payment which is based on annual gross income and family size. Tuition children are not counted in enrollment figures as they are ineligible for KPP funding.

[11] The school districts are required to serve breakfast or lunch for a half-day program. Full-day programs serve both breakfast and lunch.

[12] A vision exam is required by January 1 of the year of enrollment by a qualified specialist. Districts are required to contact parents/legal guardians if any screening results indicate a need for further assessment by a specialist, follow-up, or referral for special education and related services or other appropriate resources. Information about preventative health exams is available on KDE's website: https://education.ky.gov/districts/SHS/Pages/Health-Forms.aspx

[13] Two home visits are required each year. Also, the preschool program has access to Family Resource Centers (FRCs) for support services and referrals. For districts that blend with Head Start, additional services may be available to state-funded students.

[14] KDE has taken steps to increase support for school districts serving DLLs. In 2017, KDE partnered with WIDA Early Learning in Wisconsin to provide school districts with a pre-conference session during the 2017 Early Childhood Institute. The session focused on language development and language-focused family engagement. In the fall of 2018, KDE formed a preschool English Learner work group to evaluate needs and develop preschool resources for school districts.

[15] The process to calculate chronic absenteeism data is available here: https://education.ky.gov/districts/tech/sis/Documents/IC_CustomRpt_Chronic_Absenteeism.pdf

[16] Beginning in 2018-19, KDE will require all districts to report preschool attendance through Infinite Campus.

[17] The Governor's Office of Early Childhood may revise the standards in the future, including realignment to the Head Start Early Learning Outcomes Framework.

[18] Kentucky uses RTT-ELC grant funding to support implementation of early childhood standards. The Early Learning Leadership Networks (ELLNs) provided leadership, service and support to school districts with implementation of assessments and standards, focusing on math, English Language Arts, and science standards.

[19] Based on a list of recommendations in the Kentucky Continuous Assessment Guide for classroom/instructional assessments, KDE has approved five assessments for preschool programs: (1) AEPS; (2) Carolina Curriculum for (Infants/Toddlers/Preschoolers) with Special Needs; (3) TS GOLD; (4) COR Advantage; and, (5) WSS. Most programs have selected and implemented TS GOLD.

[20] KDE and regional training centers (RTCs) provide leadership, service and support to school districts to ensure curricula and assessment are implemented with fidelity.

[21] Decisions about curricula are made locally by school districts. However, curricula must be developmentally appropriate, relevant to and reflective of students needs, and integrate a variety of skills into activities that are targeted toward the interests of children. Support for making decisions about curriculum is provided to districts by KDE and RTCs.

[22] The Interdisciplinary Early Childhood Education (IECE) certification, birth to primary (kindergarten), is the unified special and general education certification for Kentucky early childhood teachers. When state-funded preschool and Head Start classrooms are blended, the higher standard applies, thus the lead teacher must have IECE certification even if the teacher is employed by Head Start.

[23] In Title I schools, assistant teachers must complete two years of higher education, hold an Associate's degree or achieve an acceptable score on the Kentucky Paraeducator Assessment (KPA). Kentucky is still reviewing the possibility of recognizing the CDA as equivalent to the KPA for Title I qualification. All preschool assistant teachers are required to have 18 clock hours of training each year.

[24] Classroom embedded support is determined locally for assistant teachers and non-certified lead teachers. Kentucky follows the Danielson Framework in promoting teacher professional growth and development, for more information about Kentucky's Professional Growth and Effectiveness System (PGES) see: http://education.ky.gov/TEACHERS/PGES/Pages/PGES.aspx; and the Preschool PGES guidance: http://education.ky.gov/teachers/PGES/TPGES/Documents/TPGES%20Guidance%20for%20Preschool.pdf

[25] Out of a total of 1,147 lead teachers, 906 (79%) had the IECE certification, 82 (7%) were emergency/other and/or probationary IECE certified teachers, 88 (8%) lead teachers had letters of exemption, and 71 (6%) were preschool associate teachers.

[26] In state-funded preschool, there is parity between preschool teacher and K-3 teacher salaries. KDE supports but does not require salary parity for lead preschool teachers who do not teach in public schools. More information about district salaries is available here: https://education.ky.gov/districts/FinRept/Pages/School%20District%20Personnel%20Information.aspx

[27] Kentucky's RTCs may provide mentoring and coaching opportunities to teachers and assistant teachers as needed. Scholarships are available through Kentucky Higher Education Assistance Authority (KHEAA): https://www.kheaa.com/website/kheaa/ecds?main=1

[28] In 2017-2018, the state allocation for state-funded preschool was $90,113,200. However, school districts have the ability to move other state funds into preschool, therefore the overall expenditure may exceed the basic allocation any given year. From this amount, $7.5 million was used to develop a grant program to incentivize public private partnerships between school districts and child care providers. The line item appeared in the 2016 budget bill (House Bill 303 can be searched for here: https://legislature.ky.gov/Pages/index.aspx).

[29] During the 2016-2017 school year, Kentucky reported Federal funding from IDEA, USDA CACFP, Title I, Head Start, Race to the Top Early Learning Challenge Grant, Title II and IV.

[30] State funds are appropriated to school districts through a non-competitive allotment system approved by the Kentucky Board of Education. This typically represents the highest portion of funding districts spend on preschool. However, most districts use local funds to support the program. The state-funded preschool formula is based on the average number of eligible children served on December 1 and March 1 of the prior academic year. The final award amount is achieved by multiplying the per-child rates for each eligibility category (e.g., at-risk, speech, developmental delay, severe) by the average number of students per category.

[31] With funding in House Bill 303, KDE partnered with early childhood shareholders to develop a new grant program to incentivize cooperative public/private partnerships between public school districts and child care providers to develop full-day, high-quality programs for at-risk children. The grant is intended to increase the number of Child Care Assistance Program (CCAP) eligible preschool children served in high-quality, full-day settings. High-quality means participation in Kentucky All STARS. Full-day means at least 6 hours of operation 4 or 5 days per week.

[32] In November 2016, the Education Assessment and Accountability Review Subcommittee approved OEA to study the state's preschool and kindergarten programs. The study was intended to analyze funding, enrollment, characteristics and outcomes of preschool and kindergarten programs at the state and district levels, including the number of districts that are implementing full-day kindergarten. The study offered 15 recommendations for improvement, including further study to better meet the needs of Limited English Proficiency students and steps to comprehensively evaluate the preschool program once every five years beginning in 2020. Also, the study stated that FRPL students and students with an IEP who enroll in preschool are more likely to test ready for kindergarten than their FRPL and IEP peers who do not enroll in preschool.

[33] Assessments are required once in the fall (August 1 to October 1) and once in the spring (March 1 to May 1). A winter assessment is limited to students enrolling mid-term or whose assessment data were not available.

[34] Districts may choose one of five approved assessment tools for preschool: the AEPS, Carolina Curriculum, TS GOLD, COR Advantage (High/Scope), and WSS. Kentucky's choice of preschool assessments was developed with input from early childhood experts, and results are used in reporting children's progress towards meeting the Kentucky Early Childhood Standards and the Office of Special Education Program (OSEP) Child Outcomes. More about Kentucky's preschool assessments is available here: https://www.kedsonline.org/preschoolhome.aspx

[35] Schools must administer the Brigance K Screen to all students upon kindergarten entry and assess K-3 students in reading and math each year. K-3 formative assessment choices are locally determined.

[36] In the spring of 2018, staff in two RTCs achieved anchor status with the Environment Rating Scales Institute (ERSI). These staff trained other staff in all five regions, ensuring Kentucky has a core of reliable assessors to evaluate preschool classroom quality. In addition, Kentucky established cross-agency reliability between state-funded preschool, Head Start and child care.

[37] Teachers receive feedback the year in which they receive an ECERS-3 evaluation.

[38] More about Kentucky All STARS is available here: https://kentuckyallstars.ky.gov/Pages/index.aspx

[39] Beginning in 2018-2019, Kentucky will replace the Preschool Program Review (P2R) with the Kentucky Preschool Evaluation System (KPES), meaning classrooms and programs will be evaluated once every three years during a six-year cycle.

[40] Kentucky has developed an early childhood profile for every county and the state, using data from most early childhood providers. The data are available through the Kentucky Center for Statistics.

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

[1] Districts receive an allocation based on the October 1 count from the previous year and they determine whether to use the funds for the High Quality Early Childhood/Pre-K focus area. In FY 2017-2018, 5 districts did not use their allocation for the High Quality Early Childhood/Pre-K focus area.

[2] Effective August 20, 2018, eligibility for this program was increased to 200% FPL. Prior to August 20, 2018, eligibility was based on 185% FPL, but free and reduced-

priced lunch (FRPL) eligibility was not used as an automatic qualifier as income still had to be verified.

[3] Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.

[4] Priority is given to students who qualify for FRPL. However, if all income-eligible children are otherwise served, additional students may also be served if they are screened and deemed "developmentally unprepared." After this, a decision could be made locally to serve a student with one of the aforementioned risk factors.

[3] Some districts may charge tuition for any child who does not meet eligibility requirements (at or below 185% FPL). Tuition will be no more than the average amount expended per pupil on those children from whom no tuition may be required, excluding any amount attributable to the provision of classroom space and utility costs.

[6] All meals and snacks must meet USDA/CACFP guidelines.

[7] This program strongly encourages vision and hearing screenings. Other screenings are determined locally.

[8] Since most districts and other early childhood programs require these services, 8(g) students benefit from them. However, 8(g) doesn't formally require that these services must be offered but they are strongly encouraged.

[9] Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.

[10] Providers are required to assess children using TS GOLD or they may submit a request to use an alternative assessment, which must be approved by the state.

[11] In Louisiana, all districts can purchase instructional materials that are best for their local communities. The Louisiana Department of Education (LDE) led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions. Effective the 2017-2018 school year, state funded pre-K programs are required to use a Tier I curriculum in their publicly funded classrooms.

[12] Detailed guidance and materials developed by the state are made available to providers. Direct training or technical assistance is conducted by state and regional staff. A system of regular coaching is implemented locally as well as funding provided for local agencies or providers to conduct training and offer/identify other PD opportunities.

[13] Effective June 1, 2002, Louisiana issued a Pre-K-3 license, instead of standalone Nursery School and Kindergarten licenses. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years.

[14] All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of "highly qualified," which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.

[15] While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.

[16] All teachers have a BA or higher.

[17] The Board of Elementary and Secondary Education allocated $9,580,003 to local education agencies for the FY 2017-2018 8(g) Student Enhancement Block Grant Program. A total of $9,092,619 was allocated for high-quality early childhood programs. Districts received a base amount of $55,000 and $8.80 per pupil amount. In addition, funds ($275,000) were allocated to the LDE to administer the 8(g) Statewide Early Childhood Care and Education Network Expansion Program.

[18] This is managed locally.

[19] Each LEA requires that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening are used in placement and for planning instruction. The pupil progression plan for each LEA includes criterion for placement.

[20] The state may not require site visits but a regular monitoring cycle of site visits for 20 programs per year has been in effect since the 2013-2014 year. These evaluations and site visits are conducted by independent program evaluators employed by the oversight agency. In the interim years, programs will be visited by BESE staff to monitor progress.

LOUISIANA - Louisiana Cecil J. Picard LA 4 Early Childhood Program (LA 4)

[1] A total of 64 out of 70 geographic school districts, 38 charter schools, and one tribal school received allocations for the LA 4 program during the 2017-2018 school year. Any LA 4 provider not under the school district's jurisdiction operates as its own independent district. This results in a total of 103 LA 4 participating districts.

[2] Districts are not required to offer the program and, due to limited funds, programs must apply for funding. Priority is given to programs with previous history in the program.

[3] Effective August 20, 2018, eligibility for this program was increased to 200% FPL. Prior to August 20, 2018, eligibility was based on 185% FPL, but free and reduced-priced lunch (FRPL) eligibility was not used as an automatic qualifier as income still had to be verified.

[4] Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.

[5] Tuition may be charged for any child who does not meet eligibility requirements (at or below 185% FPL). The sliding tuition will be no more than the average amount expended per pupil on those children from whom no tuition may be required, excluding any amount attributable to the provision of classroom space and utility costs.

[6] Schools are required to report twice a year who conducts screenings and when they are conducted. Screenings that are not required are strongly encouraged and determined at the local level.

[7] LA 4-funded children are required to be present for 74% of the scheduled school days each month, though this is not state policy or statute, only a program requirement.

[8] Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.

[9] Providers are required to assess children using TS GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.

[10] In Louisiana, all districts can purchase instructional materials that are best for their local communities. The Louisiana Department of Education (LDE) led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions. Effective the 2017-2018 school year, state funded pre-K programs are required to use a Tier I curriculum in their publicly funded classrooms.

[11] Detailed guidance and materials developed by the state are made available to providers. Direct training or technical assistance is conducted by state and regional staff. A system of regular coaching is implemented locally as well as funding provided for local agencies or providers to conduct training and offer/identify other PD opportunities.

[12] For mixed-delivery LA 4 programs housed in child care centers, teachers must meet the same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K-3 license instead of stand-alone Nursery School and Kindergarten licenses.

[13] All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of "highly qualified," which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.

[14] While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.

[15] 100% of teachers have a BA or higher.

[16] Coaching and mentoring are available through certification requirements, but not through LA 4.

[17] LDE determines the per-pupil allocation annually based on number of available slots. Allocations are based on a per-pupil formula. Non-required local contributions are not determined or allocated by the state; instead, they are funds that may vary annually to support local community programs. Districts must agree to maintain, in each year of participation in LA 4, the same total level of funding from any source for programs or classes of early childhood education or child care provided in the year prior to participation in LA 4, therefore the local amount is an average as it varies from district to district.

[18] This is managed locally.

[19] K-3 Literacy Screening Assessments are also used. These are district selected and LDOE approved.

LOUISIANA - Louisiana Nonpublic Schools Early Childhood Development Program (NSECD)

[1] Seats are awarded to programs through the Early Childhood Community Network Coordinated Funding Request. Inclusion in this request for the NSECD Program is open to all state-approved nonpublic schools and quality-rated child care centers statewide. Due to funding limitations, the Department prioritizes slot allocation to schools and centers located in parishes found to be in greatest need based upon the Early Childhood Risk and Reach Report. Not all parishes have representation in the application process.

[2] Effective August 20, 2018, eligibility for this program was increased to 200% FPL. Prior to August 20, 2018, eligibility was based on 185% FPL, but free and reduced-priced lunch (FRPL) eligibility was not used as an automatic qualifier as income still had to be verified.

[3] Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.

[4] Nonpublic schools determine their own tuition rates for children who do not meet the program's eligibility requirements.

[5] Other than those indicated, screenings are not required, but are strongly encouraged and determined at the local level.

[6] NSECD-funded children are required to be present for 74% of the scheduled school days each month, though this is not state policy or statute, only a program requirement.

[7] Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.

[8] Providers are required to assess children using TS GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.

[9] In Louisiana, all districts can purchase instructional materials that are best for their local communities. The Louisiana Department of Education (LDE) led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions. Effective the 2017-2018 school year, state funded Pre-K programs are required to use a Tier I curriculum in their publicly funded classrooms.

[10] Detailed guidance and materials developed by the state are made available to providers. Direct training or technical assistance is conducted by state and regional staff. A system of regular coaching is implemented locally as well as funding provided for local agencies or providers to conduct training and offer/identify other PD opportunities.

[11] 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 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 18 months of their hire dates.

[12] 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 dates.

[13] While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.

[14] This is managed locally.

[15] K-3 Literacy Screening Assessments are also used. These are district selected and LDOE approved.

MAINE - Maine Public Preschool Program

[1] School administrative units (SAUs) have the following governance structures: cities or towns with individual supervision, regional school units, regional school units doing business as school administrative districts and school administrative districts, community school districts, alternative organizational structures, unions of towns, Maine Indian education, Technology Center, Technology Region, and Education in the Unorganized Territory. The total number of SAUs changes regularly, due to new partnerships being formed or dissolved. Although there are 225 school administrative units in Maine, only 186 have kindergarten.

[2] Maine Public Preschool is funded through the Essential Programs and Services Funding Formula (EPS). The amount of subsidy to each district will not decrease for the 2018-2019 school year.

[3] SAUs and Head Start programs blend funds, but the way funds are blended varies across the state. Thirty-five percent of public preschool programs are in partnership with Head Start.

[4] The number of hours and days per week a program operates is a local decision, however programs must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula.

[5] It is a locally determined decision, but most preschool programs follow the kindergarten calendar.

[6] Children must be 4-years-old by October 15 to enroll in preschool. It is a local district's decision as to whether SAUs 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 October 15. The district receives the same level of subsidy for children pre-K through 2nd grade.

[7] All eligibility, beyond age, is locally determined with the exception of the requirements of McKinney-Vento. Some SAUs without universal capacity select children on a first come, first served basis; use a lottery; or create a targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.

[8] If a child has been screened and evaluated and the IEP team determines the public four-year-old program is not the least restrictive environment, another placement may be found.

[9] Each classroom must have two adults: an early childhood certified teacher and an Ed Tech II (60 college credits).

[10] If a program operates fewer than three hours per day, only a snack is required.

[11] The developmental screenings used must be research-based.

[12] The Maine DOE partners with Maine Roads to Quality (Maine's Professional Development Network) to create and deliver training on the ELDS.

[13] A teacher who is certified K-3 or K-8 may apply for "conditional" endorsement and may teach in a public preschool setting. If a public preschool program is in partnership with a Head Start or private preschool the teacher must meet the same requirements as a public school employee.

[14] All assistant teachers must have an Educational Technician II (Maine DOE Certificate) that requires a minimum of 60 college credit hours, including at least 9 credits in ECE or a related field.

[15] The PEG grant required parity for Head Start teachers who are not employees of the public school. Maine DOE is encouraging the continuation of this funding.

[16] Public preschool in Maine is funded through the school funding formula (EPS). Once a school has gone through an approval process for a public preschool program, student counts are factored in to compute the Essential Programs and Services SAU allocation in the following year. 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 EPS.

[17] Schools are required to provide a local match to draw down the per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a statewide mill rate.

[18] Preschool assessments must be research-based and aligned with Maine's ELDS.

[19] If there are "Findings" in the Public Pre-K Monitoring Report, schools must provide the state with feedback within 30 days of receiving the report. They are also required to update the state in the Annual Program Report.

[20] The state only uses aggregate CLASS data for reporting. There is no requirement for a district to use the data but it is used to help guide PD planning.

MARYLAND - Maryland Prekindergarten Program

1. Four out of 24 districts offer universal full-day pre-K to all 4-year olds.
2. The Bridge to Excellence in Public Schools Act of 2002 (Senate Bill 856) required that each school system offer pre-K programs to all at-risk students by fiscal year 2008. (The Act defines at-risk students as students who are eligible for free or reduced-price meals.) The Prekindergarten Expansion Act of 2014 (Senate Bill 332) was a statewide initiative to expand access to half-day and full-day public pre-K for 4-year-olds from families with household incomes at or below 185% of the Federal Poverty Guidelines.
3. The State's Commission on Innovation and Excellence in Education (Kirwan Commission) is making recommendations for universal pre-K programming and funding to sustain, as well as expand, pre-K in the State of Maryland.
4. The number of 5-year-olds provided includes both preschoolers and kindergarten children.
5. Enrollment by ethnicity and race does not include the 1,046 4-year old children enrolled in community-based programs through the PDG grant. Also, enrollment by race is for the non-Hispanic population only.
6. PDG grant classrooms are funded for a full-day.
7. Partnerships with Head Start provided some extended-day services. The state provided extended-day, extended-year services to 7,461 children ages 3 to 5 enrolled in Head Start.
8. Both full-day and part-day programs operate five days per week. Through House Bill 668, Education - State Grants for Education Aid, the state provides additional funds for four districts that offer full-day pre-K. In 2017-2018, the state budget includes $28.2 million for the bill's purposes.
9. Policy requires local school systems to have an early admissions policy to allow for enrollment of 3-year-olds who are otherwise eligible (economically disadvantaged or homeless) and who demonstrate educational needs warranting early admission into pre-K. Local school systems may create pre-K programs for 3-year-olds who are economically disadvantaged, homeless, or who lack school readiness. Early entrance to kindergarten is offered to children who demonstrate the need for grade acceleration to appropriately address their academic needs. Assessment for early entrance into kindergarten is locally determined in each school district.
10. All children must first meet the income (185% of Federal Poverty Guidelines), 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 by other risk factors or criteria chosen by the local school system.
11. State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this number, provided an overall program average of 20 is maintained. State child care regulations require a maximum class size of 20 and a staff to child ratio of 1:10 for 3- and 4-year-olds. In rare cases, if a classroom goes over 20, additional staff are added.
12. Developmental and dental screenings are locally determined. Vision and health screenings and referrals are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled.
13. Services for DLLs are locally determined.
14. The Ready for Kindergarten (R4K) Assessment system is aligned to ELDS, including the Early Learning Assessment (ELA) and Kindergarten Readiness Assessment (KRA).
15. Maryland has developed a comprehensive 4-year old, pre-K curriculum in partnership with the University of Maryland with plans to develop a 3-year-old curriculum. The curriculum "Children Study their World" is currently being piloted in some 4-year-old pre-K classrooms.
16. Paraprofessionals in Title I schools must also have completed two years of college, hold an Associate's Degree, or have a qualifying score of 455 on the Para Pro assessment administered by the Educational Testing Service (ETS).
17. One hundred percent of teachers have a minimum of a Bachelor's Degree; however, there are teachers who also hold a Master's Degree.
18. All local school systems are pre-K-12 systems. Salaries and benefits apply to all pre-K teachers and are locally determined. The PDG grant requires parity in salary.
19. Paid time for professional responsibilities and PD are provided but locally determined.
20. Assistant teachers attend required PD days annually (paid).
21. Maryland does not have a dedicated source of state funding for its pre-K program. Rather, pre-K funding is assumed to be adequately supported in K-12 funding distributed to the Locals via the Maryland school funding formula. Therefore, actual state spending on pre-K outside of the expansion grant was estimated based on the state per child amount from the K-12 average per-pupil revenue multiplied by the number of full-time equivalent (FTE) children enrolled in the program, not through the expansion grant. In addition, the Prekindergarten Expansion Act of 2014 provided $4.3 million to expand access to public pre-K for 4-year-olds from families with household incomes at or below 300% of FPL. Pre-K spending from federal sources is determined through federal funds that are dedicated to pre-K. Maryland has a PDG and actual spending is reported.
22. State policy does not require all programs in this state-funded preschool program to assess children's learning and development during the preschool year(s). PDG classrooms (only) are required to assess children. The Public Schools aren't required to assess pre-K children; however, they are required to use kindergarten data. The ELA is voluntary and provided by the state at no charge. All children with disabilities are assessed using the ELA.
23. Assessments are required at Level 4 and higher in QRIS. Child assessments could include those that align with the State-recommended curriculum or the State-developed ELA.
24. The assessors are trained on the assessments used and must pass a simulator for reliability.
25. State law allows LEAs to choose whether or not to administer the KRA via random sample or census administration. In 2017-2018, 12 out of 24 school systems conducted a census administration of the KRA.
26. All PDG-funded programs (in both public and nonpublic settings) are required to participate in Maryland's QRIS.
27. PDG classrooms are visited multiple times per year to provide technical assistance. Additionally, one monitoring visit per year is conducted for all grantees.

MASSACHUSETTS - Massachusetts Universal Pre-Kindergarten (UPK)

1. There was a reduction in the number of UPK programs due to (1) program closures; (2) programs' inability to maintain the grant eligibility requirement (Level 3 in QRIS); or (3) programs not reapplying for the grant.
2. The state currently has $5,000,000 in the FY19 state budget for preschool expansion. If this funding is continued in FY20, the state will use the funds, in part, to sustain the current PDG programs.
3. Other private settings include 47 center-based programs and 27 family child care programs.
4. The hours per day and operating schedule vary by type of program and setting. Programs can operate either a school-year or full-year schedule. UPK programs are required to offer or provide access to full-day, full-year services. On average, programs are in operation 9 hours per day (range 3 to 12 hours per day), 5 days per week (range 4 to 6 days per week), and 2,271 hours per year (range 432 to 3,432 hours per year).
5. Formal, state-level partnerships exist between federal Head Start Grantees and the Commonwealth's Head Start State Supplemental Grantees. A total of 58 UPK Grantees receive the Head Start State Supplemental Grant.
6. The UPK Grant funds 100% of the grant award amounts to those programs that provide full-day, full-year services, which is defined as operating for at least 231 days and 2,079 hours per year. Additionally, the UPK Grant prorates the grant award amounts for programs providing less than full-day, full-year services.
7. Most public school programs use September 1st as the cut-off date for age-eligibility for kindergarten. Per State Special Education Regulations, the IEP team may allow a child to remain in a program designed for 3- and 4-year-old children for the duration of the school year in which the child turns 5 years old (including the summer following the date of the child's fifth birthday).
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. An 85% of SMI income requirement applies to all children in UPK receiving subsidy money, but does not apply to tuition-paying families. For families to enter the subsidy system, they can have incomes up to 50% of SMI and can continue receiving assistance up to 85% of SMI. For families with special needs, they can enter with incomes up to 85% of SMI and remain until 100% of SMI.

[9] The sliding scale is determined by the UPK program if a child is part of the financial assistance system, and the sliding fee scale for parent co-pay is determined by income. Any programs receiving subsidy funds may use the Massachusetts sliding fee scale. If the program does not receive subsidy funds, they may use their own sliding fee scale.

[10] Programs operating fewer than four hours per day must schedule snacks. Programs operating between four and nine hours must schedule a regularly scheduled meal in addition to a snack, while those operating more than nine hours must schedule two meals and two snacks. Parents or programs/providers may provide snack.

[11] Types of health screenings offered are not specified. UPK does not specifically include a requirement for health screenings. Health screening requirements are regulated by the State agency(ies) with administrative authority. For public schools, all LEAs are required to offer screenings and referrals under Child Find. These developmental screenings are available to children in non-LEA programs through services provided in the public schools. The types of health screenings offered are not specified for public schools. Head Start Programs are required to meet the screening requirements for the federal Head Start Program (developmental, health, vision, and hearing). All EEC-licensed programs are required to obtain documentation of immunizations, proof of physical exam (completed within 12 months of program admissions); and documentation of screening for lead poisoning.

[12] Early Education and Care (EEC) Licensing Regulations include requirements for child records, curriculum, and family engagement based on language needs. Licensing regulations also require that 10% of educators' annual professional development time is focused on children who have special needs, including linguistic. The Massachusetts Quality Rating and Improvement System (QRIS) includes quality standards related to having classroom materials that reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society.

[13] EEC's Interim Financial Assistance Policy Guide 2018 defines an absence as "Any day that a child is authorized to attend an early education and care program, but is not in attendance." The Policy Guide describes unexplained excessive absence: "Excessive absence is defined as more than 3 consecutive unexplained non-attended days. An unexplained non-attended day is when the child does not attend care and the child's parent does not contact the provider."

[14] Additional supports include: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State grants ($3.95 million) to local agencies or providers for training and other professional development. UPK programs can use TS Gold, Work Sampling System, HighScope, or Creative Curriculum which are all aligned with the ELDS.

[15] The Educator and Provider Support (EPS) Grantees provide statewide professional development and coaching on how to implement curriculum in the classroom. A priority of this state-funded grant program is to provide professional development opportunities that align with EEC's Core Competencies, QRIS, and the early learning standards and guidelines.

[16] Lead teachers in public schools are required to: (1) have a bachelor's degree, (2) pass the Communication and Literacy Skills test, (3) pass the subject matter knowledge test(s) appropriate to the license sought, and (4) meet additional requirements for early childhood licensure, including seminars or courses that address teaching this population. Lead teachers in nonpublic schools are required to have certification which requires three credits in Child Development plus nine credits in three different categories of study within Early Childhood Education. Teachers are also required to have prior experience, the amount of which varies based on their other qualifications. All UPK programs are required to be, at a minimum, Level 3 in QRIS. For Level 3 programs, 75% of classrooms must have an educator with a BA. For Level 4 programs, 100% of classrooms must have an educator with a BA.

[17] Instructional paraprofessionals in public schools are not required to be licensed in MA. Paraprofessionals must work under the direct supervision of a licensed teacher. The minimum requirements to be employed in this role are a HSD or equivalent and one of the following: AA degree; completion of 48 credit hours at an Institution of Higher Education; or passing completion of paraprofessional exam. Assistant teachers in nonpublic schools must have a HSD or equivalent and must work at all times under the direct supervision of at least a qualified teaching staff person.

[18] All public school educators who hold a teacher license must renew their professional license every five calendar years in order to keep it active. The number of in-service professional development hours required is based on the type of license held and the type being sought or renewed. For teachers in public schools, the Educator License Renewal states that each standard educator certificate shall be valid for five years and continued every five years thereafter upon the successful completion of an individual professional development plan that meets the subject matter knowledge and teaching skill requirements set by the MA Department of Elementary and Secondary Education (DESE) board. Individual professional development that meets the subject matter and teaching skill requirements are designed to increase the ability of the teacher to improve student learning. A Professional Development Point (PDP) is equal to one clock hour of professional development. EEC regulations require that all licensees, certified assistants, and any educator who may be alone with children must maintain current certification of training in basic first aid and CPR. Training in first aid and CPR may not be counted toward professional development hours.

[19] According to EEC Regulations, all licensees, certified assistants, and any educator who may be alone with children must maintain current certification of training in basic first aid and CPR, in accordance with EEC policy. Training in first aid and CPR may not be counted toward Professional Development hours.

[20] All UPK programs are required to be at Level 3 in the QRIS, which requires individualized PDPs, including formal PD in the components of the assessment process, including screening, observation, use of assessment tools, and IDEA processes.

[21] The Educator and Provider Support (EPS) Grant provides statewide professional development and coaching to programs that request such services. The frequency of coaching or mentoring depends on the individual needs of the program or teachers.

[22] Child assessments are used at the program level. At the state level, evidence of completion is used to determine whether the UPK program requirements are met. Programs are expected to use the child-level data to make improvements for programming but also to tailor the curriculum to the unique needs of each child.

[23] The UPK Grant does not require structured observations of classroom quality. MA reviews self-reported observation results for programs participating in QRIS at Levels 2 and 3. A site visit is required as part of the QRIS verification process at Level 3 and the ECERS-R is used as the observation tool. Programs are required to be at Level 3 or higher. When a program has multiple preschool classrooms, the classrooms observed are randomly selected. QRIS requires all programs, regardless of QRIS level, to observe their classrooms using the required measurement tools (ERS, CLASS, Strengthening Families, BAS, and/or PAS) each year to develop/update their Continuous Quality Improvement Plans (CQIPs).

[24] The Program Quality Specialists perform technical assistance visits for those programs that are in the process of applying for Levels 3 and 4 in QRIS. Additionally, the state's contracted vendor conducts site visits for programs that have completed a Level 3 or Level 4 QRIS application.

MASSACHUSETTS - Massachusetts Chapter 70

[1] While Chapter 70 comes to DESE through the state budget, the monies flow to districts and administration of the funds vary from community to community.

[2] Chapter 70 funds are available to all school districts based on enrollment, PK-12. There are 268 districts in Massachusetts that have a preschool enrollment. The other districts that do not have preschool enrollment include districts that regionalize at the middle/high school level and vocational technical high schools.

[3] These data include both children with and without disabilities and reflect the October 1 count for the 2017-2018 school year.

[4] The state currently has $5,000,000 in the FY19 state budget for preschool expansion. If this funding is continued in FY20, the state will use the funds, in part, to sustain the current PDG programs.

[5] The DESE defines Economically Disadvantaged as children who are eligible for free/reduced lunch, receive TANF, or are eligible for food stamps.

[6] While the majority of children are enrolled in public school preschool settings, there may be some children with disabilities who receive their services at home, in a child care or head start setting and/or a separate school.

[7] Public preschool generally runs 2 to 5 days per week for varying hours.

[8] Students must be 3 years of age to enroll in preschool. However, the cut-off date of when they need to be 3 years olds is determined by the local school district. The exception is for students who turn 3 years old in the middle of the year and are determined eligible for special education services. The cut-off date for kindergarten is also set by each local school district.

[9] Enrollment policies are determined locally. If more children seek the program than there are slots, districts will often use a lottery process for children without disabilities.

[10] The class size and ratios are based on special education regulations. If the class does not include children with IEPs, there is no state requirement for class size/ratios. These are locally determined.

[11] Public schools are required to screen children as part of Special Education - Child Find activities for all children in the community who seek a screening. Additionally, school districts are required to screen for vision and hearing within a year of entry into a public school (https://www.mass.gov/files/documents/2017/09/11/105cmr200.pdf). Other screening requirements are determined locally.

[12] If students fail a hearing or vision screening, the school district must notify the family or legal guardian of the results.

[13] The Look Act provides information on requirements for English language learners: www.doe.mass.edu/ell/look-act.html

[14] The definition of chronic absenteeism is the percent of students missing 10 percent or more of the days they were enrolled at a given school during a school year. While the definition includes Preschool and Kindergarten, for accountability purposes, the Department does not report on Preschool or Kindergarten.

[15] In Massachusetts, public preschool teachers seek the Preschool through Grade 2 license.

[16] Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP) in order to better support student achievement. IPDPs must include at least 150 Professional Development Points (PDPs) that break down as follows: (1) At least 15 PDPs in content (subject matter knowledge); (2) At least 15 PDPs in pedagogy (professional skills and knowledge); (3) At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL); (4) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles; and (5) The remaining required 90 PDPs may be earned through either "elective" activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy. For more information, you can visit: http://www.doe.mass.edu/licensure/advance-extend-renew-license.html#renewing

[17] For more information on Individual Professional Development Plans as outlined in Massachusetts Educator Evaluation System, see: http://www.doe.mass.edu/pd/01guideline/devel.html

[18] Coaching and classroom embedded support can be provided but is not required.

[19] All licensed public school teachers have Bachelor's degrees and then have 5 years to receive their Master's degrees.

[20] For more information about the Sheltered English Immersion endorsement, please visit: www.doe.mass.edu/licensure/endorsements/sei.html

[21] Salaries, benefits, and paid time are negotiated locally through union contract negotiations. Preschool is usually, but not always, covered by the union.

[22] Wage or salary incentives for public school preschool teachers are negotiated locally.

[23] This amount is the total allocation for preschool Chapter 70. The total allocation for Chapter 70 was $4,863,410,689. The state budget line item for Chapter 70 is 7061-0008. For more about the line item and its funding history, you can visit: http://www.massbudget.org/browser/line_item.php?id=7061000800&inflation=cpi

[24] The preschool funding is included in the larger Chapter 70 line-item (7061-0008).

[25] For information on Chapter 70, please visit: www.doe.mass.edu/finance/chapter70/

[26] Public schools may have relationships with community-based programs but if there is a contractual relationship between the public school district and the community-based programs, the children served in those programs are not included in the count that determines Chapter 70 funding. The exception is children who are enrolled in a public preschool and/or receive special education programs and who are also enrolled in a community-based program as a wrap-around to meet family and/or child need.

[27] For additional information, please see: http://www.massbudget.org/report_window.php?loc=Facts_10_22_10.html

[28] Although kindergarten screening is required, the state does not have any requirements related to kindergarten assessments.

[29] Observations of teachers and feedback are part of the educator evaluation system. For more information, please visit: http://www.doe.mass.edu/edeval/

MICHIGAN - Michigan Great Start Readiness Program (GSRP)

[1] The Intermediate School Districts (ISD), which cover the state, serve as grantees for GSRP, the state Pre-K program. GSRP sites are operated in all but one very rural county. A total of 326 out of 545 districts (60%) operated GSRP in 2017-2018. Classroom programs are still operated in the areas of those districts that no longer operate the program directly. In some cases, the ISDs are now providing the program directly and in some, CBOs have taken over.

[2] Legislation allows for a GSRP/Head Start Blend option, which receives $3,625 in state funding to blend with federal Head Start funding per child to create a school-day length program. This option requires adherence to all federal Head Start and GSRP policies and regulations, with the more stringent standard from either program prevailing.

[3] School-day classroom programs are reimbursed at two slots per child ($7,250); all others are reimbursed at one slot per child ($3,625). The minimum operating schedule is three hours per day for four days per week for 30 weeks per year. It is allowable for new grantees or newly licensed sites to operate only for 20 weeks during the first year. Subsequent years must be 30 weeks per year. Legislation allows for a GSRP/Head Start Blend option, and requires a tuition-based sliding scale for children who are over-income. GSRP/Head Start Blend is also included in the extended-day count. Data has been entered according to the NIEER definition. In Michigan, 6.5 hours per day is considered a school-day and extended day (wrap-around) would constitute a minimum of 10 hours.

[4] Operating schedule may vary depending on program option. The requirement for a part-day program is three hours per day, for a minimum of four days per week for 30 weeks. For school-day and GSRP/Head Start Blend, the formal partnership requires 6.5 hours per day, four days per week for 30 weeks. In Michigan, 6.5 hours per day is considered a school-day and extended-day (wrap-around) would constitute a minimum of 10 hours.

[5] GSRP is aligned to kindergarten age eligibility law and that allows for exceptions to the September 1 cutoff by parent request. Parents may request early entry into kindergarten for children with birthdates between September 2 and December 1. Therefore, there is early entry into GSRP as well for those dates. Although this exemption was not included in the original legislation for 2017-2018, a supplemental bill signed in November 2017 reinstated it.

[6] At least 90 percent of the children enrolled in each grantee must meet the income requirement of 250 percent FPL or below, with exceptions for up to 300 percent if sufficient numbers of children cannot be recruited at 250 percent FPL. There are seven factors that determine eligibility: low family income (below 250 percent FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary home language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent, and environmental risk. All families above 250 percent FPL, except for children who qualify as homeless, in foster care, or with an IEP, must pay tuition based on a sliding scale. Families that are over income as part of the 10 percent allowed must have at least two other risk factors and pay tuition based on a sliding scale. Sliding scales are determined locally, and may be included for review during monitoring.

[7] For classrooms that enroll 17 or 18 children, a third adult who meets licensing requirements for a caregiver is required at all times.

[8] Minimally, part-day programs provide a snack, though many provide breakfast and lunch for morning classes and some also provide lunch and snack for afternoon classes. School-day programs typically provide breakfast, lunch, and snack. The minimum number of meals/snacks required is set by licensing, dependent on the length of the day.

[9] The full physical exam includes: health history, birth history, meds taken, current/past diagnosis, measurements, essential findings, immunization record, and recommendations.

[10] Chronic Absenteeism is addressed in the state ESSA plan beginning at Kindergarten. The GSRP Implementation Manual requires each site/classroom to take daily attendance and each subrecipient to have an attendance policy in the Parent Handbook.

[11] Exclusion policy must be written to describe short term injury or contagious illness that endangers the health and/or safety of children or others. Children must not be excluded or expelled from classroom programming or transportation services.

[12] GSRP is currently going through a process to evaluate new comprehensive curricula for inclusion on the list of curricula able to be used in GSRP classrooms. Part of scoring is based on providing an alignment between the curriculum and the Early Childhood Standards of Quality for Pre-K (ECSQ-PK).

[13] State policy provides an approved list of child assessments aligned with the ELDS.

[14] GSRP requires providers be trained directly by a certified trainer of the chosen curriculum.

[15] SEA monitors ISDs that, in turn, are required to provide oversight and monitoring of subrecipient practices, such as the implementation of local policies/procedures related to fidelity of implementation of the program model. Each classroom also has an Early Childhood Specialist (Master's degree prepared classroom coach) to provide observation, feedback and support directly to the teaching teams.

[16] All lead teachers must have Elementary teaching certification with an Early Childhood endorsement or a BA in Early Childhood Education or Child Development with specialization in preschool teaching. If training is incomplete, they may be considered out of compliance, but must be enrolled in a degree or endorsement program and in compliance within two years.

[17] An assistant teacher may have a CDA or an Associate's degree in Early Childhood Education or Child Development. If a suitable person cannot be hired, someone can start while out of compliance, but must have completed at least one credit-bearing course in child development and complete the requirements within two years.

[18] Lead teachers who are certified in public school settings must also complete six credit hours or an equivalent of continuing education units every five years to keep their teaching certification current. Newly certified lead teachers must complete even more training to renew the certificate for the first time.

[19] All classrooms are assigned an Early Childhood Specialist (ECS, i.e., master's level coach) who visits each classroom at least monthly during the program year for the purposes of supporting the teaching team. The requirement is that each ECS is in regular contact with the teaching teams and does regular visits for support based on differentiated needs of teachers. ECSs are typically in the classroom anywhere from weekly to monthly depending on the needs of each teaching team. Classrooms with new lead teachers receive more frequent visits. Classrooms with lower Program Quality Assessment (PQA) scores or other concerns also receive more attention. Visits should include time to coach teaching teams, e.g., modeling strategies with children, observing and providing immediate feedback on techniques or interactions, attending home visits/conferences, having informal conversations with teaching teams on self-assessment of their progress and areas where they desire additional support. See http://www.michigan.gov/gsrp for Implementation Manual and Early Childhood Specialist section for details.

[20] A total of 118 (5%) Lead Teachers were on compliance plans during the 2017-2018 program year. They were either completing the last few classes towards Bachelor's degrees in Elementary Education with the Early Childhood Endorsement or in Early Childhood Education or Child Development with a specialization in preschool teaching.

[21] Per the GSRP Implementation Manual, Classroom Requirements section, The ISD and program administrators must ensure sufficient time for all staff to participate in planning, professional development, and parent involvement activities.

[22] Teachers have been supported, through Race to the Top: Early Childhood Challenge Funds, to use T.E.A.C.H. to attain credentials by completing an early childhood endorsement or completing a Bachelor's degree in ECE or Child Development while working with a compliance plan. Approximately 4% of Lead Teachers in Public Schools and 6%in Non-Public Schools are working to attain credentials.

[23] Any wage or salary incentives would exist through T.E.A.C.H. or be generated locally.

[24] Assistant Teachers have been supported, through Race to the Top: Early Childhood Challenge Funds, to use T.E.A.C.H. to attain credentials by completing an Associate's degree in Early Childhood Education/Child Development or Child Development Associate's Credential (CDA) while working with a compliance plan.

[25] Michigan spent $243,600,000 on the program and $300,000 on evaluation.

[26] GSRP Funds came from the General Fund and were appropriated through the State School Aid Act, P.A. 108 of 2017 Sec, 32d. (1).

[27] GSRP has both a community needs assessment and a formula component that contributes to the final grantee allocation. GSRP cannot operate solely on the state funding, but the state does not collect information on local, federal, or in-kind contributions. Grantees often include in-kind space for GSRP, utilities, administrative time, etc. All funding flows through the State School Aid Fund to ISDs. Additional federal sources, such as CCDF subsidies, CACFP, and Title I, are used to provide the GSRP program. Included in the total spending is $300,000 allocated from state resources for ongoing statewide evaluation activities.

[28] The GSRP evaluation plan being executed by Michigan State University from 2017-2022 consists of four research studies focused on accessibility, quality and preschool outcomes study, academic impact, and economic impact. The accessibility study will use mapping statistics to show if there's any gap with the service, where is the gap and whether the various needs are being met. The quality and preschool outcomes study will help discern which aspects of the GSRP model (e.g., part-day/school-day, district or CBO setting, QRIS rating, PQA/CLASS rating, teacher credentials/pay) are most relevant to preschool outcomes and child growth. The academic impact study will establish a comparison group and follow a cohort of children from GSRP through 3rd grade and then examine their 3rd grade standardized M-STEP scores on ELA/Math, as well as their experiences along the way with retention, special education, absenteeism, and suspension/expulsion. Finally, the economic impact study aims to discern closer to the true costs of implementing GSRP as well as doing a cost-benefit analysis of the public investment in GSRP.

[29] Documentation of children's learning and/or outcomes is ongoing and locally collected for program use. Multiple checkpoints take place during the year. Use of data includes individualizing for children, reporting to parents, creating program improvement and professional development plans.

[30] Assessors must have formal training from the publisher of the tool or a person certified by the publisher to train.

[31] Local programs use results from daily ongoing child assessment to individualize for children, and to report to and plan with parents for their individual children. Results are also presented to local parent advisory groups for shared decision making on topics such as the future choice of tools, or determining it there is a need for a professional development emphasis for the coming year.

[32] For the Kindergarten benchmark assessment, all districts must choose from a list of approvable instruments and use that tool three times per year. Results are not required to be submitted to the state.

[33] Every teaching team is assigned an Early Childhood Specialist (ECS, i.e., a Master's level coach). Teams with new Lead Teachers have a baseline Program Quality Assessment (PQA) in the fall and all teams have an End-of-Year PQA. Together the teaching team and ECS set goals for growth from PQA results. Each ECS is required to be in regular contact with the teaching teams and do regular visits to provide support based on the differentiated needs of teachers. ECSs are typically in the classroom anywhere from weekly to monthly depending on the needs of the teaching team. Classrooms with new lead teachers receive more frequent visits. Classrooms with lower PQA scores or other concerns also receive more attention. Visits should include time to coach teaching teams, e.g., modeling strategies with children, observing and providing immediate feedback on techniques or interactions, attending home visits/conferences, having informal conversations with teaching teams on self-assessment of their progress toward team goals and areas where they desire additional support. See http://www.michigan.gov/gsrp for the GSRP Implementation Manual and Early Childhood Specialist section for details.

[34] All GSRP classrooms are required to take part in Great Start to Quality, Michigan's QRIS with a minimum rating of 3 stars at entry. Intermediate School Districts, as GSRP grantees, have local policies on working to increase the star level of any program that enters at 3 stars with Early Childhood Specialist (master's level classroom coaches) support. Most GSRP sites have ratings of 4 or 5 stars.

[35] SEA monitors Intermediate School Districts (ISDs) as GSRP grantees that are required to provide oversight and monitoring of subrecipient practices, such as local policies and procedures related to all aspects of fidelity of implementation of the program model. Each classroom also has an Early Childhood Specialist (ECS), a Master's level coach to provide observation and feedback directly to teachers.

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, eight tribal governments, and 24 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.

[2] All Head Start enrolled children are income eligible for Free and/or Reduced Price Lunch per federal performance standards.

[3] All children were enrolled in Head Start. Head Start partners with a variety of partners at the local level which may vary by community, including local school districts and family or center-based child care.

[4] Programs comply with the federal Head Start requirement of at least 3.5 hours per day, four days per week, for 32 weeks per year, which is the most common schedule. A formal process that approves the use of Child Care Assistance funding for Head Start Integrated full-day programming has been established. Extended-day services are also provided through collaborations with the Early Learning Scholarships program.

[5] Children who turn 3 after September 1 may enroll if slots are available. Enrollment and eligibility are determined at the local level per Head Start performance standards.

[6] State pre-K children, as defined by NIEER, 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. Families may also be income-eligible if they qualify for child-care services as a participant in the Minnesota TANF program. Reported risk factors

may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots. Agencies must work with their parent council to establish additional priorities.

[7] Eligibility is reassessed between Early Head Start and Head Start, and before a third year of Head Start. Income and other family circumstances are reassessed and support is provided for finding other options if children are found to be no longer eligible.

[8] Class sizes and staff-child ratio are defined in the Head Start performance standards. In mixed-age classrooms, if the majority of children are 3, then the maximum class size is 15.

[9] Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide one-half to two-thirds of daily nutritional needs (breakfast, lunch, and a snack). A program must use funds from USDA Food, Nutrition, and Consumer Services child nutrition programs as the primary source of payment for meal services.

[10] Per Federal Head Start Requirements, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.

[11] Per federal Head Start requirements.

[12] The programs work very closely with Part B and C staff. Often there is co-teaching, but it is not a requirement.

[13] Per Federal Requirements and state LEAP legislation.

[14] Per federal Head Start recommendations/performance standards: https://eclkc.ohs.acf.hhs.gov/publication/ersea-encouraging-supporting-regular-attendance

[15] Per Federal Head Start Requirements. This is monitored at the federal level.

[16] Practice Briefs have been developed and are available to support early childhood professionals expand their usage of the early learning standards to increase support for children and their families.

[17] Minnesota's Early Learning Standards will soon be aligned to Head Start Early Learning Child Outcomes Framework: Ages Birth to Five

[18] Programs that participate in the QRIS "Parent Aware" are required to use a curriculum and assessment that are aligned with the Early Childhood Indicators of Process. All programs are required to participate in Parent Aware. The exception is for tribal grantees and 6 out of 8 do participate.

[19] Minnesota Head Start programs may utilize an automatic rating pathway for the state Quality Rating and Improvement System (Parent Aware). Participation in Parent Aware requires the use of aligned curriculum and approved assessments that are aligned with the Early Childhood Indicators of Progress.

[20] Complete List of Aligned Curriculum approved for use in the state's QRIS: Stand-alone preschool curricula: 1-2-3 Learn Curriculum; Bank Street Developmental Interaction Approach; Carol's Affordable Curriculum including: Jumping Kangaroos, Son Shine, Tiny Tots, and Little Disciples; Core Knowledge; Creative Curriculum for Family Child Care; Creative Curriculum for Preschool; Curiosity Corner; DLM Early Childhood Express; Early Learning Success; Essentials of Active Learning in Preschool: Getting to Know the High Scope Curriculum; Everyday Mathematics; Family Child Care Programs: Building a High Scope Program; Fireflies, by Funshine Express; FunShine Online Preschool Curriculum (3-5 years); Gee Whiz Education; High Reach Curriculum package for Family Child Care; High Reach Curriculum for Pre-K; The High Scope Preschool Curriculum; Houghton Mifflin Pre-K; Investigator Club; Learn Every Day: The Preschool Curriculum; Montessori; Mother Goose Time; Opening the World of Learning (OWL); Project Early Kindergarten (PEK) bundle of curricula for centers (includes PEK manual, Everyday Mathematics and Doors to Discovery); Project Early Kindergarten (PEK) curriculum for family child care; Scholastic Big Day for PreK; Scholastic Early Childhood Program; Seeds of Learning: Seeds to Sprouts!; Splash in to PreK; Starfall PreK; The Redleaf Family Child Care Curriculum: Teaching Through Quality Care, Second Edition; Totes of Fun

[21] Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA in Early Childhood Development by October 2011; by September 30, 2013, 50 percent must have at least a BA in ECE or a related field. 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 a public school, teacher union rules require that teachers have at least a BA. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.

[22] Assistant teachers must meet Department of Human Services (DHS) licensed child care center regulations, which includes a CDA.

[23] The requirement for in-service professional development is 2% of total work hours. As of December 2007, however, the Head Start reauthorization required 15 clock hours of professional development per year for teachers and assistant teachers. By federal law, Head Start staff must follow the highest standard. For those working full-time, that will be the 2% standard.

[24] Per Head Start performance standards, programs are required to implement a research-based, coordinated coaching strategy for education staff.

[25] Policies for professional development and planning time are set by federal Head Start regulations and local Head Start agencies.

[26] Head Start staff are eligible to apply for TEACH and RETAIIN grants and CDA scholarships implemented by Child Care Aware of Minnesota.

[27] Minnesota supplements federal Head Start and Early Head Starting funding with an additional $25.1 million annually. $11.8 million is used for programs that serve state-funded Head Start 3- to 5-year-olds. The remaining funds are used for state-funded Early Head Start.

[28] The state funding formula is based on federal resources and unmet need. The funding formula is calculated based on elements used federally to determine funding for the entire Head Start agency. It is then locally determined what proportion of funding goes to birth-to-3 and 3- to 5-year-olds.

[29] Required assessments of preschool children are determined locally and must comply with federal Head Start requirements. Programs are not required to submit data to the state.

[30] Kindergarten assessments are locally determined. Districts are invited to be part of the statewide Kindergarten Entry Profile study, but can decline. Districts also assess children throughout the kindergarten year as part of a high level option to receive additional funding.

[31] The approved Kindergarten Entry Profile assessment tools include: Desired Results Developmental Profile (DRDP), DevMilestones, Teaching Strategies GOLD, and Work Sampling System. Kindergarten staff can use any assessment throughout the year.

[32] Many programs utilize CLASS to support teacher professional development and Practice Based Coaching. This information is not collected by or reported to the state. As part of the federal Head Start monitoring system, ACF conducts observations of multiple classes operated by the grantee based on a random sample of all classes and rates the conduct of the classes observed using the CLASS: Pre-K instrument.

[33] Per Head Start performance standards; American Indian and Alaska Native programs are exempt.

[34] All center-based Head Start and Early Head Start programs are eligible to apply for an Automatic 4-Star Parent Aware rating through their state funding annual program plan. A 4-star rating is the highest quality rating and Head Start programs are not eligible for any other rating.

[35] Per federal Head Start monitoring protocol and in addition, programs that are licensed though the Department of Human Services or non-licensed and receiving CCAP are subject to annual review by the DHS Licensing Division.

MINNESOTA - Voluntary Pre-Kindergarten (VPK) and School Readiness Plus (SRP)

[1] The allocation of VPK funding is done through a process outlined in state statute to assure equitable distribution of funds throughout the state. The state is divided into four classifications: metro-St. Paul and Minneapolis (10%), metro suburban (40%), non-metro (47%), and charter schools (7%). The funding is dispersed as noted to these regions based on the percentage of state total kindergarten enrollment. VPK is available in 93 school districts and 18 charter schools. VPK was in 101 districts/charter schools and School Readiness Plus (SRP) was in 10.

[2] This is a voluntary program. All districts and charter schools are encouraged to apply for funding through a yearly application process that allocates the legislatively determined number of seats. Prior to the application process, all elementary and charter school sites are ranked according to free and reduced (FRL) lunch student population. Schools with funding must renew to continue receiving funding and may ask for expansion funding. All schools may request new program funding. Additional points are awarded for sites working with a mixed delivery partner and who do not have 3- or 4- star rated child care sites within a 10- or 20- mile radius. Funds are prioritized and allocated to sites with the highest FRL-eligible children.

[3] The enrollment total includes 6,026 children in VPK and 261 children in SRP.

[4] Programs may enroll children in part-day state-funded preschool and part-day Head Start. Children may attend state-funded preschool and use Head Start for wrap-around services. Children may be enrolled in both programs when they are co-located programs that are sharing resources in a mixed-delivery model. The Head Start enrollment count is separate from the VPK count.

[5] VPK district and charter school awards were made using a ranking system that was based on the FRL percentage of each elementary/charter school site in Minnesota. This assured that each site funded had a demonstrated need for available VPK funding. Enrollment by eligibility for FRL reported here may be an underestimate because not all schools serve meals to children enrolled in VPK.

[6] Most children were served in public schools (including charter schools) but some children were served through mixed-delivery in Head Start partnership sites and child care center partnership sites.

[7] Schools have the opportunity to design the schedule including the number of days and instructional hours for the year. This leads to a variety of schedules including full- and part-day options. All programs must offer a minimum of 350 instructional hours.

[8] Schools are encouraged to layer and braid funding sources to meet the early learning and care needs of children and their families. This includes using school readiness, early learning scholarships, and Head Start and/or child care partnerships to extend the length of day and/or number of days that a child has the opportunity to participate in high quality early learning and care experiences.

[9] Schools can receive a maximum of .6 pupil unit for funding per student. By statute, the minimum number of instructional hours required was 350. The .6 cap provided funding for up to 510 hours. Many programs elected to offer more hours and paid for those with other available funds.

[10] Because VPK is funded as a grade level, the days of operation per year follow the same guidelines as elementary schools in Minnesota.

[11] Since the number of available seats for VPK are limited, schools may determine local eligibility requirements to help identify children with the greatest need. Many use the state school readiness criteria that exist such as eligibility for free lunch, homelessness, foster care, English Language Learners (ELLs), and developmental need as identified through health and screening processes.

[12] If a child is assessed and referred for and receives special education services, the child no longer qualifies for VPK and is funded through special education funding. Guidance from the state encourages that the child remains in the VPK classroom. When this happens, a new child can be enrolled in the vacated seat as long as the total classroom enrollment does not exceed 20 students.

[13] Maximum class size is capped at 20. At least one of adults in the classroom must be a teacher knowledgeable in early childhood curriculum content, assessment, native and English language development programs and instruction.

[14] All VPK students qualify for free breakfast. Schools serving breakfast are reimbursed through designated state funds for enrolled children who do not qualify for FPL. VPK schools are not required to serve breakfast, however, state guidance encourages a focus on nutrition and most programs do provide at least one meal.

[15] State statute allows a board to decide that additional components such as nutritional, physical, and dental assessments, review of family circumstances that might affect development, blood pressure, laboratory tests, and health history are offered.

[16] Individual and summary data must be reported to the district by the health provider who performs the screening services, for the purposes of developing appropriate educational programs to meet the individual needs of children and designing appropriate health education programs for the district. No data on an individual shall be disclosed to the district without the consent of that individual's parent or guardian.

[17] On June 16, 2017, the Minnesota Board of Teaching (which is now PELSB) passed a resolution which allows teachers who are licensed K-12 in the areas of English as a Second Language (ESL), Vocal and Instrumental Music, Physical Education and Visual Art and are assigned to teach in K-6 grade settings, to be permitted to also provide subject specific instruction to students in pre-kindergarten assignments.

[18] A set of ECIPs Practice Briefs have been developed. They are short, targeted information briefs designed to help early childhood professionals expand usage of the early learning standards to increase support for children and their families.

[19] Minnesota's Early Learning Standards will soon be aligned to Head Start standards.

[20] According to VPK and SRP statute, each program must measure each child's cognitive and social skills using a formative measure aligned with the state's early learning standards when the child enters and again before the child leaves the program, using screening and progress monitoring measures from the state-approved menu of kindergarten entry profile measures. The voluntary pre-kindergarten program requires the use of a KEP-approved tool, the SRP statute does not require the use of a specific tool.

[21] The state requires that VPK provide comprehensive program content including the implementation of curriculum that is aligned with the state early learning standards. If the district is also rated under the state Parent Aware program, they must use a curriculum from the approved list or complete the curriculum approval process if using a self-designed curriculum.

[22] A program review process was developed and implemented in 2018-2019 that reviewed 2017-2018 practices. This included curriculum use and implementation practices.

[23] Programs are required to provide comprehensive program content including the implementation of curriculum, assessment, and instructional strategies aligned with the ECIPs, and kindergarten through grade 3 academic standards.

[24] If schools choose to use subject specific curricula, they must be bundled with other subject specific curricula so that there is a comprehensive instructional approach in the preschool classroom.

[25] VPK Statute requires that teachers are knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Statute also requires that VPK instructional staff receive salaries comparable to the salaries of local kindergarten through grade 12 instructional staff. These requirements apply to VPK public, charter, Head Start, or community mixed-delivery site partners. The preferred licensure is Early Childhood Education (Birth-Grade 3) or a Pre-Primary endorsement (Age 3-Pre-K) or the older Pre-kindergarten (Pre-K) license. Implementation guidelines suggest that someone who is appropriately licensed be hired. Programs determine if a candidate with an elementary teaching licensure has the background and experience appropriate for preschool. If a program has advertised but cannot find a licensed teacher meeting the requirements, they may request a variance for another fully licensed teacher to teach outside of their licensure area.

[26] Assistant teacher requirements are determined by the district/charter school hiring and personnel practices. In the case of a mixed-delivery Head Start or community-based partner, the assistant teacher would follow the regulatory agency requirements for that position.

[27] By statute, VPK sites are required to provide high-quality coordinated professional development, training, and coaching for both school district and community-based early learning providers that is informed by a measure of adult-child interactions and enables teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Four measures of adult-child interactions have been recommended: CLASS, Danielson, Marzano, and TPOT.

[28] Professional development plans are informed by an observational measure of adult-child interactions and enable teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Districts/charter schools must also implement strategies that support the alignment of professional development, instruction, assessments, and pre-kindergarten through grade three curricula. Districts/charters schools locally form practices that meet these requirements.

[29] This varies by district/charter school established practices and meets local and state licensing and continuing education requirements. For child care centers this information is recorded in state DEVELOP system.

[30] VPK/SRP is funded through general education funds and is considered a grade level. VPK statute requires staff salaries that are comparable to local K-12 instructional staff. School districts/charter schools contracting with other entities for a VPK program need to ensure the salaries paid to the teachers for the hours deemed as VPK are comparable to district K-12 instructional staff.

[31] The statue language for professional development does not call out paid time other than "comparably compensated to K-12 teachers." It does state that VPK must: provide high-quality coordinated professional development, training, and coaching for both school district and community-based early learning providers that is informed by a measure of adult-child interactions and enables teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction; and implement strategies that support the alignment of professional development, instruction, assessments, and prekindergarten through grade 3 curricula.

[32] Teachers do have access to TEACH scholarships in Minnesota. The mentoring of staff for professional development is a result of the requirement that all teachers be

observed using an appropriate teacher-child interaction tool (CLASS, TPOT, Danielson, or Marzano). Other opportunities provided by the state include assessment tool training workshops, Parent Engagement symposiums, and Pre-K Leadership series which districts participate in with teams that include pre-K teachers.

[33] The LEAD teacher incentive is through the statute language that requires comparable pay. Districts must show MDE how they are accomplishing that. At this time the results have not been analyzed formally, but it appears that there has been an increase in pre-K teachers being placed on master contract agreements.

[34] Minnesota has been working on issues of Early Childhood Workforce Compensation as part of the National Governor's Association work group. This is a topic of interest and ongoing work in Minnesota.

[35] Assistant teacher requirements are determined by the district/charter school hiring and personnel practices. In the case of a mixed-delivery Head Start or community-based partner, the assistant teacher would follow the regulatory agency requirements for that position.

[36] Programs exist in Minnesota like TEACH that can support educational gain, but decisions are made locally.

[37] The funding is appropriated from the general fund to the Department of Education for the fiscal year. In 2017-2018 the allocation was $21,429,000 of new money for an additional 3,000 seats.

[38] Funding for the VPK grade level is based on head counts and Average Daily Membership (ADM). Students enrolled in the pre-kindergarten grade level and designated in MARSS (the state student data system) to generate funding will generate all pupil-driven formulas including compensatory and sparsity. Elementary sites are approved for a capped number of students. Schools can only receive funding up to the approved number of students and ADM for each approved site. By law, VPK at participating sites can generate up to 0.6 pupil unit. The actual pupil units per student is based on the program's calendar and could be less than 0.6 per student, but not less than .41 to meet the required 350 hours of instruction. Funding flows like other K-12 general education revenue streams.

[39] Districts and charter schools are encouraged to partner with Head Start and other community-based child care programs. In the case of a partnership, the public school must have on file a Memorandum of Understanding (MOU) and a contract that specifies duties, responsibilities and financial agreements between partners.

[40] Districts and charter schools are encouraged to use the selected assessment tool according to publisher recommendations; however, they are only required to report the data to MDE when the child enters and again before the child leaves the program for the voluntary pre-kindergarten program. School Readiness Plus sites may choose to be part of the reporting process if they choose to use one of the KEP approved assessment tools that are required of VPK sites.

[41] For additional information, see: https://education.mn.gov/MDE/dse/early/curr/

[42] Children are assessed at entry and exit using a KEP approved assessment tool. The data is shared with the state agency as part of the district's annual Impact Measure Report.

[43] The Kindergarten Entry Profile (KEP) Initiative supports districts, school administrators, and teachers by providing districts/charter schools with a menu of high quality, comprehensive assessment tools to help them obtain a comprehensive profile of children entering kindergarten in order to inform their practice and programming. Participation in the KEP is voluntary. All tools on the KEP list provide real-time data to schools in order to help guide instructional planning and teaching practices based on the learning needs of kindergarten students. Kindergarten staff may use other locally chosen assessment tools throughout the year.

[44] The approved Kindergarten Entry Profile assessment tools include: Desired Results Developmental Profile (DRDP), DevMilestones, Teaching Strategies GOLD, and Work Sampling System. Kindergarten staff can use any assessment throughout the year.

[45] VPK programs are expected to use a measure of adult-child interaction as a tool to provide formative feedback. MDE encourages programs to use the CLASS, Danielson Framework, Marzano, or TPOT. Some tools are more general to teaching at all grade levels and content areas. When using these tools, it is imperative that the person conducting the observation, use an age level version of the tool when available and discuss what has been seen, with an understanding of the unique aspects of the way young children learn and best/promising practices in early childhood to enhance learning. Professionals administering the tools should complete be trained on the use of the selected tool.

[46] MDE guidance for VPK and SRP states that regardless of the tool used, the evaluation is intended to provide opportunities for discussion and as a guide in developing an individualized professional development plan.

[47] A high percentage of schools participating in VPK voluntarily participate in the state Parent Aware QRIS, over 85%.

MISSISSIPPI - Mississippi Early Learning Collaborative (ELCs)

[1] The majority of the Early Learning Collaboratives (ELCs) are led by school districts, but some are led by nonprofit organizations. A few ELCs include multiple school districts. ELCs operate in 14 out of 82 counties in the state.

[2] An additional 176 5-year-olds and 123 3-year-olds were served but state funding supports only 4-year-olds.

[3] The children that are enrolled at those Head Start partner sites are considered to be dually enrolled. The total number of children who are dually enrolled in the ELC and Head Start, including 3- and 5-year-olds, is 1,029.

[4] Enrollment by program location includes 3- and 5-year-olds not supported by state funding. Enrollment for "Private Settings" includes 15 children enrolled at private schools and 94 children enrolled in child care programs.

[5] Enrollment by program operating schedule includes 3- and 5-year-olds not supported by state funding.

[6] Programs included in the ELCs do have the option to operate for more than 6 hours per day; however, funding does not increase should they elect to do so. Programs included in the ELCs do have the option to operate for fewer than 6 hours per day, however; funding is decreased by 1/2 should they elect to do so.

[7] Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age. Some of the ELC partners are Head Start sites, which have an income requirement for eligibility. Eligibility is coordinated with Head Start agencies in local areas and shall not cause a reduction in the number of children served by Head Start.

[8] The Developmental screener used for the 2017-2018 school year was the Brigance III. This assessment was used at least twice on each enrolled child during the school year. Scores from use of the Brigance III showed growth across all sites. Children are required to be referred to services when needs are identified.

[9] All programs are provided with developmental checklists, which are aligned with the Early Learning Standards for use with individual children and inclusion in kindergarten transition folders.

[10] ELCs can use state pre-K funding to pay for PD to be provided by curriculum developers to support curriculum implementation.

[11] Curriculum implementation fidelity is required of all programs and is monitored annually through onsite visits, including classroom observations.

[12] Cohort I could continue to use a curriculum previously approved by the Mississippi Department of Education (MDE) until they purchase/update their existing curriculum. These curricula include: Opening the World of Learning (OWL), Creative Curriculum, Big Day for PreK, Galileo, and Frog Street. Cohort II was required to use only OWL starting on January 1, 2017. On July 1, 2019, all Cohorts will utilize OWL exclusively.

[13] In order to serve as a lead teacher in a Pre-K classroom, educators must possess a Pre-K/K teaching license; or a K-3/K-4 teaching license with either 12 hours of ECE college credit, or Praxis 5024, or completion of an approved educational program; or a K-6 teaching license with either an N-1 supplemental endorsement, or Praxis 5024, or completion of an approved educational program; or any teaching license and a degree required to obtain a Pre-K/K, K-3, K-4, K-6 teaching license with either 12 hours of ECD college credit, Praxis 5024, or completion of an approved educational program; or an ECE degree with no teaching license but with Praxis Core AND Praxis II and Praxis 5024. Currently approved educational programs include either a CDA, National Board Pre-K Certification, National Director's Credential, Montessori Credential, or the MDE Boot Camp course. ELC teachers at sites that are not accredited by the MDE are not required to obtain a license, but must have a bachelor's degree in early childhood, complete at least 12 hours of early childhood college credit, or complete an approved early childhood program.

[14] Assistant teachers are required to have an Associate's degree in Early Childhood Education, Child Development, or an equivalent field; or an associate degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification.

[15] If classrooms/sites are placed on probation as a result of annual monitoring visits, teachers in such classrooms are required to have PD plans to address findings included in monitoring deficiencies.

[16] The state funds support four-year-old children. Programs can serve three- and five-year-old children that can benefit from the program but are not paid for through the state funds. The amount listed from non-required local sources is the total amount of tax credit donations received for the 2017 tax year.

[17] The state provides $2,150 per full-time 4-year-old child enrolled. The ELC provides a 1:1 dollar for dollar or in-kind match to make the total investment for each child $4,300.

[18] The Mississippi State Kindergarten Readiness Assessment (KRA) is administered twice a year. For preschool, the ELC also uses selected assessments, used at various times throughout the year, and are aligned with the standards.

[19] The Mississippi State KRA is required along with Brigance Screen III. Some collaboratives use the Star Early Learning Assessment as their progress monitoring tool.

[20] Assessment proctors are not required to be reliable to the Mississippi KRA tool because the tool is taken online by students. The Brigance III is administered twice a year by classroom teachers. As this tool is designed to be administered by classroom teachers, no additional reliability protocol is required.

[21] The Mississippi State KRA is administered twice a year, entry and end of year.

[22] Data from observations is entered into the MyTeachstone system for the purposes of scoring individual observations and reporting on data collected across programs.

MISSOURI - Missouri Preschool Program (MPP)

[1] All early childhood personnel have multiple roles and therefore the state cannot quantify the number of FTEs.

[2] Missouri Preschool Program (MPP) contracts are awarded through a competitive bid process, with the grants limited to five years. Therefore, the number of programs and children served changes every year.

[3] Programs must provide 6.5 hours of educational activities appropriate to the developmental level of the child per day between the hours of 7:30 AM and 5:00 PM. Only governmental entities or public school districts (awarded funding prior to FY16) can provide a part-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title 1 and/or early childhood special education.

[4] Preschool programs are required to operate five days per week. However, public schools that implement a four-day school week for their K-12 grade levels can also implement a four-day schedule for the preschool program. The length of the preschool day is expected to mirror the length of the K-12 day.

[5] Preschool programs must provide educational activities appropriate to the developmental level of the child 12 months a year. Only governmental entities or public school districts may provide preschool services for the school year, but no less.

[6] Eligibility is determined by age, with all other eligibility requirements determined locally.

[7] If a preschool program charges a fee for preschool, they must implement a sliding scale fee.

[8] 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.

[9] All preschool programs are required to partner with their local Parents as Teachers (PAT) program which provides parent education and health and developmental screenings. In addition, PAT also provides referrals to services that may be beneficial to the family based on need/request.

[10] This is determined at the local level.

[11] Missouri Department of Elementary and Secondary Education does not have a specific policy on expulsion and suspension, however, there are policies for expulsion and suspension in licensing and accreditation standards. All of Missouri's state funded programs must be licensed and must meet accreditation by the end of the third year of funding.

[12] Missouri Early Learning Goals cover children from infants through kindergarten entry. New K-12 standards were approved in April 2016.

[13] Support for implementation of curriculum is provided by onsite consultation.

[14] Lead teachers must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certification, or a four-year college degree in CD.

[15] Assistant teachers must have a CDA, two-year Associate Degree in Child Care/Education or 60 college hours with a minimum of three college credit hours in early childhood, CD, or child/family related courses and experiences working in a program with young children and their families.

[16] Certificated teachers have state certification requirements for individualized PD plans.

[17] Each state funded classroom has a consultant assigned who will review the information receive from the ECERS and provide guidance for improvement.

[18] Missouri is piloting the Quality Assurance Report.

[19] Consultant visits are required: first year programs (site visit); second year programs (10% are monitored); third year programs (100% are reviewed through the accreditation process); fourth/fifth year programs (monitoring based on ECERS-3 and consultant reports).

MONTANA - Montana STARS Preschool Pilot Program

[1] Numbers reflect total enrollment as of January 2018. The STARS Preschool Pilot program funded classrooms located in family, group, center, Head Start and public school settings.

[2] The 2019 Legislature is considering funding for preschool.

[3] 2017-2018 was the first year of Montana's state funded STARS Preschool Pilot program. One Head Start grantee was selected to participate. Montana funded two classrooms entirely with state funds and the classrooms were located in Head Start grantees' buildings in two cities within one county.

[4] Enrollment by race is self-reported by parents, and not all parents completed the survey. Therefore, enrollment by race does not equal the total enrollment.

[5] Programs are required to operate a minimum of 5.5 hours per day or 28 hours per week and operate in coordination with the local school calendar.

[6] School districts may enroll children younger than 5 years old in kindergarten programs by special permission of the school board.

[7] STARS Preschool Pilot programs were encouraged to enroll a minimum of 25% high needs students including, but not limited to: children who are low income; children receiving services from IDEA Part B or Part C; children who are engaged in mental health services and supports; children who are enrolled Tribal Members; and children who are homeless or at risk of becoming homeless.

[8] The STARS Preschool Pilot program has a mixed-delivery model for 4-year-olds and 5-year-olds repeating their 4-year-old year. We have family, group and center childcare providers as well as Head Starts and LEA's. All private providers have additional limitations based on the number of children they are licensed to serve. Programs may request a waiver to serve up to 20 students in one classroom.

[9] The STARS Preschool Pilot program doesn't address meal requirements, but all programs report providing both snack and lunch.

[10] Programs must offer screenings or, at a minimum, connect parents and children through referral for screenings and support. A program may offer screenings, or refer children to be screened elsewhere. There is not currently a requirement for programs to act upon the results of the screening through referral.

[11] There are no rules specific to the STARS Preschool Pilot program, but districts must comply with state special education rules.

[12] Programs are required to select an evidence-based curriculum and, while a list was not provided, programs did receive guidance on what was acceptable. All programs were offered on-site support for curriculum implementation through coaching.

[13] Teachers employed by public schools are required to have a Bachelor's Degree, plus P-3 endorsement. Teachers employed by nonpublic schools are required to have a Bachelor's Degree, plus 20 credits in ECE.

[14] Assistant teachers must have two years of study in higher education, or an Associate's Degree, in a related field. Programs with teacher assistants who have specific ECE knowledge and experience are prioritized when programs are being evaluated for funding.

[15] Other refers to lead teachers without a Bachelor's Degree, however, highest level of education is unknown. Lead teachers that do not meet required qualifications are required to mentored by a qualified teacher and continue working to meet the standards.

[16] For private programs in the QRIS, incentive pay is given at each star level, and a percentage of that funding must go to support staff salaries.

[17] STARS preschool partnered with many federal programs but did not use any funding from these sources to support preschool.

[18] There are no restrictions about subcontracting.

[19] Programs were required to have a 10% match, either in-kind or cash.

[20] The results of the observation tools help direct on-site coaching support. As a condition of the grant, coaching support is required and on-going.

[21] All private providers are required to participate in the QRIS.

[22] The state included activities to support a shared data system in its PDG B-5 application.

NEBRASKA - Nebraska Early Childhood Education Program

[1] Early childhood programs are spread throughout the state in urban and rural areas. The school districts without preschool classrooms have very few students and cover a large geographic area.

[2] Some school districts begin a program, or add capacity, with the help of competitive grants. Other school districts may start a program without grant funding and may receive state aid funding for their 4-year-olds after three years of program approval.

[3] The total number includes Early Head Start and Head Start, including 5 year-olds.

[4] Most programs operate 3.5 to 4 hours per day, 4 or 5 days per week. Programs not receiving grant funds or not qualified to receive State Aid must operate a minimum of 12 hours per week during the school year. Schools are encouraged to partner with Head Start and community providers, but there is no formal agreement at the state level. Programs must operate at least 12 hours per week. Additionally, if districts receive State Aid (TEEOSA) or an early childhood grant, the program must operate at least 450 hours per year.

[5] Students who are age eligible for kindergarten should not be enrolled in the state funded preschool program unless the IEP team determines that accommodations cannot be met in kindergarten. Students who turn 6 by January 1 of the school year must be enrolled in kindergarten, based on the mandatory attendance law.

[6] Eligibility may be determined by low income, disability or developmental delay, low parent education, non-English speaking family, teen parent, or low birth weight. Although all prekindergarten age-eligible children may be served in a school district early childhood program, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children, while others may use locally determined risk factors in addition to those specified by the state.

[7] If charging fees, districts must utilize a sliding fee scale, but may set the scale at whatever level they choose to fit with their community. Children who are receiving services through Head Start or IDEA pay nothing.

[8] A meal and/or snack meeting USDA requirements must be served each session.

[9] A teacher with special education certification must be available and active.

[10] Programs are required to provide a staff person who can serve as a language resource for classes where a majority of the children speak a common language other than English. In classrooms where children who do not speak English are served, but the majority of them do not speak the same language, the program must be able to provide a person to serve as a language resource when needed, but that person does not have to be staffed in the classroom.

[11] The state's definition of chronic absenteeism and related polices are still under development.

[12] All school districts and ESUs are required to use a common child assessment to document child development and attainment of skills.

[13] 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.

[14] Assistant teachers are required to have 6 college credit hours in early childhood or an approved equivalency by the end of the first year of employment and 12 college credit hours in early childhood or an approved equivalency by the end of the second year of employment. A CDA is considered an equivalency for the entire 12 college credit hours.

[15] At least one staff member per class who has received pediatric first aid and CPR training is required to be on duty at all times.

[16] Classroom embedded support is not required but is available for school district classrooms that participate in the state QRIS. Teachers in schools that are implementing the Pyramid Model program-wide must receive coaching.

[17] Coaches may be contracted for part-time or full-time. Case load data is not available.

[18] School District personnel contracts are subject to collective bargaining agreements that cover both K-12 and pre-K teachers. All collective bargaining agreements are locally determined. Early Childhood programs are operated by school districts but may be collaboratively operated with a community based provider or Head Start program. Every classroom must be staffed by a certificated teacher regardless of the entity in the collaboration that actually employs the teacher. NDE has no authority to require parity in private organization salary scales.

[19] Professional development time and paid time for professional development for assistant teachers is governed by local collective bargaining agreements. The state does not have an overarching policy regarding payment of non-instructional hours.

[20] Some of these supports are available through statewide programs but they are not required.

[21] State Aid: $21,014,623; 3-5 Grant: $3,478,997; Below Age Five Flex Spending: $303,288

[22] School districts that have met requirements to have an approved early childhood program for the required number of years are qualified to be part of the State aid calculations which are based on the number of 4-year-olds multiplied by the number of hours in session multiplied by 0.6. The district's overall need calculation is matched to their ability to fund the need. If the district's need outweighs the district's ability to fund the need, then the district is eligible to receive the state aid.

[23] Local sources include local district funds, parent fees, community agencies and resources, and other sources. Funding for the program includes an allocation for the grant program, as well as funding in the state aid formula. In the third year of approval by the NDE, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year.

[24] Observations of child progress are made continually throughout the year; however, data is finalized at standard checkpoints.

[25] If districts utilize Title 1 or Head Start funding in the pre-K program, they must also assess the following domains: Science and Technology, Social Studies and the Arts.

[26] Assessors must complete interrater reliability once every three years for all ages groups that the assessor assesses.

[27] In addition to low performing classrooms and new classrooms/teachers, any district that receives grant funding for their 3-5 prekindergarten program or a grant for the Pyramid project, a percentage of other classrooms also received an observation each year. All classroom observations that did not meet the designated quality score received a second observation to continue to work towards improvement with the goal to meet the designated quality score. Observations continue biannually until the score is met.

[28] Participation is voluntary, but highly encouraged.

[29] All districts submit an annual program report. Visits are scheduled based on the responses. Districts that receive grant funding to support their prekindergarten program receive on-site visits at least annually.

[30] The development of ECIDS has been an ongoing project spanning many years. Currently, enrollment data for any child served by a school district program for infants, toddlers, or preschool - including Pre-K and K-12. This includes children served by IDEA Parts C and B-619.

NEVADA - Nevada State Pre-Kindergarten Program

[1] State Pre-K grantees include 10 school districts and 1 community-based organization. Eleven districts/community organizations received State Pre-K funding this biennium that meet state pre-K guidelines; additional districts offer other pre-K programs funded through Title I, Zoom DLL, Victory, and/or PDG funding.

[2] The total enrollment is different from the enrollment by age because there were 8 children reported as "unknown" or not reported.

[3] A total of 1,996 of the total 2,171 state Pre-K children served were enhanced to full-day through additional PDG funds. The remaining 175 state pre-K slots were half-day. In addition, 1,201 new slots were created with PDG only funding.

[4] The new Governor's budget currently includes all funding necessary to maintain all current State Pre-K and PDG slots. This Budget is pending on legislators' approval and the election of a new Governor this fall.

[5] Income data were not available for four children. In addition, the total number of children is less than the total enrollment in pre-K because the income is by family, and several families have multiple children in pre-K.

[6] Nine children did not have reported data for ethnicity and three children did not have reported data for race. Asian and Pacific Islander categories are reported together.

[7] All State Pre-K programs are in school districts except one which is located at Great Basin College (21 children).

[8] Half-day programs must operate a minimum of 10 hours per week; and full-day programs must operate a minimum of 25 hours per week which is either 5 days per week (5 hours per day) or 4 days per week (6.25 hours per day). A total of 1,996 slots have been expanded to full-day through braiding funds with PDG; and 175 slots remained half-day.

[9] There is no formal partnership, but all districts/programs receiving PDG funds must be extended to school-day or extended-day and provide comprehensive services.

[10] The majority of programs are 5 days per week; but some rural programs follow a 4 day per week schedule for their whole district.

[11] Most programs follow the school year.

[12] Districts/programs only receive PDG funding for 4-year-olds, so if they serve 3-year-olds they must braid funds with other sources.

[13] Children who are eligible for kindergarten are not eligible for State Pre-K unless a local determination is made based on the child's IEP.

[14] Districts or programs determine eligibility based on highest need (i.e., low income, DLLs, homeless, etc.). Children must be from families at or below 200% FPL to receive PDG funding.

[15] State Pre-K funds are awarded through competitive grants with those districts or programs serving the highest number of children in families at or below 200% of FPL receiving priority. Programs receive additional PDG funds for every child that meets the 200% FPL guideline.

[16] Re-determination is not included in state policy, but is permitted at the discretion of districts if claims of irregular attendance are verified or if claims that a family moves outside of the district are substantiated and it is determined appropriate to fill the space with another child on the waiting list.

[17] Programs are required to follow NAEYC guidelines.

[18] Full-day programs, as supported by the PDG grant, must provide meals (i.e. all provide lunch and some provide breakfast as well). The remaining half-day programs are only required to provide snacks.

[19] Screenings are encouraged, and are locally determined. All programs are required to conduct the Brigance Screen III.

[20] Districts/Programs are required to follow protocol for Child Find.

[21] Through PDG, districts/programs are required to at least offer comprehensive services.

[22] Programs are required to serve a minimum of 2 children with an IEP and a maximum of 9 in a class of 20 (less than 50%). It is encouraged that programs serve between 5-7 children with IEPs if possible.

[23] Senate Bill 390 allocates over $50M for DLLs Pre-K-Grade 4.

[24] The state is in the process of creating birth-3rd grade standards as a more comprehensive document. The state also recently adopted SEL standards for K-12.

[25] As a requirement of PDG, all programs were required to select at least one comprehensive assessment to work towards implementation. The majority of the districts chose either TS GOLD or Brigance IED.

[26] Implementation of curricula is reviewed during the competitive application process and site visits.

[27] District employees follow same guidelines as for their K-3 teachers.

[28] Teachers are eligible for T.E.A.C.H. scholarships and/or may enroll in an Alternative Route to License (ARL) program.

[29] Districts determine the pay schedule of assistants. Private child care programs are encouraged to follow a similar pay scale.

[30] The State offers T.E.A.C.H. scholarships for assistants, but does not require them.

[31] Title I funds were also used to support some state Pre-K programs, but the total amount used is not available. Zoom (DLL) funding used for Pre-K separate from State Pre-K was $8.5 million used to serve an additional 1,736 children in half-day programs. PDG federal total for expanding existing state Pre-K: $10.6M; PDG state total for expanding existing state Pre-K: $5.4M; State Pre-K existing: $3,338,875

[32] State Pre-K programs are required to complete pre and post Brigance Screens. They are also in the process of implementing a comprehensive assessment of their choosing.

[33] Additional assessment grants were awarded to 11 school districts/programs to implement a comprehensive assessment of their choosing: 5 selected Brigance IED; 5 used TS GOLD; and one selected Curiosity Corner.

[34] All kindergartens are required to use the Brigance Screener.

[35] All State Pre-K classrooms that receive PDG funds are required to participate in QRIS. Currently, there are not enough funds to fully support QRIS participation for all pre-K programs, thus limiting coaching support, especially in rural districts. Classrooms are randomly selected by school site that may be observed in a given year. This includes all classrooms at that site regardless of funding stream.

[36] Both the state and QRIS representatives are required to visit programs multiple time each year.

[37] Nevada is working to include all early childhood programs 0-5 in the state system (Infinite Campus), but it is not fully operational to date.

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 and Family Engagement. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound program. The State Head Start Collaboration office serves as a liaison between Head Start agencies and all of the other listed Departments.

[2] Thirty-one districts are required to offer the program due to a state Supreme Court decision. The remaining four districts are required to offer the program after applying to expand their existing program, beginning in the 2008-2009 school year. The state allowed eight charter schools in former Abbott districts to house preschool programs as well.

[3] Data about eligibility for free or reduced price lunch is district-reported.

[4] Enrollment in private settings includes both Head Start and other private child care centers.

[5] The DOE funds the program for the school calendar year and day. All programs must operate for at least six hours per day. Some programs offer extended-day programs with an additional four hours of wraparound care for income-eligible children. The wraparound program is funded through DHS. Some districts have also used surplus or Title 1 funds to provide summer programs.

[6] Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program, but are funded through special education.

[7] The program is offered in the urban, low-income districts initially identified by the New Jersey Supreme Court in 1990 as having at least 40% of children who qualify for free or reduced-price lunch, as well as in four additional districts that applied under a provision in 2008. All 3- and 4-year-old children within those districts are eligible to participate.

[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 children are still district residents and are therefore still eligible for the program.

[9] All programs are required to employ a Community Parent Involvement Specialist to connect families with social services such as mental health services and insurance. In

addition, contracted private providers are required to employ family workers for this same purpose.

[10] Districts must follow state guidance in the recording of attendance for all preschool students enrolled in New Jersey public schools. Preschool students are not included in the calculation of school and district accountability scores for chronic absenteeism, but preschool chronic absenteeism rates are displayed in school-level performance reports.

[11] The state has four recommended curricula, but they are not required.

[12] Teachers with a Standard Elementary School Endorsement (preschool through grade eight) 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 district-established documentation requirements. 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 is still recognized for current holders.

[13] In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title 1.

[14] Requiring individualized PD plans for assistant teachers is a district decision. Some districts have begun contracting with external entities for the assistant teacher position and may not require the outside entity to provide a PD plan.

[15] Master teachers/coaches are provided at a ratio of one coach for 20 classrooms.

[16] Districts with large percentages of DLL children are required to have bilingual specialist master teachers available to provide support to teachers and fellow master teachers in the education of DLL preschoolers.

[17] All starting salaries are determined by the local district.

[18] Districts receive a per pupil amount for each projected child depending on where the child is being served (district, Head Start, or private provider setting). However, if this amount provides less for the district than it received in the 2008-2009 school year, the district's aid reverts back to what it was in the 2008-2009 school year.

[19] School districts are permitted to subcontract with faith-based programs without religious content during the school day.

[20] To identify areas in need of support.

[21] KEA participation is voluntary.

[22] Districts can choose between Danielson and Marzano for their teacher evaluations.

[23] The Self-Assessment and Validation System (SAVS) is administered locally and submitted to the state. Annually, a subset of district assessments is directly validated by the state. District assessments are validated at least once every three years. The results of the SAVS are used as the basis for program planning and incorporated into the district's annual Preschool Program Plan.

NEW 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 and Family Engagement. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound program. The State Head Start Collaboration office serves as a liaison between Head Start agencies and all of the other listed Departments.

[2] Required for specific districts where, in the late 1990's, between 20% and 40% of children were eligible for free or reduced-price lunch.

[3] Enrollment in private settings includes both Head Start and other private child care centers.

[4] Districts may operate either a part-day (2.5 hours per day) or school-day (6 hours per day) program. DHS funding may be used to extend beyond a full-day for income-eligible children. Some school-day children may receive extended-day services, but the number of students is unknown. The DOE funds the program for the school year. If the district or provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year.

[5] 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.

[6] Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program.

[7] Breakfast, lunch, and snack are required for at-risk students in school- and extended-day programs. For children in half-day programs, a "meal" (which can be breakfast, lunch or snack) is required for every 2.5 hours the children are present. Although not specified in the Early Childhood Administrative Code, meals provided in school programs must meet USDA guidelines.

[8] Districts must follow state guidance in the recording of attendance for all preschool students enrolled in New Jersey public schools. Preschool students are not included in the calculation of school and district accountability scores for chronic absenteeism, but preschool chronic absenteeism rates are displayed in school-level performance reports.

[9] The state has four recommended curricula, but they are not required.

[10] Teachers with a Standard Elementary School Endorsement (preschool through grade eight) 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 district-established documentation requirements. 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 is still recognized for current holders.

[11] In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title 1.

[12] Requiring individualized PD plans for assistant teachers is a district decision. Some districts have begun contracting with external entities for the assistant teacher position and may not require the outside entity to provide a PD plan.

[13] Data not available for Early Childhood Program Aid (ECPA) districts, but all lead teachers are required to have at least a Bachelor's Degree.

[14] Districts with large percentages of DLL children are required to have bilingual specialist master teachers available to provide support to teachers and fellow master teachers in the education of DLL preschoolers.

[15] All starting salaries are determined by the local district.

[16] All state funding is technically run from the state aid formula. However, for the 2017-2018 school year, the former ECPA districts were funded in a manner similar to prior years, which was not according to the funding formula. Districts may, but are not required to, contribute local funding to the operation of the program.

[17] School districts are permitted to contract with Head Start, private agencies, and faith-based centers (without religious content), but very few do so.

[18] To identify areas in need of support.

[19] KEA participation is voluntary.

[20] Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ECPA districts.

[21] PEG-supported programs and Preschool Education Expansion Aid (PEEA) districts are required to participate in the state's QRIS.

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 and Family Engagement. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound program. The State Head Start Collaboration office serves as a liaison between Head Start agencies and all of the other listed Departments.

[2] Nine of the Early Launch to Learning Initiative (ELLI) districts are also included in the count of Early Childhood Program Aid (ECPA) districts.

[3] The enrollment count does not include 441 children who are already captured in enrollment figures for the ECPA program.

[4] ELLI districts are allowed to contract with Head Start and private providers for services, but only three did for this school year.

[5] Enrollment in private settings includes both Head Start and other private child care centers.

[6] Some programs are part-day (at least 2.5 hours/day), some programs are school-day (at least six hours/day), and some programs offer a combination of both. Some programs participate in DHS wraparound for before- and after-care. The DOE funds the program for the school year. If the district or provider runs a wraparound program through DHS, the program would then extend services for the full calendar year.

[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] Children are required to qualify for free and reduced-price lunch (185% FPL) and be a resident of the district. However, districts may allow for other students in unusual circumstances to be eligible for the program. A district may make a case for establishing eligibility based on extenuating circumstances when submitting its annual preschool program plan.

[9] Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program.

[10] For half-day programs, only snack is provided. For a full-day program, breakfast and lunch may be provided.

[11] Districts must follow state guidance in the recording of attendance for all preschool students enrolled in New Jersey public schools. Preschool students are not included in the calculation of school and district accountability scores for chronic absenteeism, but preschool chronic absenteeism rates are displayed in school-level performance reports.

[12] The state has four recommended curricula, but they are not required.

[13] Teachers with a Standard Elementary School Endorsement (preschool through grade eight) 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 district-established documentation requirements. 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 is 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 for Title 1.

[15] Requiring individualized PD plans for assistant teachers is a district decision. Some districts have begun contracting with external entities for the assistant teacher position and may not require the outside entity to provide a PD plan.

[16] Data not available for ELLI districts, but all lead teachers are required to have at least a Bachelor's Degree.

[17] Districts with large percentages of DLL children are required to have bilingual specialist master teachers available to provide support to teachers and fellow master teachers in the education of DLL preschoolers.

[18] All starting salaries are determined by the local district.

[19] Some districts may use local funding to supplement state funding, but amounts are unknown. All state funding is technically run from the state aid formula. However, for the 2017-2018 school year, the former ELLI districts were funded in a manner similar to prior years, which was not according to the funding formula. Districts must use local funds or charge tuition to serve regular income/general education students and must also use special education funding to serve children with IEPs.

[20] School districts are permitted to contract with Head Start, private agencies, and faith-based centers (without religious content), but very few do so.

[21] To identify areas in need of support.

[22] KEA participation is voluntary.

[23] Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ELLI districts.

[24] PEG-supported programs and Preschool Education Expansion Aid (PEEA) districts are required to participate in the state's QRIS.

NEW MEXICO - New Mexico PreK

[1] Public school enrollment (PED) declined by from 5,849 to 5,405 from last year to this year due to districts converting half-day slots to full-day slots, which are funded at double the amount of half-day slots. The public school appropriation was level with the prior year, so no additional funds were available to increase awards. For the first time, PED Pre-K children were included in the public school data system, STARS, the Student-Teacher Accountability System. Some districts had issues with the first reporting periods, and this may also have impacted numbers of children in the system on October 1. In addition, programs were still enrolling children after this deadline.

[2] There was an increase in special education enrollment in NM Pre-K due to more public school children being served in inclusive NM Pre-K settings rather than segregated special education settings.

[3] The Children, Youth and Families Department funds NM Pre-K classrooms at Head Start sites. However, these Pre-K children are not enrolled in Head Start.

[4] Public School families have the option to chose Hispanic as their child's race and 3,465 families chose this as an option. These children are noted in the Other Races category.

[5] New Mexico funds two program schedules: half-day which is 450 total classroom hours; and NM Extended-day which is 900 total classroom hours. Half-day programs must operate at least 2.5 hours per day; and NM Extended-day programs must operate at least 5 hours per day.

[6] Only programs funded by Children, Youth, and Families Department are allowed to serve 3-year-olds.

[7] Funding priority is given to age-eligible children who live in the attendance zone of a Title 1 school.

[8] Class sizes and staff to child ratios may be smaller in classrooms with children with IEPs, for example, one adult to four children.

[9] One meal is required for half-day programs; two meals are required for NM Extended-day Pre-K and Early Pre-K programs.

[10] All screenings must be completed by the third month of attendance. The components of a full physical exam are determined by the child's physician.

[11] Nurses who provide health services for children are available in public school settings only.

[12] In public school programs, up 40% of children may have IEPs if a percentage of those IEPs are for speech articulation only. If not, one third of the children may have IEPs.

[13] New Mexico Pre-K has incorporated both Culture and Language into the Tiered Quality Rating System (TQRIS) as one of the components of Full Participation of Each Child.

[14] Public School programs do not suspend or expel children.

[15] Guidance for serving DLLs is included in the state's QRIS and in the NM Early Learning Guidelines. One of the essential elements of the QRIS is Culture and Language, Including the Support of Dual Language Learners.

[16] CYFD: The Pre-K Comprehensive Consultation System provides monthly classroom visits, which include a 30-minute debriefing period with the teacher and educational assistant. PED: Moved from a consultation model to a practice based coaching model, providing 1 to 2 visits per month with a 30-minute debriefing period with teacher and educational assistant.

[17] In order to ensure curriculum is implemented with fidelity, classroom walk-throughs and required weekly lesson plan forms are used as well as consultation, coaching, and monitoring.

[18] Curricula are locally determined but must be aligned with the NM Early Learning Guidelines.

[19] Teachers in nonpublic settings who do not yet possess a state-issued Early Childhood teaching license or BA degree must complete a minimum of six credit hours annually toward the degree or license. Teachers in public schools must hold at least a BA/BS and a teaching license in Early Childhood. If a public school teacher is hired who holds either a special education PreK-12 license or an Elementary K-8 license, that person must complete all requirements for an early childhood B-3rd grade or

PreK-3rd grade teaching license within two years of hire.

[20] Assistant teachers in both public and nonpublic settings are expected to have an AA in ECE, but may be hired without an AA with an approved PD plan to complete at least six college credits annually toward the requirement. New Mexico offers an Education Assistant license for P-12 in public settings only. For assistant teachers in nonpublic schools, training in ECE or CD is required upon hire.

[21] Health and safety PD is required and provided by Child Care Licensing and school districts.

[22] Average caseload for coaches is 14-20 classrooms. New teachers receive on-going additional support and caseloads are limited.

[23] Preschool program personnel benefits must include time for planning (at least two hours per week), daily classroom preparation, and any additional release time in compliance with teacher union contract, if applicable (see: https://www.newmexicoprek.org/?page_id=1880&q=Program+Standards). Release time must include a minimum of 30 minutes to debrief following each Pre-K/FOCUS coaching visit.

[24] Minimum of 2 hours per week. For Public School Pre-K teachers, paid planning/PD must at least equal that to Kindergarten teachers.

[25] Faith-based programs cannot have religious content during Pre-K hours.

[26] The frequency of preschool assessments is dependent upon program setting and number of hours the program operated per year. For non-public schools twice annually for programs funded for 450 hours; three times annually for programs funded for 900 hours. For public schools, three times annually for all program types.

[27] The required assessment for all NM Pre-K is the New Mexico Preschool Observational Assessment, which is based on the New Mexico Early Learning Guidelines.

[28] Child growth data are used to evaluate the overall effectiveness of the state's Pre-K program to improve child outcomes.

[29] The Public Education Department requires all schools with kindergarten programs to conduct age-appropriate assessments to determine the placement of students at instructional level within the first 30 instructional days of the school year. Under the Race to the Top initiative, a state-wide Kindergarten Entry Assessment, the Kindergarten Observation Tool (KOT), was fully implemented in all public schools in the Fall of 2016. This assessment continues to be used in every public school kindergarten classroom. School districts and charter schools that receive Reads to Lead or K-3 Plus funding from the state must also conduct the Istation literacy assessments. Other districts have local control of early literacy short-cycle assessments.

[30] All programs funded for NM Pre-K must participate in the state's QRIS. Public school programs must meet a STAR 5 level on the PED FOCUS QRIS within two years of funding.

NEW YORK - New York State Administered Prekindergarten Program

[1] New York State (NYS) has several separate pre-K funding streams, five of which are competitive awards. Universal Pre-K (UPK) is administered to school districts via an allocation grant award that is non-competitive. Of the approximately 700 school districts in NYS, roughly 440 districts have an award via this program. However, the funds and awardees for this program have been frozen for nearly a decade. For the last four years, school districts have been able to apply for additional funding via a competitive basis for five-year grant awards.

[2] One competitive grant, the Expanded Prekindergarten Program, allowed school districts to apply to serve both 3- and 4-year olds as long as the number of slots for 3-year-olds did not exceed the number of slots for 4-year-olds in the district.

[3] New York state has committed to including PDG funds in the state budget effective the 2019-2020 school year and going forward. The state is planning to roll the PDG funding and slots into allocations for the UPK program beginning in the 2019-2020 school year.

[4] Both half-day and full-day programs are funded. Half-day programs must operate for a minimum of 2.5 hours per day. Full-day programs must operate for a minimum of 5 hours per day. Many programs opt to run a school-day or extended-day program using local funds or other funding sources.

[5] Age-eligible children must be residents of the respective school district in order to enroll in state-funded Pre-K. For children served by the Federal Preschool Development Grant, eligibility is determined by an income requirement. Homeless children have priority for enrollment purposes.

[6] The maximum class size for a Pre-K class is 20 children. For classes of up to 18 students, there must be one teacher and one paraprofessional assigned to each class. For classes of 19 or 20 students, there must be one teacher and two paraprofessionals assigned to each class.

[7] Programs that are less than three hours require access to a nutritional meal or snack. Programs that are more than three hours require access to meals and snacks to ensure the nutritional needs of the children are met. When a school district participates in the National School Lunch or School Breakfast programs, Pre-K students who are on-site during the hours that meals are being served (whether half-day or full-day) must be offered breakfast and/or lunch, as applicable.

[8] Regulations are being updated for the 2019-2020 school year.

[9] Assessments must be valid and reliable and assess language, cognitive and social skills.

[10] Other supports for curriculum implementation include the updated Planning for High-Quality Prekindergarten Programs, Summer Institute for Programs serving 3-year-olds in July 2018, released guidance for school districts operating Pre-K programs for 3-year-olds. Website tools include tip sheets for setting up the environment and checklists to ensure curriculum opportunities across domains.

[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. 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 BA in Early Childhood Education or a related field and also have a written plan to earn a NYS teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an onsite education director possessing a NYS teaching license or certificate in early childhood or childhood grades.

[12] The Level I Teaching Assistant Certificate, the entry-level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have a HSD or meet standards of the licensing or registering agency. Some nonpublic school settings require a temporary license, or continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.

[13] Guidelines indicate that assistant teachers with the Level III Teaching Assistant certificate complete 75 hours per five years of in-service professional development in order to maintain certification. However, local public school districts make decisions regarding the appropriateness of activities to fulfill this requirement.

[14] State policy does not specifically require ongoing classroom-embedded support but local districts can decide to provide it.

[15] Targeted Pre-K: $1.3 million, standalone appropriation; Universal Pre-K: $415.6 appropriated with all of General Support for Public Schools; Statewide Universal Full Day Pre-K: $1.5 billion, standalone re-appropriation; Expanded Pre-K: $15 million plus another $15 million, two re-appropriations shared with many other programs; Expanded Pre-K for 3 year olds: $11 million plus another $11 million, two re-appropriations shared with many other programs; Expanded Prekindergarten for Three-and Four-Year Old Students in High-Need School Districts (EPK2): $5 million, standalone appropriation.

[16] A half-day state aid rate is based on each school district's combined wealth ratio. 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. Five of the seven funding streams are determined by the state aid formula.

[17] Agencies, other than public schools, who receive funds directly are not allowed to subcontract. School districts may subcontract with public schools, Head Start, Private agencies, Faith-based centers without religious content, family child care homes, and other agencies.

[18] Preschool assessment is referred to as Progress Monitoring and is separate from assessment. Assessments must also include motor development in addition to language and cognitive development. Valid and reliable progress monitoring and assessment tools used are determined locally. Screening tools must cover language, cognitive and social skills. School districts are required to establish a screening process for assessing the developmental baseline whenever a new child enters the program. The ongoing progress of all children should be monitored at least three times per year in at least language, cognitive and social skill development.

[19] Section 3602-e of Education Law has been amended for the 2017-2018 school year to require that all grantees receiving any State and/or federal prekindergarten grant must adopt approved quality indicators within two years, including, but not limited to, valid and reliable measures of environmental quality, the quality of teacher-student interactions and student outcomes.

[20] Some programs receive site visits annually, others have risk-based monitoring.

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

[1] Although the North Carolina Department of Health and Human Services has authority over the state's pre-K program standards and fiscal components, the North Carolina State Board of Education Policy oversees the teacher licensure process.

[2] North Carolina's Pre-K program (NC Pre-K) is statewide and is available for families in every county. It is administered locally, but if a county agency chooses to not be a contractor, a different agency would be found in order to ensure that it was available in that county. All counties are not required to offer and administer the program, but it is required that the program is offered in every county.

[3] The sum of enrollment by race is higher than total enrollment because multiple categories of race may be selected.

[4] Wraparound services are determined locally. A few programs based in public schools may operate on a year-round calendar, but funding is limited to 10 months (36 weeks) of services.

[5] State statute allows for a child's early entry into kindergarten using state-established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.

[6] The child must be 4 years old on or before August 31st of the program year. A child that meets the age requirement is eligible for NC Pre-K if the child is from a family whose gross income is at or below 75% of the State Median Income (SMI). Children of certain military families are also eligible without regard to income. In addition, up to 20% of age-eligible children enrolled may have family incomes in excess of 75% SMI if they have documented risk factors in specific categories including developmental disability, Limited English Proficiency, educational need, or chronic health condition.

[7] All children must meet at least one risk factor if they do not meet the income cut-off.

[8] Classrooms that provide inclusive settings for children with disabilities may require an adult-to-child ratio lower than 1:9. For Local Education-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities, Section 1508-2, (Appendix B) at: http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities

[9] Per the North Carolina Child Care Rules, each NC Pre-K child must be screened for developmental delays within 90 days of entering program. The screenings are used solely for the purpose of identifying children who should be referred for further evaluation and testing based on concerns in one or more developmental domains. State forms are provided to families for obtaining children's health assessments that include health care provider statements to refer children for further assessments and tests.

[10] Other support services are provided as needed, such as family support and other types of health interventions (e.g., mental health, positive parenting services) for children with unique needs or challenging behaviors and their families.

[11] The North Carolina Department of Public Instruction administers the state's exceptional children program (619 program) under the Office of Early Learning, which has other policies that guide services for exceptional children in public preschool/NC Pre-K classrooms. For additional information, see: http://www.dpi.state.nc.us/earlylearning/ecprogram/

[12] The Division of Child Development and Early Education (DCDEE) has developed a plan to better serve ELLs, with additional efforts made at the local level to accommodate ELLs and to comply with Title VI laws. North Carolina Birth – K licensed teachers receive formal, needs-based mentoring/coaching support linked to child assessment and teacher evaluation to improve instructional practices for children served. Coaches/mentors who support Birth - K licensed teachers are required to use a variety of resources and strategies defined by the North Carolina Foundations for Early Learning and Development Standards (ELDS). North Carolina Mentor Teacher Standards align with the North Carolina Professional Teaching Standards. Program requirements state that sites serving children and families who do not speak English or have limited English proficiency are encouraged to hire staff that are fluent in the child's native language.

[13] While not currently in practice, policy is under review to address chronic absenteeism in preschool programs.

[14] The North Carolina ELDS are aligned with the state Standard Course of Study (Common Core State Standards and North Carolina's Essential Standards), the standards for what kindergarten children should know and be able to do. The focus of NC's ELDS is on the early precursor skills that research suggests are important or lay the foundation for what children learn later. The ELDS domains addressed in the standards include: Approaches to Play and Learning, Emotional-Social Development, Health and Physical Development, Language Development and Communication, and Cognition Development.

[15] Birth - K licensed teachers are assigned mentors to support the implementation of curricula and formative assessments that is informed by and aligned with the ELDS to support children's development and learning needs.

[16] As part of the mentor/evaluation process to support the Birth - K licensure process, teachers are trained in the implementation of curriculum and monitored for effective practices as aligned to the ELDS.

[17] Additional information can be found here: https://ncchildcare.ncdhhs.gov/Services/NC-Pre-K-Program/Approved-Curricula-and-Formative-Assessments

[18] All lead teachers in NC Pre-K classrooms are required to hold a BA/BS in early childhood education/child development (ECE/CD) or a related field, as well as a NC Birth - K or PK/K add-on license. Teachers in public or nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS in child development, early education or related field, and be eligible to hold a NC Lateral Entry Birth - K license while working to attain an NC Birth - K or Preschool initial and continuing license within three years. Teachers holding an NC Birth - K initial or continuing license are formally mentored and required to receive formative and summative evaluations annually and according to the licensure cycle. The AA degree in ECE/CD is permitted only as the minimum education/degree requirement for a long-term substitute teacher (up to 12 weeks).

[19] All teacher assistants must have a high school diploma or GED and must hold, or be working toward, a minimum of an AA in ECE/CD or a Child Development Associate (CDA) credential. Teacher assistants working toward the AA or CDA shall make progress by completing a minimum of six documented semester hours per year. Teacher assistants employed by public schools may meet the employment requirements outlined by the federal Every Student Succeeds Act (ESSA) legislation and have one of the following: (1) Six documented semester hours of coursework in ECE, or (2) Two years of work experience in an early childhood setting.

[20] Teachers holding a Lateral Entry license and working toward the NC Birth - K Continuing licensure requirements will participate in a minimum of six documented semester hours per year, prescribed by a Plan of Study, a professional development plan, and the three-year Beginning Teacher Support Program (BTSP). The BTSP requires mentoring/performance evaluation. The BTSP is a three-year, in-service PD requirement for any teacher holding less than a continuing license (initial or lateral entry). All DCDEE regulated (licensed) programs are required to meet health and safety training requirements as stipulated under the NC Child Care Rules, which would include any NC Pre-K Programs. Professional development for assistant teachers applies only to those working toward the AA in ECE or CDA degrees. For assistant teachers who are not working towards licensure, the annual hours are based on their educational attainment. The range is from 20 hours annually to 5 hours. CPR and First Aid would be completed in addition to those hours.

[21] The amount of mentoring or coaching a NC Birth - K licensed teacher receives is based on formally assessed needs that result in different types of professional development plans, including specific strategies designed in collaboration with the teacher, evaluator, and site administer (private sites). Teachers need different amounts of onsite coaching/mentoring (scaffolding, role modeling, etc.), based on each teacher's formally assessed needs. Approximately 50 contact hours are budgeted per teacher with less than a Birth - K Continuing License.

[22] In last year's budget the Governor proposed a 10% rate increase for pre-K slots. This would have provided additional funding that could be directed towards lead teacher salaries. While this was not approved for the 2018-2019 year, it is a high priority for the department. Additionally, local contractors can require salary parity in private sites, and many add local dollars in order to support that happening.

[23] When a pre-K program is in a public school, the same salary schedule is used which determines the pay based on education and years of experience. The same fringe benefit rates are used as well. It is recommended that contractors also implement this in private sites but is not required.

[24] While the NC Pre-K policy does not require teacher paid time for professional responsibilities and/or PD days, pre-K teachers employed by the NC Public Schools are provided the same paid time for professional responsibilities and/or PD days as the public school. This decision is locally determined.

[25] There are state policies for salaries and fringe benefits for assistant teachers in public schools, but not for assistant teachers in nonpublic schools.

[26] Public salary is based on the 2017-2018 State Salary Schedule. Nonpublic salary is based on the 2015 Workforce Study.

[27] This is locally determined.

[28] While there are local communities that provide these support opportunities, the State does not require them.

[29] North Carolina has a set rate of cost per child depending on the auspice (private site, public school site, or Head Start site). Allocation is determined by the number of available classrooms for each site.

[30] Faith-based centers are allowed but cannot use religious content in the state pre-K classrooms.

[31] The purpose of the current longitudinal study is to examine how different types of early learning experiences influence children's educational outcomes from preschool through third grade. The FPG study team is following 580 students from preschool through third grade using a randomized controlled trial (RCT) design. During the first year of the study (2017-2018), one group of children was randomly assigned to NC Pre-K (treatment) and the other group was randomly assigned to the waitlist (control) in two counties with large NC Pre-K waitlists. Each year the FPG study team will conduct individual assessments of students' language, literacy, math, and executive function skills in the fall and spring; conduct classroom observations; gather teacher ratings of students' social skills and brief surveys; and gather parent ratings of children's social skills and brief surveys. For Spanish-speaking dual-language learners in the sample, assessments will be done in both English and Spanish to examine their progress in both languages.

[32] Staff are required to conduct ongoing (regular) formative assessments to gather information about each child's growth and skill development, as well as to inform instruction. All formative assessments used by the NC Pre-K Program must be approved by the NC Child Care Commission based on the assessment tool's ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs and interests across all domains of development. Assessment tools are aligned with the NC ELDS to meet this requirement. Classroom staff may select from a list of approved formative assessments found under this link: http://ncchildcare.nc.gov/pdf_forms/Approved_Formative_Assessments_For_Website_Update_6_17.pdf

[33] The approved formative assessments have reliability measures for assessors built into the tools. Staff must demonstrate reliability on any instruments used and must be re-assessed periodically for reliability. Additionally, qualified non-classroom staff conduct periodic observational assessments to verify reliability.

[34] Currently, the NC Legislature mandated DHHS and DPI to collaborate to develop a pre-K to kindergarten transition process, which includes sharing of preschool child assessment data to inform teaching practices of kindergarten teachers.

[35] For additional information, see: http://www.ncpublicschools.org/earlylearning/kea/

[36] All classroom observations are on a cycle; however, targeted observations are made if necessary. Observations are completed as part of licensing.

[37] Teachers are required to be formally observed and assessed using the NC Professional Teaching Standards, as measured Rubric for Evaluating NC Teachers, based on a formal observation schedule determined by the NC Department of Public Instruction (per State Board of Education Policy). Teachers develop and follow an individual professional development plan, which may address classroom quality needs. Documentation of children's learning (formative) is collected by each local NC Pre-K program and DCDEE child care consultants monitor for classroom and site compliance with collection of data. Mentors and Evaluators (for Birth - K licensed teachers) check to ensure use of formative assessment data to inform child learning (includes families), teacher planning and professional development. Results of classroom quality (ECERS-R assessments) are collected and reported by an independent assessor to DCDEE.

[38] If a classroom rates less than 5.0 on the ECERS-R, staff are given one year to make improvements per the improvement plan that is developed jointly with the site administrator and the state agency's regulatory consultant. The state regulatory consultants and local NC Pre-K contract administrative agency staff routinely observe classrooms for appropriate implementation of curriculum, formative assessments, early learning standards, staff/child ratios, group size, in and outdoor learning environments, and health and safety requirements, and provide feedback. Assigned mentors and evaluators work directly with teacher effectiveness, conducting formative assessments of practices that link to performance standards (environment, content knowledge, application and use of child data) to ensure classroom environments are responsive to teaching and child learning.

[39] There are multiple State licensure visits, as well as local contractor monitoring visits.

[40] For additional information, see: https://www.ecids.nc.gov/ecids/

NORTH DAKOTA - North Dakota Early Childhood Education Grant Program

[1] The funding of this program is to promote community collaboration and to include public, parochial and private daycares that may be eligible for funding.

[2] The Head Start programs in the state have a maximum number of children funded for Head Start. The state funding is contributed to non-Head Start students who meet the eligibility requirements for state funds.

[3] Programs must operate for at least 400 hours over the duration of at least 32 weeks, and incorporate at least 10 hours of research-based parental involvement.

[4] Children who turn 5-years-old within the school year, but were 4-years-old prior to August 1, are still eligible for preschool funds.

[5] Preschool programs may enroll 5-year-olds, but they cannot be supported by grant funding.

[6] Programs are permitted to charge tuition to supplement state funding, but are not required to do so.

[7] The North Dakota Department of Public Instruction (NDDPI) does not have state laws regulating child/adult ratios in publicly-funded preschool.

[8] Programs are encouraged to provide meals, however they are not required to do so because of short programming hours.

[9] The new 2018 version replaces the B-5 Early Learning Guidelines (ELGs), is aligned and mirrors the Early Learning Outcomes Framework (ELOF), and is aligned to the Kindergarten Standards.

[10] The NDDPI and North Dakota Department of Human Services (NDDHS) collaborate to print, disseminate, and provide PD on the B-K Standards.

[11] State-funded preschool programs must be approved through NDDPI to operate and must maintain teachers with an ND license qualifying them to teach pre-K.

[12] A lead teacher with an Elementary Education degree must also obtain a Kindergarten Credential in order to teach pre-K in ND in both public and nonpublic settings.

[13] There is not one set of hours required. ND offers different types of licenses, each of which has unique requirements for in-service professional development.

[14] The state pays for two PD days for public school teachers, including teachers in state-funded preschool classrooms.

[15] Mentoring is a local programming decision for both pubic school districts and nonpublic providers.

[16] For nonpublic programs, this is a local business decision.

[17] Total 2018 fiscal year spending is estimated as half the biennium allocation.

[18] School districts may subgrant to Head Start sites that serve non-eligible Head Start children.

[19] NDDPI was awarded a PDGB-5 grant and ECIDS is the prime activity in the grant.

OHIO - Ohio Early Childhood Education

[1] Since 2006-2007, grants have been awarded based on a poverty index. With new funds added in 2016-2017, grants were awarded to high-quality preschool programs located within district boundaries that have high needs (i.e., high poverty and low achievement). Ohio expanded its eligible providers to also include public districts, chartered nonpublic districts, charter schools, and child care programs.

[2] Ohio funded 17,913 children with a per-child allocation of $4,000. 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 in Ohio (August 1 or September 30), so 5-year-olds may enroll in the program if they are not age-eligible for kindergarten. Children can turn five after August 1 but before September 30, depending on the district of residence.

[3] All Early Childhood Education programs must provide service for a minimum of 455 hours per academic year, approximately 12.5 hours/week.

[4] House Bill 64 allows preschool to extend the day using publicly funded child care dollars for children who are eligible at or below 130% FPL.

[5] Age eligibility requirements changed for the 2016-2017 school year such that 3-year-olds are no longer eligible without prior approval from ODE after October 1 for slots unfilled by four-year-old children.

[6] Family income is the determining eligibility factor for this program. The program is free for families with incomes up to 100% FPL. Families between 101% and 200% FPL may pay a fee based on the district's sliding-fee scale.

[7] All programs are required to participate in Ohio's QRIS, Step Up To Quality (SUTQ), and are given additional points for meeting a 1:10 staff-to-child ratio or maximum class size of 20. Most of these programs are meeting this requirement, rated four or five, and are receiving points for meeting these ratios.

[8] Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.

[9] State rule implements Least Restrictive Environment requirement from IDEA for all preschool children with disabilities. Children with disabilities are allowed to enroll in state-funded preschool programs on their fourth birthday, as soon as they become age-eligible. State Support Teams are available regionally to support programs.

[10] Ohio passed a new law that will make suspension and expulsion of preschoolers unlawful (HB 318). It is not yet in place, but will be starting with the upcoming school year, with a phased in approach over the next three years. It does not allow suspension or expulsion of any child in preschool, except in certain circumstances.

[11] Programs are required to adopt a curriculum but the decision on which curriculum to use is determined locally.

[12] In all programs, at least 50% of teachers must have a BA in Early Childhood Education. Teachers who have a K-3 or K-8 license are required to have 12 college credits in ECE. All teachers in ECE programs are required to complete a Professional Development certificate that gives extra points for exceeding the minimum number of contact training/PD hours.

[13] Programs are now required to participate in SUTQ, and are given extra points for attaining 30 hours of PD every two years at the star four and five levels. Most programs are attaining these levels.

[14] After being trained, each teacher must pass a content simulator at 80% or higher. If they do not pass, they can try again after some coaching and technical assistance.

[15] In the Fall of 2014, Ohio began administering the Kindergarten Readiness Assessment (KRA) to assess all domains of school readiness for all first-time kindergarten students in public school. Ohio collaborated with the Maryland State Department of Education to develop the new KRA, which is administered annually between two weeks before the first day of school and November 1.

OKLAHOMA - Oklahoma Early Childhood Four-Year-Old Program

[1] An additional 1,917 3-year-olds were served but not supported with state funding.

[2] Enrollment by program operating schedule includes 3-year-olds not supported by state funding.

[3] Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Most school districts operate five days per week. Programs must be offered at least 175 days per year or 1,080 hours per school year. Districts can choose to offer a longer day or year but will not receive additional state funding through the state aid formula.

[4] Full-day programs provide breakfast and lunch. Part-day programs provide breakfast or lunch.

[5] Current immunization records are required for pre-K entry. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.

[6] The Oklahoma State Department of Education recommends and provides resources for parenting support and training, health services for children, information about nutrition, and transition-to-kindergarten activities, but allows local districts to make these decisions. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.

[7] All learners must hear the voices of their own heritage in the literature they encounter. They must be given the opportunity to speak with the voices they choose for themselves in the writing they create. The language arts classroom is a place that is inclusive of race, ethnicity, culture, and all perspectives that reflect the richness of human experience. For additional information, see: https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version_0.pdf

[8] The Oklahoma Curriculum Frameworks provide support for state standards: http://sde.ok.gov/sde/oklahoma-curriculum-frameworks. The statewide summer conference, EngageOK, provides PD to support the implementation of state standards.

[9] At this time, Oklahoma does not require an assessment in Pre-K. Pre-K assessments are locally determined.

[10] The Oklahoma State Department of Education supports the specific needs of school districts to provide resources for special education services and assistive technology along with curriculum interventions for low-performing schools.

[11] Local districts and administrators monitor and make decisions regarding curriculum implementation.

[12] All pre-K teachers are required to hold a BA in Early Childhood Education. There is a paraprofessional route to becoming an Early Childhood certified teacher in which a person holding a BA in any area of study can work for a minimum of a year as a paraprofessional in an early childhood classroom and pass the Oklahoma General Education Test, Oklahoma Professional Teaching Exam, and the Oklahoma Subject Area Test. Having a BA in Early Childhood or certification through the paraprofessional route are requirements for teaching in an Oklahoma pre-K classroom.

[13] Teacher assistants are only required to hold a high school diploma or GED and pass the FBI criminal history check. Teacher assistants employed in a Title I school must be highly qualified using one of the following methods: (1) An associate's degree or higher; (2) At least two years or 48 credit hours of study at an institution of higher education; (3) Pass the Oklahoma General Education Test; or (4) Pass the ETS Para Pro Assessment Test or the Work Keys Assessment. About 69% of schools are Title I.

[14] PD in the following areas is required for lead and assistant teachers: autism, blood borne pathogens, bullying prevention, child abuse, FERPA, hazardous communications, English Learners, and racial and ethnic education.

[15] In the 2016-2017 school year, the Oklahoma State Department of Education developed policies for individualized PD plans. The program was piloted statewide in 2017-2018. Full participation by all districts and teachers will be required in 2018-2019. For additional information, see: http://sde.ok.gov/sde/professional-learning-focus

[16] For additional information, see: https://sde.ok.gov/state-minimum-teacher-salary-schedule

[17] For additional information, see: https://sde.ok.gov/professional-development

[18] For additional information, see: https://sde.ok.gov/notice-allocation

[19] Kindergartners are required to be assessed in literacy at the beginning and end of each year using a state approved literacy screener. Oklahoma requires an ELA beginning of the year and end of the year assessment of every kindergarten student. The state does not specify the test; districts are able to choose from a list of state approved assessments. The results are kept and follow the student from K to 3rd grade. Assessment results are used for instructional purposes.

[20] Districts can choose a literacy screener to assess Kindergarten students from the list of approved screeners; DIBELs is on the list. For additional information see: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/RSA-K-3_FormativeAssessments_2.pdf

[21] Oklahoma just began integrating the state's education and other service provider data. The state anticipates further growth in and usage of the integrated data systems.

OREGON - Oregon Head Start Pre-Kindergarten

[1] 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 generally supported with other funding. Most programs operate 3.5 to 4 hours per day for a school year using state funding. Figures collected by the state do not fully align with NIEER definitions for part-, school-, and extended-day programs. Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits which are 1.5 hours each.

[2] The number of days per week is dependent on the service models/options adopted by the program and can range from no class days per week (home-based) to five days per week. Most programs operate 3.5 hours per day, 4 days per week, 32 weeks per year.

[3] State pre-K children must meet the federal Head Start income guidelines. After priority is given to families whose income is at or below 100% FPL, up to 35% of children can be enrolled whose family income is between 100% FPL and 130% FPL. If a grantee has both state pre-K and federal Head Start funds, 90% of children must meet the income requirement. If a grantee has only state pre-K funding, 80% of children must meet the income requirement. Children in foster care or who are homeless are categorically eligible. A minimum of 10% of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services. Risk factors are prioritized by local boards and policy councils.

[4] Part-day programs: lunch and either breakfast or snack; Full-day programs: breakfast, lunch, and snack. Programs are required to offer meals and a snack that provide one-third to one-half of the daily nutritional needs for children in part-day programs.

[5] Screenings are required to be completed within 45 days of enrollment, except immunizations which are required prior to enrollment. Requirements for screenings follow Head Start screening requirements.

[6] Oregon Pre-Kindergarten programs follow federal Head Start Performance Standards, which include the Head Start Early Learning Outcomes Framework. Programs are required to develop procedures for identifying children who are limited English proficient, ensure that children make progress toward acquiring English through culturally and linguistically appropriate instructional services, and inform parents about instructional services used. If 50% or more children speak a language other than English, programs must ensure that non-English speaking children are provided language support as needed. Otherwise, DLL/ELL policies related to immersion, instruction, summer language programs, translators/bilingual staff, professional development (PD) or coaching provided to teachers of ELL/DLLs are locally determined.

[7] While Oregon's Early Learning Standards do not address physical and motor development, the Head Start Early Learning Outcomes Framework does address physical and motor development. Both documents guide Oregon Pre-Kindergarten programs.

[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% must have earned at least a BA. Some programs have participated in local partnerships (e.g., school districts) where BA-level degrees and early childhood licensure with or without special education are required as locally determined. Teacher licensure options for public schools include Birth-3rd grade and Pre-K-K (Birth-K).

[9] New Head Start Performance Standards require that all teachers have annual PD plans.

[10] Per coaching requirements in the updated federal Head Start Performance Standards.

[11] Some teachers who hold at least a CDA and who are enrolled in a program leading to at least an AA may receive a temporary waiver for the AA requirement. Programs with teachers that have a High School Diploma or GED would need to demonstrate that they are moving into compliance with the requirement.

[12] Local grantees partnering with agencies may receive Title I and IDEA funding but are unable to directly access those funds. Faith-based programs free of religious content are eligible to receive funding.

[13] Grantees required to ensure teachers have current reliability certification.

OREGON - Oregon Preschool Promise

[1] The Early Learning Division is housed in the Department of Education (DOE), but the DOE does not have authority over the Early Learning Division. The Director of the Early Learning Division is appointed by and reports to the Governor.

[2] Early Learning Hubs are intermediaries between the state and providers created to ensure fiscal and specified performance metric accountability of providers.

[3] Enrollment data by age is unavailable. However, the program served 3- and 4-year-olds.

[4] Children receiving Preschool Promise services cannot be concurrently enrolled in a Head Start program. Yet, a child could potentially receive Preschool Promise services September through May and then participate in a summer Migrant/Seasonal Head Start program.

[5] Not all providers captured the number of families that were 101-130% FPL, but this data will be available in the future.

[6] Providers must offer, at minimum, 900 hours of service in a program year (July 1-June 30). Programs operate on the same schedule as kindergarten programs and most operate on a school-day, school-year schedule. Based on parent need, some providers choose to offer services year-round and other providers follow a September through early June schedule. These variations in program calendar create variations in the number of hours per day offered.

[7] Some of the providers offer wrap-around child care services for extended-day services using state child care subsidies (employment related day care).

[8] Based on parent need, some providers offer a 3- or 4-day per week option. Most providers offer a 5-day per week model.

[9] Eligibility is valid for two years. For the 2017-2018 program year, income (0-200% FPL) and age (3- & 4-year-olds) are the only eligibility factors. Children who are in the foster care system are considered a family of one with no income, therefore they meet the income eligibility requirements. Early learning hubs develop regional priorities for selection. Children with disability or developmental delay are not considered categorically eligible but would be considered a priority for selection.

[10] The state has identified priority populations that include children of color, children who are emergent bi/multilingual, and children with identified special education and health needs. Beyond the age and income requirements, additional risk factors are determined locally based on community assessments.

[11] The staff-child ratio is based on the Oregon Child Care Licensing regulations. Preschool Promise providers must obtain a top two tier rating in the Oregon Quality Rating Improvement System (QRIS). The top two tiers require a class size of less than 20 and/or a staff-child ratio better than 1:10.

[12] In order to meet licensing requirements, programs provide at least one meal and one snack or two meals. The number of meals and snacks is dependent upon daily service hours.

[13] In future program years, the standards will include more required screenings. Currently, the required developmental screenings are: ASQ & ASQ-SE.

[14] Early Education/Early Childhood Special Education providers utilize a consultation model of support for teachers who are serving children with identified special needs in their classroom.

[15] Program standards include inclusionary practices, yet do not provide specifics on planned language approaches.

[16] Preschool Promise promotes high attendance, tracks attendance, and works with families and providers if a child is absent more than 15% of the time. The program's goal is to have, at minimum, 85% average daily attendance.

[17] The state's suspension and expulsion policy is under development, but Preschool Promise standards include requirements to eliminate suspensions and expulsions. This is an area that needs more development and TA for the providers/workforce.

[18] While Oregon's ELDS do not address physical and motor development, the Head Start Early Learning Outcomes Framework does address physical and motor development. Both documents guide Oregon Pre-Kindergarten programs.

[19] The state QRIS has an approved list of assessments and if a provider chooses to use a different assessment, it must be aligned with the ELDS and approved by QRIS evaluators.

[20] This is an area of development for Preschool Promise. Future revisions to standards and monitoring protocols will include fidelity checks.

[21] Additionally, the program may use a curriculum that supports all children's learning and development that: is based on theory and research; produces positive child outcomes; balances adult-directed and child-initiated activities; specifies outcomes for key areas of development; specifies instructional details for care and education provider/teacher to follow; includes content areas of math; includes content areas of science; includes content areas of literacy; includes content areas of social studies; and provides instructional detail on positive adult-child interactions. All Preschool Promise providers must be on the top two tiers rated in QRIS, and if the provider does not select from the approved list, then they must submit documentation and the state approves the curriculum.

[22] Lead teachers are required to have a BA in ECE or a related field, but waivers for this requirement are permitted if the teacher has submitted a plan to attain a BA and is demonstrating progress towards the BA degree. Approximately 50% of lead teachers have requested a waiver for the BA requirement. Teachers must have a minimum of a CDA.

[23] The following related degrees -- sociology, psychology, social services -- require an examination of transcripts to determine content related to early learning core knowledge areas. Also, ongoing requirements for PD require training in inclusionary classrooms (preschool special education).

[24] The minimum requirement for an assistant teacher is Step 3 in the Oregon Registry Online. Licensing regulations for an Aide II: (a) Be at least 18 years of age; (b) Have worked at least six months at the center where they are now employed; (c) Have current certification in first aid and CPR. Training must have practical hands-on instruction; therefore, online training is not acceptable.

[25] Per Preschool Promise Operating Guidelines, all Preschool Promise teaching staff are required to participate in at least 20 hours of PD activities per Program Year.

[26] If teachers and/or assistant teachers do not meet the minimum education requirements, a PD plan is required.

[27] Providers are connected to a Quality Improvement Specialist to support continuous quality improvement related to QRIS standards. Some of the support includes job embedded PD opportunities. Coaching is not yet provided systematically, but the program is working towards this goal.

[28] Other captures unspecified degrees, and no other details are available.

[29] Preschool Promise requires pay parity and provides guidelines, but not all providers are able to implement due to collective bargaining agreements and existing salary structure for other non-Preschool Promise staff.

[30] The same requirements apply to all teachers regardless of employer type. All Preschool Promise budgets are developed with fringe incorporated; not all provider types are able to offer this (in home providers specifically).

[31] The program requirements include at minimum 20 PD hours each program year, in addition to preservice training. This is paid time. Whether or not that is equal to the K-3 teachers is locally determined based on their individual bargaining agreements.

[32] Requirements for assistant teachers are expected in program year 2019-2020.

[33] All staff are required to have a PD plan and the program offers scholarships or pays for the associated trainings/courses.

[34] All funds for services are awarded to Early Learning Hubs (ELH) and the ELHs are required to subcontract with providers to implement the program services.

[35] If children are emergent bilinguals, then English language acquisition is also assessed.

[36] The state's QRIS provides the following options: Teaching Strategies Gold Assessment; Evaluation and Programming System (AEPS); Other assessments requires a written description of how assessment tool aligns with the Head Start Child Development and Early Learning Framework and/or the Oregon Early Learning Standards.

[37] Child level assessments are used for formative purposes, not summative purposes.

[38] All public schools are required to assess kindergarten students upon entry with the state designed Kindergarten Assessment (KA). Public schools are able to select their own ongoing kindergarten assessment tools after the KA has been completed (locally determined). A majority of Preschool Promise providers are using Teaching Strategies GOLD.

[39] During the 2017-2018 program year, the expectation was to build capacity to implement CLASS observations during the 2018-2019 program year.

[40] Programs may request a limited duration waiver for this requirement while they build capacity.

PENNSYLVANIA - Pennsylvania Ready to Learn Block Grant (RTL)

[1] Programs must operate 180 days per year.

[2] Eligibility for RTL is locally determined.

[3] The Office of Child Development and Early Learning (OCDEL) released a policy statement on inclusion in 2017. Although, RTL programs are not monitored by OCDEL like other state-funded programs, the supports for the policy are accessible by RTL classrooms (e.g. CONNECT hotline, site visits, coaching).

[4] The state provides a Basic Education Circular (BEC) which details the policies regarding preschool DLLs in all school based programs.

[5] Although OCDEL doesn't monitor school-based pre-K programs the supports to reduce suspension and expulsion are available to these programs.

[6] The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.

[7] Supports are available to districts, but districts need to request the services.

[8] For more information, see: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx

[9] The curriculum must be standards-based, but it is decided upon locally. The state provides a list of curricula which has shown alignment with PA ELS.

[10] Beginning in 2009-2010, assistant teachers had to meet NCLB requirements and were required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.

[11] First year instructionally certified teachers are required to participate in induction.

[12] This is determined locally.

[13] Ready to Learn funding is calculated based on a percentage of the school funding formula. Districts/schools then decide how to spend the funding. Pre-K is one of many options districts/schools can choose from.

[14] Each school district that provides prekindergarten shall design an assessment system that includes prekindergarten and uses a variety of assessment strategies.

[15] Child assessments are locally determined, but PDE provides listing of assessments aligned with PA ELS: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx

[16] Evaluations of Instruction I certified teachers must occur two times per year; pre- and post-interviews occur with each evaluation.

[17] Summaries of teacher evaluations are used as part of formal state teacher evaluation system.

PENNSYLVANIA - Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

[1] Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, four days per week. Full-day for HSSAP is considered more than 5.5 hours per day. Center-based programs can operate four or five days per week; home-based programs offer home visits once per week with socialization days. Most programs operate between 128 and 180 days per year with a few offering full-year services of approximately 240 days per year. Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.

[2] Age eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cutoff is 5 by September 1, but this is determined locally. If a child with special needs remains in the pre-K program when they are age-eligible for kindergarten, they are not funded by HSSAP, but instead by other resources.

[3] State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35% of the enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL. In addition to income requirements, individual Head Start agencies determine eligibility requirements based on their community assessments and give priority based on multiple risk factors.

[4] OCDEL released an inclusion policy in 2017. All state-funded programs must comply with the policy.

[5] Programs would follow any federal Head Start policies in relation to DLLs, the state does not prescribe any additional policies.

[6] The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.

[7] Additional resources include face to face and asynchronous trainings in the ELDS.

[8] For more information, see: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx

[9] Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50% must have had at least a BA. By September 30, 2013, all assistant teachers must have had at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. If teachers are employed by a school district, ECE certification is required.

[10] Other includes other degrees, not specified, and unknown.

[11] Coaching can be provided by the assigned preschool program specialist.

[12] HSSAP is a supplement to federal Head Start funding. It is used to support the federal funding.

[13] Per federal Head Start guidelines.

[14] Participation in state QRIS is required for state funded HSSAP programs that are located within child care centers. This information is collected at time of application, and

when the rating is received. In addition, any non-child care Head Start location which also serves federal Head Start students receive STARS reciprocity and become a STAR 4 location.

PENNSYLVANIA - Pennsylvania Kindergarten for Four-Year-Olds (4K) & School-Based Pre-K (SBPK)

1. Programs are required to operate 180 days per year. School code allows pre-K to be exempted from this requirement when approved, which is a locally determined decision.
2. The Office of Child Development and Early Learning (OCDEL) released an inclusion policy statement in 2017. Although K4 and school-based PK programs are not required to follow the policy statement, the information and supports would be available if requested.
3. PDE provides a Basic Education Circular (BEC) detailing policies for DLLs, including preschool policies.
4. Although OCDEL does not monitor these pre-K programs, supports related to reducing suspension and expulsion are available to these programs at their request
5. The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
6. As of the 2009-2010 school year, assistant teachers in SBPK must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction. There is no minimum degree required for K4 programs.
7. School code required that pre-K curriculum and instruction must be standards-based.
8. For more information, see: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx
9. Elementary (K-6) certification is allowed for teachers in public school settings.
10. Teachers with Instructional Certification are required to complete 180 hours per five years. This is required in public school classrooms (SBPK), but not nonpublic schools (K4). An induction plan is required for teachers with Instructional Certification.
11. An induction plan is required for new teachers with Instructional Certification.
12. New teachers with Instructional certification must undergo an induction program which include mentoring.
13. This is determined locally.
14. Data are not available to distinguish all the funding streams, however these programs use a multitude of funding sources to operate including: Title I, school funding formula, and other local sources.
15. Each school district that provides prekindergarten is required to design an assessment system that includes prekindergarten and uses a variety of assessment strategies.
16. Teacher evaluations are required twice a year for all teachers holding Instructional I certifications. Most use Danielson, but other tools can be approved by PDE for use as well.
17. Evaluators must conduct a pre-interview and a post-interview when a teacher evaluation is conducted.
18. Summaries of teacher evaluations are used as part of formal state teacher evaluation system.

PENNSYLVANIA - Pennsylvania Pre-K Counts

1. These dual enrollments for Head Start only include children enrolled in Pennsylvania's Head Start Supplemental Assistance Program.
2. School-day programs operate for a full-day of programming which includes at least five instructional hours per day; part-day programs operate for a half-day program which includes at least 2.5 instructional hours per day.
3. Programs are required to operate 180 days per year.
4. Children must be at least 3 years old and no older than 5 years old by the beginning of the program year. Children who are kindergarten age-eligible are not eligible for Pre-K Counts. The recommended kindergarten age cutoff is 5 by September 1, but this is locally determined. In addition, local boards may decide exceptions for kindergarten. Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts but rather by a non-state source.
5. Children must meet the state-specified income requirement. Prioritization based on additional risk factors beyond income and age is locally determined.
6. A class size of 17 students is recommended. The recommended staff to 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. Regulation guidance was updated in 2015 to include the meal requirement for half-day programs.
8. The program is required to share screening results with families and discuss/support referral options.
9. OCDEL released an inclusion policy in 2017, which PKC providers must follow.
10. A Program classroom should reflect the naturally occurring ratio of students with and without developmental delays and disabilities in the area served by the approved provider and should not contain more than 20 percent of students who have been identified by the start of the program year as having a developmental delay or disability. However, in attempting to promote inclusion in this way, approved providers may not deny students' admission to a classroom based on their disability or delay.
11. There is no specific DLL policy for PKC; school-based programs follow the Basic Education Circular (BEC) policies for PK programs provided by school districts.
12. The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
13. Curriculum companies may choose to submit an alignment at any time. The state aligned list reflects those who have voluntarily undergone the alignment process.
14. For more information, see: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx
15. Lead teachers in all settings were required to have a BA and ECE certification by December 2011. 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 score on the Program Review Instrument and affect future funding.
16. 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.
17. First year teachers are required to have induction plans; teachers in child care centers are required to have PD plans as part of QRIS requirements.
18. Other includes other degrees, not specified, and unknown.
19. Scholarships, and bonuses are available for child care PKC employees as part of QRIS system; loan forgiveness is available to public school teachers in qualifying schools.
20. Fall 2018 Impact study; Spring 2019 Implementation Study.
21. Teacher evaluations are required and most programs use the Danielson Framework. One tool that assesses the classroom environment must be used, but programs may choose which tool to use.
22. Programs located in child care are required to participate in the QRIS.

RHODE ISLAND - Rhode Island State Prekindergarten Program

1. The state's PDG funds are used to pay for children enrolled in State Pre-K that qualify under the federal guidelines. There are 1,080 children enrolled in the state Pre-K

program that are funded with a mix of federal and state dollars. All income-eligible children are funded with PDG funds. Children at or over income are funded with state funds.

[2] 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 by partnering with another agency that offers such services.

[3] Children must reside in the district, town, or community in which the program is offered and be four on or before September 1st.

[4] Meals must be USDA compliant.

[5] The full physical exam includes a well visit check and copy of immunizations.

[6] Programs are required to offer these services utilizing existing state programs and systems.

[7] PD and TA are offered. Written policies to support children with disabilities are required in program documentation, and data are collected on how state Pre-K staff are involved with children during the referral/IEP process. Districts are also beginning to implement the Itinerant Early Childhood Special Education model within certain State Pre-K classrooms.

[8] Rhode Island defines Chronic Absenteeism as the percentage of students who miss 10% or more of school days during the year.

[9] Joint Policy Statement on Expulsion and Suspension Policy in Early Childhood Settings; It is written into Rhode Island's policy document with a link to the AS department of Health and Human Services and US Department of Education's joint policy statement.

[10] State Pre-K teachers are required to participate in comprehensive PD focused on understanding and using the Rhode Island Early Learning and Development Standards (RIELDS).

[11] State policy provides an approved list of child assessments aligned with the ELDS.

[12] The state does not monitor fidelity of implementation of a specific curriculum, but does monitor implementation of curricula through written frameworks as well as observations and interviews.

[13] All lead teachers must have a Pre-K-2 state teaching certification. Rarely, an approved, interim exception is given to complete the required courses by taking six credits per year. Teachers are also required to have a state certificate on the RIELDS.

[14] Beyond the required 20 hours per year, teachers may choose from numerous optional PD offerings based on their needs.

[15] The state contracts with a vendor who is available to provide in-program/classroom support as well as large group support. Monthly onsite visits are required, at a minimum, as is attendance at a portion of the group communities of practices.

[16] State Pre-K teachers in nonpublic schools are paid on par with 1st to 3rd step public school teachers. Budgets are reviewed each year to verify that annual increases are applied to those salaries.

[17] For additional information, see: http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/early%20childhood/2019-2020-RI-PreK-RFP.pdf

[18] All state funded Pre-K teachers must follow CECE regulations which require 20 hours of PD and 2 hours per week of paid planning time. This is above and beyond public school K-3 requirements.

[19] Nonpublic assistant teachers receive a higher salary than public school assistant teachers. The only difference is in the retirement benefits; though most nonpublic schools do offer retirement options such as 401K.

[20] All state funded Pre-K assistant teachers must follow CECE regulations which require 20 hours of PD. This is above and beyond public school K-3 requirements.

[21] The Rhode Island Education Aid Foundation Formula, approved in 2010, takes a phased-in approach to expanding access to high-quality pre-K, starting with communities that have a high proportion of children eligible for free- and reduced-price lunch. The phased-in approach, investing $10 million over 10 years, will ensure that pre-K expansion creates high-quality learning programs, improves access for students who need it the most, and assures a smooth transition between early childhood and K-12.

[22] Child Trends is currently evaluating child outcomes of last year's cohort of children. ECERS and CLASS are some of the tools being used along with pre- and post-tests of children in Pre-K and in the control group.

[23] TS GOLD has a reliability training prior to the use of the tool that lead teachers are required to pass.

[24] The state participated in a pilot of a KEA, but has not received funding to continue this work at this time. In the absence of funding, the state selected Teaching Strategies Gold, after a RFP process, to provide a state Master Agreement price for those districts wishing to use a KEA.

[25] Feedback is given in the form of a written report that is reviewed with the program and the teaching team.

[26] A minimum level of quality is not required; however, if a program receives a low score (i.e., below 3 stars), the state works with them on concrete plans for program quality improvement.

SOUTH CAROLINA - South Carolina Child Early Reading Development and Education Program (CERDEP)/Education Improvement Act Child Development Program (EIA 4K)

[1] South Carolina's state-funded preschool programs are jointly administered. The South Carolina Department of Education (SCDE) oversees delivery within public school districts (CERDEP 4K and EIA 4K) and South Carolina First Steps to School Readiness oversees delivery of the CERDEP 4K program in private settings. Both public and private CERDEP classrooms must be licensed by the South Carolina Department of Social Services (DSS).

[2] A total of 61 school districts participate in the South Carolina Early Reading Development and Education Program (CERDEP), and there are an additional three school districts that are eligible based on the 70% or higher poverty level but elect not to participate in the public program. Private child care programs in those three districts may participate, for a total of 64 districts. The remaining districts do not meet the poverty level to participate in CERDEP, but they must offer, at a minimum, one half-day EIA 4K class. Twenty-one school districts have at least one EIA 4K classroom.

[3] While not included in Head Start enrollment counts, several Head Start grantees serve as private CERDEP 4K providers via SC First Steps. These students meet 4K eligibility requirements and are included in 4K enrollment counts (as opposed to Head Start enrollment counts).

[4] Enrollment by eligibility for FRPL reflect data from a Poverty Indicator that is district-based and based on a student's socio-economic level.

[5] EIA 4K classrooms must operate for at least 4 hours per day, but individual districts can choose to extend the number of hours per day. CERDEP programs operate a minimum of 6.5 hours per day, five days a week, for at least 180 instructional days. A state budget proviso introduced for the 2017-2018 school year permitted CERDEP providers to: a) extend the school day up to 8.5 hours per day, b) extend the school year to 220 days (6.5 hours daily), or c) extend the traditional school year with up to 10 weeks of summer programming at 8.5 hours daily. No districts opted to extend the school day during the 2017-2018 year; however, 36 CERDEP districts participated in the extended year program. More than 80% of participating private providers offered an extended day or extended, year-round model during 2017-2018.

[6] Three-year-olds may enroll in EIA 4K when receiving special education services.

[7] Children are eligible to enroll in CERDEP for one year only. A waiver of this requirement may be sought from the SCDE or SC First Steps in the rare event that a child is deemed unable to advance to kindergarten for developmental or other reasons. For EIA 4K, this determination is made at the district level based upon local school board policy.

[8] Eligibility for CERDEP is based on residence in a CERDEP-eligible district, and family income at or below 185% of FPL or eligibility for Medicaid. Eligibility for EIA 4K is also based on qualifying for FRPL or Medicaid. Children with developmental delays documented through state approved screening assessments or children with medically documented disabilities who do not already qualify for special need services should also be considered for enrollment. If more students seek to enroll than available space permits, districts shall prioritize students (at the time of acceptance) on the basis of family income, with the lowest family incomes given the highest enrollment priority.

[9] For CERDEP only: Providers maintain classrooms with at least ten 4-year-old children, but no more than twenty 4-year-old children, with an adult to child ratio of 1:10. Waivers of the minimum class size requirement may be granted by the SCDE or SC First Steps. Flexibility of this ratio requirement during naptime is allowed by DSS. Private providers adhere to the 1:10 ratio during the day, including rest time.

[10] All CERDEP students shall be offered breakfast, lunch and a snack that meets USDA requirements daily.

[11] South Carolina Department of Health and Environmental Control (DHEC) recommends vision and hearing screenings for all preschool children. Many state-funded programs comply with this recommendation. If CERDEP schools have resources for health screenings available, it is recommended that they should occur during the first 90 days of school. Children should be referred to an appropriate health-care provider or the local health department when a health problem is suspected or detected. All health-related referrals are noted in the child's health file on site and the results of all screenings are shared with parent(s)/guardian(s).

[12] The State has adopted the EdFacts, a USED initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 (PreK-12) data, definition to define chronic absenteeism: an absent student is one who misses 50% of the instructional day for any reason, regardless of whether the absence is excused or unexcused. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. A chronically absent student is one who misses 10% or more school days during the school year. The State has created chronic absenteeism reports to assist school districts with identifying preschool students who are chronically absent. Districts are also required to provide parents with written explanation of the unlawful and lawful absences as it relates to Regulation 43-274. The child's parent/guardian(s) should be contacted to determine the reasons for nonattendance, tardiness, or early departure. School district are encouraged to develop an attendance intervention plan to identify the underlying factors and to provide interventions to improve attendance.

[13] SC First Steps 4K Regional Coordinators monitor chronic absenteeism in private CERDEP programs.

[14] Proviso 1A.63: Each school district and private provider participating in a publicly funded prekindergarten program will administer one of the formative assessments selected by the department and SC First Steps to each child eligible for and enrolled in a publicly funded prekindergarten program during the first forty-five days of the school year and during the last forty-five days of the school year. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's IEP or 504 Accommodations Plan.

[15] CERDEP districts: both public and private programs, are required to choose from a state-provided list of evidence-based curricula.

[16] The SCDE conducts monitoring visits to all public 4K districts using ELLCO. This tool utilizes goal setting, monitoring, and feedback. First Steps conducts announced and unannounced visits to each private CERDEP 4K classrooms monthly, providing oversight and on-site technical assistance to teachers to ensure curricular fidelity to an evidence-based model. Coaching to Fidelity and The Fidelity Tool for Preschool, by Teaching Strategies, are used to promote individual growth with each teacher and improve child outcomes. ECERS-3 is used to raise classroom quality for continuous improvement.

[17] First Steps' private CERDEP providers may select Creative Curriculum, HighScope or Montessori.

[18] SC First Steps promotes the use of Conscious Discipline in classrooms to support social-emotional learning and development.

[19] Programs electing to use Montessori as a curriculum model must have a Montessori-credentialed lead teacher.

[20] In classrooms in private centers, the lead teacher must have at least a two-year degree in ECE or a related field and be enrolled and demonstrating progress toward the completion of a teacher education program within four years. For public teachers, the grade span for EC certification is Pre-K to Third grade.

[21] Assistant teachers in both public schools and private centers are required to enroll in the ECD 101 TEACH college class within one year of being in the position.

[22] CERDEP only: The 15 clock hours per year must be approved by the Center for Child Care Career Development, and must include at least five hours in curriculum, five hours in CD, and five hours in health and safety, guidance, or other related topics. All lead teachers and teaching assistants must complete PD with the Occupational Safety and Health Administration (OSHA) annually.

[23] All CERDEP assistant teachers have individualized annual PD plans.

[24] Coaching is focused on literacy. In addition to the various PD opportunities at the district and state levels, there are 22 literacy specialists, 6 early childhood specialists, and over 650 reading coaches across the state that provide job-embedded, on-going professional learning for teachers and administrators, including at the preschool level.

[25] The frequency of coaching or mentoring in public schools varies based on district and teacher need. First year teachers are required to receive first year teacher induction and mentoring. SC First Steps makes announced and unannounced classroom monitoring and technical support visits to each classroom roughly twice monthly. All teachers participate in an individualized growth and development plan.

[26] This number varies based on need and number of 4K classrooms per public school. SC First Steps' Regional 4K Coordinators are assigned caseloads of roughly 20 sites each.

[27] The data include only CERDEP teachers. The teachers with Bachelor's count also includes Bachelor's + 18, and Master's includes teachers with Master's + 30. There are an additional 529 EIA 4K lead teachers. We are unable to obtain a count by educational level for EIA 4K lead teachers. All of EIA 4K lead teachers must have at least a Bachelor's degree in Early Childhood. Private CERDEP lead teachers are required to hold a minimum of an Associate's degree working towards a 4-year degree in ECE. The "other" in the count is one lead teachers from a nonpublic program who holds a Juris Doctorate, as well as SC certification in ECE with a BA degree.

[28] South Carolina public 4K teachers receive the same contract as public K-3 teachers, which addresses a 190-day school year including PD and in-service days.

[29] First Steps incentivizes an individualized growth and development plan for each lead teacher. TEACH scholarships are available for teachers to complete a 4-year degree in ECE.

[30] Lead teachers in nonpublic schools who meet their semester goals qualify for a salary incentive.

[31] Nonpublic school assistants are awarded a stipend for PD participation.

[32] Public CERDEP: $47,424,102; EIA 4K: $15,513,846; First Steps: $14,634,707 in state funding.

[33] CERDEP funding comes from Proviso 1.58 of the 2017-2018 Appropriations Bill. Payments for students continuously enrolled since the start of the school year were calculated at the maximum funding of $4,422 for the maximum number of authorized students, as adjusted for the pro rata enrollment. EIA 4K is funded through the state's Education Improvement Act, which comes from a dedicated sales tax. For the 2017-2018 school year, $15,513,846 was distributed among the 21 EIA 4K districts.

[34] EIA 4K's funding formula is dependent on the number of kindergarten students from the prior school year that qualify for FRPL. CERDEP is funded based on the number of eligible students enrolled.

[35] CERDEP does not permit subcontracting. During the current fiscal year, South Carolina First Steps to School Readiness may extend four-year-old kindergarten provider eligibility to military child care settings regulated by the United States Department of Defense. State funds appropriated for use in military child care facilities must be used to expand service to CERDEP eligible children residing in school districts approved for participation during the prior fiscal year and may not be used to supplant any existing federal child care investment.

[36] The Education Oversight Committee contracts the CERDEP evaluation through the University of South Carolina College of Education.

[37] Each school district and private provider is required to administer one of the formative assessments selected by the department to each child eligible during the first 45 days of the school year and during the last 45 days of the school year. SC First Steps 4K teachers assess all private CERDEP students with TS Gold. All private CERDEP students have 3 or 4 progress checkpoint windows depending on whether it is a 180- or 220-day program.

[38] Montessori classrooms may also use a Montessori assessment. Read to Succeed requires that all public pre-K students are given a readiness assessment upon entering school. Information on the chosen assessments can be found here: https://ed.sc.gov/instruction/early-learning-and-literacy/assessments-in-early-learning/pre-k-readiness-assessments/

[39] Implemented in 2017-2018, the KRA (Kindergarten Readiness Assessment) determines each child's readiness level from an evaluation of four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA provides a snapshot of students' abilities at the beginning of the school year.

[40] The Fidelity Tool Teacher Checklist and The Fidelity Tool for Administrators (by Teaching Strategies) provide reflective and observational based data for each teacher to develop skills based on an individualized plan in private CERDEP classrooms.

[41] Annual site visits to all classrooms by the SCDE are not required, but the Early Learning office attempts to visit as many public classrooms as possible based on district and teacher need. All private CERDEP classrooms receive, at a minimum, once a month visits by their Regional 4K Coordinator.

[42] The state's Early Childhood Advisory Council is working towards developing an ECIDS.

TENNESSEE - Tennessee Voluntary Pre-K (VPK)

[1] Authority over the Tennessee Voluntary Pre-K program (VPK) remained the same for 2017-2018, but the Office of Early Learning (OEL) became part of the newly created Division of Teaching and Learning within Tennessee Department of Education (DOE).

[2] VPK is meant to serve 4-year-olds. Beginning in 2017-2018, 3-year-olds were not allowed to enroll in VPK without permission from the state.

[3] A total of 184 classrooms have blended funding with VPK serving 3,579 children.

[4] Programs are required to operate 5.5 hours per day, excluding nap time.

[5] Although there is not a formal partnership for extended services, many districts provide extended care for the school-age children, which is open to 4-year-olds.

[6] Tennessee operates on a 180 day per school year calendar.

[7] The state must give permission for districts to enroll kindergarten-age children with documented disabilities in VPK.

[8] VPK is targeted to low-income 4-year-olds.

[9] If a district has exhausted all efforts to enroll 100% income eligible 4-year-olds, other children may enroll according to the established criteria set forth by the district's Community Pre-K Advisory Council (CPAC).

[10] Tennessee has a 3-tier eligibility system. The first tier 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 children who are not income eligible, but are screened and identified as at-risk due to an IEP, or who are ELLs. The third tier includes locally determined factors, which include (among other possibilities): parents with low education levels, parental substance abuse, risk that the child will not be ready for kindergarten, children born to teen parents, low birth weight or other health risk, or a parent on active military duty.

[11] There are no preschool 3-year-old classes funded with VPK dollars. Multi-age classrooms may have up to 20 students with a ratio of 1:10, with a maximum of nine 3-year-olds. In order for a district to enroll 3-year-olds, they must request approval from the state.

[12] Snack requirements depend on length of day.

[13] The full physical exam includes vision, hearing, height/weight, BMI, blood pressure, immunizations, psychosocial/behavioral, and developmental screening.

[14] Other comprehensive services are encouraged. Implementation of extra services varies by districts.

[15] If the ratio of students with an IEP exceeds 50%, teachers are required to have a specialized license. If the ratio is under 50%, a general pre-K license is required and trainings and supports are provided.

[16] In the VPK Scope of Services it states that districts must ensure that teachers have the training and support they need to meet the needs of DLL children.

[17] Districts must provide a copy of their attendance policy for all state-funded pre-K classrooms. The state monitors that all districts have these in place.

[18] In accordance with Chapter 0520-12-01, Standards for School-administered Child Care, each school is to provide a copy of their "Criteria for the disenrollment of children" or their expulsion policy.

[19] Guidance documents and PD opportunities to support the use of the ELDS were provided and state training, guidance and support will continue with the implementation of the revised ELDS. The Portfolio assessment is required to follow Tennessee's ELDS.

[20] The TN Pre-K Student Growth Portfolio is required for all teachers to complete and it must be aligned with the ELDS and developmental domains.

[21] The state has revised the approved curricula from 37 to three in 2017-2018: Big Day for Pre-K, Creative Curriculum, and Connect 4 Learning. All districts were provided money to purchase a new curriculum as well as sponsored trainings and ongoing assistance with their new curriculum. A school may request a waiver from OEL in order to use a different curriculum. An example of this would be Montessori.

[22] The districts are required to use the state-approved curriculum to fidelity, but the state does not currently have a process to monitor this. Currently the onus is on the school districts.

[23] Tennessee requires that pre-K teachers in state funded classes are certified to teach pre-K. Any exceptions to this would require a one-year waiver from DOE.

[24] State law passed in 2005-2006 requires that at least one educational assistant per classroom hold a CDA or Associate's Degree, or be actively working toward such credentials. If no person with this 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. There is no degree requirement for assistant teachers but they are required to receive a minimum of 30 hours of state approved PD on ECERS, ELLCO, Personal Safety, ELDS, Child Care Rules and Regulations, and Social Emotional Learning Foundations. At least six hours of the training must be in developmentally appropriate literacy practices. Training may occur prior to, or during employment.

[25] In 2017-2018, the requirements increased to 24 clock hours per year for directors, teachers, and assistants. This requirement will increase to 30 hours in 2018-2019. Six of the 30 hours must be developmentally appropriate literacy practices.

[26] According to the VPK Scope of Services, all teachers, directors, and assistant teachers are required to have a personal PD plan. All teachers are also required to participate in TEAM evaluations, which are used to coach and support teacher growth, and may be used to inform the personal professional development plan.

[27] The PDG grant has provided ongoing training and coaching supports in Shelby and Davidson districts. In addition, the state is incorporating some professional learning that will provide ongoing supports for teachers. For example, the EL 2.0 training series provides directors, leaders, teachers, and assistant teacher with professional development on how to improve classroom practices.

[28] Lead Teacher Other: Ed.S. (38) and unknown (20). Some of these numbers are duplicated due to lead teachers having multiple degrees. Total number of lead teachers in TN is 988.

[29] Teachers are not required to be certified or endorsed in DLL/ELL, but the district is required to provide support to teachers on meeting the needs of these learners.

[30] According to the VPK Scope of Services, "Salaries for personnel in community-based agencies shall be reasonably comparable to those currently in effect in the LEA where the respective VPK program is located. Reasonably comparable is defined as a range of compensation that would ordinarily be paid for like services within the school system. Final salaries within the range may be commensurate with qualifications and experience."

[31] The state requires that nonpublic and public lead teachers' salaries are comparable. See VPK Scope of Services sections C.9 and C.10.

[32] The VPK Scope of Services does not require these PD days to be paid, but does have specific requirements for PD.

[33] This is a local level decision as not all districts "contract" teachers for employment.

[34] While it is not required for PD to be paid time, both assistant teachers and lead teachers have the same number of PD hours (30) they have to obtain in a single year.

[35] Total 2017-2018 spending does not include $505,665 in funding from the Ounce of Prevention. Required local spending is estimated to be consistent with required local spending reported in 2016-2017.

[36] The funding benchmark is $117,490 per class. The amount provided by the state varies depending on the Basic Education Plan (BEP) funding formula used in all grades. The district is required to provide a local match for any portion not provided by the state. The local match amount is determined by the BEP funding formula, which is based on 45 different components. Districts may use local funds, federal funds, or in-kind services to meet their required match.

[37] A total of 75 of 934 VPK classrooms are housed in community-based programs.

[38] Because of the findings in the Vanderbilt study, the Pre-K Quality Act of 2016 was passed. To date the following items have been completed: 1) Revised the Tennessee ELDS; 2) Created a shared definition of quality early education; 3) OEL created and shared its vision for early learning at statewide district Early Learning 2.0 trainings; 4) Delivered Early Learning 2.0 training to support strong pre-K curriculum implementation; 5) Created TEAM pre-K Guidance Document to support district leaders in their evaluation of pre-K teachers; 6) Completed comprehensive curriculum review and narrowed state-approved list from 37 to three; 7) Successful shift to a competitive VPK grant based on quality; 8) Piloted CLASS observations in approximately 200 classrooms across the state; 9) Trained School-based Support Services program evaluators in CLASS, quality documentation, early literacy practices, and developmentally appropriate practice; and 10) Statewide implementation of Pre-K Student Growth Portfolios.

[39] In 2017-2018, the state-developed Pre-K Student Growth Portfolio will be implemented, following the pilot. According to Tennessee's Pre-K Quality Act, Teachers and

districts must choose an assessment from a state-approved list to demonstrate student achievement. Student achievement scores count as 15% of a teacher's evaluation; 50% of the evaluation is based on classroom observation and the remaining 35% is based on student growth. The Pre-K Student Growth Portfolio measures English language arts and math only, but districts can choose to select other assessments to assess additional domains.

[40] In 2017-18, the Kindergarten Entry Inventory (KEI) created by DRDP was piloted in PDG school districts and different tools were piloted in other kindergarten classrooms. In 2018-2019, only the KEI is used and only in PDG school districts.

[41] Tennessee contracted with Teachstone to conduct a pilot of assessments in 2017-2018. In this pilot, approximately 200 classrooms were assessed. In addition, districts are required to have someone who is reliably trained in ECERS and ELLCO to do an assessment on all new teachers and/or teachers who have changed grade levels.

[42] The state uses the CLASS data to inform districts and the department of trends so they can better develop PD for leaders, teachers, and assistants. The ECERS and ELLCO information is used to put teachers on a PD plan for improvement and provide teachers with feedback for quality improvements.

[43] The state requires that all classrooms in community-based organizations must be licensed by the Tennessee Department of Human Services (DHS) and be a three-star facility.

[44] The state does not require site visits by the LEA, but does require the LEA to ensure all classrooms are following the law, VPK Scope of Services, and the Standards for School-administered Child Care. It is a local decision on how they monitor those processes. All classrooms receive a minimum of two visits per year by their program evaluator and an additional six visits by their educational consultant in the PDG districts.

TEXAS - Texas Public School Prekindergarten

[1] A district shall offer half-day pre-K classes if the district identifies 15 or more eligible children who are at least 4 years of age by September 1 of the current school year. A school district may offer half-day pre-K classes if the district identifies 15 or more eligible children who are at least 3 years of age.

[2] Children enrolled in Head Start are automatically eligible for pre-K. However, they are not required to be enrolled in both.

[3] The state requires 180 minutes per day or 32,400 minutes per year.

[4] Additional eligibility criteria include: (1) Being unable to speak and comprehend the English language; (2) Being educationally disadvantaged (eligible to participate in the national free or reduced-price lunch program); (3) Homelessness; (4) Child of an active duty member of the armed forces of the United States; (5) Child of a member of the armed forces of the United States who was injured or killed while serving on active duty; (6) In, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing; or (7) Child of a person eligible for the Star of Texas Award.

[5] There is no rule regarding pre-K class size or staff-to-child ratio, though school districts are encouraged to follow the requirements for kindergarten. If a school district contracts with a private entity to operate the district's pre-K program, the program must comply with child care licensing standards. The recommendation is a child to staff ratio of 11:1 with a limit of 22 children per classroom, but this is not required.

[6] Some districts serve either breakfast or lunch, and some offer both meals. Districts offering full-day pre-K are required to provide lunch.

[7] Other health screenings are determined locally.

[8] 19 Texas Administrative Code 89.63 requires instructional arrangements/settings to be determined based on the individual needs and IEPs of eligible students receiving special education services.

[9] House Bill 674 passed in the 85th legislative session.

[10] Approaches to Learning is covered throughout the ELDS, but not an explicit, separate chapter.

[11] For a full list of curricula see: https://tea4avfaulk.tea.texas.gov/ematevi/EMATREPORTS/RptInst/EM_CURR_ADPN.pdf

[12] Paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a HSD and experience working with students or parents. Educational Aide II requires at least a HSD and one of the following requirements: two creditable years of experience; a minimum of 15 college credit hours with emphasis on CD 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 HSD and one of the following: three creditable years of experience; 30 college credit hours with some emphasis on child growth and development or related subject areas; or experience working with students or parents. There are no specific requirements for lead teachers or assistant teachers in nonpublic school settings.

[13] In the High-Quality Prekindergarten program that covers approximately 85% of preschool children, the teachers are required to have 30 hours each year in ECE including 15 hours of mentoring or instructional coaching.

[14] Public schools must follow a minimum salary schedule. Nonpublic schools would not be subject to this schedule. Public schools and nonpublic school fringe benefits are determined locally.

[15] The CCDF funds are made available through the Texas Workforce Commission. An Interagency Agreement is established to pass a small portion of CCDF funds through to the Texas Education Agency (TEA). Funds are awarded to UTHealth, Children's Learning Institute.

[16] Pre-K 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.

[17] 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, and programs are required to submit beginning-of-the-year data to the TEA.

[18] Nonpublic providers must be accredited by a research-based, nationally recognized, and universally accessible accreditation system approved by the commissioner; be a Texas Rising Star Program provider with a three-star certification or higher; be a Texas School Ready! participant; have an existing partnership with a school district to provide a pre-K program not provided under this subchapter; or be accredited by an organization that is recognized by the Texas Private School Accreditation Commission.

[19] No site visits were conducted, but districts were required to submit data directly into the TEA's data system.

VERMONT - Vermont Universal Prekindergarten Education (Act 166)

[1] There are a number of additional state employees involved in the public pre-K program part-time but an estimate of their hours is not available at this time.

[2] Act 166 requiring Universal Prekindergarten was partially implemented during the 2015-2016 school year. Full implementation of Act 166 was required in the 2016-2017 school year, making the 2017-2018 school year the second year of full implementation of Act 166. In 2017-2018, school districts developed agreements with private prequalified pre-K programs in towns/communities including 146 public prequalified pre-K programs and 261 private prequalified pre-K programs.

[3] Districts must provide the resources or tuition to families, but they do not need to offer a program.

[4] Age was not identified for 89 children.

[5] Decisions to maintain PDG-funded classrooms are made at the district level.

[6] Although there is no formal partnership at the state-level with other agencies designed to extend the program day, it is important to note that school districts work at the local-level with their community-based child care programs, or using local education dollars, to extend pre-K options for families.

[7] Programs operate up to 5 days per week, determined locally.

[8] Act 166 requires school districts to offer pre-K to all 3-, 4- and 5-year-olds not enrolled in kindergarten for 10 hours per week for 35 weeks over the academic year.

[9] Vermont child care licensing regulations stipulate that the interior space licensed for use by children shall provide a minimum of 35 square feet of safe usable space per child for the maximum number of children using the space at one time.

[10] Many of the programs provide snacks, breakfast, and/or lunch.

[11] As part of Child Find, programs screen children on their developmental growth. Vision and hearing screenings are required under child care regulations as well. Screening information is not collected at the state level. Child Find must be conducted annually by all school districts. Child Find activities to locate, identify, and evaluate if

warranted (such as pre-K screening) is planned, offered and conducted by local school districts.

[12] Referral to social services is part of mandated reporting to the Department of Children and Families.

[13] The state anticipates developing a state guidance document to support serving children who are DLL during the 2018-2019 school year.

[14] All private and public prequalified pre-K programs must comply with the Child Development Department's (CDD) expulsion criteria as defined in Childcare Licensing Regulations 6.2.8.4 (1)(2)(3). The licensee shall support continuity of care and education. In the event that a child's continued enrollment is at risk the following shall apply: 1) consult with child's parents, 2) provide parents written notice at least five days prior to expulsion, 3) when child is expelled, a full copy of child's file must be provided to family and documentation retained by program. In addition, Vermont outlines discipline practices specific to the use of restraint and seclusion in Rule 4500: https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-4500.pdf

[15] Vermont has adopted TS GOLD as its child progress monitoring measure. TS GOLD is aligned with Vermont Early Learning Standards (VELS). The Vermont Agency of Education (VAE) is providing technical assistance and training to school districts and private pre-K programs on VELS, TS GOLD, CLASS, ASQ-3, ASQ-SE, curriculum, etc.

[16] Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state and/or a federal grant.

[17] Vermont has a newly developed pre-K Monitoring System to ensure that all programs are meeting Act 166 standards, including curriculum alignment with the VELS.

[18] Curricula are locally determined but must provide alignment with the VELS across the nine domains.

[19] In nonpublic settings, at least one teacher who holds a bachelor's degree/master's degree and a valid VAE educator license with an endorsement in either ECE or early childhood special education, must be on site and physically present to oversee and ensure that curriculum is aligned with the VELS and pre-K instruction is provided by the classroom teacher during designated pre-K hours.

[20] A private prequalified pre-K program operated in a licensed, center-based program shall employ, or contract for the services of, at least one teacher who has a bachelor's degree and holds a valid Vermont educator license with an endorsement in either ECE or early childhood special education. The 10 hours the licensed teacher is present shall coincide with the hours of pre-K education paid for by tuition from districts.

[21] Vermont has teacher associates and teacher assistants, both of whom are required to have a high school diploma or GED and preservice training in early childhood development or education.

[22] Additional PD hours may be required by specific schools on a locally determined basis.

[23] Vermont does not currently require coaching as a PD component, however, it is frequently utilized within VT's PD system and teachers who are identified as specifically in need of coaching support are required to utilize it. There are multiple PD offerings that include coaching to support and increase implementation of evidence-based practices in the early childhood setting.

[24] All teachers in public settings are required to have a Bachelor's of Arts or Science (BA/BS) at a minimum. We do not collect statewide data on how many teachers have advanced degrees beyond the BA/BS. The number reported for lead teachers with a BA (n=208) represents teachers who are on salary with an operating school district. Teachers in nonpublic settings are not included in this number, thus it does not represent the total number of lead teachers in our UPK programs.

[25] Vermont has teacher endorsements in the area of ELL, and some of these teachers work with pre-K students and families. However, currently, this endorsement is not required statewide.

[26] This is a decision made at the local level.

[27] Incentives are not provided directly to the teacher, however, programs receive incentives for achieving program quality benchmarks (QRIS Ratings).

[28] A total of $70,002,759 was used to support the program. Other then federal PDG, Vermont could not break this amount into state, local, and federal spending. NIEER estimated the breakdown based on K–12 spending. Budgets, including district costs for pre-K, are determined and approved at the local level and then funded through the Education Fund. The state's Education Fund provides funding for pre-K-12 education spending.

[29] A total of $65,289,078 was used to support Vermont's Act 166 Program. Budgets including district costs for pre-K are determined and approved at the local level and then funded through the Education Fund. The state Education Fund provides funding for PreK-12 education spending. The state was unable to break this down into state, local, and federal sources. This figure likely includes funding from the State Education Fund's school funding formula and state Essential Early Education (early childhood special education) funds. Approximately 25% of all districts also use Title I dollars to support pre-K, however, given districts do not report revenues by grade level, actual amounts are unknown.

[30] Act 166 requires school districts to fund school-operated pre-K programs as well as make payments to offset tuition costs for families whose children attend a private pre-K program.

[31] There are two different formal evaluations of pre-K done in Vermont. First, is the annual pre-K evaluation commissioned by the legislature. This evaluation reports on enrollment in publicly-funded pre-K, broken down by demographic and geographic information, as well as financial expenditures and child outcome data. An additional, larger, evaluation was mandated by the state legislature, which is currently being conducted by the Education Development Center.

[32] Ready For Kindergarten! Survey (R4K!S) id administered in fall of the kindergarten year to assess school readiness. https://education.vermont.gov/student-support/early-education/assessment

[33] Teachers complete an interrater reliability training on the TS GOLD website.

[34] Vermont conducts statewide and regional trainings for both the ECERS and the CLASS. These tools are incorporated into annual PD training opportunities targeted toward both public and private programs.

VIRGINIA - Virginia Preschool Initiative (VPI)

[1] Virginia Preschool Initiative (VPI) funds are available to school divisions where there are at-risk 4-year-olds not served by Head Start. School divisions can choose whether or not to take the funds.

[2] A total of 1,441 children were served in classrooms fully funded by VPI+ (PDG) funds in the 2017-2018 school year.

[3] A minimum of three hours per day is required for part-day programs. School-day programs are required to operate for a minimum of 5.5 hours per day.

[4] Eligibility for VPI is based on: (1) family income at or below 200% of FPL, (2) homelessness, (3) student's parents or guardians are school dropouts, or (4) family income is less than 350% of FPL in the case of students with special needs or disabilities. A total of 15% of slots can be filled using locally determined criteria.

[5] The Appropriation Act language does not mandate meals. All programs are encouraged to provide access to healthy meals and snacks to all students.

[6] It is a local decision as to who screens and refers and when. The state does not specifically require but encourages the programs to refer for services as needed.

[7] 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.

[8] The Early Learning Standards are being updated to include college and career ready standards for preschoolers.

[9] The State mandates the use of the Phonological Awareness Literacy Screening tool.

[10] The State is in the process of selecting a short list of nationally vetted comprehensive curriculum. No timeline for implementation has been set as of this date.

[11] Nonpublic employers determine required credentials and specializations. In Virginia, all teachers have at least a CDA and 97% of teachers have a BA or higher. School divisions determine training and specialization requirements for assistant teachers. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program curriculum and instructional practices.

[12] The teacher qualification state report provides the total number of teachers (1238): 93% BA (with PK/NK License); 5% Other (BA or higher); 1% CDA; 1% AA

[13] State funded VPI teachers are required to attend 15 hours of PD each year. In public schools this is part of their paid professional responsibilities.

[14] The total spending 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 data are not available. The state funding formula for the VPI provides a per-pupil rate of $6,125, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. The local match is capped at half the per-pupil amount. Funds are provided to localities based on the number of at-risk 4-year-olds not served by Head Start.

[15] Only PALS-PreK is required by the state for all programs. Other domains are assessed through locally determined curriculum assessment which are regulated by the state through desk monitoring and site visits. Approaches to learning are embedded in Social and Emotional Development.

[16] A literacy screening is required in kindergarten. All but one school division used PALS-PreK. The state provides PALS-K free of charge to all school divisions. However, if a school division chooses to use an alternative assessment, it must be approved by the DOE.

[17] Once every four years or on a schedule that the VDOE establishes based on need.

WASHINGTON - Early Childhood Education and Assistance Program (ECEAP)

[1] During the 2017-2018 school year, ECEAP was administered by the Washington Department of Early Learning. As of July 1, 2018, that department merged into Washington's new Department of Children, Youth, and Families.

[2] Of the three counties not served by this program, two are served by Head Start and the other is sparsely populated.

[3] Slots are awarded through open competitive RFPs. The criteria include prioritizing new slots in communities that are currently underserved by ECEAP and Head Start.

[4] A total of 36% of ECEAP children are at or below 50% FPL; 58.5% are at or below 80% FPL; 76.3% are at or below 100% FPL.

[5] Washington has four operating schedule options: (1) old part-day model at 2.5 hours per day minimum and 320 hours per year; (2) new part-day model (beginning with slots awarded in 2015) at 3 hours per day minimum and 360 hours per year; (3) full school-day model at 5.5 or more hours per day and 1,000 hours per year; and (4) extended day at 10 or more hours per day and 2,370 hours per year. Full school-day programs must be four or five days per week and extended-day programs must be five days per week. A typical part-day program operates three hours per day, three or four days per week for the school year. Many children in wrap around child care at the same site are not counted in the school day category because ECEAP program standards are not in operation during those hours.

[6] In 2017-2018, 25 classes met two days per week (part-day model, with longer hours and a three-day class sharing the room). A total of 90 classes met three days per week, 598 classes met four days per week, and 174 classes met five days per week.

[7] Children are eligible for ECEAP if they are at least 3-years-old, but not yet 5-years-old, by August 31 of the school year, and meet one of the following criteria: (1) Returning to the same ECEAP Contractor from the previous school year; (2) Qualified by their school district for special education services (All children with a school district IEP meet this requirement); (3) Receiving Child Protective Services or Family Assessment Response Services; (4) From a family with income at or below 110% FPL; (5) From a family with income that exceeds 110% FPL and is impacted by specific developmental or environmental risk factors determined by DEL to be linked by research to school performance.

[8] Beginning in summer 2015, ECEAP served kindergarten-eligible children in the summer before kindergarten in extended-day programs. They are not eligible after public kindergarten begins.

[9] A priority point system based on a combination of income and other risk factors is used to determine eligibility. Additional risk factors include: expulsion due to behavior, in kinship care, single parent, transferring from Head Start or Early Head Start, parent deployed to combat zone in last year, parent incarcerated, mental illness, health care access, or migrant status.

[10] Contractors offering sessions lasting less than three hours must provide 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 three or more hours must provide breakfast or lunch, and a snack.

[11] If a child is identified as having special needs, ECEAP providers must work with the Local Education Agency (LEA) to develop an Individualized Education Program (IEP) that identifies and plans for needed services. For all children with an IEP, contractors must: (1) Request that the LEA invite the ECEAP teacher to IEP meeting, (2) Support the participation of ECEAP teachers to attend IEP meeting, (3) Obtain a copy of the IEP, and (4) Include the child's IEP goals in individualized planning.

[12] Contractors must ensure a culturally relevant curriculum that supports ongoing development of each child's home language, while helping each child learn English. Contractors must ensure teaching staff: (1) Use Teaching Strategies GOLD Online for their child assessment tool. Staff must enter and maintain accurate information in GOLD; (2) Complete the Home Language Survey on all ECEAP children, and assess the child's English language acquisition, if indicated, using GOLD objectives 37-38. Contractors must have written policies and procedures for recruitment and selection of staff and encourage applicants who reflect the ethnicity, culture, and language of children and families served. Materials and equipment must: (1) Reflect the daily life, family culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items); and (2) Reflect the diversity found in society -- including gender, age, language, and abilities -- while being respectful of the cultural traditions, values, and beliefs of enrolled families.

[13] If a contractor's average daily attendance falls below 85% for any month, contractors must analyze the causes and patterns of absenteeism and develop a plan to improve attendance. If any child has three or more consecutive absences and staff are not aware of the reasons, staff must contact the family to offer support and help address obstacles to attendance.

[14] ECEAP Performance Standards stipulate "No Expulsion." Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed: (1) Supporting classroom teachers, (2) Planning to meet individual needs of the child, (3) Engaging community resources, and (4) Choosing an alternative schedule or setting. Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan. If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.

[15] Contractors must use an approved, comprehensive, research-based curriculum (Creative Curriculum or HighScope). The state purchases full sets of either curriculum for each classroom. If an ECEAP contractor wishes to use an alternative research-based curriculum they must complete the Alternative Curriculum Approval Form. The Contractor must ensure staff supporting teachers implementing Creative Curriculum attend a Coaching to Fidelity training provided by UW Cultivate Learning staff. The Contractor must ensure ECEAP lead teachers participate in the state's in-person curriculum training.

[16] Staff supporting teachers implementing Creative Curriculum (95% of ECEAP sites) must attend a Coaching to Fidelity training provided by UW Cultivate Learning staff. For the .008% of ECEAP sites using HighScope, fidelity is built into training and teacher/trainer feedback. The state purchases full sets of Creative Curriculum - 6th edition or High Scope for each classroom.

[17] There are multiple ways to meet the teacher requirements: All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: (1) An associate's 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; or (2) A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.

[18] There are multiple ways to meet the assistant teacher requirements: All persons serving in the role of ECEAP assistant teacher must meet one of the following qualifications: (1) Employment as an ECEAP assistant teacher in the same agency before July 1, 1999; (2) The equivalent of 12 college quarter credits in early childhood education; (3) Initial or higher Washington State Early Childhood Education Certificate (a 12 credit module equivalent to a CDA); or (4) A current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.

[19] Lead teachers and family support specialists must complete a minimum of 15 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring.

[20] The state requires individualized annual PD plans for any lead or assistant teacher who does not yet full meet the required qualifications for their position.

[21] Each ECEAP contractor must provide, or have access to, a practice-based coach trained on the Early Achievers Coach Framework to: (1) Support rating readiness and ongoing continuous quality improvement. (2) Assist the Contractor in identifying goals and making quality improvement plans to achieve goals. (3) Assist the Contractor in completing remedial activities within the identified timeline, when applicable. Whether assistant teachers are involved with the coach may vary by local decision. Coaches are required to do what is necessary to support each site to attain or maintain a level 4 or 5 in Early Achievers-Washington's QRIS.

[22] Varies by ECEAP contractor and site needs; not specified in statewide requirements

[23] Coaches may also be assigned to Head Start and/or child care classes in addition to their ECEAP classes.

[24] The other category includes teachers for whom qualifications are not known as well as those currently working on an AA.

[25] The state convened a child care workforce development technical workgroup that is required to develop recommendations for the legislature to support increased child care workforce wages, reduce turnover, enable child care providers to recruit more qualified educators, and maintain the diversity of the current workforce.

[26] Programs must support the professional development of classroom staff by providing regularly scheduled time for curriculum planning and reflective practice with coaches, supervisors and peers.

[27] Professional Development Achievement Awards are given to early learning professionals when they earn each of these credentials: GED, High school diploma, Associate's degree, Bachelor's degree, Master's degree, Doctoral degree, ECE Major (up to the four different degrees), and ECE Certificates & Credentials.

[28] Washington received a Gates Grant for an expansion consultation project, of which $352,848 was spent in 2017-2018. This was not included in total spending.

[29] General Fund - State (ECEAP Proviso) - spent $57,799,596; General Fund - State (Tiered Reimbursements) - spent $750,815; Opportunity Pathways (lottery) - spent $40,000,000; Education Legacy Trust Account (ELTA - from estate taxes & interest earnings) - spent 12,044,430.

[30] Assessments are required once per quarter. Children in part-day or full-day models are assessed three times a year. Children in extended-day ECEAP are assessed four times a year.

[31] The remaining TS GOLD objectives (Science and Technology, Social Studies, and The Arts) are optional.

[32] Lead teachers must complete interrater reliability certification for TS GOLD within six months of hire and every three years thereafter. This is monitored four times a year and followed-up closely with Contractors to ensure compliance.

[33] Child assessment data are also used to individualize instruction and support for each child (done at the local level).

[34] The Washington Kindergarten Inventory of Skills (WaKIDS) is a subset of the TS GOLD objectives.

[35] The formal observations by the UW are done as part of our QRIS rating, every three years, using ERS and CLASS. Coaches conduct structured observations at their discretion in between formal QRIS ratings using these same tools. Coaches are strongly encouraged to attend reliability training in ERS and CLASS.

[36] For additional information on the QRIS, please see: https://www.dcyf.wa.gov/services/earlylearning-childcare/early-achievers

[37] The state is in process of requiring child care licenses for all ECEAP sites. This was partially implemented in 2017-2018. Licensed sites are visited annually. Other ECEAP sites are visited based on risk assessment, which may indicate an annual visit or less frequent (including some that are "more than every 5 years" because a representative sample of Contractor sites are visited). In the future, all sites will be visited annually by child care licensors.

[38] Beginning July 1, 2018, the new state Department of Children, Youth, and Families integrated child welfare and early learning programs. DCYF is currently planning an in-house data warehouse. There have been discussions to integrate child health information but those are not currently moving forward. There is extensive health information in the internal ECEAP data.

WEST VIRGINIA - West Virginia Universal Pre-K

[1] The West Virginia Department of Education (WVDE) is responsible for the West Virginia Board of Education (WVBE) Policy 2525 overseeing WV Universal Pre-K; however, the WVDE Office of Early & Elementary Learning works collaboratively with the West Virginia Department of Health and Human Resources (WVDHHR) and the West Virginia Head Start State Collaboration Office to implement WVBE Policy 2525.

[2] In West Virginia's collaborative model, all students are considered enrolled in public settings. The total count includes 3-year-olds in pre-K who are enrolled, but not age eligible, including 913 3-year-olds with IEPs. An additional 1,386 3-year-olds (also referred to as in the exclusion category) enrolled in pre-K through collaborative programs (such as Head Start or child care) were not included in the enrollment total. Children in the exclusion category are funded by a collaborating partner but participate in pre-K funded classrooms when space is available. Children under 3 are those who transition into the pre-K program through IEP eligibility and usually transition from a Birth to Three program. These children are 3 after the September 1st age eligibility.

[3] Each pre-K classroom, including special needs classrooms, must provide at least 1,500 minutes of instruction per week and 48,000 minutes of instruction annually. The number of hours per day is determined locally with a minimum of 25 hours per week and 128 days per year. Programs must operate no fewer than four days per week to meet annual and weekly operational requirements. No programs are part-day; however, children may attend part-day, as determined by IEP teams. The totals do not include 61 children under 3 years old.

[4] There is no formal partnership at the state level to provide extended-day services through collaboration with other agencies and programs (e.g., Head Start, child care); however, partnerships are required at the local level in state policy.

[5] Children who are 5 years old prior to September 1 shall be enrolled in kindergarten, unless assessment data can determine that kindergarten placement for that child is not in the child's best interest. The WV Pre-K Child Assessment System data can be utilized for 5-year-old children previously enrolled in WV Pre-K; alternative assessment data will be necessary for 5-year-old children who are newly enrolled. Local school districts can allow for early entrance to kindergarten based on an assessment.

[6] The maximum class size is 20 children as long as there is 35 square feet of useable space per child available. The maximum staff-child ratio is 1-10; however, two adults must be present with children regardless of class size.

[7] For children enrolled in a WV Pre-K classroom, breakfast and lunch must be provided. Meals in community programs may include lunch and snack, rather than breakfast and lunch if a classroom's regular operation times occur when breakfast is not required.

[8] The full physical exam must examine neurological functions, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.

[9] Regulations for the Education of Students with Exceptionalities includes requirements for programs to support children with disabilities in WV Universal Pre-K.

[10] No more than half of the children with an IEP, including speech/language, can be enrolled in an inclusive classroom. An additional aide must be provided when there are 10 children with an IEP in a pre-K classroom.

[11] WVBE Policy 2525 Section 126-28-6: Attendance requires a countywide attendance policy that includes provisions for working with families whose children are chronically absent and/or tardy. Each county must establish and implement a provision for working with families whose children are chronically absent and/or tardy that does not penalize the family for acting in the best interest of the child. Provisions for children with documented chronic medical conditions must be included as defined in the state attendance policy.

[12] This document was updated as of July 1, 2019. For more information, see: http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=49932&Format=PDF

[13] Content related to cultural awareness and supports for children's home language is in the Foundations of Early Learning Standards Framework chart: http://wvde.state.wv.us/policies/policy.php?p=2520.15

[14] The West Virginia Pre-K Early Learning Standards Framework (WV ELSF) Professional Development System is a statewide PD system designed for all early childhood educators, administrators and families as part of WV Universal Pre-K. The system provides content which is research-based and aligned with the WV Early Learning Standards Framework and the WV Pre-K Child Assessment System. This system is available in the following domains: Language and Literacy, Math and Science, Arts and Physical Development, and Social and Emotional.

[15] The Early Learning Scale is required in WVBE Policy 2525, as part of the WV Pre-K Child Assessment System.

[16] Teachers employed by nonpublic schools must hold a minimum of a BA and either certification or a Community Program Permanent Authorization. A small percentage of teachers hired before 2013 (when policy changed to require all new teachers hold a BA) have an AA; the remainder of teachers have a BA.

[17] All assistant teachers must have a CDA or equivalent, determined by the WVBE. The Early Childhood Classroom Assistant Teacher Authorization is a license required for all pre-K and kindergarten assistant teachers who complete a CDA or state equivalent.

[18] State policy requires all county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, to participate in 15 hours of staff development annually, based on the needs determined in the county continuous quality improvement process.

[19] The WV Educator Evaluation System was developed using The Framework for Teaching (Danielson Group). All public school principals must complete the ongoing annual process with teachers in accordance with WVBE Policy 5310: Performance Evaluation of School Personnel. Assistant Teachers must have a PD plan that is linked

to predetermined needs, reflect program goals and policies, and include a systemic evaluation process. All classroom staff employed by collaborating child care centers must have a PD plan that includes staff evaluation in the process in accordance with state child care licensing regulations. PD and evaluation formats are designed by the Child Care Directors. Head Start Performance Standards require grantees to maintain a system of training and PD for all collaborative staff employed by Head Start. Tools are determined by each partnering Head Start Grantee.

[20] All teachers (lead and assistant) employed as Public School employees are required by state code to receive the same salary and fringe benefits as K-12 lead teachers. Nonpublic school employees in collaborative programs receive salaries and fringe benefits according to program with which they are employed.

[21] WVBE Policy 2525, West Virginia's Universal Access to a Quality Early Education System, requires that all county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, shall participate in 15 hours of professional learning annually, based on needs determined in the county continuous quality improvement process. Policies that address paid time for professional responsibilities and/or PD days include WV Child Care Licensing Regulations and Head Start Performance Standards. All licensed child care centers and Head Start centers must have policies in place that include performance evaluations and individual Professional Development plans, and support 15 hours of PD annually.

[22] Free E-Learning Courses are offered to meet certification and renewal requirements.

[23] Policy 5500.02 County Service Personnel Staff Development Councils provides guidance for the support and delivery of PD for service personnel, including pre-K assistant teachers. The policy requires coordination of 18 hours of job related staff development annually. Additionally, West Virginia's Universal Access to a Quality Early Education System, requires that all county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, shall participate in 15 hours of professional learning annually, based on needs determined in the county continuous quality improvement process.

[24] State-aid funding for pre-K is allocated as part of the K-12 state aid funding process.

[25] Faith-based centers must exclude religious content during designated public pre-K hours.

[26] The WV Universal Pre-K Longitudinal Study, conducted jointly by NIEER and Marshall University, is a multi-year study designed to assess the effects of participation in the state pre-K program. The timeline of the study spans from 2015 to 2020.

[27] Counties may use PALS in addition to the ELS. West Virginia requires assessment reports for physical health and development and the arts based on the WV Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten. West Virginia offers PALS to all counties who wish to utilized it for pre-K in addition to the ELS. The state pays costs of PALS training and materials.

[28] West Virginia Early Learning Reporting System: Kindergarten (ELRS:K) is an educator-developed series of standards-focused reporting rubrics. Teachers are required to report on the ELRS:K at the end of school year in the areas of English Language Arts and Mathematics. Districts can require use of the ELRS:K more frequently throughout the year. Pre-K end-of-year checkpoints can be utilized for kindergarten entry; however, not all children attend pre-K.

[29] The West Virginia Universal Pre-K Health and Safety Checklist must be conducted in all pre-K classrooms within 45 calendar days of the first day of school, annually. Additionally, state policy requires each county to develop and maintain a continuous quality improvement process that utilizes annual classroom observations such as ECERS or CLASS, and aggregated child assessment data in programmatic decision-making. Some use their curriculum implementation checklists (High/Scope PQA or the Creative Curriculum Fidelity Tool Administrator Checklist) and alternate years with CLASS or ECERS. Classroom observation tools are locally determined.

[30] Results from annual classroom observations are utilized as data sources in the district continuous quality improvement process. The continuous quality improvement process and program records are reviewed by the state pre-K steering team at a minimum of once every three years through the WV Universal Pre-K Program Review Process. The CQI process includes provisions for supports with individual teachers.

[31] Results from annual classroom observations are utilized as data sources in the district continuous quality improvement process. The CQI process must include annual results from county aggregated child outcome and classroom observation data.

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

[1] School districts can contract with Head Start programs to implement 4K.

[2] Each district reports their own data so the total may not equal the total enrollment for the program. Currently, DPI captures data related to Race/Ethnicity as only one category.

[3] The state funds a total of 437 hours per year. Districts determine how many days per week the program operates. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, four to five days per week, but an increasing number of rural districts may offer school-day programs two or three days per week. State policies support partnerships with child care and Head Start to extend the number of hours per day or weeks per year. The 4K community approach models allow district contracts with child care, Head Start, and private schools. Additionally, most operating schedules are school year, but some districts extend the program through Head Start partnerships or local calendars.

[4] Districts may contract with child care, Head Start and parochial schools (with assurances that the program is absent of religious information) to implement 4K. State policies also support partnerships with child care and Head Start to extend the number of hours per day or weeks per year.

[5] The state law is that children are eligible for 4K if they are 4 years of age on or before September 1 of the school year, but it does allow districts to have early entrance policies. Districts that do allow this usually only enroll children who are 3 years of age by October or November upon parental request. Sometimes children with disabilities who are under 4 years of age are also counted if they were placed in 4K. Districts are also allowed to establish policies for maximum ages.

[6] If a district offers 4K, it is open for all age-eligible children. No wait lists can exist.

[7] There are no state requirements for class size or staff-child ratio. 4K programs partnering with child care or Head Start follow those requirements.

[8] Head Start programs must follow Head Start requirements. If a school-based program operates more than 2.5 hours per day, it must provide a meal or snack through the school nutrition program.

[9] Literacy screening is a state requirement. Children are required (with exceptions) to have immunizations and a medical examination that may include vision, hearing, blood pressure, etc. Developmental and psychosocial screenings are routine practice. Some districts provide vision screening.

[10] If there are concerning screening results, it is recommended that follow-up information and possible referrals be made. Parents have a choice in deciding if they would like to pursue next steps.

[11] Requirements depend on how the services are defined. Parent involvement is required when districts obtain additional funds for parent outreach. Referrals for special education are required as needed. State law requires referral to social services in case of abuse or neglect. When districts partner with Head Start, they must provide services per Head Start federal standards.

[12] Programs are required to follow each child's IEP providing supports as defined with in the programs.

[13] For additional information, see: https://dpi.wi.gov/sspw/pupil-services/school-social-work/contents/attendance-truancy-dropout/resources#aeg

[14] The state does not have policies in place; however, it does have recommended practices to reduce suspension and/or expulsion.

[15] The state does not have stand alone K-3 or college and career ready early grades standards. Infant and toddler standards are included in Wisconsin Model Early Learning Standards.

[16] The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training, and a variety of resources. For additional information, see: http://www.collaboratingpartners.com/wmels/trainings/

[17] The state does not require child assessments; however, districts are encouraged to actively assess development to support and plan for ongoing learning. Districts are encouraged to align chosen assessment with the WI Model Early Learning Standards.

[18] Provision of information is through early learning standards training, at conferences, through some technical assistance providers, and through web-based resources.

[19] While the 4K programs are all under the administrative authority of the school, the school can contract with child care, Head Start, and/or private schools for 4K. The teachers in these community programs need to follow the public school requirements for personnel.

[20] Assistant teachers can meet one of three requirements: (1) at least two years of higher education, (2) an AA or higher, or (3) meet a rigorous standard for quality through a state or local academic assessment regardless of degree. The requirements for assistant teachers in nonpublic settings reflect child care licensing regulations. School

districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

[21] There are no statewide required hours for PD. Districts, however, may have their own requirements. These are not submitted to the DPI. Licensed teachers have the option of doing a performance-based system that includes writing PD plans, working with a mentor, and having a team review and approval. Educator effectiveness practices for licensed teachers involve individualized PD plans. For assistant teachers, requirements for individualized PD plans depend on the employing agency. If they are employees of the public school districts, then they do need to have individualized PD plans. If a Community partner hires them, then evaluation is required, but the employer defines the format. It does not have to be an individualized PD plan.

[22] For public schools, coaching and mentoring may be built into the state teacher effectiveness process, for those who choose to access the resources. For non-public schools, state policy requires that programs provide support as identified by the authorizing agency. For example, some programs are required to have embedded supports based on their Head Start Performance Standards or based upon the state child care QRIS.

[23] Salaries and benefits are local decisions. Public school teachers are part of the WI Retirement System. Nonpublic school teachers are not.

[24] This is determined locally.

[25] Educator effectiveness may provide coaching and mentoring for lead teachers. This is determined locally with the lead teacher and district personnel.

[26] A total of $290,200,000 supported WI 4K. The state could not break this amount into state and local funding, so NIEER estimated the breakdown based on the 2016-2017 breakdown.

[27] There is one, discreet, appropriation that supports 4K students: 4K Start Up Grants for school districts that are just implementing 4k programming (two-year grants). The total is $1,350,000.

[28] Spending figures are estimates as 4K is part of the overall state school funding formula, and it is difficult to break out costs for only one grade level. Funding for 4K is 0.5 of the funding level for other grade levels. Districts can provide 0.6 if they provide parent outreach in addition to the full 437 hours of instructional time. Additional information can be found here: http://dpi.wi.gov/sfs/aid/general/equalization/formula

[29] There is no flat dollar or percent match for a school district to receive funding to support for 4K, either for general equalization state aid, or for the categorical aid 4K Start-Up Grant program. The general equalization aid formula provides state aid to districts, in the form of reimbursement for prior year "shared costs" (the total of the districts expenditures that are paid for with state general aid and local property taxes). The amount of state aid depends on each districts' spending levels and the district's "ability to pay," as measured by local property value per member (pupil).

[30] Districts are free to establish their own screening window.

[31] The state requires screening for early literacy development; however, no specific tool is required. Screening instruments are a local decision.

[32] The state requires a literacy screening in 4K through 2nd grade. The state Response to Intervention and the Comprehensive Screening and Assessment Blueprint both promote ongoing assessment. For additional information, see: http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/Healthy_Children_Blueprint_9_28_16_FINAL-1.pdf

[33] If the 4K site is in a Child Care center, child care licensing rules apply. If it is in Head Start, Head Start monitoring occurs as per the federal schedule.

[34] Site visits depend upon where the 4K program is located. WI had 4K Community approach sites. Based on location (such as child care or Head Start)-programs may be monitored via the locations required regulations.

[35] Currently, WI has an ECIDS systems which can match data from the DPI, Department of Children and Families (DCF) and the Department of Health Services (DHS).

WISCONSIN - Wisconsin Head Start State Supplement

[1] These numbers include Tribal and Migrant Head Start programs all receiving state supplemental Head Start funds.

[2] Funds are available to federal Head Start grantees choosing to implement the program.

[3] The Wisconsin Head Start Supplement provided services for 767 children including 627 children in Head Start and 140 children in Early Head Start.

[4] Programs follow the federal Head Start performance standards and the grant-approved program design.

[5] Head Start can partner with a public school to provide public 4-year-old kindergarten.

[6] Programs follow the federal Head Start Performance Standards and the grant-approved program design.

[7] Wisconsin Head Start follows Federal Head Start age eligibility requirements.

[8] Programs follow federal Head Start eligibility requirements and local selection criteria. Children must meet the federal Head Start income guidelines. Effective as of 2007, 35% of enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL. 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 for the program. Regulations also allow 10% of the children to be over income and 10% with disabilities to be enrolled. Each Head Start grantee can prioritize risk in their selection process. Children with more risk factors have greater priority for enrollment. Head Start grantees establish their eligibility priorities.

[9] Per federal Head Start requirements.

[10] 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.

[11] follow federal Head Start requirements. Medical screening is done by a physician that may be the family physician or arranged by Head Start. Referrals can include medical follow-up or referrals for evaluations under IDEA.

[12] Services follow federal Head Start Performance Standards and local practices.

[13] IEP's need to be implemented as written to support children in the least restrictive educational environment that is appropriate to meet their plan.

[14] Head Start State Supplement Grantees are required to follow the Head Start Performance Standards.

[15] WIDA the Early Years are aligned with the WI Model Early Learning Standards.

[16] The standards are utilized in the state's Child Care Quality Rating system.

[17] The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training, and a variety of resources. For additional information, see: http://www.collaboratingpartners.com/wmels/trainings/

[18] Head Start's assessment align with the Head Start Early Learning Outcomes Framework.

[19] Provision of information is through early learning standards training, at conferences, through some technical assistance providers, and through web-based resources.

[20] Teachers in the Head Start State Supplement programs are employees of the Head Start grantee and they must follow the federal Head Start requirements and local policies.

[21] All benefits for non public lead and assistant teachers are determined locally per Federal Head Start guidelines.

[22] The state requires a literacy screening in 4K through 2nd grade. The state Response to Intervention and the Comprehensive Screening and Assessment Blueprint both promote ongoing assessment. For additional information, see: http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/Healthy_Children_Blueprint_9_28_16_FINAL-1.pdf

[23] The state of WI has and ECIDS system, however the Head Start Supplement is not part of the agencies sharing data.

GUAM - Guam Department of Education Pilot Prekindergarten Program

[1] The Guam Department of Education (GDOE) is a unitary school district, compromised of four regions. There is one Pilot Prekindergarten School in each of the regions.

[2] The Pilot Prekindergarten Program is voluntary.

[3] All children enrolled in pre-K must complete a registration form, which includes a physical examination and a TB Clearance.

[4] Each child registered in the Prekindergarten Program must have a home language screening form completed. Teachers may avail themselves of ESL Coordinators if there needs to be assistance for DLL support.

[5] The "Food Friends & Mighty Moves Program," a curriculum that addresses health and nutrition, is being implemented in pre-K with support from the Nutrition Program at the University of Guam.

[6] Pilot Prekindergarten teachers meet monthly to talk about both instructional practices as well as program issues.

[7] The GDOE allows for Pilot Prekindergarten teachers with an Associate's ECE Degree ECE to be pre-K teachers and therefore, the entry level salary differs from a Bachelor's Degree Early Childhood Certified Teacher. Fringe benefits are similar with the public schools.

[8] The GDOE allows for paid PD days throughout the school year. This is reflective of the Guam Education Board approved School Year Calendar.

[9] The GDOE supports monthly meetings and attendance at district-lead PD for the Pilot Prekindergarten Program staff.

[10] Fringe benefits are available to all the Pilot Prekindergarten Program staff (teachers and Instructional aides).

[11] Generally, the PD that the district facilitates is for the Pilot Prekindergarten teachers. However, on occasion the instructional aides participate in meetings and will be provided administrative leave (paid leave) for their attendance to these specific training sessions.

[12] The Guam Federation of Teachers has a collective bargaining agreement for the school aides (teacher assistants), however, the individual may decide to join the union or not.

[13] The state developed a Progress Report that identifies the various components that must be assessed on a semester basis. These include: Language Arts/Literacy; Mathematical Thinking, Scientific Thinking; and Physical Development & Health. Preschool Brigance Assessments are administered twice a year: a pre-assessment in August and a post-assessment in May.

[14] District staff provide training on the use of the Preschool Brigance Assessments, and lead teachers administer the Brigance Assessments.

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START	
	State funding (Fiscal year 2018)[1]	State enrollment: additional funded slots for 3- and 4-year-olds (Program year 2017-2018)[1]
Alabama	$5,312,890	2,124
Alaska	$6,852,991	142
Arizona		
Arkansas		
California		
Colorado		
Connecticut	$5,048,843	280
Delaware	Not Reported	295
District of Columbia		
Florida		
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine	$3,124,038	0
Maryland	$1,800,000	0
Massachusetts	$9,100,000	136
Michigan	Not Reported	48
Minnesota	$11,807,310	1,385
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		
North Dakota		
Ohio		
Oklahoma	$1,687,528	0
Oregon	$74,436,226	8,048
Pennsylvania	$53,621,000	5,365
Rhode Island	$1,190,000	130
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah		
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin	$6,264,098	627
Wyoming		
50 States + DC	**$180,244,924**	**18,580**
Guam		
Data sources	a	b

APPENDIX B: HEAD START DATA (continued)

STATE	Federal actual spending (Fiscal year 2018)[2]	FEDERAL HEAD START: Funded enrollment (Program year 2017-2018)[2] 3-year-olds	Funded enrollment 4-year-olds	American Indian/Alaska Native funded enrollment (Program year 2017-2018)[2] 3-year-olds	American Indian/Alaska Native funded enrollment 4-year-olds	Migrant & seasonal funded enrollment (Program year 2017-2018)[2] 3-year-olds	Migrant & seasonal funded enrollment 4-year-olds	Percent of children enrolled full-day, 5 days per week, all ages (Program year 20172018)[3]
Alabama	$111,532,209	6,122	6,657			51	109	83%
Alaska	$31,538,413	481	635	609	640			16%
Arizona	$147,582,585	3,534	6,905	1,213	1,653	228	281	28%
Arkansas	$59,188,831	4,142	3,171			67	90	93%
California	$942,590,010	34,782	34,349	268	329	1,601	1,815	39%
Colorado	$88,274,495	3,279	4,386	76	64	118	275	32%
Connecticut	$46,666,784	2,089	2,311					74%
Delaware	$12,618,615	688	681					13%
District of Columbia	$17,918,768	1,081	1,228					100%
Florida	$310,422,814	13,797	17,873			611	607	90%
Georgia	$178,048,080	11,819	8,147			85	76	97%
Hawaii	$21,126,594	995	1,331					23%
Idaho	$38,537,847	809	1,510	88	116	161	258	30%
Illinois	$266,187,979	12,644	14,122			57	137	58%
Indiana	$106,172,038	5,344	6,351					41%
Iowa	$48,744,881	2,647	3,009					41%
Kansas	$55,252,576	2,505	2,832	36	26			32%
Kentucky	$120,238,572	5,821	7,375			53	45	19%
Louisiana	$144,237,380	10,558	7,579					80%
Maine	$26,187,928	972	1,276	29	31			25%
Maryland	$75,354,843	4,147	3,580					65%
Massachusetts	$112,445,356	5,132	4,686			24	24	33%
Michigan	$245,994,708	11,692	11,663	174	183	173	331	23%
Minnesota	$95,816,913	4,259	4,073	311	342	161	201	16%
Mississippi	$168,175,820	9,882	10,949	148	60			77%
Missouri	$117,068,400	5,989	5,348					33%
Montana	$35,536,724	1,124	1,321	583	829			26%
Nebraska	$32,782,862	1,520	1,746	109	117	10	20	40%
Nevada	$27,597,933	1,123	961	172	190			22%
New Hampshire	$13,896,717	528	650					14%
New Jersey	$125,657,597	6,168	6,166			16	19	92%
New Mexico	$69,204,607	2,877	3,047	980	1,109			50%
New York	$449,051,867	19,488	21,689	84	59	52	125	80%
North Carolina	$152,757,985	7,181	9,425	93	51	182	211	91%
North Dakota	$22,750,852	599	931	381	330			34%
Ohio	$266,821,279	13,887	15,327					26%
Oklahoma	$101,678,146	6,901	4,709	1,173	1,264			71%
Oregon	$110,150,928	1,778	2,674	149	169	596	829	52%
Pennsylvania	$244,431,164	10,579	13,580			94	85	52%
Rhode Island	$21,252,949	866	1,025					17%
South Carolina	$88,964,496	6,544	3,841	38	42	49	79	87%
South Dakota	$33,123,810	947	1,240	797	746			30%
Tennessee	$131,178,360	6,581	8,343			49	77	48%
Texas	$485,503,774	29,561	31,575	18	16			75%
Utah	$54,334,001	1,891	2,576	107	129	89	137	24%
Vermont	$11,975,411	413	552					31%
Virginia	$102,447,699	5,319	6,404			23	48	76%
Washington	$149,589,423	3,315	4,942	512	562	538	422	33%
West Virginia	$53,830,510	1,986	4,883					36%
Wisconsin	$107,590,122	5,897	4,227	390	313	82	129	28%
Wyoming	$14,508,074	518	695	118	81			10%
50 States + DC	**$6,494,540,730**	**302,803**	**324,554**	**8,655**	**9,451**	**5,171**	**6,429**	**56%**
Guam	$3,075,810	138	396					26%
Data sources	c	c	c	c	c	d	d	d

AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (PROGRAM YEAR 2017-2018)[4]

STATE	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	$27,014	$15,276	$23,863	$29,466	$29,883	$17,509
Alaska	$35,269	$30,080	$30,554	$36,138	$61,320	$23,277
Arizona	$32,510	$26,272	$28,758	$34,098	$42,698	$20,539
Arkansas	$27,410	$19,246	$24,577	$29,572	$37,148	$20,241
California	$36,917	$25,810	$33,171	$40,970	$46,762	$26,370
Colorado	$32,949	$23,614	$25,111	$34,220	$44,053	$21,389
Connecticut	$36,131	$25,293	$27,148	$34,856	$52,301	$22,097
Delaware	$22,021	N/A	$16,317	$23,386	$26,954	$13,805
District of Columbia	$84,181	N/A	$40,000	$63,164	$89,174	$30,686
Florida	$33,247	$15,959	$25,173	$37,450	$44,214	$21,565
Georgia	$29,956	$17,341	$23,327	$29,331	$35,014	$19,858
Hawaii	$39,440	$37,426	$38,478	$40,928	$41,296	$27,946
Idaho	$28,675	$24,076	$24,616	$27,493	$23,421	$18,035
Illinois	$43,172	$15,960	$25,657	$38,394	$64,275	$26,012
Indiana	$27,084	$20,874	$24,129	$27,420	$32,042	$17,878
Iowa	$29,660	$23,083	$27,492	$31,214	$46,461	$20,463
Kansas	$37,097	$30,903	$27,543	$36,132	$45,791	$17,143
Kentucky	$29,732	$21,854	$21,626	$28,995	$41,035	$15,779
Louisiana	$30,222	$25,770	$26,125	$32,582	$38,207	$18,178
Maine	$31,344	N/A	$28,419	$31,344	$36,004	$22,437
Maryland	$40,449	$27,345	$30,896	$36,303	$61,690	$23,788
Massachusetts	$32,236	$25,416	$29,576	$33,397	$35,418	$24,473
Michigan	$31,448	$10,387	$26,297	$34,681	$39,617	$21,635
Minnesota	$34,545	$29,260	$32,345	$35,507	$39,382	$23,111
Mississippi	$22,976	$26,728	$18,185	$23,877	$23,880	$16,471
Missouri	$27,817	$19,732	$25,192	$30,364	$33,071	$19,735
Montana	$24,413	$18,810	$23,617	$28,770	$27,292	$15,982
Nebraska	$34,712	$23,614	$25,262	$32,917	$49,223	$17,806
Nevada	$34,368	$28,021	$33,208	$36,723	$33,682	$23,964
New Hampshire	$29,560	$34,646	$28,124	$28,948	$31,408	$20,229
New Jersey	$44,710	$11,692	$23,169	$44,777	$57,065	$24,661
New Mexico	$28,212	$24,051	$26,198	$32,805	$37,786	$18,349
New York	$36,387	$24,114	$27,166	$34,092	$42,725	$24,279
North Carolina	$26,946	$20,505	$20,671	$28,562	$33,981	$19,771
North Dakota	$32,798	$35,909	$28,685	$35,629	$48,062	$19,081
Ohio	$29,913	$26,929	$27,370	$30,696	$35,874	$20,828
Oklahoma	$32,975	$23,551	$26,860	$34,534	$38,539	$20,691
Oregon	$31,129	$26,424	$28,621	$32,220	$32,885	$21,072
Pennsylvania	$41,718	$13,640	$27,244	$42,057	$53,951	$22,823
Rhode Island	$32,787	N/A	$29,337	$37,054	$36,450	$22,937
South Carolina	$23,983	$10,840	$21,526	$25,778	$29,108	$17,635
South Dakota	$33,954	$23,999	$26,142	$34,341	$51,004	$19,383
Tennessee	$30,758	$12,689	$22,004	$32,063	$40,781	$18,488
Texas	$37,268	$24,176	$28,133	$39,568	$44,493	$20,327
Utah	$26,520	$19,984	$24,927	$27,829	$31,411	$19,997
Vermont	$39,196	N/A	$26,514	$38,079	$45,210	$29,955
Virginia	$35,920	$16,237	$25,225	$34,459	$45,089	$20,166
Washington	$33,104	$31,697	$32,187	$35,811	$36,741	$23,829
West Virginia	$35,109	$19,192	$24,660	$34,418	$48,273	$21,938
Wisconsin	$34,036	$8,870	$26,316	$36,709	$53,662	$19,016
Wyoming	$30,671	$25,018	$26,425	$36,274	$32,264	$18,924
50 States + DC	**$33,759**	**$22,334**	**$27,210**	**$34,748**	**$45,336**	**$21,446**
Guam	$42,239		$41,123	$41,044	$53,445	$29,413
Data sources	d	d	d	d	d	d

DATA SOURCES

a Data are from the Education Commission of the States Trends in Pre-K Education Funding: 2017-18 report, NIEER's survey of state supplements to Head Start, and the NIEER Yearbook survey.

b Head Start enrollment supported by state match from the Administration for Children and Families (ACF) or as reported in NIEER's survey of state supplements to Head Start or the NIEER Yearbook survey.

c Federal spending and enrollment data from the Administration for Children and Families (ACF). ACF did not provide enrollment by single year of age. Therefore, enrollment by age was estimated based on enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2017-2018 Head Start PIR.

d Data from Head Start Program Information Reports (PIR) for 2017-2018.

NOTES

Several state's Head Start state supplements also meet the requirements for inclusion as state-funded pre-K programs in this report. The state-funded Head Start enrollment and spending numbers reflected here match those in the state pre-K section of the report for these states: Minnesota Head Start, Oregon Head Start Pre-kindergarten, Pennsylvania Head Start program, Wisconsin Head Start.

1 Some programs in these states meet some or all of the required non-federal share requirement for 20% of the total costs of the program to come from non-federal sources through state funds to support children. This does not represent all state funds that may be used for Head Start but those funds used to meet the federally required match. ACF did not provide enrollment by single year of age. Therefore, enrollment by age was estimated based on enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2017-2018 Head Start PIR.

2 Funded enrollment was not available by single age of year. Data shown here are estimated based on the percentage of all 3- and 4-year-olds enrolled, as resported in the 2017-2018 Head Start PIR, and the total enrollment by by state as reported by ACF. These numbers do not include children funded by state match. Migrant & Seasonal and American Indian/Alaska Native (AIAN) enrollment and funding are attributed to the state where the program is headquartered, although many programs serve children across state lines throughout the year. The sum for federal Head Start funding only represents the portion of funding provided to states and does not include funding for programs in U.S. territories, but does include AIAN and Migrant & Seasonal programs. Total federal Head Start funding, including U.S. territories, was $6,742,724,687.

3 The percent of children enrolled in full-day, five day per week programs includes AIAN and Migrant & Seasonal Head Start.

4 National salary averages include data from programs in the U.S. territories, including Puerto Rico, as well as AIAN and Migrant & Seasonal Head Start.

APPENDIX C: U.S. CENSUS POPULATION ESTIMATES

NUMBER OF 3- AND 4-YEAR-OLDS, BY STATE 2017

STATE	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	59,050	58,109	117,159
Alaska	10,709	10,743	21,452
Arizona	88,552	88,283	176,835
Arkansas	38,300	37,893	76,193
California	497,302	497,580	994,882
Colorado	67,449	66,949	134,398
Connecticut	37,250	37,532	74,782
Delaware	11,066	10,942	22,008
District of Columbia	8,282	8,550	16,832
Florida	229,078	226,397	455,475
Georgia	132,767	132,362	265,129
Hawaii	18,082	18,414	36,496
Idaho	23,216	23,730	46,946
Illinois	154,130	153,561	307,691
Indiana	84,649	85,231	169,880
Iowa	40,244	39,968	80,212
Kansas	39,001	39,094	78,095
Kentucky	55,710	55,498	111,208
Louisiana	62,585	61,053	123,638
Maine	13,069	13,206	26,275
Maryland	73,256	73,405	146,661
Massachusetts	72,330	72,665	144,995
Michigan	116,480	115,562	232,042
Minnesota	72,012	71,386	143,398
Mississippi	37,764	37,558	75,322
Missouri	75,881	75,118	150,999
Montana	12,679	12,552	25,231
Nebraska	26,841	26,392	53,233
Nevada	37,123	37,544	74,667
New Hampshire	12,828	13,504	26,332
New Jersey	105,519	105,894	211,413
New Mexico	26,035	26,290	52,325
New York	230,316	230,975	461,291
North Carolina	122,702	121,738	244,440
North Dakota	10,716	10,401	21,117
Ohio	141,061	141,324	282,385
Oklahoma	53,178	53,479	106,657
Oregon	47,682	47,490	95,172
Pennsylvania	143,692	143,609	287,301
Rhode Island	10,892	10,802	21,694
South Carolina	59,124	58,858	117,982
South Dakota	12,492	12,254	24,746
Tennessee	81,610	81,724	163,334
Texas	407,762	402,788	810,550
Utah	50,741	51,440	102,181
Vermont	6,236	6,075	12,311
Virginia	102,440	102,157	204,597
Washington	91,705	91,958	183,663
West Virginia	20,088	20,444	40,532
Wisconsin	67,696	67,896	135,592
Wyoming	7,383	7,406	14,789
50 states + DC	**4,006,755**	**3,995,783**	**8,002,538**
Guam	3,190	3,242	6,432

Source: U.S. Census Population Estimates, Annual State Resident Population Estimates for 6 Race Groups by Age, Sex, and Hispanic Origin: April 1, 2010 to July 1, 2017.
Downloaded from: https://www.census.gov/data/tables/2017/demo/popest/state-detail.html

APPENDIX D: PRE-K SPECIAL EDUCATION ENROLLMENT

NUMBER AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE 2017-2018

STATE	3-year-olds		4-year-olds		Total 3- and 4-year-olds	
	Number enrolled	Percent of state population	Number enrolled	Percent of state population	Number enrolled	Percent of state population
Alabama	1,439	2%	2,432	4%	3,871	3%
Alaska	530	5%	787	7%	1,317	6%
Arizona	3,772	4%	5,818	7%	9,590	5%
Arkansas	3,258	9%	5,431	14%	8,689	11%
California	21,390	4%	28,701	6%	50,091	5%
Colorado	3,581	5%	4,935	7%	8,516	6%
Connecticut	2,412	6%	3,162	8%	5,574	7%
Delaware	690	6%	960	9%	1,650	7%
District of Columbia	356	4%	656	8%	1,012	6%
Florida	8,145	4%	13,604	6%	21,749	5%
Georgia	3,997	3%	5,986	5%	9,983	4%
Hawaii	642	4%	890	5%	1,532	4%
Idaho	813	4%	1,320	6%	2,133	5%
Illinois	9,043	6%	12,591	8%	21,634	7%
Indiana	4,605	5%	6,139	7%	10,744	6%
Iowa	1,556	4%	2,198	5%	3,754	5%
Kansas	2,916	7%	3,998	10%	6,914	9%
Kentucky	3,839	7%	6,342	11%	10,181	9%
Louisiana	1,680	3%	3,151	5%	4,831	4%
Maine	695	5%	1,213	9%	1,908	7%
Maryland	3,780	5%	4,905	7%	8,685	6%
Massachusetts	4,510	6%	6,258	9%	10,768	7%
Michigan	5,384	5%	6,789	6%	12,173	5%
Minnesota*	3,623	5%	5,729	8%	9,352	7%
Mississippi	1,457	4%	2,736	7%	4,193	6%
Missouri	3,904	5%	6,564	9%	10,468	7%
Montana	305	2%	556	4%	861	3%
Nebraska	1,421	5%	2,175	8%	3,596	7%
Nevada	1,948	5%	3,178	8%	5,126	7%
New Hampshire	939	7%	1,248	9%	2,187	8%
New Jersey	5,524	5%	7,260	7%	12,784	6%
New Mexico	1,550	6%	2,287	9%	3,837	7%
New York	19,108	8%	26,421	11%	45,529	10%
North Carolina	4,326	4%	6,762	6%	11,088	5%
North Dakota	542	5%	735	7%	1,277	6%
Ohio	6,008	4%	9,238	7%	15,246	5%
Oklahoma	1,769	3%	3,088	6%	4,857	5%
Oregon	3,163	7%	4,055	9%	7,218	8%
Pennsylvania	9,825	7%	13,676	10%	23,501	8%
Rhode Island	797	7%	1,065	10%	1,862	9%
South Carolina	1,869	3%	3,069	5%	4,938	4%
South Dakota	626	5%	995	8%	1,621	7%
Tennessee	2,774	3%	4,459	5%	7,233	4%
Texas	10,267	3%	16,373	4%	26,640	3%
Utah	2,617	5%	3,898	8%	6,515	6%
Vermont	570	9%	696	11%	1,266	10%
Virginia	4,203	4%	6,177	6%	10,380	5%
Washington	3,965	4%	5,503	6%	9,468	5%
West Virginia	1,051	5%	1,719	8%	2,770	7%
Wisconsin**	3,482	5%	5,448	8%	8,930	7%
Wyoming	1,011	14%	1,330	18%	2,341	16%
50 States + DC	**187,677**	**5%**	**274,706**	**7%**	**462,383**	**6%**
Guam	52	2%	56	2%	108	2%

Source: Enrollment information provided by the U.S. Department of Education, Office of Special Education Programs, Number of Children with Disabilities (IDEA) Receiving Special Education and Related Services by Age: Fall 2017. Table generated from 2017 Part B Child Count and Educational Environments data in the EDFacts reporting system. Retrieved 2/18/19 from https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee.

* 2017 data were reported to be of questionable quality and were not reported by the U.S. Department of Education. Therefore, 2016 data are used as an estimate.

** 2016 and 2017 data were reported to be of questionable quality and were not reported by the U.S. Department of Education. Therefore, 2015 data are used as an estimate.