

NIEER



# The State of Preschool 2022

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS  
Graduate School of Education



## THE STATE OF PRESCHOOL 2022

### STATE PRESCHOOL YEARBOOK

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# Executive Summary

The 20th *State of Preschool* finds reasons for both optimism and concern. After the COVID-19 pandemic erased a decade of enrollment progress in state-funded preschool, enrollment in most states is on the rebound. Several states are newly working towards universal preschool. Nevertheless, most states remain far from offering high-quality, full-day preschool to even half of 3- and 4-year-olds. This report finds uneven progress nationally and state-by-state over the past year, since the beginning of the COVID-19 pandemic, and over the past two decades.

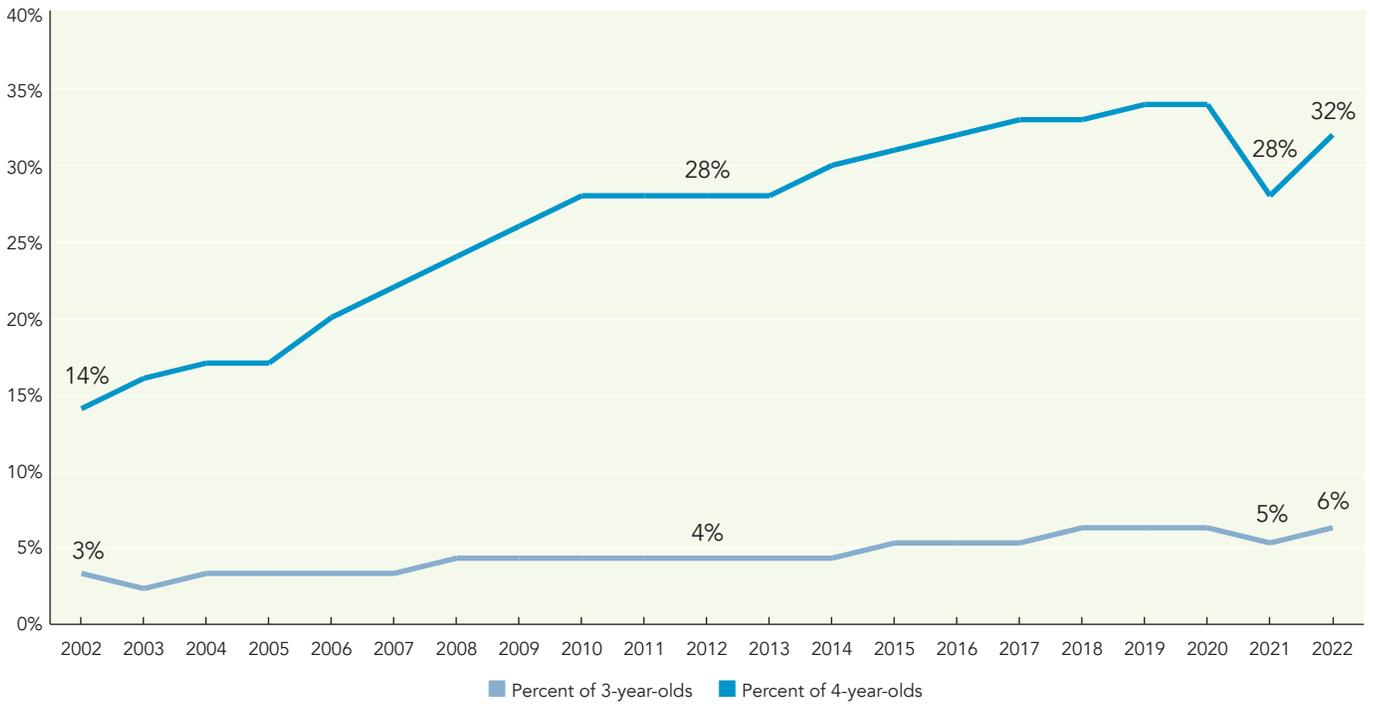
## 2021-2022: A YEAR OF PARTIAL RECOVERY

In 2021-2022, 1,526,116 children attended state-funded preschool, an increase of 180,668 children, up 13% from the 2020-2021 school year (See Figure 1). Enrollment increased in all except seven states. Most states had lifted all COVID-19 restrictions.

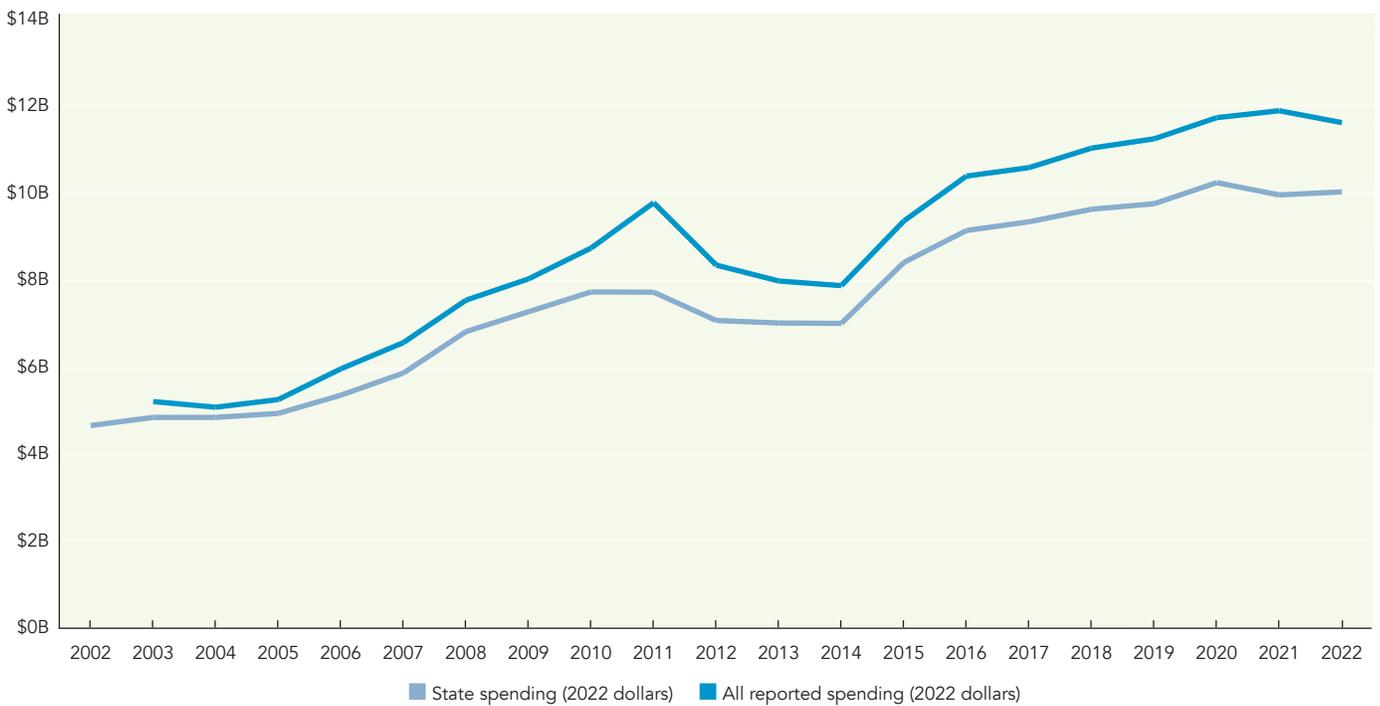
States spent nearly \$10 billion on preschool in 2021-2022 including \$9.51 billion in state funds and at least an additional \$393 million in COVID-19 relief funds. This is an increase of \$825 million (9%) from 2020-2021, but after-adjusting for inflation the real increase was only \$71 million (0.7%, See Figure 2). Inflation-adjusted state spending increased in 22 states. The pandemic induced dip in enrollment lowered spending in a few states where funding is determined by prior year preschool enrollment rather than current enrollment. States reported using more than three times as much COVID-19 relief funding in 2021-2022 as in the prior year. All-reported spending (which includes federal, state, and local dollars) surpassed \$11.5 billion, up \$634 million (6%) from 2020-2021, but coming in as a \$273 million (2%) decrease after adjusting for inflation.

States made few changes to policies related to program quality in 2021-2022. However, some states have not yet returned to pre-pandemic implementation of policies including for continuous quality improvement. Even more widespread is that many state-funded preschool programs increased the use of waivers to teacher degree and training requirements in response to teacher shortage problems.

**FIGURE 1: ENROLLMENT IN STATE-FUNDED PRESCHOOL IS ON THE ROAD TO RECOVERY**



**FIGURE 2: GROWTH IN TOTAL SPENDING ON PRESCHOOL STALLS**

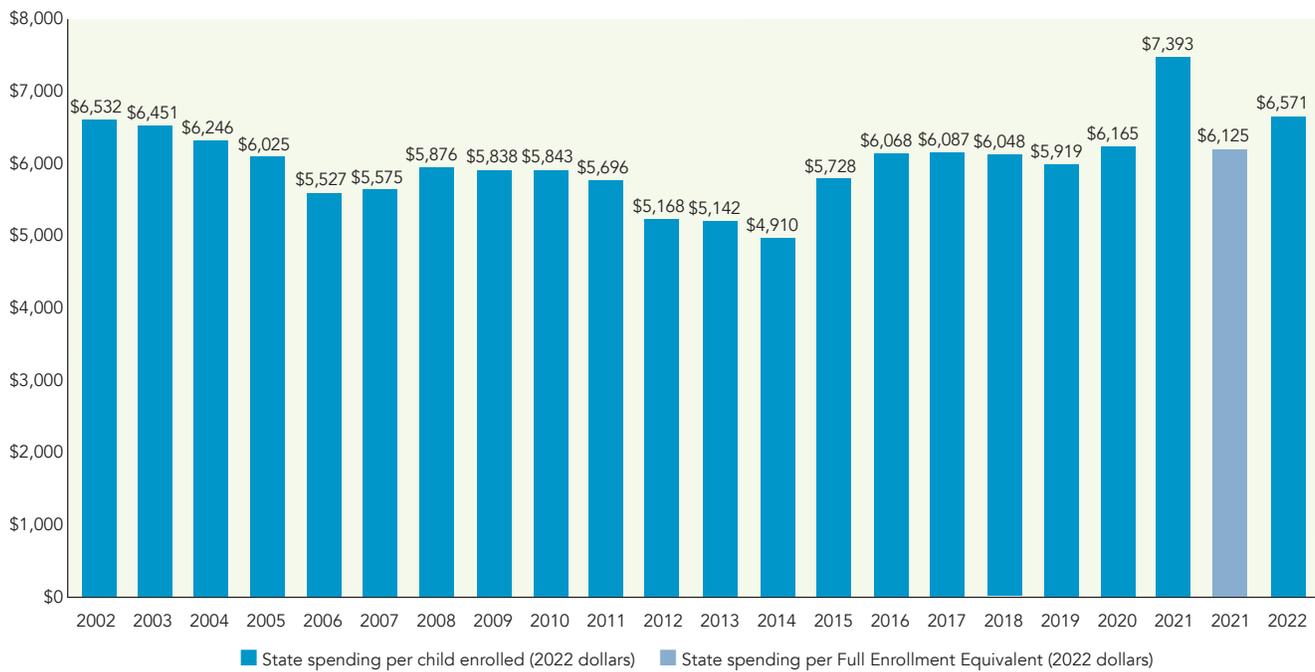


### NOT YET BACK TO NORMAL: CHANGE SINCE THE PANDEMIC

Despite the progress made in 2021-2022, state preschool has not fully recovered from the impacts of the COVID-19 pandemic. Compared to 2019-2020<sup>1</sup>, preschool enrollment was still down by 130,558 children (8%) nationally in 2021-2022 (See Figure 1). Just nine states enrolled more children in 2021-2022 than in 2019-2020; most of these states have planned expansion of preschool.

State spending on preschool in 2021-2022 compared to 2019-2020 was lower by \$212 million when adjusting for inflation (See Figure 2). State spending per child enrolled in preschool (including COVID-19 relief funding) was \$6,571 in 2021-2022. This likely overstates the amount states would have spent per child if preschool programs had been fully enrolled in 2021-2022. Even taking this into account it is still a substantial increase compared to pre-pandemic, even after adjusting for inflation (See Figure 3). However, 64 percent of this potential increase in spending per child can be attributed to the COVID-19 relief dollars used to support state-funded preschool in 2021-2022.

**FIGURE 3: STATE SPENDING PER CHILD HAS NOT CHANGED IN TWO DECADES, ADJUSTING FOR INFLATION**



<sup>1</sup> Data are from fall 2019, prior to the beginning of the COVID-19 pandemic.



### UNEVEN PROGRESS: TWO DECADES OF CHANGE

States have made great progress expanding state-funded preschool since the first *State of Preschool* report on the 2001-2002 school year. Enrollment and total real spending have more than doubled with enrollment rising from 695,383 in 2001-2002 to 1,526,116 (with a high of 1,656,674 in 2019-2020 prior to the pandemic). The number of states (including DC) with at least one state funded preschool program increased from 38 to 45. Guam became the first U.S. territory to fund a preschool program. The number of programs providing full-day services to all children increased from nine to 20.

Yet, the nation has far to go to provide quality programs, and progress has been uneven. Real state spending per child is unchanged after 20 years. It remains well below what is required to fund a full-day preschool program of the quality required to meet the needs of young children for learning and development.

How much progress has been made on quality standards? In 2001-2002, no state-funded preschool program met all 10 of NIEER's quality standards benchmarks. Today, six programs in five states meet all 10. In 2001-2002, most children in state-funded preschool attended a program meeting fewer than half of the benchmarks. Today that has decreased to 37% of children even though some of the benchmarks are now more difficult to meet. Unfortunately, that is still quite limited improvement, and higher standards in some states mean that disparities in preschool standards across the states are even greater now than 20 years ago.

**FIGURE 4: STATE-FUNDED PRESCHOOL THEN AND NOW**

	2001-2002	2021-2022
States With Pre-K	38	45
Number of children enrolled	695,383	1,526,116
Percent of 3-year-olds enrolled	2.7%	6.4%
Percent of 4-year-olds enrolled	14%	32%
Total State Pre-K spending (2022 dollars)	\$4.52 billion	\$9.90 billion
State Pre-K spending per child enrolled (2022 dollars)	\$6,532	\$6,571
Number of School-Day programs (or longer)	9	20
Number of states meeting all 10 Quality Standards Benchmarks	0	5

## REMAINING NEEDS: WHAT HAPPENS NEXT?

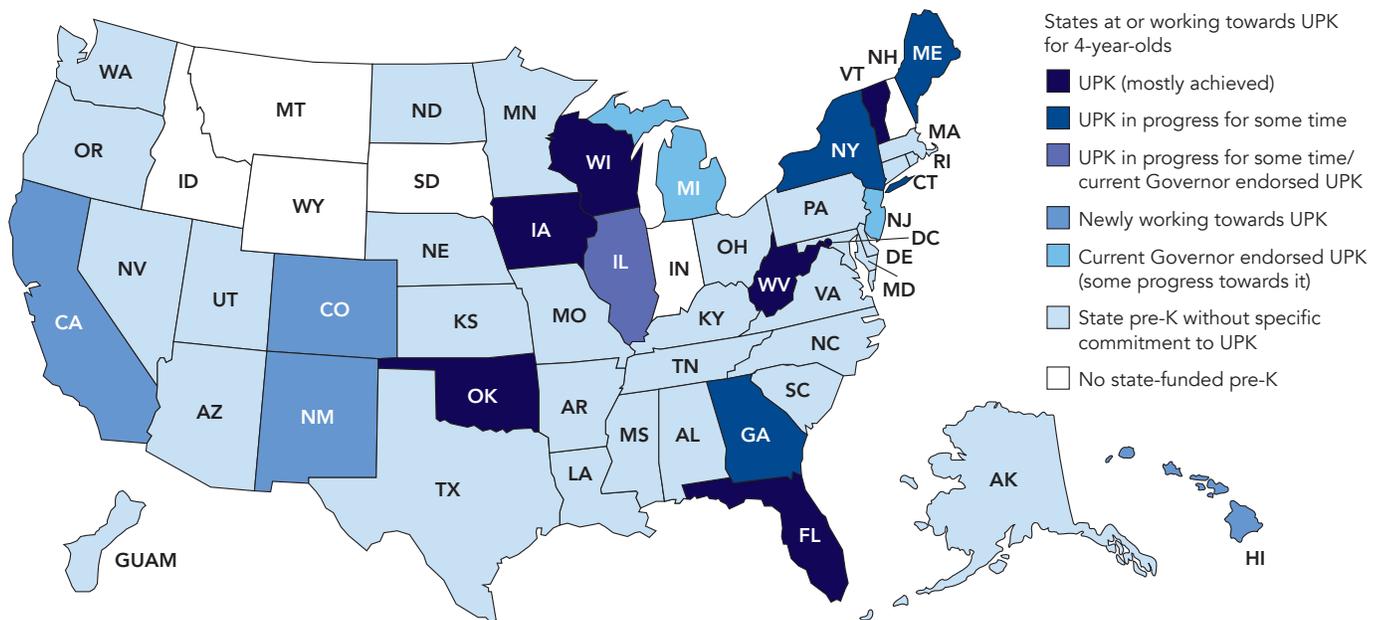
Despite two decades of progress in state-funded pre-K, most children still cannot enroll in a publicly-funded early childhood education program and fewer than one in five can access a public program at age three. No doubt that is partly because states incorporated private providers into public programs rather than expanding capacity by adding new programs. However, it likely also reflects reductions in the number of 3- and 4-year-olds served by Head Start. Finally, quality matters too, and states have not increased their funding per child to support higher quality.

A look at the states with universal preschool policies provides some insights into the challenges our nation faces (See Figure 5). Six states can be said to have implemented universal preschool: Florida, Iowa, Oklahoma, Vermont, West Virginia, Wisconsin, and DC. DC is the only one to provide universal preschool at age three as well as age four. Vermont has eligibility at age three but only served 35% of 3-year-olds in 2021-2022. Most of these states have smaller populations, with only Florida in the top 20 largest states. Four other states, Georgia, Illinois, Maine, and New York have universal preschool policies on the books but have never fully implemented them. Maine is relatively new to universal preschool and expansion takes time, but the other three states have been stalled for decades.

New hope may be inspired by a new set of states that have passed laws to provide universal preschool in the past year: California, Colorado, Hawaii, and New Mexico. California is by far the most populous state and Colorado ranks 20th. If these states do not stumble out of the starting gate and offer high-quality preschool to all four-year-olds this will change the early educational opportunities of many of the nation’s young children and offer new examples for other states to follow. In two other states, the current governor has announced support for universal preschool: Michigan and New Jersey (including for 3-year-olds). Both have begun to move forward with funding to expand enrollment.

Finally, there are other states making progress enrolling more children in preschool without a legislative mandate to offer universal preschool but with an emphasis on quality. Alabama and Rhode Island are examples. These states have steadily increased enrollment of 4-year-olds in state-funded preschool with high standards, but both have a long way to go before reaching universal coverage.

**FIGURE 5: STATES’ PROGRESS TOWARDS UNIVERSAL PRESCHOOL**



## RECOMMENDATIONS

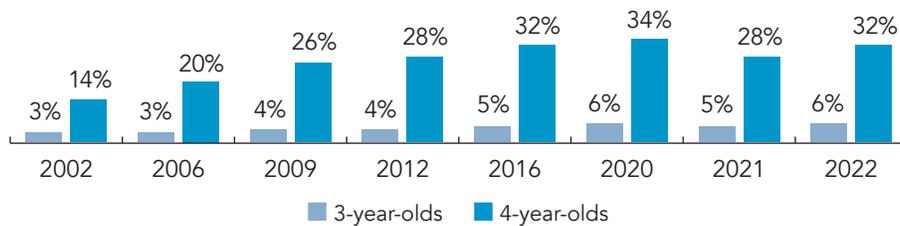
The goal of high-quality preschool offered to every 3- and 4-year-old child is so far out of reach that every state can take action to improve on all three of the broad indicators NIEER monitors: access, quality standards, and funding. Every state could improve on access as only DC can be said to be truly universal at ages three and four. Every state could improve quality standards, with even those meeting all 10 quality standards benchmarks acting to ensure they apply to all classrooms and moving beyond the minimums needed for quality preschool. Finally, adequate funding is needed to support expansion and higher quality including salary parity for all teachers. Funding is the lynch pin. Few, if any, states provide adequate funding for a full-day, high quality program and those that come closest reach only a fraction of age-eligible children.

First, we call on every state to conduct an audit of access, quality standards, and funding adequacy for preschool education. The data provided by this Yearbook provide a starting place for that audit. Policy and advocacy leaders in each state should ask the following key questions:

- How many 3- and 4-year-old children in our state — particularly those in low-income families — lack access to publicly-funded preschool education?
- Are our state's quality standards consistent with what we want programs to do for our young children and their families? More specifically, do standards in our state require programs to have the features of high-quality programs found to provide strong supports for children's learning and development?
- How much additional funding is required to increase access and to enable programs to provide preschool education of the quality we want? In conjunction with this, are preschool programs funded at a level that allows them to pay lead and assistant teachers wages and benefits comparable to those in the public schools?

Second, we call on the federal government to do more to help states advance their preschool programs and to level the playing field across states by providing technical support and additional funding. We also recommend the federal government work more closely with states on policy coordination with particular attention to the role of Head Start in states with universal preschool programs. When Head Start reduces services to 3- and 4-year-olds in response to state preschool expansion this may undercut both the number of children served and quality, especially for the children Head Start serves. As this report makes clear, rarely do states serve many children at age three; programs called universal often fall far short of reaching all children, and quality can be inadequate. If Head Start is to help address these short falls, some innovation may be required.

PERCENT OF U.S. POPULATION ENROLLED IN STATE-FUNDED PRESCHOOL



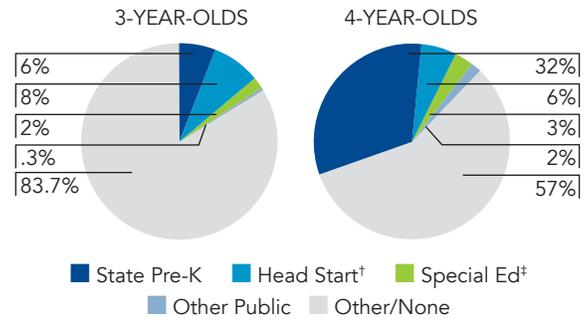
AVERAGE STATE SPENDING PER CHILD ENROLLED  
(2022 DOLLARS)



## NATIONAL ACCESS

Total state pre-K enrollment, all ages.....	1,526,116
State-funded preschool programs.....	62 programs in 44 states and DC <sup>1</sup>
Income requirement .....	35 state programs have an income requirement
Minimum hours of operation.....	26 part-day; 14 school-day; 6 extended-day; 16 determined locally <sup>2</sup>
Operating schedule.....	1 full calendar year; 42 school/ academic year; 19 determined locally
Special education enrollment, ages 3 and 4 .....	409,619
Federally funded Head Start enrollment, ages 3 and 4 .....	612,725 <sup>3</sup>
State-funded Head Start enrollment, ages 3 and 4.....	15,433 <sup>4</sup>

## PERCENT OF POPULATION ENROLLED IN ECE



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

## NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 62 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARK
Early learning & development standards	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<b>60</b>
Curriculum supports	<b>Approval process &amp; supports</b>	<b>56</b>
Teacher degree	<b>BA</b>	<b>33</b>
Teacher specialized training	<b>Specializing in pre-K</b>	<b>50</b>
Assistant teacher degree	<b>CDA or equivalent</b>	<b>19</b>
Staff professional development	<b>For teachers &amp; assistants: At least 15 hours/year; Individual PD plans; Coaching</b>	<b>18</b>
Maximum class size	<b>20 or lower</b>	<b>47</b>
Staff-child ratio	<b>1:10 or better</b>	<b>50</b>
Screening & referral	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<b>43</b>
Continuous quality improvement system	<b>Structured classroom observations; Data used for program improvement</b>	<b>41</b>

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

## NATIONAL RESOURCES

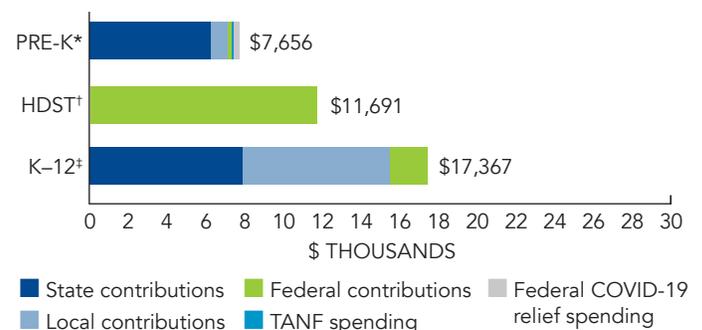
Total state pre-K spending .....	\$9,902,706,335
Local match required? .....	13
State Head Start spending .....	\$285,269,074 <sup>5</sup>
State spending per child enrolled .....	\$6,571 <sup>6</sup>
All reported spending per child enrolled* .....	\$7,656

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

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

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

## SPENDING PER CHILD ENROLLED



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

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

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

<sup>4</sup> This figure is based on the Head Start enrollment supported by state match as reported by ACF and additional information from surveys of state supplemental Head Start programs. This figure includes 12,735 children who attended programs that were considered to be state-funded preschool programs and are also included in the state-funded preschool enrollment total.

<sup>5</sup> This figure includes \$170,713,936 also included in the total state pre-K spending. This also includes some funding for state supplements to Early Head Start where states could not separate Head Start and Early Head Start funding.

<sup>6</sup> This figure includes federal TANF funds and federal COVID-19 relief funds directed toward preschool at states' discretion.

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

STATE	Access for 4-year-olds rank	Access for 3-year-olds rank	Resources rank based on state spending	Resources rank based on all reported spending	Quality standards checklist sum (maximum of 10)
Alabama	15	None Served	17	17	10
Alaska	41	30	25	33	2
Arizona	44	25	33	39	3
Arkansas	22	6	15	12	8
California	18	16	5	5	4.5
Colorado	26	15	40	31	4
Connecticut	32	12	7	9	5.1
Delaware	40	23	12	25	9*
District of Columbia	1	1	1	1	4
Florida	2	None Served	43	45	2
Georgia	8	None Served	26	34	8
Hawaii	45	32	4	4	10
Illinois	20	3	24	22	8
Iowa	5	22	39	43	8
Kansas	12	5	34	41	6
Kentucky	24	18	19	11	8*
Louisiana	21	34	28	35	7.9
Maine	14	None Served	35	27	9
Maryland	16	21	16	8	7
Massachusetts	25	9	45	38	6
Michigan	19	None Served	6	6	10*
Minnesota <sup>†</sup>	35	31	22	28	5.4
Mississippi	37	None Served	41	23	10
Missouri	39	29	30	36	5
Nebraska	17	8	42	10	7
Nevada	38	None Served	9	15	7
New Jersey	23	4	2	2	8
New Mexico	13	10	10	21	9
New York	9	7	23	32	7
North Carolina	30	None Served	13	13	8*
North Dakota	43	None Served	21	26	5
Ohio	36	27	36	42	5
Oklahoma	3	20	31	14	9
Oregon	34	13	3	3	6.9
Pennsylvania <sup>†</sup>	28	11	11	24	6.9*
Rhode Island	27	None Served	18	18	10
South Carolina	11	33	37	40	7
Tennessee	31	28	29	30	9
Texas	10	14	32	37	4
Utah	42	26	44	44	3
Vermont <sup>†</sup>	4	2	14	20	7
Virginia <sup>†</sup>	29	24	27	19	5.9
Washington	33	17	8	7	8.5
West Virginia	6	19	20	16	9
Wisconsin	7	35	38	29	3
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program

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

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



## WHAT'S NEW?

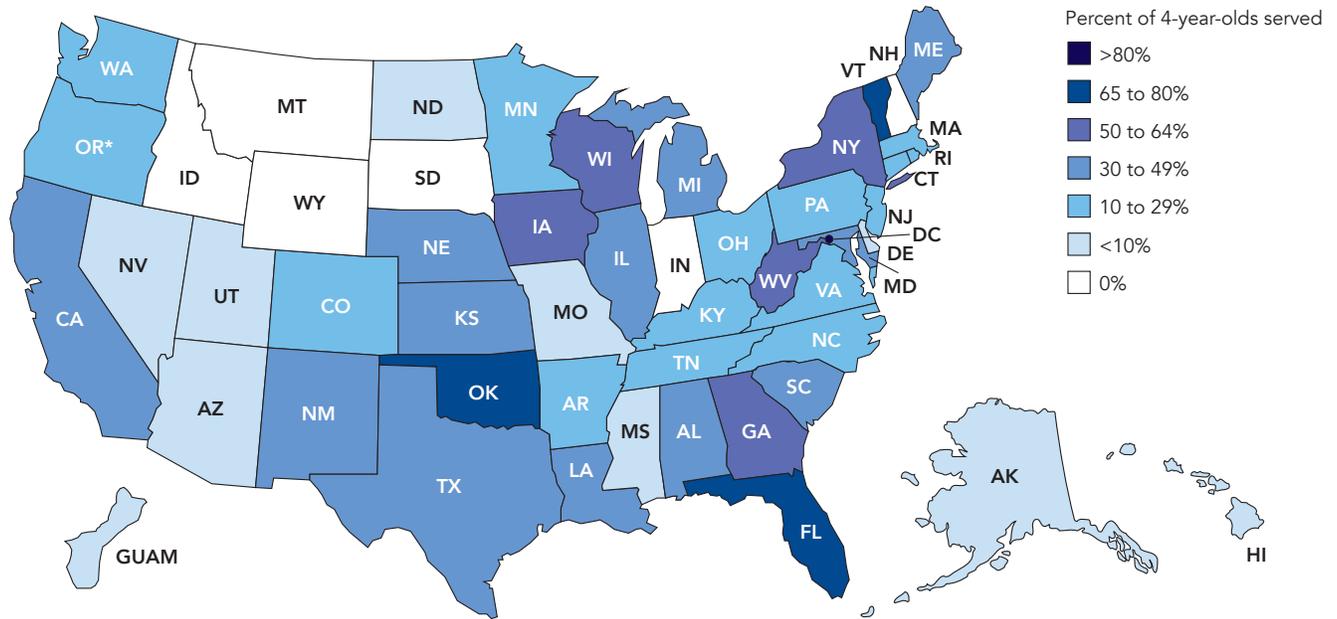
### RESOURCES

- Total state spending for preschool programs reached almost \$9.51 billion across 44 states and the District of Columbia\* with six states still not funding preschool in 2021-2022. States reported an additional \$393 million in federal COVID-19 relief funding.
- Including COVID-19 relief dollars, there was little change in preschool funding from 2020-2021 to 2021-2022 adjusting for inflation, up just \$70 million (0.7%). In nominal dollars, spending increased by \$832 million (9%).
- Average state funding per child (including COVID-19 relief) was \$6,571 in 2021-2022. Adjusted for inflation, this is a \$406 per child increase from pre-pandemic (2019-2020). Most of the increase can be attributed to COVID-19 relief funding.
- All-reported spending, which includes local and federal dollars, to the extent states can report them, was almost \$11.56 billion, an inflation-adjusted decrease of 2.3% from 2020-2021. All-reported spending per child was \$7,656.

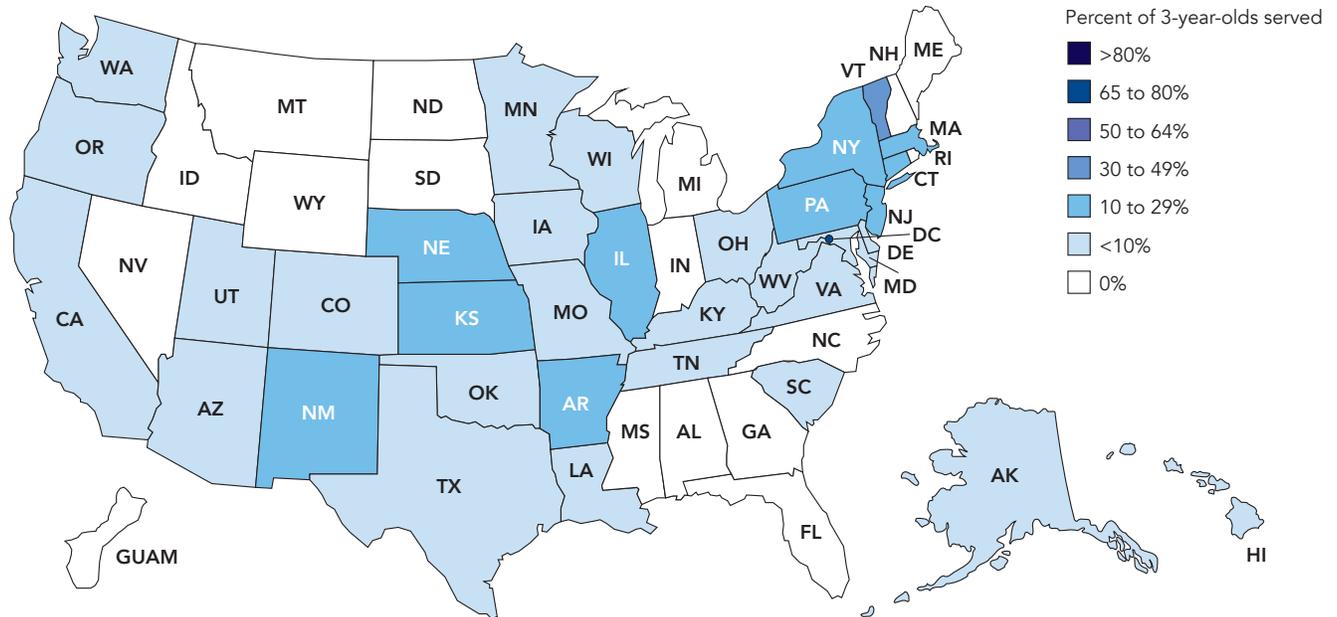
### ENROLLMENT

- States enrolled almost 1.53 million children in state-funded preschool, including almost 1.26 million 4-year-olds and 245,194 3-year-olds. States served 6% of 3-year-olds and 32% of 4-year-olds.
- Enrollment in state-funded preschool rebounded by 180,668, or 13% over 2020-2021, but enrollment was still down 8% from the pre-pandemic level of 2019-2020.
- Enrollment increased from 2020-2021 to 2021-2022 nationally and in all except seven states.
- DC and eight states enrolled more than 50% of 4-year-olds in state-funded preschool. Only DC served more than 70% of 4-year-olds (83%). Only DC enrolled more than half of 3-year-olds (69%).
- Across all the major public programs — state-funded preschool, preschool special education, and Head Start — 41% of 4-year-olds and 17% of 3-year-olds were served.

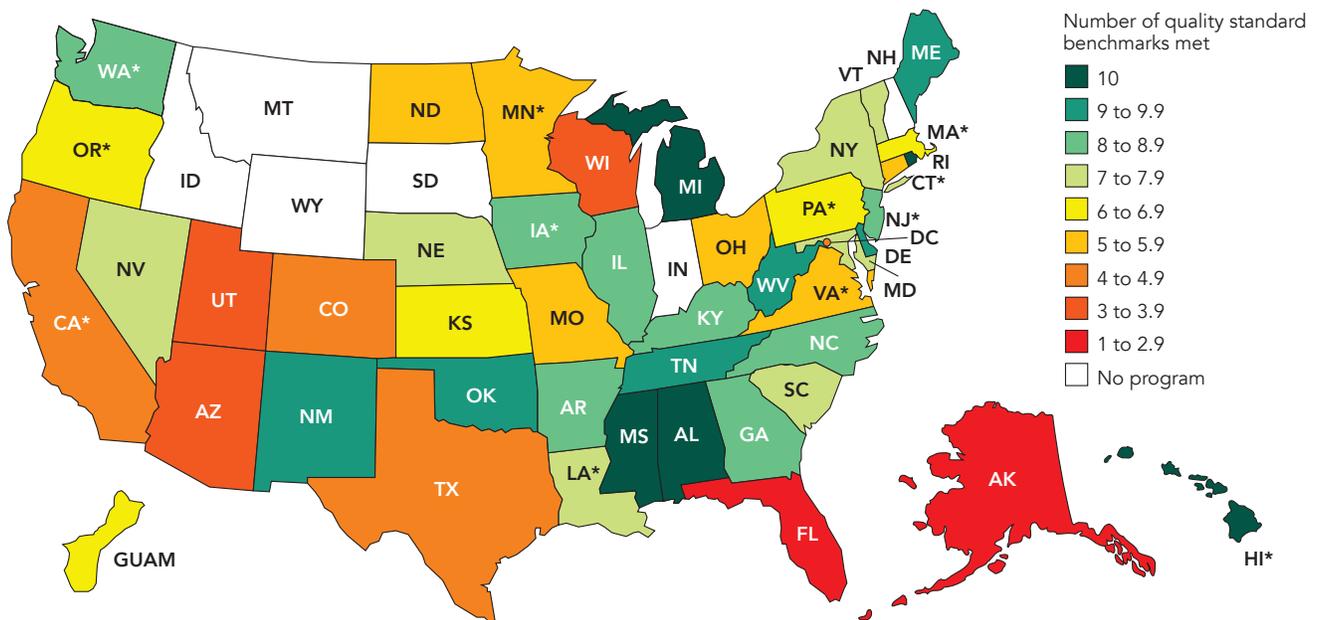
**FIGURE 6: INEQUALITIES IN PRESCHOOL ACCESS FOR 4-YEAR-OLDS CONTINUES TO GROW**



**FIGURE 7: PRESCHOOL ENROLLMENT OF 3-YEAR-OLDS IS LOW IN ALL STATES**



**FIGURE 8: MOST STATES NEED STRONGER POLICIES TO SUPPORT QUALITY PRESCHOOL**



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

### QUALITY STANDARDS

- Alabama, Hawaii, Michigan, Mississippi, and Rhode Island remain the only five states to meet all 10 of NIEER’s benchmarks for minimum state preschool quality standards.
- Two states gained new quality standard benchmarks as a result of policy change. Missouri completed the alignment of their ELDS with the state’s K–3 standards to meet the ELDS benchmark. Nevada began requiring health screenings and referrals and reinstated requirements for a continuous quality improvement system, meeting two additional benchmarks.
- Eleven state-funded preschool programs met fewer than half of the quality standards benchmarks, including three of the five largest programs. Thirty-seven percent of children in state-funded preschool were in a program meeting fewer than half of the quality standards benchmarks. Only eleven percent were in a program meeting nine or ten benchmarks.
- Several programs continued to make exceptions to policies in response to the COVID-19 pandemic.
- Although NIEER continued to determine if benchmarks were met based on policy, rather than exceptions to policy, this year programs received an “\*” for standards that were known to not be fully implemented. Four programs received an “\*\*” for the lead teacher degree benchmark. Two programs received an “\*\*” for the continuous quality improvement system benchmark.

### IMPORTANT DEVELOPMENTS

- Three new programs are included in this report for the first time: Massachusetts’ Commonwealth Preschool Initiative served 841 children, North Dakota’s Best in Class served 371 children, and Virginia’s Early Childhood Foundation Mixed Delivery served 1,237.
- The Massachusetts Universal Preschool Program, the Michigan Developmental Kindergarten, the Missouri Pre-K program, and the North Dakota Early Childhood Education Grant Program are no longer included in the report.
- Most programs reported a shortage of qualified lead preschool teachers during the 2021-2022 school year. More teachers than in previous year received waivers to the education and specialized training requirements.
- Despite widespread reports of shortages, only seventeen programs reported offering incentives for recruiting or retaining teachers in state-funded preschool.
- New York greatly increased enrollment of 3-year-olds — an increase of 10 percentage points from 6% in 2020-2021 to 2021-2022.

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

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2021-2022)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2021-2022)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	83%	69%	76%	6,716	5,561	12,277
2	Florida	68%	0%	34%	157,451	0	157,451
3	Oklahoma	65%	6%	36%	33,731	2,897	36,628
4	Vermont	65%	35%	50%	3,917	2,033	5,950
5	Iowa	64%	4%	34%	25,329	1,442	26,771
6	West Virginia	63%	6%	35%	11,707	1,114	12,821
7	Wisconsin	61%	0.05%	31%	41,218	31	41,249
8	Georgia	55%	0%	28%	73,177	0	73,177
9	New York	52%	16%	34%	116,144	35,844	151,988
10	Texas	47%	9%	28%	188,276	34,148	222,424
11	South Carolina	43%	0.4%	22%	24,968	235	25,203
12	Kansas	42%	18%	31%	15,878	6,701	22,579
13	New Mexico	42%	11%	26%	10,048	2,488	12,536
14	Maine	41%	0%	21%	5,315	0	5,315
15	Alabama	36%	0%	18%	21,939	0	21,939
16	Maryland	34%	5%	20%	25,159	3,827	28,986
17	Nebraska	33%	16%	24%	8,772	4,023	12,795
18	California	31%	7%	19%	147,351	31,392	178,743
19	Michigan	31%	0%	16%	35,895	0	35,895
20	Illinois	31%	21%	26%	45,613	30,457	76,070
21	Louisiana	30%	0.2%	15%	17,900	95	17,995
22	Arkansas	29%	17%	23%	11,055	6,473	17,528
23	New Jersey	29%	20%	25%	31,711	21,582	53,293
24	Kentucky	25%	6%	16%	13,653	3,392	17,045
25	Massachusetts	25%	12%	19%	17,627	8,823	26,450
26	Colorado	23%	8%	16%	15,177	5,290	20,467
27	Rhode Island	21%	0%	11%	2,364	0	2,364
28	Pennsylvania	20%	10%	15%	28,290	14,302	42,592
29	Virginia	20%	2%	11%	20,076	2,200	22,276
30	North Carolina	19%	0%	10%	23,679	0	23,679
31	Tennessee	19%	1%	10%	15,597	1,037	16,634
32	Connecticut	18%	10%	14%	6,798	3,589	10,387
33	Washington	13%	6%	10%	12,321	5,728	18,049
34	Oregon	13%	9%	11%	5,952	4,057	10,009
35	Minnesota	11%	1%	6%	7,624	420	8,044
36	Ohio	10%	2%	6%	14,447	2,285	16,732
37	Mississippi	8%	0%	4%	2,807	0	2,807
38	Nevada	6%	0%	3%	2,385	0	2,385
39	Missouri	6%	1%	3%	4,431	733	5,164
40	Delaware	5%	2%	4%	577	241	818
41	Alaska	5%	1%	3%	497	93	590
42	Utah	4%	2%	3%	1,942	871	2,813
43	North Dakota	3%	0%	2%	371	0	371
44	Arizona	3%	2%	3%	2,521	1,720	4,241
45	Hawaii	3%	0.4%	2%	480	69	549
No program	Idaho	0%	0%	0%	0	0	0
No program	Indiana	0%	0%	0%	0	0	0
No program	Montana	0%	0%	0%	0	0	0
No program	New Hampshire	0%	0%	0%	0	0	0
No program	South Dakota	0%	0%	0%	0	0	0
No program	Wyoming	0%	0%	0%	0	0	0
	<b>50 states + DC*</b>	<b>32%</b>	<b>6%</b>	<b>19%</b>	<b>1,258,885</b>	<b>245,194</b>	<b>1,504,080</b>
	Guam	2%	0%	1%	57	0	57

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

\*Nationwide, an additional 22,036 children of other ages were enrolled in state prekindergarten, for a total of 1,526,116 children.

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

STATE	2020-2021 TO 2021-2022		2019-2020 TO 2021-2022		2001-2002 TO 2021-2022	
	Number	% served	Number	% served	Number	% served
Alabama	0	0%	0	0%	0	0%
Alaska	-23	0%	-188	-2%	93	1%
Arizona	362	1%	8	0%	1,720	2%
Arkansas	594	2%	-178	0%	5,531	15%
California	9,948	2%	-24,846	-5%	20,468	5%
Colorado	533	1%	-1,108	-1%	4,560	7%
Connecticut	469	1%	-1,836	-5%	2,054	6%
Delaware	72	1%	-22	0%	241	2%
District of Columbia	-35	5%	-874	-4%	4,436	49%
Florida	0	0%	0	0%	0	0%
Georgia	0	0%	0	0%	0	0%
Hawaii	69	0%	69	0%	69	0%
Idaho	0	0%	0	0%	0	0%
Illinois	5,617	4%	-3,855	-1%	16,359	13%
Indiana	0	0%	0	0%	0	0%
Iowa	326	1%	3	0%	931	2%
Kansas	1,664	5%	5,305	15%	6,701	18%
Kentucky	146	0%	-2,766	-5%	-1,480	-3%
Louisiana	-5	0%	95	0%	95	0%
Maine	0	0%	0	0%	0	0%
Maryland	1,602	2%	1,387	2%	2,419	3%
Massachusetts**	-6,646	-9%	-3,199	-4%	-609	1%
Michigan	0	0%	0	0%	0	0%
Minnesota*	27	0%	-116	0%	-395	-1%
Mississippi	0	0%	0	0%	0	0%
Missouri	-290	0%	-417	-1%	-1,813	-2%
Montana	0	0%	0	0%	0	0%
Nebraska	-3	0%	-297	-1%	3,899	15%
Nevada	0	0%	0	0%	-111	0%
New Hampshire	0	0%	0	0%	0	0%
New Jersey	5,122	4%	-677	-1%	8,797	9%
New Mexico	640	3%	918	4%	2,018	9%
New York	22,647	10%	25,121	11%	30,009	14%
North Carolina	0	0%	0	0%	0	0%
North Dakota	0	0%	0	0%	0	0%
Ohio	-146	0%	498	0%	-7,429	-5%
Oklahoma	-14	0%	58	0%	2,897	6%
Oregon	764	2%	471	2%	2,948	7%
Pennsylvania*	2,906	2%	-757	0%	14,302	10%
Rhode Island	0	0%	0	0%	0	0%
South Carolina	197	0%	-22	0%	-115	0%
South Dakota	0	0%	0	0%	0	0%
Tennessee	395	0%	829	1%	195	0%
Texas	7,723	2%	-2,949	0%	14,407	3%
Utah	354	1%	352	1%	871	2%
Vermont*	255	5%	-1,439	-23%	1,664	30%
Virginia*	1,378	1%	2,200	2%	2,200	2%
Washington	161	0%	394	1%	4,579	5%
West Virginia	99	1%	-118	0%	-654	-3%
Wisconsin	-11	0%	-371	-1%	-657	-1%
Wyoming	0	0%	0	0%	0	0%
<b>United States</b>	<b>56,897</b>	<b>2%</b>	<b>-8,326</b>	<b>0%</b>	<b>141,201</b>	<b>4%</b>
Guam	0	0%	0	0%	0	0%

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

\*\* Information on Massachusetts' UPK program is not longer included in the report. That program is no longer supported by state funding.

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

STATE	2020-2021 TO 2021-2022		2019-2020 TO 2021-2022		2001-2002 TO 2021-2022	
	Number	% served	Number	% served	Number	% served
Alabama	3,033	5%	1,500	2%	21,183	35%
Alaska	-23	0%	-626	-6%	497	5%
Arizona	700	1%	-366	0%	-1,756	-3%
Arkansas	634	2%	-1,729	-4%	8,831	23%
California	14,792	4%	-35,040	-5%	102,817	23%
Colorado	1,746	3%	-1,361	-1%	6,857	9%
Connecticut	1,155	3%	-1,188	-3%	2,381	9%
Delaware	-84	-1%	-5	0%	-266	-3%
District of Columbia	-504	-1%	-640	-1%	3,705	39%
Florida	21,309	11%	-9,275	-3%	157,451	68%
Georgia	6,623	6%	-7,151	-4%	9,564	2%
Hawaii	89	1%	-198	-1%	480	3%
Idaho	0	0%	0	0%	0	0%
Illinois	3,992	3%	-5,067	-2%	6,711	9%
Indiana	0	0%	0	0%	0	0%
Iowa	1,632	5%	-1,406	-2%	23,773	60%
Kansas	767	3%	4,505	13%	13,648	37%
Kentucky	1,963	4%	-3,076	-5%	836	1%
Louisiana	537	2%	-2,555	-3%	10,381	18%
Maine	902	7%	-571	-3%	3,875	31%
Maryland	2,319	3%	-5,510	-7%	6,785	9%
Massachusetts**	-6,648	-9%	-3,987	-5%	8,195	13%
Michigan	9,120	8%	-1,473	-1%	9,418	12%
Minnesota*	-120	0%	38	0%	6,354	9%
Mississippi	80	0%	-257	0%	2,807	8%
Missouri	-919	-1%	-1,210	-1%	745	1%
Montana	0	0%	0	0%	0	0%
Nebraska	518	2%	-516	-1%	8,416	32%
Nevada	416	1%	-685	-2%	2,064	5%
New Hampshire	0	0%	0	0%	0	0%
New Jersey	1,276	0%	-1,443	-2%	7,830	9%
New Mexico	1,508	8%	-449	1%	9,678	40%
New York	13,744	6%	6,728	3%	52,645	27%
North Carolina	3,742	4%	-7,380	-5%	22,439	18%
North Dakota	-983	-9%	-864	-8%	371	3%
Ohio	1,826	1%	-1,636	-1%	562	1%
Oklahoma	563	3%	-3,486	-5%	7,852	10%
Oregon	616	2%	178	1%	3,363	7%
Pennsylvania*	1,720	1%	-3,756	-2%	25,740	18%
Rhode Island	516	5%	944	8%	2,364	21%
South Carolina	3,907	8%	-3,715	-4%	9,318	13%
South Dakota	0	0%	0	0%	0	0%
Tennessee	638	1%	-2,660	-3%	13,839	17%
Texas	18,480	6%	-22,993	-4%	60,693	8%
Utah	376	1%	239	1%	1,942	4%
Vermont*	492	8%	-705	-12%	3,297	56%
Virginia*	2,842	3%	917	1%	14,198	13%
Washington	2,461	3%	3,655	4%	7,536	7%
West Virginia	1,167	7%	-1,684	-5%	6,622	39%
Wisconsin	3,375	6%	-5,233	-6%	27,714	42%
Wyoming	0	0%	0	0%	0	0%
<b>United States</b>	<b>122,294</b>	<b>4%</b>	<b>-121,193</b>	<b>-2%</b>	<b>693,754</b>	<b>18%</b>
Guam	7	0%	-14	0%	57	2%

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

\*\* Information on Massachusetts' UPK program is not longer included in the report. That program is no longer supported by state funding.

**TABLE 4: 2021-2022 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRESCHOOL, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START**

STATE	PRE-K + PRE-K SPECIAL EDUCATION				PRE-K + PRE-K SPECIAL EDUCATION + HEAD START <sup>††</sup>			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population
Alabama <sup>†</sup>	817	1.4%	22,058	36.4%	6,812	11.3%	25,278	41.7%
Alaska*	350	3.6%	918	9.0%	2,158	22.2%	3,080	30.3%
Arizona	4,120	5.0%	6,437	7.6%	9,931	12.1%	13,879	16.4%
Arkansas	8,071	21.7%	14,001	37.0%	11,382	30.6%	16,447	43.5%
California	42,498	9.4%	153,296	32.7%	76,571	16.9%	183,218	39.1%
Colorado	7,402	11.6%	17,796	27.2%	11,101	17.4%	21,634	33.0%
Connecticut <sup>†</sup>	5,719	15.5%	9,298	24.8%	7,768	21.0%	11,212	29.9%
Delaware	951	8.7%	1,521	13.7%	1,525	13.9%	2,192	19.7%
District of Columbia <sup>†</sup>	5,561	68.8%	6,716	83.0%	5,655	70.0%	6,762	83.6%
Florida*	5,537	2.4%	157,451	68.4%	21,128	9.3%	173,546	75.4%
Georgia <sup>†</sup>	2,054	1.6%	74,825	56.5%	13,144	10.1%	78,564	59.3%
Hawaii	547	3.2%	1,181	6.8%	1,602	9.5%	2,346	13.5%
Idaho	565	2.4%	1,000	4.1%	1,799	7.7%	2,824	11.6%
Illinois <sup>†</sup>	30,958	21.3%	48,631	32.7%	39,988	27.5%	57,312	38.5%
Indiana	3,552	4.2%	4,972	5.9%	8,588	10.2%	10,693	12.6%
Iowa <sup>†</sup>	2,026	5.2%	26,258	66.4%	4,426	11.4%	27,970	70.7%
Kansas	6,701	18.4%	15,878	42.5%	8,887	24.4%	18,567	49.7%
Kentucky <sup>†</sup>	3,392	6.2%	13,653	24.9%	9,184	16.9%	18,477	33.6%
Louisiana*	342	0.6%	19,293	32.5%	10,699	18.3%	25,239	42.5%
Maine <sup>†</sup>	582	4.5%	5,824	44.6%	1,513	11.8%	6,219	47.6%
Maryland* <sup>†</sup>	6,088	8.4%	26,524	36.1%	10,303	14.2%	28,766	39.1%
Massachusetts* <sup>†</sup>	8,823	12.4%	17,822	24.8%	13,692	19.3%	21,825	30.4%
Michigan <sup>†</sup>	2,959	2.6%	36,287	31.6%	14,994	13.3%	41,742	36.3%
Minnesota**	3,104	4.5%	12,285	17.3%	7,638	11.0%	16,706	23.5%
Mississippi <sup>†</sup>	435	1.2%	3,963	10.9%	9,043	25.0%	12,337	34.1%
Missouri	3,320	4.5%	8,552	11.5%	9,069	12.3%	12,949	17.4%
Montana	37	0.3%	226	1.8%	1,646	13.7%	2,048	16.3%
Nebraska <sup>†</sup>	4,023	15.6%	8,772	33.2%	4,847	18.8%	9,552	36.1%
Nevada <sup>†</sup>	1,202	3.3%	4,175	11.2%	2,426	6.7%	4,967	13.3%
New Hampshire	730	5.7%	961	7.3%	1,302	10.2%	1,535	11.7%
New Jersey	26,656	24.8%	38,378	35.4%	32,174	29.9%	44,146	40.7%
New Mexico	3,167	13.4%	10,207	42.2%	6,420	27.2%	13,189	54.5%
New York <sup>†</sup>	45,486	20.3%	123,960	55.0%	59,759	26.7%	136,102	60.4%
North Carolina <sup>†</sup>	2,633	2.2%	27,259	22.4%	9,836	8.2%	32,806	26.9%
North Dakota <sup>†</sup>	371	3.6%	841	7.8%	1,296	12.5%	2,038	18.9%
Ohio	6,729	4.9%	20,255	14.5%	19,515	14.1%	34,441	24.6%
Oklahoma	2,897	5.7%	33,731	65.2%	10,062	19.9%	38,008	73.4%
Oregon	5,344	12.2%	7,784	17.2%	8,294	19.0%	10,731	23.7%
Pennsylvania* <sup>†</sup>	21,315	15.2%	37,719	26.5%	31,517	22.5%	49,457	34.8%
Rhode Island <sup>†</sup>	609	5.5%	2,936	26.0%	1,544	13.8%	3,458	30.6%
South Carolina	1,627	2.8%	25,452	43.4%	8,308	14.4%	28,743	49.1%
South Dakota	324	2.7%	684	5.6%	1,930	15.9%	2,489	20.3%
Tennessee <sup>†</sup>	2,925	3.5%	17,194	20.8%	10,219	12.4%	22,293	27.0%
Texas	34,148	8.8%	188,276	46.8%	63,571	16.3%	212,989	53.0%
Utah* <sup>†</sup>	3,014	6.3%	5,091	10.3%	5,115	10.7%	7,624	15.4%
Vermont*	2,219	38.2%	4,055	66.8%	2,662	45.8%	4,473	73.7%
Virginia	5,048	5.0%	23,388	23.0%	10,838	10.7%	28,857	28.3%
Washington	7,529	8.5%	15,294	16.6%	12,393	13.9%	20,251	22.0%
West Virginia <sup>†</sup>	1,114	6.1%	11,707	63.1%	2,498	13.7%	12,576	67.7%
Wisconsin	1,757	2.7%	41,218	61.5%	9,545	14.6%	46,312	69.1%
Wyoming	685	10.5%	934	13.5%	1,314	20.0%	1,549	22.4%
<b>United States</b>	<b>338,063</b>	<b>8.8%</b>	<b>1,356,938</b>	<b>34.5%</b>	<b>637,629</b>	<b>16.5%</b>	<b>1,610,421</b>	<b>40.9%</b>
Guam	28	0.9%	74	2.4%	208	6.7%	429	13.8%

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

\*\* Minnesota serves special education children in 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.

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

<sup>††</sup> Totals can overestimate public enrollment in state pre-K, pre-K special education, and Head Start as some or all 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: 2021-2022 STATE PRESCHOOL QUALITY STANDARDS**

STATE/ PROGRAM	Early learning & development standards	Curriculum supports	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	Staff professional development	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, & health screening & referral	Continuous quality improvement system	Quality standards checklist sum 2021-2022
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓		✓								2
Arizona	✓	✓								✓	3
Arkansas	✓	✓		✓	✓		✓	✓	✓	✓	8
California CSPP	✓	✓		✓				✓	✓	✓	6
California TK	✓	✓	✓								3
Colorado	✓			✓			✓	✓			4
Connecticut CDCC	✓	✓		✓			✓	✓			5
Connecticut SRP	✓	✓		✓			✓	✓			5
Connecticut Smart Start	✓	✓	✓	✓			✓	✓			6
Delaware	✓	✓		✓	✓	✓	✓	✓	✓	✓*	9*
District of Columbia	✓	✓							✓	✓	4
Florida	✓						✓				2
Georgia	✓	✓	✓	✓	✓	✓			✓	✓	8
Hawaii EOEL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Hawaii HPCSC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Illinois	✓	✓	✓	✓			✓	✓	✓	✓	8
Iowa Shared Visions	✓	✓		✓	✓		✓	✓	✓		7
Iowa SWVPP	✓	✓	✓	✓	✓		✓	✓	✓		8
Kansas	✓	✓	✓				✓	✓	✓		6
Kentucky	✓	✓	✓	✓			✓	✓	✓	✓*	8*
Louisiana 8(g)	✓	✓	✓	✓			✓	✓		✓	7
Louisiana LA 4	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana NSECD	✓	✓		✓			✓	✓	✓	✓	7
Maine	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maryland	✓	✓	✓	✓				✓	✓	✓	7
Massachusetts CPPI	✓	✓				✓	✓	✓		✓	6
Massachusetts Chapter 70	✓	✓	✓	✓					✓	✓	6
Michigan	✓	✓	✓*	✓	✓	✓	✓	✓	✓	✓	10*
Minnesota HdSt	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Minnesota VPK	✓	✓					✓	✓	✓		5
Mississippi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Missouri	✓		✓	✓	✓			✓			5
Nebraska	✓	✓	✓	✓			✓	✓		✓	7
Nevada	✓	✓		✓			✓	✓	✓	✓	7
New Jersey Expansion	✓	✓	✓	✓			✓	✓	✓	✓	8
New Jersey ECPA	✓	✓	✓	✓			✓	✓	✓	✓	8
New Jersey ELLI	✓	✓	✓	✓			✓	✓	✓	✓	8
New Mexico	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
New York	✓	✓	✓	✓			✓	✓	✓		7
North Carolina	✓	✓	✓*	✓			✓	✓	✓	✓	8*
North Dakota	✓	✓					✓	✓	✓		5
Ohio	✓	✓		✓					✓	✓	5
Oklahoma	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
Oregon Pre-K	✓	✓		✓	✓	✓	✓	✓	✓		8
Oregon Preschool Promise	✓	✓		✓			✓	✓			5
Pennsylvania RTL	✓	✓		✓			✓	✓			5
Pennsylvania HSSAP	✓	✓		✓	✓	✓	✓	✓	✓		8
Pennsylvania K4 & SBPK	✓	✓							✓		3
Pennsylvania Pre-K Counts	✓	✓	✓*	✓			✓	✓	✓	✓	8*
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina	✓	✓		✓		✓	✓	✓		✓	7
Tennessee	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
Texas	✓		✓	✓					✓		4
Utah							✓	✓		✓	3
Vermont	✓	✓		✓			✓	✓	✓	✓	7
Virginia VPI	✓	✓		✓			✓	✓		✓	6
Virginia Mixed Delivery	✓	✓						✓		✓	4
Washington ECEAP	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Washington TK	✓	✓	✓			✓		✓	✓	✓	6
West Virginia	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Wisconsin		✓	✓	✓							3
<b>TOTAL</b>	<b>60</b>	<b>56</b>	<b>33</b>	<b>50</b>	<b>19</b>	<b>18</b>	<b>47</b>	<b>50</b>	<b>43</b>	<b>41</b>	
Guam	✓	✓		✓			✓	✓	✓		6

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

**TABLE 6: STATE PRE-K RESOURCES 2021-2022**

STATE	Resource rank based on state spending	State \$ per child enrolled in preschool	Total state preschool spending in 2021-2022	Change in total state spending from 2020-2021 to 2021-2022 Adjusted dollars
District of Columbia	1	\$20,442	\$251,973,895	-\$17,135,244
New Jersey	2	\$16,728	\$891,476,664	-\$55,369,735
Oregon	3	\$13,489	\$135,009,596	-\$26,018,407
Hawaii	4	\$12,590	\$6,912,020	-\$2,630,313
California	5	\$12,229	\$2,220,877,123	\$74,622,274
Michigan	6	\$11,927	\$428,120,000	\$78,584,627
Connecticut	7	\$11,836	\$130,701,882	-\$5,199,344
Washington	8	\$11,081	\$200,937,368	\$36,330,803
Nevada	9	\$8,910	\$21,249,303	\$1,352,024
New Mexico	10	\$8,270	\$103,932,565	\$3,550,991
Pennsylvania	11	\$7,787	\$351,710,037	\$7,038,439
Delaware	12	\$7,517	\$6,149,300	-\$510,440
North Carolina	13	\$7,357	\$174,200,929	-\$26,578,760
Vermont	14	\$7,316	\$55,171,586	-\$1,426,216
Arkansas	15	\$7,202	\$137,535,701	-\$22,161,173
Maryland	16	\$7,174	\$210,328,097	-\$55,523,417
Alabama	17	\$6,953	\$152,532,676	\$14,559,556
Rhode Island	18	\$6,940	\$16,405,754	\$811,132
Kentucky	19	\$6,804	\$119,820,503	\$7,785,654
West Virginia	20	\$6,551	\$86,922,185	-\$31,103,846
North Dakota	21	\$6,321	\$2,345,174	\$1,729,906
Minnesota	22	\$6,256	\$50,319,320	-\$2,358,781
New York	23	\$5,815	\$883,787,441	\$990,703
Illinois	24	\$5,398	\$411,526,918	-\$35,737,811
Alaska	25	\$5,353	\$3,238,823	\$229,181
Georgia	26	\$5,288	\$386,946,908	-\$4,576,209
Virginia	27	\$5,271	\$117,412,318	\$21,018,465
Louisiana	28	\$5,038	\$90,651,835	-\$8,395,125
Tennessee	29	\$5,024	\$83,571,392	-\$5,615,595
Missouri	30	\$4,978	\$26,084,589	-\$798,344
Oklahoma	31	\$4,708	\$184,734,990	-\$8,606,291
Texas**	32	\$4,267	\$871,371,254	\$122,950,371
Arizona	33	\$4,177	\$20,090,440	\$4,390,767
Kansas	34	\$4,152	\$93,748,414	\$3,499,287
Maine	35	\$4,056	\$22,675,135	-\$5,188,785
Ohio	36	\$4,000	\$66,928,000	\$1,722,262
South Carolina	37	\$3,844	\$97,166,139	-\$9,203,333
Wisconsin	38	\$3,643	\$166,662,416	\$5,713,983
Iowa*	39	\$3,622	\$93,329,515	-\$6,050,674
Colorado	40	\$3,391	\$69,412,304	\$8,164,817
Mississippi	41	\$3,145	\$8,829,003	\$466,820
Nebraska	42	\$2,313	\$30,903,375	-\$133,689
Florida	43	\$2,254	\$354,904,063	\$27,287,816
Utah	44	\$2,206	\$6,206,636	\$4,172,453
Massachusetts	45	\$2,027	\$57,892,749	-\$25,536,923
Idaho	No Program	\$0	\$0	\$0
Indiana	No Program	\$0	\$0	\$0
Montana	No Program	\$0	\$0	\$0
New Hampshire	No Program	\$0	\$0	\$0
South Dakota	No Program	\$0	\$0	\$0
Wyoming	No Program	\$0	\$0	\$0
<b>50 states + DC</b>		<b>\$6,571</b>	<b>\$9,902,706,335</b>	<b>\$71,113,876</b>
Guam		\$5,043	\$287,425	-\$129,309

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages. State spending data includes federal pandemic relief as well as federal TANF dollars used for preschool.

\* 1,313 children with instructional IEPs were served in Iowa's SWVPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

\*\* Texas includes 18,711 Non-ADA eligible children in their enrollment total. These children are removed from state funding per child calculations

**TABLE 7: ALL-REPORTED PRE-K RESOURCES 2021-2022**

STATE	Resource rank based on all-reported spending	All-reported \$ per child enrolled in preschool	State reported non-state funds	State \$ per child enrolled in preschool	Local \$ per child enrolled in preschool	Federal \$ per child enrolled in preschool	Total all-reported preschool spending in 2021-2022
District of Columbia	1	\$20,442	No	\$20,442	\$0	\$0	\$251,973,895
New Jersey	2	\$16,728	No	\$16,728	\$0	\$0	\$891,476,664
Oregon	3	\$13,489	No	\$13,489	\$0	\$0	\$135,009,596
Hawaii	4	\$12,590	No	\$12,590	\$0	\$0	\$6,912,020
California	5	\$12,238	Yes	\$12,229	\$9	\$0	\$2,222,530,064
Michigan	6	\$11,927	No	\$11,927	\$0	\$0	\$428,120,000
Washington	7	\$11,922	Yes	\$11,081	\$435	\$406	\$216,194,001
Maryland	8	\$11,880	Yes	\$7,174	\$4,706	\$0	\$348,285,012
Connecticut	9	\$11,836	No	\$11,836	\$0	\$0	\$130,701,882
Nebraska	10	\$11,690	Yes	\$2,313	\$4,326	\$5,051	\$156,174,441
Kentucky	11	\$11,505	Yes	\$6,804	\$1,768	\$2,934	\$202,621,884
Arkansas	12	\$11,086	Yes	\$7,202	\$3,644	\$240	\$211,704,478
North Carolina	13	\$11,073	Yes	\$7,357	\$2,050	\$1,666	\$262,190,708
Oklahoma	14	\$10,708	Yes	\$4,708	\$3,955	\$2,046	\$420,190,380
Nevada	15	\$10,625	Yes	\$8,910	\$0	\$1,715	\$25,339,675
West Virginia	16	\$10,189	Yes	\$6,551	\$188	\$3,450	\$135,190,470
Alabama	17	\$8,862	Yes	\$6,953	\$982	\$927	\$194,413,102
Rhode Island	18	\$8,786	Yes	\$6,940	\$0	\$1,846	\$20,770,301
Virginia	19	\$8,731	Yes	\$5,271	\$2,602	\$858	\$194,488,762
Vermont***	20	\$8,468	Yes	\$7,316	\$248	\$903	\$63,856,044
New Mexico	21	\$8,270	No	\$8,270	\$0	\$0	\$103,932,565
Illinois	22	\$8,081	Yes	\$5,398	\$2,683	\$0	\$616,087,954
Mississippi	23	\$7,958	Yes	\$3,145	\$4,222	\$590	\$22,337,066
Pennsylvania	24	\$7,787	No	\$7,787	\$0	\$0	\$351,710,037
Delaware	25	\$7,517	No	\$7,517	\$0	\$0	\$6,149,300
North Dakota	26	\$7,375	Yes	\$6,321	\$1,054	\$0	\$2,736,044
Maine	27	\$7,372	Yes	\$4,056	\$3,317	\$0	\$41,218,091
Minnesota	28	\$7,322	Yes	\$6,256	\$1,067	\$0	\$58,901,212
Wisconsin	29	\$6,826	Yes	\$3,643	\$3,183	\$0	\$312,268,635
Tennessee	30	\$6,435	Yes	\$5,024	\$1,410	\$0	\$107,033,390
Colorado	31	\$6,240	Yes	\$3,391	\$2,848	\$0	\$127,710,729
New York	32	\$5,815	No	\$5,815	\$0	\$0	\$883,787,441
Alaska	33	\$5,403	Yes	\$5,353	\$0	\$50	\$3,268,823
Georgia	34	\$5,288	No	\$5,288	\$0	\$0	\$386,946,908
Louisiana	35	\$5,038	No	\$5,038	\$0	\$0	\$90,651,835
Missouri	36	\$4,978	No	\$4,978	\$0	\$0	\$26,084,589
Texas**	37	\$4,971	Yes	\$4,267	\$704	\$0	\$1,027,941,168
Massachusetts	38	\$4,284	Yes	\$2,027	\$1,958	\$298	\$122,315,549
Arizona	39	\$4,177	No	\$4,177	\$0	\$0	\$20,090,440
South Carolina	40	\$4,155	Yes	\$3,844	\$0	\$311	\$105,024,597
Kansas	41	\$4,152	No	\$4,152	\$0	\$0	\$93,748,414
Ohio	42	\$4,000	No	\$4,000	\$0	\$0	\$66,928,000
Iowa*	43	\$3,755	Yes	\$3,622	\$133	\$0	\$96,758,059
Utah	44	\$3,755	Yes	\$2,206	\$0	\$1,548	\$10,562,113
Florida	45	\$2,254	No	\$2,254	\$0	\$0	\$354,904,063
Idaho	No program	\$0	NA	\$0	\$0	\$0	\$0
Indiana	No program	\$0	NA	\$0	\$0	\$0	\$0
Montana	No program	\$0	NA	\$0	\$0	\$0	\$0
New Hampshire	No program	\$0	NA	\$0	\$0	\$0	\$0
South Dakota	No program	\$0	NA	\$0	\$0	\$0	\$0
Wyoming	No program	\$0	NA	\$0	\$0	\$0	\$0
<b>50 states + DC</b>		<b>\$7,656</b>	<b>Yes</b>	<b>\$6,571</b>	<b>\$840</b>	<b>\$245</b>	<b>\$11,557,240,401</b>
Guam		\$5,043	No	\$5,043	\$0	\$0	\$287,425

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

\* 1,313 children with instructional IEPs were served in Iowa's SWVPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

\*\* Texas could not separate local and federal spending. The "local" column includes federal and local spending for Texas. Texas includes 18,711 Non-ADA eligible children in their enrollment total. These children are removed from state funding per child calculations.

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

## WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

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

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

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

### AGE GROUPINGS USED IN THIS REPORT

- Children considered to be three years old during the 2021-2022 school year are those who will be eligible to enter kindergarten two years later, during the 2023-2024 school year.
- Children considered to be four years old during the 2021-2022 school year were eligible to enter kindergarten one year later, during the 2022-2023 school year.
- Children considered to be five years old during the 2021-2022 school year were already eligible for kindergarten at the beginning of the 2021-2022 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 2022 (which corresponds to the 2021-2022 school year).

Due to space constraints, not all years can be included. Instead, data is included for the school years ending in 2002, 2006, 2009, 2012, 2016, 2020, 2021, and 2022. Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2022 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. The percent of children enrolled is calculated using Census estimates of 3- and 4-year-old children in each state. For the 2020-2021

school year, in response to the impact of COVID-19 on preschool enrollment, there is an additional bar on the spending per child bar graph which shows the state pre-K spending per the estimated full enrollment equivalent. This is an estimate of what spending per child would have been if the program was fully enrolled. This was not done again in 2021-2022.

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 2021-2022 school year. Some descriptive information in the narratives was originally based on information found in the reports *Seeds of Success* from the Children's Defense Fund and *Quality Counts 2002* from Education Week.

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

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

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

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

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

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

State profile pages are also given for the six states that did not fund preschool education programs in the 2021-2022 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 U.S. territories that do not offer “state-funded” preschool (American Samoa, Commonwealth of the Northern Mariana Islands, Palau, and 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 2021-2022 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 three and four years old are participating in Head Start through state supplemental funds.

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

## QUALITY

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

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

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

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

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

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

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

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

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

Much of the research has approached the question of teacher degree requirements incorrectly by assuming that teacher qualifications and other program features act independently, are unconstrained by regulation, and are independent of unmeasured contexts that affect outcomes.<sup>10</sup> When multiple program features are interdependent, benchmarking is a more appropriate approach for identifying the features associated with success.<sup>13</sup> We found no examples of programs that have produced large persistent gains in achievement without well-qualified teachers.



It also follows that teacher qualifications should not be expected to have an effect in isolation. Compensation must be adequate to attract and retain strong teachers, regardless of qualifications requirements.<sup>14</sup> We have not made this part of the benchmark due to the difficulty of ascertaining exactly what “adequate compensation” is for each state — but that does not lessen its importance.

**Benchmark 4. Teacher specialized training.** Institute of Medicine/National Research Council reports have also emphasized that preschool lead teachers should have specialized preparation that includes knowledge of learning, development, and pedagogy specific to preschool-age children.<sup>15</sup> To meet the benchmark, policy must require specialized training in early childhood education and/or child development. We recognize that early childhood teacher preparation programs are variable. States may wish to consider supports to improve programs offered by their state institutions of higher education and alignment with the state ELDS.<sup>16</sup>

**Benchmark 5. Assistant teacher degree.** All members of a teaching team benefit from preservice preparation. The Child Development Associate (CDA) credential was developed as the entry-level qualification for the field.<sup>17</sup> Other certifications or coursework can provide similar preparation. There has been limited research specific to the qualifications of assistant teachers, but evidence indicates that assistant teacher qualifications are associated with teaching quality. To meet the benchmark, policy must require that assistant teachers hold a CDA or have equivalent preparation based on coursework.<sup>12</sup>

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

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

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

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

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

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

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



## RESOURCES

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

The bar chart in the Resources section compares per-child spending in state-funded preschool programs to federal Head Start and K-12 per-child spending. Head Start per-child spending for the 2021-2022 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start, which made per-child amounts seem artificially higher (although this has been corrected for the past several years). Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF funds or federal COVID-19 relief funds that a state directs toward its preschool initiative. While TANF and COVID-19 relief funds are federal dollars, it is the state's decision to devote these funds to preschool education, as opposed to other purposes. Data on the amounts of local and federal preschool funds are included in the bar chart when available.

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# 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

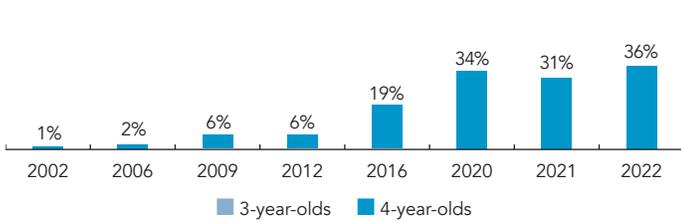
## GLOSSARY OF ABBREVIATIONS

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

# State Profiles

# Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Alabama preschool enrolled 21,939 children, an increase of 3,033 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$152,532,676, up \$14,559,556 (11%), adjusted for inflation since last year. State spending per child equaled \$6,953 in 2021-2022, down \$345 from 2020-2021, adjusted for inflation. Alabama met 10 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2021-2022 school year, the Alabama Department of Early Childhood Education (ADECE) received a 15% increase in funding to support First Class Pre-K (FCPK) expansion efforts, which increased the total capacity of the program to 25,164 seats. The ADECE received additional funding for the 2022-2023 school year, to continue these expansion efforts. Increased funding provided access for an additional 2,052 children to enter state-funded pre-K which increased the total program capacity to 27,216 seats.

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

## BACKGROUND

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

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

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

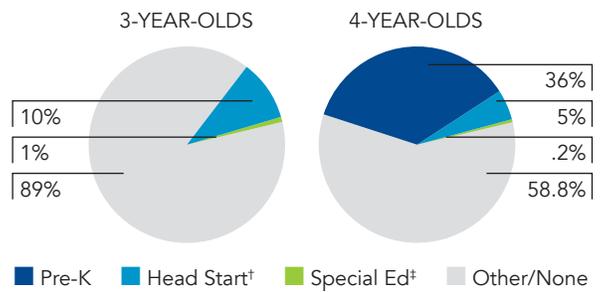
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
15	None Served	17	17	10

# ALABAMA FIRST CLASS PRE-K PROGRAM

## ACCESS

Total state pre-K enrollment .....	21,939
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 .....	3,653
Federally funded Head Start enrollment, ages 3 and 4 .....	10,730
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

10

## RESOURCES

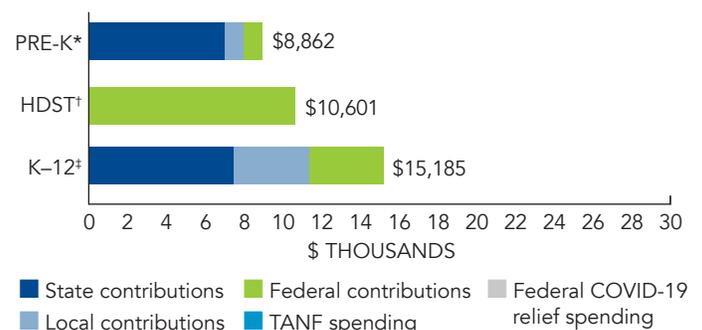
Total state pre-K spending .....	\$152,532,676
Local match required? .....	Yes
State Head Start spending .....	\$5,102,466
State spending per child enrolled .....	\$6,953
All reported spending per child enrolled* .....	\$8,862

\* 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.

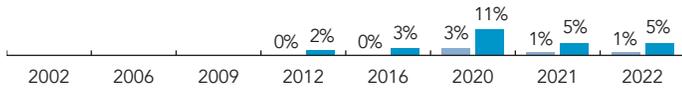
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

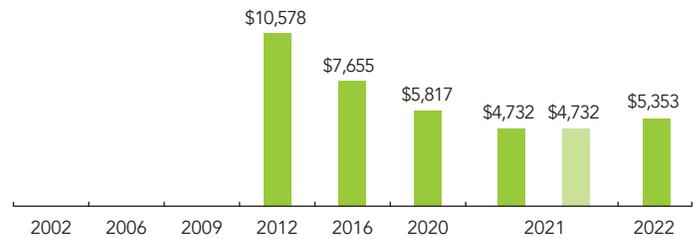


# Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Alaska preschool enrolled 605 children, a decrease of 31 from the prior year. State spending totaled \$3,238,823, up \$229,181 (8%), adjusted for inflation since last year. State spending per child equaled \$5,353 in 2021-2022, up \$621 from 2020-2021, adjusted for inflation. Alaska met 2 of 10 quality standards benchmarks.

## WHAT'S NEW

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

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

## BACKGROUND

Since the 1980s, Alaska has supplemented federal funding for Head Start programs in an effort to enhance school readiness and professional development and expand opportunities for children and families. During the 2021-2022 program year, the state provided \$6.85 million to support Head Start and Early Head Start programs in Alaska. In 2009-2010, the state launched the Alaska Pre-Kindergarten pilot program for school districts, now known as the Alaska Pre-Elementary program.

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

Starting in the 2020-2021 school year, the department posted a request for applications for a three-year Pre-Elementary Grant. Any school district was eligible to apply for this competitive grant. Seventeen districts were awarded a Pre-Elementary Grant. The 2021-2022 school year was the second year of a three-year grant. 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.

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

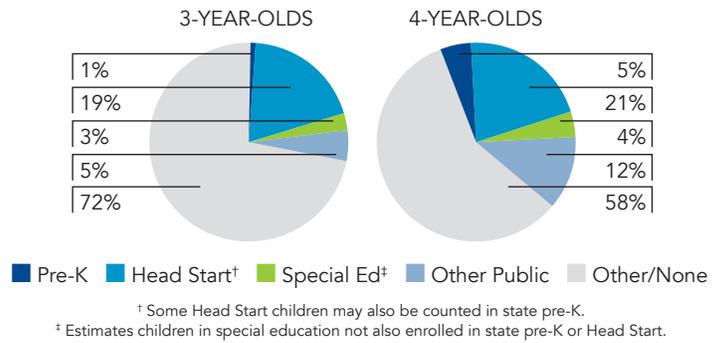
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
41	30	25	33	2

# ALASKA PRE-ELEMENTARY PROGRAMS

## ACCESS

Total state pre-K enrollment .....	605
School districts that offer state program .....	31%
Income requirement .....	No income requirement
Minimum hours of operation .....	Determined locally
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	944
Federally funded Head Start enrollment, ages 3 and 4 .....	2,258
State-funded Head Start enrollment, ages 3 and 4 .....	1,712

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

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

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

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

2

## RESOURCES

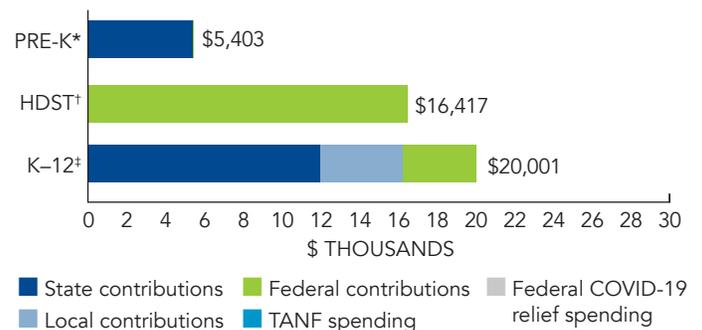
Total state pre-K spending .....	\$3,238,823
Local match required? .....	No
State Head Start spending .....	\$6,853,000
State spending per child enrolled .....	\$5,353
All reported spending per child enrolled* .....	\$5,403

\* 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.

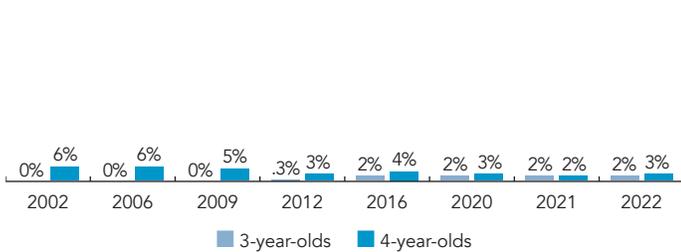
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Arizona preschool enrolled 4,810 children, an increase of 1,180 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$20,090,440, up \$4,390,767 (28%), adjusted for inflation since last year. On a per child basis, state spending equaled \$4,177 in 2021-2022, down \$148 from 2020-2021, adjusted for inflation. Arizona met 3 of 10 quality standards benchmarks.

## WHAT'S NEW

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

Due to the COVID-19 pandemic, structured classroom observations were not required but conducted informally when requested in 2020-2021. In 2021-2022, classroom observation requirements returned to normal. Due to sovereign government executive orders, some programs (less than 10%) were not open in fall 2021.

During 2022-2023, federal COVID-19 relief funds were used to support Quality First (QF) Scholarships by increasing reimbursement rates to the cost of quality as well as increasing the number of scholarships available. Additionally, the City of Phoenix Airport allocated \$4 million in federal relief funds to support increased funding and the number of scholarships targeted to airport employees.

## BACKGROUND

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

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

Dramatic decreases in tobacco tax revenues have resulted in a \$48 million drop as of FY22 (29% less than the baseline year of 2008). Despite ongoing decreases in tobacco revenue (3.5% in the past two years alone), FTF's commitment to QF Scholarships has grown, increasing from \$35 million in FY16 to \$46.5 million in FY22 in all settings (center-based and home based) and for all ages birth through 5 (before kindergarten). FTF collaborates with the state to meet federal match requirements and preserve about \$37 million per year in federal Child Care and Development Fund (CCDF) funds. In the 13 years this partnership has been in place, Arizona has been able to leverage \$513.2 million in federal subsidy dollars that otherwise would have been lost.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
44	25

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	39

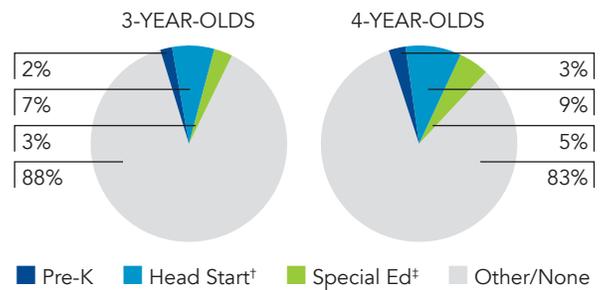
TOTAL BENCHMARKS MET
3

## QUALITY FIRST SCHOLARSHIPS

### ACCESS

Total state pre-K enrollment .....	4,810
School districts that offer state program .....	81% (Regional Partnership Councils)
Income requirement .....	200% FPL
Minimum hours of operation .....	34 hours/month
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	7,641
Federally funded Head Start enrollment, ages 3 and 4 .....	13,252
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	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	HSD	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	None	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	None	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	18 hours/year	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	26 (3-year-olds); 30 (4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	1:13 (3-year-olds); 1:15 (4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Immunizations	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

3

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

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

### RESOURCES

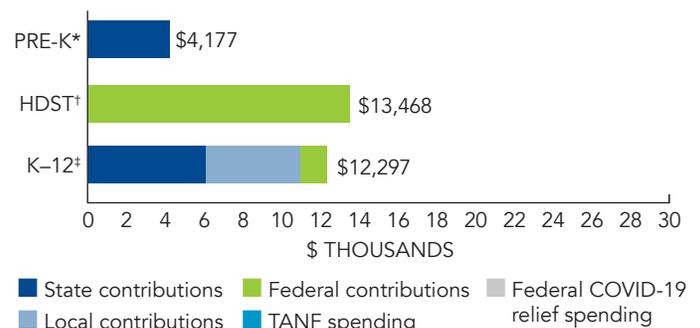
Total state pre-K spending .....	\$20,090,440
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,177
All reported spending per child enrolled* .....	\$4,177

\* 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.

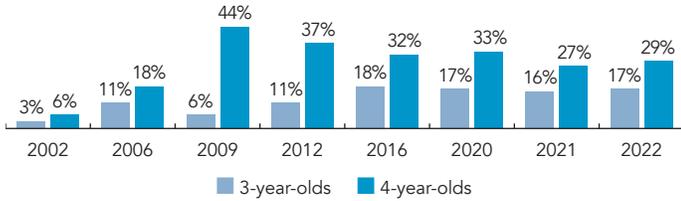
‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED



# Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Arkansas preschool enrolled 19,097 children, an increase of 1,772 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$106,500,000 and an additional \$7,500,000 in TANF funds and \$23,535,701 in federal recovery funds supported the program, down \$22,161,173 (14%), adjusted for inflation since last year. State spending per child (including TANF and federal recovery funds) equaled \$7,202 in 2021-2022, down \$2,016 from 2020-2021, adjusted for inflation. Arkansas met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

For the second year in a row, in response to the COVID-19 pandemic, Arkansas paid each Arkansas Better Chance (ABC) grantee the full awarded grant amount during the 2021-22 school year, to maintain their business, pay staff, and provide services for children and families. Arkansas is also in the second year of the [Pre-K R.I.S.E. Early Childhood Literacy Initiative](#) with a sharpened focus on early literacy by providing professional development grounded in the Science of Reading to strengthen instruction in foundational literacy as well as provide high quality instructional materials to align research and practice. The LearnERS: Continuous Quality Improvement (CQI) Coaching Framework is being piloted to combine collaborative relationships to support CQI by providing job embedded professional development to early childhood educators across the state based on individual CQI growth plans. The T.E.A.C.H. Early Childhood Arkansas Scholarship and the Step Up to WAGE\$ wage supplement programs have been developed in Arkansas to increase the level of education for early childhood educators while making the educational process affordable, increasing wages, and reducing turnover.

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

## BACKGROUND

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

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

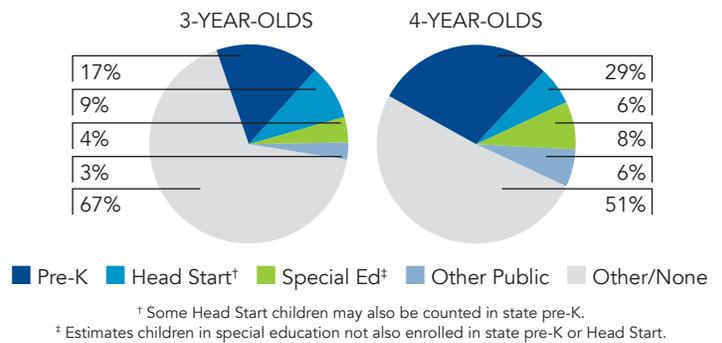
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
22	6	15	12	8

# ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

## ACCESS

Total state pre-K enrollment .....	19,097
School districts that offer state program .....	99% (counties)
Income requirement .....	200% FPL
Minimum hours of operation .....	7 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	7,297
Federally funded Head Start enrollment, ages 3 and 4 .....	5,758
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

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

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

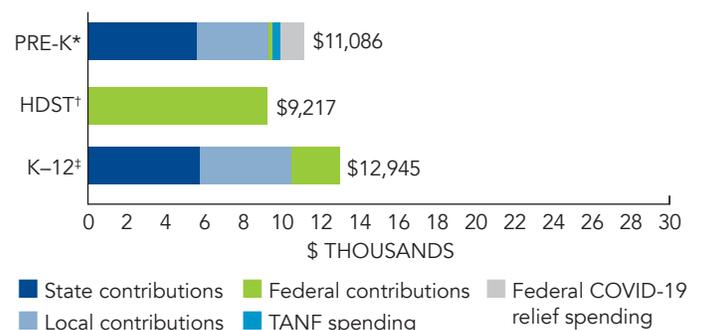


## RESOURCES

Total state pre-K spending .....	\$137,535,701
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$7,202
All reported spending per child enrolled* .....	\$11,086

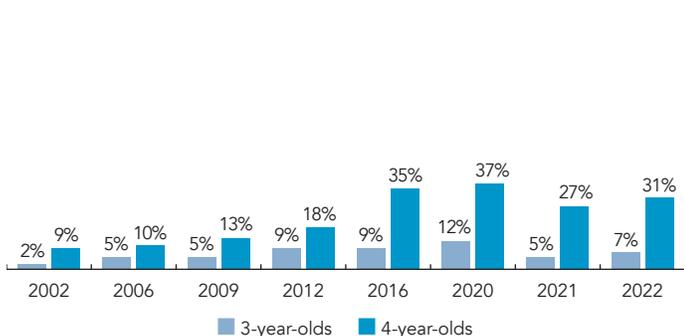
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

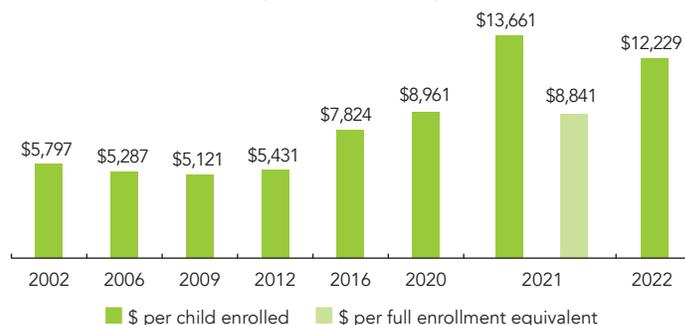


# California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, California’s two preschool programs together enrolled 181,614 children, an increase of 24,508 from the prior year, as the programs began to recover from the impact of the COVID-19 pandemic. State spending for the two programs totaled \$2,129,230,104, with an additional \$91,647,019 in federal recovery funds to support the program, up \$74,622,274 (3%), adjusted for inflation since last year. State spending per child (including federal recovery funds) averaged \$12,229 in 2021-2022, down \$1,433 from 2020-2021, adjusted for inflation. In 2021-2022, state spending per child was \$13,585 (including federal recovery funds) for the California State Preschool Program (CSPP) and \$10,822 for the Transitional Kindergarten (TK) program. The CSPP met 6 of 10 quality standards benchmarks and TK met 3 of 10.

## WHAT’S NEW

California State Preschool Programs (CSPP) received additional funding to cover family fee waivers through the 2022-2023 school year. Legislation signed into law in July 2021 raised CSPP reimbursement rates and CSPP programs will be held harmless if they have to close due to COVID-19. California published its Master Plan for Early Learning and Care (MPELC) in December 2020. The MPELC seeks to promote school readiness by recommending the expansion of a mixed-delivery system, increased access for three-year-olds, and universal preschool for all four-year-olds.

California is implementing universal prekindergarten (UPK) by funding a \$130 million expansion of CSPP to local educational agencies and phasing in implementation of universal transitional kindergarten (UTK). In 2022, the Universal Prekindergarten Planning and Implementation Grant Program allocated \$200 million to local educational agencies (LEAs) to support planning and implementation costs to expand access to classroom-based prekindergarten programs at LEAs, and \$100 million supported a competitive Early Education Teacher Development Grant program for LEAs to increase the supply of highly qualified teachers. TK quality improvements are beginning to be implemented. This school year, school districts and charter schools must maintain an average TK class enrollment of no more than 24 students per school site. Beginning in 2022-2023, TK will expand by increasing the age-eligibility window until the program is fully universal by 2025-2026. Starting with the 2022-2023 school year, there must be an average ratio of 1 adult to 12 students in TK classrooms at each school site. Commencing with the 2023-2024 school year, the TK classrooms must have an average ratio of 1 adult to 10 students, contingent upon additional funding.

In December 2022, the California Health & Human Services Agency received a Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$4 million to include expanded activities from existing partners of PDG B-5 renewal grant, supportive resources for the Early Childhood Integrated Data System project and a new PDG B-5 California Department of Social Services team member to focus on Workforce Development and support PDG B-5 activities. PDG B-5 partners will also be funded to implement their Equity Needs Assessment recommendations with Dr. Iheoma Iruka and Dr. Shantel Meek.

## BACKGROUND

In 2008, the California State Preschool Program Act created the CSPP by consolidating several early childhood initiatives into one funding stream. CSPP provides part- and full-day preschool to 3- and 4-year-olds. In addition to meeting eligibility requirements for CSPP, families are prioritized for full-day services if they have established at least one of the following: employment/seeking employment, education or vocational training, homelessness, or parental incapacity.

CSPP awards funding through a competitive application process to school districts, private and faith-based agencies, Head Start programs, higher education institutions, counties, cities, and tribal organizations. 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 ECERS-R at least once a year.

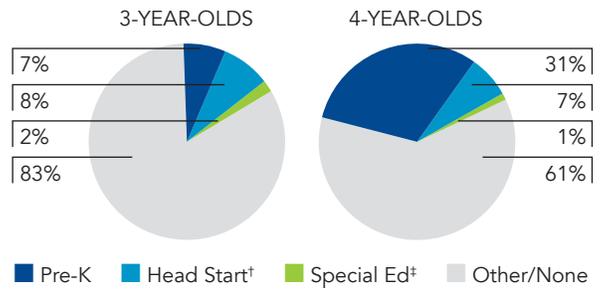
(continued)

# CALIFORNIA STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	181,614
Special education enrollment, ages 3 and 4 .....	39,993
Federally funded Head Start enrollment, ages 3 and 4 .....	63,995
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

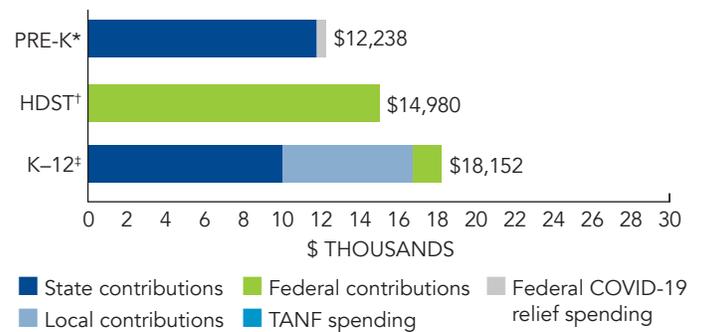


† Some Head Start children may also be counted in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$2,220,877,123
State Head Start spending .....	\$0
State spending per child enrolled .....	\$12,229
All reported spending per child enrolled* .....	\$12,238

## SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
18	16	5	5	4.5

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

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

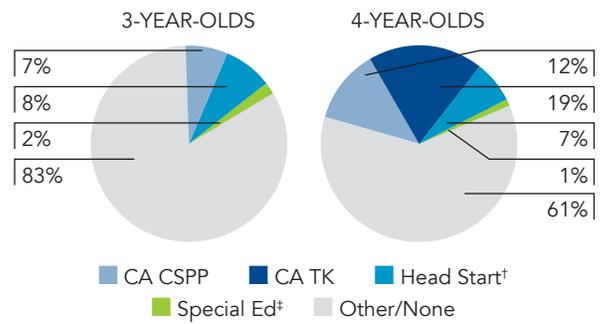
California's overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on CSPP and the fourth on TK.

# CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

## ACCESS

Total state pre-K enrollment .....	92,445
School districts that offer state program .....	97% (counties)
Income requirement .....	85% SMI
Minimum hours of operation .....	3 hours/day; 5 days/week
Operating schedule .....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

6

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

## RESOURCES

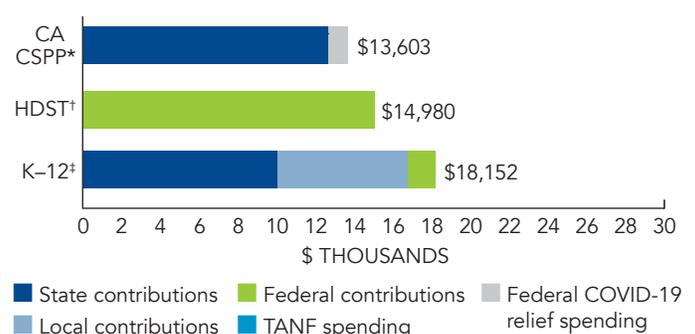
Total state pre-K spending .....	\$1,255,877,123
Local match required? .....	Yes
State spending per child enrolled .....	\$13,585
All reported spending per child enrolled* .....	\$13,603

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

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

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

## SPENDING PER CHILD ENROLLED

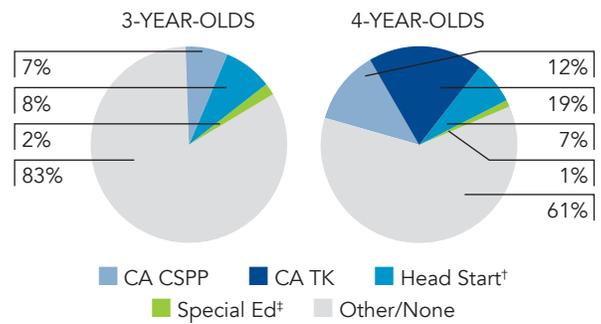


# CALIFORNIA TRANSITIONAL KINDERGARTEN (TK) PROGRAM

## ACCESS

Total state pre-K enrollment .....	89,169
School districts that offer state program .....	100% (counties)
Income requirement .....	No income requirement
Minimum hours of operation .....	3 hours/day; 5 days/week
Operating schedule .....	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, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed.	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	Determined locally	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	33 (4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	1:24 (average, 4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	None	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

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

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

3

## RESOURCES

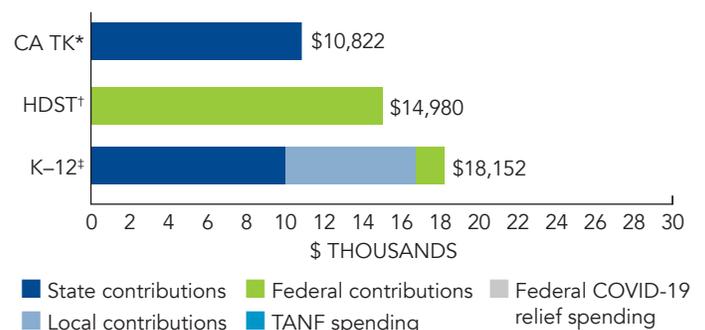
Total state pre-K spending .....	\$965,000,000
Local match required? .....	No
State spending per child enrolled .....	\$10,822
All reported spending per child enrolled* .....	\$10,822

\* 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.

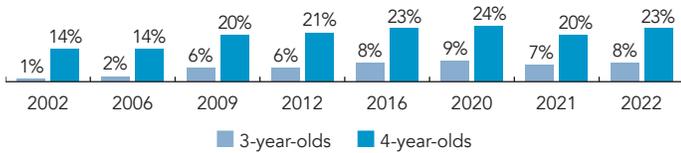
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Colorado preschool enrolled 20,467 children, an increase of 2,279 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$69,412,304, up \$8,164,817 (13%), adjusted for inflation since last year. State spending per child equaled \$3,391 in 2021-2022, up \$24 from 2020-2021, adjusted for inflation. Colorado met 4 of 10 quality standards benchmarks.

## WHAT'S NEW

The passage of Proposition EE in November 2020, and related laws (e.g., HB22-1295) passed in 2021 and 2022 to establish the Department of Early Childhood (CDEC) and the Universal Preschool Program will significantly change the early childhood landscape in Colorado. This new statewide universal preschool program will launch July 1, 2023 at which time the Colorado Preschool Program will sunset. The new program will be administered through Local Coordinating Organizations rather than local school districts. The Colorado Department of Education will continue to administer federal and state funding for special education in accordance with IDEA and Exception Children's Educational Act (ECEA) for children ages three through five.

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

## BACKGROUND

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
26	15

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	31

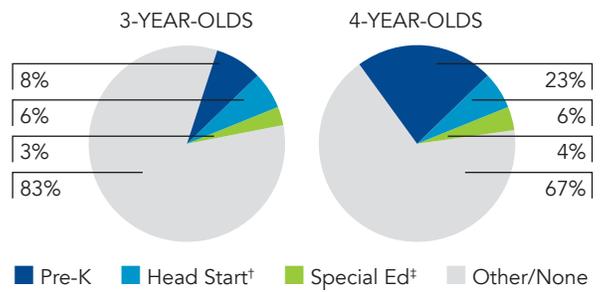
TOTAL BENCHMARKS MET
4

# COLORADO PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment .....	20,467
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 .....	7,102
Federally funded Head Start enrollment, ages 3 and 4 .....	7,537
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

4

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

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

## RESOURCES

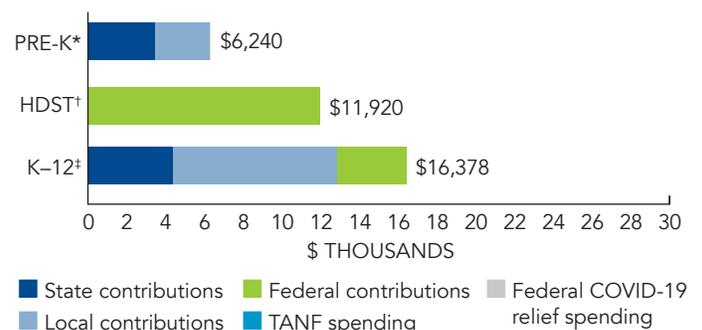
Total state pre-K spending .....	\$69,412,304
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,391
All reported spending per child enrolled* .....	\$6,240

\* 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.

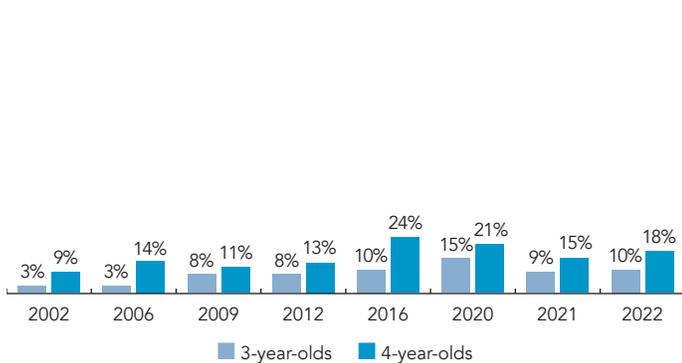
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

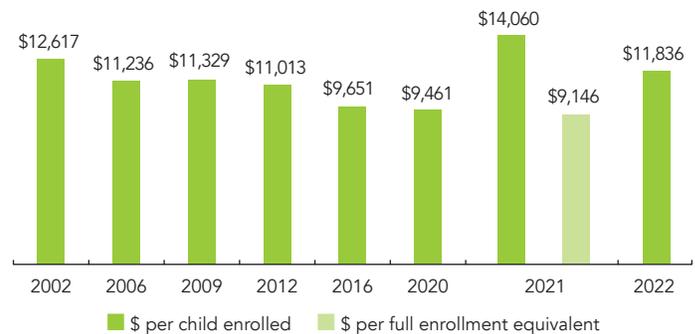


# Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Connecticut preschool enrolled 11,043 children, an increase of 1,377 from the prior year, as the programs began to recover from the impact of the COVID-19 pandemic. State spending totaled \$130,701,882, down \$5,199,344 (4%), adjusted for inflation since last year. State spending per child equaled \$11,836 in 2021-2022, down \$2,224 from 2020-2021, adjusted for inflation. Connecticut met an average of 5.1 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2021-2022 school year, the Connecticut Office of Early Childhood (OEC) implemented 25% funding enhancements for the Child Day Care Contracts (CDCC) and School Readiness (SR) programs. All programs, including Smart Start, received funding for a full allocation for FY 2022 despite some fluctuations in enrollment.

Staffing shortages and fiscal challenges continued to be an issue. Alternative models of support were implemented to continue providing fiscal stability for programs, including wage supplements, enrollment grants, and additional cost of living increases. The state provided some flexibility to address staffing challenges and to meet program requirements.

## BACKGROUND

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

Connecticut has provided funding for CDCC for 40 years through a purchase-of-service contracting system. The services provided through the CDCC are supported through state funds and must operate for at least 10 hours per day. Eligibility requirements target children with household incomes below 75% SMI for state funding 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 child care home, family child care home, family resource center, Head Start program, or local or regional board of education.

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

Smart Start was created during the 2014 legislative session to expand publicly funded 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.

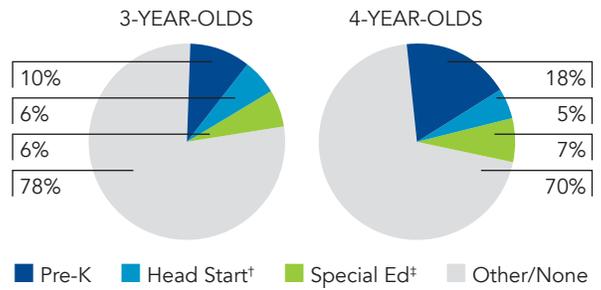
Connecticut's overall support for state-funded preschool, including enrollment and funding for CDCC, SR, and Smart Start, is depicted in the first two pages of the state profile. The third page focuses solely on CDCC, the fourth on SR, and the fifth on Smart Start.

# CONNECTICUT STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	11,043
Special education enrollment, ages 3 and 4 .....	5,826
Federally funded Head Start enrollment, ages 3 and 4 .....	3,951
State-funded Head Start enrollment, ages 3 and 4.....	264

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

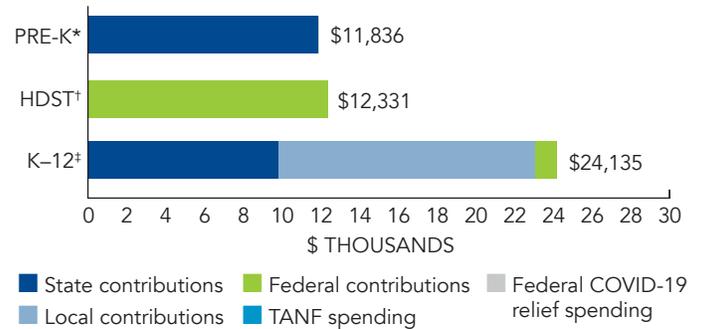


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$130,701,882
State Head Start spending .....	\$5,083,238
State spending per child enrolled .....	\$11,836
All reported spending per child enrolled* .....	\$11,836

## 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	12

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	9

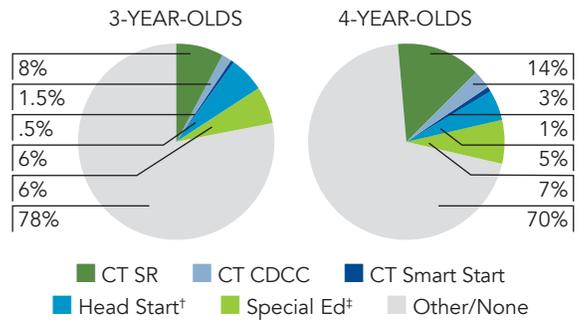
TOTAL BENCHMARKS MET
5.1

# CONNECTICUT CHILD DAY CARE CONTRACTS (CDCC)

## ACCESS

Total state pre-K enrollment ..... 1,625  
 School districts that offer state program ... 28% (towns/communities)  
 Income requirement ..... 75% SMI (60% families)  
 Minimum hours of operation ..... 10 hours/day; 5 days/week  
 Operating schedule ..... Full calendar year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

POLICY	CT CDCC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	CDA + 12 EC credits	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	CDA + 12 EC credits	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	PD: 1% of total work hours; PD plans (some teachers & assistants)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (per Head Start and NAEYC accreditation requirements); Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

5

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

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

## RESOURCES

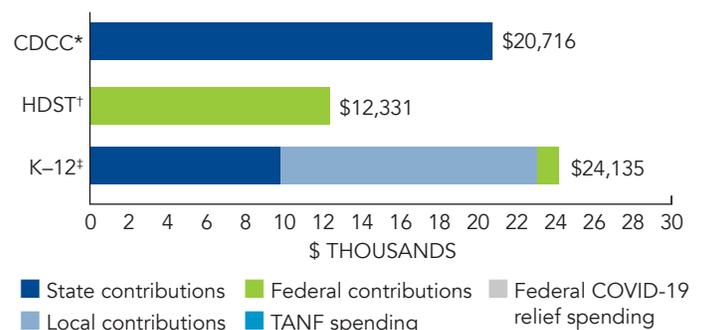
Total state pre-K spending ..... \$33,663,174  
 Local match required? ..... No  
 State spending per child enrolled ..... \$20,716  
 All reported spending per child enrolled\* ..... \$20,716

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

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

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

## SPENDING PER CHILD ENROLLED

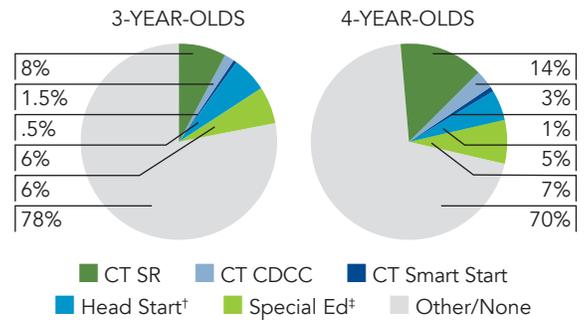


## CONNECTICUT SCHOOL READINESS (SR)

### ACCESS

Total state pre-K enrollment.....	8,712
School districts that offer state program...	40% (towns/communities)
Income requirement.....	75% SMI (60% families)
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	Determined locally

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

### QUALITY STANDARDS CHECKLIST

POLICY	CT SR REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	CDA + 12 EC credits	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	CDA + 12 EC credits	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	PD: 1% of total work hours; PD plans (some teachers & assistants)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (per Head Start and NAEYC accreditation requirements); Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

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

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

5

### RESOURCES

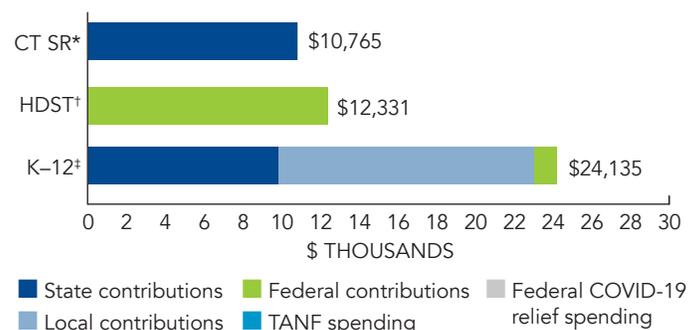
Total state pre-K spending .....	\$93,788,708
Local match required?.....	No
State spending per child enrolled .....	\$10,765
All reported spending per child enrolled* .....	\$10,765

\* 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

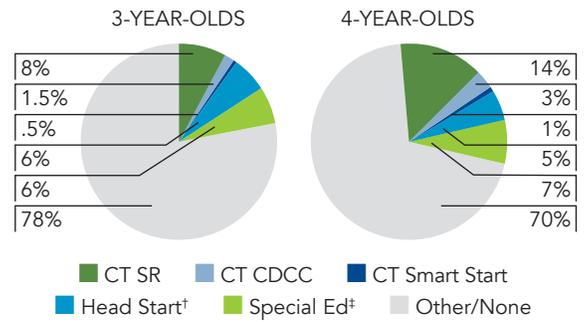


# CONNECTICUT SMART START

## ACCESS

Total state pre-K enrollment .....	706
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



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

## QUALITY STANDARDS CHECKLIST

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

6

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

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

## RESOURCES

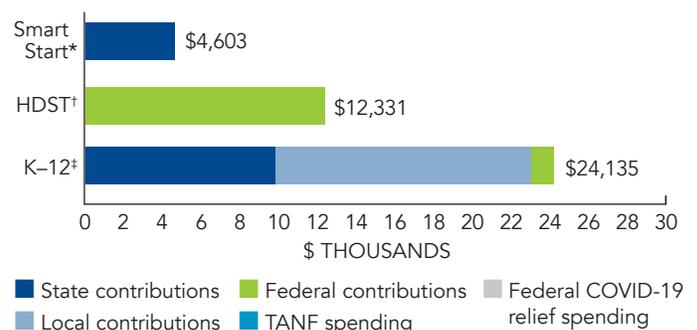
Total state pre-K spending .....	\$3,250,000
Local match required? .....	No
State spending per child enrolled .....	\$4,603
All reported spending per child enrolled* .....	\$4,603

\* 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.

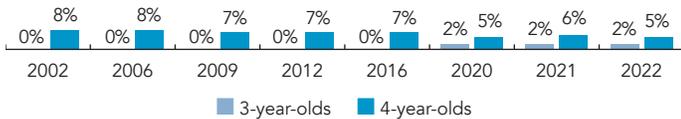
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Delaware preschool enrolled 818 children, a decrease of 12 from the prior year. State spending totaled \$6,149,300, down \$510,440 (8%), adjusted for inflation since last year. State spending per child equaled \$7,517 in 2021-2022, down \$506 from 2020-2021, adjusted for inflation. Delaware met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

By the end of the 2021-2022 school year, programs were no longer required to follow Emergency Order Regulations for COVID-19. Individual programs made decisions about whether to follow stricter procedures. Recruitment and retention of qualified teachers, a statewide and national crisis, was exacerbated by the qualifications required of Delaware's Delaware Early Childhood Assistance Program (ECAP) program.

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

In winter 2023, the ECAP program went out to Request for Proposal (RFP). Programs will need to plan for potential changes to their state contract and programming during the 2022-2023 school year, in anticipation of program changes outlined in the RFP.

## BACKGROUND

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

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

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

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

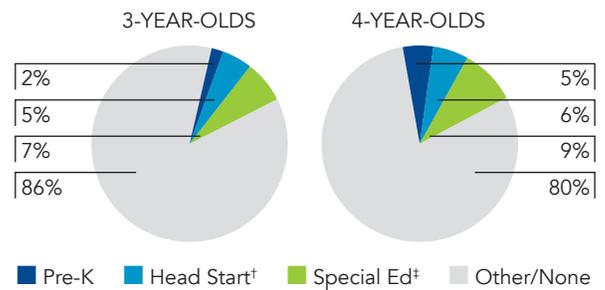
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
40	23	12	25	9*

# DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

## ACCESS

Total state pre-K enrollment .....	818
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 .....	Minimum 160 days/year
Special education enrollment, ages 3 and 4 .....	1,827
Federally funded Head Start enrollment, ages 3 and 4 .....	1,245
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

9\*

## RESOURCES

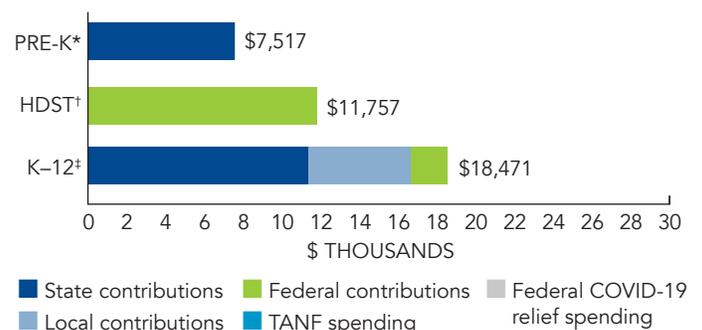
Total state pre-K spending .....	\$6,149,300
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$7,517
All reported spending per child enrolled* .....	\$7,517

\* 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.

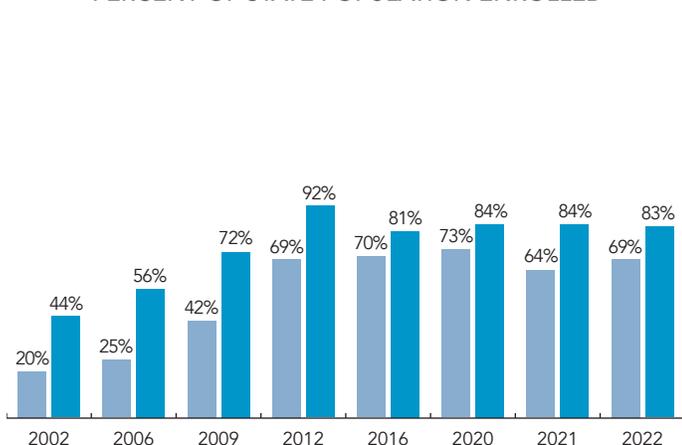
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# District of Columbia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, the District of Columbia preschool enrolled 12,326 children, a decrease of 597 from the prior year. State spending totaled \$251,973,895, down \$17,135,244 (6%), adjusted for inflation since last year. State spending per child equaled \$20,442 in 2021-2022, down \$382 from 2020-2021, adjusted for inflation. The District of Columbia met 4 of 10 quality standards benchmarks.

## WHAT'S NEW

All public pre-k programs in the District returned to in-person operations for the duration of the 2021-2022 school year. There were no other significant changes to the program during this time.

## BACKGROUND

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

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

Program quality is measured using the CLASS Pre-K, which informs a school rating that is included on each school's DC School Report Card. The PCSB also uses CLASS Pre-K in its Performance Management Framework, which provides all public charter schools with an annual score. For CBOs, CLASS Pre-K assessments are used for Capital Quality, the District's QRIS. Required CLASS Pre-K observations were conducted for all publicly funded pre-K classrooms during the 2021-2022 school year. Due to the impact of the Omicron wave on school and CBO operations in winter 2021, however, and based on stakeholder input, the District determined not to use CLASS data collected during this time for program rating purposes. Classroom-level CLASS data were shared with LEAs and CBOs for professional development and continuous improvement activities, and OSSE used these data to support ongoing improvement efforts at the system level.

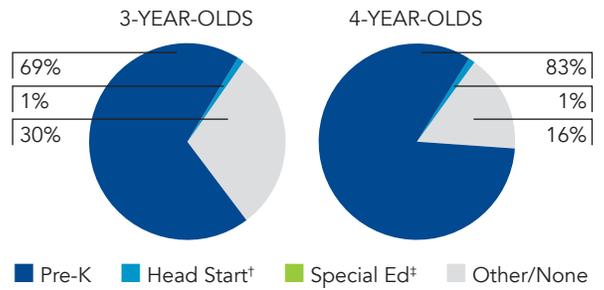
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
1	1	1	1	4

# DISTRICT OF COLUMBIA UNIVERSAL PRE-K

## ACCESS

Total state pre-K enrollment .....	12,326
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 .....	994
Federally funded Head Start enrollment, ages 3 and 4 .....	448
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

4

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

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

## RESOURCES

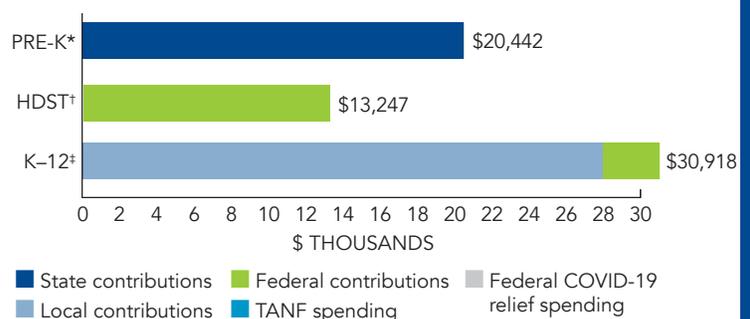
Total state pre-K spending .....	\$251,973,895
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$20,442
All reported spending per child enrolled* .....	\$20,442

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

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

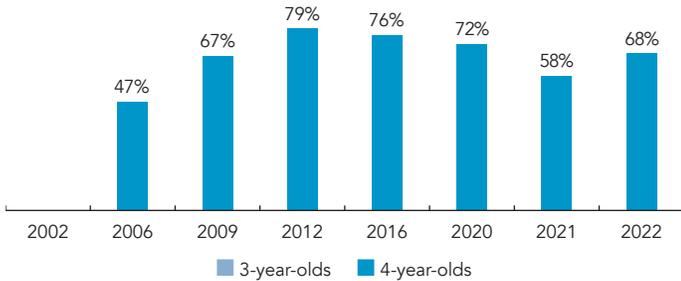
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Florida preschool enrolled 157,451 children, an increase of 21,309 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$354,904,063, up \$27,287,816 (8%), adjusted for inflation since last year. State spending per child equaled \$2,254 in 2021-2022, down \$152 from 2020-2021, adjusted for inflation. Florida met 2 of 10 quality standards benchmarks. Florida did not complete the State of Preschool survey the last two years. Therefore, information beyond spending and enrollment is based on 2019-2020 data.

## WHAT'S NEW

According to the Division of Early Learning's Annual Report 2021-2022, in 2021, House Bill 419 was signed into law creating a new accountability system that requires all children enrolled in Florida's Voluntary Prekindergarten Education Program (VPK) to participate in the Coordinated Screening and Progress Monitoring Program and each VPK classroom to be observed using a measure of the quality of teacher-child interactions. House Bill 419 also repealed the use of kindergarten screening and VPK Assessment results for calculation of the VPK provider kindergarten readiness rate. Beginning in the 2022-2023 program year, a new methodology for calculating a VPK provider performance metric was adopted using child learning gains and outcomes based on the Coordinated Screening and Progress Monitoring Program and provider scores from the classroom measure of teacher-child interactions. If a VPK provider's performance designation falls below the adopted minimum performance designation, the provider will be placed on probation and required to take corrective action including the use of an approved curriculum and a staff development plan.

## BACKGROUND

Florida's Voluntary Prekindergarten Education Program was launched in 2005 after voters in 2002 approved a constitutional amendment providing prekindergarten access for all 4-year-olds. Parents may postpone enrollment of young 4-year-olds in the VPK program for a year, consequently making 5-year-olds eligible. The program is managed by the Office of Early Learning (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 CDA credential or equivalent credential. Teachers in the summer program are required to have a bachelor's degree.

VPK is provided in a variety of settings such as public schools, accredited nonpublic schools, licensed child care centers, accredited faith-based centers, and licensed family child care homes. Most children attend VPK in nonpublic school settings. Regional early learning coalitions monitor programs for compliance and administer VPK, distributing funding based on a fixed hourly rate. Programs are required to meet the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten, which were most recently revised in 2017.

Florida's School Readiness Program is a separate initiative, funded by CCDF. The program offers financial assistance for childcare to qualified parents. This report focuses solely on the VPK program.

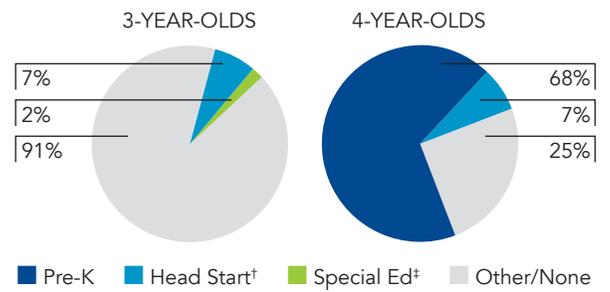
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
2	None Served	43	45	2

# FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	157,451
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 .....	19,000
Federally funded Head Start enrollment, ages 3 and 4 .....	31,686
State-funded Head Start enrollment, ages 3 and 4 .....	Not reported

## 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	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA (summer); CDA or equivalent + training (school year)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., Other (summer); CDA (school year)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	120 hours/5 years (public school teachers); 10 hours/year (teachers in licensed child care); PD plans (teachers & assistants on probation)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	12 (summer); 20 (school year)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:12 (summer); 1:11 or 2:12-20 (school year)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing & health (public schools & licensed child care only)	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

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



## RESOURCES

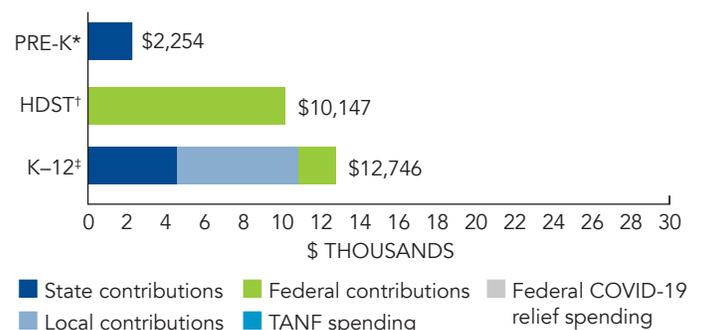
Total state pre-K spending .....	\$354,904,063
Local match required? .....	No
State Head Start spending .....	Not reported
State spending per child enrolled .....	\$2,254
All reported spending per child enrolled* .....	\$2,254

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

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

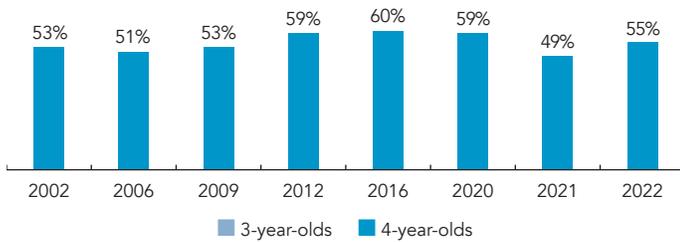
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Georgia preschool enrolled 73,177 children, an increase of 6,623 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$370,958,408, with an additional \$15,988,500 in federal recovery funds to support the program, down \$4,576,209 (1%), adjusted for inflation since last year. State spending per child (including federal recovery funds) equaled \$5,288 in 2021-2022, down \$595 from 2020-2021, adjusted for inflation. Georgia met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2021-2022 school year, Georgia Pre-K Program classrooms returned to in-person instruction with only interim closures due to COVID-19 cases. Lead and assistant teachers received a \$125 grant per individual to purchase classroom supplies and materials through CRRSA funding. In addition, lead and assistant teachers received a \$2,000 bonus. The state budget also included a \$2,000 pay increase for all lead teachers PK–grade 12. In Georgia’s Pre-K budget, the pay increase was for all lead and assistant teachers in public and private settings. To help mitigate the impact of the pandemic on school readiness, GEER funding was utilized to expand the Pre-K Summer Transition Program to serve an additional 2,000 students.

## BACKGROUND

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

In 2011, the Georgia General Assembly authorized an evaluation of Georgia’s Pre-K Program. In response to the General Assembly, DECAL commissioned national experts at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill to conduct a series of studies to measure the impact of the state’s nationally renowned Pre-K program. Reports and summaries from the studies are available here: <http://dec.al.ga.gov/BftS/EvaluationGAPreKProgram.aspx>.

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

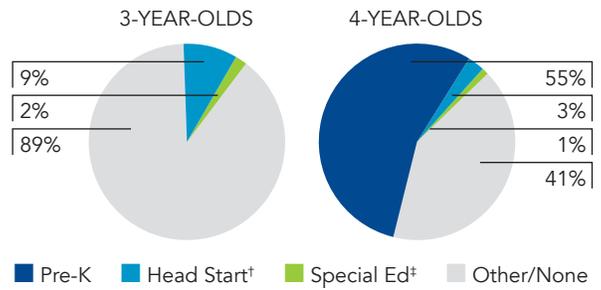
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
8	None Served	26	34	8

# GEORGIA'S PRE-K PROGRAM

## ACCESS

Total state pre-K enrollment .....	73,177
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 .....	8,263
Federally funded Head Start enrollment, ages 3 and 4 .....	18,909
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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



## RESOURCES

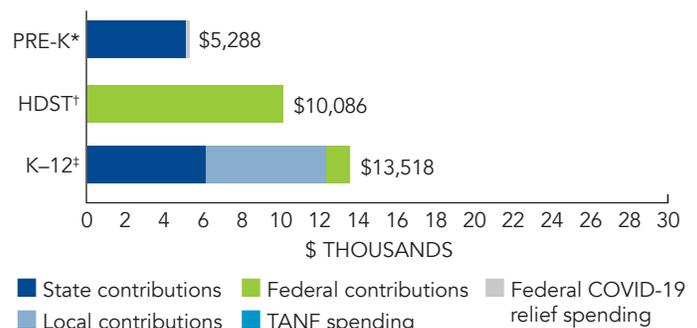
Total state pre-K spending .....	\$386,946,908
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,288
All reported spending per child enrolled* .....	\$5,288

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

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

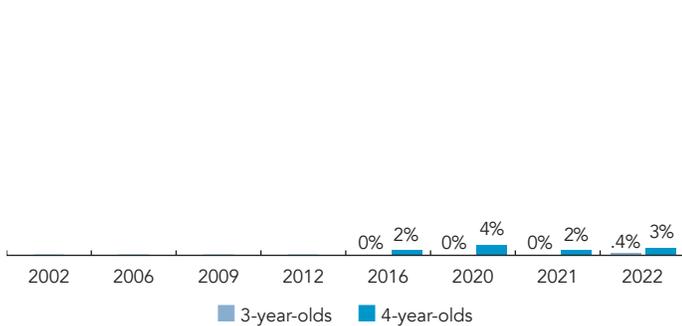
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

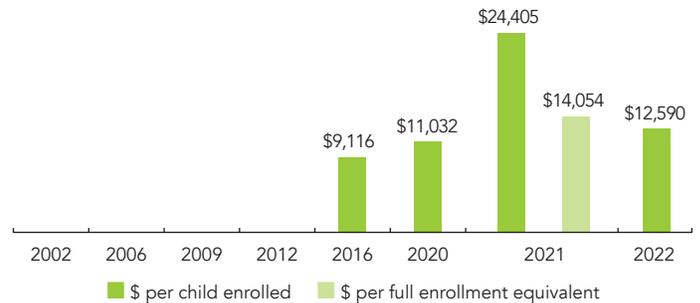


# Hawaii

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Hawaii preschool enrolled 549 children, an increase of 158 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$6,912,020, down \$2,630,313 (28%), adjusted for inflation since last year. State spending per child equaled \$12,590 in 2021-2022, down \$11,815 from 2020-2021, adjusted for inflation. Hawaii met 10 of 10 quality standards benchmarks.

## WHAT'S NEW

In the 2021-2022 school year, most Hawaii State Public Charter Schools elected to enroll their pre-K classrooms to their enrollment capacity and provided flexibility in the use of virtual instruction as needed due to COVID-19. In-person instruction, though, predominated throughout the year. For EOEL classrooms, all were at reduced capacity during the 2021-2022 school year and all offered in-person instruction exclusively.

The Hawaii State Legislature, through Act 257, Sessions Laws of Hawaii 2022, has appropriated \$200 million for the School Facilities Authority to add or expand access to prekindergarten for eligible children across the state for the fiscal year 2022-2023.

In January 2023, Hawaii was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$6.6 million. The University of Hawaii Systems is the lead in this grant.

## BACKGROUND

In Hawaii, the Executive Office on Early Learning (EOEL) Public Prekindergarten Program serves 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.

Beginning in SY 2020-2021, through Act 46, SLH 2020, the legislature gave statutory authority to the State Public Charter School Commission to administer the early learning program in charter schools. Act 46, SLH 2020 also changed the eligibility criteria to include both three- and four-year-old children. No other priority categories were defined.

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

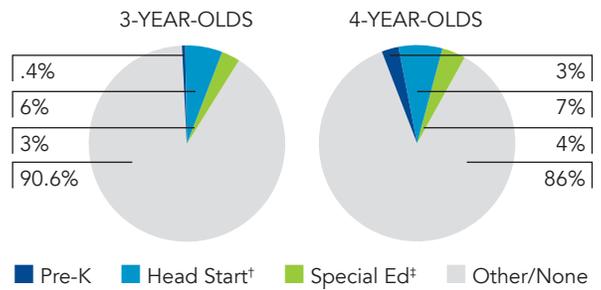
Hawaii's overall support for state-funded preschool, including enrollment and funding for Hawaii's EOEL Public Prekindergarten Program and the Hawaii SPCS Early Learning Program, is depicted in the first two pages of the state profile. The third page focuses solely on EOEL and the fourth on the SPCS.

# HAWAII STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	549
Special education enrollment, ages 3 and 4 .....	1,499
Federally funded Head Start enrollment, ages 3 and 4 .....	2,220
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

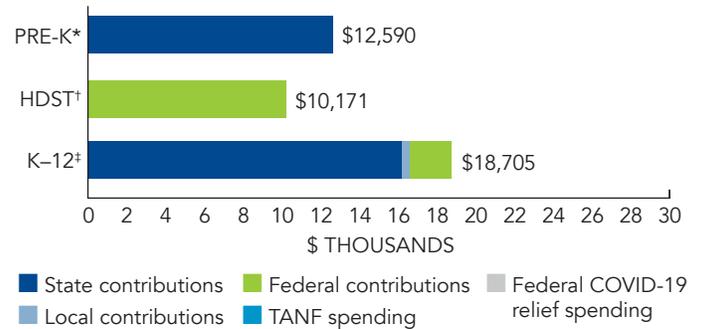


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$6,912,020
State Head Start spending .....	\$0
State spending per child enrolled .....	\$12,590
All reported spending per child enrolled* .....	\$12,590

## 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
45	32

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	4

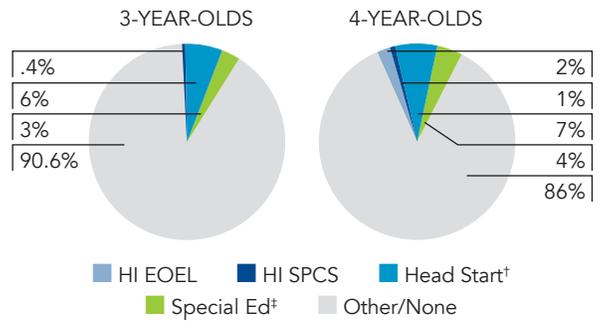
TOTAL BENCHMARKS MET
10

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

## ACCESS

Total state pre-K enrollment.....	318
School districts that offer state program.....	87% complex areas
Income requirement.....	300% FPL
Minimum hours of operation.....	30.5 hours/week; 5 days/week
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

10

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

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

## RESOURCES

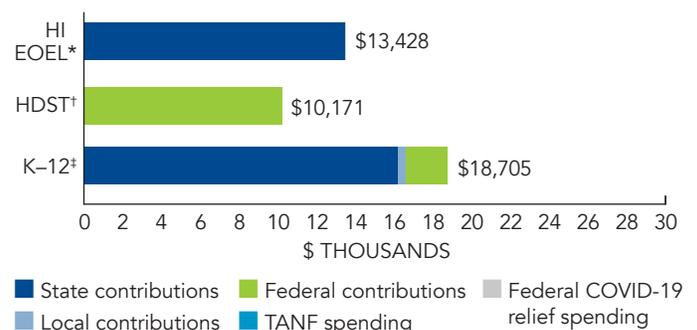
Total state pre-K spending .....	\$4,270,095
Local match required?.....	No
State spending per child enrolled .....	\$13,428
All reported spending per child enrolled* .....	\$13,428

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

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

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

## SPENDING PER CHILD ENROLLED

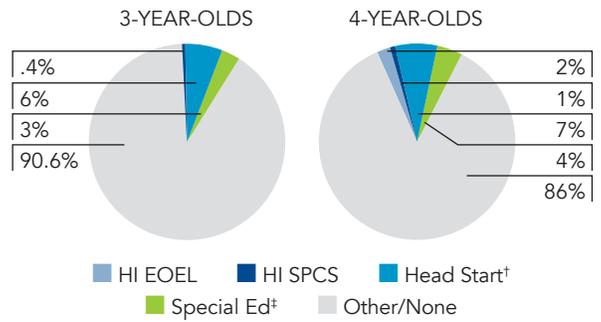


# HAWAII STATE PUBLIC CHARTER SCHOOL EARLY LEARNING PROGRAM

## ACCESS

Total state pre-K enrollment .....	231
School districts that offer state program .....	53% (complex areas)
Income requirement .....	No income requirement
Minimum hours of operation .....	30.5 hours/week; 5 days/week
Operating schedule .....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

10

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

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

## RESOURCES

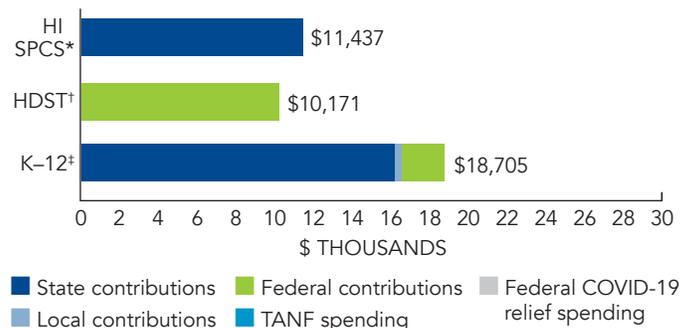
Total state pre-K spending .....	\$2,641,925
Local match required? .....	No
State spending per child enrolled .....	\$11,437
All reported spending per child enrolled* .....	\$11,437

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

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

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

## SPENDING PER CHILD ENROLLED



## NO PROGRAM

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

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

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

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

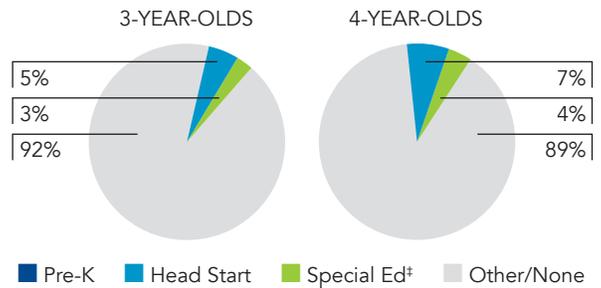
TOTAL BENCHMARKS MET
No Program

# IDAHO

## ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	1,963
Federally funded Head Start enrollment, ages 3 and 4 .....	3,059
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in special education not also enrolled in Head Start.

## QUALITY STANDARDS CHECKLIST

# NO PROGRAM

## RESOURCES

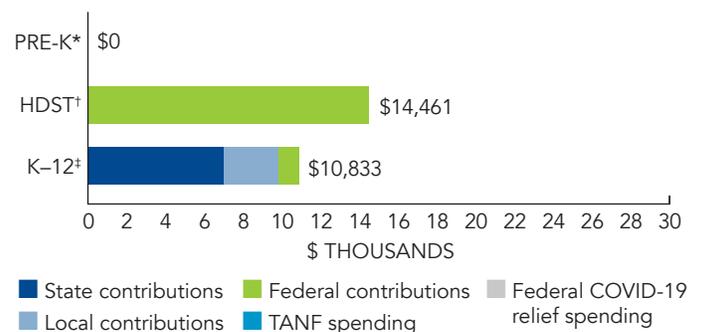
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

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

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

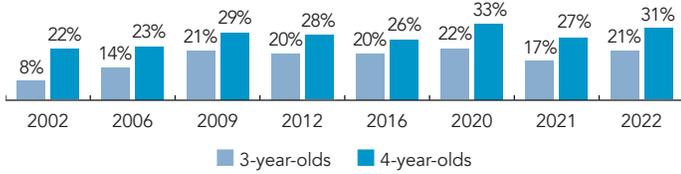
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Illinois preschool enrolled 76,243 children, an increase of 9,634 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$411,526,918, down \$35,737,811 (8%), adjusted for inflation since last year. State spending per child equaled \$5,398 in 2021-2022, down \$1,317 from 2020-2021, adjusted for inflation. Illinois met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

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

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

## BACKGROUND

The Illinois Prekindergarten Program for At-Risk Children was founded in 1985. The Illinois PFA initiative began in 2006 with the goal of providing pre-K to all 3- and 4-year-olds by 2012. Starting in 2017, the PFA Expansion Program began when the State was awarded a federal Preschool Development Grant. The Illinois PFA and PFA Expansion programs are now combined to operate in almost all counties; 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 ECBG, which also supports the Prevention Initiative for children birth to age three. ECBG funding must be used to serve children aged 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 below 400% of FPL, but there is limited 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.

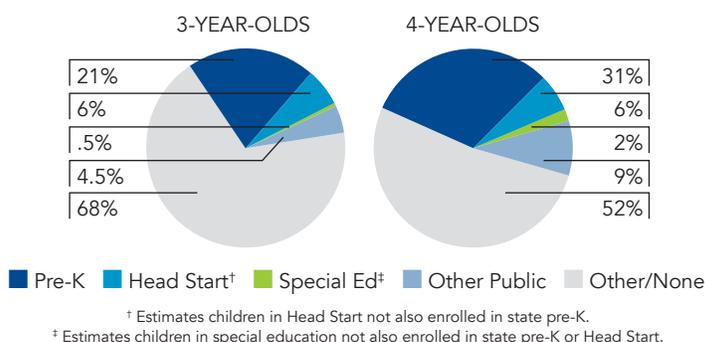
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
20	3	24	22	8

# ILLINOIS PRESCHOOL FOR ALL AND PRESCHOOL EXPANSION

## ACCESS

Total state pre-K enrollment .....	76,243
School districts that offer state program .....	97% (counties)
Income requirement .....	No income requirement
Minimum hours of operation .....	2.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	19,148
Federally funded Head Start enrollment, ages 3 and 4 .....	18,239
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

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

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

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



## RESOURCES

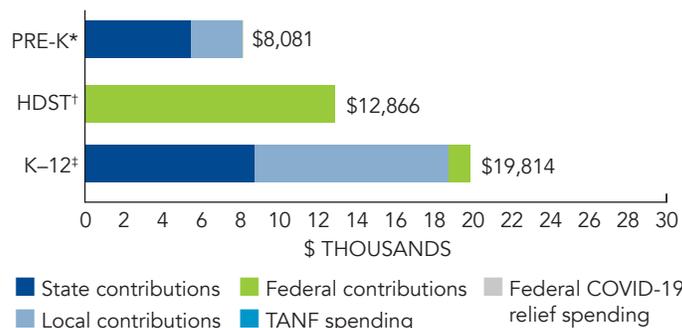
Total state pre-K spending .....	\$411,526,918
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,398
All reported spending per child enrolled* .....	\$8,081

\* 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

## 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 four-year-old children in high-quality early childhood education. The On My Way Pre-K program was signed into law in 2014 to provide grants to eligible, low-income four-year-old children for qualified early education services statewide. Services may be delivered via public schools, licensed or registered childcare programs who have achieved Level Three or Level Four in Paths to QUALITY™, or via accredited private schools.

In order to serve more children and compensate programs at current county market rates, On My Way Pre-K is able to co-fund vouchers with CCDF funds for families that also meet CCDF eligibility requirements, with a percentage of total state allocated funds reserved for non-eligible CCDF families up to 185% FPL.

In 2020-2021, On My Way Pre-K supported 4,793 children with \$4.6 million in state funding, over \$243,000 in local county match funds, as well as \$7.4 million in federal funding. The 2020-2021 pre-K year continued to meet enrollment challenges due to the COVID-19 pandemic and state lock downs at the normal time of recruitment and enrollment.

Indiana continues to build on the results of a Purdue University longitudinal study of the preschool children supported by these grants in years one and two, as well as a control group, following children through third grade. The study results demonstrated that children who attended the On My Way Pre-K program had stronger school readiness, language and literacy skills than their peers with similar family incomes who attended lower quality childcare or prekindergarten programs. Additional studies are being contracted through Purdue University to study the use of curriculums in Indiana and identifying the key ingredients of high-quality preschool programs in Indiana.

Additionally, again for a second year, On My Way Pre-K children from the 2021-2022 school year matched up positively compared to national norms established for all prekindergarten children in the annual Kindergarten Readiness Indicators assessment, conducted by NORC at the University of Chicago.

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

In December 2022, Indiana was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) three-year renewal grant for \$14 million. Indiana seeks to create a vibrant and sustainable Early Childhood Care and Education system that is steadfastly committed to ensuring children, especially those most underserved, arrive ready to thrive in kindergarten and beyond. While Family and Social Services Administration's (FSSA) Office of Early Childhood and Out-of-School Learning will serve as grant administrator, the office will collaborate closely with the Indiana Department of Education to plan and execute grant efforts along with partnership between many Early Childhood contracted agencies.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

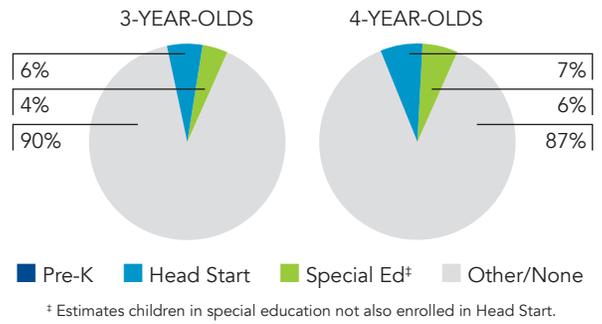
TOTAL BENCHMARKS MET
No Program

# INDIANA

## ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	10,009
Federally funded Head Start enrollment, ages 3 and 4 .....	10,757
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

# NO PROGRAM

## RESOURCES

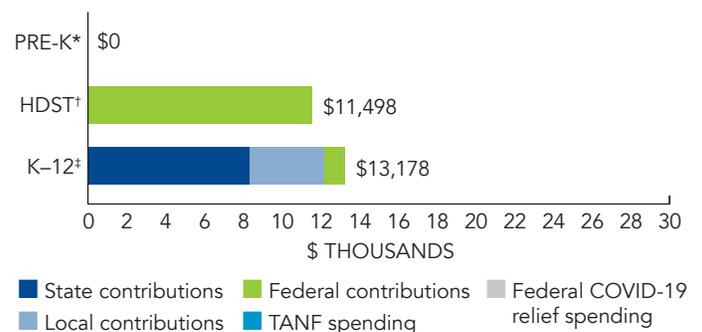
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

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

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

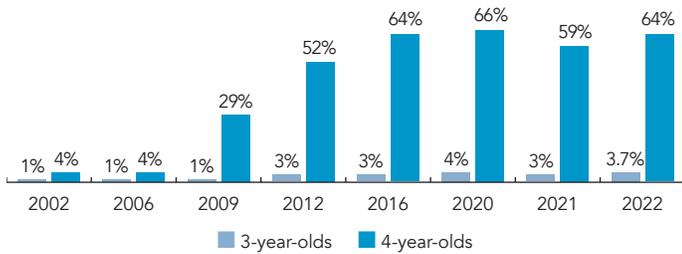
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Iowa preschool programs enrolled 27,078 children, an increase of 1,983 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$88,176,654, with an additional \$5,152,861 in federal recovery funds to support the program, down \$6,050,674 (6%), adjusted for inflation since last year. State spending per child (including federal recovery funds) equaled \$3,622 in 2021-2022, down \$530 from 2020-2021, adjusted for inflation. Iowa met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

Senate file 160 required districts to provide an option for in-person instruction for all children participating in Statewide Voluntary Preschool Programs (SWVPP). Families could choose in-person or virtual instruction for their children when a district provided both options.

Given many districts had experienced reduced enrollment (resulting in reduced funding), the School Budget Review Committee approved the Department of Education's use of ESSER III funds to back-fill SWVPP budgets in eligible districts due to lost enrollment during the 2020-2021 school year.

For Shared Visions (SV) grantees, new legislation now allows carryforward funding from the 2021-2022 program year, so grantees were not required to revert unspent funds at the end of the grant year. Additionally, a new state commitment provides SV grantees with access to an online program, which supports early language development and family engagement, during the 2022-2023 program year.

End of year reporting data reflects grantees' experiences with staffing shortages and a decrease in the availability of community resources and referral agencies. However, professional development provided virtually increased as did the quality and ability to access these opportunities.

Programs providing extended child care opportunities have an option to access one of two state-funded child care management systems, brightwheel and Playground. Programs that participate receive free technical assistance and support from a financial consultant.

## BACKGROUND

Iowa has two state-funded preschool programs: Shared Visions (SV) 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 childcare centers, other public non-profit agencies, and Head Start. Shared Visions serves children in part-, school-, or extended-day programs.

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

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

An important difference between the two state-funded preschool programs pertains to child eligibility. 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 29 of Iowa's 99 counties through 49 awarded grants. Programming is offered in 23 school district locations (through 16 school districts), representing less than 5% of school districts. In addition, services are provided in 26

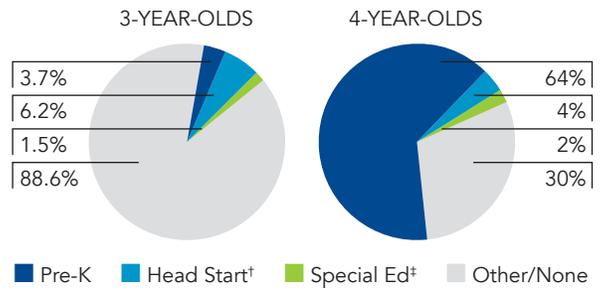
(continued)

## IOWA STATE OVERVIEW

### ACCESS

Total state pre-K enrollment .....	27,078
Special education enrollment, ages 3 and 4 .....	3,635
Federally funded Head Start enrollment, ages 3 and 4 .....	5,422
State-funded Head Start enrollment, ages 3 and 4.....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

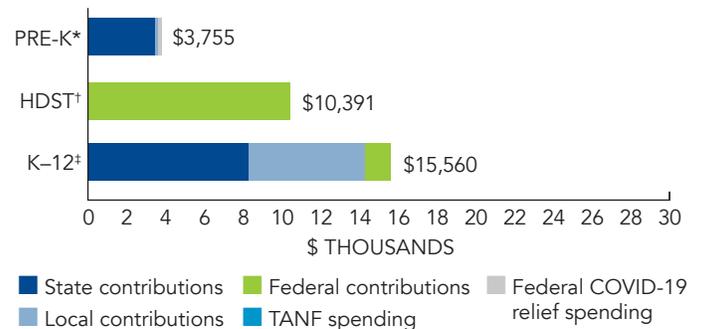


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$93,329,515
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,622
All reported spending per child enrolled* .....	\$3,755

### SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
5	22	39	43	8

other community-based locations, representing 11 organizations. In contrast, SWVPP, is available in 99% of school districts and all resident children who turn four by September 15 are eligible to attend.

Shared Visions lead teachers are required to meet the educational qualifications as outlined in the program standards selected within the awarded application. While requirements within selected program standards vary, 76% of lead teachers hold a BA degree or higher in early childhood, child development, or a related field, while another 22% hold an AA degree in early childhood or a related field. All SWVPP lead teachers must have at least a BA and an Iowa teaching license with an early childhood endorsement.

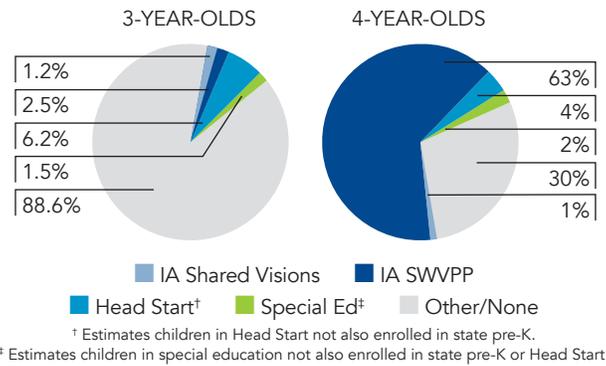
Iowa's overall support for state-funded preschool, including enrollment and funding for Shared Visions and SWVPP, is depicted in the first two pages of this state profile. The third page focuses on Shared Visions and the fourth page provides information on SWVPP.

# IOWA SHARED VISIONS

## ACCESS

Total state pre-K enrollment.....	1,057
School districts that offer state program.....	29% (counties)
Income requirement.....	130% FPL
Minimum hours of operation.....	Determined locally
Operating schedule.....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

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

7

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

## RESOURCES

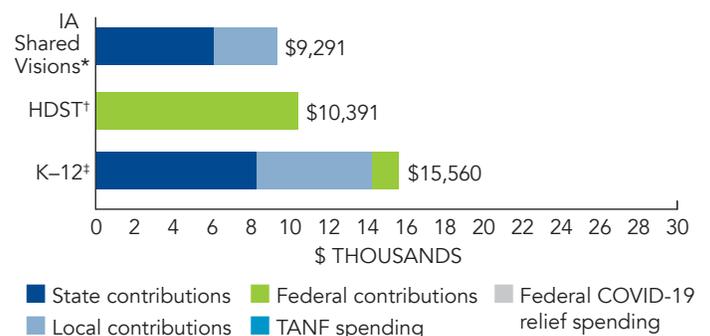
Total state pre-K spending .....	\$6,391,823
Local match required?.....	Yes
State spending per child enrolled .....	\$6,047
All reported spending per child enrolled* .....	\$9,291

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

† Head Start per-child spending 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

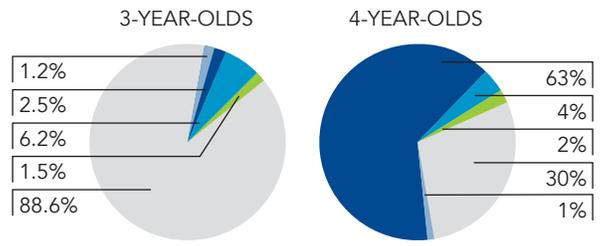


# IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment.....	26,021
School districts that offer state program.....	99%
Income requirement.....	No income requirement
Minimum hours of operation.....	10 hours/week
Operating schedule.....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

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

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

8

## RESOURCES

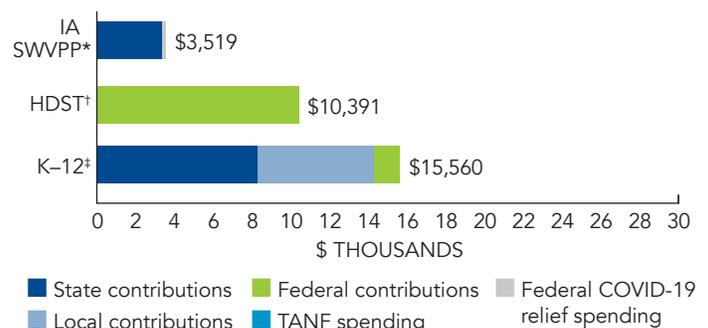
Total state pre-K spending .....	\$86,937,692
Local match required? .....	No
State spending per child enrolled .....	\$3,519
All reported spending per child enrolled* .....	\$3,519

\* 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.

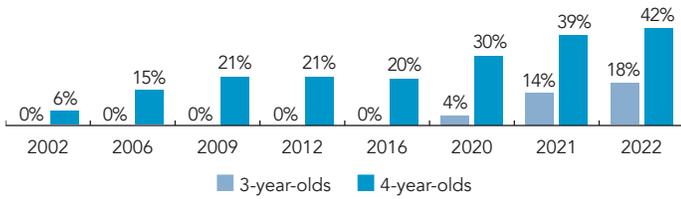
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Kansas preschool enrolled 22,579 children, an increase of 2,431 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$89,616,097, and an additional \$4,132,317 in TANF funds supports the program, up \$3,499,287 (4%), adjusted for inflation since last year. State spending per child equaled \$4,152 in 2021-2022, down \$327 from 2020-2021, adjusted for inflation. Kansas met 6 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2021-2022 school year, the Kansas State Board of Education (KSBE) extended a time of emergency to allow anyone with a five-year substitute or an emergency substitute teaching license, or certificate with a baccalaureate degree to teach.

Kansas is also now using Medicaid eligibility data to qualify children for free- or reduced-price school meals. As children who qualify for free meals also qualify as preschool-aged at-risk, the state anticipates that this will lead to an increase in preschool-aged at-risk enrollment.

In December 2022, Kansas was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$4 million. With these funds, the state will conduct a statewide comprehensive needs assessment to inform a five-year *All in for Kansas Kids* strategic plan.

## BACKGROUND

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

The Kansas Preschool-Aged At-Risk Program was available in 255 out of 286 school districts during the 2021-2022 school year, and KPP was available in 127 out of 286 school districts. Both programs are permitted to serve certain 3-year-olds, who are reported for the first time in 2021-2022.

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

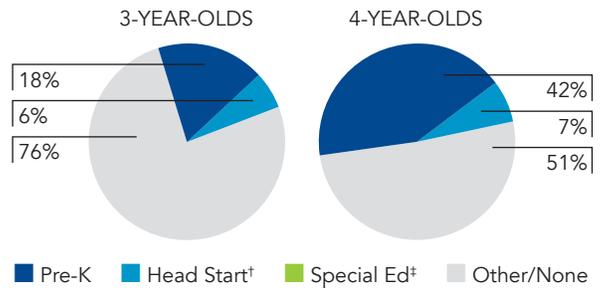
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
12	5	34	41	6

# PRESCHOOL OFFERED BY PUBLIC SCHOOL DISTRICTS

## ACCESS

Total state pre-K enrollment .....	22,579
School districts that offer state program .....	99%
Income requirement .....	KPP: 185% FPL; PAAR: 130% FPL
Minimum hours of operation .....	465 hours/year
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	6,522
Federally funded Head Start enrollment, ages 3 and 4 .....	4,875
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

6

## RESOURCES

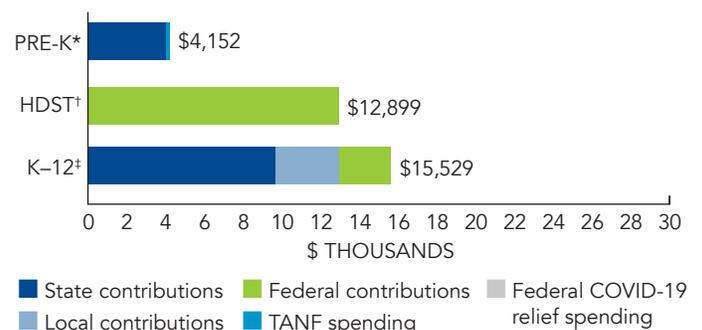
Total state pre-K spending .....	\$93,748,414
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,152
All reported spending per child enrolled* .....	\$4,152

\* 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.

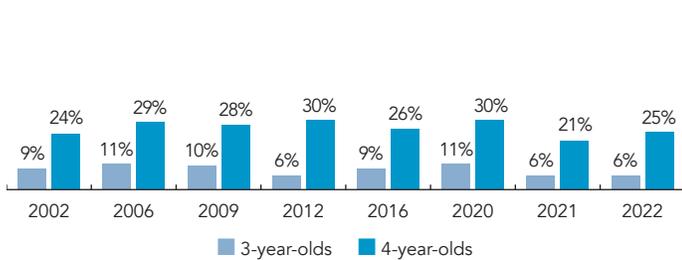
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Kentucky preschool enrolled 17,611 children, an increase of 2,187 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$100,739,010 with an additional \$19,081,493 in federal recovery funds to support the program, up \$7,785,654 (7%), adjusted for inflation since last year. State spending per child (including federal recovery funds) equaled \$6,804 in 2021-2022, down \$460 from 2020-2021, adjusted for inflation. Kentucky met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

In December 2022, Kentucky was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$11,990,400. Funds will be used to refresh Kentucky's needs assessment and strategic plan; support family engagement; document exemplar practices, opportunities, and gaps; and effectively transition children across the continuum of educational milestones, prioritizing highly vulnerable and un- or under-served children. With this grant, Kentucky will support working families to ensure children have a strong start in school and life and grow Kentucky's economy in the process.

Enrollment in the Kentucky Preschool Program (KPP) increased for the first time since the pandemic, which may be a result of recruitment and retention activities discussed by the Commissioner's Preschool Coordinator Advisory Group. In June 2022, the state's revised Early Childhood Standards and Family Guides were officially launched and are aligned with the Kentucky Academic Standards and include supports for dual language learners and additional resources.

During the pandemic, including the 2021-2022 school year, participation in All STARS (QRIS) was not monitored and ECERS data were not collected. In 2022-2023, program quality data were collected again for planning purposes. In September 2021, the Kentucky General Assembly passed Senate Bill 1 (SB1), an act relating to the delivery of education and care for children and declaring an emergency. SB1 provides supports and flexibilities for schools during the pandemic. The state developed guidance to support school districts with implementation of SB1, which includes support for preschool students.

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

## BACKGROUND

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

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

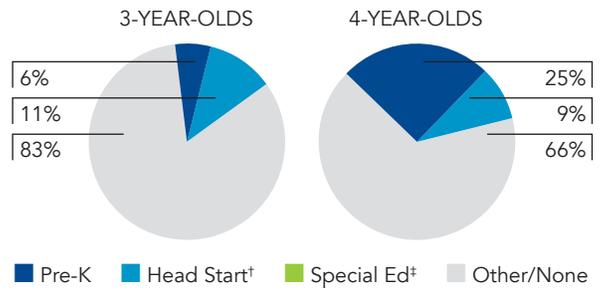
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
24	18	19	11	8*

# KENTUCKY PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment.....	17,611
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.....	8,210
Federally funded Head Start enrollment, ages 3 and 4.....	11,557
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

8\*

## RESOURCES

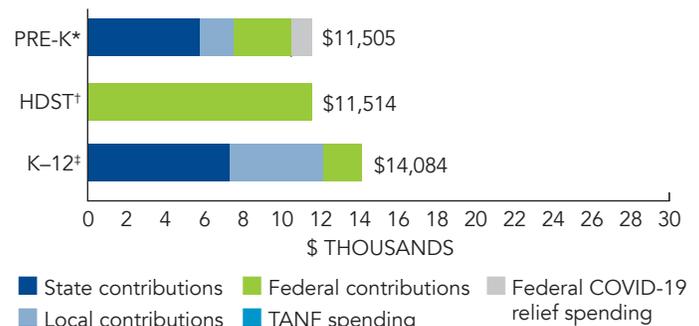
Total state pre-K spending.....	\$119,820,503
Local match required?.....	No
State Head Start spending.....	\$0
State spending per child enrolled.....	\$6,804
All reported spending per child enrolled*.....	\$11,505

\* 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.

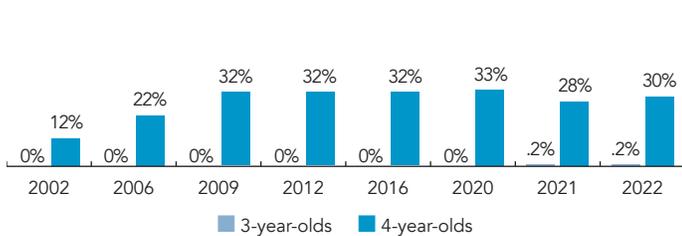
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Louisiana preschool enrolled 17,995 children, an increase of 532 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$40,156,178 and an additional \$50,495,657 in TANF funds supports the program, down \$8,395,125 (8%), adjusted for inflation since last year. State spending per child (including TANF) equaled \$5,038 in 2021-2022, down \$634 from 2020-2021, adjusted for inflation. Louisiana met an average of 7.9 of 10 quality standards benchmarks.

## WHAT'S NEW

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

## BACKGROUND

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

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

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

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

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

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

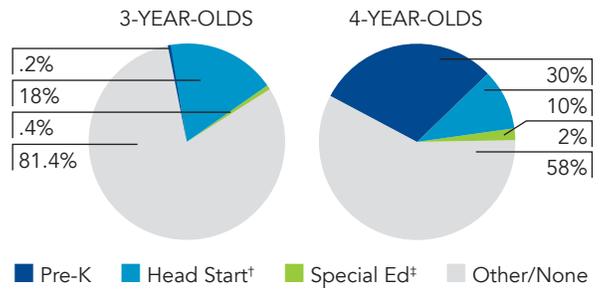
Louisiana's overall support for state-funded preschool, including enrollment and funding for 8(g), LA 4, and NSECD, is depicted in the first two pages of this state profile. The third page focuses on 8(g), the fourth page on LA 4, and the fifth page on NSECD.

# LOUISIANA STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	17,995
Special education enrollment, ages 3 and 4 .....	4,286
Federally funded Head Start enrollment, ages 3 and 4 .....	16,303
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

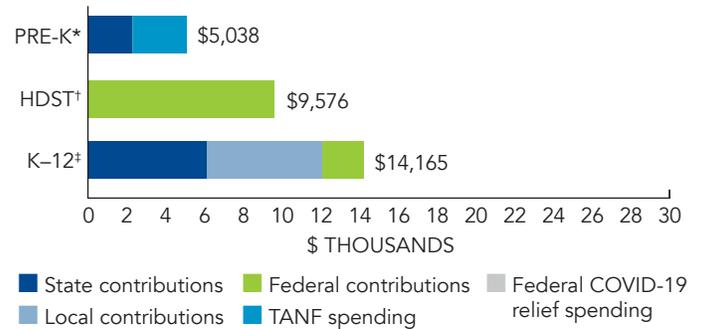


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$90,651,835
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,038
All reported spending per child enrolled*	\$5,038

## SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
21	34

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	35

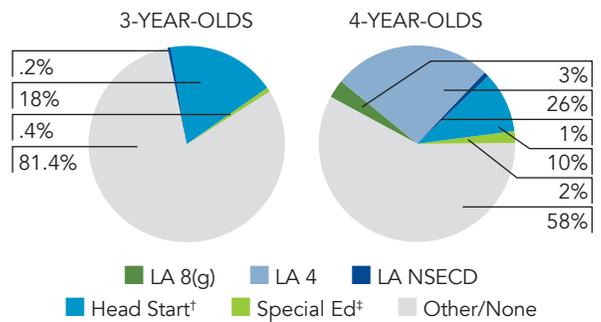
TOTAL BENCHMARKS MET
79

# LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

## ACCESS

Total state pre-K enrollment ..... 1,802  
 School districts that offer state program ..... 91% (LEAs)  
 Income requirement ..... 200% FPL  
 Minimum hours of operation ..... 6 hours/day; 5 days/week  
 Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

7

## RESOURCES

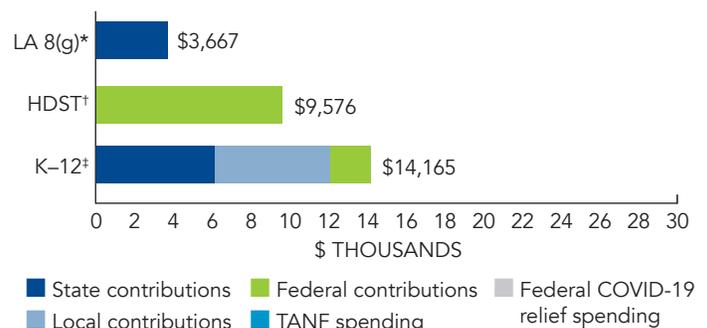
Total state pre-K spending ..... \$6,608,136  
 Local match required? ..... No  
 State spending per child enrolled ..... \$3,667  
 All reported spending per child enrolled\* ..... \$3,667

\* 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

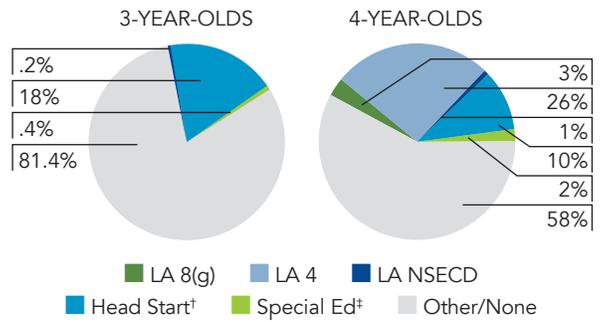


# CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

## ACCESS

Total state pre-K enrollment.....	15,383
School districts that offer state program.....	97% (parishes)
Income requirement.....	200% FPL
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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



## RESOURCES

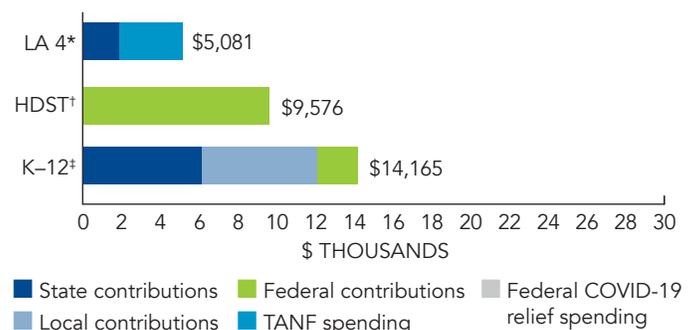
Total state pre-K spending .....	\$78,154,277
Local match required?.....	No
State spending per child enrolled .....	\$5,081
All reported spending per child enrolled* .....	\$5,081

\* 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

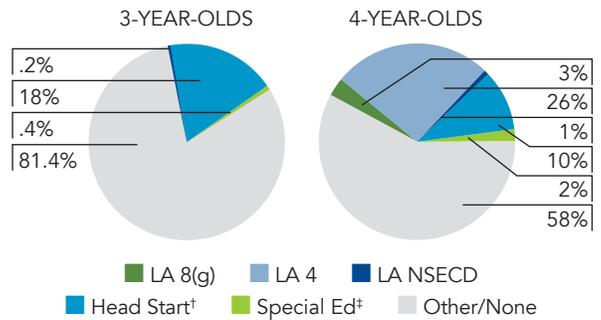


# LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

## ACCESS

Total state pre-K enrollment.....	810
School districts that offer state program.....	20% (parishes)
Income requirement.....	200% FPL
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

7

## RESOURCES

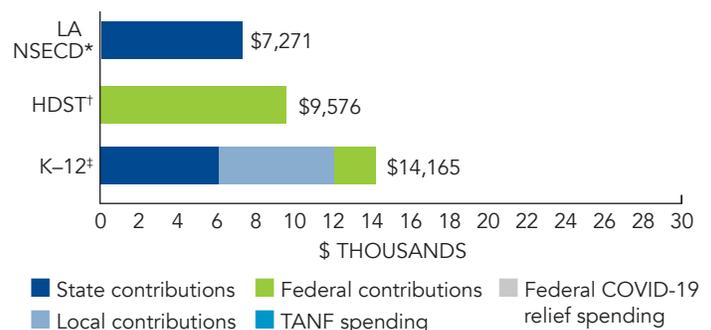
Total state pre-K spending .....	\$5,889,422
Local match required? .....	No
State spending per child enrolled .....	\$7,271
All reported spending per child enrolled* .....	\$7,271

\* 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.

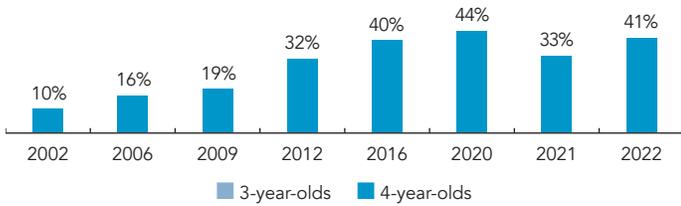
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Maine preschool enrolled 5,591 children, an increase of 1,012 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$22,675,135 down \$5,188,785 (19%), adjusted for inflation since last year. State spending per child equaled \$4,056 in 2021-2022, down \$2,030 from 2020-2021, adjusted for inflation. Maine met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

In 2021, Maine's Department of Education received funding through a Maine Jobs and Recovery Plan approved by the Governor's office to support expansion of public Pre-K. School administrative units (SAUs) applied for funding to support the addition of available seats in Pre-K and/or to support their programs moving from part day/part week to full day/full week programming. In the 2022-2023 school year, 10 SAUs were awarded these grants and are currently implementing their plans. This funding also added two staff positions to the Department of Education's Early Learning Team to support implementation of high-quality Pre-K expansion projects and grant contracts.

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

## BACKGROUND

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

PPP classrooms function as either stand-alone programs located in public schools or SAUs partner with 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.

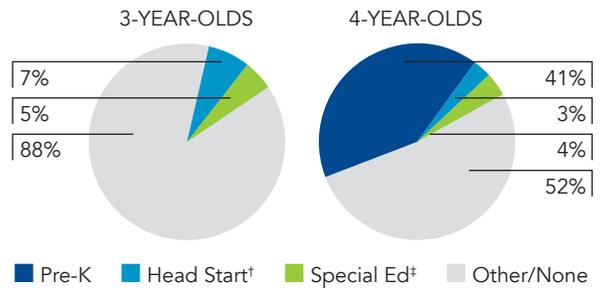
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
14	None Served	35	27	9

# MAINE PUBLIC PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment .....	5,591
School districts that offer state program .....	77% (eligible school administrative units)
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 .....	2,083
Federally funded Head Start enrollment, ages 3 and 4 .....	2,172
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	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Educator Technician II (at least 9 ECE credits)	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers only); PD plans (teachers only)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	16 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

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

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

9

## RESOURCES

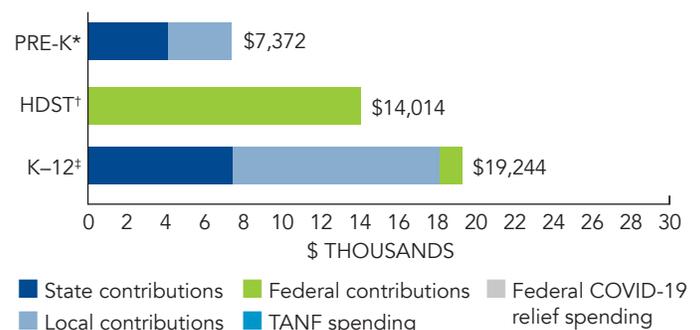
Total state pre-K spending .....	\$22,675,135
Local match required? .....	Yes
State Head Start spending .....	\$3,087,734
State spending per child enrolled .....	\$4,056
All reported spending per child enrolled* .....	\$7,372

\* 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.

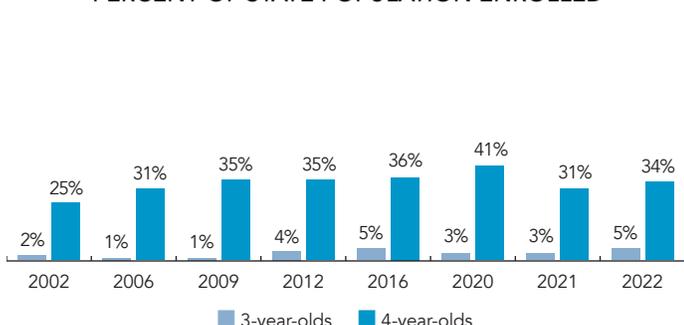
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Maryland preschool enrolled 29,318 children, an increase of 4,253 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$210,328,097, down \$55,523,417 (21%), adjusted for inflation since last year. State spending per child equaled \$7,174 in 2021-2022, down \$3,432 from 2020-2021, adjusted for inflation. Maryland met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

House Bill 1300 "Blueprint for Maryland's Future" put in place an increase in preschool funding over the next 10 years to support prekindergarten expansion in the state. As a result, along with multiple education reforms, the Maryland State Department of Education (MSDE) is charged with establishing and implementing high-quality prekindergarten programming by expanding voluntary prekindergarten in a mixed-delivery system for 3- and 4-year-old children from families earning incomes at or below 300% FPL beginning in FY 2023.

## BACKGROUND

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

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

Maryland also has 60 "Judy Centers" located in Title 1 schools that work collaboratively with elementary schools and community-based providers to offer comprehensive, year-round early learning services for children birth to age six.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
16	21

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	8

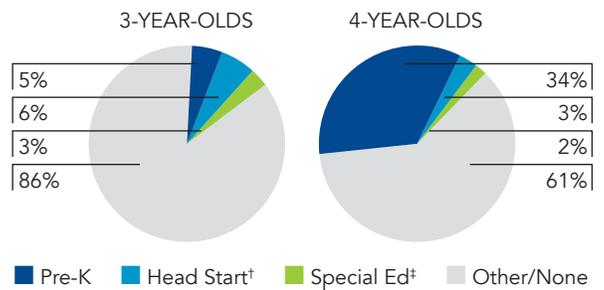
TOTAL BENCHMARKS MET
7

# MARYLAND PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	29,318
School districts that offer state program .....	100%
Income requirement .....	185% FPL (part-day); 300% FPL (full-day)
Minimum hours of operation .....	2.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	7,911
Federally funded Head Start enrollment, ages 3 and 4 .....	6,898
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

7

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

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

## RESOURCES

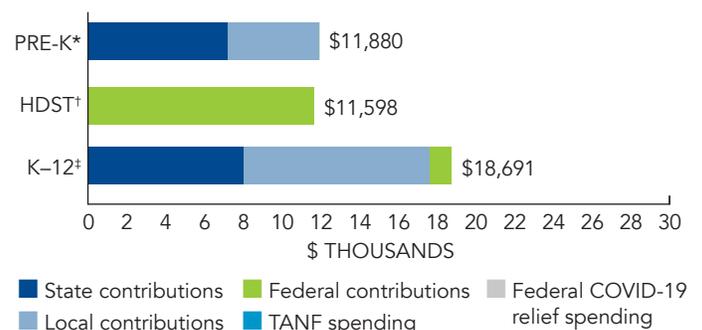
Total state pre-K spending .....	\$210,328,097
Local match required? .....	No
State Head Start spending .....	\$2,440,960
State spending per child enrolled .....	\$7,174
All reported spending per child enrolled* .....	\$11,880

\* 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.

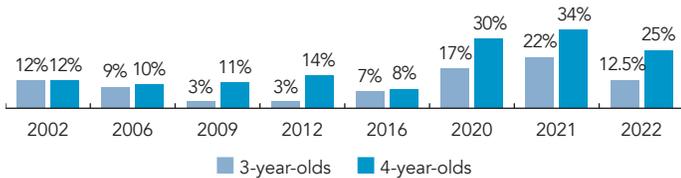
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

Massachusetts preschool programs enrolled 28,555 children in 2021-2022, a decrease of 12,939 children from the prior year (the state’s preschool programs included in this report changed). State spending totaled \$57,892,749, down \$25,536,923 (31%), adjusted for inflation, since last year. State spending per child equaled \$2,027 in 2021-2022, up \$17 from 2020-2021, adjusted for inflation. Massachusetts met an average of 6 of 10 quality standards benchmarks.

## WHAT’S NEW

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

## BACKGROUND

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

In 2019, EEC launched its Commonwealth Preschool Partnerships Initiative (CPPI), which supports high quality preschool access for children from age 2 years and 9 months until they reach the locally determined kindergarten eligibility age. It is included in this report for the first time. State funding is awarded directly to public school districts that serve as the fiscal and programmatic managers of the grant. Funded school districts are required to subcontract with non-profit organizations from their communities to implement the grant requirements. State funding in the amount of \$10 million was used to supplement \$8,516,797 in federal funding to support CPPI program implementation in 2021.

Finally, in 2020, as part of its COVID relief efforts, the state provided direct grants to licensed programs to support ongoing efforts to maintain preschool access by supporting investments in educator salaries. Grant funding was continued for investments in salaries with federal funds in 2021.

Massachusetts also supports preschool enrollment through the Chapter 70 funding stream, which is the state’s funding formula for K-12 public schools. For the 2021-2022 school year, \$47.9 million in state and local funding supported preschool-age children. All children in the state are eligible for the program and are served in public school settings, but local districts can set their own eligibility priorities. Lead teachers are required to have at least a bachelor’s degree and a Preschool through Grade 2 license.

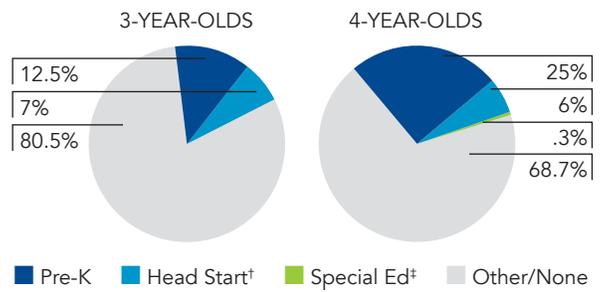
Massachusetts’ overall support for state-funded preschool, including enrollment and funding for both CPPI and Chapter 70, is depicted in the first two pages of this state profile. The third page focuses solely on CPPI, and the fourth page provides information on Chapter 70.

# MASSACHUSETTS STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	28,555
Special education enrollment, ages 3 and 4 .....	9,428
Federally funded Head Start enrollment, ages 3 and 4 .....	8,970
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

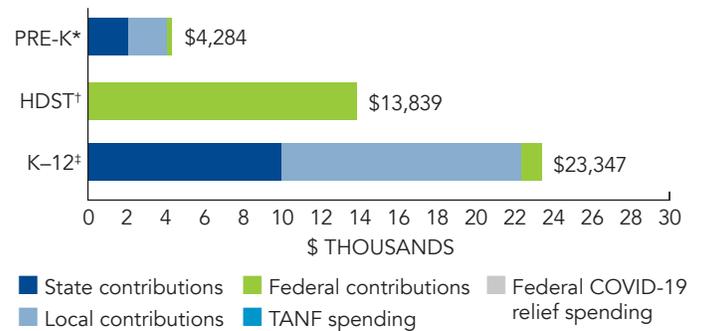


† Some Head Start children may also be counted in state pre-K (Chapter 70).  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$57,892,749
State Head Start spending .....	\$15,000,000
State spending per child enrolled .....	\$2,027
All reported spending per child enrolled*	\$4,284

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
25	9

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
45	38

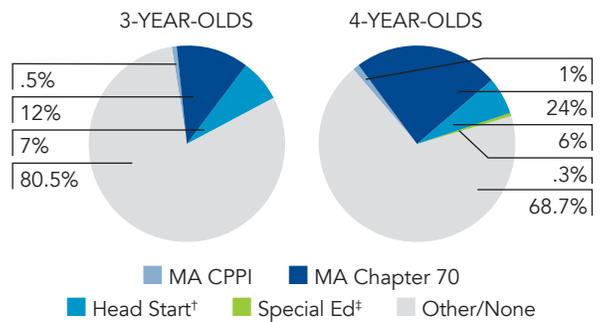
TOTAL BENCHMARKS MET
6

# COMMONWEALTH PRESCHOOL PARTNERSHIPS INITIATIVE

## ACCESS

Total state pre-K enrollment ..... 841  
 School districts that offer state program ..... 7% (towns/communities)  
 Income requirement ..... No income requirement  
 Minimum hours of operation ..... 6 hours/day; 5 days/week  
 Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

6

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

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

## RESOURCES

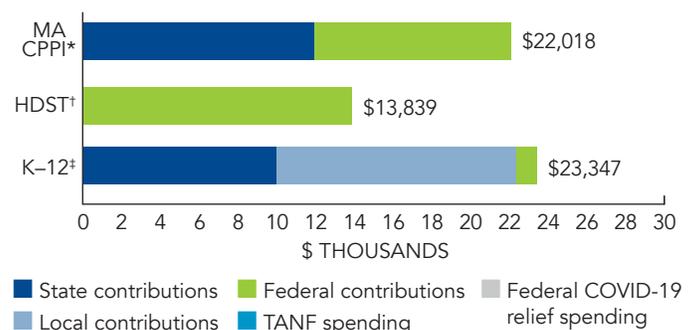
Total state pre-K spending ..... \$10,000,000  
 Local match required? ..... No  
 State spending per child enrolled ..... \$11,891  
 All reported spending per child enrolled\* ..... \$22,018

\* 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

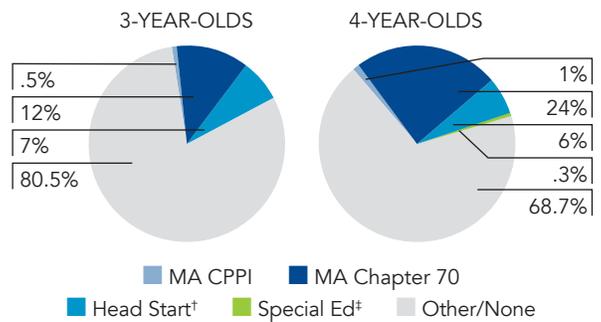


# MASSACHUSETTS CHAPTER 70

## ACCESS

Total state pre-K enrollment .....	27,714
School districts that offer state program .....	100%
Income requirement .....	No income requirement
Minimum hours of operation .....	Determined locally
Operating schedule .....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

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## RESOURCES

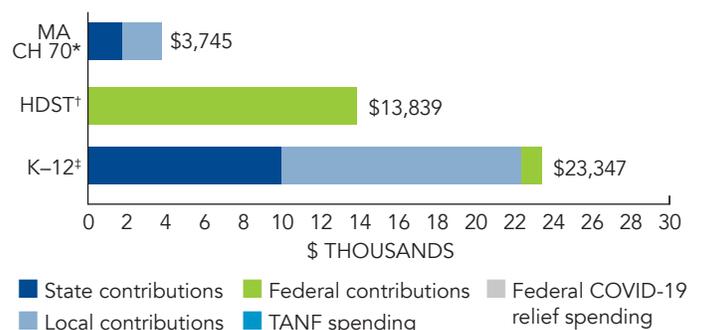
Total state pre-K spending .....	\$47,892
Local match required? .....	Yes
State spending per child enrolled .....	\$1,728
All reported spending per child enrolled* .....	\$3,745

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

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

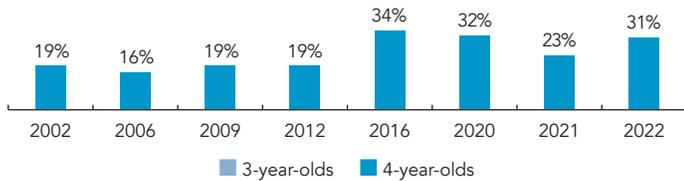
‡ K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, the Michigan Great Start School Readiness (GSRP) preschool program enrolled 35,895 children, an increase of 9,120 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$307,120,000, with an additional \$121,000,000 in federal recovery funds to support the program, up \$157,801,236 (58%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$11,927 in 2021-2022, up \$1,831 from 2020-2021, adjusted for inflation. Michigan met 10 of 10 quality standards benchmarks.

## WHAT'S NEW

The state legislation appropriated \$121 million in federal recovery funding to expand GSRP to serve an additional 17,000 to 22,000 eligible children over the next few years with the goal of reaching 90% of 4-year-olds in families at or below 250% FPL. Over time, state funds will replace the federal recovery dollars. The state legislature approved an increase in GSRP per child funding from \$7,250 to \$8,700 for a full-day slot, matching the base foundation allowance of K-12. The Early Childhood Standards of Quality for Prekindergarten (now Birth through Kindergarten) were updated and approved by the Michigan State Board of Education on November 15, 2022.

The Michigan Department of Education (MDE) received a Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$4 million in December 2022 to create workforce and family engagement needs assessments that will be incorporated into [Michigan's Collective Early Childhood Action Plan](#). MDE and partners will create a family-facing enrollment and eligibility tool and will support the workforce by piloting a competitive wage scale to address critical shortages in the early childhood system.

## BACKGROUND

Established in 1985, the GSRP, formerly known as Michigan School Readiness Program, provides preschool education for at-risk 4-year-olds, and is associated with the state's early childhood initiative. Starting in 2013-2014, 90% of families had to be at or below 250% FPL with some exceptions for up to 300% FPL. In 2021-2022, up to 15% of children could be over the income threshold, up from 10%. Any family over-income must pay a fee on a locally determined sliding scale unless they are homeless, in foster care, or have an IEP recommending placement in an inclusive preschool setting. GSRP serves the majority of children in school-day programs. Intermediate School Districts (ISDs) serve as program grantees, but they may distribute funds to local school districts and to providers in community-based settings to offer GSRP. GSRP providers must attain a three-star or higher rating in Michigan's Great Start to Quality 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, and funding to recruit families and increase public awareness of GSRP, and \$350,000 is appropriated for ongoing statewide evaluation activities.

Michigan's Developmental Kindergarten (not included in this report) is the first year of a two-year kindergarten program for children who turn 5 between September 2 and December 1 or whose parents and/or schools feel they are "not ready", usually those with birthdays between July and Sept. 1. It is funded in the same way as kindergarten using the school funding formula and follows kindergarten requirements. DK enrolled 6,580 4-year-olds with \$57,246,000 in total spending in 2021-2022.

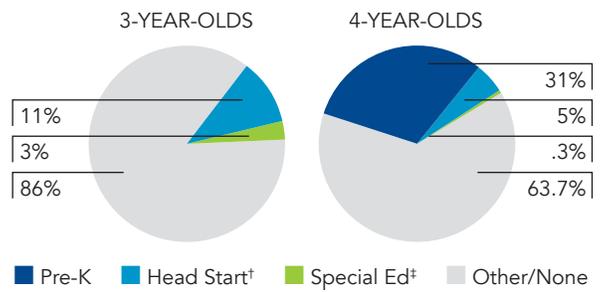
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
19	None Served	6	6	10*

# MICHIGAN GREAT START READINESS PROGRAM

## ACCESS

Total state pre-K enrollment .....	35,895
School districts that offer state program .....	99% (counties)
Income requirement .....	250% FPL
Minimum hours of operation .....	3 hours/day; 4 days/week
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	10,374
Federally funded Head Start enrollment, ages 3 and 4 .....	22,895
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

10\*

## RESOURCES

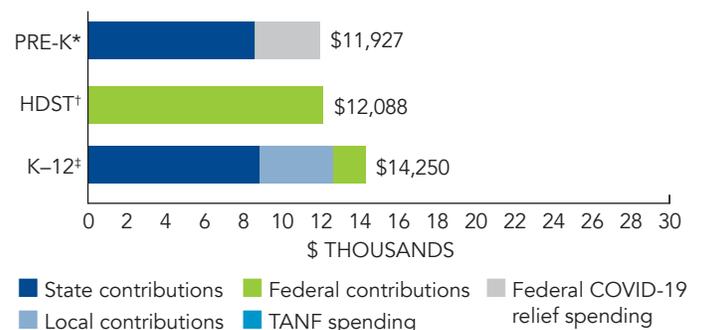
Total state pre-K spending .....	\$428,120,000
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$11,927
All reported spending per child enrolled* .....	\$11,927

\* 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.

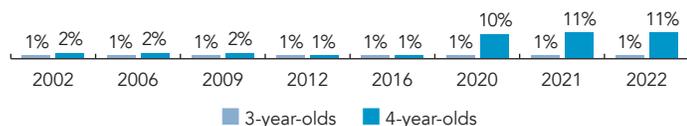
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Minnesota enrolled 8,044 children, a decrease of 93 children from the prior year. State spending totaled \$50,319,320, down \$2,358,781 (4%), adjusted for inflation, since last year. State spending per child equaled \$6,256 in 2021-2022, down \$218 from 2020-2021, adjusted for inflation. Minnesota met an average of 5.4 of 10 quality standards benchmarks.

## WHAT'S NEW

Funding for 4,000 seats was scheduled to end after the 2020-2021 school year but the state legislature extended funding through Fiscal Year 2023. Federal relief funding remained available to programs during the 2021-2022 school year, including for summer programs. State funding and Preschool Development Grant funds were used to increase professional learning opportunities. The state is committed to supporting mixed-delivery partnerships between public schools, Head Start, and community-based providers. Finding qualified staff was a challenge for many preschool programs. In December 2022, the Minnesota Department of Education received a Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$4 million to focus on improved systems supports, accelerating local mixed-delivery work, and workforce compensation parity activities.

## BACKGROUND

Minnesota financially supplements federally designated Head Start and Early Head Start programs 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. Total state funding for Head Start was \$25.1 million and programs decide at the local level if funds are used for Head Start or Early Head Start. Recently there has been a shift towards more funding being used for Early Head Start.

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

Across VPK and SRP, more than 7,000 seats were allocated to 130 school districts (including charter schools) at 217 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 Prekindergarten standards build on existing School Readiness standards by requiring the use of a defined list of curriculum and assessment tools aligned with the early learning standards and Kindergarten Entrance Assessment, paying knowledgeable teaching staff wages comparable to local K-12 teachers, observing teacher-child interactions to guide professional development using an approved instrument, involving parents in transition planning, and measuring the impact of the program through either a self- or state-designed tool.

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

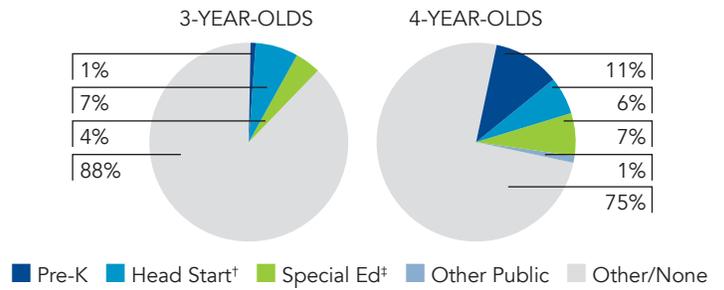
Minnesota's overall support for state-funded preschool, including enrollment and funding for both Minnesota Head Start and VPK/SRP, is depicted in the first two pages of this state profile. The third page focuses solely on Minnesota Head Start and the fourth page provides information on VPK/SRP.

# MINNESOTA STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	8,044
Special education enrollment, ages 3 and 4 .....	8,980
Federally funded Head Start enrollment, ages 3 and 4 .....	8,955
State-funded Head Start enrollment, ages 3 and 4.....	829

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

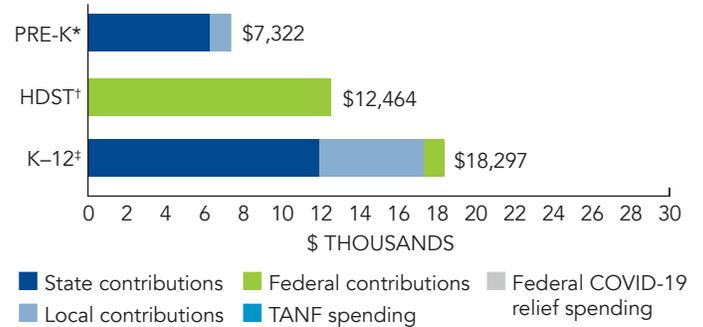


† Some Head Start children may also be counted in state pre-K (VPK/SRP).  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$50,319,320
State Head Start spending .....	\$9,634,157
State spending per child enrolled .....	\$6,256
All reported spending per child enrolled*	\$7,322

## SPENDING PER CHILD ENROLLED



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

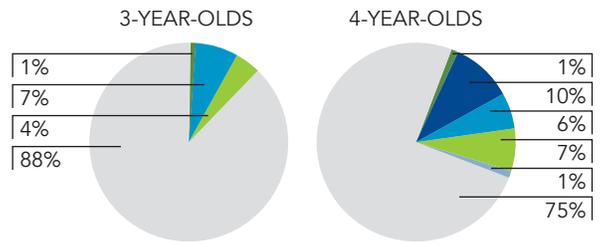
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
35	31	22	28	5.4

# MINNESOTA HEAD START

## ACCESS

Total state pre-K enrollment .....	829
School districts that offer state program .....	100% (counties/parishes)
Income requirement .....	Per Federal Head Start: 100% FPL
Minimum hours of operation	Per Federal Head Start Program Performance Standards
Operating schedule .....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ MN HdSt ■ MN VPK/SRP ■ Head Start<sup>†</sup>  
■ Special Ed<sup>‡</sup> ■ Other Public ■ Other/None  
<sup>†</sup> Some Head Start children may also be counted in state pre-K (VPK/SRP).  
<sup>‡</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

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

9

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

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

## RESOURCES

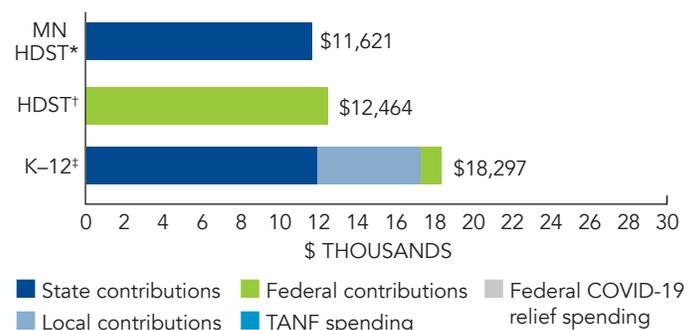
Total state pre-K spending .....	\$9,634,157
Local match required? .....	No
State spending per child enrolled .....	\$11,621
All reported spending per child enrolled* .....	\$11,621

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

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

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

## SPENDING PER CHILD ENROLLED

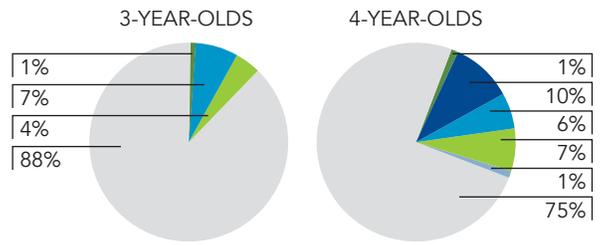


# MINNESOTA VOLUNTARY PREKINDERGARTEN AND SCHOOL READINESS PLUS

## ACCESS

Total state pre-K enrollment ..... 7,215  
 School districts that offer state program ... 33%; 10% (charter schools)  
 Income requirement ..... No income requirement  
 Minimum hours of operation ..... 350 instructional hours/school year  
 Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ MN HdSt ■ MN VPK/SRP ■ Head Start<sup>†</sup>  
■ Special Ed<sup>‡</sup> ■ Other Public ■ Other/None  
<sup>†</sup> Some Head Start children may also be counted in state pre-K (VPK/SRP).  
<sup>‡</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

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

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

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

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## RESOURCES

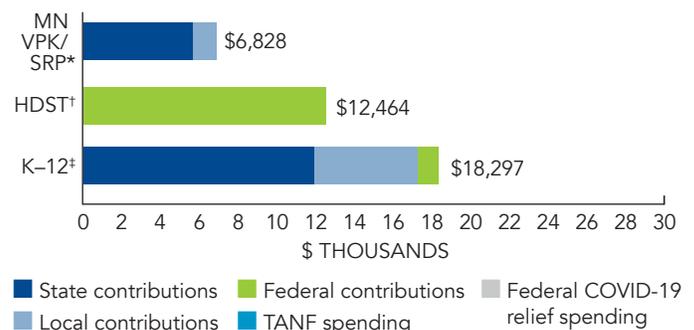
Total state pre-K spending ..... \$40,685,163  
 Local match required? ..... No  
 State spending per child enrolled ..... \$5,639  
 All reported spending per child enrolled\* ..... \$6,828

\* 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.

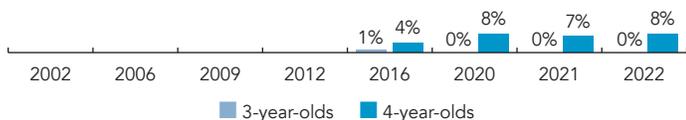
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# Mississippi

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Mississippi preschool enrolled 2,807 children, an increase of 80 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$8,000,000, with an additional \$829,003 in federal recovery funds to support the program, up \$466,820 (6%), adjusted for inflation since last year. State spending per child (including federal recovery funds) equaled \$3,145 in 2021-2022, up \$79 from 2020-2021, adjusted for inflation. Mississippi met 10 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2021-2022 school year, the legislature provided an additional \$8 million in planning grants for ELCs to prepare to open 2,900 more seats during the 2022-2023 school year. This expansion continued during the 2022-2023 school year, with another \$8 million for additional planning grants to open 3,040 seats more during the 2023-2024 school year. Preschool enrollment should triple by the 2023-2024 school year and state funding will equal \$24 million. Additionally, during the 2022 legislative session \$20 million was appropriated to fund additional preschool programs in school settings, in the State Invested Pre-K (SIP) Program.

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

## BACKGROUND

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

The program was initially funded at \$3 million per year and increased to \$4 million for the 2016-2017 school year. Since 2017, nine new ELCs were funded. In 2021, the legislature doubled the funding to \$16 million which will provide an additional 3,040 seats for the ELC Pre- Kindergarten program. As long as the ELC Act of 2013 is funded, current Collaboratives that meet program requirements will continue to be funded. The legislature increased the per pupil rates starting in the 2020-2021 school year.

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

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 and also supports local programs to improve pre-K quality and access. Pre-K programs also implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation, including curricula aligned with the Mississippi Department of Education's Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
41	23

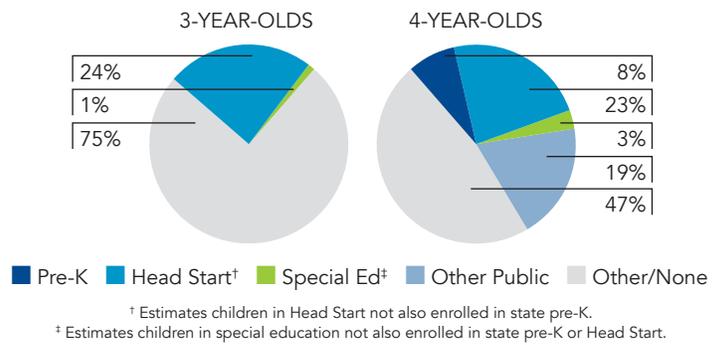
TOTAL BENCHMARKS MET
10

# MISSISSIPPI EARLY LEARNING COLLABORATIVE

## ACCESS

Total state pre-K enrollment .....	2,807
School districts that offer state program .....	17%
Income requirement .....	No income requirement
Minimum hours of operation .....	4 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	3,109
Federally funded Head Start enrollment, ages 3 and 4 .....	17,827
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

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

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

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

10

## RESOURCES

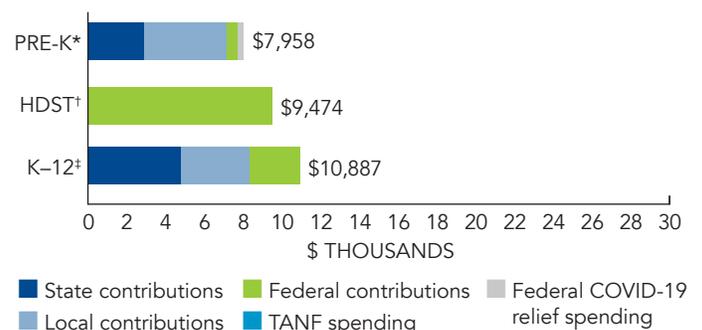
Total state pre-K spending .....	\$8,829,003
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,145
All reported spending per child enrolled* .....	\$7,958

\* 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.

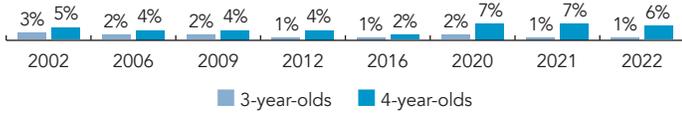
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Missouri preschool enrolled 5,240 children, a decrease of 1,215 from the prior year. State spending totaled \$26,084,589, down \$798,344 (3%), adjusted for inflation since last year. State spending per child equaled \$4,978 in 2021-2022, up \$813 from 2020-2021, adjusted for inflation. Missouri met 5 of 10 quality standards benchmarks.

## WHAT'S NEW

The Missouri Department of Elementary and Secondary Education (DESE) recently had grants available that allowed public schools to open or expand preschool programs. This has made a positive impact on availability of quality early childhood education.

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

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

## BACKGROUND

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

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

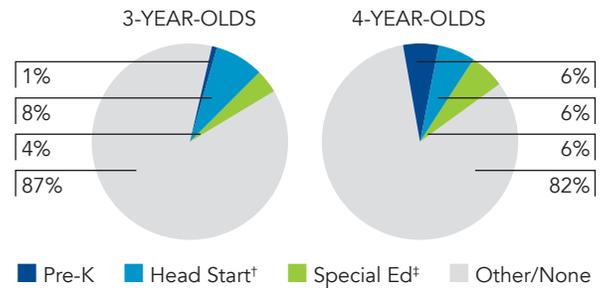
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
39	29	30	36	5

# MISSOURI PRE-K FOUNDATION FORMULA

## ACCESS

Total state pre-K enrollment .....	5,240
School districts that offer state program ..33%; 46% (charter schools)	
Income requirement .....	185% FPL
Minimum hours of operation .....	Determined locally
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	8,408
Federally funded Head Start enrollment, ages 3 and 4 .....	10,145
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.

## QUALITY STANDARDS CHECKLIST

POLICY	MO PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	<b>Approval process &amp; supports</b>	<input type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE or CD, or 60 college hours (min. of 9 in ECE or CD)	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year (teachers years 1-4); 15 hours/year (teachers year 5 until exempt); PD plans and coaching (some teachers only)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	None	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	None	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>
			<b>5</b>

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

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

## RESOURCES

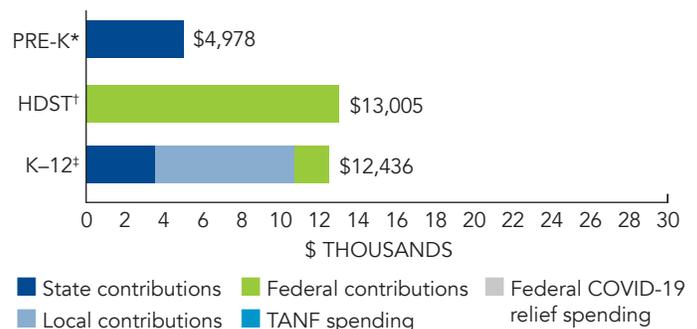
Total state pre-K spending .....	\$26,084,589
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,978
All reported spending per child enrolled* .....	\$4,978

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

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

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

## SPENDING PER CHILD ENROLLED



## NO PROGRAM

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

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

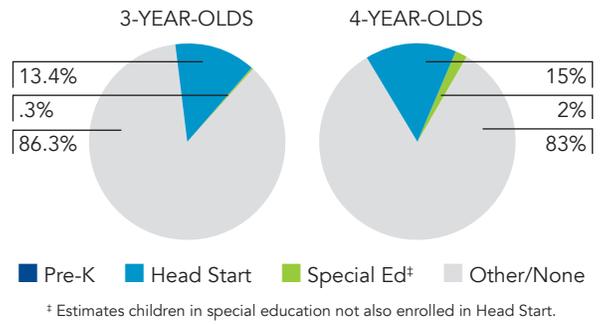
TOTAL BENCHMARKS MET
No Program

# MONTANA

## ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	677
Federally funded Head Start enrollment, ages 3 and 4 .....	3,431
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

# NO PROGRAM

## RESOURCES

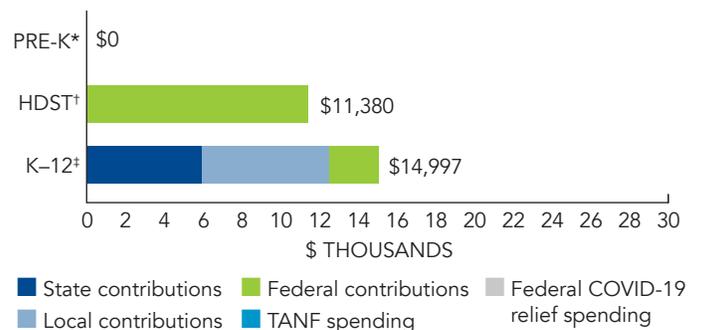
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

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

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

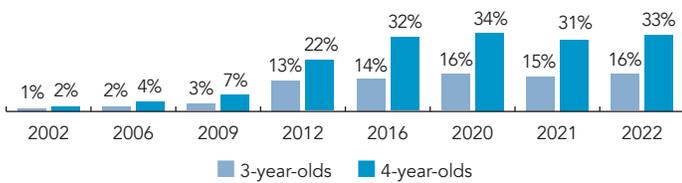
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

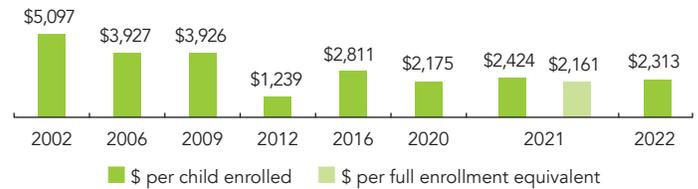


# Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Nebraska preschool enrolled 13,360 children, an increase of 554 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$30,903,375, down \$133,689 (0.4%), adjusted for inflation since last year. State spending per child equaled \$2,313 in 2021-2022, down \$111 from 2020-2021, adjusted for inflation. Nebraska met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

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

Additionally, in December 2022, Nebraska was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$4 million.

## 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.

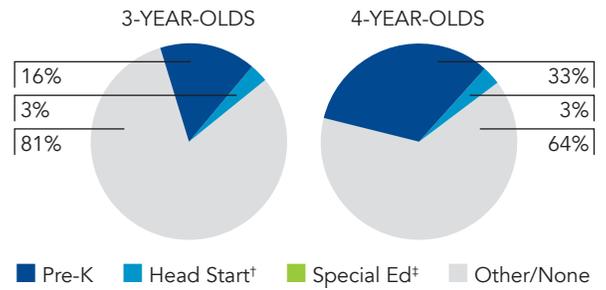
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
17	8	42	10	7

# NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

## ACCESS

Total state pre-K enrollment.....	13,360
School districts that offer state program.....	92%
Income requirement.....	185% FPL
Minimum hours of operation.....	12 hours/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	3,604
Federally funded Head Start enrollment, ages 3 and 4.....	3,353
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

7

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

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

## RESOURCES

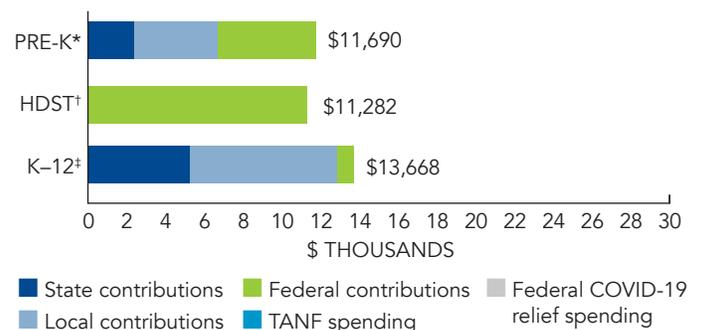
Total state pre-K spending.....	\$30,903,375
Local match required?.....	Yes
State Head Start spending.....	\$0
State spending per child enrolled.....	\$2,313
All reported spending per child enrolled*.....	\$11,690

\* 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.

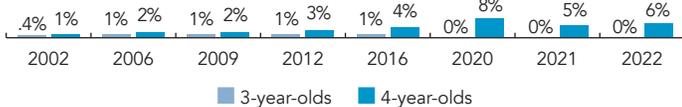
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Nevada preschool enrolled 2,385 children, an increase of 416 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$18,228,297 with an additional \$3,021,006 in federal recovery funds to support the program, up \$1,352,024 (7%), adjusted for inflation since last year. State spending per child (including federal recovery funds) equaled \$8,910 in 2021-2022, down \$1,196 from 2020-2021, adjusted for inflation. Nevada met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

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

All state Pre-K programs are required to participate in the QRIS, and in 2021-2022, formal observations using ECERS was reinstated in Nevada Ready! In the 2021 legislative session and effective for the 2021-2022 school year, new policies require Pre-K programs to provide vision and hearing services and/or provide appropriate referrals as needed as part of comprehensive services.

## BACKGROUND

The Nevada Ready! State Pre-K (formerly known as the Nevada State Pre-Kindergarten Program) began in 2001. Programs operate in both community-based organizations and school districts. During the 2021-2022 school year, nearly 75% of enrolled children were served in programs operated by their local school districts, with 65% of school districts providing Nevada Ready! State PreK funded programs or classrooms. The Office of Early Learning and Development (OELD) within the Nevada Department of Education (NDE) is responsible for administering multiple early childhood state and federal funding sources including State Pre-K. Beginning in 2019-2020, pre-K funds were no longer awarded through competitive grants but were instead distributed to existing school districts or programs based on the previous year's final expenditures.

Districts and programs determine eligibility based on highest need, which can include children from low-income families, those who are homeless, English Language Learners, or children receiving special education services. Nevada State Pre-Kindergarten program eligibility is set at 200% of FPL based on previous Preschool Development Grant (PDG) requirements. Programs are able to serve other children that do not meet the income requirement if there are not income eligible children on the waiting list and/or if they are braiding funds.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	15

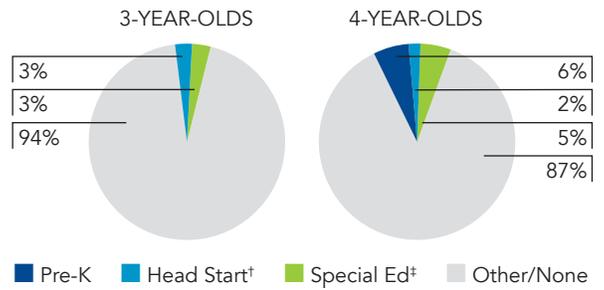
TOTAL BENCHMARKS MET
7

# NEVADA READY! STATE PRE-K

## ACCESS

Total state pre-K enrollment .....	2,385
School districts that offer state program .....	65% (LEAs); 3 Community-Based Organizations
Income requirement .....	200% FPL
Minimum hours of operation .....	5 hours/day or 25 hours/week
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	3,466
Federally funded Head Start enrollment, ages 3 and 4 .....	2,264
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

7

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

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

## RESOURCES

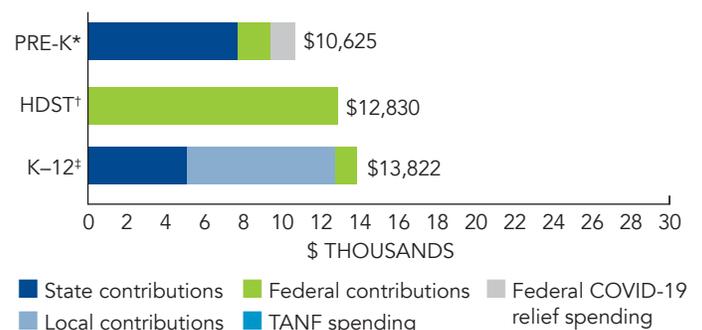
Total state pre-K spending .....	\$21,249,303
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$8,910
All reported spending per child enrolled* .....	\$10,625

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

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

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

## SPENDING PER CHILD ENROLLED



# New Hampshire

## NO PROGRAM

New Hampshire does not have a state-funded pre-K program, as defined in this report. However, the state provides a mixed-delivery system to support early childhood education in local communities. The Department of Health and Human Services (DHHS) licenses early childhood programs and administers preschool scholarships through its child-care assistance program for low-income families. The Department of Education (DOE) oversees early childhood special education programming and progress monitoring of IDEA Part B funded preschool programs. During the 2020-2021 school year, New Hampshire school districts used Title I and local funds to implement voluntary preschool programs in public schools which provide pre-K to approximately 25% of 4-year-olds in New Hampshire. Also, New Hampshire's Community Action Programs served 1,563 children before school entry through Head Start and Early Head Start in 2020-2021.

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

The New Hampshire Early Learning Guidelines were introduced in 2005 and address development and learning for children birth through age five. The guidelines cover multiple domains including approaches to learning, communication and literacy development, social and emotional development, physical development, creative expression and aesthetic development, and health and safety. The guidelines are aligned with New Hampshire's academic standards, as well as 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.

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

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

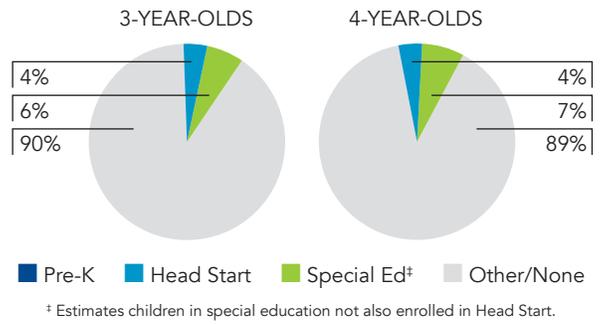
TOTAL BENCHMARKS MET
No Program

## NEW HAMPSHIRE

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	1,880
Federally funded Head Start enrollment, ages 3 and 4 .....	1,146
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

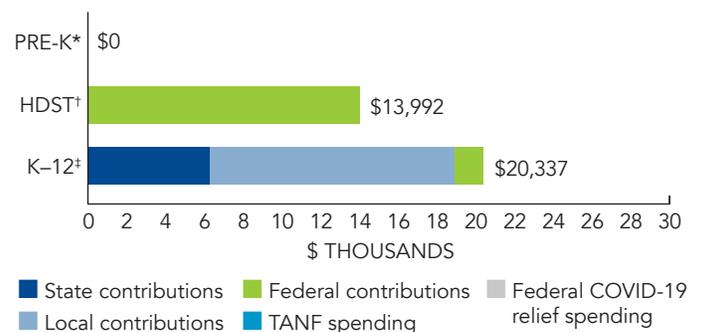
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

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

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

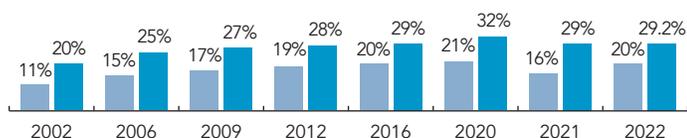
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, New Jersey preschool programs enrolled 53,293 children, an increase of 6,398 from the prior year, as preschool in the state began to recover from the impact of the COVID-19 pandemic. State funding totaled \$891,476,664, down \$55,369,735 (6%), adjusted for inflation since last year. State spending per child equaled \$16,728 in 2021-2022, down \$3,463 from 2020-2021, adjusted for inflation. New Jersey met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

For the 2022-2023 school year, Governor Murphy and the legislature approved a \$40 million increase (in nominal dollars) to expand preschool, marking the sixth year in a row of increased funding for state preschool. Most of the increased funding went to support new seats for preschoolers, but some was also earmarked to provide a cost of living increase for all other existing preschool seats. In an effort to expand the program to new areas of the state, school district eligibility levels were reduced from 20% of children eligible for FRPL to 10% of children.

The Governor also announced forthcoming plans to reach universal preschool and in October 2022 released the [New Jersey Strategic Plan for Preschool Expansion Phase I: The Foundation](#). A companion implementation plan is currently being drafted and is anticipated for release in the fall of 2023.

In January 2023, New Jersey was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$2.3 million. The NJ Department of Labor is the lead on this grant and funds will primarily be used to increase the capacity of the workforce.

## BACKGROUND

New Jersey funds three preschool programs. The largest and most intensive of the programs, formerly known as the Abbott Preschool Program, was originally established under a 1998 New Jersey Supreme Court mandate to serve all 3- and 4-year-olds in 31 of the state's lowest income school districts. Since 2018, the state has expanded the program to serve 51,310 children in 180 districts during the 2021-2022 school year. Now referred to as the state's Preschool Expansion Program, the program includes the original 31 Abbott districts as well as districts more recently approved to expand their preschool programs to meet Abbott standards. The NJ Department of Education funds eligible districts to provide a full-day program to all 3- and 4-year-olds who live in those districts and choose to enroll. The original 31 Abbott districts are required to contract with licensed private child care centers or Head Start programs that meet state standards. All other districts are encouraged, but not required, to contract with private child care or Head Start.

The non-Abbott Early Childhood Program Aid (ECPA) program operates in districts where 20% to 40% of children met the criteria for FRPL when the program was established in the late 1990's. New Jersey's third program, formerly known as the Early Launch to Learning Initiative (ELLI), was established in 2004 as part of an effort to expand access to high-quality pre-K education to all 4-year-olds in low-income households across the state. There is some overlap between districts in the ECPA and ELLI programs, and some of these districts have recently elected to expand their programs in line with the former Abbott program.

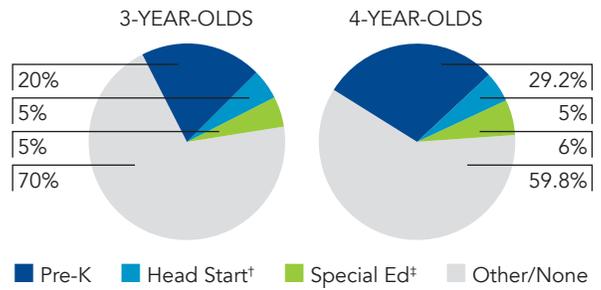
New Jersey's overall support for state-funded preschool, including enrollment and funding for Abbott/Preschool Expansion, ECPA, and ELLI, is depicted in the first two pages of this state profile. The third page focuses solely on Abbott/Preschool Expansion, the fourth page provides information on ECPA, and the fifth on ELLI.

## NEW JERSEY STATE OVERVIEW

### ACCESS

Total state pre-K enrollment .....	53,293
Special education enrollment, ages 3 and 4 .....	12,441
Federally funded Head Start enrollment, ages 3 and 4 .....	11,286
State-funded Head Start enrollment, ages 3 and 4.....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

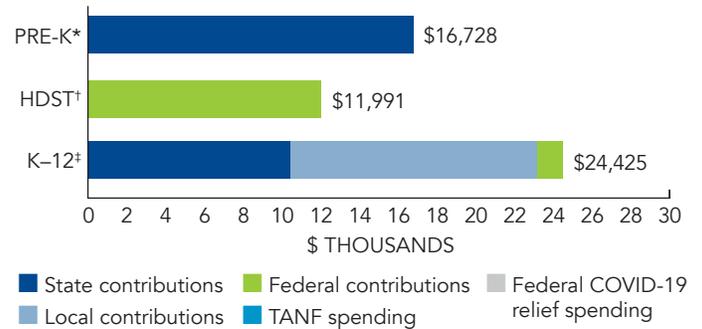


† Some Head Start children may also be counted in state pre-K (Expansion).  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$891,476,664
State Head Start spending .....	\$48,481,162
State spending per child enrolled .....	\$16,728
All reported spending per child enrolled*	\$16,728

### SPENDING PER CHILD ENROLLED



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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

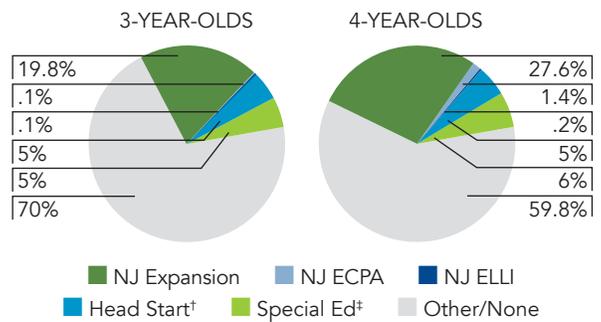
TOTAL BENCHMARKS MET
8

# NEW JERSEY PRESCHOOL EXPANSION PROGRAM (FORMER ABBOTT PRESCHOOL PROGRAM)

## ACCESS

Total state pre-K enrollment.....	51,310
School districts that offer state program.....	30%
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 (Expansion).  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	NJ EXPANSION REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	15 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	2:15 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

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

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

8

## RESOURCES

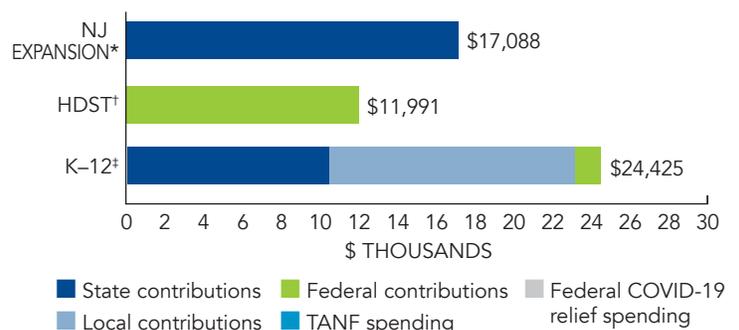
Total state pre-K spending .....	\$876,784,550
Local match required?.....	No
State spending per child enrolled .....	\$17,088
All reported spending per child enrolled* .....	\$17,088

\* 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

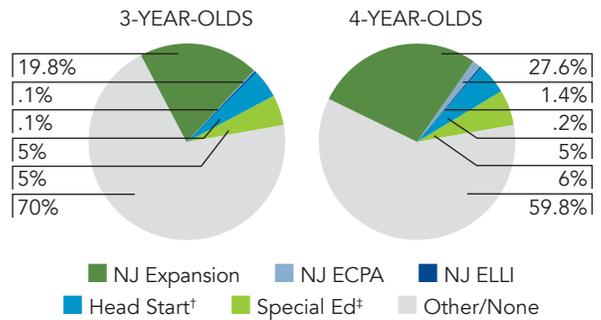


# NEW JERSEY FORMER NON-ABBOTT EARLY CHILDHOOD PROGRAM AID (ECPA)

## ACCESS

Total state pre-K enrollment.....	1,667
School districts that offer state program.....	4%
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 (Expansion).  
‡ 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	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	18 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>



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

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

## RESOURCES

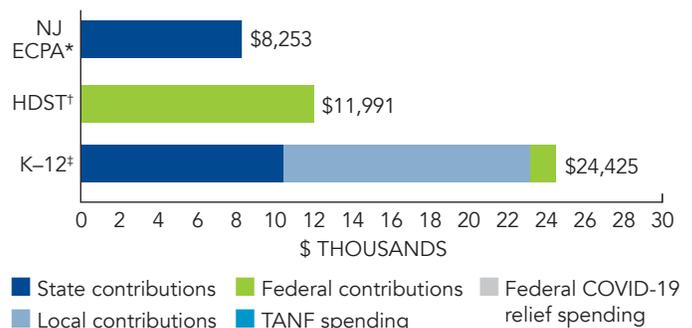
Total state pre-K spending .....	\$13,758,214
Local match required?.....	No
State spending per child enrolled .....	\$8,253
All reported spending per child enrolled* .....	\$8,253

\* 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

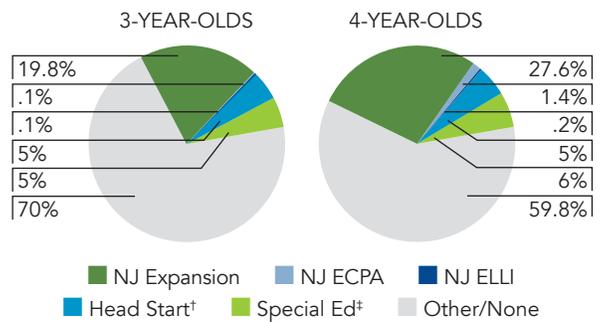


# NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE (ELLI)

## ACCESS

Total state pre-K enrollment .....	316
School districts that offer state program .....	1%
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 (Expansion).  
‡ 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	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

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

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



## RESOURCES

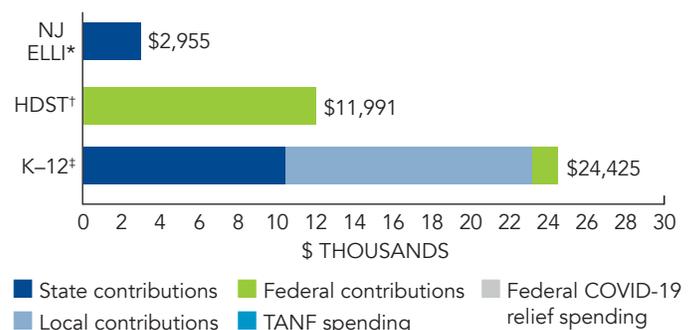
Total state pre-K spending .....	\$933,900
Local match required? .....	No
State spending per child enrolled .....	\$2,955
All reported spending per child enrolled* .....	\$2,955

\* 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.

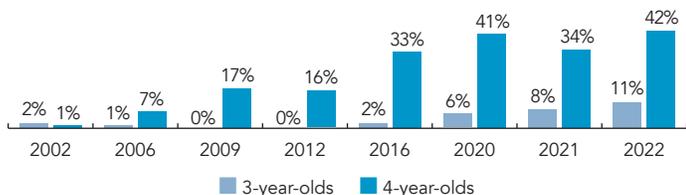
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, New Mexico preschool enrolled 12,567 children, an increase of 2,179 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$86,332,565 and an additional \$17,600,000 in TANF funds supported the program, up \$3,550,991 (4%), adjusted for inflation since last year. State spending per child equaled \$8,270 in 2021-2022, down \$1,393 from 2020-2021, adjusted for inflation. New Mexico met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

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

Due to the COVID-19 pandemic, structured classroom quality observations were conducted virtually in 2020-2021, but observational requirements returned to normal in 2021-2022 in all settings. There was a mix of in-person and remote instruction during the 2020-2021 school year and fall 2021. While the due dates for completing child development and health screenings were more flexible during the 2020-2021 school year, the timeline was not waived for 2021-2022.

During 2021-2022, NM PreK programs struggled to meet full funded enrollment initially. Enrollment started to increase by the end of the school year. NM PreK parity for teachers in community-based programs helped retain staff and provided an incentive for teachers to attain higher credentials.

## BACKGROUND

NM PreK launched in the 2005-2006 school year with the enactment of the PreK Act. With the passage of the New Mexico Early Childhood Education and Care Act (2019), the program is now administered by ECECD which funds and monitors NM PreK programs provided through school districts, and those operated by community-based organizations and other eligible providers. ECECD partners with the New Mexico Public Education Department (PED) for the day-to-day operations and oversight of PreK programs in public schools. In the 2021-2022 school year, 93% 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 2021-2022, almost 89% of all children enrolled were in school-day PreK. Some private or nonprofit facilities use child care subsidy dollars for wraparound care to assist parents who qualify, or to offer reduced rates for private pay. PreK programs in public schools can extend the day using operational dollars or Title I funds.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
13	10

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	21

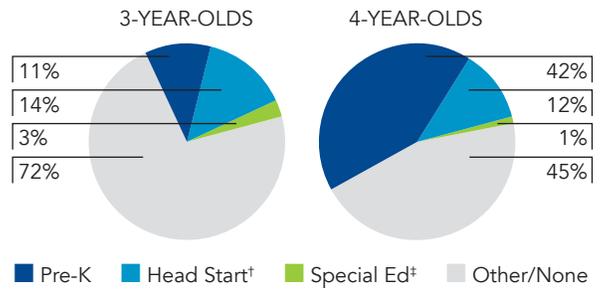
TOTAL BENCHMARKS MET
9

# NEW MEXICO PREK

## ACCESS

Total state pre-K enrollment .....	12,567
School districts that offer state program .....	93%
Income requirement .....	No income requirement
Minimum hours of operation .....	3 hours/day; 5 days/week
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	2,743
Federally funded Head Start enrollment, ages 3 and 4 .....	6,235
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	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Working toward BA (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd (public); ECE (nonpublic)	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	Minimum 20 hours/year (public teachers & assistants); 24 hours/year (nonpublic teachers & assistants); PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	16 (3-year-olds); 20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

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

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

9

## RESOURCES

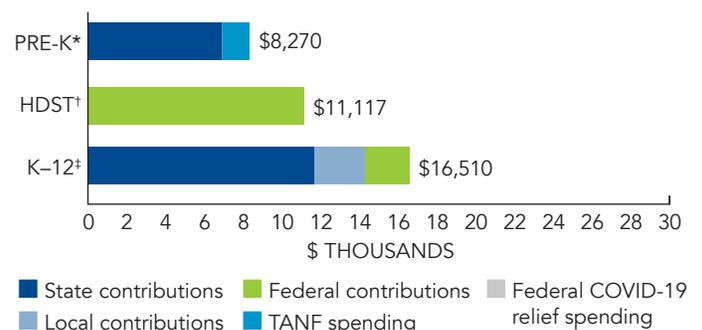
Total state pre-K spending .....	\$103,932,565
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$8,270
All reported spending per child enrolled* .....	\$8,270

\* 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.

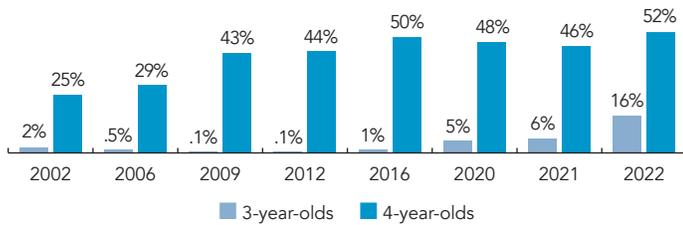
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year New York preschool enrolled 151,988 children, an increase of 36,391 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$838,781,998, with an additional \$45,005,443 in federal recovery funds to support the program, up \$990,703 (0.1%), adjusted for inflation since last year. State spending per child (including federal recovery funds) equaled \$5,815 in 2021-2022, down \$1,822 from 2020-2021, adjusted for inflation. New York met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

All preschool programs were physically reopened in fall 2021 and programs have returned to pre-pandemic conditions. ARP funding was also used to support the program in 2021-2022 including to fund additional 4-year-olds in full-day prekindergarten. An additional \$230 million in funding enabled preschool to be provided in 167 additional districts. The 2022-2023 New York State Enacted Budget increased funding for preschool to \$1.1 billion which will increase slots by more than 14,000 full-day slots.

New York State is also updating preschool regulations to better support the needs of emergent multilingual learners. The New York Office of Children and Family Services received a Preschool Development Grant Birth through Five (PDG B-5) planning grant in December 2022 for \$4 million.

## BACKGROUND

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

In 2015-2016, the Expanded Prekindergarten for 3- and 4-Year-Old Students grant began, creating new slots for both 3- and 4-year-olds. New York also was awarded a 2014 federal Preschool Development Grant (PDG) supporting enrollment of additional low-income 4-year-olds in five school districts. Eighty-seven percent of children were served in full-day programs in 2021-2022.

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	32

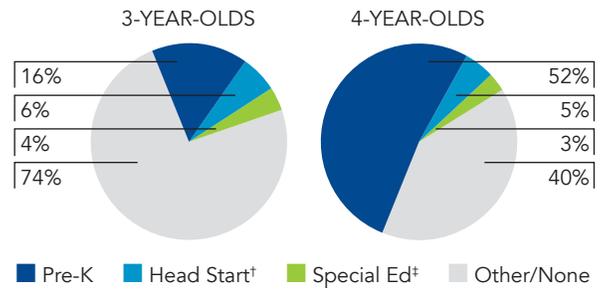
TOTAL BENCHMARKS MET
7

# NEW YORK STATE ADMINISTERED PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	151,988
School districts that offer state program .....	89%
Income requirement .....	No income requirement
Minimum hours of operation .....	2.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	40,058
Federally funded Head Start enrollment, ages 3 and 4 .....	34,654
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

**7**

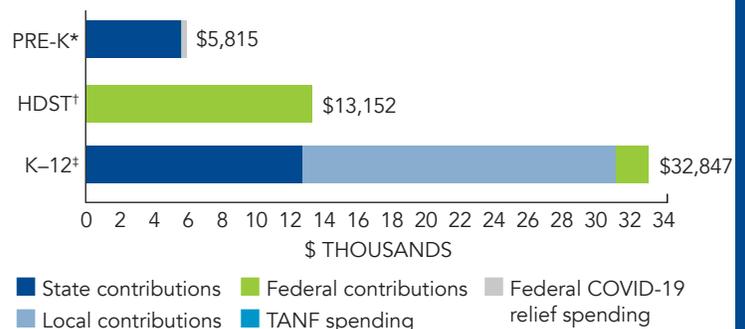
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.  
 \* Indicates that while policy meets the benchmark, it is not being implemented fully.

## RESOURCES

Total state pre-K spending .....	\$883,787,441
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,815
All reported spending per child enrolled* .....	\$5,815

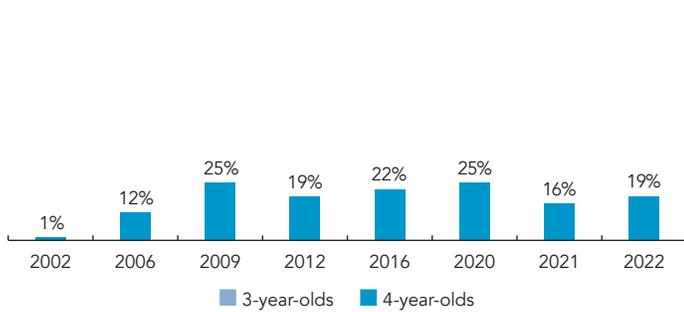
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, North Carolina preschool enrolled 23,679 children, an increase of 3,742 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$103,350,936 and an additional \$68,300,000 in TANF funds and \$2,549,993 in federal recovery funds supported the program, down \$26,578,760 (13%), adjusted for inflation since last year. State spending per child equaled \$7,357 in 2021-2022, down \$2,714 from 2020-2021, adjusted for inflation. North Carolina met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2021 Long Session, the NC General Assembly (GA) passed a biennium budget that provided a 4% recurring rate increase for private North Carolina Pre-Kindergarten (NC Pre-K) classrooms, which is intended to raise teacher salaries. This went into effect as a 2% increase in the 2021-2022 school year and an additional 2% increase for 2022-2023 school year. In the Short Session of 2022, the NC GA instituted a 5% overall rate increase for all NC Pre-K sites.

Due to the recent shifts in the economy, many families in North Carolina have income that is above the 75% SMI as required in the NC Pre-K Program Income Eligibility Requirements. Prior to the beginning of the 2022-2023 program year, enrollment patterns showed a sharp decline in enrollment in several of the largest urban counties, and an increase in the more rural counties. The NC Pre-K programs in the rural counties have expressed interest in serving more children. The Division of Child Development and Early Education provided classroom-based payments in order to provide stabilization to NC Pre-K programs during the COVID-19 pandemic. This meant that NC Pre-K classroom reimbursement rates were not contingent on child enrollment or attendance for the entire 2021-2022 program year.

## BACKGROUND

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

Funding for NC Pre-K includes state general appropriations and North Carolina Education Lottery receipts, federal funds, and a local contribution, with the majority of the funding from the state. NC Pre-K classrooms operate statewide in settings such as privately licensed Head Start programs, childcare centers, and public schools. All programs, whether in public or private settings, must earn high-quality ratings under the state child-care licensing system to participate in NC Pre-K and the state's subsidy system. NC Pre-K sets a maximum class size of 18 4-year-olds and requires a staff-child ratio of 1:9. Lead teachers must have a bachelor's degree and hold or be working towards a birth-through-kindergarten license. Classroom staff are required to use approved curricula and formative assessments aligned with the state's early learning standards. Staff conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	13

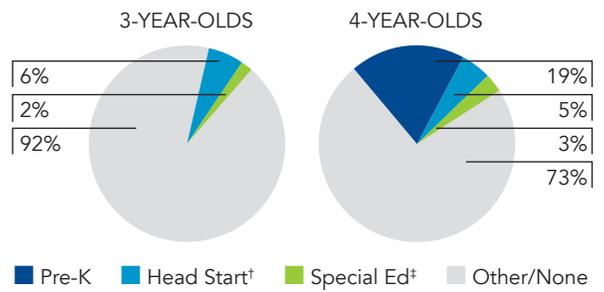
TOTAL BENCHMARKS MET
8*

# NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	23,679
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 .....	9,082
Federally funded Head Start enrollment, ages 3 and 4 .....	15,527
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

POLICY	NC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE or CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 semester hours/year (teachers); 5 hours/year (assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

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

8\*

## RESOURCES

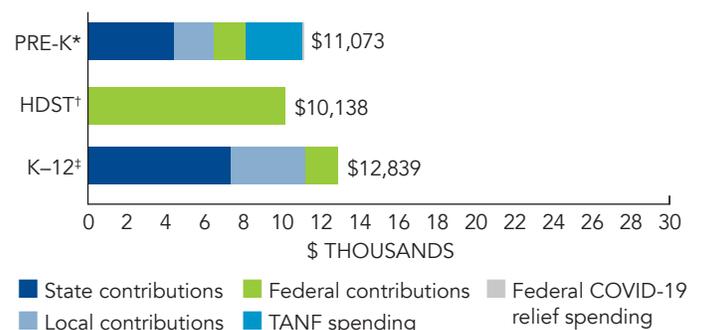
Total state pre-K spending .....	\$174,200,929
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$7,357
All reported spending per child enrolled* .....	\$11,073

\* 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.

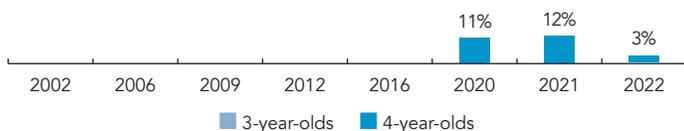
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

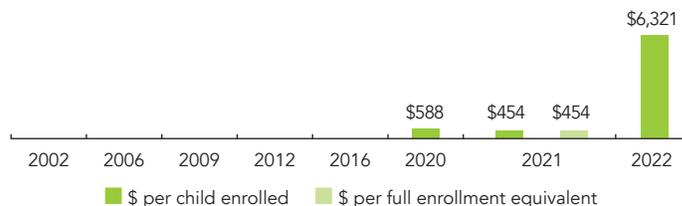


# North Dakota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, North Dakota preschool enrolled 371 children in the new Best-In-Class program, a decrease of 983 from the prior year (Early Childhood Education Grant Program). State spending totaled \$300,000 with an additional \$2,045,174 in federal recovery funds to support the program, up \$1,729,906 (281%), adjusted for inflation since last year. State spending per child (including federal recovery funds) equaled \$6,321 in 2021-2022, up \$5,867 from 2020-2021, adjusted for inflation. North Dakota met 5 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 67th Legislative Assembly, a new competitive grant program was authorized for 4-year-olds. The Best-In-Class program is designed to provide children with quality early childhood experiences the year before kindergarten. Funding was removed from the Early Childhood Education Grant program in the Department of Commerce budget, and funding for the Best-In-Class programs was transferred to the Department of Human Services budget. For the 2021-2022 school year, 17 previous grant recipients applied to participate in the Best-in Class program, and 23 total programs were awarded funding.

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

## BACKGROUND

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

The Best-In-Class preschool program began in the 2021-2022 school year and is included in this report for the first time. The program is intended to serve at least 50% of children who qualify for free or reduced-price lunch, come from families with incomes less than 60% of ND SMI, or have an identified developmental delay or disability. Funding is based on an annual competitive grant to public schools, Head Start, and licensed child care participating in the QRIS.

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	26

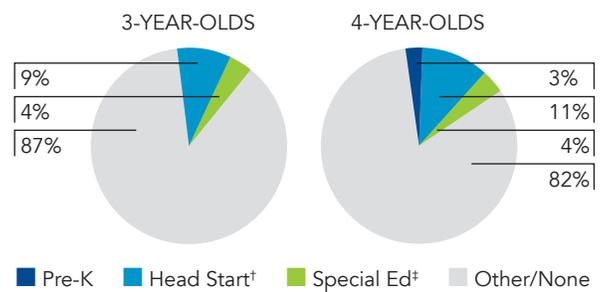
TOTAL BENCHMARKS MET
5

## BEST IN CLASS

### ACCESS

Total state pre-K enrollment .....	371
School districts that offer state program .....	43% (counties)
Income requirement .....	185% FPL or 60% SMI (50% enrollment)
Minimum hours of operation .....	400 hours/year
Operating schedule .....	32 consecutive weeks
Special education enrollment, ages 3 and 4 .....	1,226
Federally funded Head Start enrollment, ages 3 and 4 .....	2,122
State-funded Head Start enrollment, ages 3 and 4 .....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

### QUALITY STANDARDS CHECKLIST

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

5

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

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

### RESOURCES

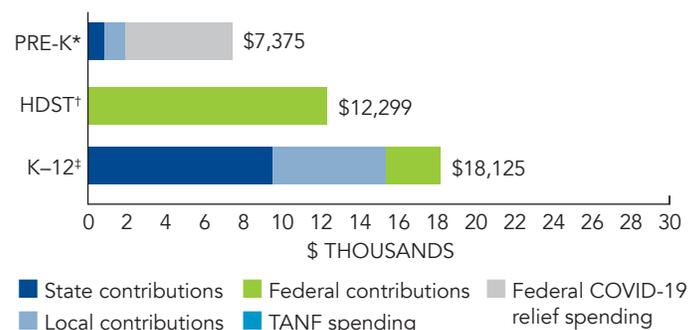
Total state pre-K spending .....	\$2,345,174
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$6,321
All reported spending per child enrolled* .....	\$7,375

\* 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.

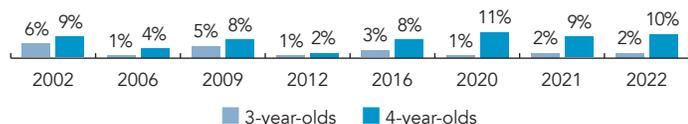
‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED



# Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Ohio preschool enrolled 16,732 children, an increase of 1,680 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$66,928,000, up \$1,722,262 (3%), adjusted for inflation since last year. State spending per child equaled \$4,000 in 2021-2022, down \$332 from 2020-2021, adjusted for inflation. Ohio met 5 of 10 quality standards benchmarks.

## WHAT'S NEW

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

1. Increasing access and family engagement in early childhood care and education.
2. Expanding of child care for those with special needs, English language learners, and those experiencing homelessness.
3. Exploring long-term and sustainable local, state, and federal funding options for early childhood education programs.
4. Expanding marketing and outreach to increase family awareness of their potential eligibility and access to child care options.
5. Preparing early childhood care and education professionals with culturally appropriate trauma training, credentialing, and parent supports.
6. Making sure family members and other caretakers are key partners in grant activities, policy development, and new initiatives.

## BACKGROUND

The Ohio Public Preschool Program (PSP), established in 1990 following a four-year pilot program, strives to ensure children have access to quality programs through public preschool and publicly funded childcare. All types of programs have access to both public preschool and childcare funds. This report focuses on the Ohio Department of Education's publicly funded Early Childhood Education (ECE) program, excluding publicly funded childcare and Head Start programs. Beginning 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 when spots were not filled by 4-year-old children by October 1.

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

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

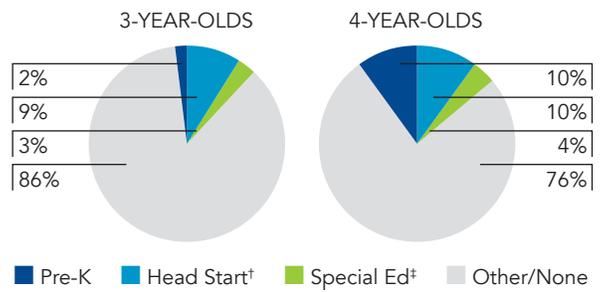
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
36	27	36	42	5

# OHIO EARLY CHILDHOOD EDUCATION

## ACCESS

Total state pre-K enrollment .....	16,732
School districts that offer state program .....	57%
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 .....	15,168
Federally funded Head Start enrollment, ages 3 and 4 .....	26,972
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

5

## RESOURCES

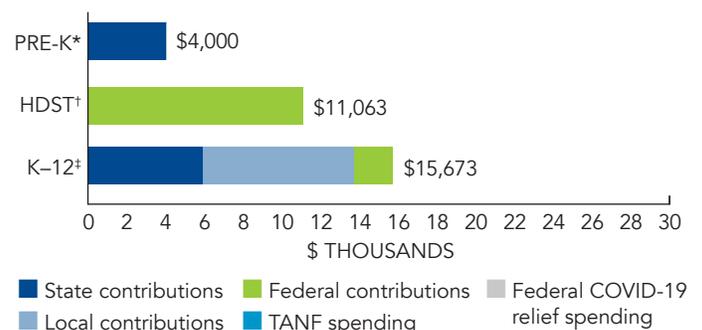
Total state pre-K spending .....	\$66,928,000
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,000
All reported spending per child enrolled* .....	\$4,000

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

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

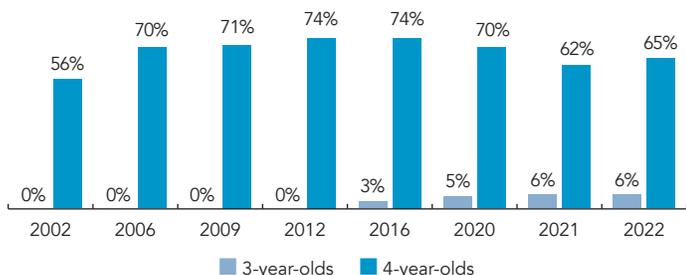
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Oklahoma preschool enrolled 39,240 children, an increase of 790 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$184,734,990, down \$8,606,291 (4%), adjusted for inflation since last year. State spending per child equaled \$4,708 in 2021-2022, down \$321 from 2020-2021, adjusted for inflation. Oklahoma met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

A number of new initiatives were launched at the Oklahoma State Department of Education (OSDE) during the 2021-2022 school year in support of quality early childhood programming. To support teachers and administrators with foundational reading instruction, OSDE developed a suite of nine professional learning modules, the From the Start Reading Project, exploring knowledge and practice of early literacy grounded in the science of reading. Additionally, OSDE allocated \$2.5 million dollars of federal relief funding to launch Dolly Parton's Imagination Library of Oklahoma, a book gifting program delivering high-quality, age-appropriate books each month to children birth to five.

To support schools in boosting enrollment in pre-k, a Ready Together guidance document and an associated toolkit were provided to districts. In the summer of 2022, OSDE supported the Oklahoma Head Start Collaboration Office in hosting the first ever Early Childhood Transition Summit. The Summit brought together over 100 participants from public school, Head Start, child care, and SoonerStart (Oklahoma's early intervention program) to engage in a day of learning and collaborating to ensure successful transitions for students and families.

In December 2022, Oklahoma was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$12 million. Funds are planned to be used for improving infrastructure, including streamlined data collection and usage through the expansion of the Early Learning Inventory and creation of an Early Childhood Integrated Data System.

## BACKGROUND

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	14

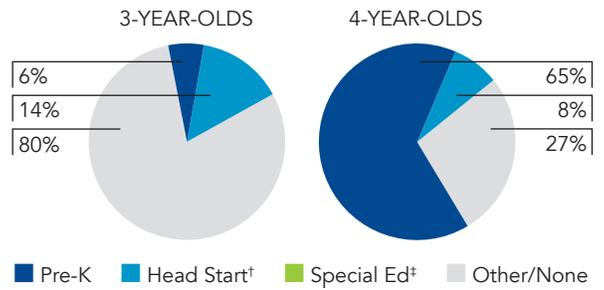
TOTAL BENCHMARKS MET
9

# OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

## ACCESS

Total state pre-K enrollment .....	39,240
School districts that offer state program .....	100%
Income requirement .....	No income requirement
Minimum hours of operation .....	2.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	4,145
Federally funded Head Start enrollment, ages 3 and 4 .....	11,443
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

9

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

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

## RESOURCES

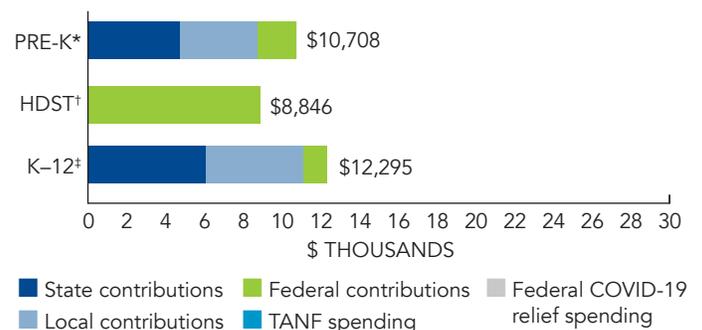
Total state pre-K spending .....	\$184,734,990
Local match required? .....	No
State Head Start spending .....	\$1,806,005
State spending per child enrolled .....	\$4,708
All reported spending per child enrolled* .....	\$10,708

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

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

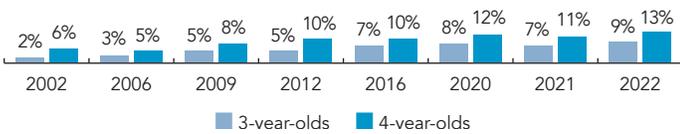
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Oregon preschool enrolled 10,009 children, an increase of 1,014 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$135,009,596 down \$26,018,407 (16%), adjusted for inflation since last year. State spending per child equaled \$13,489 in 2021-2022, down \$4,413 from 2020-2021, adjusted for inflation. Oregon met an average of 6.9 of 10 quality standards benchmarks.

## WHAT'S NEW

In 2021, Senate Bill 5513 was passed, which included Policy Option Package 402, which expanded the state's three early learning programs: Preschool Promise, Oregon Pre-Kindergarten (OPK), and Healthy Families Oregon. This package included \$68 million in additional funds for the 2021-2022 school year, which added 2,516 slots to Preschool Promise, converted 1,400 part-day slots to full-day slots in OPK, added 265 slots to Oregon Pre-Kindergarten Prenatal to Three, and served an additional 100 families in Healthy Families Oregon.

Additionally, on July 1, 2023, the Oregon Early Learning Division (ELD), which oversees OPK and Preschool Promise, will transition out of the Department of Education and become its own department, the Department of Early Learning and Care (DELIC). There are many anticipated benefits from this shift, including a new procurement and data analytics unit for more efficient public funding processes, improved alignment with subsidy-based child care initiatives, increased capacity for data management and analysis, and more robust internal staffing to support public programming.

## BACKGROUND

Oregon has two state-funded preschool programs: the Oregon Pre-Kindergarten (OPK) program, established in 1987, and Preschool Promise, launched in 2016. OPK and Preschool Promise are both currently overseen by the Oregon Department of Education's Early Learning Division.

OPK provides comprehensive child and family development services for 3- and 4-year-old children from low-income families through a state-federal partnership between the Oregon Department of Education and Region X Office of Head Start. OPK is funded using the state general fund to serve additional Head Start-eligible children. Funding is awarded through a competitive process to all grantees. OPK includes Region X, Region XI, and Region XII Head Starts, and, even though most of the funding goes to Head Start grantees, there are six non-affiliated organizations that receive OPK funding. OPK programs must follow federal Head Start Performance Standards and the Head Start Early Learning Outcomes Framework. Eligibility for OPK also follows federal Head Start requirements.

Preschool Promise is a mixed-delivery program for children from families with incomes up to 200% of the federal poverty level (FPL). While funding for Preschool Promise was initially administered through Early Learning Hubs, public schools, child care centers, family child care homes, Head Start, Relief Nurseries, Education Service Districts, and other community-based organizations now receive grants directly from the Early Learning Division. Preschool Promise programs are required to participate in Spark, Oregon's quality rating and improvement system.

Both OPK and Preschool Promise employ two sets of early learning standards: The Head Start Early Learning Outcomes Framework and the Oregon Early Learning and Kindergarten Guidelines, which are aligned with the Common Core State Standards for K-12.

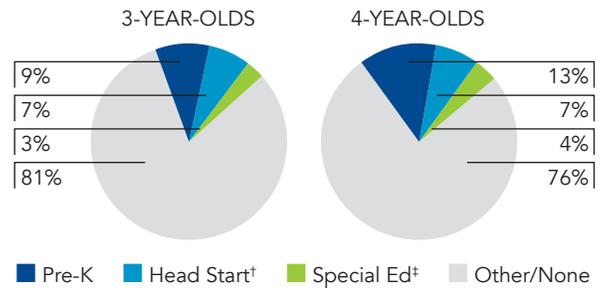
Oregon's overall support for state-funded preschool, including enrollment and funding for both OPK and Preschool Promise, is depicted in the first two pages of this state profile. The third page focuses solely on the OPK program, and the fourth page provides information on Preschool Promise.

## OREGON STATE OVERVIEW

### ACCESS

Total state pre-K enrollment .....	10,009
Special education enrollment, ages 3 and 4 .....	5,923
Federally funded Head Start enrollment, ages 3 and 4 .....	5,897
State-funded Head Start enrollment, ages 3 and 4.....	6,442

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

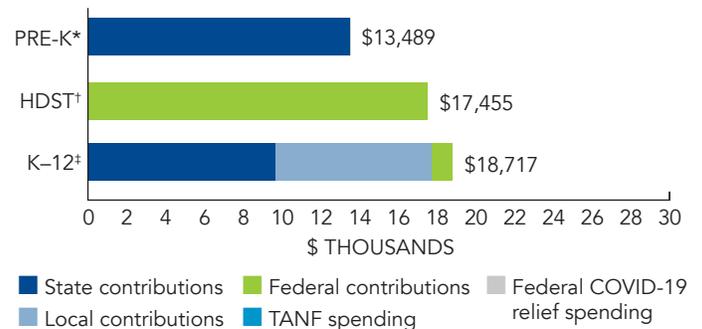


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$135,009,596
State Head Start spending .....	\$111,385,779
State spending per child enrolled .....	\$13,489
All reported spending per child enrolled*	\$13,489

### SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	13

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	3

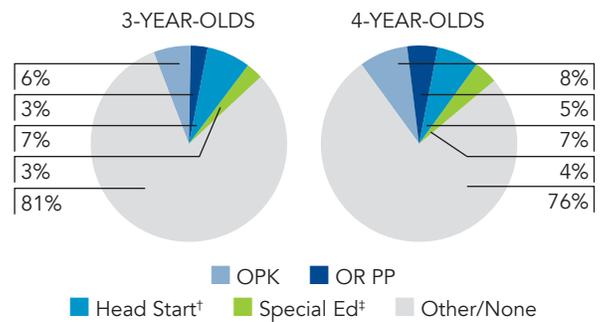
TOTAL BENCHMARKS MET
6.9

## OREGON PRE-KINDERGARTEN (OPK)

### ACCESS

Total state pre-K enrollment.....	6,442
School districts that offer state program.....	100% (counties/parishes)
Income requirement.....	100% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Determined locally

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

### QUALITY STANDARDS CHECKLIST

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

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

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



### RESOURCES

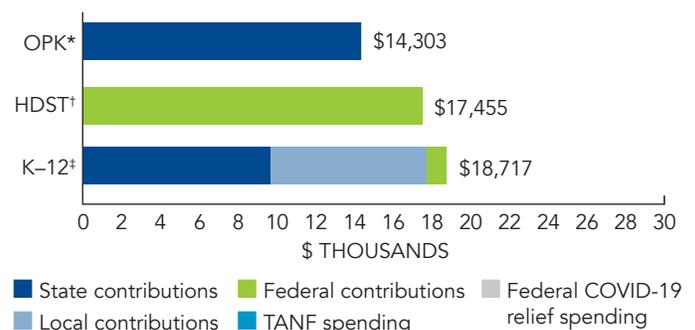
Total state pre-K spending .....	\$92,139,306
Local match required?.....	No
State spending per child enrolled .....	\$14,303
All reported spending per child enrolled* .....	\$14,303

\* 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

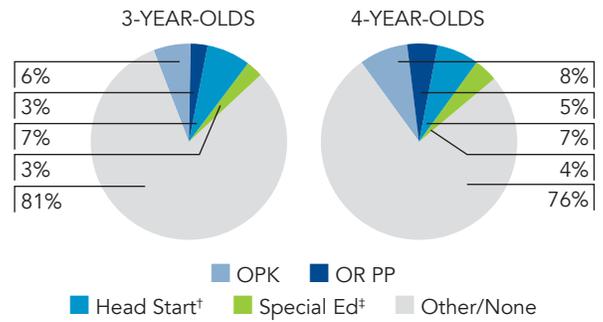


# OREGON PRESCHOOL PROMISE

## ACCESS

Total state pre-K enrollment.....	3,567
School districts that offer state program.....	100% (Early Learning Hub Regions)
Income requirement.....	200% FPL
Minimum hours of operation.....	Determined locally
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

POLICY	OR PP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	CDA	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE or CDA	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	20 hours/year; PD plans (teachers & assistants not meeting education requirements)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	18, or 20 with a waiver (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 with 18, 1:9 with 20 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, developmental; Referrals	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations for some classrooms; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

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

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

5

## RESOURCES

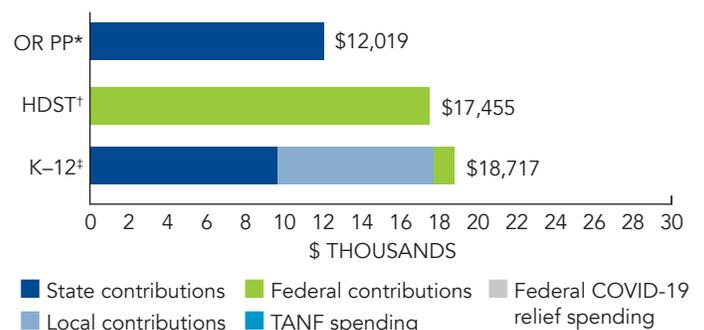
Total state pre-K spending .....	\$42,870,290
Local match required?.....	No
State spending per child enrolled .....	\$12,019
All reported spending per child enrolled* .....	\$12,019

\* 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.

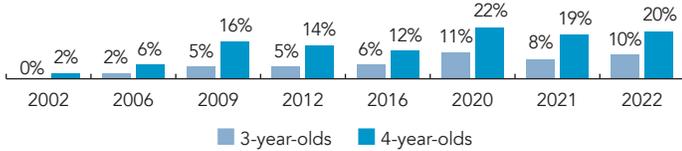
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Pennsylvania preschool enrolled 45,164 children, an increase of 4,602 from the prior year, as the programs began to recover from the impact of the COVID-19 pandemic. State spending totaled \$351,710,037, up \$7,038,439 (2%), adjusted for inflation since last year. State spending per child equaled \$7,787 in 2021-2022, down \$710 from 2020-2021, adjusted for inflation. Pennsylvania met 6.9 of 10 quality standards benchmarks.

## WHAT'S NEW

In December 2022, Pennsylvania received a three-year Preschool Development Grant Birth through Five (PDG B-5) renewal grant to build upon the initial grant which ended in 2020. The Office of Child Development and Early Learning (OCDEL) is the primary recipient of the \$16 million renewal grant in direct partnership with the Pennsylvania Department of Education (PDE). OCDEL will utilize PDG-R funds to conduct an updated needs assessment, create marketing materials in other languages to support compulsory school attendance, provide additional early childhood mental health supports for both families and staff, enhance the PD Registry, expand the coaching model for early childhood education staff, provide training and resources to support families and children experiencing homelessness, and mini-grants to early learning providers to help expand facilities in child care deserts and obtain supports for challenging behaviors.

Classroom observations could be conducted virtually in the Head Start Supplemental Assistance Program (PAHSSAP) and the Pennsylvania Pre-K Counts Program (PAPKC) in 2020-2021 and 2021-2022.

Starting in 2021, all Pennsylvania pre-kindergarten programs could submit flexible instruction plans (i.e., virtual learning options) to provide fluidity in programs due to changing needs (i.e., pandemic related or others). Three of Pennsylvania's preschool programs received increased allocations for 2021-2022: \$25 million for the PAPKC; \$20 million for the Ready to Learn (RTL) Block Grant; and \$5 million was added to the state's PAHSSAP budget.

## BACKGROUND

The PDE oversees and conducts fiscal monitoring for four pre-kindergarten programs: PAPKC, PAHSSAP, RTL, and Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K (K4 and SBPK).

RTL (formerly known as the Education Accountability Block Grant Program) is the smallest 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 may opt to offer this program or choose from a list of other services.

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.

K4 and SBPK, the longest-running of the state's pre-K programs, are financed through the state's general fund. K4 launched in the 1990s as "kindergarten for 4-year-olds" and funding is now available to any districts wishing to offer the programs, but enrollment is low. Policy decisions are decentralized to the local school district level.

PAPKC enrolls the most children of the four state pre-K programs and is operated in most school districts statewide. The PAPKC programs served 98% of the state's 500 school districts during the 2021-2022 school year. Launched in 2007, specifically to expand

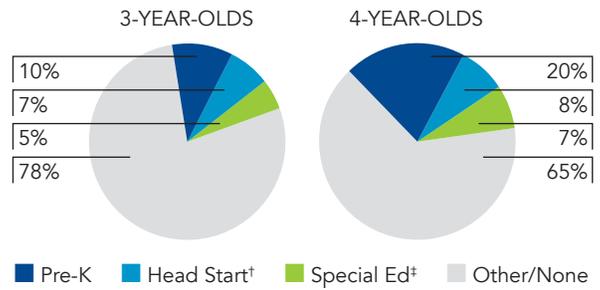
(continued)

# PENNSYLVANIA STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	45,164
Special education enrollment, ages 3 and 4 .....	22,927
Federally funded Head Start enrollment, ages 3 and 4 .....	22,264
State-funded Head Start enrollment, ages 3 and 4.....	5,464

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

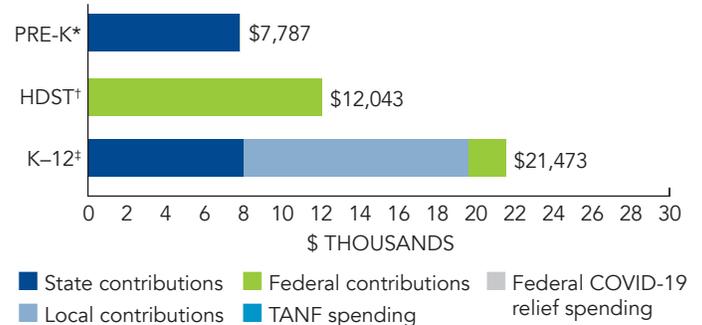


† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$351,710,037
State Head Start spending .....	\$68,940,473
State spending per child enrolled .....	\$7,787
All reported spending per child enrolled* .....	\$7,787

## SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
28	11	11	24	6.9*

access to high quality pre-K, programs can enroll children up to two years before they are eligible for kindergarten. Children living in households with incomes up to 300% FPL are eligible for PAPKC. A variety of programs — Head Start, child care, licensed private academic schools and public school districts — are eligible to apply for funding awarded through competitive grants every five years. Site monitoring is conducted annually by program specialists and programs are required to have an annual assessment of the learning environment, which may include self-assessments.

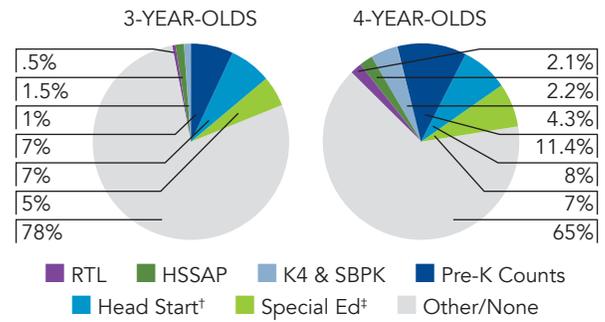
Pennsylvania's overall support for state-funded preschool, including enrollment and funding for all programs, is depicted in the first two pages of this state profile. The third page focuses on RTL, the fourth on HSSAP, the fifth on K4/SBPK, and the sixth on PKC.

# PENNSYLVANIA READY TO LEARN BLOCK GRANT

## ACCESS

Total state pre-K enrollment .....	3,887
School districts that offer state program .....	3%
Income requirement .....	No income requirement
Minimum hours of operation .....	2.5 hours/day; 5 days/week
Operating schedule .....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	PA RTL REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers only); PD plans (new public teachers); Coaching (new public teachers)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Determined locally	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

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

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

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## RESOURCES

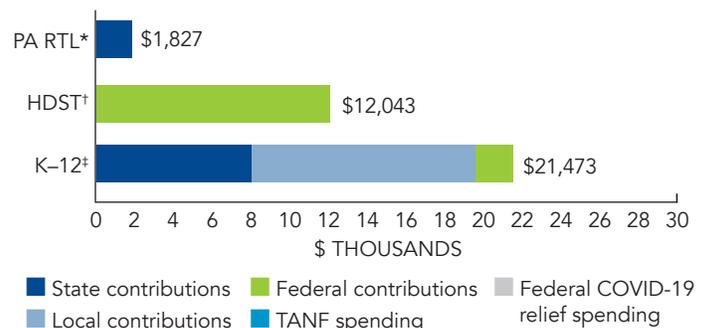
Total state pre-K spending .....	\$7,100,022
Local match required? .....	No
State spending per child enrolled .....	\$1,827
All reported spending per child enrolled* .....	\$1,827

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

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

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

## SPENDING PER CHILD ENROLLED

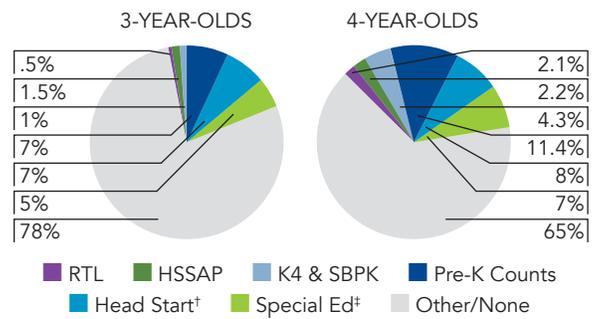


# PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

## ACCESS

Total state pre-K enrollment.....	6,225
School districts that offer state program.....	26%
Income requirement.....	Per Federal Head Start: 100% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

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

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

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



## RESOURCES

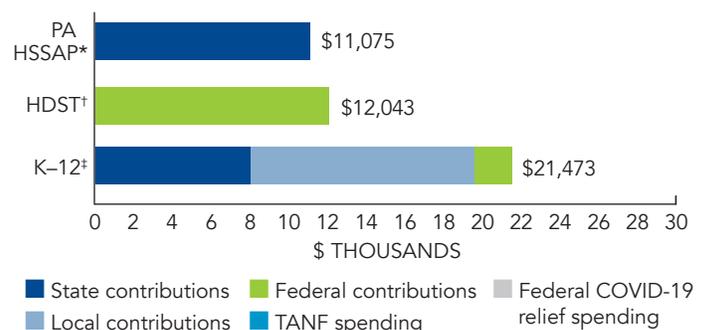
Total state pre-K spending .....	\$68,940,473
Local match required?.....	No
State spending per child enrolled .....	\$11,075
All reported spending per child enrolled* .....	\$11,075

\* 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

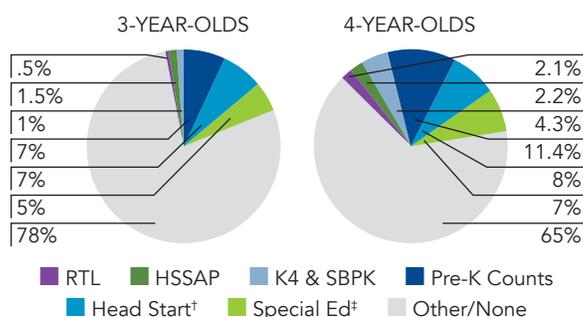


# PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL-BASED PRE-K

## ACCESS

Total state pre-K enrollment.....	7,829
School districts that offer state program.....	21%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	PA K4 & SBPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3, K-6 (public); PK-4, B-3 (nonpublic)	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	Other	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	180 hours/5 years (SBPK public teachers only); PD plans (new public teachers & some nonpublic teachers & assistants); Coaching (new teachers & some nonpublic teachers & assistants)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	SBPK: 20 (3- & 4-year-olds); K4: No limit	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	SBPK: 1:10 (3- & 4-year-olds); K4: No limit	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

3

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

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

## RESOURCES

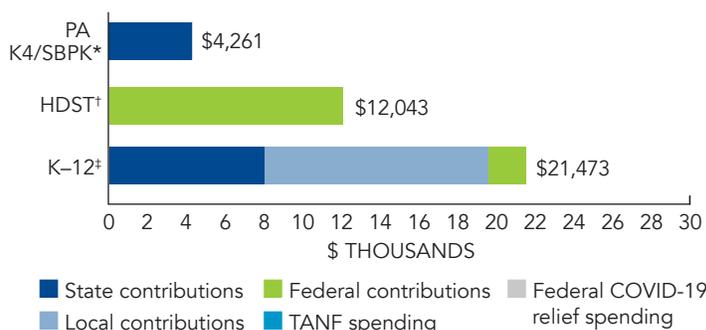
Total state pre-K spending .....	\$33,361,009
Local match required?.....	No
State spending per child enrolled .....	\$4,261
All reported spending per child enrolled* .....	\$4,261

\* 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

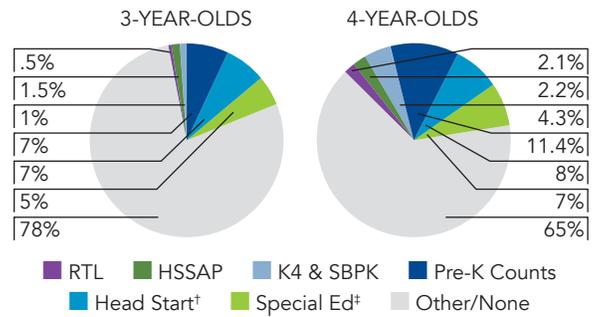


# PENNSYLVANIA PRE-K COUNTS

## ACCESS

Total state pre-K enrollment .....	27,223
School districts that offer state program .....	98%
Income requirement .....	300% FPL
Minimum hours of operation .....	2.5 hours/day; 5 days/week
Operating schedule .....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	PA PKC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	PK-4, B-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers); 24 hours/year (assistants); PD plans (some teachers & assistants); Coaching (new teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

8\*

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

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

## RESOURCES

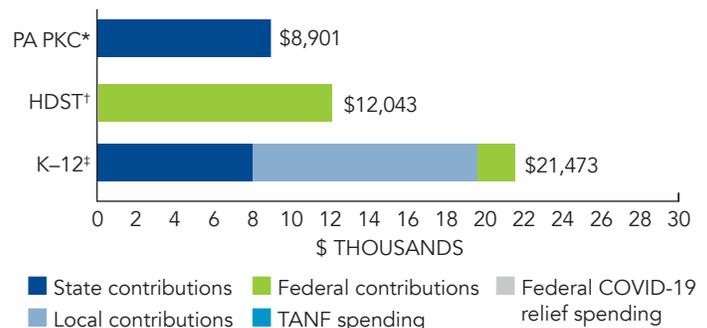
Total state pre-K spending .....	\$242,308,533
Local match required? .....	No
State spending per child enrolled .....	\$8,901
All reported spending per child enrolled* .....	\$8,901

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

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

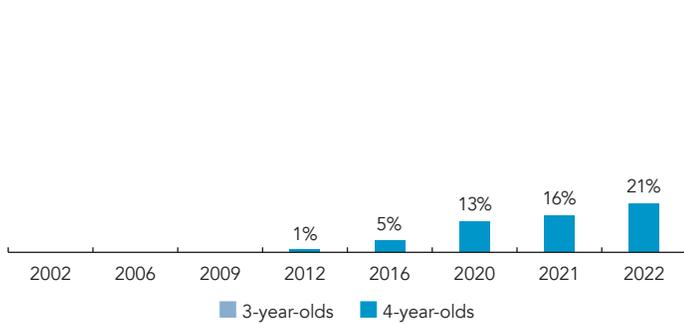
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Rhode Island preschool enrolled 2,364 children, an increase of 516 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$14,321,491, with an additional \$2,084,263 in federal recovery funds to support the program, up \$811,132 (5%), adjusted for inflation since last year. State spending per child (including federal recovery funds) equaled \$6,940 in 2021-2022, down \$1,499 from 2020-2021, adjusted for inflation. Rhode Island met 10 of 10 quality standards benchmarks.

## WHAT'S NEW

An interagency state UPK team continued to work towards achieving universal Pre-K for 4-year-olds and began to strategize extending preschool to 3-year-olds. RI Pre-K is currently utilizing GEER funding to accelerate preschool expansion for the 2021-2022 and 2022-2023 school years. The PDG, GEER, and CCDBG funds that supported expansion in 2021-2022 and continued to fund that expansion in 2022-2023 ends at the end of the 2022-2023 school year. A \$7 million deficit will occur in the 2023-2024 school year unless additional State funds are allocated.

The Rhode Island Executive Office of Health & Human Services received a \$4 million Preschool Development Grant Birth through Five (PDG B-5) planning grant in December of 2022 for supports for early educators, including: an early educator supplemental compensation pilot program and higher education articulation support to advance degree attainment; focused strategic planning on early childhood multilingual learner supports and best practices; early childhood mental health; infant/toddler system; early childhood development supports; early educator compensation; and RI's quality rating and improvement system and family engagement and outreach, including for the RI Pre-K lottery in spring 2023.

## BACKGROUND

The Rhode Island State Pre-Kindergarten Program, launched in 2009, is provided in public schools, Head Start programs, and private childcare. All children who turn four years old by September 1 and are living in participating communities are eligible for the program, even though enrollment is also determined by lottery.

The Rhode Island Department of Education oversees the pre-K program, funded through an Early Childhood Categorical line, created in 2010, within RIDE's state-budget. Using a phased-in approach, \$10 million was invested over ten years to expand access to high-quality pre-K, commencing with communities containing a high proportion of children eligible for free or reduced-price lunch.

In 2014, Rhode Island received a \$19 million federal Preschool Development Grant (PDG) to expand access to its high-quality pre-K program. This funding was used to expand access in high-need communities and to enhance program monitoring, evaluation, and technical assistance. Enrollment nearly doubled between the 2015-2016 and 2016-2017 school years as a result of the PDG support; the support did, however, level off, as planned, in 2017-2018 and 2018-2019.

Teachers in the program must hold a bachelor's degree in early childhood. The Rhode Island Department of Elementary and Secondary Education provides training and technical assistance through a vendor to all staff on an ongoing basis. The Rhode Island Pre-Kindergarten Program has been assessed for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, arithmetic, and social-emotional development.

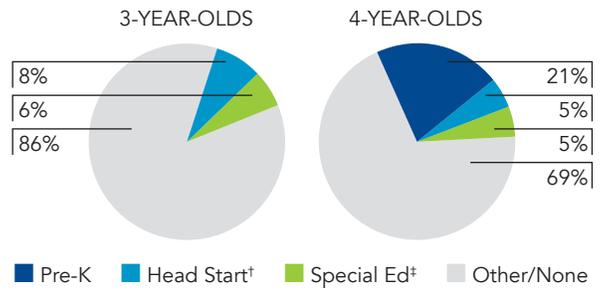
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
27	None Served	18	18	10

# RHODE ISLAND STATE PRE-KINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	2,364
School districts that offer state program .....	49% (communities)
Income requirement .....	No income requirement
Minimum hours of operation .....	6 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	1,709
Federally funded Head Start enrollment, ages 3 and 4 .....	1,787
State-funded Head Start enrollment, ages 3 and 4 .....	130

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

POLICY	RI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	9 or more ECE/CD credits (public); HSD + 12 ECE/CD credits or CDA (nonpublic)	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	20 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

10

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

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

## RESOURCES

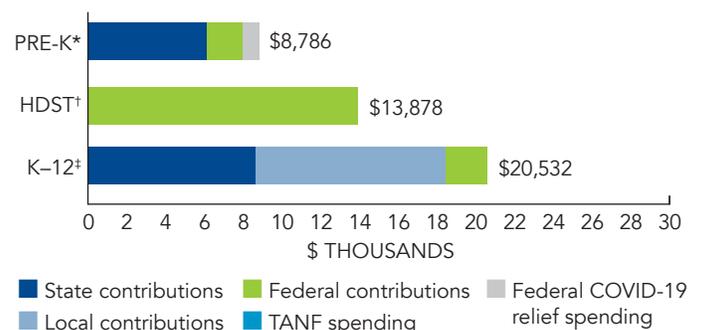
Total state pre-K spending .....	\$16,405,754
Local match required? .....	No
State Head Start spending .....	\$1,190,000
State spending per child enrolled .....	\$6,940
All reported spending per child enrolled* .....	\$8,786

\* 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.

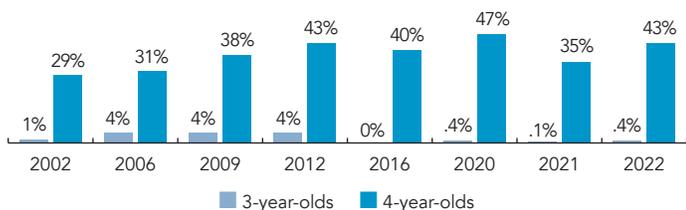
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, South Carolina preschool enrolled 25,276 children, an increase of 3,983 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$92,548,026 with an additional \$4,618,113 in federal recovery funds to support the program, down \$9,203,333 (9%), adjusted for inflation since last year. State spending per child (including federal recovery funds) equaled \$3,844 in 2021-2022, down \$1,151 from 2020-2021, adjusted for inflation. South Carolina met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

In December 2022, South Carolina was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$3,734,616 to support professional learning opportunities for the ECCE workforce; create a statewide pre-K common application portal; increase access to ECCE programs; support families; and continue the development of the SC Early Childhood Integrated Data System (SC ECIDS) and dashboards. As a compliment to the SC ECIDS work, South Carolina is entering the third year of a federal data systems grant focused on extending the current K-12 longitudinal data system to include early learning partners.

Beginning in 2021-2022, a new summer program was offered to incoming or continuing preschoolers and incoming kindergartners. For 2021-2022 only, a state proviso allowed students who were eligible for the Child Early Reading Development and Education Program (CERDEP) for the previous school year but did not participate due to COVID-19 concerns, to enroll in CERDEP rather than kindergarten. First Steps "4K PLUS Siblings", in partnership with the division of the Department of Social Services offers half-time scholarships to all enrolled First Steps 4K students to cover before and after school care and holidays for the enrolled 4K student.

As of July 2021, all school districts can offer CERDEP for income-eligible students. Previously, only districts meeting the law's poverty threshold were eligible; now, any district with at least one school with 60% or more students in poverty may operate CERDEP classrooms.

## BACKGROUND

South Carolina funds two preschool programs: the Education Improvement Act Child Development Program (EIA 4K) and the public/private CERDEP. Both programs are delivered in public school settings 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 (First Steps 4K), 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. Eligibility for EIA 4K is prioritized by law for children eligible for FRPL or Medicaid and allows for consideration of children with documented developmental delays. EIA 4K districts may then set their own eligibility criteria from a state-specified list of risk factors. State funding is allocated to districts by OELL using a formula according to the number of kindergarten students who qualify for FRPL in each district. School districts now provide full-day programs, with the exception of a few continuing to offer half-day programs.

CERDEP, originally called the Child Development Education Pilot Program (CDEPP), was created as a pilot program in 2006 in response to Abbeville County School District, et. al. v. South Carolina, a lawsuit initiated by rural school districts regarding school equity funding, the program was codified in 2014 along with the state's Read to Succeed legislation (Act 284).

To monitor quality, OELL conducts visits including an evaluation based on the Early Language and Literacy Classroom Observation (ELLCO) used to provide feedback and support to ensure classrooms are language- and literacy-rich. Some programs receive additional monitoring, which includes a fidelity verification measuring curriculum implementation.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
11	33

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	40

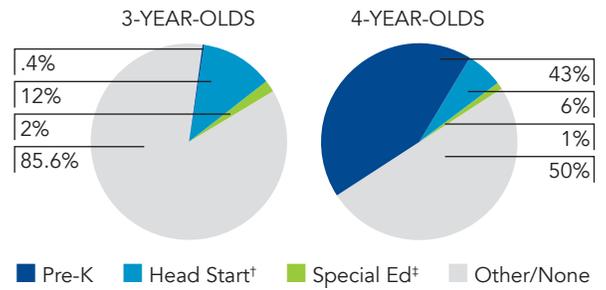
TOTAL BENCHMARKS MET
7

# SOUTH CAROLINA CHILD EARLY READING DEVELOPMENT AND EDUCATION PROGRAM AND EIA/4K

## ACCESS

Total state pre-K enrollment .....	25,276
School districts that offer state program .....	100%
Income requirement .....	185% FPL
Minimum hours of operation .....	CERDEP: 6.5 hours/day; EIA 4K: 4 hours/day, 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	5,100
Federally funded Head Start enrollment, ages 3 and 4 .....	9,973
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

7

## RESOURCES

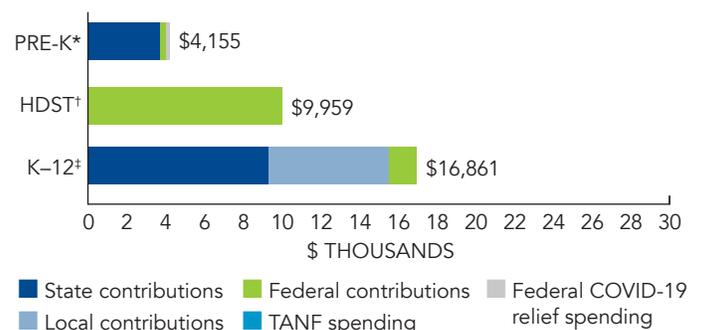
Total state pre-K spending .....	\$97,166,139
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,844
All reported spending per child enrolled* .....	\$4,155

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

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

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

## SPENDING PER CHILD ENROLLED



# South Dakota

## NO PROGRAM

South Dakota currently does not offer a state-funded preschool program as defined by this report, but the state does support early childhood education in several ways. Local education agencies can use a portion of their Title I funding to support preschool programs. The Department of Social Services oversees licensing of state registered family day care programs as well as licensed child and school age care programs and administers the child care assistance program.

The South Dakota Early Learning Guidelines (ELG) are used in settings that serve children from birth to 5 years old and cover multiple domains including: health and physical development, creative arts, language and literacy, social studies, social-emotional development and approaches toward learning, mathematics, and science. Most recently, the state created a Content Standards Crosswalk to serve as a resource to support the learning environment for preschool age children transitioning into kindergarten. This crosswalk is being distributed across the state to early childhood educators with local education agencies and public/private preschool homes and/or centers. Like the Early Learning Guidelines, this work was a collaboration between the South Dakota Department of Education, Head Start Collaboration Office, and multiple stakeholders.

In 2017, the School Administrators of South Dakota (SASD) rolled out the SASD Preschool Levels of Excellence. Based on NAEYC accreditation standards, the Levels of Excellence address ten domains of program quality. Preschool programs may use the Levels of Excellence as a self-assessment tool, or to obtain a formal Level assessed by SASD.

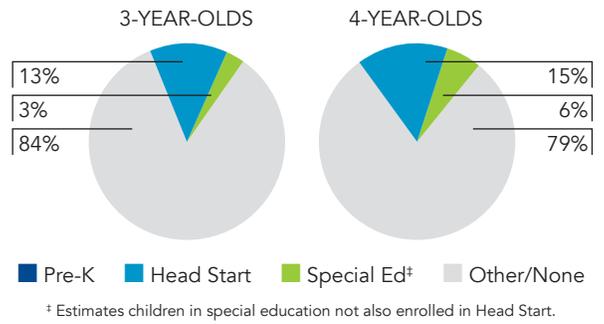
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
No Program		No Program		No Program

## SOUTH DAKOTA

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	1,442
Federally funded Head Start enrollment, ages 3 and 4 .....	3,411
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

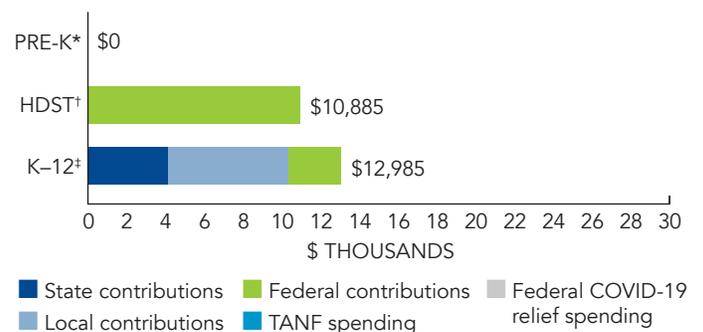
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

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

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

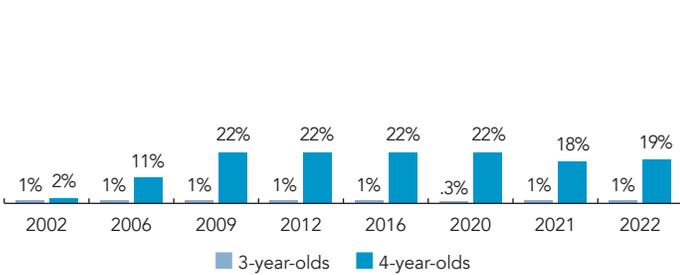
<sup>‡</sup> K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Tennessee preschool enrolled 16,634 children, an increase of 1,033 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$83,571,392, down \$5,615,595 (6%), adjusted for inflation since last year. State spending per child equaled \$5,024 in 2021-2022, down \$693 from 2020-2021, adjusted for inflation. Tennessee met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

The current contracts with state-approved pre-K curriculum vendors will end in April 2023. During the 2022-2023 school year, Tennessee Department of Education is completing the process to select new state-approved curricula for pre-K that will be implemented in the 2023-2024 school year.

The Tennessee Department of Education received a \$4 million Preschool Development Grant Birth through Five (PDG B-5) planning grant in December of 2022 to develop and implement a comprehensive, statewide, birth through five needs assessment. This assessment will be followed by the development of a related strategic plan that also addresses activities that lead to more meaningful parent engagement, the sharing of resources and best practices among the different early childhood program providers, and improvements in overall quality. The plan also aims to improve the coordination of existing early childhood service delivery models and funding streams — for the purpose of serving more children birth through age five.

## BACKGROUND

Tennessee Voluntary Pre-K (VPK) was launched in 2005, building on the 1998 Early Childhood Education Pilot Project. VPK classrooms are now found in 137 of the state's 142 school districts. Children from families meeting the income eligibility requirements are prioritized for enrollment in VPK, as are children with disabilities and dependent children of a parent who died as a result of war.

The Tennessee State Department of Education and Early Learning Division have administrative authority over VPK. Only local education agencies may apply for VPK grants, but districts may contract with private childcare agencies, Head Start agencies, institutions of higher education, public housing authorities, and any community-based or private agency with a rating of at least three stars on the state's quality rating and improvement system (QRIS) operating within the jurisdiction of the school district.

With commencement during the 2018-2019 school year, in-service professional development for directors, teachers, and assistant teachers in Tennessee Voluntary Pre-K increased from 24 to 30 clock hours per year, six of which were allocated to address developmentally appropriate literacy practices. Tennessee's Early Learning and Development Standards were instituted in 2018. The state also continues to implement the Pre-k Quality Act of 2016, a platform for revising the Tennessee Early Learning Development Standards. This created a shared definition of "quality" to guide quality improvements, established a vision for early learning at statewide trainings, supports curriculum implementation, provides guidance for district leaders, reduced the number of approved curricula, shifted to a competitive grant application based on program quality, piloted CLASS observations, trained CLASS observers, and enforced pre-K Student Growth Portfolios statewide. Each yearly cohort of Tennessee Pre-K classrooms observed by our state-level CLASS observers have seen statistically significant improvements in the Instructional Support domain from fall to spring (2020-2021: increase in instructional support from 3.0 to 3.4). VPK relies on numerous funding sources, including general education revenue. Federal Head Start, IDEA, Title I, and other funds are used to provide the required 25% local match.

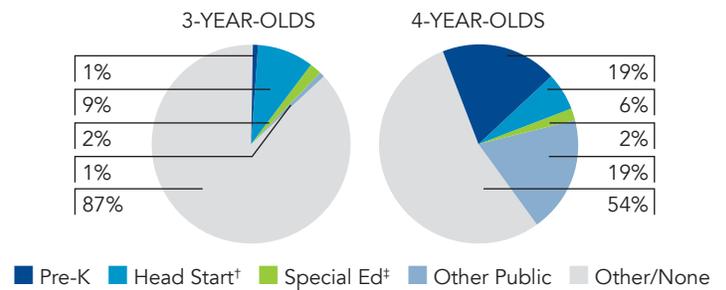
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
31	28	29	30	9

## TENNESSEE VOLUNTARY PRE-K (VPK)

### ACCESS

Total state pre-K enrollment.....	16,634
School districts that offer state program.....	96%
Income requirement.....	185% FPL
Minimum hours of operation.....	5.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	7,164
Federally funded Head Start enrollment, ages 3 and 4.....	14,273
State-funded Head Start enrollment, ages 3 and 4.....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

### QUALITY STANDARDS CHECKLIST

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

9

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

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

### RESOURCES

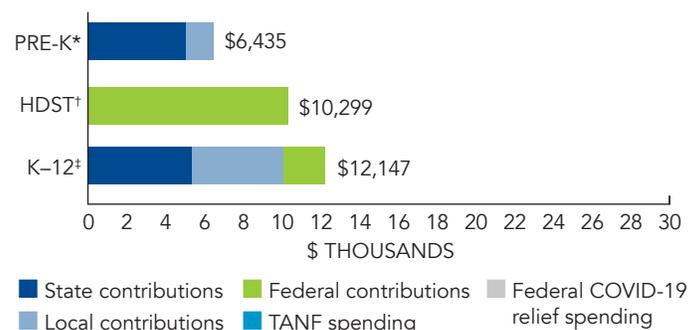
Total state pre-K spending.....	\$83,571,392
Local match required?.....	Yes
State Head Start spending.....	\$0
State spending per child enrolled.....	\$5,024
All reported spending per child enrolled*.....	\$6,435

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

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

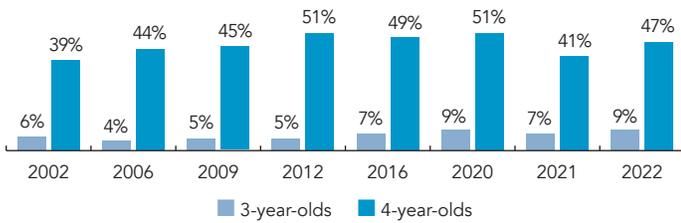
‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED



# Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Texas preschool enrolled 222,424 children, an increase of 26,203 children from the prior year as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$846,690,464 and an additional \$24,680,790 in federal recovery funds supported the program, up \$122,950,371 (16%), adjusted for inflation since last year. State spending per child (including federal recovery dollars) equaled \$4,267 in 2021-2022, up \$151 from 2020-2021, adjusted for inflation. Texas met 4 of 10 quality standards benchmarks.

## WHAT'S NEW

For the second year, programs serving 4-year-olds were required to provide full-day services, while programs serving 3-year-olds had the option to continue to provide half-day services. Some programs were granted a waiver from providing full-day programs for 4-year-olds for a limited time to allow for transition from half day to full day. Legislation was recently passed in Texas limiting preschool class sizes to 22 children. Prior to this legislation, there was no limit for public preschool class size.

The Texas Workforce Commission received a \$16 million Preschool Development Grant Birth through Five (PDG B-5) renewal grant in December of 2022. Texas is committed to the vision of ensuring all children are ready for school. Through this renewal grant, Texas will support this vision by engaging families as leaders, connecting families to services, supporting local systems building, strengthening the early childhood care and education (ECCE) workforce, building the ECCE workforce, expanding access to high-quality programs, and developing a statewide integrated data system.

## 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 Texas Education Agency (TEA) Early Childhood Education Division oversees the free program in school districts and open-enrollment charter schools, and school districts are permitted to subcontract with nonpublic preschools to serve eligible children.

Students are eligible to participate in the Texas Public School Prekindergarten program if they 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.

In 2019, Texas used PDG B-5 funding to conduct a statewide 0-5 needs assessment, develop a statewide 0-5 strategic plan, increase parental choice and knowledge, share best practices, and improve overall quality of care. This work was led by the PDG team and the Texas Early Learning Council. Also in 2019, House Bill (HB) 3 was passed by the 86th Texas Legislature and signed into law by Governor Abbott on June 11. HB 3 impacts districts and open-enrollment charter schools serving pre-K through third grade students by addressing early education allotment, full-day high-quality pre-K for eligible 4-year-olds, expanded early education reporting, early learning progress monitoring tools (single kindergarten assessment with one alternative available), and early childhood partnerships.

The Children's Learning Institute at the University of Texas-Health Science Center, in partnership with the TEA and Texas Workforce Commission, has developed a comprehensive professional development platform for early childhood educators that is free to all public school teachers, Head Start programs, families, and child care providers.

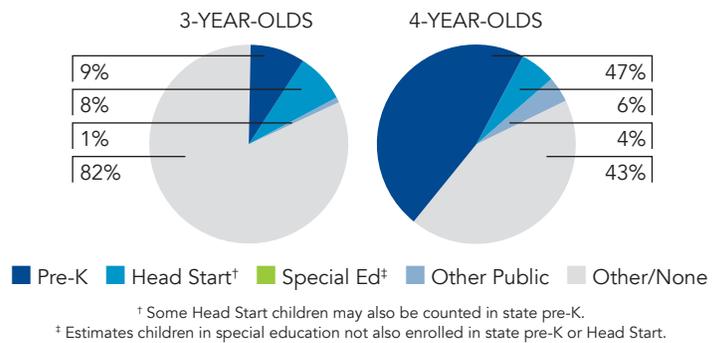
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
10	14	32	37	4

# TEXAS PUBLIC SCHOOL PREKINDERGARTEN

## ACCESS

Total state pre-K enrollment .....	222,424
School districts that offer state program .....	90%
Income requirement .....	185% FPL
Minimum hours of operation .....	32,400 minutes/year; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	26,017
Federally funded Head Start enrollment, ages 3 and 4 .....	54,136
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

POLICY	TX PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	<b>Approval process &amp; supports</b>	<input type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	P-6	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	30 hours/year & PD plans (teachers only); Coaching (some teachers)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	22 (3- & 4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	No limit (3-year-olds); Must strive for 1:11 (4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

4

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

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

## RESOURCES

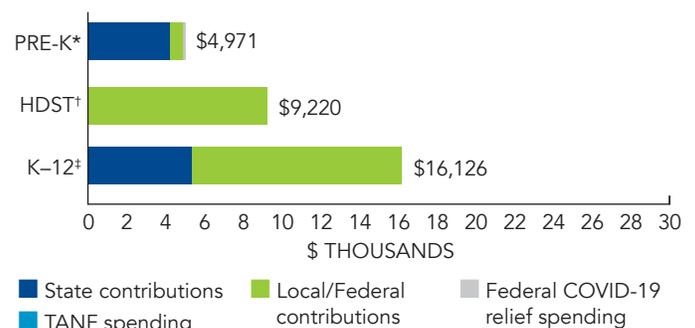
Total state pre-K spending .....	\$871,371,254
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,267
All reported spending per child enrolled* .....	\$4,971

\* 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.

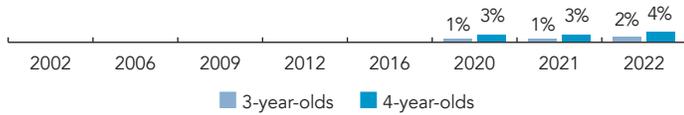
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Utah

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Utah preschool enrolled 2,813 children, an increase of 730 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$6,206,636, up \$4,172,453 (205%), adjusted for inflation, since last year. State spending per child equaled \$2,206 in 2021-2022, up \$1,230 from 2020-2021, adjusted for inflation. Utah met 3 of 10 quality standards benchmarks.

## WHAT'S NEW

The number of children served by the School Readiness Grant program in 2022-2023 decreased as a result of increased costs to provide high-quality preschool services and some previous grantees no longer being part of the grant program.

In December 2022, Utah was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$4.8 million. The state will use PDG B-5 funds to update Utah's statewide early childhood needs assessment, establish and extend technology to increase parent and family engagement in early childhood programs, and increase training and coaching for early educators.

## BACKGROUND

In 2016, the High-Quality School Readiness Expansion (HQSR-E) grant program was established to expand access to high-quality school readiness programs for eligible children. The HQSR-E grant program provided grant funds to LEAs and private providers with existing early education programs deemed high-quality, as determined by the ECERS-3 tool and additional quality rating criteria. School readiness programs were eligible to apply for HQSR-E funding if they provided services to economically disadvantaged 4-year-old children, could illustrate how funds would be used to expand their preschool programs, and were deemed high-quality based on the criteria noted above. The HQSR-E program ended in June 2019 but was replaced by the Expanded Student Access to High Quality School Readiness (ESA) grant program.

With the passing of SB 166 in 2019, the School Readiness Board governs both the Becoming High-Quality (BHQ) and ESA grant programs for both public and private providers. The BHQ program provides funding to help existing preschool programs increase program quality to later qualify for ESA grant funding. The ESA program allows high-quality preschool programs to expand access and provide seats to eligible students. An eligible student is one who is economically disadvantaged and whose parent or guardian reports they also have experienced at least one risk factor (e.g., mother is 18 or younger, parents with a low reading ability, exposure to substance abuse) or a student that is an English Learner.

This new legislation also codified Utah's UPSTART Program. The program provides a home-based, technology-delivered kindergarten readiness program to children throughout the state and prioritizes children from low-income families. The program includes an annual independent evaluation contracted by the Utah State Board of Education (USBE).

In May 2020, the new Utah Core Standards: Early Learning (Ages 3-5) were approved by the Utah State Board of Education (USBE). USBE staff collaborated with other agencies and early childhood professionals to provide professional learning during the 2020-2021 school year to encourage and assist with the implementation of the new standards starting in the 2021-2022 school year.

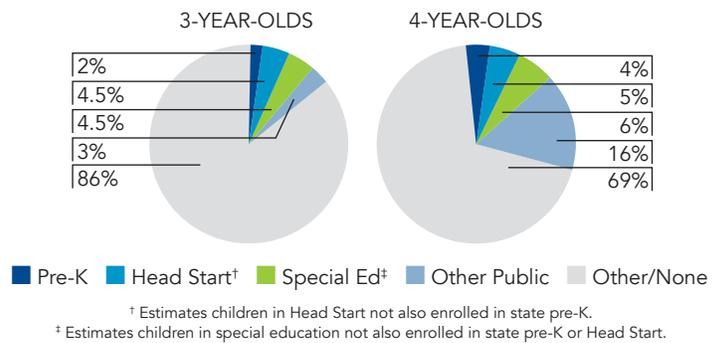
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
42	26	44	44	3

# EXPANDED STUDENT ACCESS TO HIGH QUALITY SCHOOL READINESS PROGRAMS (ESA)

## ACCESS

Total state pre-K enrollment .....	2,813
School districts that offer state program .....	41% (counties)
Income requirement .....	185% FPL
Minimum hours of operation .....	Determined locally
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	6,237
Federally funded Head Start enrollment, ages 3 and 4 .....	4,661
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

POLICY	UT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with child assessments, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input type="checkbox"/>
Curriculum supports	Approval process	<b>Approval process &amp; supports</b>	<input type="checkbox"/>
Teacher degree	CDA or AA (ECE not required)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed., ECE SpEd, SpEd	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	None	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	None	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

3

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

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

## RESOURCES

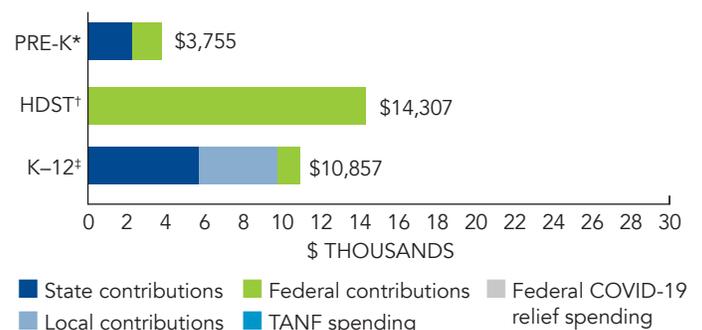
Total state pre-K spending .....	\$6,206,636
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$2,206
All reported spending per child enrolled* .....	\$3,755

\* 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.

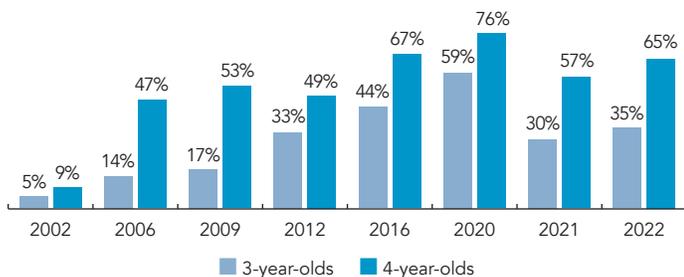
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

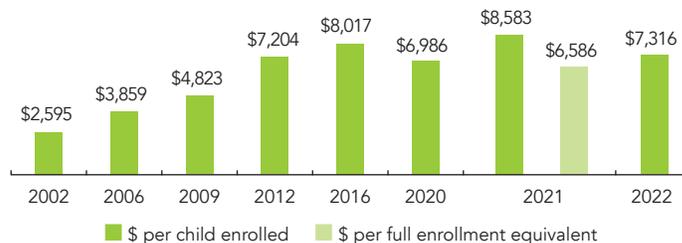


# Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Vermont preschool enrolled 7,541 children, an increase of 947 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$55,171,586 down \$1,426,216 (3%), adjusted for inflation since last year. State spending per child equaled \$7,316 in 2021-2022, down \$1,267 from 2020-2021, adjusted for inflation. Vermont met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

In December 2022, Vermont was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$7,744,080. Funds are planned to be used to support the state's early childhood system which includes subgrants going to local communities to support mental health care for children and families and support for the early childhood workforce.

There was a mix of in-person and remote instruction during the 2020-2021 school year and Fall 2021. In 2021-2022, pre-K monitoring site visits began using the newly created joint agency pre-K monitoring system.

## BACKGROUND

In 1987, Vermont created the Vermont Early Education Initiative (EEI), an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. In 2007, legislation expanded publicly funded prekindergarten education for 4-year-old children in public schools and private programs and provided funding through the state's Education Fund, similar to K-12, pro-rated based on a model of 10 hours per week.

Starting in 2014, Act 166, required all public school districts to offer Universal Prekindergarten (UPK) for every 3-, 4-, and 5-year-old child not enrolled in kindergarten, for a minimum of 10 hours per week for 35 weeks annually. UPK was fully implemented beginning in the 2016-2017 school year, with pre-K provided through school district operated programs and in contractual partnerships with state-approved public and private programs. Funding for Act 166 is a mix of federal, state, and local dollars.

Act 166 also requires an annual legislative evaluation of the state's pre-K efforts that includes the number of children and programs participating in UPK, child progress monitoring data, and quality rating and improvement system (QRIS) level information. All Vermont state pre-K programs are required to attain at least four of five stars in Vermont's QRIS, Step Ahead Recognition Systems (STARS), or hold NAEYC accreditation. STARS requires structured observations of classroom quality using the ECERS or CLASS. Licensed educators with an endorsement in early childhood education and/or early childhood special education are required to be lead teachers in all public school UPK classrooms. For private UPK programs, the licensed educator is required to oversee lead teachers in private UPK classrooms to ensure implementation of UPK education for each child.

The Vermont Agency of Education (AOE) and Agency of Human Services (AHS) completed the process of designing a new joint-agency Pre-K Monitoring System that builds upon existing monitoring systems and procedures to assess the quality of the state's approved private and public UPK programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
4	2

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	20

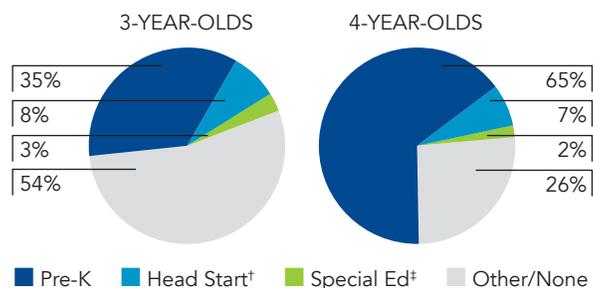
TOTAL BENCHMARKS MET
7

# VERMONT UNIVERSAL PREKINDERGARTEN EDUCATION (ACT 166)

## ACCESS

Total state pre-K enrollment.....	7,541
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.....	1,013
Federally funded Head Start enrollment, ages 3 and 4.....	861
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

7

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

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

## RESOURCES

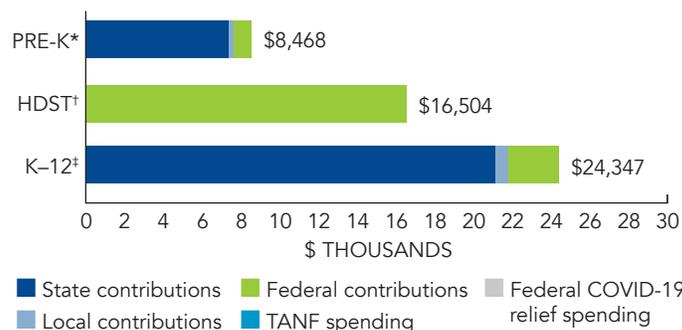
Total state pre-K spending.....	\$55,171,586
Local match required?.....	No
State Head Start spending.....	\$0
State spending per child enrolled.....	\$7,316
All reported spending per child enrolled*.....	\$8,468

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

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

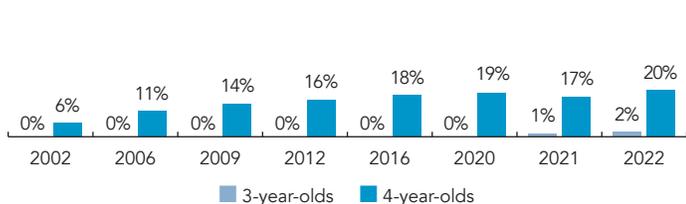
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Virginia preschool enrolled 22,243 children, an increase of 4,187 from the prior year, as the program recovered from the impact of the COVID-19 pandemic. State spending totaled \$106,627,053, including \$10,785,265 in federal recovery funds that supported preschool, up \$21,018,465 (22%), adjusted for inflation since last year. State spending per child (including federal recovery dollars) equaled \$5,279 in 2021-2022, down \$60 from 2020-2021, adjusted for inflation. Virginia met an average of 5.9 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2021-2022 school year, more than 1,200 children benefited from the state's Early Childhood Foundation Mixed Delivery Program. This is a public/private partnership that is included in this report for the first time this year. The Mixed Delivery Program is administered by Virginia Early Childhood Foundation (VECF) and provides publicly funded early childhood care and education (ECCE) services in licensed, non-school-based and non-faith-based private ECCE settings for children who have been identified as at-risk for entering kindergarten without the necessary social and academic skills for success. The Mixed Delivery Program uses VPI child eligibility criteria.

In 2022, the state budget included an additional \$16 million for the Virginia Preschool Initiative (VPI) and increased per pupil rates that are benchmarked based on the standards of quality. Starting during the 2022-23 school year, the per pupil rates will be based on the biannually re-benchmarked rate, which follows the same model of basing costs on standards of quality as K-12. This change led to a significant increase in the per child rate and will ensure that the VPI rate remains comparable to other grade levels.

VPI also expanded eligibility during the 2021-2022 school year, with more programs using the local eligibility criteria waiver, the community provider add-on, and expanding their focus on inclusive classrooms. Beginning in 2022-2023, children with disabilities or delays who are eligible for special education services under the Individuals with Disabilities Education Act, regardless of household income, are eligible for VPI.

In December 2022, Virginia was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$4 million. The state will use the funding to update the statewide ECCE needs assessment and strategic plan, as well as implement key ECCE priorities related to quality early learning settings and supporting the ECCE workforce.

## BACKGROUND

The Virginia Preschool Initiative (VPI) began in 1995 to serve at-risk 4-year-olds not enrolled in existing preschool programs. During the 2021-2022 school year, VPI programs operated in 96% of eligible school divisions. Programs are required to operate for a minimum of three hours per day, though 95% of children attend full-day programs throughout the school year. VPI is funded by an annual legislative appropriation of state general funds and a required local match based on the local composite index. The local match is capped at half the per-pupil amount. Funding for VPI is available to school divisions where there are at-risk 4-year-olds who are not served by Head Start.

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 unless a locality applies and is approved for a waiver to fill more than 15% of slots using local at-risk criteria.

Beginning in 2021-22, 535 public school VPI programs opted to participate in the first practice year of the state's new required Unified Measurement and Improvement System, VQB5. These programs received Practice Year 1 ratings in fall 2022. The new unified system uses measures of teacher-child interactions and curriculum implementation to support improvement across all publicly funded birth-to-five program and will be required for all publicly funded preschool programs by fall 2023.

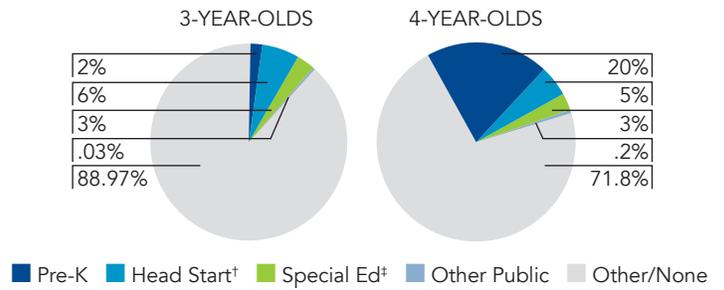
Virginia's overall support for state-funded preschool, including enrollment and funding for both VPI and Mixed Delivery, is depicted in the first two pages of this state profile. The third page focuses solely on VPI and the fourth page provides information on Mixed Delivery.

# VIRGINIA STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	22,276
Special education enrollment, ages 3 and 4 .....	9,221
Federally funded Head Start enrollment, ages 3 and 4 .....	11,259
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

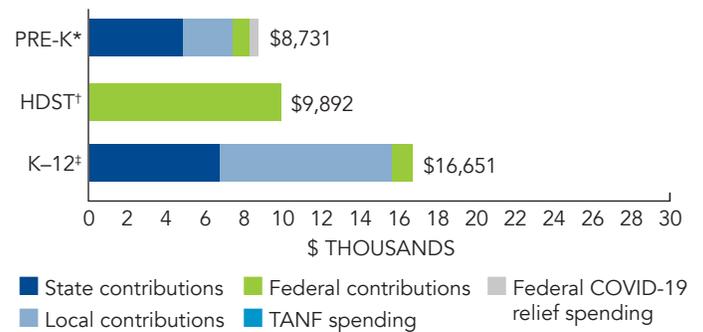


† Some Head Start children may also be counted in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$117,412,318
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,271
All reported spending per child enrolled* .....	\$8,731

## 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
29	24

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	19

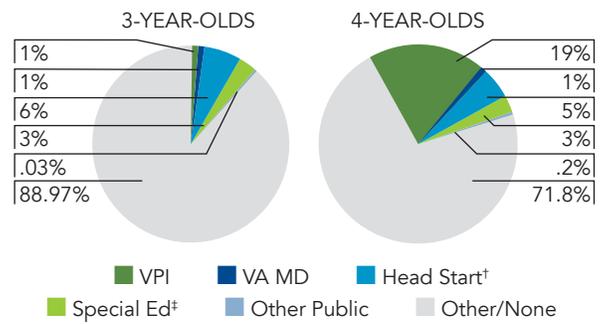
TOTAL BENCHMARKS MET
5.9

# VIRGINIA PRESCHOOL INITIATIVE

## ACCESS

Total state pre-K enrollment.....	21,006
School districts that offer state program.....	94% (school divisions)
Income requirement.....	200% FPL; 350% FPL for students with disabilities
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	VA VPI REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	15 hours/school year	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

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

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

6

## RESOURCES

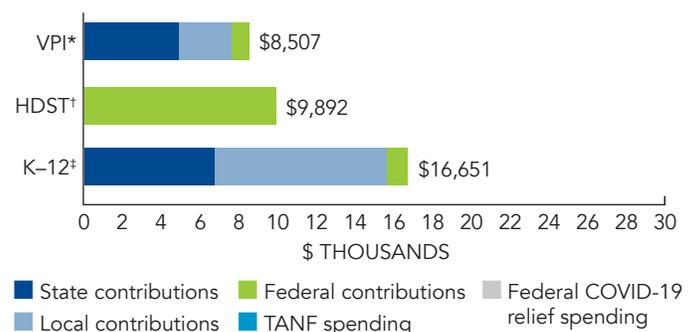
Total state pre-K spending .....	\$101,637,053
Local match required?.....	Yes
State spending per child enrolled .....	\$4,838
All reported spending per child enrolled* .....	\$8,507

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

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

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

## SPENDING PER CHILD ENROLLED

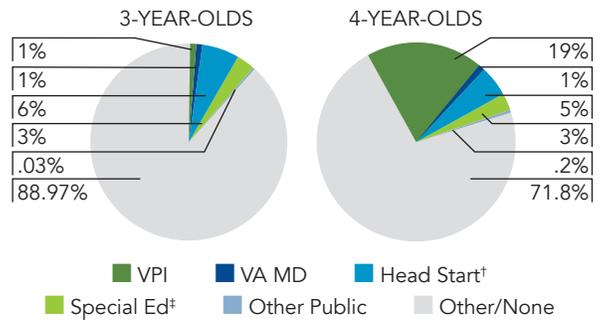


# VIRGINIA EARLY CHILDHOOD FOUNDATION MIXED DELIVERY

## ACCESS

Total state pre-K enrollment.....	1,270
School districts that offer state program.....	30% (school systems)
Income requirement.....	200% FPL; 350% FPL for students with disabilities
Minimum hours of operation.....	3 hours/day; 5 days/week
Operating schedule.....	990 hours (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	VA MD REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	None	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	None	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	None	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	16 hours/year	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	30 (3- & 4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Immunizations	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

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

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

4

## RESOURCES

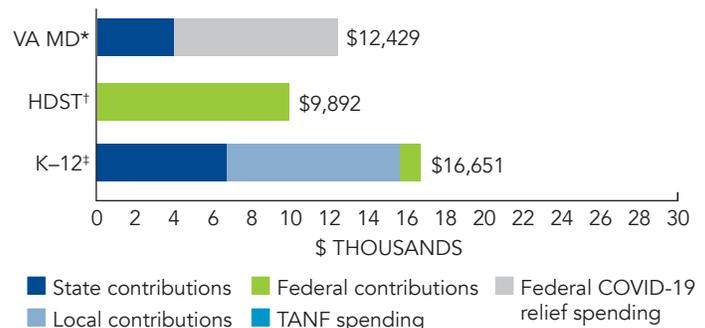
Total state pre-K spending .....	\$15,785,265
Local match required?.....	No
State spending per child enrolled .....	\$12,429
All reported spending per child enrolled* .....	\$12,429

\* 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.

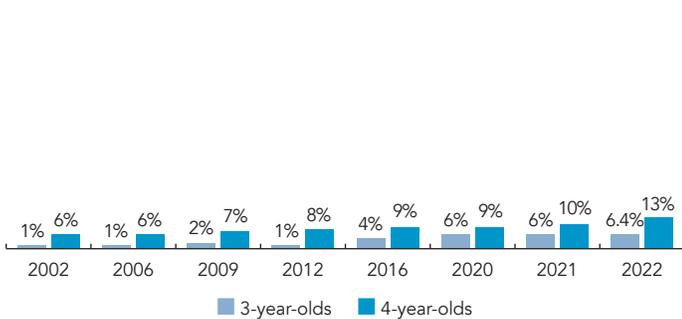
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year Washington’s Department of Children, Youth, and Families (DCYF) enrolled 15,007 children in the Early Childhood Education and Assistance Program (ECEAP), an increase of 358 children from the prior year. State spending for ECEAP totaled \$141,490,680 with an additional \$20,847,000 in federal recovery funding to support the program, up \$9,054,161 (6%), adjusted for inflation, since last year. State spending per child on ECEAP equaled \$10,817 (including recovery dollars) in 2021-2022, up \$354 from 2020-2021, adjusted for inflation. Washington ECEAP met 9 of 10 quality standards benchmarks.

Washington’s Office of Superintendent of Public Instruction (OSPI) also served 3,127 children in a Transitional Kindergarten (TK) program during the 2021-2022 school year, up 2,227 children from the prior year. State spending for TK was \$38,599,688, an increase of \$27,268,641 (269%), adjusted for inflation, since last year. State spending per child on TK was \$12,344, down \$884 from 2020-2021, adjusted for inflation. TK met 6 out of 10 quality standards benchmarks.

## WHAT’S NEW

ECEAP added 358 more slots during the 2021-2022 school year and another 700 in 2022-2023 when a 1.6% slot rate increase also took effect. In 2021-2022, the state’s Fair Start for Kids Act (FSKA) legislation funded 34 Early ECEAP slots, in addition to the 144 slots funded through the Preschool Development Grant (PDG). Income eligibility was expanded and moved to State Median Income (SMI) instead of FPL. Income eligibility categories will increase again in 2030-2031. Additionally, [FSKA](#) continued and expanded Complex Needs funding that supports contractors in providing inclusive environments to all children in ECEAP and Early ECEAP settings. Licensed ECEAP contractors were also eligible for stabilization grants, of which 159 were awarded to licensed ECEAP providers, totaling \$14,649,000.

ECEAP also released new Performance Standards that included increased equity, inclusive, and anti-bias requirements. Washington received funding from a private donor for summer programming in 2021 that provided services to 1,806 children transitioning out of ECEAP to kindergarten across 31 ECEAP contractors. The state QRIS implemented a revised quality recognition and improvement system based on provider feedback that moves to a virtual data collection model that allows reviewers the opportunity to see every teaching environment and engage in coaching with teachers.

DCYF and OSPI are supporting TK programs with TA on collaborating with community-based partners (including ECEAP), Head Start, child care, family child care, and licensed tribally-led early learning programs.

## BACKGROUND

In 2018, the Washington Department of Early Learning merged into the new Department of Children, Youth, and Families (DCYF), which oversees early learning programs along with child welfare and juvenile rehabilitation. One of the five [strategic priorities](#) for DCYF is to create a high-quality integrated birth to eight system. This includes expanding access to infant/toddler supports, expanding access to affordable, high-quality care, creating a responsive and inclusive integrated pre-k system, and expanding supports to the early learning workforce. The state ECEAP, created in 1985, is a large part of the state’s strategy to accomplish this goal. In recent years, both funding and enrollment for ECEAP have been growing. ECEAP funding comes from the state general fund, the Education Legacy Trust Account funded by estate taxes, and the “opportunity pathways account” financed by lottery proceeds. In 2010, the state Legislature established the ECEAP as a statutory entitlement for all eligible children, not funded by Head Start, by the 2018-2019 school year — a deadline extended to 2026-2027. ECEAP focuses on the whole child and provides comprehensive nutrition, health, education and family support services to Washington’s most at-risk young children. To be eligible for ECEAP currently, children must be 3- or 4-years-old and live in households with an income at or below 36% of the SMI for non-tribal children or 100% SMI for tribal children, eligible for special education services, experiencing homelessness, or previously participated in an approved birth to three early learning programs. 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.

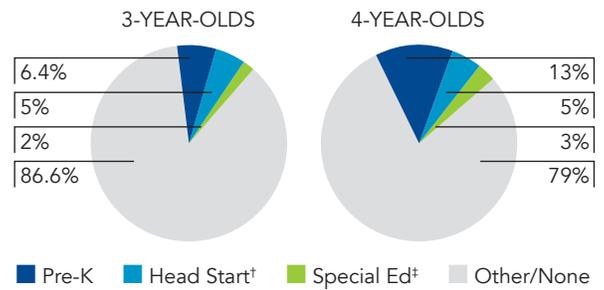
(continued)

## WASHINGTON STATE OVERVIEW

### ACCESS

Total state pre-K enrollment .....	18,134
Special education enrollment, ages 3 and 4 .....	8,299
Federally funded Head Start enrollment, ages 3 and 4 .....	9,821
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

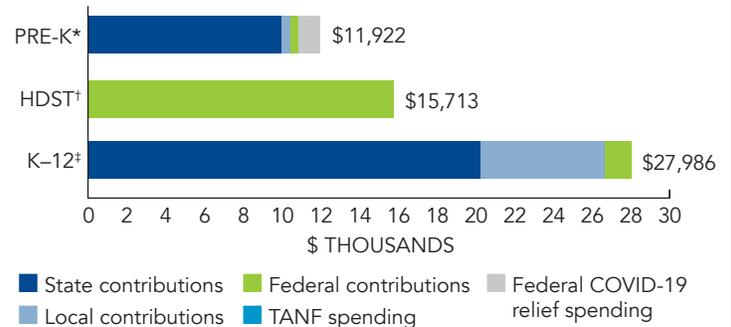


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$200,937,368
State Head Start spending .....	\$0
State spending per child enrolled .....	\$11,081
All reported spending per child enrolled* .....	\$11,922

SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	17

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	7

TOTAL BENCHMARKS MET	
ECEAP	TK
9	6

The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing public K–12 education in Washington state. Working with the state’s 295 public school districts and six state-tribal education compact schools, OSPI allocates funding and provides tools, resources, and technical assistance so every student in Washington is provided a high-quality public education. The goal of Washington’s K–12 education system is to prepare every student for postsecondary pathways, careers, and civic engagement.

OSPI’s Transitional Kindergarten (TK) is a kindergarten program for children aged 5 who have missed the cutoff for kindergarten or are turning 5 before the following school year and do not have access to high-quality early learning experiences prior to kindergarten. Districts may offer TK programs, but they are not required to do so. The requirements for TK are the same as those for regular kindergarten established by RCW 28A.150.315. While school districts in Washington have always had the ability to enroll children into kindergarten early, TK has gained momentum in recent years, as a strategy for closing opportunity gaps.

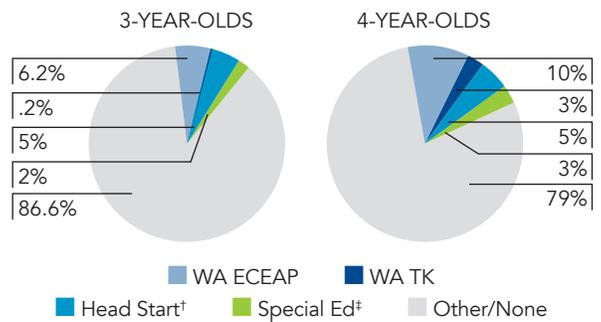
Washington’s overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on ECEAP and the fourth page on TK.

# EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

## ACCESS

Total state pre-K enrollment ..... 15,007  
 School districts that offer state program ..... 92% (counties)  
 Income requirement ..... 36% SMI (non-tribal children);  
 100% SMI (tribal children)  
 Minimum hours of operation ..... 3 hours/day  
 Operating schedule ..... School year (part- & school day);  
 Calendar year (working-day)

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

9

## RESOURCES

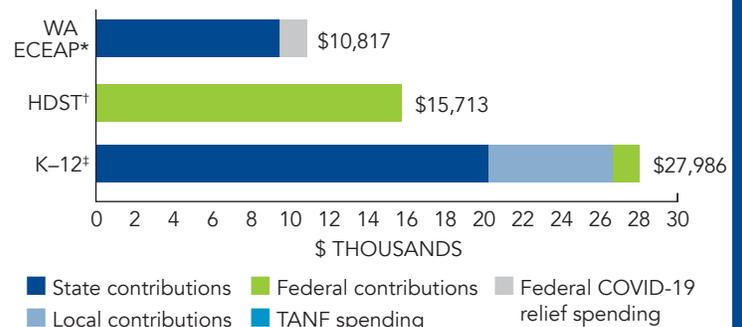
Total state pre-K spending ..... \$162,337,680  
 Local match required? ..... No  
 State spending per child enrolled ..... \$10,817  
 All reported spending per child enrolled\* ..... \$10,817

\* 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

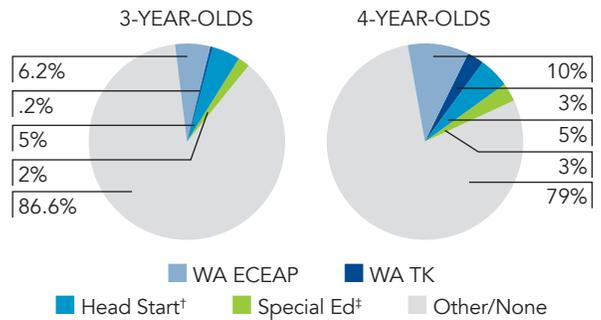


# TRANSITIONAL KINDERGARTEN (TK)

## ACCESS

Total state pre-K enrollment ..... 3,127  
 School districts that offer state program ..... 32% (counties)  
 Income requirement ..... No income requirement  
 Minimum hours of operation ..... 27.75 hours/week; 5 days/week  
 Operating schedule ..... School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

POLICY	WA TK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., ECE SpEd, SpEd	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	100 hours/5 years (teachers); 3 days/year (assistants); PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	No limit (3- & 4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

6

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

## RESOURCES

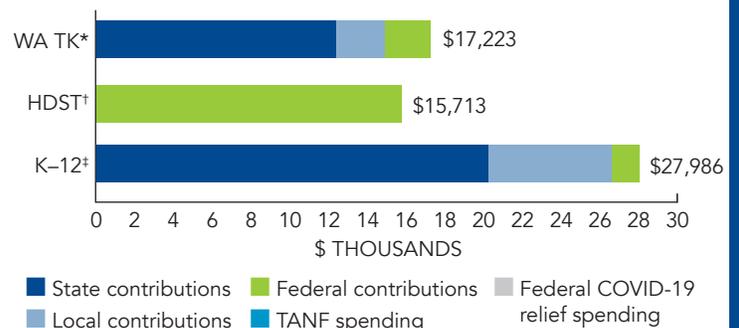
Total state pre-K spending ..... \$38,599,688  
 Local match required? ..... No  
 State spending per child enrolled ..... \$12,344  
 All reported spending per child enrolled\* ..... \$17,223

\* 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.

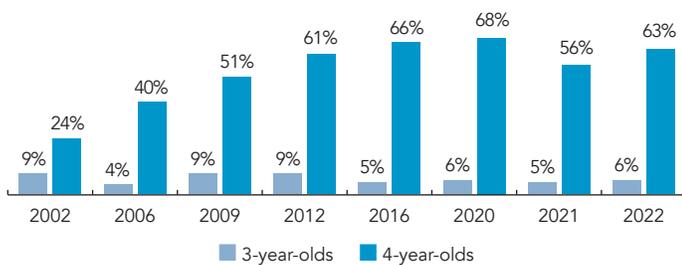
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, West Virginia preschool enrolled 13,268 children, an increase of 1,287 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$80,436,415 and an additional \$6,181,701 in TANF funds and \$304,069 in federal recovery funds supported the program, down \$31,103,846 (26%), adjusted for inflation since last year. State spending per child equaled \$6,551 in 2021-2022, down \$3,300 from 2020-2021, adjusted for inflation. Pre-k spending is calculated based on the previous year's (2020-2021) enrollment which was lower due to the COVID-19 pandemic, resulting in lower spending in 2021-2022. West Virginia met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

With decreased enrollment due to the COVID-19 pandemic, West Virginia continues to focus on increasing participation in the universal pre-K program and collaboration among the early childhood community to support families of young children even before entering pre-K.

In December 2022, West Virginia was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$2 million. The state plans to use this opportunity to enhance a coordinated system of early care and education by further strengthening connections of the collaborative pre-K program and programs serving children and families birth to pre-K, including enhanced transitions services.

## BACKGROUND

West Virginia introduced public preschool in 1983 for 3- and 4-year-olds through the Public School Early Childhood Education program. In 2002, legislation passed that required pre-K to be available to all 4-year-olds by 2012. Today, West Virginia's Universal Pre-K System provides pre-K programs in all 55 counties in the state, serving 4-year-olds, as well as some 3-year-olds with special needs, and some kindergarten-eligible children if it is determined that kindergarten placement is not in the child's best interest.

Public schools receive West Virginia Universal Pre-K funding directly, with half of all programs required to partner with child care centers, private pre-K, or Head Start agencies to meet demand. During the 2021-2022 school year, the collaboration rate was 83%. Programs are permitted to use additional funding from IDEA and federal Head Start.

As of July 2013, all new lead teachers in nonpublic settings are required to have at least a BA in ECE or a related field and, as of July 2014, all assistant teachers are required to apply for the Early Childhood Classroom Assistant Teacher Authorization, which requires a CDA or equivalent, as determined by the West Virginia Board of Education. West Virginia also increased instructional days per year and hours per week to at least 1,500 minutes (25 hours) of instruction per week and 48,000 minutes (800 hours) of instruction per year. Programs must operate no fewer than four days per week.

The West Virginia Universal Pre-K program had undergone a multi-year study to assess the effects of program participation. Programs develop monitoring systems to offer ongoing continuous quality improvement, using reliable monitoring tools selected by a local collaborative team. Children are assessed three times per year using the Early Learning Scale, and this information is used to track child and program outcomes over time, guide teacher professional development and coaching, adjust instructional practices, and support school readiness.

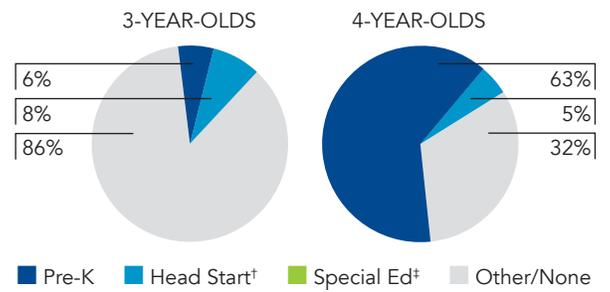
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
6	19	20	16	9

# WEST VIRGINIA UNIVERSAL PRE-K

## ACCESS

Total state pre-K enrollment .....	13,268
School districts that offer state program .....	100% (counties/parishes)
Income requirement .....	No income requirement
Minimum hours of operation .....	25 hours/week; 4 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	2,612
Federally funded Head Start enrollment, ages 3 and 4 .....	6,702
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

9

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

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

## RESOURCES

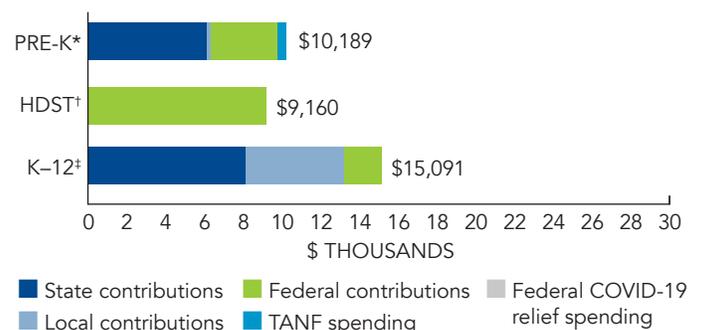
Total state pre-K spending .....	\$86,922,185
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$6,551
All reported spending per child enrolled* .....	\$10,189

\* 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.

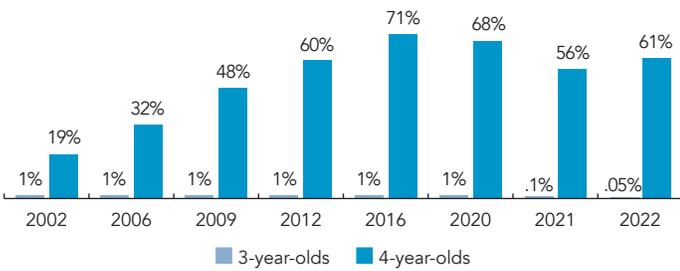
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Wisconsin preschool enrolled 45,746 children, an increase of 3,753 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$166,662,416, up \$5,713,983 (4%), adjusted for inflation since last year. State spending per child equaled \$3,643 in 2021-2022, down \$190 from 2020-2021, adjusted for inflation. Note that state spending per child is an average figure; funding for Wisconsin Four-Year-Old Kindergarten (4K) is based on a formula that results in varying spending amounts per child. Wisconsin met 3 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2021-2022 school year, districts were required to provide instructional programming and family outreach (if applicable) similar to pre-COVID-19 within all Wisconsin Four-Year-Old Kindergarten (4K) and 4K Community Approach settings. Wisconsin 4K Community Approach sites (child care and Head Start) were also required to follow COVID-19 rules and regulations related to their licensing and performance standards.

The final 2021-2023 biennial state budget did not increase educational funding at the state level. Rather, funds from the federal government (CARES, ESSER, etc.) have accounted for the increase in educational funding for the biennium for all grade levels.

## BACKGROUND

Since becoming a state in 1848, Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds. School districts are not required to offer a 4K program, but if they do, it must be open to all age-eligible children within the school district.

Funding for 4K is part of the overall school funding formula. For state aid purposes, 4K students are counted as either .5 or .6 full time equivalent (FTE), depending on the services the school provides. Districts provide either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of family outreach (for .5 FTE membership aid) or 437 hours of instruction and 87.5 hours of family outreach (for .6 FTE membership aid). Funds for 4K are distributed to public schools, which may subcontract and collaborate with community providers per guidance of public education funding and state requirements. Operating schedules are locally determined with most programs operating part-day, four or five days per week and some operating full-day, two or three days per week.

The Wisconsin Head Start State Supplement Grant is a separate budgetary item that offers state funding, via an application, to federal Head Start grantees in Wisconsin. Funding is used to supplement the provision of comprehensive early childhood education services for children and families enrolled in Early Head Start and Head Start. Awarded grantees continue to follow the federal Head Start Performance Standards. Ongoing collaborative efforts bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels. The Wisconsin Head Start State Supplement Grant data is no longer included in this report beginning with the 2020-2021 school year since supplemental funds do not substantially expand the number of children served.

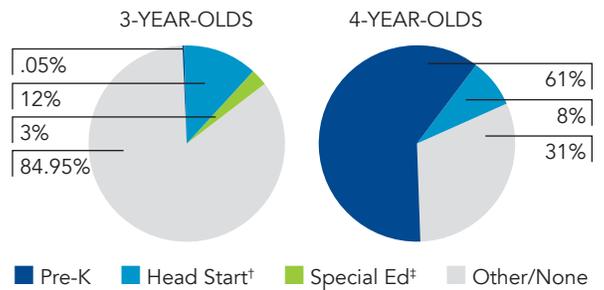
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
7	35	38	29	3

# WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

## ACCESS

Total state pre-K enrollment .....	45,746
School districts that offer state program .....	99%
Income requirement .....	No income requirement
Minimum hours of operation .....	2.5 hours/day
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	7,380
Federally funded Head Start enrollment, ages 3 and 4 .....	12,290
State-funded Head Start enrollment, ages 3 and 4 .....	592

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

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

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

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

3

## RESOURCES

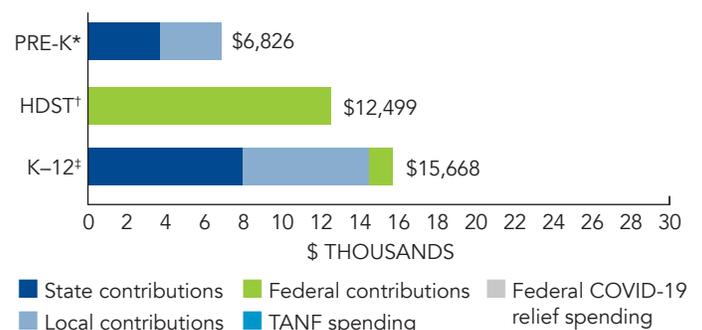
Total state pre-K spending .....	\$166,662,416
Local match required? .....	No
State Head Start spending .....	\$6,264,100
State spending per child enrolled .....	\$3,643
All reported spending per child enrolled* .....	\$6,826

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

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

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

## SPENDING PER CHILD ENROLLED



# Wyoming

## NO PROGRAM

The state of Wyoming does not offer a state-funded preschool program according to definitions used in this report. However, the state does provide support for other early childhood education programs. Local school districts can use a portion of Title I funding for early childhood education. The Wyoming Department of Health (WDH) administers a statewide developmental preschool system to provide IDEA services for 3- to 5-year-olds, and Wyoming Department of Family Services (DFS) administers the TANF program through a competitive grant process which funds high-quality preschool services for children whose families qualify for TANF.

In 2021, the Wyoming Department of Education (WDE) distributed \$3 million to 14 preschools serving low-income children. DFS also licenses several programs through the University of Wyoming, community colleges, school districts, and private preschool and child care facilities to provide academic instruction. Both licensed and non-licensed programs are able to pursue accreditation through the NAEYC.

The Wyoming Early Childhood State Advisory Council was created in 2010 and is a collaboration of individuals across multiple disciplines. The council's mission is to serve Wyoming children and families by facilitating statewide collaboration, evaluating the early childhood system, and making recommendations to the governor, lawmakers, and state agencies. The Wyoming Advisory Panel for Students with Disabilities functions in the same capacity with a focus on students qualifying and receiving special education services.

In December 2020, Wyoming received a \$2,098,776 Preschool Development Grant Birth-Five award. The funding supports the state in addressing the following five activities: 1) Conducting a statewide B-5 needs assessment; 2) Developing a statewide B-5 strategic plan; 3) Maximizing parental knowledge and choice; 4) Sharing best practices among early childhood care and education (ECE) providers; and 5) Improving overall program quality. There are two programs providing support and COVID-19 relief to early childhood programs with CARES Act Child Care Development Block Grant funds, and a partnership between DFS and Wyoming Kids First. The state also received a PDG B-5 grant in December 2022 for \$3,301,647.

The COVID-19 pandemic significantly impacted pre-K enrollment in 2021-2022. The TANF program was not funded with additional CARES money to adjust to the impact of the learning loss experienced. There is no current pre-K legislation indicating pre-K as a part of educational pathways in Wyoming.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

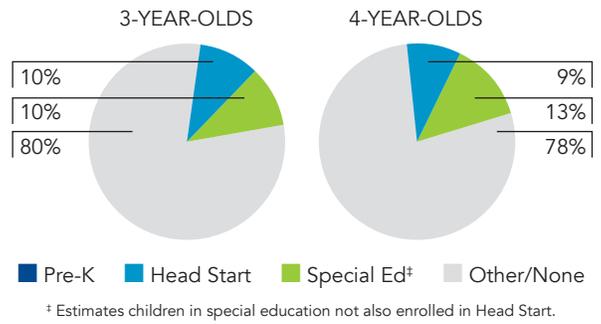
TOTAL BENCHMARKS MET
No Program

# WYOMING

## ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	1,980
Federally funded Head Start enrollment, ages 3 and 4 .....	1,244
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

# NO PROGRAM

## RESOURCES

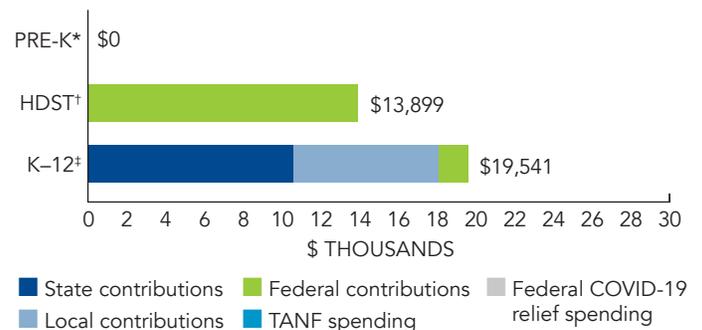
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

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

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

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

SPENDING PER CHILD ENROLLED



# American Samoa

## NO PROGRAM

American Samoa does not provide publicly funded preschool as defined in this report but does support early childhood education in several other ways. The Early Childhood Education/Head Start (ECE/HS) division is housed within the American Samoa Department of Education (ASDOE). The ASDOE and both elementary and secondary schools operate early childhood education centers.

The American Samoa Children's Cabinet serves as the territory's early childhood advisory council. The Cabinet operates under the Office of the Governor and includes representation from the ASDOE, the Department of Human and Social Services, and the Department of Health.

American Samoa's early learning guidelines, for children ages three to five, address multiple domains including social and emotional development, mathematics, science, approaches to learning, logic and reasoning, social studies, physical development and health, language development, literacy, English language development, and creative arts expression. The early learning guidelines are aligned with the Head Start Child Development and Learning Framework.

As of January 2017, American Samoa was in the late stages of developing a quality rating and improvement system (QRIS) with components including parent engagement, administration, professional development, and health/safety.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

## AMERICAN SAMOA

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	28
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

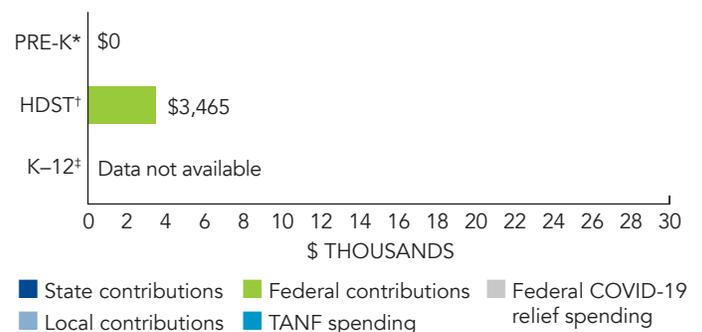
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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



## NO PROGRAM

Although the Commonwealth of the Northern Mariana Islands (CNMI) does not provide state-funded preschool as defined in this report, the territory does support early education in other ways. Since 1984, the CNMI Public School System has operated the Head Start program in ten centers across multiple islands, providing two center-based program options: double session (half-day) and full-day. During the 2017-2018 school year, there were 192 enrollment slots allocated to the half-day variation that offered services four days per week, 152 days per year, in both the morning and the afternoon. The remaining 204 slots operated a standard full-day with 6.5 hours of planned class operations, five days a week, 160 days per year. The CNMI Head Start program had 396 preschool-aged Head Start slots in 2021-2022 and provided specialized services for young children with special needs.

In December 2019, the CNMI was awarded \$2,125,989 under the Preschool Development Grant Birth through Five competition to support development, planning, and coordination of the territory's early learning system. The Department of Community and Cultural Affairs (DCCA) was named as the lead agency overseeing this award to coordinate and collaborate efforts across early childhood programs.

Since February 2015, the CNMI continues to be the lone grantee in the Outer Pacific to be awarded the Early Head Start- Child Care Partnership Grant. The program operates for eight hours a day, five days a week for the full calendar year (222 instructional days). In 2017-2018, the program served a total of 64 infants and toddlers, ages six weeks to three years old. Forty-eight of the enrolled slots are in grantee-operated classrooms, and the remaining 16 slots are allocated as partnership slots. The Northern Marianas International School is the lone partnership site that has two classrooms serving Early Head Start enrolled children.

CNMI has early learning guidelines for children birth through age five which address multiple domains, including logic and reasoning, social studies, physical development and health, language development, literacy, mathematics, science, English language development, social and emotional development, approaches to learning, and creative arts expression. The guidelines are aligned with the Head Start Child Development and Learning Framework.

CNMI is piloting a quality rating and improvement system (QRIS), providing reviews, ratings, coaching and technical assistance to eight local care providers. Program quality assessment tools are already used for quality assurance and monitoring and are now incorporated as one component of the QRIS.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

**COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS**

**ACCESS**

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	62
Federally funded Head Start enrollment, ages 3 and 4 .....	396
State-funded Head Start enrollment, ages 3 and 4 .....	0

**QUALITY STANDARDS CHECKLIST**

# NO PROGRAM

**RESOURCES**

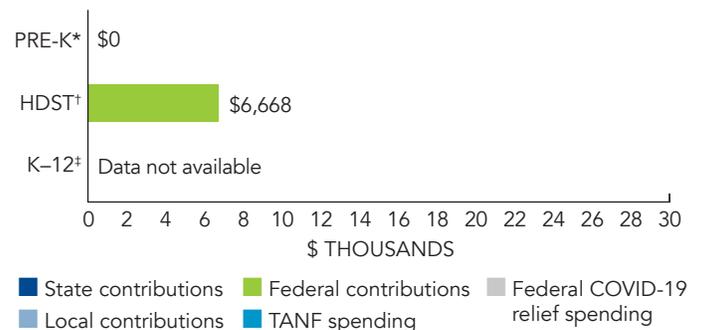
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

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

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

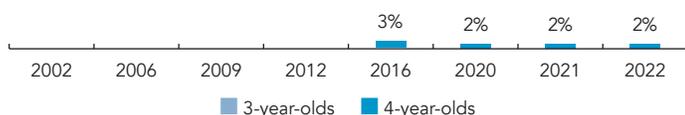
‡ K-12 expenditures include capital spending as well as current operating expenditures.

**SPENDING PER CHILD ENROLLED**

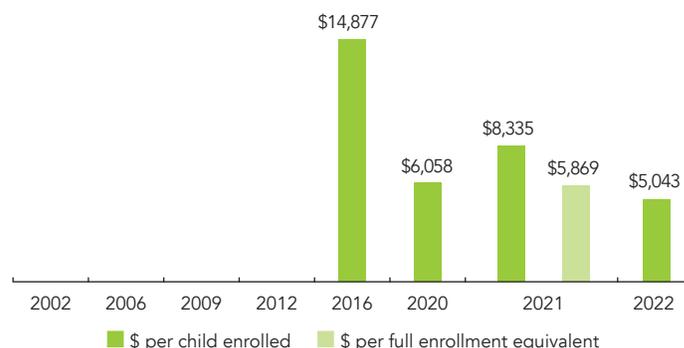


# Guam

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Guam preschool enrolled 57 children, an increase of seven from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$287,425, a decrease of \$129,309 (31%), adjusted for inflation since last year. State spending per child equaled \$5,043 in 2021-2022, down \$382 from 2020-2021, adjusted for inflation. Guam met 6 of 10 quality standards benchmarks.

## WHAT'S NEW

In December 2022 Guam was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$2.8 million. Funds are planned to be used for island-wide systemic improvements, parent engagement activities, and school readiness activities.

## BACKGROUND

The Guam Department of Education's publicly funded Pilot Prekindergarten Program is available in all four regions of the territory's single school district. Each region has one Prekindergarten Program classroom located within a public school. All age-eligible children may enroll in the program, which has no income limit for eligibility. Guam's Prekindergarten Program operates six hours a day, five days a week, following the school year or academic calendar, and providing 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

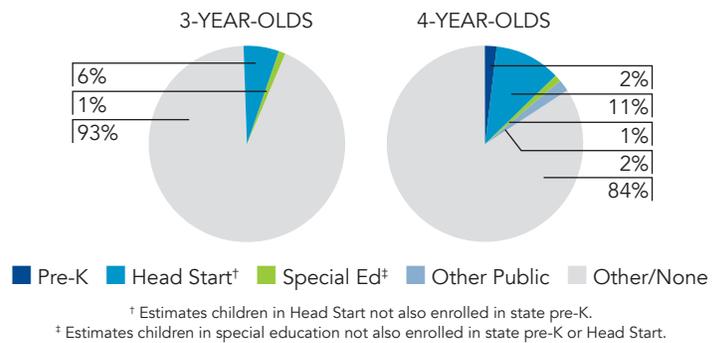
6

# GUAM DEPARTMENT OF EDUCATION PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	57
School districts that offer state program .....	100%
Income requirement .....	No income requirement
Minimum hours of operation .....	6 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	83
Federally funded Head Start enrollment, ages 3 and 4 .....	534
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

POLICY	GUAM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	AA	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers only); PD plans (teachers only); Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	None	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

6

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

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

## RESOURCES

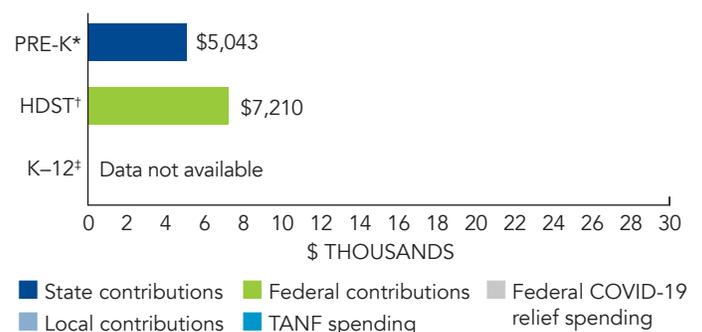
Total state pre-K spending .....	\$287,425
Local match required? .....	No
State Head Start spending .....	\$829,376
State spending per child enrolled .....	\$5,043
All reported spending per child enrolled* .....	\$5,043

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

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

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

## SPENDING PER CHILD ENROLLED



## NO PROGRAM

The Republic of Palau does not have a state-funded preschool program meeting the criteria of this report, but the territory does support other early childhood education initiatives. The Palau Community Action Agency operates center-based Head Start for 3- to 5-year-olds throughout the Republic's 16 states. In addition, three of the predominant religious denominations (Roman Catholic, Seventh Day Adventist, and Palau Evangelical Church) have established private early childhood programs in Koror State. Many young children live in small communities outside Koror State and continue to lack access to early education because their communities do not meet the requirement that at least ten eligible children enroll in the Head Start program. In these communities, the cost of access to and enrollment in private early childhood program is beyond parental means. However, in 2019-2020, the Palau Ministry of Education continued to pilot two early childhood education programs serving 3- to 5-year-olds in the outlying states of Palau, specifically in Angaur and Kayangel states. These are areas that can only be accessed by boat and have populations of less than ten preschool aged children.

The Palau Early Childhood Comprehensive System (PECCS) established a National Framework on Early Childhood Development for School Readiness which partners with families, communities and agencies to ensure the health and success of children in Palau.

The Ministry of Education has identified "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children," as a chief goal. Ministry responsibilities include developing appropriate curricula for all public preschool, elementary school, and secondary school programs, and recommending minimum qualifications and requirements for preschool, elementary, and secondary school teachers.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

## PALAU

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	4
Federally funded Head Start enrollment, ages 3 and 4 .....	350
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

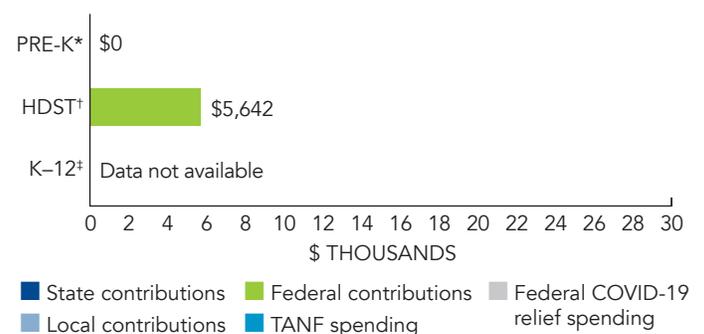
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

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

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

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

### SPENDING PER CHILD ENROLLED



# Puerto Rico

## NO PROGRAM

Puerto Rico has preschool education programs that are funded by grants from various areas. This description shows how Puerto Rico, which operates as a single school district, supports several early childhood education initiatives.

Early childhood preschool programs are administered by the Administration for Integral Child Care and Development (ACUDEN) and the Department of Education has authority over early childhood special education. There are seven levels of education in Puerto Rico, and Level One is nursery school for children under age four, which is optional and consists of Early Head Start, Head Start and other prekindergarten programs. Level Two is compulsory preschool, also known as kindergarten, which is mandatory for 5-year-olds. It should be noted that Puerto Rico does not have a uniform transition for kindergarten, but was an activity project of the Preschool Development Grant Birth through Five (PDG B-5), in alliance with the Department of Education.

ACUDEN is responsible for administering Federal Head Start/Early Head Start, child care and PDG B-5. The agency guarantees the provision of and access to comprehensive care and development for the neediest children from their early formative stages, and encourages the participation of fathers, mothers, caregivers and relatives of the child in the educational and formative process. ACUDEN also funds child care service providers and centers.

Head Start operates throughout Puerto Rico. In 2021-2022, there were 21,308 federally-funded Head Start slots and 6,030 Early Head Start slots. There is an active multi-sectoral regulatory council for Head Start, which has representation from various sectors and meets every two months.

Puerto Rico has not had an active Multisector Council for Early Childhood since 2016. Under the work of the PDG B-5 grant, attempts were made to have it appointed by the Executive Branch but were not successful.

In December 2019, Puerto Rico was awarded an initial PDG B-5 grant for the purpose of updating early childhood planning efforts in Puerto Rico. Puerto Rico received \$547,000 to support the development of planning and coordination of the early childhood development and education system. As part of this grant, a COVID-19 Pandemic Needs Assessment was conducted, which yielded important data on economic inequality among children in Puerto Rico, as well as mental health, access to services and system coordination. As a result of these findings, training was initiated for service providers in the area of mental health, specifically psychological recovery from trauma after disasters.

In December 2020, Puerto Rico was awarded a three-year PDG B-5 renewal grant in the amount of \$4.5 million. This grant provides continuity to the activities designed to achieve an integrated system of early childhood services. Puerto Rico PDG B-5 is currently working on a strategic planning process and has the collaboration of more than 60 professionals representing all sectors involved in early childhood.

Puerto Rico does not currently have infant/toddler or preschool standards. However, through the PDG B-5, development standards were designed and created in collaboration with the state of Arkansas and early childhood professionals in Puerto Rico. These standards were submitted to the Department of Education and are currently under review.

Through an agreement established with the University of Puerto Rico, ACUDEN developed a pilot quality rating and improvement system (QRIS) called PASITOS in 2010, which was validated to serve as a self-assessment for participating public and private care centers. This instrument is currently under revision since it does not include several pertinent areas such as center administration and home visitation networks. Through the PDG B-5, DANDO PASITOS (Taking steps), will be developed and will contemplate all areas that imply a quality system, as well as support to reach quality levels.

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 .....	4,968
Federally funded Head Start enrollment, ages 3 and 4 .....	22,245
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

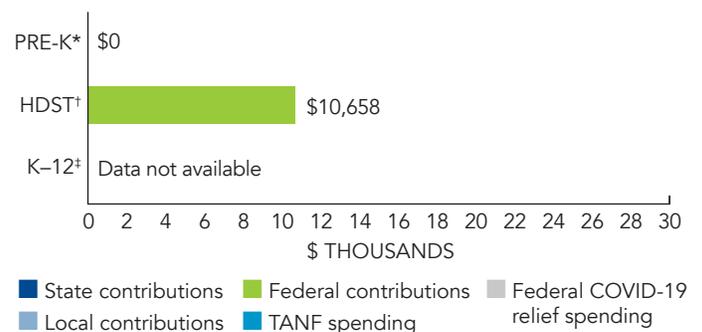
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

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

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

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

SPENDING PER CHILD ENROLLED



# Virgin Islands

## NO PROGRAM

### PROGRAM DEVELOPMENT

Beginning in the 2018-2019 school year, the Virgin Islands Department of Education (VIDE) introduced a preschool program called the "Granny Preschool Program," which was developed to cater to pre-K students who will enter kindergarten during the enrollment period for the upcoming school year. The program was created because data showed that incoming kindergarteners were entering kindergarten without the necessary readiness skills.

### ELIGIBILITY

Any child who turns four by December 31 of the enrollment year is eligible for the Granny Preschool Program. Registration during open enrollment period is conducted through the Division of Student Services. Interested parents must complete the Granny Preschool Eligibility Questionnaire to ensure that preschooler meet the program requirements. Preschoolers are selected in the order in which parents have completed the questionnaire.

### COLLABORATIVE EFFORTS

Prior to program implementation, state and district Department of Education stakeholders played a vital role in the execution of the Granny Preschool Program. Additionally, collaboration was instituted amongst the following community agencies for Granny Preschool operational licenses: the Department of Human Services, the Department of Planning and Natural Resources, the Virgin Islands Fire Department, and the Department of Health.

### CURRICULUM

Waterford, a research-based, integrated early learning resource is used. Waterford provides a multi-sensory learning experience and is designed to help all children build the foundation for a lifetime of learning. Data collected through observations, individualized assessments, and work samples is used to support students through a personalized learning approach.

### DATA COLLECTION

The Learning Accomplishment Profile Third Edition (LAP-3) provides a systematic method for observing the skill development of any child functioning in the 36 to 72-month age range, including children with disabilities. The LAP-3 is administered during the beginning, middle, and end of the school.

### OTHER EARLY CHILDHOOD INITIATIVES

Additionally, the Department of Human Services, which houses the Office Preschool Services, oversees early childhood education and care across multiple settings. The Department of Human Services uses local funds to surpass the federally required Head Start local match. Currently, almost 80% of low-income preschoolers are served through Head Start in the territory.

The Virgin Islands Child Care Revised Rules and Regulations provide standards that all child care and early childhood education facilities, including private centers, Head Start, and Early Head Start, must follow. All early childhood education teachers and directors were required to earn a CDA credential by June 2015, and 24 hours of professional development training is required each year. These regulations also establish maximum class sizes of 18 for 3-year-olds (with a 1:9 staff to child ratio) and 20 for 4-year-olds (with a 1:10 staff to child ratio).

The U.S. Virgin Islands Department of Human Services was awarded \$725,112 under the Preschool Development Birth through Five (PDG B-5) grant in December 2018.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
No Program		No Program		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 .....	66
Federally funded Head Start enrollment, ages 3 and 4 .....	794
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

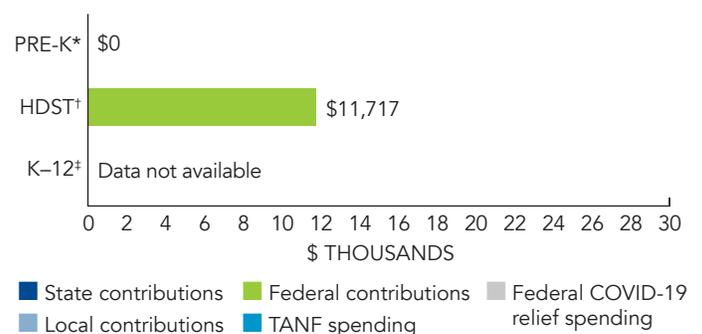
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* 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 with the exception of Florida. Information on Florida was obtained through a direct search of public records and reports and/or based on survey responses from 2019-2020. In addition, information was sought from territories; Guam is the first territory to operate its own preschool program comparable to state-funded programs. The Virgin Islands also has a preschool program but data are not yet available on that program. Because the data collection is based on a universe of sample members, weighting adjustments and adjustments to variances for statistical test purposes are not necessary. Some statistical adjustments are made to the resulting data, however, to help unduplicate enrollment counts that can arise when the same child is enrolled in more than one publicly funded program. More specifically, when states report that they have included children with disabilities in both the special education counts and the counts of preschool-aged children who are in regular preschool programs, the preschool special education in state preschool count is subtracted from the preschool special education enrollment counts. Similarly, when states reported that they have included Head Start children in counts of children in state preschool and Head Start, the Head Start in state preschool count is subtracted from the Head Start enrollment. Children with disabilities enrolled in Head Start are also subtracted from the preschool special education enrollment count to avoid duplication.

### Methods to Maximize Response Rate and Ensure Data Accuracy

Several steps have been taken to maximize the response to this data collection. First, the data are collected through a web-based, computer-assisted interview (CAI) program. This flexibility allows respondents to enter information as time and data availability permit. Further, respondents are offered opportunities to check previous years' 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 25. This report covers the same initiatives as the 2021 report with the following exceptions:

- the Michigan Developmental Kindergarten program is no longer included
- the Massachusetts UPK program is no longer included. The Massachusetts Commonwealth Preschool Program (CPPI) is included for the first time
- the Missouri Pre-K program ended and is no longer included
- the North Dakota Early Childhood Education Grant Program is no longer included. However, North Dakota Best in Class is included for the first time
- the Virginia Early Childhood Foundation Mixed Delivery program is included for the first time

The survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. The survey included questions on access, program administration, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, curriculum, personnel, resources, structured observations of classroom quality, child assessments, early childhood integrated data systems, and important changes to the program since the last survey. This year the survey also included questions about the ongoing impacts of the COVID-19 pandemic on state-funded preschool.

### 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 2021-2022 school year were calculated by NIEER based on data from the National Education Association’s report, *Rankings of the States 2021 and Estimates of School Statistics 2022*. 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 2021 enrollment. We estimated the breakdown of expenditure per child by source, based on the percentages of revenue receipts from federal, state, and local sources in each state.

The Administration for Children and Families (ACF) and the Office of Head Start in the U.S. Department of Health and Human Services were the sources of data on federal Head Start spending and enrollment and Head Start enrollment supported by state match. In addition, some data were obtained through the Head Start Program Information Reports (PIR) for the 2021-2022 program year. States were asked about state supplements to Head Start as part of the main survey again this year. 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 (MSHS) is based on information provided in the PIR and is also included in each state’s total. Total funding for each state includes Head Start as well as AI/AN and MSHS. Spending per child 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 2021 for the 2021-2022 program year) to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education. Census estimates are based on the 2020 census.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in the 2021-2022 program year. These data are provided in Appendix D.

In the 2022 *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-three states and the District of Columbia reported including children in special education in their state preschool enrollment figures, while one state and Guam do not include these children in their enrollment count. Thirty-three of the 43 states and the District of Columbia were able to provide the number of children in special education who were also counted in their enrollment; another 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 six states were unable to report special education enrollment numbers, and, therefore, estimates were used based on the average percent of special education students in state preschool and enrollment numbers for each program or data from 2020-2021 when available. Information from the PIR regarding special education students was used for one state Head Start programs (See Table 4).

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2021-2022 PIR, were also removed from the special enrollment total used in the enrollment pie charts. As the PIR does not report a breakdown of special education students by age, estimates were based on total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. 3-year-olds enrolled in Early Head Start programs were not included in this estimate.

Beginning with the 2014-2015 *Yearbook*, 3- and 4-year-olds who were enrolled in both Head Start and state preschool were removed from the Head Start enrollment total used in the enrollment pie charts. In 2021-2022, 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. Fourteen programs reported that children were dually enrolled in Head Start and state preschool but could not report the number of children. And ten programs reported that it was unknown if children were dually enrolled. In these states, the number of children in state preschool and Head Start may be an overestimate.

### **Determination of State Rankings**

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state preschool (Access Ranking–4-Year-Olds), the percentage of 3-year-olds enrolled in state preschool (Access Ranking–3-Year-Olds), state spending per child enrolled (Resources Ranking–State Spending), and all reported spending per child enrolled (Resources Ranking–All Reported Spending). The measures of access for 3- and 4-year-olds were calculated, as described 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 and federal COVID-19 relief funding directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state and federal spending by enrollment. Beginning with the 2014-2015 report, we also provide an indicator of whether the state was able to report local and/or federal resources.

All states (and DC) that provided data were ranked, starting with “1” for the state with the highest percentage of its children enrolled in the state preschool education program or the state program that spent the most per child. Guam is not included in the state rankings. States that did not serve children at age 3 receive notations of “None Served” on the ranking of access for 3-year-olds. Throughout this report, the District of Columbia is referred to by the term “state,” creating a list of 45 states for rankings. The six states that did not fund a preschool initiative during the 2021-2022 school year are omitted from all rankings and instead receive notations of “No Program” on their state profile pages.

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## APPENDIX A

APPENDIX TABLE 1. NAME OF STATE-FUNDED PRESCHOOL PROGRAM

STATE	Name of state-funded preschool program
Alabama	Alabama First Class Pre-K Program
Alaska	Alaska Pre-Elementary Programs
Arizona	Quality First Scholarships
Arkansas	Arkansas Better Chance/Arkansas Better Chance for School Success
California CSPP	California State Preschool Program (CSPP)
California TK	California Transitional Kindergarten (TK) Program
Colorado	Colorado Preschool Program
Connecticut CDCC	Connecticut Child Day Care Contracts
Connecticut SR	Connecticut School Readiness
Connecticut Smart Start	Connecticut Smart Start
Delaware	Delaware Early Childhood Assistance Program (ECAP)
District of Columbia	District of Columbia Universal Pre-K
Florida <sup>1</sup>	Florida Voluntary Prekindergarten Program
Georgia	Georgia's Pre-K Program
Hawaii EOEL	Hawaii's Executive Office on Early Learning Public Prekindergarten Program
Hawaii SPCSP	Hawaii State Public Charter School Early Learning Program
Illinois	Illinois Preschool for All and Preschool Expansion
Iowa Shared Visions	Iowa Shared Visions
Iowa SWVPP	Iowa Statewide Voluntary Preschool Program
Kansas	Preschool Offered by Public School Districts
Kentucky	Kentucky Preschool Program
Louisiana 8(g)	Louisiana 8(g) Student Enhancement Block Grant Program
Louisiana LA 4	Cecil J. Picard LA 4 Early Childhood Program
Louisiana NSECD	Louisiana Nonpublic Schools Early Childhood Development Program (NSECD)
Maine	Maine Public Preschool Program
Maryland	Maryland Prekindergarten Program
Massachusetts CPPI	Commonwealth Preschool Partnerships Initiative
Massachusetts Chapter 70	Massachusetts Chapter 70
Michigan	Michigan Great Start Readiness Program
Minnesota HdSt	Minnesota Head Start
Minnesota VPK/SRP	Minnesota Voluntary Prekindergarten and School Readiness Plus
Mississippi	Mississippi Early Learning Collaborative
Missouri	Missouri Pre-K Foundation Formula
Nebraska	Nebraska Early Childhood Education Program
Nevada	Nevada Ready! State Pre-K
New Jersey Expansion	New Jersey Preschool Expansion Program (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	Best in Class
Ohio	Ohio Early Childhood Education
Oklahoma	Oklahoma Early Childhood Four-Year-Old Program
Oregon Pre-K	Oregon Pre-Kindergarten
Oregon Preschool Promise	Oregon Preschool Promise
Pennsylvania RTL	Pennsylvania Ready to Learn Block Grant
Pennsylvania HSSAP	Pennsylvania Head Start Supplemental Assistance Program
Pennsylvania K4 & SBPK	Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K
Pennsylvania PKC	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island State Pre-kindergarten Program
South Carolina	South Carolina Child Early Reading Development and Education Program (CERDEP)/South Carolina EIA Child Development Program (EIA 4K)
Tennessee	Tennessee Voluntary Pre-K (VPK)
Texas	Texas Public School Prekindergarten
Utah	Expanded Student Access to High Quality School Readiness Programs (ESA)
Vermont	Vermont Universal Prekindergarten Education (Act 166)
Virginia VPI	Virginia Preschool Initiative
Virginia Mixed Delivery	Virginia Early Childhood Foundation Mixed Delivery
Washington ECEAP	Early Childhood Education and Assistance Program (ECEAP)
Washington TK	Transitional Kindergarten
West Virginia	West Virginia Universal Pre-K
Wisconsin	Wisconsin Four-Year-Old Kindergarten (4K)
Guam	Guam Department of Education Prekindergarten Program

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 2. STATE AGENCY WITH ADMINISTRATIVE AUTHORITY OVER STATE PRESCHOOL**

STATE	State agency with administrative authority over state preschool
Alabama <sup>1</sup>	Alabama Department of Early Childhood Education (State Office of School Readiness or Early Childhood)
Alaska	Alaska Department of Education and Early Development
Arizona <sup>1</sup>	First Things First
Arkansas <sup>1</sup>	Arkansas Department of Education, Division of Elementary and Secondary Education
California CSPP	California Department of Education (CDE)
California TK	California Department of Education (CDE)
Colorado	Colorado Department of Education
Connecticut CDCC <sup>1</sup>	Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood)
Connecticut SR <sup>1</sup>	Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood)
Connecticut Smart Start <sup>1</sup>	Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood)
Delaware	Delaware Department of Education, Office of Early Learning
District of Columbia <sup>1</sup>	Office of the State Superintendent of Education
Florida	Florida Department of Education, Office of Early Learning
Georgia <sup>1</sup>	Georgia Department of Early Care and Learning: Bright from the Start (State Office of School Readiness or Early Learning)
Hawaii EOEL <sup>1</sup>	Executive Office on Early Learning (State Office of School Readiness or Early Learning)
Hawaii SPCSP	Hawaii State Public Charter School Commission
Illinois	Illinois State Board of Education
Iowa Shared Visions	Iowa Department of Education
Iowa SWVPP	Iowa Department of Education
Kansas <sup>1</sup>	Kansas State Department of Education
Kentucky <sup>1</sup>	Kentucky Department of Education, Office of Special Education and Early Learning, School Readiness Branch
Louisiana 8(g) <sup>1</sup>	Louisiana Board of Elementary and Secondary Education
Louisiana LA 4	Louisiana Department of Education
Louisiana NSECD	Louisiana Department of Education
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts CPPI	Massachusetts Department of Early Education and Care
Massachusetts Chapter 70	Massachusetts Department of Elementary and Secondary Education
Michigan	Michigan Department of Education, Office of Great Start, Preschool and Out-of-School Time Learning
Minnesota HdSt	Minnesota State Head Start Collaboration Office within Early Learning Services Division of the Minnesota Department of Education
Minnesota VPK/SRP <sup>1</sup>	Minnesota Department of Education, Early Learning Services Division
Mississippi	Mississippi Department of Education
Missouri	Missouri Department of Elementary and Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Nevada Department of Education, Office of Early Learning and Development
New Jersey Expansion <sup>1</sup>	New Jersey Department of Education
New Jersey ECPA <sup>1</sup>	New Jersey Department of Education
New Jersey ELLI <sup>1</sup>	New Jersey Department of Education
New Mexico	New Mexico Early Childhood Education and Care Department (State Office of School Readiness or Early Learning)
New York	New York State Education Department
North Carolina <sup>1</sup>	North Carolina Department of Health and Human Services, Division of Child Development and Early Education
North Dakota <sup>1</sup>	North Dakota Department of Health & Human Services
Ohio	Ohio Department of Education, Office for Early Learning and School Readiness
Oklahoma	Oklahoma State Department of Education
Oregon Pre-K <sup>1</sup>	Oregon Department of Education, Early Learning Division
Oregon Preschool Promise <sup>1</sup>	Oregon Department of Education, Early Learning Division
Pennsylvania RTL	Pennsylvania Department of Education
Pennsylvania HSSAP	Pennsylvania Department of Education, Office of Child Development and Early Learning
Pennsylvania K4 & SBPK	Pennsylvania Department of Education
Pennsylvania PKC	Pennsylvania Department of Education, Office of Child Development and Early Learning
Rhode Island	Rhode Island Department of Education
South Carolina <sup>1</sup>	South Carolina Department of Education, Office of Early Learning and Literacy; South Carolina First Steps (State Office of School Readiness or Early Childhood)
Tennessee	Tennessee Department of Education
Texas	Texas Education Agency, Early Childhood Education Division
Utah <sup>1</sup>	Utah State Board of Education; Department of Workforce Services, Office of Child Care
Vermont	Vermont Agency of Education; Vermont Agency of Human Services
Virginia VPI <sup>1</sup>	Virginia Department of Education, Division of Early Childhood Care & Education
Virginia Mixed Delivery <sup>1</sup>	Virginia Department of Education, Division of Early Childhood Care & Education
Washington ECEAP <sup>1</sup>	Department of Children, Youth, and Families (DCYF)
Washington TK	Office of Superintendent of Public Instruction
West Virginia <sup>1</sup>	West Virginia Department of Education, Early and Elementary Services; West Virginia Department of Health and Human Resources, Division of Early Care and Education
Wisconsin	Wisconsin Department of Public Instruction
Guam <sup>1</sup>	Guam Department of Education

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 3. NUMBER OF FULL TIME EQUIVALENTS (FTE) AND INDIVIDUAL EMPLOYEES INCLUDED IN THE FTES RESPONSIBLE FOR PROGRAM ADMINISTRATION**

STATE	2021-2022		2022-2023	
	FTEs	Individual employees	FTEs	Individual employees
Alabama	193	212	207	229
Alaska	1	1	1	2
Arizona	3	6	3	6
Arkansas	11	11	11	11
California CSPP	43	65	57	71
California TK	9.47	45	20.95	65
Colorado	10	10	7	7
Connecticut CDCC	3.8	8	3.8	8
Connecticut SR	3.8	8	3.8	8
Connecticut Smart Start	2.5	7	2.5	7
Delaware	2	2	3	3
District of Columbia	2	4	2	4
Florida	Not reported	Not reported	Not reported	Not reported
Georgia	84	133	85	134
Hawaii EOEL	11	11	11	11
Hawaii SPCSP <sup>1</sup>	3	3	5	5
Illinois	13.2	26	13.2	26
Iowa Shared Visions	1.5	2	1.5	2
Iowa SWVPP	1.8	4	1.3	3
Kansas	1.1	2	1.1	2
Kentucky	7	7	8	8
Louisiana 8(g)	5	5	5	5
Louisiana LA 4 <sup>1</sup>	Unknown	Unknown	7	8
Louisiana NSECD <sup>1</sup>	Unknown	Unknown	7	8
Maine	3	3	3	3
Maryland	9	9	6	6
Massachusetts CPPI	1	1	1	1
Massachusetts Chapter 70	Unknown	Unknown	Unknown	Unknown
Michigan	6.75	10	8.75	12
Minnesota HdSt <sup>1</sup>	1	1	1	1
Minnesota VPK/SRP	1.5	3	1.5	3
Mississippi	2.25	3	2.25	3
Missouri	0.1	0.1	4	4
Nebraska	2.6	5	3.6	6
Nevada	5	5	5	5
New Jersey Expansion <sup>2</sup>	11	11	13	13
New Jersey ECPA <sup>2</sup>	11	11	13	13
New Jersey ELLI <sup>2</sup>	11	11	13	13
New Mexico	10	10	10	10
New York	10	10	12	12
North Carolina	19	23	19	23
North Dakota	3	3	3	3
Ohio	3	3	3	3
Oklahoma	3	3	3	3
Oregon Pre-K	1.5	2	2	2
Oregon Preschool Promise	5.5	6	5.5	6
Pennsylvania RTL	Unknown	Unknown	Unknown	Unknown
Pennsylvania HSSAP <sup>1</sup>	23	28	25	30
Pennsylvania K4 & SBPK	Unknown	Unknown	Unknown	Unknown
Pennsylvania PKC	23	28	25	30
Rhode Island	3	3	3	3
South Carolina <sup>2</sup>	43	42	46	44
Tennessee	3	3	3	3
Texas	10	10	10	10
Utah	4.3	5	4.3	5
Vermont	6	8	6	8
Virginia VPI	3	3	3	3
Virginia Mixed Delivery	Not reported	Not reported	Not reported	Not reported
Washington ECEAP	26	26	30	30
Washington TK	2	4	2	4
West Virginia	4	6	4	6
Wisconsin	1.5	3	1.5	3
Guam	2	2	2	2

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 4. GEOGRAPHIC AVAILABILITY OF PRESCHOOL**

STATE	Geographic availability
Alabama <sup>2</sup>	67 out of 67 counties (100%)
Alaska	17 of 54 school districts (31%) <sup>1</sup>
Arizona <sup>1</sup>	23 out of 28 Regional Partnership Councils (82%)
Arkansas <sup>2</sup>	74 out of 75 counties (99%)
California CSPP <sup>1</sup>	56 out of 58 counties (97%)
California TK <sup>1</sup>	58 out of 58 counties (100%)
Colorado <sup>1</sup>	176 out of 179 school districts (98%)
Connecticut CDCC <sup>2</sup>	47 out of 169 towns/communities (28%)
Connecticut SR <sup>2</sup>	67 out of 169 towns/communities (40%)
Connecticut Smart Start	23 out of 169 towns/communities (14%)
Delaware	3 out of 3 counties (100%)
District of Columbia <sup>2</sup>	8 out of 8 wards (100%)
Florida	67 out of 67 counties (100%)
Georgia	159 out of 159 counties (100%)
Hawaii EOEL	13 of 15 complex areas (87%)
Hawaii SPCSP <sup>2</sup>	8 of 15 complex areas (53%)
Illinois <sup>1</sup>	99 out of 102 counties (97%)
Iowa Shared Visions <sup>1</sup>	29 out of 99 counties (29%)
Iowa SWVPP <sup>1</sup>	323 out of 327 school districts (99%)
Kansas <sup>2</sup>	284 of 286 school districts (99%)
Kentucky	171 out of 171 school districts (100%)
Louisiana 8(g)	63 out of 69 local education agencies (LEA) (91%)
Louisiana LA 4 <sup>2</sup>	62 out of 64 parishes (97%)
Louisiana NSECD <sup>2</sup>	13 out of 64 parishes (20%)
Maine <sup>1</sup>	152 out of 197 eligible school administrative units (77%)
Maryland <sup>1</sup>	24 out of 24 school districts (100%)
Massachusetts CPPI <sup>1</sup>	23 out of 351 towns/communities (6.5%)
Massachusetts Chapter 70 <sup>1</sup>	280 out of 280 school districts (100%)
Michigan <sup>1</sup>	82 out of 83 counties (99%)
Minnesota HdSt <sup>2</sup>	87 out of 87 counties/parishes (100%)
Minnesota VPK/SRP <sup>2</sup>	110 out of 330 school districts (33%); 20 out of 194 Charter Schools (10%)
Mississippi <sup>1</sup>	24 out of 138 school districts (17%)
Missouri	169 out of 516 school districts (33%); 17 out of 37 charter schools (46%)
Nebraska <sup>1</sup>	225 out of 244 school districts (92%)
Nevada <sup>1</sup>	11 out of 17 LEAs (65%), 3 Community-Based Organizations
New Jersey Expansion <sup>3</sup>	180 out of 599 school districts (30%)
New Jersey ECPA <sup>3</sup>	24 out of 599 school districts (4%)
New Jersey ELLI <sup>3</sup>	6 out of 599 school districts (1%)
New Mexico	83 out of 89 school districts (93%)
New York <sup>1</sup>	651 out of 731 school districts (89%)
North Carolina <sup>2</sup>	100 out of 100 counties/parishes (100%)
North Dakota <sup>2</sup>	23 out of 53 counties (43%)
Ohio <sup>1</sup>	350 out of 612 school districts (57%)
Oklahoma	509 out of 509 public school districts (100%)
Oregon Pre-K <sup>2</sup>	36 out of 36 counties/parishes (100%)
Oregon Preschool Promise <sup>2</sup>	16 out of 16 Early Learning Hub Regions (100%); 36 out of 36 counties (100%)
Pennsylvania RTL	13 out of 499 school districts (3%)
Pennsylvania HSSAP	131 out of 499 school districts (26%)
Pennsylvania K4 & SBPK	107 out of 499 school districts (21%)
Pennsylvania PKC	487 out of 499 school districts (98%)
Rhode Island <sup>1</sup>	19 out of 39 communities (49%)
South Carolina <sup>3</sup>	79 out of 79 school districts (100%)
Tennessee	137 out of 142 school districts (96%)
Texas	1,081 out of 1,207 school districts (90%)
Utah <sup>2</sup>	12 out of 29 counties (41%)
Vermont <sup>1</sup>	442 out of 442 districts (100%)
Virginia VPI <sup>2</sup>	127 out of 135 school divisions (94%)
Virginia Mixed Delivery <sup>2</sup>	40 out of 133 localities (30%)
Washington ECEAP <sup>2</sup>	36 out of 39 counties (92%)
Washington TK <sup>1</sup>	93 out of 295 school districts (32%)
West Virginia	55 out of 55 counties/parishes (100%)
Wisconsin	407 out of 411 school districts (99%)
Guam <sup>1</sup>	1 out of 1 school district (100%)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 5. REQUIREMENTS FOR DISTRICTS/COUNTIES/PARISHES/TOWNS IN THE STATE TO OFFER PRESCHOOL PROGRAM**

STATE	Required for all	Not required - funds are available to any locality choosing to offer the program	Not required - funding is awarded on a competitive basis	Other
Alabama <sup>3</sup>			✓	
Alaska			✓	
Arizona <sup>1</sup>		✓		
Arkansas <sup>3</sup>			✓	
California CSPP		✓		
California TK <sup>1</sup>	✓			
Colorado <sup>2</sup>				Not required, positions are capped, and funding is awarded on a competitive basis
Connecticut CDCC <sup>2</sup>		✓		
Connecticut SR		✓		
Connecticut Smart Start			✓	
Delaware			✓	
District of Columbia <sup>3</sup>		✓		
Florida	✓ (summer program)	✓ (school year program)		
Georgia			✓	
Hawaii EOEL			✓	
Hawaii SPCSP <sup>3</sup>			✓	
Illinois			✓	
Iowa Shared Visions			✓	
Iowa SWVPP		✓		
Kansas <sup>3</sup>		✓		
Kentucky	✓			
Louisiana 8(g) <sup>2</sup>		✓		
Louisiana LA 4 <sup>3</sup>		✓		
Louisiana NSECD			✓	
Maine				Not required, but funds are available to any School Administrative Unit (SAU) choosing to offer the program
Maryland <sup>2</sup>	✓			
Massachusetts CPPI			✓	
Massachusetts Chapter 70		✓		
Michigan <sup>2</sup>		✓		
Minnesota HdSt <sup>3</sup>				Only federally designated Head Start programs are eligible for funding
Minnesota VPK/SRP <sup>3</sup>			✓	
Mississippi			✓	
Missouri		✓		
Nebraska <sup>2</sup>			✓	
Nevada <sup>2</sup>			✓	
New Jersey Expansion <sup>3</sup>				Required for some
New Jersey ECPA <sup>3</sup>				Required for specific districts where, in the late 1990's between 20% and 40% of children were eligible for FRPL
New Jersey ELLI			✓	
New Mexico			✓	
New York <sup>2</sup>			✓	✓
North Carolina <sup>2</sup>		✓		
North Dakota <sup>3</sup>			✓	
Ohio			✓	
Oklahoma <sup>1</sup>		✓		
Oregon Pre-K			✓	
Oregon Preschool Promise			✓	
Pennsylvania RTL		✓		
Pennsylvania HSSAP			✓	
Pennsylvania K4 & SBPK		✓		
Pennsylvania PKC			✓	
Rhode Island			✓	
South Carolina <sup>4</sup>	✓			
Tennessee			✓	
Texas <sup>1</sup>				Required for some
Utah			✓	
Vermont <sup>2</sup>	✓			
Virginia VPI <sup>3</sup>				Optional for eligible entities
Virginia Mixed Delivery <sup>3</sup>			✓	
Washington ECEAP <sup>3</sup>			✓	
Washington TK <sup>1</sup>		✓		
West Virginia	✓			
Wisconsin		✓		
Guam <sup>1</sup>				Required for some

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 6. COORDINATION OF ENROLLMENT IN PRESCHOOL WITH OTHER ECE PROGRAMS**

STATE	Preschool enrollment is coordinated across all ECE programs	Preschool enrollment is coordinated across some ECE programs	Preschool enrollment is not coordinated across ECE programs	Level of coordination varies locally
Alabama	✓			
Alaska				✓
Arizona	✓			
Arkansas				✓
California CSPP				✓
California TK		✓		
Colorado			✓	
Connecticut CDCC				✓
Connecticut SR				✓
Connecticut Smart Start				✓
Delaware				✓
District of Columbia		✓		
Florida			Not reported	
Georgia				✓
Hawaii EOEL <sup>2</sup>		✓		
Hawaii SPCSP				✓
Illinois				✓
Iowa Shared Visions				✓
Iowa SWVPP				✓
Kansas				✓
Kentucky				✓
Louisiana 8(g)		✓		
Louisiana LA 4		✓		
Louisiana NSECD		✓		
Maine				✓
Maryland	✓			
Massachusetts CPPI				✓
Massachusetts Chapter 70			✓	
Michigan		✓		
Minnesota HdSt				✓
Minnesota VPK/SRP				✓
Mississippi				✓
Missouri			✓	
Nebraska				✓
Nevada				✓
New Jersey Expansion			✓	
New Jersey ECPA			✓	
New Jersey ELLI			✓	
New Mexico				✓
New York		✓		
North Carolina				✓
North Dakota				✓
Ohio				✓
Oklahoma				✓
Oregon Pre-K				✓
Oregon Preschool Promise		✓		
Pennsylvania RTL				✓
Pennsylvania HSSAP				✓
Pennsylvania K4 & SBPK				✓
Pennsylvania PKC				✓
Rhode Island		✓		
South Carolina		✓		
Tennessee				✓
Texas				✓
Utah				✓
Vermont		✓		
Virginia VPI				✓
Virginia Mixed Delivery				✓
Washington ECEAP <sup>4</sup>		✓		
Washington TK <sup>2</sup>		✓		✓
West Virginia		✓		
Wisconsin				✓
Guam			✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 7. DETERMINATION OF CHILD PLACEMENTS IN STATE-FUNDED PRESCHOOL**

STATE	Registration & child placement is conducted at individual sites	Registration is conducted at individual sites, compiled for a geographic area, & child placements are determined based on site capacity	Families are directed to one location for registration, where subsequent child placement is coordinated across a geographic area	Determined locally	Other
Alabama <sup>4</sup>			✓		
Alaska <sup>2</sup>				✓	
Arizona <sup>2</sup>	✓				
Arkansas <sup>4</sup>				✓	
California CSPP <sup>2</sup>	✓	✓	✓	✓	
California TK <sup>2</sup>				✓	
Colorado			✓		
Connecticut CDCC	✓				
Connecticut SR	✓				
Connecticut Smart Start <sup>2</sup>				✓	
Delaware <sup>1</sup>				✓	
District of Columbia <sup>4</sup>					✓
Florida			Not reported		
Georgia	✓				
Hawaii EOEL	✓				
Hawaii SPCSP <sup>4</sup>					✓
Illinois <sup>2</sup>				✓	
Iowa Shared Visions <sup>2</sup>				✓	
Iowa SWVPP <sup>2</sup>				✓	
Kansas				✓	
Kentucky <sup>2</sup>				✓	
Louisiana 8(g) <sup>3</sup>				✓	
Louisiana LA 4 <sup>4</sup>	✓		✓	✓	
Louisiana NSECD <sup>3</sup>	✓		✓	✓	
Maine <sup>2</sup>				✓	
Maryland	✓				
Massachusetts CPPI <sup>2</sup>				✓	
Massachusetts Chapter 70				✓	
Michigan <sup>3</sup>				✓	
Minnesota HdSt <sup>4</sup>			✓	✓	
Minnesota VPK/SRP <sup>4</sup>				✓	
Mississippi	✓				
Missouri	✓			✓	
Nebraska <sup>3</sup>				✓	
Nevada <sup>3</sup>		✓	✓	✓	
New Jersey Expansion <sup>4</sup>				✓	
New Jersey ECPA <sup>4</sup>				✓	
New Jersey ELLI <sup>4</sup>				✓	
New Mexico	✓				
New York	✓				
North Carolina <sup>3</sup>				✓	
North Dakota <sup>4</sup>	✓				✓
Ohio <sup>2</sup>				✓	
Oklahoma <sup>2</sup>				✓	
Oregon Pre-K <sup>3</sup>			✓	✓	
Oregon Preschool Promise <sup>3</sup>			✓		
Pennsylvania RTL				✓	
Pennsylvania HSSAP				✓	
Pennsylvania K4 & SBPK	✓				
Pennsylvania PKC				✓	
Rhode Island <sup>2</sup>					✓
South Carolina <sup>5</sup>	✓ (EIA 4K & CERDEP)	✓ (First Steps)			
Tennessee	✓	✓	✓		
Texas <sup>2</sup>				✓	
Utah <sup>3</sup>				✓	
Vermont <sup>2</sup>		✓			
Virginia VPI <sup>4</sup>					✓
Virginia Mixed Delivery			Not reported		
Washington ECEAP <sup>5</sup>	✓	✓	✓		✓
Washington TK	✓			✓	
West Virginia <sup>2</sup>				✓	
Wisconsin <sup>1</sup>		✓	✓	✓	
Guam	✓				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 8A. LINKING CHILDREN'S RECORDS BETWEEN PRESCHOOL AND OTHER PROGRAMS**

STATE	Other State Pre-K Programs in the State	Preschool Special Education	Early Intervention	State-funded Head Start/Early Head Start
Alabama	NA	Yes	Yes	Yes
Alaska	NA	Planned	Planned	Yes, some
Arizona	NA	Yes	Planned	NA
Arkansas	NA	Planned	Planned	NA
California CSPP <sup>3</sup>	Planned	Planned	Planned	NA
California TK <sup>3</sup>	Planned	Yes	Yes, some	NA
Colorado	NA	Yes	No	NA
Connecticut CDCC <sup>3</sup>	No	Planned	Planned	No
Connecticut SR <sup>3</sup>	No	Planned	Planned	No
Connecticut Smart Start <sup>3</sup>	No	Planned	Planned	No
Delaware	NA	Planned	Planned	NA
District of Columbia	NA	Yes	Yes	Yes
Florida	NA	Not reported	Not reported	Not reported
Georgia <sup>2</sup>	NA	Yes	Yes	NA
Hawaii EOEL	Yes	Yes	No	NA
Hawaii SPCSP <sup>5</sup>	Yes	Yes	No	NA
Illinois <sup>3</sup>	NA	Yes	Planned	NA
Iowa Shared Visions <sup>3</sup>	Yes	Yes	Yes	Yes, some
Iowa SWVPP <sup>3</sup>	Yes	Yes	Yes	Yes, some
Kansas	Yes	Yes	Yes	Not reported
Kentucky	NA	Yes	Unknown	NA
Louisiana 8(g)	Yes	Unknown	Unknown	NA
Louisiana LA 4	Yes	Unknown	Unknown	NA
Louisiana NSECD	Yes	Unknown	Unknown	NA
Maine	NA	Yes	Unknown	Yes, some
Maryland	NA	Unknown	Unknown	Yes, some
Massachusetts CPPI	No	Yes	Yes	No
Massachusetts Chapter 70	No	Yes	No	Not reported
Michigan	Unknown	Yes	Yes	NA
Minnesota HdSt <sup>5</sup>	No	No	No	No
Minnesota VPK/SRP <sup>5</sup>	No	Yes	Yes	No
Mississippi	Yes, some	Yes, some	Yes, some	NA
Missouri	NA	Yes	Yes	NA
Nebraska <sup>4</sup>	NA	Yes	Yes	NA
Nevada <sup>4</sup>	NA	Yes, some	No	NA
New Jersey Expansion	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes	Yes
New Mexico <sup>1</sup>	NA	Yes	Yes	NA
New York <sup>3</sup>	Yes, some	Yes	Yes	NA
North Carolina <sup>4</sup>	NA	Yes	Yes	NA
North Dakota <sup>5</sup>	NA	Yes	Planned	NA
Ohio <sup>3</sup>	NA	Yes	No	NA
Oklahoma	NA	Yes	Yes	Not reported
Oregon Pre-K <sup>4</sup>	Planned	Planned	Planned	Planned
Oregon Preschool Promise <sup>4</sup>	Planned	Planned	Planned	Planned
Pennsylvania RTL <sup>1</sup>	No	No	No	No
Pennsylvania HSSAP <sup>2</sup>	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK <sup>1</sup>	Yes	Yes	Yes	Yes
Pennsylvania PKC <sup>2</sup>	Yes	Yes	Yes	Yes
Rhode Island	NA	Yes	Yes	Yes, some
South Carolina <sup>6</sup>	Yes, some	First Steps: Yes, for some children; EIA/4K: Yes, for all children.	First Steps: Yes, for some children; EIA/4K: Yes, for all children.	NA
Tennessee	NA	Yes	No	NA
Texas	NA	Yes	Yes, some	NA
Utah	NA	Yes	No	NA
Vermont <sup>3</sup>	NA	Yes	Yes	Yes
Virginia VPI <sup>5</sup>	NA	Yes	Yes	NA
Virginia Mixed Delivery	Not reported	Not reported	Not reported	Not reported
Washington ECEAP <sup>6</sup>	No	No	Planned	NA
Washington TK	No	Yes	No	NA
West Virginia <sup>3</sup>	NA	Yes	No	NA
Wisconsin	NA	Yes	No	No
Guam	NA	Yes	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 8B. LINKING CHILDREN'S RECORDS BETWEEN PRESCHOOL AND OTHER PROGRAMS**

STATE	Federally-funded Head Start/ Early Head Start Grantees	Subsidized Child Care	Home Visiting	Public School - K-12
Alabama	Yes	Planned	Planned	Yes
Alaska	Yes, some	Planned	Planned	Yes
Arizona	Planned	Yes	Planned	Yes
Arkansas	Planned	No	Yes, some	Planned
California CSPP <sup>3</sup>	Planned	Planned	Planned	Planned
California TK <sup>3</sup>	No	Planned	Planned	Yes
Colorado	No	No	No	No
Connecticut CDCC <sup>3</sup>	No	Planned	Planned	Yes
Connecticut SR <sup>3</sup>	No	Planned	Planned	Yes
Connecticut Smart Start <sup>3</sup>	No	Planned	Planned	Yes
Delaware	Planned	Planned	Planned	Planned
District of Columbia	Yes, some	Yes	No	Yes
Florida	Not reported	Not reported	Not reported	Not reported
Georgia <sup>2</sup>	Yes	Yes	Yes	Yes
Hawaii EOEL	No	No	No	Yes
Hawaii SPCSP <sup>5</sup>	No	No	No	Yes
Illinois <sup>3</sup>	Yes, some	Yes, some	Yes	Yes
Iowa Shared Visions <sup>3</sup>	Yes, some	No	No	Yes
Iowa SWVPP <sup>3</sup>	Yes, some	No	No	Yes
Kansas	No	No	Yes	Yes
Kentucky	Yes, some	Unknown	Yes	Yes
Louisiana 8(g)	Unknown	Unknown	Unknown	Unknown
Louisiana LA 4	Planned	Planned	No	Yes
Louisiana NSECD	Planned	Planned	No	Yes
Maine	Yes, some	Unknown	Unknown	Yes
Maryland	Yes, some	Yes, some	Unknown	Unknown
Massachusetts CPPI	No	Yes	Yes	Yes
Massachusetts Chapter 70	No	No	No	No
Michigan	Yes, some	No	Yes, some	Yes
Minnesota HdSt <sup>5</sup>	No	No	No	No
Minnesota VPK/SRP <sup>5</sup>	No	Yes	No	Yes
Mississippi	No	No	Unknown	Yes, some
Missouri	Unknown	Unknown	Unknown	Yes
Nebraska <sup>4</sup>	Yes, some	Planned	Yes, some	Yes
Nevada <sup>4</sup>	Yes, some	Planned	No	Planned
New Jersey Expansion	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes	Yes
New Mexico <sup>1</sup>	Planned	Yes	Yes	Yes
New York <sup>3</sup>	Yes	Unknown	Unknown	Yes
North Carolina <sup>4</sup>	Planned	Yes	Planned	Planned
North Dakota <sup>5</sup>	Yes, some	Yes, some	Planned	Yes, some
Ohio <sup>3</sup>	Planned	Yes	Planned	Yes
Oklahoma	Planned	Planned	Planned	Yes
Oregon Pre-K <sup>4</sup>	Planned	Planned	Planned	Planned
Oregon Preschool Promise <sup>4</sup>	Planned	Planned	Planned	Planned
Pennsylvania RTL <sup>1</sup>	No	No	No	No
Pennsylvania HSSAP <sup>2</sup>	Yes	Yes	Planned	Yes
Pennsylvania K4 & SBPK <sup>1</sup>	Yes	Yes	Planned	Yes
Pennsylvania PKC <sup>2</sup>	Yes	Yes	Planned	Yes
Rhode Island	Planned	Planned	No	Yes
South Carolina <sup>6</sup>	Yes (EIA/4K); Planned (First Steps)	Yes, some	Yes, some	Yes
Tennessee	No	Unknown	Unknown	Yes
Texas	Yes, some	Yes, some	No	Yes
Utah	Yes, some	Yes, some	No	Yes
Vermont <sup>3</sup>	Yes	No	No	Yes
Virginia VPI <sup>5</sup>	Yes, some	No	No	Yes
Virginia Mixed Delivery	Not reported	Not reported	Not reported	Not reported
Washington ECEAP <sup>6</sup>	No	Planned	Planned	Yes, some
Washington TK	No	No	No	Yes
West Virginia <sup>3</sup>	Yes	No	No	Yes
Wisconsin	No	No	No	Yes
Guam	Yes	No	No	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 8C. LINKING CHILDREN'S RECORDS BETWEEN PRESCHOOL AND OTHER PROGRAMS**

STATE	Birth Registry Data	Medicaid	Other Social Services
Alabama	Planned	Planned	Unknown
Alaska	Planned	Planned	No
Arizona	No	No	Planned
Arkansas	No	No	No
California CSPP <sup>3</sup>	Planned	Planned	Planned
California TK <sup>3</sup>	Planned	Planned	Yes
Colorado	No	No	No
Connecticut CDCC <sup>3</sup>	Planned	No	Unknown
Connecticut SR <sup>3</sup>	Planned	No	Unknown
Connecticut Smart Start <sup>3</sup>	Planned	No	Unknown
Delaware	Unknown	Unknown	Planned
District of Columbia	No	Yes, some	Yes, some
Florida	Not reported	Not reported	Not reported
Georgia <sup>2</sup>	Yes	Yes	Yes
Hawaii EOEL	No	No	No
Hawaii SPCSP <sup>5</sup>	No	No	No
Illinois <sup>3</sup>	No	Planned	No
Iowa Shared Visions <sup>3</sup>	Planned	Yes, some	Unknown
Iowa SWVPP <sup>3</sup>	Planned	Yes, some	Yes, some
Kansas	No	Yes	No
Kentucky	Unknown	Unknown	Unknown
Louisiana 8(g)	Unknown	Unknown	Unknown
Louisiana LA 4	Unknown	Yes, some	Yes, some
Louisiana NSECD	Unknown	Yes, some	Yes, some
Maine	Unknown	Unknown	Unknown
Maryland	Unknown	Unknown	Unknown
Massachusetts CPPI	No	No	Yes
Massachusetts Chapter 70	No	No	No
Michigan	No	No	No
Minnesota HdSt <sup>5</sup>	No	No	No
Minnesota VPK/SRP <sup>5</sup>	Yes	No	Yes
Mississippi	Unknown	Unknown	Unknown
Missouri	Unknown	Unknown	Unknown
Nebraska <sup>4</sup>	Unknown	Planned	Planned
Nevada <sup>4</sup>	No	No	No
New Jersey Expansion	Planned	Planned	Yes
New Jersey ECPA	Planned	Planned	Yes
New Jersey ELLI	Planned	Planned	Yes
New Mexico <sup>1</sup>	Planned	Planned	Planned
New York <sup>3</sup>	Unknown	Unknown	Unknown
North Carolina <sup>4</sup>	Planned	No	Yes
North Dakota <sup>5</sup>	Planned	Planned	Planned
Ohio <sup>3</sup>	No	Planned	Planned
Oklahoma	Planned	Planned	Yes
Oregon Pre-K <sup>4</sup>	Planned	Planned	Planned
Oregon Preschool Promise <sup>4</sup>	Planned	Planned	Planned
Pennsylvania RTL <sup>1</sup>	No	No	No
Pennsylvania HSSAP <sup>2</sup>	No	Yes	Yes
Pennsylvania K4 & SBPK <sup>1</sup>	No	No	No
Pennsylvania PKC <sup>2</sup>	No	Yes	Yes
Rhode Island	Yes	Yes, some	Planned
South Carolina <sup>6</sup>	Planned (EIA 4K & CERDEP)	Yes, some	Yes, some
Tennessee	Unknown	Unknown	Unknown
Texas	No	Yes, some	Yes, some
Utah	No	No	No
Vermont <sup>3</sup>	Unknown	Planned	Yes
Virginia VPI <sup>5</sup>	Planned	Yes	Yes, some
Virginia Mixed Delivery	Not reported	Not reported	Not reported
Washington ECEAP <sup>6</sup>	No	No	Planned
Washington TK	No	No	No
West Virginia <sup>3</sup>	No	No	No
Wisconsin	No	No	No
Guam	No	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 9A. DATA COLLECTED, AVAILABLE, AND REPORTED ON INDIVIDUAL CHILDREN ATTENDING PRESCHOOL PROGRAM**

STATE	HOME LANGUAGE		
	State Collects Data	State Pre-K Administrators can Access Data	Data Reported Publicly
Alabama	✓	✓	✓
Alaska			
Arizona			
Arkansas	✓	✓	
California CSPP <sup>4</sup>	✓	✓	
California TK <sup>4</sup>	✓	✓	✓
Colorado <sup>3</sup>	✓	✓	
Connecticut CDCC <sup>4</sup>	✓		
Connecticut SR <sup>4</sup>	✓		
Connecticut Smart Start <sup>4</sup>	✓	✓	
Delaware <sup>2</sup>			
District of Columbia <sup>5</sup>	✓		✓
Florida		Not reported	
Georgia <sup>3</sup>	✓	✓	✓
Hawaii EOEL	✓	✓	
Hawaii SPCSP <sup>6</sup>	✓	✓	
Illinois	✓	✓	
Iowa Shared Visions <sup>4</sup>	✓	✓	
Iowa SWVPP <sup>4</sup>	✓	✓	
Kansas <sup>4</sup>	✓	✓	✓
Kentucky <sup>3</sup>			
Louisiana 8(g) <sup>4</sup>			
Louisiana LA 4			
Louisiana NSECD	✓	✓	
Maine	✓	✓	✓
Maryland	✓	✓	
Massachusetts CPPI	✓	✓	
Massachusetts Chapter 70	✓	✓	
Michigan	✓	✓	✓
Minnesota HdSt <sup>4</sup>			
Minnesota VPK/SRP	✓	✓	
Mississippi	✓	✓	
Missouri			
Nebraska	✓	✓	✓
Nevada <sup>5</sup>	✓	✓	
New Jersey Expansion <sup>5</sup>	✓	✓	
New Jersey ECPA <sup>5</sup>	✓	✓	
New Jersey ELLI <sup>5</sup>	✓	✓	
New Mexico	✓	✓	✓
New York	✓		
North Carolina <sup>5</sup>	✓	✓	
North Dakota <sup>6</sup>	✓	✓	
Ohio	✓	✓	
Oklahoma <sup>3</sup>	✓	✓	
Oregon Pre-K <sup>5</sup>		✓	
Oregon Preschool Promise <sup>5</sup>	✓	✓	
Pennsylvania RTL <sup>1</sup>			
Pennsylvania HSSAP <sup>3</sup>	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	
Pennsylvania PKC <sup>3</sup>	✓	✓	✓
Rhode Island	✓	✓	
South Carolina <sup>7</sup>	✓	✓ (First Steps)	✓ (First Steps)
Tennessee	✓	✓	
Texas <sup>3</sup>	✓	✓	✓
Utah	✓		✓
Vermont		Not reported	
Virginia VPI <sup>6</sup>	✓	✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP <sup>7</sup>	✓	✓	✓
Washington TK	✓	✓	✓
West Virginia	✓	✓	✓
Wisconsin			
Guam	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 9B. DATA COLLECTED, AVAILABLE, AND REPORTED ON INDIVIDUAL CHILDREN ATTENDING PRESCHOOL PROGRAM**

STATE	RACE/ETHNICITY		
	State Collects Data	State Pre-K Administrators can Access Data	Data Reported Publicly
Alabama	✓	✓	✓
Alaska			
Arizona			
Arkansas	✓	✓	
California CSPP <sup>4</sup>	✓	✓	✓
California TK <sup>4</sup>	✓	✓	✓
Colorado <sup>3</sup>	✓	✓	✓
Connecticut CDCC <sup>4</sup>	✓	✓	
Connecticut SR <sup>4</sup>	✓		
Connecticut Smart Start <sup>4</sup>	✓	✓	
Delaware <sup>2</sup>			
District of Columbia <sup>5</sup>	✓		✓
Florida		Not reported	
Georgia <sup>3</sup>	✓	✓	✓
Hawaii EOEL	✓	✓	
Hawaii SPCSP <sup>6</sup>	✓	✓	
Illinois	✓	✓	
Iowa Shared Visions <sup>4</sup>	✓	✓	
Iowa SWVPP <sup>4</sup>	✓	✓	✓
Kansas <sup>4</sup>	✓	✓	✓
Kentucky <sup>3</sup>	✓	✓	✓
Louisiana 8(g) <sup>4</sup>			
Louisiana LA 4			
Louisiana NSECD	✓	✓	
Maine	✓	✓	✓
Maryland	✓	✓	
Massachusetts CPPI	✓	✓	
Massachusetts Chapter 70	✓	✓	
Michigan	✓	✓	✓
Minnesota HdSt <sup>4</sup>			
Minnesota VPK/SRP	✓	✓	
Mississippi	✓	✓	
Missouri			
Nebraska	✓	✓	✓
Nevada <sup>5</sup>	✓	✓	
New Jersey Expansion <sup>5</sup>	✓	✓	
New Jersey ECPA <sup>5</sup>	✓	✓	
New Jersey ELLI <sup>5</sup>	✓	✓	
New Mexico	✓	✓	✓
New York			
North Carolina <sup>5</sup>	✓	✓	
North Dakota <sup>6</sup>	✓		
Ohio	✓	✓	
Oklahoma <sup>3</sup>	✓	✓	✓
Oregon Pre-K <sup>5</sup>		✓	
Oregon Preschool Promise <sup>5</sup>	✓	✓	
Pennsylvania RTL <sup>1</sup>			
Pennsylvania HSSAP <sup>3</sup>	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	
Pennsylvania PKC <sup>3</sup>	✓	✓	✓
Rhode Island	✓	✓	
South Carolina <sup>7</sup>	✓	✓	✓
Tennessee	✓	✓	✓
Texas <sup>3</sup>	✓	✓	✓
Utah			
Vermont	✓	✓	✓
Virginia VPI <sup>6</sup>	✓	✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP <sup>7</sup>	✓	✓	✓
Washington TK	✓	✓	✓
West Virginia	✓	✓	✓
Wisconsin	✓	✓	✓
Guam	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 9C. DATA COLLECTED, AVAILABLE, AND REPORTED ON INDIVIDUAL CHILDREN ATTENDING PRESCHOOL PROGRAM**

STATE	NUMBER OF YEARS ATTENDING PRESCHOOL		
	State Collects Data	State Pre-K Administrators can Access Data	Data Reported Publicly
Alabama	✓	✓	
Alaska			
Arizona	✓	✓	
Arkansas	✓	✓	
California CSPP <sup>4</sup>			
California TK <sup>4</sup>	✓	✓	✓
Colorado <sup>3</sup>	✓	✓	
Connecticut CDCC <sup>4</sup>	✓		
Connecticut SR <sup>4</sup>			
Connecticut Smart Start <sup>4</sup>	✓		
Delaware <sup>2</sup>			
District of Columbia <sup>5</sup>	✓		✓
Florida		Not reported	
Georgia <sup>3</sup>	✓	✓	✓
Hawaii EOEL	✓	✓	✓
Hawaii SPCSP <sup>6</sup>	✓	✓	✓
Illinois	✓	✓	
Iowa Shared Visions <sup>4</sup>	✓	✓	
Iowa SWVPP <sup>4</sup>	✓	✓	
Kansas <sup>4</sup>	✓	✓	
Kentucky <sup>3</sup>	✓	✓	
Louisiana 8(g) <sup>4</sup>			
Louisiana LA 4	✓	✓	
Louisiana NSECD	✓	✓	
Maine			
Maryland			
Massachusetts CPPI	✓	✓	
Massachusetts Chapter 70	✓	✓	
Michigan	✓	✓	✓
Minnesota HdSt <sup>4</sup>			
Minnesota VPK/SRP	✓	✓	
Mississippi	✓	✓	
Missouri			
Nebraska	✓	✓	
Nevada <sup>5</sup>		✓	
New Jersey Expansion <sup>5</sup>	✓	✓	
New Jersey ECPA <sup>5</sup>	✓	✓	
New Jersey ELLI <sup>5</sup>	✓	✓	
New Mexico	✓	✓	
New York			
North Carolina <sup>5</sup>			
North Dakota <sup>6</sup>			
Ohio	✓	✓	
Oklahoma <sup>3</sup>	✓	✓	
Oregon Pre-K <sup>5</sup>		✓	
Oregon Preschool Promise <sup>5</sup>			
Pennsylvania RTL <sup>1</sup>			
Pennsylvania HSSAP <sup>3</sup>	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	
Pennsylvania PKC <sup>3</sup>	✓	✓	✓
Rhode Island			
South Carolina <sup>7</sup>	✓ (EIA 4K & CERDEP)	✓ (EIA 4K & CERDEP)	✓ (EIA 4K & CERDEP)
Tennessee	✓	✓	
Texas <sup>3</sup>	✓	✓	
Utah		✓	
Vermont	Not reported	✓	Not reported
Virginia VPI <sup>6</sup>	✓	✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP <sup>7</sup>	✓	✓	✓
Washington TK			
West Virginia	✓	✓	✓
Wisconsin	✓	✓	
Guam	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 9D. DATA COLLECTED, AVAILABLE, AND REPORTED ON INDIVIDUAL CHILDREN ATTENDING PRESCHOOL PROGRAM**

STATE	ATTENDANCE		
	State Collects Data	State Pre-K Administrators can Access Data	Data Reported Publicly
Alabama	✓	✓	
Alaska			
Arizona	✓	✓	
Arkansas	✓	✓	
California CSPP <sup>4</sup>			
California TK <sup>4</sup>	✓	✓	✓
Colorado <sup>3</sup>			
Connecticut CDCC <sup>4</sup>			✓
Connecticut SR <sup>4</sup>			
Connecticut Smart Start <sup>4</sup>			
Delaware <sup>2</sup>			
District of Columbia <sup>5</sup>	✓		✓
Florida		Not reported	
Georgia <sup>3</sup>	✓	✓	✓
Hawaii EOEL	✓	✓	✓
Hawaii SPCSP <sup>6</sup>	✓	✓	✓
Illinois	✓	✓	
Iowa Shared Visions <sup>4</sup>			
Iowa SWVPP <sup>4</sup>	✓	✓	
Kansas <sup>4</sup>	✓	✓	
Kentucky <sup>3</sup>	✓	✓	
Louisiana 8(g) <sup>4</sup>			
Louisiana LA 4	✓	✓	
Louisiana NSECD	✓	✓	
Maine	✓	✓	✓
Maryland	✓	✓	
Massachusetts CPPI	✓	✓	
Massachusetts Chapter 70	✓	✓	✓
Michigan		✓	
Minnesota HdSt <sup>4</sup>			
Minnesota VPK/SRP	✓	✓	
Mississippi	✓	✓	
Missouri			
Nebraska	✓	✓	
Nevada <sup>5</sup>		✓	
New Jersey Expansion <sup>5</sup>	✓	✓	
New Jersey ECPA <sup>5</sup>	✓	✓	
New Jersey ELLI <sup>5</sup>	✓	✓	
New Mexico			
New York			
North Carolina <sup>5</sup>	✓	✓	
North Dakota <sup>6</sup>			
Ohio	✓	✓	
Oklahoma <sup>3</sup>	✓	✓	
Oregon Pre-K <sup>5</sup>	✓		
Oregon Preschool Promise <sup>5</sup>	✓	✓	
Pennsylvania RTL <sup>1</sup>			
Pennsylvania HSSAP <sup>3</sup>		✓	
Pennsylvania K4 & SBPK			
Pennsylvania PKC <sup>3</sup>		✓	
Rhode Island	✓	✓	
South Carolina <sup>7</sup>	✓	✓	✓
Tennessee	✓	✓	✓
Texas <sup>3</sup>	✓	✓	✓
Utah			
Vermont	Not reported	✓	✓
Virginia VPI <sup>6</sup>	✓	✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP <sup>7</sup>			
Washington TK	✓	✓	✓
West Virginia	✓	✓	✓
Wisconsin	✓	✓	✓
Guam	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 9E. DATA COLLECTED, AVAILABLE, AND REPORTED ON INDIVIDUAL CHILDREN ATTENDING PRESCHOOL PROGRAM**

STATE	ELIGIBILITY FOR FRPL (OR OTHER INCOME MEASURE)		
	State Collects Data	State Pre-K Administrators can Access Data	Data Reported Publicly
Alabama	✓	✓	
Alaska			
Arizona	✓	✓	✓
Arkansas	✓	✓	
California CSPP <sup>4</sup>	✓	✓	
California TK <sup>4</sup>	✓	✓	✓
Colorado <sup>3</sup>	✓	✓	✓
Connecticut CDCC <sup>4</sup>			
Connecticut SR <sup>4</sup>	✓		✓
Connecticut Smart Start <sup>4</sup>	✓	✓	✓
Delaware <sup>2</sup>			
District of Columbia <sup>5</sup>	✓	✓	
Florida		Not reported	
Georgia <sup>3</sup>	✓	✓	✓
Hawaii EOEL	✓	✓	
Hawaii SPCSP <sup>6</sup>	✓	✓	
Illinois	✓	✓	
Iowa Shared Visions <sup>4</sup>	✓	✓	✓
Iowa SWVPP <sup>4</sup>			
Kansas <sup>4</sup>	✓	✓	✓
Kentucky <sup>3</sup>	✓	✓	
Louisiana 8(g) <sup>4</sup>			
Louisiana LA 4	✓	✓	
Louisiana NSECD	✓	✓	
Maine	✓	✓	✓
Maryland	✓	✓	
Massachusetts CPPI			
Massachusetts Chapter 70	✓	✓	
Michigan	✓	✓	✓
Minnesota HdSt <sup>4</sup>			
Minnesota VPK/SRP	✓	✓	
Mississippi	✓		
Missouri		✓	
Nebraska	✓	✓	✓
Nevada <sup>5</sup>		✓	
New Jersey Expansion <sup>5</sup>	✓	✓	
New Jersey ECPA <sup>5</sup>	✓	✓	
New Jersey ELLI <sup>5</sup>	✓	✓	
New Mexico			
New York			
North Carolina <sup>5</sup>	✓	✓	
North Dakota <sup>6</sup>	✓	✓	
Ohio	✓	✓	
Oklahoma <sup>3</sup>	✓	✓	✓
Oregon Pre-K <sup>5</sup>		✓	
Oregon Preschool Promise <sup>5</sup>	✓	✓	
Pennsylvania RTL <sup>1</sup>			
Pennsylvania HSSAP <sup>3</sup>	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	
Pennsylvania PKC <sup>3</sup>	✓	✓	✓
Rhode Island	✓	✓	
South Carolina <sup>7</sup>	✓	✓	✓
Tennessee	✓	✓	✓
Texas <sup>3</sup>	✓	✓	✓
Utah			✓
Vermont	✓	Not reported	Not reported
Virginia VPI <sup>6</sup>	✓	✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP <sup>7</sup>	✓	✓	✓
Washington TK	✓	✓	✓
West Virginia	✓	✓	
Wisconsin	✓	✓	✓
Guam	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 9F. DATA COLLECTED, AVAILABLE, AND REPORTED ON INDIVIDUAL CHILDREN ATTENDING PRESCHOOL PROGRAM**

STATE	DEVELOPMENTAL SCREENING SCORE		
	State Collects Data	State Pre-K Administrators can Access Data	Data Reported Publicly
Alabama	✓	✓	
Alaska			
Arizona			
Arkansas	✓	✓	
California CSPP <sup>4</sup>			
California TK <sup>4</sup>			
Colorado <sup>3</sup>			
Connecticut CDCC <sup>4</sup>			
Connecticut SR <sup>4</sup>			
Connecticut Smart Start <sup>4</sup>			
Delaware <sup>2</sup>			
District of Columbia <sup>5</sup>			
Florida		Not reported	
Georgia <sup>3</sup>			
Hawaii EOEL			
Hawaii SPCSP <sup>6</sup>	✓	✓	
Illinois			
Iowa Shared Visions <sup>4</sup>			
Iowa SWVPP <sup>4</sup>			
Kansas <sup>4</sup>	✓	✓	
Kentucky <sup>3</sup>	✓	✓	
Louisiana 8(g) <sup>4</sup>			
Louisiana LA 4			
Louisiana NSECD			
Maine			
Maryland			
Massachusetts CPPI	✓	✓	
Massachusetts Chapter 70			
Michigan		✓	
Minnesota HdSt <sup>4</sup>			
Minnesota VPK/SRP	✓	✓	
Mississippi	✓	✓	
Missouri			
Nebraska			
Nevada <sup>5</sup>		✓	
New Jersey Expansion <sup>5</sup>			
New Jersey ECPA <sup>5</sup>			
New Jersey ELLI <sup>5</sup>			
New Mexico			
New York			
North Carolina <sup>5</sup>			
North Dakota <sup>6</sup>			
Ohio			
Oklahoma <sup>3</sup>			
Oregon Pre-K <sup>5</sup>			
Oregon Preschool Promise <sup>5</sup>			
Pennsylvania RTL <sup>1</sup>			
Pennsylvania HSSAP <sup>3</sup>		✓	
Pennsylvania K4 & SBPK			
Pennsylvania PKC <sup>3</sup>		✓	
Rhode Island	✓	✓	
South Carolina <sup>7</sup>	✓	✓	✓ (First Steps)
Tennessee			
Texas <sup>3</sup>			
Utah			
Vermont	Not reported	✓	Not reported
Virginia VPI <sup>6</sup>			
Virginia Mixed Delivery		Not reported	
Washington ECEAP <sup>7</sup>	✓	✓	✓
Washington TK	✓	✓	✓
West Virginia			
Wisconsin			
Guam	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 9G. DATA COLLECTED, AVAILABLE, AND REPORTED ON INDIVIDUAL CHILDREN ATTENDING PRESCHOOL PROGRAM**

STATE	OTHER PRE-K CHILD ASSESSMENTS BEYOND SCREENING		
	State Collects Data	State Pre-K Administrators can Access Data	Data Reported Publicly
Alabama	✓	✓	
Alaska	✓	✓	✓
Arizona			
Arkansas	✓	✓	
California CSPP <sup>4</sup>		✓	
California TK <sup>4</sup>			
Colorado <sup>3</sup>	✓	✓	✓
Connecticut CDCC <sup>4</sup>			
Connecticut SR <sup>4</sup>			
Connecticut Smart Start <sup>4</sup>			
Delaware <sup>2</sup>			
District of Columbia <sup>5</sup>			
Florida		Not reported	
Georgia <sup>3</sup>	✓	✓	✓
Hawaii EOEL	✓	✓	✓
Hawaii SPCSP <sup>6</sup>	✓	✓	✓
Illinois			
Iowa Shared Visions <sup>4</sup>	✓	✓	✓
Iowa SWVPP <sup>4</sup>	✓	✓	✓
Kansas <sup>4</sup>			
Kentucky <sup>3</sup>			
Louisiana 8(g) <sup>4</sup>			
Louisiana LA 4	✓	✓	
Louisiana NSECD	✓	✓	
Maine			
Maryland			
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan		✓	
Minnesota HdSt <sup>4</sup>			
Minnesota VPK/SRP	✓	✓	
Mississippi			
Missouri			
Nebraska	✓	✓	✓
Nevada <sup>5</sup>			
New Jersey Expansion <sup>5</sup>			
New Jersey ECPA <sup>5</sup>			
New Jersey ELLI <sup>5</sup>			
New Mexico	✓	✓	✓
New York			
North Carolina <sup>5</sup>	✓	✓	
North Dakota <sup>6</sup>		✓	
Ohio	✓	✓	
Oklahoma <sup>3</sup>			
Oregon Pre-K <sup>5</sup>		✓	
Oregon Preschool Promise <sup>5</sup>			
Pennsylvania RTL <sup>1</sup>			
Pennsylvania HSSAP <sup>3</sup>		✓	
Pennsylvania K4 & SBPK			
Pennsylvania PKC <sup>3</sup>		✓	
Rhode Island		✓	
South Carolina <sup>7</sup>	✓	✓	✓
Tennessee			
Texas <sup>3</sup>	✓	✓	✓
Utah			
Vermont	Not reported	✓	Not reported
Virginia VPI <sup>6</sup>	✓	✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP <sup>7</sup>	✓	✓	✓
Washington TK			
West Virginia	✓	✓	✓
Wisconsin			
Guam	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 9H. DATA COLLECTED, AVAILABLE, AND REPORTED ON INDIVIDUAL CHILDREN ATTENDING PRESCHOOL PROGRAM**

STATE	KINDERGARTEN CHILD ASSESSMENT		
	State Collects Data	State Pre-K Administrators can Access Data	Data Reported Publicly
Alabama	✓	✓	✓
Alaska	✓	✓	✓
Arizona			
Arkansas			
California CSPP <sup>4</sup>			
California TK <sup>4</sup>			
Colorado <sup>3</sup>			✓
Connecticut CDCC <sup>4</sup>			✓
Connecticut SR <sup>4</sup>			✓
Connecticut Smart Start <sup>4</sup>			
Delaware <sup>2</sup>			
District of Columbia <sup>5</sup>			
Florida		Not reported	
Georgia <sup>3</sup>	✓	✓	✓
Hawaii EOEL			
Hawaii SPCSP <sup>6</sup>	✓		✓
Illinois	✓	✓	
Iowa Shared Visions <sup>4</sup>	✓	✓	✓
Iowa SWVPP <sup>4</sup>	✓	✓	✓
Kansas <sup>4</sup>	✓	✓	
Kentucky <sup>3</sup>	✓		✓
Louisiana 8(g) <sup>4</sup>			
Louisiana LA 4	✓	✓	
Louisiana NSECD	✓	✓	
Maine			
Maryland	✓	✓	✓
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan			
Minnesota HdSt <sup>4</sup>			
Minnesota VPK/SRP	✓	✓	
Mississippi	✓	✓	
Missouri		✓	
Nebraska			
Nevada <sup>5</sup>			
New Jersey Expansion <sup>5</sup>			
New Jersey ECPA <sup>5</sup>			
New Jersey ELLI <sup>5</sup>			
New Mexico	✓	✓	
New York			
North Carolina <sup>5</sup>			
North Dakota <sup>6</sup>			
Ohio	✓	✓	
Oklahoma <sup>3</sup>			
Oregon Pre-K <sup>5</sup>			
Oregon Preschool Promise <sup>5</sup>			
Pennsylvania RTL <sup>1</sup>			
Pennsylvania HSSAP <sup>3</sup>			
Pennsylvania K4 & SBPK			
Pennsylvania PKC <sup>3</sup>			
Rhode Island			
South Carolina <sup>7</sup>	✓	✓ (EIA 4K & CERDEP)	✓
Tennessee	✓		
Texas <sup>3</sup>	✓	✓	✓
Utah	✓	✓	✓
Vermont	Not reported	✓	✓
Virginia VPI <sup>6</sup>	✓	✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP <sup>7</sup>	✓		✓
Washington TK	✓	✓	✓
West Virginia	✓	✓	✓
Wisconsin			
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 9I. DATA COLLECTED, AVAILABLE, AND REPORTED ON INDIVIDUAL CHILDREN ATTENDING PRESCHOOL PROGRAM**

STATE	CLASSROOM QUALITY		
	State Collects Data	State Pre-K Administrators can Access Data	Data Reported Publicly
Alabama	✓	✓	
Alaska			
Arizona	✓	✓	✓
Arkansas	✓	✓	
California CSPP <sup>4</sup>	✓		
California TK <sup>4</sup>			
Colorado <sup>3</sup>	✓	✓	✓
Connecticut CDCC <sup>4</sup>			
Connecticut SR <sup>4</sup>			
Connecticut Smart Start <sup>4</sup>			
Delaware <sup>2</sup>			
District of Columbia <sup>5</sup>	✓	✓	✓
Florida		Not reported	
Georgia <sup>3</sup>	✓	✓	✓
Hawaii EOEL	✓	✓	✓
Hawaii SPCSP <sup>6</sup>	✓	✓	✓
Illinois			
Iowa Shared Visions <sup>4</sup>	✓	✓	
Iowa SWVPP <sup>4</sup>	✓	✓	
Kansas <sup>4</sup>			
Kentucky <sup>3</sup>			
Louisiana 8(g) <sup>4</sup>			
Louisiana LA 4	✓	✓	
Louisiana NSECD	✓	✓	
Maine			
Maryland	✓		
Massachusetts CPPI	✓	✓	
Massachusetts Chapter 70			
Michigan	✓	✓	✓
Minnesota HdSt <sup>4</sup>			
Minnesota VPK/SRP			
Mississippi	✓	✓	
Missouri			
Nebraska	✓	✓	✓
Nevada <sup>5</sup>	✓	✓	
New Jersey Expansion <sup>5</sup>			
New Jersey ECPA <sup>5</sup>			
New Jersey ELLI <sup>5</sup>			
New Mexico			
New York			
North Carolina <sup>5</sup>	✓	✓	✓
North Dakota <sup>6</sup>			
Ohio	✓	✓	
Oklahoma <sup>3</sup>	✓	✓	
Oregon Pre-K <sup>5</sup>			
Oregon Preschool Promise <sup>5</sup>	✓	✓	
Pennsylvania RTL <sup>1</sup>			
Pennsylvania HSSAP <sup>3</sup>		✓	
Pennsylvania K4 & SBPK			
Pennsylvania PKC <sup>3</sup>		✓	
Rhode Island	✓	✓	
South Carolina <sup>7</sup>	✓	✓	✓
Tennessee	✓	✓	
Texas <sup>3</sup>			
Utah	✓	✓	
Vermont	Not reported	✓	✓
Virginia VPI <sup>6</sup>	✓	✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP <sup>7</sup>	✓	✓	
Washington TK			
West Virginia			
Wisconsin			
Guam	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 9J. DATA COLLECTED, AVAILABLE, AND REPORTED ON INDIVIDUAL CHILDREN ATTENDING PRESCHOOL PROGRAM**

STATE	TEACHER EDUCATION		
	State Collects Data	State Pre-K Administrators can Access Data	Data Reported Publicly
Alabama	✓	✓	
Alaska			
Arizona	✓	✓	
Arkansas	✓	✓	
California CSPP <sup>4</sup>			
California TK <sup>4</sup>			
Colorado <sup>3</sup>			
Connecticut CDCC <sup>4</sup>	✓	✓	✓
Connecticut SR <sup>4</sup>	✓		
Connecticut Smart Start <sup>4</sup>	✓	✓	✓
Delaware <sup>2</sup>			
District of Columbia <sup>5</sup>	✓ (DCPS & CBO)	✓	
Florida		Not reported	
Georgia <sup>3</sup>	✓	✓	✓
Hawaii EOEL	✓	✓	✓
Hawaii SPCSP <sup>6</sup>	✓	✓	✓
Illinois	✓	✓	
Iowa Shared Visions <sup>4</sup>	✓	✓	
Iowa SWVPP <sup>4</sup>	✓	✓	
Kansas <sup>4</sup>	✓		✓
Kentucky <sup>3</sup>	✓		✓
Louisiana 8(g) <sup>4</sup>			
Louisiana LA 4	✓	✓	
Louisiana NSECD	✓	✓	
Maine	✓	✓	✓
Maryland	✓	✓	
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan	✓	✓	✓
Minnesota HdSt <sup>4</sup>			
Minnesota VPK/SRP	✓	✓	
Mississippi	✓	✓	
Missouri		✓	
Nebraska	✓	✓	
Nevada <sup>5</sup>	✓		
New Jersey Expansion <sup>5</sup>	✓	✓	
New Jersey ECPA <sup>5</sup>	✓	✓	
New Jersey ELLI <sup>5</sup>	✓	✓	
New Mexico	✓	✓	
New York		✓	
North Carolina <sup>5</sup>	✓	✓	
North Dakota <sup>6</sup>		✓	
Ohio	✓	✓	
Oklahoma <sup>3</sup>	✓	✓	
Oregon Pre-K <sup>5</sup>		✓	
Oregon Preschool Promise <sup>5</sup>	✓	✓	
Pennsylvania RTL <sup>1</sup>			
Pennsylvania HSSAP <sup>3</sup>	✓	✓	✓
Pennsylvania K4 & SBPK			
Pennsylvania PKC <sup>3</sup>	✓	✓	✓
Rhode Island	✓	✓	
South Carolina <sup>7</sup>	✓	✓	✓
Tennessee	✓	✓	
Texas <sup>3</sup>	✓	✓	✓
Utah	✓	✓	
Vermont	Not reported	✓	Not reported
Virginia VPI <sup>6</sup>	✓	✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP <sup>7</sup>	✓	✓	
Washington TK	✓	✓	✓
West Virginia	✓	✓	✓
Wisconsin			
Guam	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 10A. DATA SHARED BETWEEN PRESCHOOL AND PARTICIPATING LEAS/SCHOOL DISTRICTS AND/OR PROVIDER ORGANIZATIONS OPERATING PRESCHOOL CLASSROOMS**

STATE	STATE-ADMINISTERED CLASSROOM QUALITY OBSERVATIONS		STATE MONITORING REPORTS	
	Shared with LEAs/ School Districts	Shared with Provider Organizations	Shared with LEAs/ School Districts	Shared with Provider Organizations
Alabama	✓	✓	✓	✓
Alaska				
Arizona	✓	✓		
Arkansas	✓	✓	✓	✓
California CSPP	✓	✓	✓	✓
California TK				
Colorado				
Connecticut CDCC				✓
Connecticut SR			✓	✓
Connecticut Smart Start			✓	No
Delaware			✓	✓
District of Columbia	✓	✓		✓
Florida	Not reported			Not reported
Georgia	✓	✓	✓	✓
Hawaii EOEL	✓			
Hawaii SPCSP	✓		✓	
Illinois	✓	✓	✓	✓
Iowa Shared Visions	✓		✓	✓
Iowa SWVPP	✓		✓	
Kansas				
Kentucky			✓	✓
Louisiana 8(g)	Not reported			Not reported
Louisiana LA 4	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓
Maine	✓		✓	
Maryland			✓	✓
Massachusetts CPPI			✓	✓
Massachusetts Chapter 70			✓	
Michigan	✓	✓	✓	✓
Minnesota HdSt				
Minnesota VPK/SRP			✓	
Mississippi	✓	✓	✓	✓
Missouri				
Nebraska	✓	✓	✓	
Nevada	✓	✓	✓	✓
New Jersey Expansion	✓	✓	✓	✓
New Jersey ECPA	✓	✓	✓	✓
New Jersey ELLI	✓	✓	✓	
New Mexico	✓		✓	✓
New York			✓	✓
North Carolina	✓	✓	✓	✓
North Dakota				
Ohio	✓		✓	
Oklahoma			✓	✓
Oregon Pre-K				
Oregon Preschool Promise				
Pennsylvania RTL				
Pennsylvania HSSAP				✓
Pennsylvania K4 & SBPK				
Pennsylvania PKC			✓	✓
Rhode Island	✓	✓	✓	✓
South Carolina	✓	✓	✓	✓
Tennessee	✓	✓	✓	✓
Texas			✓	✓
Utah	✓	✓	✓	✓
Vermont	✓	✓	✓	✓
Virginia VPI	✓	✓	✓	
Virginia Mixed Delivery	Not reported			Not reported
Washington ECEAP	✓	✓	✓	✓
Washington TK	Not reported		✓	
West Virginia			✓	✓
Wisconsin				
Guam	✓		✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 10B. DATA SHARED BETWEEN PRESCHOOL AND PARTICIPATING LEAS/SCHOOL DISTRICTS AND/OR PROVIDER ORGANIZATIONS OPERATING PRESCHOOL CLASSROOMS**

STATE	STATE-ADMINISTERED TEACHER OBSERVATIONS		CHILD ASSESSMENTS	
	Shared with LEAs/ School Districts	Shared with Provider Organizations	Shared with LEAs/ School Districts	Shared with Provider Organizations
Alabama	✓	✓	✓	✓
Alaska			✓	✓
Arizona	✓	✓		
Arkansas			✓	✓
California CSPP	✓	✓	✓	✓
California TK				
Colorado			✓	✓
Connecticut CDCC				
Connecticut SR				
Connecticut Smart Start				
Delaware				
District of Columbia				
Florida		Not reported		Not reported
Georgia	✓	✓	✓	✓
Hawaii EOEL	✓		✓	
Hawaii SPCSP	✓		✓	
Illinois				
Iowa Shared Visions			✓	✓
Iowa SWVPP			✓	✓
Kansas				
Kentucky			✓	✓
Louisiana 8(g)	Not reported			Not reported
Louisiana LA 4	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓
Maine				
Maryland	✓	✓		
Massachusetts CPPI				
Massachusetts Chapter 70				
Michigan			✓	✓
Minnesota HdSt				
Minnesota VPK/SRP			✓	✓
Mississippi	✓	✓	✓	✓
Missouri				
Nebraska	✓	✓	✓	✓
Nevada				
New Jersey Expansion				
New Jersey ECPA				
New Jersey ELLI				
New Mexico	✓		✓	✓
New York				
North Carolina				
North Dakota			✓	✓
Ohio	✓		✓	
Oklahoma				
Oregon Pre-K				
Oregon Preschool Promise				
Pennsylvania RTL				
Pennsylvania HSSAP				
Pennsylvania K4 & SBPK				
Pennsylvania PKC				
Rhode Island	✓	✓	✓	✓
South Carolina	✓	✓	✓	✓
Tennessee				
Texas			✓	✓
Utah			✓	✓
Vermont	✓	✓	✓	✓
Virginia VPI			✓	✓
Virginia Mixed Delivery		Not reported		Not reported
Washington ECEAP	✓	✓	✓	✓
Washington TK			✓	
West Virginia			✓	✓
Wisconsin				
Guam	✓		✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 11. TOTAL NUMBER OF CHILDREN ENROLLED IN PRESCHOOL & ENROLLMENT BY AGE**

STATE	Total	Children under age 3	3-year-olds	4-year-olds	5-year-olds
Alabama <sup>5</sup>	21,939			21,939	
Alaska <sup>3</sup>	605		93	497	15
Arizona <sup>3</sup>	4,810		1,720	2,521	569
Arkansas <sup>5</sup>	19,097	1,563	6,473	11,055	6
California CSPP <sup>5</sup>	92,445	1,074	31,392	58,182	1,774
California TK <sup>5</sup>	89,169			89,169	
Colorado <sup>4</sup>	20,467		5,290	15,177	
Connecticut CDCC <sup>5</sup>	1,625	102	538	951	34
Connecticut SR <sup>5</sup>	8,712	403	2,873	5,359	77
Connecticut Smart Start <sup>5</sup>	706	21	178	488	19
Delaware	818		241	577	
District of Columbia	12,326	21	5,561	6,716	28
Florida	157,451			157,451	
Georgia <sup>4</sup>	73,177			73,177	
Hawaii EOEL	318			318	
Hawaii SPCSP <sup>7</sup>	231		69	162	
Illinois	76,243		30,457	45,613	173
Iowa Shared Visions	1,057		477	569	11
Iowa SWVPP <sup>5</sup>	26,021		965	24,760	296
Kansas <sup>5</sup>	22,579		6,701	15,878	
Kentucky	17,611	566	3,392	13,653	
Louisiana 8(g)	1,802			1,802	
Louisiana LA 4 <sup>5</sup>	15,383			15,383	
Louisiana NSECD	810		95	715	
Maine	5,591			5,315	276
Maryland	29,318	118	3,827	25,159	214
Massachusetts CPPI	841	77	338	414	12
Massachusetts Chapter 70 <sup>2</sup>	27,714		8,485	17,213	2,016
Michigan <sup>4</sup>	35,895			35,895	
Minnesota HdSt <sup>7</sup>	829				
Minnesota VPK/SRP	7,215			7,215	
Mississippi	2,807			2,807	
Missouri	5,240		733	4,431	76
Nebraska	13,360	517	4,023	8,772	48
Nevada <sup>6</sup>	2,385			2,385	
New Jersey Expansion <sup>6</sup>	51,310		21,373	29,937	
New Jersey ECPA <sup>6</sup>	1,667		135	1,532	
New Jersey ELLI <sup>6</sup>	316		74	242	
New Mexico	12,567		2,488	10,048	31
New York <sup>4</sup>	151,988		35,844	116,144	
North Carolina <sup>6</sup>	23,679			23,679	
North Dakota	371			371	
Ohio <sup>4</sup>	16,732		2,285	14,447	
Oklahoma <sup>4</sup>	39,240	80	2,897	33,731	2,532
Oregon Pre-K <sup>6</sup>	6,442		2,749	3,693	
Oregon Preschool Promise <sup>6</sup>	3,567		1,300	2,245	
Pennsylvania RTL <sup>1</sup>	3,887				
Pennsylvania HSSAP	6,225	240	2,321	3,143	521
Pennsylvania K4 & SBPK	7,829	53	1,504	6,029	243
Pennsylvania PKC <sup>4</sup>	27,223	198	9,606	16,175	1,102
Rhode Island <sup>3</sup>	2,364			2,364	
South Carolina <sup>8</sup>	25,276		235	24,968	73
Tennessee <sup>1</sup>	16,634		1,037	15,597	
Texas	222,424		34,148	188,276	
Utah	2,813		871	1,942	
Vermont <sup>4</sup>	7,541				
Virginia VPI <sup>7</sup>	21,006		1,489	19,517	
Virginia Mixed Delivery <sup>4</sup>	1,270				
Washington ECEAP	15,007		5,553	9,454	
Washington TK <sup>3</sup>	3,127		175	2,867	85
West Virginia	13,268	225	1,114	11,707	222
Wisconsin	45,746		31	41,218	4,497
Guam <sup>2</sup>	57			57	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 12. PRESCHOOL ENROLLMENT CAPACITY**

STATE	Total
Alabama	25,164
Alaska	
Arizona	
Arkansas <sup>6</sup>	23,365
California CSPP <sup>6</sup>	158,450 (111,620 part-day; 46,830 full-day)
California TK <sup>6</sup>	NA
Colorado	29,360
Connecticut CDCC	2,187
Connecticut SR	11,909 (includes extended day)
Connecticut Smart Start	784
Delaware	860
District of Columbia	13,845
Florida	Not reported
Georgia	84,000
Hawaii EOEL <sup>3</sup>	740 funded slots (20 students/classroom)
Hawaii SPCSP	332
Illinois	
Iowa Shared Visions	
Iowa SWVPP	NA
Kansas	
Kentucky	26,960
Louisiana 8(g)	
Louisiana LA 4	17,076
Louisiana NSECD	1,404
Maine <sup>3</sup>	8,280
Maryland	
Massachusetts CPPI	
Massachusetts Chapter 70	NA
Michigan <sup>5</sup>	95,659 part-day or 47,829 school-day
Minnesota HdSt	829
Minnesota VPK/SRP	7,160
Mississippi <sup>2</sup>	3,486
Missouri	
Nebraska	
Nevada	2,546
New Jersey Expansion	63,408 (statewide)
New Jersey ECPA	63,408 (statewide)
New Jersey ELLI	63,408 (statewide)
New Mexico	14,178
New York <sup>5</sup>	
North Carolina	29,945
North Dakota	
Ohio	18,135
Oklahoma	NA
Oregon Pre-K	7,720
Oregon Preschool Promise	3,756
Pennsylvania RTL	
Pennsylvania HSSAP	6,574
Pennsylvania K4 & SBPK	
Pennsylvania PKC	27,906
Rhode Island	2,364
South Carolina <sup>9</sup>	4,623 (First Steps)
Tennessee	18,460
Texas	
Utah	2,930
Vermont <sup>5</sup>	9,391
Virginia VPI	29,784
Virginia Mixed Delivery <sup>5</sup>	1,270
Washington ECEAP	15,007
Washington TK	
West Virginia <sup>4</sup>	17,688
Wisconsin <sup>2</sup>	NA
Guam	72

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 13. NUMBER OF 3- AND 4-YEAR-OLDS ENROLLED IN LOCALLY/CITY/DISTRICT-FUNDED PRESCHOOL**

STATE	Total	3-year-olds	4-year-olds
Alabama			
Alaska	1,731	493	1,238
Arizona			
Arkansas			
California CSPP			
California TK			
Colorado			
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start <sup>6</sup>			
Delaware			
District of Columbia			
Florida			
Georgia			
Hawaii EOEL			
Hawaii SPCSP			
Illinois <sup>4</sup>	19,526	6,546	12,843
Iowa Shared Visions			
Iowa SWVPP			
Kansas			
Kentucky			
Louisiana 8(g)			
Louisiana LA 4			
Louisiana NSECD			
Maine			
Maryland			
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan			
Minnesota HdSt <sup>9</sup>			820
Minnesota VPK/SRP <sup>6</sup>			820
Mississippi	6,808	0	6,808
Missouri			
Nebraska			
Nevada			
New Jersey Expansion <sup>7</sup>			
New Jersey ECPA <sup>7</sup>			
New Jersey ELLI <sup>7</sup>			
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma			
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL			
Pennsylvania HSSAP			
Pennsylvania K4 & SBPK			
Pennsylvania PKC			
Rhode Island			
South Carolina			
Tennessee <sup>2</sup>			
Texas	18,711	2,442	16,269
Utah <sup>4</sup>	13,558		
Vermont			
Virginia VPI <sup>8</sup>	283	29	254
Virginia Mixed Delivery			
Washington ECEAP			
Washington TK			
West Virginia			
Wisconsin <sup>2</sup>			
Guam <sup>3</sup>	65	0	65

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 14. NUMBER OF CHILDREN ENROLLED IN PRESCHOOL RECEIVING SPECIAL EDUCATION**

STATE	Total	Children under age 3	3-year-olds	4-year-olds	5-year-olds
Alabama	1,734			1,734	
Alaska <sup>4</sup>			Data not available		
Arizona	109	10	28	52	19
Arkansas <sup>7</sup>	1,894	48	557	1,283	6
California CSPP <sup>7</sup>	3,975	35	1,318	2,563	58
California TK <sup>5</sup>	10,868			10,868	
Colorado <sup>5</sup>	1,239		227	1,012	
Connecticut CDCC <sup>6</sup>	29		12	17	
Connecticut SR <sup>6</sup>	622	21	198	395	8
Connecticut Smart Start <sup>7</sup>	75		22	53	
Delaware	86		18	68	
District of Columbia	1,443	5	614	813	11
Florida			Not reported		
Georgia	2,767			2,767	
Hawaii EOEL	34			34	
Hawaii SPCSP	15		2	13	
Illinois	13,654		6,461	7,096	97
Iowa Shared Visions	146		63	80	3
Iowa SWVPP <sup>6</sup>	1,313		440	838	35
Kansas <sup>6</sup>	5,960		2,466	3,494	
Kentucky <sup>4</sup>	9,207	566	3,392	5,249	
Louisiana 8(g)			Data not available		
Louisiana LA 4 <sup>6</sup>	726			726	
Louisiana NSECD <sup>4</sup>	36		2	34	
Maine	457			432	25
Maryland			Data not available		
Massachusetts CPPI	159	13	56	87	3
Massachusetts Chapter 70 <sup>2</sup>	8,853		3,268	4,925	660
Michigan	3,827			3,827	
Minnesota HdSt			Data not available		
Minnesota VPK/SRP <sup>7</sup>	Preschoolers with disabilities may attend state preschool classrooms, but are not counted in state preschool enrollment				
Mississippi <sup>3</sup>	238			238	
Missouri	602		95	493	14
Nebraska	3,712	279	1,250	2,138	45
Nevada	279			279	
New Jersey Expansion	Preschoolers with disabilities may attend state preschool classrooms, but are not counted in state preschool enrollment				
New Jersey ECPA	Preschoolers with disabilities may attend state preschool classrooms, but are not counted in state preschool enrollment				
New Jersey ELLI	Preschoolers with disabilities may attend state preschool classrooms, but are not counted in state preschool enrollment				
New Mexico	1,203		20	1,183	
New York	16,616		4,984	11,632	
North Carolina <sup>7</sup>	1,205			1,205	
North Dakota	52			52	
Ohio	2,216		368	1,848	
Oklahoma <sup>5</sup>	6,234	72	1,523	4,018	621
Oregon Pre-K <sup>7</sup>	1,203		513	690	
Oregon Preschool Promise	638		221	417	
Pennsylvania RTL			Data not available		
Pennsylvania HSSAP	358	7	128	193	30
Pennsylvania K4 & SBPK			Data not available		
Pennsylvania PKC	490	3	158	316	13
Rhode Island	274			274	
South Carolina	2,352		Age breakdown not available		
Tennessee	1,852		144	1,708	
Texas	28,388		10,564	17,824	
Utah <sup>5</sup>			Data not available		
Vermont			Not reported		
Virginia VPI <sup>9</sup>	1,645		110	1,535	
Virginia Mixed Delivery <sup>6</sup>			Data not available		
Washington ECEAP	2,160		922	1,238	
Washington TK <sup>3</sup>	267		28	225	14
West Virginia	2,797	225	1,114	1,347	111
Wisconsin <sup>3</sup>	4,459		11	3,699	749
Guam <sup>4</sup>	0				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 15. ENROLLMENT IN BOTH STATE-FUNDED PRESCHOOL AND HEAD START**

STATE	Enrolled in one program using blended funds	Enrolled in part-day state-funded preschool & part-day Head Start	Attended state-funded preschool & used Head Start for wrap around services	Other	No/Unknown
Alabama	✓				
Alaska	✓	✓	✓		
Arizona					
Arkansas					
California CSPP	✓	✓	✓		
California TK					
Colorado	✓	✓	✓		
Connecticut CDCC <sup>7</sup>				✓	
Connecticut SR			✓		
Connecticut Smart Start					No
Delaware					
District of Columbia <sup>6</sup>				✓	
Florida	✓	✓	✓		
Georgia	✓				
Hawaii EOEL					No
Hawaii SPCSP					No
Illinois	✓	✓	✓		
Iowa Shared Visions <sup>5</sup>	✓	✓	✓	✓	
Iowa SWVPP	✓	✓			
Kansas	✓	✓	✓		
Kentucky	✓				
Louisiana 8(g)					No
Louisiana LA 4					No
Louisiana NSECD					No
Maine	✓				
Maryland	✓	✓	✓		
Massachusetts CPPI	✓				
Massachusetts Chapter 70					Unknown
Michigan	✓				
Minnesota HdSt <sup>2</sup>				✓	
Minnesota VPK/SRP <sup>8</sup>	✓	✓	✓	✓	
Mississippi <sup>4</sup>				✓	
Missouri <sup>1</sup>				✓	
Nebraska	✓				
Nevada	✓				
New Jersey Expansion	✓				
New Jersey ECPA					No
New Jersey ELLI					No
New Mexico					Unknown
New York	✓	✓	✓		
North Carolina	✓				
North Dakota <sup>7</sup>	✓				
Ohio					Unknown
Oklahoma	✓				
Oregon Pre-K					No
Oregon Preschool Promise					No
Pennsylvania RTL					Unknown
Pennsylvania HSSAP					Unknown
Pennsylvania K4 & SBPK					Unknown
Pennsylvania PKC <sup>5</sup>				✓	
Rhode Island	✓		✓		
South Carolina					No
Tennessee	✓				
Texas	✓	✓			
Utah	✓				
Vermont	✓				
Virginia VPI	✓				
Virginia Mixed Delivery	✓				
Washington ECEAP <sup>8</sup>					No
Washington TK					No
West Virginia	✓				
Wisconsin	✓	✓	✓		
Guam					No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 16. NUMBER OF CHILDREN DUALY ENROLLED IN PRESCHOOL AND HEAD START**

STATE	Total	Children under age 3	3-year-olds	4-year-olds	5-year-olds
Alabama	1,515			1,515	
Alaska			Data not available		
Arizona <sup>4</sup>					
Arkansas <sup>8</sup>			Unknown		
California CSPP <sup>8</sup>			Data not available		
California TK					
Colorado			Data not available		
Connecticut CDCC <sup>8</sup>	105	6	35	62	2
Connecticut SR <sup>7</sup>	170	10	56	100	4
Connecticut Smart Start					
Delaware					
District of Columbia	308		144	164	
Florida			Data not available		
Georgia	4,081			4,081	
Hawaii EOEL					
Hawaii SPCSP					
Illinois	527		250	277	
Iowa Shared Visions	550		341	209	
Iowa SWVPP	760			760	
Kansas					
Kentucky	941			941	
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine	845			845	
Maryland <sup>3</sup>	440		76	364	
Massachusetts CPPI	98		49	49	
Massachusetts Chapter 70					
Michigan <sup>6</sup>	5,406			5,406	
Minnesota HdSt	829				
Minnesota VPK/SRP			Data not available		
Mississippi <sup>5</sup>	845			845	
Missouri			Data not available		
Nebraska	1,922	169	726	1,023	4
Nevada	248			248	
New Jersey Expansion <sup>8</sup>			Data not available		
New Jersey ECPA <sup>8</sup>					
New Jersey ELLI <sup>8</sup>					
New Mexico					
New York	8,239		2,892	5,347	
North Carolina	2,777			2,777	
North Dakota	36			36	
Ohio					
Oklahoma <sup>6</sup>					
Oregon Pre-K <sup>8</sup>					
Oregon Preschool Promise					
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC	325		136	189	
Rhode Island <sup>4</sup>	460			460	
South Carolina					
Tennessee <sup>3</sup>	1,880				
Texas					
Utah <sup>6</sup>	27		8	19	
Vermont					
Virginia VPI <sup>10</sup>			Data not available		
Virginia Mixed Delivery <sup>7</sup>			Data not available		
Washington ECEAP <sup>8</sup>					
Washington TK					
West Virginia	4,449		1,027	3,422	
Wisconsin			Data not available		
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 17. STATE SUPPLEMENTS TO FEDERAL HEAD START AND EARLY HEAD START**

STATE	Head Start	Early Head Start	No
Alabama	✓		
Alaska	✓	✓	
Arizona			✓
Arkansas			✓
California CSPP			✓
California TK			✓
Colorado			✓
Connecticut CDCC	✓	✓	
Connecticut SR	✓	✓	
Connecticut Smart Start	✓	✓	
Delaware <sup>3</sup>			✓
District of Columbia		✓	
Florida		Not reported	
Georgia			✓
Hawaii EOEL			✓
Hawaii SPCSP			✓
Illinois			✓
Iowa Shared Visions		✓	
Iowa SWVPP		✓	
Kansas		✓	
Kentucky			✓
Louisiana 8(g)			✓
Louisiana LA 4			✓
Louisiana NSECD			✓
Maine	✓	✓	
Maryland	✓	✓	
Massachusetts CPPI	✓	✓	
Massachusetts Chapter 70	✓	✓	
Michigan			✓
Minnesota HdSt	✓	✓	
Minnesota VPK/SRP	✓	✓	
Mississippi			✓
Missouri			✓
Nebraska			✓
Nevada <sup>7</sup>			✓
New Jersey Expansion	✓		
New Jersey ECPA	✓		
New Jersey ELLI	✓		
New Mexico			✓
New York			✓
North Carolina			✓
North Dakota			✓
Ohio			✓
Oklahoma	✓	✓	
Oregon Pre-K <sup>9</sup>	✓	✓	
Oregon Preschool Promise <sup>7</sup>	✓	✓	
Pennsylvania RTL	✓		
Pennsylvania HSSAP	✓		
Pennsylvania K4 & SBPK	✓		
Pennsylvania PKC	✓		
Rhode Island	✓		
South Carolina			✓
Tennessee <sup>4</sup>			✓
Texas			✓
Utah			✓
Vermont			✓
Virginia VPI			✓
Virginia Mixed Delivery			✓
Washington ECEAP			✓
Washington TK			✓
West Virginia			✓
Wisconsin	✓	✓	
Guam	✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 18. USES OF STATE SUPPLEMENTAL HEAD START AND EARLY HEAD START FUNDING**

STATE	Additional Head Start slots	Additional Early Head Start slots	Extend the federally-funded hours of operation	Improve the quality of Head Start/ Early Head Start	Provide additional services or to enhance services	Other
Alabama <sup>6</sup>				✓	✓	✓
Alaska	✓	✓		✓	✓	
Arizona						
Arkansas						
California CSPP						
California TK						
Colorado						
Connecticut CDCC	✓	✓	✓	✓	✓	
Connecticut SR	✓	✓	✓	✓	✓	
Connecticut Smart Start	✓	✓	✓	✓	✓	
Delaware						
District of Columbia		✓			✓	
Florida						
Georgia						
Hawaii EOEL						
Hawaii SPCSP						
Illinois						
Iowa Shared Visions		✓	✓		✓	
Iowa SWVPP		✓	✓		✓	
Kansas						✓
Kentucky						
Louisiana 8(g)						
Louisiana LA 4						
Louisiana NSECD						
Maine <sup>4</sup>	✓	✓				✓
Maryland			✓	✓		
Massachusetts CPPI <sup>3</sup>				✓	✓	✓
Massachusetts Chapter 70				✓	✓	
Michigan						
Minnesota HdSt	✓	✓				
Minnesota VPK/SRP	✓	✓				
Mississippi						
Missouri						
Nebraska						
Nevada						
New Jersey Expansion				✓	✓	
New Jersey ECPA				✓	✓	
New Jersey ELLI				✓	✓	
New Mexico						
New York						
North Carolina						
North Dakota						
Ohio						
Oklahoma			✓	✓	✓	
Oregon Pre-K <sup>2</sup>	✓	✓				
Oregon Preschool Promise <sup>7</sup>	✓	✓				
Pennsylvania RTL	✓		✓	✓	✓	
Pennsylvania HSSAP	✓		✓	✓	✓	
Pennsylvania K4 & SBPK	✓		✓	✓	✓	
Pennsylvania PKC	✓		✓	✓	✓	
Rhode Island <sup>5</sup>						✓
South Carolina						
Tennessee						
Texas						
Utah						
Vermont						
Virginia VPI						
Virginia Mixed Delivery						
Washington ECEAP						
Washington TK						
West Virginia						
Wisconsin <sup>4</sup>	✓	✓	✓	✓	✓	✓
Guam				✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 19. NUMBER OF HEAD START SLOTS SUPPORTED BY STATE SUPPLEMENTAL FUNDING**

STATE	Total	Children under age 3	3-year-olds	4-year-olds	5-year-olds
Alabama					
Alaska <sup>5</sup>	1,771		738	974	59
Arizona					
Arkansas					
California CSPP					
California TK					
Colorado					
Connecticut CDCC	272	8	264		
Connecticut SR	272	8	264		
Connecticut Smart Start	272	8	264		
Delaware					
District of Columbia					
Florida					
Georgia					
Hawaii EOEL					
Hawaii SPCSP					
Illinois					
Iowa Shared Visions					
Iowa SWVPP					
Kansas					
Kentucky					
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine <sup>5</sup>					
Maryland					
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan					
Minnesota HdSt	829				
Minnesota VPK/SRP	829				
Mississippi					
Missouri					
Nebraska					
Nevada					
New Jersey Expansion					
New Jersey ECPA					
New Jersey ELLI					
New Mexico					
New York					
North Carolina					
North Dakota					
Ohio					
Oklahoma					
Oregon Pre-K <sup>9</sup>	7,720				
Oregon Preschool Promise <sup>7</sup>	7,720				
Pennsylvania RTL	6,225	240	2,321	3,143	521
Pennsylvania HSSAP	6,225	240	2,321	3,143	521
Pennsylvania K4 & SBPK	6,225	240	2,321	3,143	521
Pennsylvania PKC	6,225	240	2,321	3,143	521
Rhode Island	130				
South Carolina					
Tennessee					
Texas					
Utah					
Vermont					
Virginia VPI					
Virginia Mixed Delivery					
Washington ECEAP					
Washington TK					
West Virginia					
Wisconsin	592				
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 20. NUMBER OF EARLY HEAD START SLOTS SUPPORTED BY STATE SUPPLEMENTAL FUNDING**

STATE	Total	Children under age 1	1-year-olds	2-year-olds	3-year-olds	Pregnant women
Alabama						
Alaska <sup>5</sup>				Not reported		
Arizona						
Arkansas						
California CSPP						
California TK						
Colorado						
Connecticut CDCC						
Connecticut SR						
Connecticut Smart Start						
Delaware						
District of Columbia <sup>7</sup>	200	67	67	66		
Florida						
Georgia						
Hawaii EOEL						
Hawaii SPCSP						
Illinois						
Iowa Shared Visions	53	0	13	40	0	0
Iowa SWVPP	53	0	13	40	0	0
Kansas						
Kentucky						
Louisiana 8(g)						
Louisiana LA 4						
Louisiana NSECD						
Maine <sup>5</sup>						
Maryland						
Massachusetts CPPI						
Massachusetts Chapter 70						
Michigan						
Minnesota HdSt	1,053					
Minnesota VPK/SRP	1,053					
Mississippi						
Missouri						
Nebraska						
Nevada						
New Jersey Expansion						
New Jersey ECPA						
New Jersey ELLI						
New Mexico						
New York						
North Carolina						
North Dakota						
Ohio						
Oklahoma						
Oregon Pre-K <sup>9</sup>	1,152					
Oregon Preschool Promise <sup>7</sup>	1,152					
Pennsylvania RTL						
Pennsylvania HSSAP						
Pennsylvania K4 & SBPK						
Pennsylvania PKC						
Rhode Island						
South Carolina						
Tennessee						
Texas						
Utah						
Vermont						
Virginia VPI						
Virginia Mixed Delivery						
Washington ECEAP						
Washington TK						
West Virginia						
Wisconsin	129					
Guam						

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 21. STATE SUPPLEMENTAL FUNDING FOR HEAD START AND/OR EARLY HEAD START**

STATE	Total	Head Start	Early Head Start
Alabama	\$5,102,466	\$5,102,466	
Alaska <sup>5</sup>	\$6,853,000		
Arizona			
Arkansas			
California CSPP			
California TK			
Colorado			
Connecticut CDCC	\$5,083,238		
Connecticut SR	\$5,083,238		
Connecticut Smart Start	\$5,083,238		
Delaware			
District of Columbia <sup>7</sup>	\$2,136,745		\$2,136,745
Florida			
Georgia			
Hawaii EOEL			
Hawaii SPCSP			
Illinois			
Iowa Shared Visions	\$574,500		\$574,500
Iowa SWVPP	\$574,500		\$574,500
Kansas <sup>7</sup>	\$12,797,436		\$12,797,436
Kentucky			
Louisiana 8(g)			
Louisiana LA 4			
Louisiana NSECD			
Maine <sup>5</sup>	\$3,087,734		
Maryland	\$3,000,000	\$2,440,960	\$559,040
Massachusetts CPPI	\$15,000,000		
Massachusetts Chapter 70	\$15,000,000		
Michigan			
Minnesota HdSt	\$25,100,000	\$9,634,157	\$15,465,843
Minnesota VPK/SRP	\$25,100,000	\$9,634,157	\$15,465,843
Mississippi			
Missouri			
Nebraska			
Nevada			
New Jersey Expansion	\$48,481,162	\$48,481,162	
New Jersey ECPA	\$48,481,162	\$48,481,162	
New Jersey ELLI	\$48,481,162	\$48,481,162	
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma <sup>7</sup>	\$1,806,005		
Oregon Pre-K <sup>9</sup>	\$134,645,899	\$111,385,779	\$23,260,120
Oregon Preschool Promise <sup>7</sup>	\$134,645,899	\$111,385,779	\$23,260,120
Pennsylvania RTL	\$68,940,473	\$68,940,473	
Pennsylvania HSSAP	\$68,940,473	\$68,940,473	
Pennsylvania K4 & SBPK	\$68,940,473	\$68,940,473	
Pennsylvania PKC	\$68,940,473	\$68,940,473	
Rhode Island	\$1,190,000	\$1,190,000	
South Carolina			
Tennessee			
Texas			
Utah			
Vermont			
Virginia VPI			
Virginia Mixed Delivery			
Washington ECEAP			
Washington TK			
West Virginia			
Wisconsin <sup>5</sup>	\$6,264,100		
Guam <sup>5</sup>	\$829,376	\$829,376	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 22. PRESCHOOL ENROLLMENT BY CHILDREN'S HOME LANGUAGE**

STATE	Total	ENGLISH ONLY		HOME LANGUAGE OTHER THAN ENGLISH			Other/Unknown
		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds	
Alabama	20,899		20,899	1,040		1,040	
Alaska		Data not available			Data not available		
Arizona							
Arkansas	14,720	5,472	9,248	2,808	1,001	1,807	
California CSPP <sup>9</sup>	57,446	19,891	35,865	34,999	11,501	22,317	
California TK	60,172		60,172	28,834		28,834	163
Colorado							
Connecticut CDCC	341	145	196	233	78	155	1,051 (137 3 yos; 285 4 yos; 629 unknown)
Connecticut SR	2,458	961	1,497	1,164	443	721	5,090
Connecticut Smart Start	229	80	149	49	20	29	428
Delaware	639	185	454	179	56	123	
District of Columbia <sup>8</sup>	10,105	4,467	5,638	1,311	569	742	
Florida		Not reported		Not reported			
Georgia	68,384		68,384	4,793		4,793	
Hawaii EOEL	286		286	32		32	
Hawaii SPCSP <sup>8</sup>	216			15			
Illinois <sup>5</sup>	53,580	21,893	31,537	22,663	8,564	14,076	
Iowa Shared Visions							
Iowa SWVPP <sup>7</sup>	24,083	921	23,162	1,642	44	1,598	
Kansas <sup>8</sup>	19,275	6,020	13,255	3,304	681	2,623	
Kentucky							
Louisiana 8(g)							
Louisiana LA 4							
Louisiana NSECD							
Maine <sup>6</sup>	5,232			188			
Maryland							
Massachusetts CPPI <sup>5</sup>	526	239	287	226	99	127	
Massachusetts Chapter 70 <sup>3</sup>	20,954	6,773	12,673	6,760	1,712	4,540	
Michigan	32,294		32,294	3,601		3,601	
Minnesota HdSt		Data not available			Data not available		
Minnesota VPK/SRP	4,871		4,871	2,344		2,344	
Mississippi	2,726		2,726	81		81	
Missouri							
Nebraska	10,994	3,545	7,449	1,801	478	1,323	
Nevada <sup>4</sup>							
New Jersey Expansion							
New Jersey ECPA							
New Jersey ELLI							
New Mexico	10,512	1,973	8,539	2,024	515	1,509	
New York							
North Carolina <sup>8</sup>	20,423		20,423	3,256		3,256	
North Dakota	368			3			
Ohio	16,491	2,252	14,239	241	33	208	
Oklahoma <sup>8</sup>	33,971	1,634	29,814	4,065	59	3,917	
Oregon Pre-K	4,818			1,594			30
Oregon Preschool Promise <sup>8</sup>	2,660	929	1,731	972	360	612	
Pennsylvania RTL <sup>1</sup>							
Pennsylvania HSSAP <sup>4</sup>	5,568	2,094	2,777	657	227	366	
Pennsylvania K4 & SBPK	6,633	1,421	4,945	1,196	83	1,084	
Pennsylvania PKC <sup>6</sup>	25,981	9,178	15,443	1,242	428	732	
Rhode Island	1,708		1,708	656		656	
South Carolina <sup>10</sup>	1,791		1,791	71		71	
Tennessee		Data not available			Data not available		
Texas							
Utah <sup>7</sup>	1,527			1,286			
Vermont							
Virginia VPI <sup>7</sup>	15,889	1,070	14,819	4,386	324	4,062	
Virginia Mixed Delivery							
Washington ECEAP <sup>9</sup>	9,890	3,698	6,192	5,117	1,855	3,262	
Washington TK <sup>4</sup>	2,807	172	2,557	320	3	310	
West Virginia	12,819	1,114	11,705	2		2	
Wisconsin							
Guam	47		47	10		10	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 23. AVAILABILITY OF PRESCHOOL ENROLLMENT BY CHILD RACE AND/OR ETHNICITY**

STATE	Race & Ethnicity Separately	Race & Ethnicity Combined	No
Alabama	✓		
Alaska			✓
Arizona			✓
Arkansas	✓		
California CSPP	✓	✓	
California TK		✓	
Colorado		✓	
Connecticut CDCC	✓		
Connecticut SR	✓		
Connecticut Smart Start	✓		
Delaware			✓
District of Columbia	✓		
Florida			✓
Georgia	✓		
Hawaii EOEL		✓	
Hawaii SPCSP		✓	
Illinois		✓	
Iowa Shared Visions	✓		
Iowa SWVPP	✓		
Kansas		✓	
Kentucky		✓	
Louisiana 8(g)			✓
Louisiana LA 4			✓
Louisiana NSECD			✓
Maine		✓	
Maryland			✓
Massachusetts CPPI	✓		
Massachusetts Chapter 70		✓	
Michigan		✓	
Minnesota HdSt			✓
Minnesota VPK/SRP		✓	
Mississippi		✓	
Missouri			✓
Nebraska		✓	
Nevada <sup>4</sup>			✓
New Jersey Expansion			✓
New Jersey ECPA			✓
New Jersey ELLI			✓
New Mexico	✓		
New York			✓
North Carolina	✓		
North Dakota	✓		
Ohio		✓	
Oklahoma	✓		
Oregon Pre-K	✓		
Oregon Preschool Promise	✓		
Pennsylvania RTL			✓
Pennsylvania HSSAP	✓		
Pennsylvania K4 & SBPK		✓	
Pennsylvania PKC	✓		
Rhode Island		✓	
South Carolina	✓ (First Steps)	✓ (EIA 4K & CERDEP)	
Tennessee	✓		
Texas		✓	
Utah			✓
Vermont		✓	
Virginia VPI		✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP	✓		
Washington TK		✓	
West Virginia		✓	
Wisconsin		✓	
Guam	✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 24. PRESCHOOL ENROLLMENT BY CHILD ETHNICITY**

STATE	HISPANIC OR LATINO ORIGIN			NON-HISPANIC OR LATINO ORIGIN			ETHNICITY IS UNSPECIFIED/NOT REPORTED		
	Total	3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama	1,650		1,650	20,289		20,289			
Alaska									
Arizona									
Arkansas	2,983	1,099	1,884	14,545	5,374	9,171			
California CSPP <sup>10</sup>	66,229	21,113	42,150	26,216	9,279	16,032			
California TK									
Colorado									
Connecticut CDCC <sup>9</sup>	451	164	287	380	136	244	794	262	468
Connecticut SR <sup>8</sup>	2,658	877	1,781	2,309	914	1,395	3,745	1,236	2,209
Connecticut Smart Start <sup>8</sup>	140	31	109	272	94	178	294	74	206
Delaware									
District of Columbia <sup>9</sup>	1,593	688	905						
Florida									
Georgia	11,554		11,554	60,224		60,224	1,399		1,399
Hawaii EOEL									
Hawaii SPCSP									
Illinois									
Iowa Shared Visions	249			808					
Iowa SWVPP <sup>7</sup>	2,882	102	2,780	22,843	863	21,980			
Kansas									
Kentucky									
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine									
Maryland									
Massachusetts CPPI <sup>5</sup>	363	140	223	389	198	191			
Massachusetts Chapter 70									
Michigan									
Minnesota HdSt									
Minnesota VPK/SRP									
Mississippi									
Missouri									
Nebraska									
Nevada									
New Jersey Expansion									
New Jersey ECPA									
New Jersey ELLI									
New Mexico	6,842	951	5,891	5,557	1,485	4,072	137	52	85
New York									
North Carolina	5,333		5,333	18,346		18,346			
North Dakota	16		16	354		354	1		1
Ohio									
Oklahoma <sup>8</sup>	7,398	174	6,934	30,638	1,519	26,797			
Oregon Pre-K	2,421			4,018			3		
Oregon Preschool Promise <sup>9</sup>	1,286	478	808	1,918	624	1,294	117	40	77
Pennsylvania RTL									
Pennsylvania HSSAP <sup>4</sup>	1,594	565	855	4,604	1,750	2,281	27	6	7
Pennsylvania K4 & SBPK									
Pennsylvania PKC <sup>6</sup>	5,055	1,707	3,094	21,406	7,622	12,675	762	277	406
Rhode Island									
South Carolina (First Steps) <sup>10</sup>	305		305	3,039		3,039			
Tennessee	1,979	84	1,895	14,655	953	13,702			
Texas									
Utah									
Vermont									
Virginia VPI									
Virginia Mixed Delivery									
Washington ECEAP	6,393	2,366	4,027	8,614	3,187	5,427			
Washington TK									
West Virginia									
Wisconsin									
Guam				57		57			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 25A. PRESCHOOL ENROLLMENT BY CHILD RACE**

STATE	AMERICAN INDIAN OR ALASKA NATIVE			Total	ASIAN		BLACK OR AFRICAN AMERICAN		
	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama	118		118	180		180	8,860		8,860
Alaska									
Arizona									
Arkansas	153	45	108	186	63	123	5,089	2,010	3,079
California CSPP <sup>10</sup>	373	144	218	7,058	2,434	4,373	6,207	2,358	3,575
California TK									
Colorado									
Connecticut CDCC <sup>10</sup>	5	Data suppressed	Data suppressed	23	9	14	314	111	203
Connecticut SR <sup>9</sup>	128	26	102	220	90	130	1,828	646	1,182
Connecticut Smart Start <sup>9</sup>	11	Data suppressed	Data suppressed	27	6	21	111	34	77
Delaware									
District of Columbia <sup>9</sup>	28	13	15	213	98	115	7,472	3,356	4,116
Florida									
Georgia	144		144	2,787		2,787	28,265		28,265
Hawaii EOEL									
Hawaii SPCSP									
Illinois									
Iowa Shared Visions	31			16			265		
Iowa SWVPP <sup>7</sup>	62	1	61	724	15	709	1,558	63	1,495
Kansas									
Kentucky									
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine									
Maryland									
Massachusetts CPPI <sup>5</sup>	14	4	10	56	31	25	98	49	49
Massachusetts Chapter 70									
Michigan									
Minnesota HdSt									
Minnesota VPK/SRP									
Mississippi									
Missouri									
Nebraska									
Nevada									
New Jersey Expansion									
New Jersey ECPA									
New Jersey ELLI									
New Mexico	1,026	165	861	170	42	128	308	110	198
New York									
North Carolina	835		835	543		543	8,748		8,748
North Dakota	63		63	1		1	7		7
Ohio									
Oklahoma <sup>8</sup>	4,847	344	4,107	782	23	735	2,981	91	2,822
Oregon Pre-K	161			156			442		
Oregon Preschool Promise <sup>10</sup>	146	52	94	102	37	65	301	109	192
Pennsylvania RTL									
Pennsylvania HSSAP <sup>4</sup>	22	5	11	252	97	143	1,570	618	748
Pennsylvania K4 & SBPK									
Pennsylvania PKC <sup>6</sup>	104	30	72	962	370	554	6,736	2,554	3,729
Rhode Island									
South Carolina (First Steps) <sup>10</sup>	57		57	22		22	1,974		1,974
Tennessee	90	2	88	197	6	191	3,910	415	3,495
Texas									
Utah									
Vermont									
Virginia VPI									
Virginia Mixed Delivery									
Washington ECEAP	450	167	283	600	222	378	1,801	666	1,135
Washington TK									
West Virginia									
Wisconsin									
Guam				2		2			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 25B. PRESCHOOL ENROLLMENT BY CHILD RACE**

STATE	NATIVE HAWAIIAN OR PACIFIC ISLANDER			Total	WHITE		BIRACIAL/MULTI-RACIAL		
	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama	20		20	10,264		10,264	1,172		1,172
Alaska									
Arizona									
Arkansas	51	13	38	8,560	3,108	5,452	573	241	332
California CSPP <sup>10</sup>	434	147	274	10,672	3,701	6,651	1,472	495	941
California TK									
Colorado									
Connecticut CDCC <sup>10</sup>	7	Data suppressed	Data suppressed	526	178	348			
Connecticut SR <sup>9</sup>	34	9	25	3,343	1,131	2,212			
Connecticut Smart Start <sup>9</sup>	9	0	9	380	104	276			
Delaware									
District of Columbia <sup>9</sup>	7	5	2	2,562	1,218	1,344	451	200	251
Florida									
Georgia	78		78	25,659		25,659	3,291		3,291
Hawaii EOEL									
Hawaii SPCSP									
Illinois									
Iowa Shared Visions	10			655			76		
Iowa SWVPP <sup>7</sup>	75	2	73	19,308	741	18,567	1,116	41	1,075
Kansas									
Kentucky									
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine									
Maryland									
Massachusetts CPP <sup>15</sup>				426	191	235	83	40	43
Massachusetts Chapter 70									
Michigan									
Minnesota HdSt									
Minnesota VPK/SRP									
Mississippi									
Missouri									
Nebraska									
Nevada									
New Jersey Expansion									
New Jersey ECPA									
New Jersey ELLI									
New Mexico	11	4	7	5,761	1,897	3,864	462	123	339
New York									
North Carolina	150		150	11,614		11,614	1,789		1,789
North Dakota				283		283	14		14
Ohio									
Oklahoma <sup>8</sup>	137	2	129	23,230	1,008	20,485	6,059	225	5,453
Oregon Pre-K	70			4,331			621		
Oregon Preschool Promise <sup>10</sup>	49	18	31	2,178	788	1,390			
Pennsylvania RTL									
Pennsylvania HSSAP <sup>4</sup>	6	1	5	2,974	1,072	1,518			
Pennsylvania K4 & SBPK									
Pennsylvania PKC <sup>6</sup>	65	26	39	14,134	4,730	8,718			
Rhode Island									
South Carolina (First Steps) <sup>10</sup>	1		1	869		869	419		419
Tennessee	30	3	27	11,478	577	10,901	929	34	895
Texas									
Utah									
Vermont									
Virginia VPI									
Virginia Mixed Delivery									
Washington ECEAP	300	111	189	9,755	3,608	6,147	1,201	445	756
Washington TK									
West Virginia									
Wisconsin									
Guam	55		55						

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 25C. PRESCHOOL ENROLLMENT BY CHILD RACE**

STATE	Total	OTHER RACE		RACE IS UNSPECIFIED/NOT REPORTED		
		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama	1,004		1,004	321		321
Alaska						
Arizona						
Arkansas	402	130	272	2,514	863	1,651
California CSPP <sup>10</sup>						
California TK						
Colorado						
Connecticut CDCC <sup>10</sup>				750	240	386
Connecticut SR <sup>9</sup>				3,159	971	1,708
Connecticut Smart Start <sup>9</sup>				168	34	105
Delaware						
District of Columbia <sup>9</sup>						
Florida						
Georgia	11,554		11,554	1,399		1,399
Hawaii EOEL						
Hawaii SPCSP						
Illinois						
Iowa Shared Visions				4		
Iowa SWVPP <sup>7</sup>	2,882	102	2,780			
Kansas						
Kentucky						
Louisiana 8(g)						
Louisiana LA 4						
Louisiana NSECD						
Maine						
Maryland						
Massachusetts CPP <sup>15</sup>				75	23	52
Massachusetts Chapter 70						
Michigan						
Minnesota HdSt						
Minnesota VPK/SRP						
Mississippi						
Missouri						
Nebraska						
Nevada						
New Jersey Expansion						
New Jersey ECPA						
New Jersey ELLI						
New Mexico	4,574	74	4,500	224	73	151
New York						
North Carolina						
North Dakota				3		3
Ohio						
Oklahoma <sup>8</sup>						
Oregon Pre-K	454			207		
Oregon Preschool Promise <sup>10</sup>	346	122	224	268	89	179
Pennsylvania RTL						
Pennsylvania HSSAP <sup>4</sup>	959	337	513	442	191	205
Pennsylvania K4 & SBPK						
Pennsylvania PKC <sup>6</sup>	3,130	1,048	1,912	2,092	848	1,151
Rhode Island						
South Carolina (First Steps) <sup>10</sup>				2		2
Tennessee						
Texas						
Utah						
Vermont						
Virginia VPI						
Virginia Mixed Delivery						
Washington ECEAP				900	334	566
Washington TK						
West Virginia						
Wisconsin						
Guam						

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 26A. PRESCHOOL ENROLLMENT BY CHILD RACE AND ETHNICITY**

STATE	AMERICAN INDIAN OR ALASKA NATIVE			Total	ASIAN		BLACK OR AFRICAN AMERICAN		
	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama									
Alaska									
Arizona									
Arkansas									
California CSPP <sup>10</sup>	373	144	218	7,058	2,434	4,373	6,207	2,358	3,575
California TK <sup>7</sup>	354		354	8,188		8,188	4,073		4,073
Colorado	128	34	94	723	186	537	1,763	535	1,228
Connecticut CDCC									
Connecticut SR									
Connecticut Smart Start									
Delaware									
District of Columbia									
Florida									
Georgia									
Hawaii EOEL				42		42	1		1
Hawaii SPCSP <sup>9</sup>	1			25			3		
Illinois <sup>6</sup>	206	86	119	3,210	1,301	1,901	18,830	7,285	11,534
Iowa Shared Visions									
Iowa SWVPP									
Kansas <sup>9</sup>	141	Data suppressed	Data suppressed	549	164	385	1,457	389	1,068
Kentucky <sup>5</sup>	30	6	24	414	55	359	2,227	332	1,895
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine <sup>7</sup>				57		57	295		295
Maryland									
Massachusetts CPPI									
Massachusetts Chapter 70 <sup>4</sup>	63	22	38	2,362	772	1,449	2,917	706	1,996
Michigan	205		205	725		725	10,451		10,451
Minnesota HdSt									
Minnesota VPK/SRP	139		139	780		780	1732		1732
Mississippi	4		4	27		27	1,244		1,244
Missouri									
Nebraska	263	122	141	470	155	315	977	323	654
Nevada									
New Jersey Expansion									
New Jersey ECPA									
New Jersey ELLI									
New Mexico									
New York									
North Carolina									
North Dakota									
Ohio	31	7	24	297	33	264	4,829	747	4,082
Oklahoma									
Oregon Pre-K									
Oregon Preschool Promise									
Pennsylvania RTL									
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK	9	2	7	273	80	192	1,818	515	1,263
Pennsylvania PKC									
Rhode Island				101		101	292		292
SC (EIA 4K & CERDEP) <sup>11</sup>	68		68	287		287	8,289	77	8,212
Tennessee									
Texas	688			8,799			35,980		
Utah									
Vermont									
Virginia VPI <sup>7</sup>	57	3	54	821	70	751	6,931	440	6,491
Virginia Mixed Delivery									
Washington ECEAP									
Washington TK <sup>5</sup>	32	11	20	201	10	189	199		198
West Virginia	10		10	71	1	70	518	38	480
Wisconsin <sup>6</sup>	366			1,745			4,119		
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 26B. PRESCHOOL ENROLLMENT BY CHILD RACE AND ETHNICITY**

STATE	HISPANIC OR LATINO			NATIVE HAWAIIAN / PACIFIC ISLANDER			Total	WHITE	
	Total	3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds
Alabama									
Alaska									
Arizona									
Arkansas									
California CSPP <sup>10</sup>	66,229	22,113	42,150	434	147	274	10,672	3,701	6,651
California TK <sup>7</sup>	50,992		50,992	280		280	17,287		17,287
Colorado	10,216	2,655	7,561	40	12	28	6,775	1,642	5,133
Connecticut CDCC									
Connecticut SR									
Connecticut Smart Start									
Delaware									
District of Columbia									
Florida									
Georgia									
Hawaii EOEL			83	100		100	28		28
Hawaii SPCSP <sup>9</sup>	5			149			53		
Illinois <sup>6</sup>	23,066	8,430	14,615	49	22	27	27,119	11,632	15,361
Iowa Shared Visions									
Iowa SWVPP									
Kansas <sup>9</sup>	5,160	1,348	3,812	38	Data suppressed	Data suppressed	13,822	4,334	9,488
Kentucky <sup>5</sup>	1,757	323	1,434	26	3	23	12,031	3,019	9,012
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine <sup>7</sup>	158		158				4871		4871
Maryland									
Massachusetts CPPI									
Massachusetts Chapter 70 <sup>4</sup>	6,517	1,687	4,336	29	11	13	14,441	4,843	8,539
Michigan	3,656		3,656	57		57	18,813		18,813
Minnesota HdSt									
Minnesota VPK/SRP	1326		1326	17		17	2700		2700
Mississippi	109		109				1,064		1,064
Missouri									
Nebraska	2,780	762	2,018	12	3	9	7,823	2,523	5,300
Nevada									
New Jersey Expansion									
New Jersey ECPA									
New Jersey ELLI									
New Mexico									
New York									
North Carolina									
North Dakota									
Ohio	1,400	161	1,239	43	8	35	8,603	1,111	7,492
Oklahoma									
Oregon Pre-K									
Oregon Preschool Promise									
Pennsylvania RTL									
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK	1,555	186	1,351	2		2	3,506	558	2,718
Pennsylvania PKC									
Rhode Island	724		724	15		15	889		889
SC (EIA 4K & CERDEP) <sup>11</sup>	3,377	24	3,353	13		13	8,801	119	8,682
Tennessee									
Texas	136,725			250			33,756		
Utah									
Vermont									
Virginia VPI <sup>7</sup>	4,296	272	4,024	25	1	24	6,710	508	6,202
Virginia Mixed Delivery									
Washington ECEAP									
Washington TK <sup>5</sup>	1,029	40	963	30		29	1,383	99	1,234
West Virginia	218	22	196	5		5	11,485	1,015	10,470
Wisconsin <sup>6</sup>	5,661			37			30,654		
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 26C. PRESCHOOL ENROLLMENT BY CHILD RACE AND ETHNICITY**

STATE	BIRACIAL/MULTI-RACIAL			Total	OTHER RACE		RACE IS UNSPECIFIED/NOT REPORTED		
	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama									
Alaska									
Arizona									
Arkansas									
California CSPP <sup>10</sup>	1,472	495	941						
California TK <sup>7</sup>	4,244		4,244	1,703		1,703	2,048		2,048
Colorado	822	226	596						
Connecticut CDCC									
Connecticut SR									
Connecticut Smart Start									
Delaware									
District of Columbia									
Florida									
Georgia									
Hawaii EOEL	63		63				1		1
Hawaii SPCSP <sup>9</sup>				5					
Illinois <sup>6</sup>	3,763	1,701	2,056						
Iowa Shared Visions									
Iowa SWVPP									
Kansas <sup>9</sup>	1,412	420	992						
Kentucky <sup>5</sup>	1,126	220	906						
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine <sup>7</sup>	167		167						
Maryland									
Massachusetts CPPI									
Massachusetts Chapter 70 <sup>4</sup>	1,385	444	842						
Michigan	1,988		1,988						
Minnesota HdSt									
Minnesota VPK/SRP	521		521						
Mississippi	67		67				292		292
Missouri									
Nebraska	470	135	335						
Nevada									
New Jersey Expansion									
New Jersey ECPA									
New Jersey ELLI									
New Mexico									
New York									
North Carolina									
North Dakota									
Ohio	1,529	218	1,311						
Oklahoma									
Oregon Pre-K									
Oregon Preschool Promise									
Pennsylvania RTL									
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK	666	163	496						
Pennsylvania PKC									
Rhode Island	303		303	31		31	9		9
SC (EIA 4K & CERDEP) <sup>11</sup>	1,514	12	1,502						
Tennessee									
Texas	6,226								
Utah									
Vermont									
Virginia VPI <sup>7</sup>	1,435	100	1,335						
Virginia Mixed Delivery									
Washington ECEAP									
Washington TK <sup>5</sup>	253	15	234						
West Virginia	514	38	476						
Wisconsin <sup>6</sup>	2,649								
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 27. AVAILABILITY OF PRESCHOOL ENROLLMENT BY FAMILY INCOME**

STATE	By free and/or reduced-price lunch	By another measure of family income	No
Alabama	✓		
Alaska			✓
Arizona		✓	
Arkansas		✓	
California CSPP		✓	
California TK	✓		
Colorado	✓		
Connecticut CDCC		✓	
Connecticut SR		✓	
Connecticut Smart Start		✓	
Delaware	✓		
District of Columbia	✓		
Florida			✓
Georgia		✓	
Hawaii EOEL		✓	
Hawaii SPCSP	✓		
Illinois		✓	
Iowa Shared Visions	✓		
Iowa SWVPP <sup>a</sup>			✓
Kansas	✓		
Kentucky			✓
Louisiana 8(g)			✓
Louisiana LA 4		✓	
Louisiana NSECD		✓	
Maine		✓	
Maryland			✓
Massachusetts CPPI			✓
Massachusetts Chapter 70		✓	
Michigan		✓	
Minnesota HdSt			✓
Minnesota VPK/SRP	✓		
Mississippi			✓
Missouri	✓		
Nebraska	✓		
Nevada		✓	
New Jersey Expansion			✓
New Jersey ECPA			✓
New Jersey ELLI			✓
New Mexico			✓
New York			✓
North Carolina		✓	
North Dakota			✓
Ohio		✓	
Oklahoma	✓		
Oregon Pre-K		✓	
Oregon Preschool Promise			✓
Pennsylvania RTL			✓
Pennsylvania HSSAP		✓	
Pennsylvania K4 & SBPK		✓	
Pennsylvania PKC		✓	
Rhode Island		✓	
South Carolina		✓	
Tennessee	✓		
Texas			✓
Utah	✓		
Vermont			✓
Virginia VPI		✓	
Virginia Mixed Delivery		Not reported	
Washington ECEAP	✓		
Washington TK	✓		
West Virginia			✓
Wisconsin	✓		
Guam	✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 28. PRESCHOOL ENROLLMENT BY ELIGIBILITY FOR FREE AND/OR REDUCED-PRICE LUNCH**

STATE	FREE AND/OR REDUCED-PRICE LUNCH			Total	FREE LUNCH		REDUCED-PRICE LUNCH		
	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama <sup>7</sup>	7,646		7,646						
Alaska									
Arizona									
Arkansas									
California CSPP									
California TK				34,100		34,100	13,280		13,280
Colorado				8,592	2,226	6,366	1,402	316	1,086
Connecticut CDCC									
Connecticut SR									
Connecticut Smart Start									
Delaware				544			102		
District of Columbia <sup>10</sup>				9,129	4,169	4,960	117	52	65
Florida									
Georgia									
Hawaii EOEL									
Hawaii SPCSP <sup>10</sup>				132	40	92	8	3	5
Illinois									
Iowa Shared Visions <sup>6</sup>				1,001					
Iowa SWVPP									
Kansas <sup>10</sup>				4,938			877		
Kentucky									
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine									
Maryland									
Massachusetts CPPI									
Massachusetts Chapter 70									
Michigan									
Minnesota HdSt									
Minnesota VPK/SRP				3,131		3,131	649		649
Mississippi									
Missouri	5,240	733	4,507						
Nebraska				5,539	1,710	3,829	917	256	661
Nevada									
New Jersey Expansion									
New Jersey ECPA									
New Jersey ELLI									
New Mexico									
New York									
North Carolina									
North Dakota									
Ohio									
Oklahoma	8,450	464	7,596	10,486	407	9,628	1,990	52	1,789
Oregon Pre-K									
Oregon Preschool Promise									
Pennsylvania RTL									
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK									
Pennsylvania PKC									
Rhode Island									
South Carolina									
Tennessee	15,349								
Texas									
Utah <sup>8</sup>	2,509								
Vermont									
Virginia VPI									
Virginia Mixed Delivery									
Washington ECEAP <sup>10</sup>				12,050	4,442	7,608	1,636	611	1,025
Washington TK <sup>6</sup>	1,572	56	1,472						
West Virginia									
Wisconsin	15,637	5	15,632						
Guam	57		57						

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 29. PRESCHOOL ENROLLMENT BY OTHER MEASURES OF FAMILY INCOME**

STATE	Preschool enrollment by family income
Alabama	
Alaska	
Arizona <sup>5</sup>	Below 100% FPL: 1,889 children (673 3-year-olds; 1,006 4-year-olds; 210 5-year-olds); 100%-149% FPL: 1,119 children (375 3-year-olds; 599 4-year-olds; 145 5-year-olds); 150% - 200% FPL: 1,818 children (679 3-year-olds; 925 4-year-olds; 214 5-year-olds)
Arkansas <sup>9</sup>	Up to 200% of FPL: 17,368 children (6,421 3-year-olds; 10,947 4-year-olds); 200% - 250% FPL on sliding fee: 160 children (52 3-year-olds; 108 4-year-olds)
California CSPP	CSPP Income-Eligibility: At or below 85 percent of State Median Income, adjusted for family size: 90,276 children (30,708 3-year-olds; 56,726 4-year-olds); CSPP eligibility by other categories: 2,162 children (680 3-year-olds; 1,453 4-year-olds)
California TK	
Colorado	
Connecticut CDCC	Less than 50% of SMI: 938 children (339 3-year-olds; 599 4-year-olds); 50%-75% of SMI: 160 children (56 3-year-olds; 104 4-year-olds); Greater than 75% of SMI: 52 children (17 3-year-olds; 35 4-year-olds); Unknown/not reported: 437 children (157 3-year-olds; 280 4-year-olds)
Connecticut SR	Less than 50% of SMI: 4,814 children (1,704 3-year-olds; 3,110 4-year-olds); 50%-75% of SMI: 756 children (259 3-year-olds; 497 4-year-olds); Greater than 75% of SMI: 766 children (262 3-year-olds; 504 4-year-olds); Unknown/not reported: 2,186 children (784 3-year-olds; 1,402 4-year-olds)
Connecticut Smart Start	Less than 50% of SMI: 283 children (72 3-year-olds; 211 4-year-olds); 50%-75% of SMI: 60 children (16 3-year-olds; 44 4-year-olds); Greater than 75% of SMI: 93 children (24 3-year-olds; 69 4-year-olds); Unknown/not reported: 257 children (68 3-year-olds; 189 4-year-olds)
Delaware	
District of Columbia	
Florida	
Georgia <sup>5</sup>	Category One: 32,068 4-year-olds; Category Two: 41,109 4-year-olds
Hawaii EOEL	<300% FPL: 294 4-year-olds; >300% FPL: 24 4-year-olds
Hawaii SPCSP	
Illinois	50% FPL: 16,785 children (6,127 3-year-olds; 10,618 4-year-olds; 40 5-year-olds); 100% FPL: 17,702 children (7,141 3-year-olds; 10,524 4-year-olds; 37 5-year-olds); 200% FPL: 23,522 children (9,544 3-year-olds; 13,931 4-year-olds; 47 5-year-olds); 400% FPL: 9,405 (3,877 3-year-olds; 5,505 4-year-olds; 23 5-year-olds); Above 400% FPL: 6,248 (2,476 3-year-olds; 3,752 4-year-olds; 20 5-year-olds); Unknown: 2,622 children (1,313 3-year-olds; 1,303 4-year-olds; 6 5-year-olds)
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky <sup>6</sup>	At or below 160% FPL: 9,886 children
Louisiana 8(g)	
Louisiana LA 4	200% FPL: 15,383 4-year-olds
Louisiana NSECD	200% FPL: 810 children (95 3-year-olds; 715 4-year-olds)
Maine <sup>8</sup>	Not economically disadvantaged: 3,403 children; Economically disadvantaged: 2,188 children
Maryland	
Massachusetts CPPI	
Massachusetts Chapter 70	Low income: 12,816 children (3,448 3-year-olds; 8,378 4-year-olds; 990 5-year-olds)
Michigan	Income Eligible: Less than 250% FPL: 32,896 4-year-olds; Over-income: 2,999 4-year-olds
Minnesota HdSt	
Minnesota VPK/SRP	
Mississippi	
Missouri	
Nebraska	
Nevada <sup>8</sup>	At or below 200% FPL: 2,385 children
New Jersey Expansion	
New Jersey ECPA	
New Jersey ELLI	
New Mexico	
New York	
North Carolina <sup>9</sup>	Above 75% of SMI: 2,206 4-year-olds; At or Below 75% of SMI: 21,473 4-year-olds
North Dakota	
Ohio	200% FPL or less: 16,732 children (2,285 3-year-olds; 14,447 4-year-olds)
Oklahoma	
Oregon Pre-K <sup>10</sup>	<= 100% FPL: 2,816 children; 101-130% FPL: 888 children; Unknown: 2,735 children
Oregon Preschool Promise	
Pennsylvania RTL	
Pennsylvania HSSAP <sup>4</sup>	0-100% FPL: 3,091 children (1,201 3-year-olds; 1,672 4-year-olds); 101-130% FPL: 581 children (248 3-year-olds; 287 4-year-olds); 131-200% FPL: 349 children (130 3-year-olds; 191 4-year-olds); Above 200% FPL: 170 children (60 3-year-olds; 81 4-year-olds)
Pennsylvania K4 & SBPK <sup>2</sup>	Economically Disadvantaged: 5,404 children (1,058 3-year-olds; 4,203 4-year-olds)
Pennsylvania PKC <sup>6</sup>	0-100% FPL: 7,033 children (2,248 3-year-olds; 4,165 4-year-olds); 101-130% FPL: 2,996 children (1,079 3-year-olds; 1,750 4-year-olds); 131-200% FPL: 6,142 children (2,277 3-year-olds; 3,564 4-year-olds); Above 200% FPL: 5,670 children (2,060 3-year-olds; 3,351 4-year-olds)
Rhode Island	Below 185% FPL: 1,419 4-year-olds; Above 185% FPL: 945 4-year-olds
South Carolina <sup>10</sup>	185% FPL (Pupil in Poverty): 19,826 children (154 3-year-olds; 19,672 4-year-olds)
Tennessee	
Texas	
Utah	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 29. PRESCHOOL ENROLLMENT BY OTHER MEASURES OF FAMILY INCOME** (continued)

STATE	Preschool enrollment by family income
Vermont	
Virginia VPI <sup>7</sup>	At or below 200% FPL: 16,477 children; 201% to 350% FPL: 2,740 children; 351% and above FPL: 1,086 children
Virginia Mixed Delivery	
Washington ECEAP	
Washington TK	
West Virginia	
Wisconsin	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 30A. PRESCHOOL ENROLLMENT BY PROGRAM LOCATION**

STATE	Public Schools	Head Start	Private Agencies	Faith-Based Centers	Family Child Care Homes
Alabama	17,005	1,515	2,269	690	
Alaska	597		8		
Arizona <sup>5</sup>	2,005		4,666		330
Arkansas	14,923	1,091	2,977	54	52
California CSPP <sup>11</sup>	63,333	0	26,811		
California TK	89,169				
Colorado <sup>6</sup>	16,212	2,261	2,455		
Connecticut CDCC					
Connecticut SR					
Connecticut Smart Start	706				
Delaware <sup>4</sup>	465	180	210		
District of Columbia <sup>11</sup>			910		
Florida					
Georgia	38,933	4,081	29,506		
Hawaii EOEL	318				
Hawaii SPCSP	231				
Illinois <sup>7</sup>	67,060		6,578		
Iowa Shared Visions	643	272	114	28	
Iowa SWVPP	19,586	425	2,097	3,466	
Kansas <sup>11</sup>					
Kentucky					
Louisiana 8(g)	1,802				
Louisiana LA 4	15,223	37	123		
Louisiana NSECD			280	530	
Maine					
Maryland	27,764	440	1,114		
Massachusetts CPPI					
Massachusetts Chapter 70 <sup>5</sup>					
Michigan <sup>7</sup>	24,837	5,406	5,652		
Minnesota HdSt					
Minnesota VPK/SRP <sup>9</sup>					
Mississippi	1,797	845	156		
Missouri	5,240				
Nebraska					
Nevada <sup>9</sup>	1,820	248	317		
New Jersey Expansion <sup>8</sup>	30,260		21,050		
New Jersey ECPA	1,667				
New Jersey ELLI	316				
New Mexico	6,564	207	5,496	186	114
New York	62,240	8,239	61,374	4,315	11,008
North Carolina	12,804	2,777	8,098		
North Dakota	329		11		
Ohio <sup>5</sup>	12,428				
Oklahoma					
Oregon Pre-K	794	5,648			
Oregon Preschool Promise	1,273	465	1,112		603
Pennsylvania RTL					
Pennsylvania HSSAP	421	4,467	1,337		
Pennsylvania K4 & SBPK	7,829				
Pennsylvania PKC	5,211	7,488	14,524		
Rhode Island	664	918	782		
South Carolina <sup>10</sup>	22,438		2,656	542	
Tennessee <sup>5</sup>	17,680	400	360	20	
Texas					
Utah	2,368	27	418		
Vermont					
Virginia VPI <sup>5</sup>	19,204		1,099		
Virginia Mixed Delivery					
Washington ECEAP	9,383	1,515	3,129	363	76
Washington TK	3,127				
West Virginia					
Wisconsin					
Guam	57				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 30B. PRESCHOOL ENROLLMENT BY PROGRAM LOCATION**

STATE	Other Agency
Alabama	University-operated & private schools: 460
Alaska	
Arizona <sup>5</sup>	Unknown: 50
Arkansas	
California CSPP <sup>11</sup>	2,301
California TK	
Colorado <sup>6</sup>	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware <sup>4</sup>	
District of Columbia <sup>11</sup>	DCPS: 5,294, PCS: 6,122
Florida	
Georgia	657
Hawaii EOEL	
Hawaii SPCSP	
Illinois <sup>7</sup>	Joint Agreements, Special Education Cooperatives, Private Preschool, and Charter Schools: 2,605
Iowa Shared Visions	
Iowa SWVPP	447
Kansas <sup>11</sup>	
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland	
Massachusetts CPPI	
Massachusetts Chapter 70 <sup>5</sup>	
Michigan <sup>7</sup>	
Minnesota HdSt	
Minnesota VPK/SRP <sup>9</sup>	
Mississippi	9
Missouri	
Nebraska	
Nevada <sup>9</sup>	
New Jersey Expansion <sup>8</sup>	
New Jersey ECPA	
New Jersey ELLI	
New Mexico	
New York	4,812
North Carolina	
North Dakota	Head Start & licensed child care: 16; Head Start, licensed child care, & ND DPI: 15
Ohio <sup>5</sup>	4,304
Oklahoma	
Oregon Pre-K	
Oregon Preschool Promise	Education Service District: 114
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC	
Rhode Island	
South Carolina <sup>10</sup>	Charter schools: 146
Tennessee <sup>5</sup>	
Texas	
Utah	
Vermont	
Virginia VPI <sup>5</sup>	
Virginia Mixed Delivery	
Washington ECEAP	Tribal, city, government, & higher education settings: 541
Washington TK	
West Virginia	Properties owned by county boards of education: 692; Properties not owned by county boards of education: 235
Wisconsin	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 31. REQUIREMENTS REGARDING THE PERCENT OF PRESCHOOLERS SERVED IN PUBLIC SCHOOLS OR NONPUBLIC SETTINGS**

STATE	Requirements regarding the percent of preschoolers served in public schools or nonpublic settings
Alabama	None
Alaska	None
Arizona	None
Arkansas	None
California CSPP <sup>12</sup>	None
California TK	100% of children enrolled must be in a public school setting
Colorado <sup>7</sup>	None
Connecticut CDCC <sup>11</sup>	None
Connecticut SR	None
Connecticut Smart Start <sup>10</sup>	None
Delaware	None
District of Columbia	None
Florida	Data not available
Georgia	None
Hawaii EOEL	NA
Hawaii SPCSP	NA
Illinois	None
Iowa Shared Visions	None
Iowa SWVPP	None
Kansas	None
Kentucky	None
Louisiana 8(g)	NA
Louisiana LA 4	None
Louisiana NSECD	100% of NSECD programming is in nonpublic settings
Maine	None
Maryland <sup>4</sup>	None
Massachusetts CPPI	None
Massachusetts Chapter 70	NA
Michigan <sup>8</sup>	At least 30% of slots must be in CBOs
Minnesota HdSt	None
Minnesota VPK/SRP <sup>10</sup>	None
Mississippi	None
Missouri	NA
Nebraska	None
Nevada <sup>1</sup>	None
New Jersey Expansion	None
New Jersey ECPA	None
New Jersey ELLI	None
New Mexico <sup>2</sup>	50% of 4-year-olds must be served outside of public schools
New York	None
North Carolina	None
North Dakota	None
Ohio	None
Oklahoma	NA
Oregon Pre-K	None
Oregon Preschool Promise	None
Pennsylvania RTL	None
Pennsylvania HSSAP	None
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	None
Rhode Island <sup>6</sup>	None
South Carolina	None
Tennessee	None
Texas	None
Utah	None
Vermont <sup>4</sup>	None
Virginia VPI <sup>11</sup>	None
Virginia Mixed Delivery	100% of children are served in non-public settings
Washington ECEAP	None
Washington TK	NA
West Virginia <sup>5</sup>	No less than 50% of the classrooms for eligible children must be provided through contractual agreements with community programs
Wisconsin	None
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 32. PRESCHOOL ENROLLMENT BY OPERATING SCHEDULE**

STATE	Extended Day	School Day	Part Day	Determined locally	Other
Alabama	21,939				
Alaska <sup>6</sup>					
Arizona <sup>6</sup>					✓ <sup>6</sup>
Arkansas <sup>10</sup>	19,097				
California CSPP <sup>13</sup>	30,521		61,924		
California TK					
Colorado <sup>8</sup>		6,396	14,532		
Connecticut CDCC	1,392		233		
Connecticut SR <sup>13</sup>	5,509	2,062	1,141		
Connecticut Smart Start		706			
Delaware <sup>5</sup>			818		
District of Columbia	12,326				
Florida					
Georgia	73,177				
Hawaii EOEL		318			
Hawaii SPCSP		231			
Illinois <sup>9</sup>		26,281	49,961		
Iowa Shared Visions	912	58	87		
Iowa SWVPP <sup>9</sup>	5,924	2,087	18,010		
Kansas <sup>12</sup>					✓ <sup>12</sup>
Kentucky	7,298	2,895	7,418		
Louisiana 8(g)		1,802			
Louisiana LA 4		15,383			
Louisiana NSECD		810			
Maine <sup>9</sup>					✓ <sup>9</sup>
Maryland	17,453		11,865		
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan	34,256		1,639		
Minnesota HdSt					
Minnesota VPK/SRP <sup>11</sup>					✓ <sup>11</sup>
Mississippi		2,801	6		
Missouri					
Nebraska <sup>5</sup>					✓ <sup>5</sup>
Nevada <sup>10</sup>		2,385			
New Jersey Expansion <sup>9</sup>		50,680	630		
New Jersey ECPA <sup>9</sup>		798	869		
New Jersey ELLI <sup>9</sup>		103	213		
New Mexico		11,132	1,435		
New York		131,762	20,226		
North Carolina	23,679				
North Dakota					
Ohio <sup>6</sup>			16,732		
Oklahoma <sup>9</sup>		34,960	3,076	1,204	
Oregon Pre-K	4,533		1,909		
Oregon Preschool Promise	1,747	1,820			
Pennsylvania RTL					
Pennsylvania HSSAP		5,654	571		
Pennsylvania K4 & SBPK		6,132	1,697		
Pennsylvania PKC		26,070	1,153		
Rhode Island <sup>7</sup>		2,364			
South Carolina <sup>12</sup>	14,589			11,193	
Tennessee		16,634			
Texas		193,490	28,934		
Utah <sup>9</sup>		301	2,512		
Vermont					
Virginia VPI <sup>7</sup>		19,283	1,020		
Virginia Mixed Delivery					
Washington ECEAP	728	4,385	9,894		
Washington TK		3,127			
West Virginia		12,795	473		
Wisconsin					
Guam		57			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 33. DAILY AND WEEKLY PRESCHOOL OPERATING SCHEDULES USING STATE FUNDS**

STATE	Minimum hours per day	Days per week
Alabama <sup>8</sup>	6.5	5 days per week
Alaska <sup>7</sup>	Determined locally	Determined locally
Arizona <sup>7</sup>	34 hours per month	Other
Arkansas <sup>10</sup>	7	5 days per week
California CSPP <sup>13</sup>	3	5 days per week
California TK <sup>8</sup>	3	5 days per week
Colorado <sup>9</sup>	2.5	Determined locally
Connecticut CDCC <sup>12</sup>	10	5 days per week
Connecticut SR <sup>11</sup>	2.5	5 days per week
Connecticut Smart Start <sup>11</sup>	6	5 days per week
Delaware <sup>6</sup>	3.5	5 days per week
District of Columbia	6.5	5 days per week
Florida <sup>2</sup>	Determined locally	Determined locally
Georgia	6.5	5 days per week
Hawaii EOEL <sup>4</sup>	Aligned to the Hawaii DOE's school-day schedule (30.5 hours per week)	5 days per week
Hawaii SPCSP <sup>11</sup>	Aligned to the Hawaii DOE's school-day schedule (30.5 hours per week)	5 days per week
Illinois	2.5	5 days per week
Iowa Shared Visions <sup>7</sup>	No minimum requirement	Determined locally
Iowa SWVPP <sup>10</sup>	At least 10 hours per week	Determined locally
Kansas <sup>13</sup>	465 hours per year	Determined locally
Kentucky <sup>7</sup>	2.5	Determined locally
Louisiana 8(g) <sup>5</sup>	6	5 days per week
Louisiana LA 4 <sup>7</sup>	6	5 days per week
Louisiana NSECD <sup>5</sup>	6	5 days per week
Maine <sup>10</sup>	2	Determined locally
Maryland <sup>5</sup>	2.5	5 days per week
Massachusetts CPPI	6	5 days per week
Massachusetts Chapter 70 <sup>6</sup>	Determined locally	Determined locally
Michigan <sup>9</sup>	3 hours per day for part-day programs	4 days per week
Minnesota HdSt <sup>10</sup>	Per Federal Head Start Performance standards	Determined locally
Minnesota VPK/SRP <sup>12</sup>	350 instructional hours per school year.	Determined locally
Mississippi <sup>6</sup>	4	5 days per week
Missouri	No minimum requirement	Determined locally
Nebraska <sup>6</sup>	12 hours per week	Determined locally
Nevada <sup>11</sup>	5 hours/day or 25 hours/week	Determined locally
New Jersey Expansion <sup>9</sup>	6	5 days per week
New Jersey ECPA <sup>9</sup>	2.5	5 days per week
New Jersey ELLI <sup>9</sup>	2.5	5 days per week
New Mexico <sup>3</sup>	3	5 days per week
New York <sup>6</sup>	2.5	5 days per week
North Carolina	6.5	5 days per week
North Dakota	400 Hours	Determined locally
Ohio <sup>6</sup>	2.5	Determined locally
Oklahoma <sup>10</sup>	2.5	5 days per week
Oregon Pre-K <sup>11</sup>	3.5	Determined locally
Oregon Preschool Promise <sup>11</sup>	Determined locally	Determined locally
Pennsylvania RTL	2.5	5 days per week
Pennsylvania HSSAP <sup>5</sup>	3.5	Determined locally
Pennsylvania K4 & SBPK	2.5	5 days per week
Pennsylvania PKC <sup>7</sup>	2.5	5 days per week
Rhode Island	6	5 days per week
South Carolina <sup>12</sup>	CERDEP: 6.5; EIA 4K: 4	5 days per week
Tennessee	5.5 hours of instruction (excluding nap)	5 days per week
Texas <sup>4</sup>	32,400 minutes/year (part-day, PK3); 75,600 minutes/year (full-day, PK4)	5 days per week
Utah <sup>10</sup>	Determined Locally	Determined locally
Vermont <sup>7</sup>	10 hours per week	Determined locally
Virginia VPI <sup>12</sup>	3	5 days per week
Virginia Mixed Delivery	3	5 days per week
Washington ECEAP <sup>11</sup>	3	Determined locally
Washington TK <sup>7</sup>	Full-day: 1,000 hours/year; 27.75 hours/week	5 days per week
West Virginia <sup>6</sup>	1,500 minutes (25 hours) per week	At least 4 days per week
Wisconsin <sup>7</sup>	2.5	Determined locally
Guam <sup>2</sup>		5 days per week

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 34. ANNUAL OPERATING SCHEDULE FOR PRESCHOOL USING STATE FUNDS**

STATE	Hours per day	Annual operating schedule
Alabama <sup>8</sup>	1,170	School year or academic year
Alaska <sup>7</sup>	Determined locally	Determined locally
Arizona <sup>7</sup>	Part-day: 400; Full-day: 1,120	Determined locally
Arkansas <sup>10</sup>	1,246	School year or academic year
California CSPP <sup>14</sup>	Part Day/Part Year: minimum of 175 days/year; Full Day/Full Year: minimum of 246 days/year	Determined locally
California TK <sup>8</sup>	600	School year or academic year
Colorado <sup>9</sup>	Half-day: 360; Full-day: 720	School year or academic year
Connecticut CDC <sup>13</sup>	Minimum of 1,560 hours/year	Full calendar year
Connecticut SR <sup>11</sup>	Full-day/full-year: 2,500; School-day: 1,080; Part-day: 450	Determined locally
Connecticut Smart Start	1,080	School year or academic year
Delaware <sup>7</sup>	At least 560	Minimum 160 days/year
District of Columbia <sup>12</sup>	1,170	School year or academic year
Florida <sup>2</sup>	School-year programs: 540; Summer programs: 300	Determined locally
Georgia	1,170	School year or academic year
Hawaii EOEL	1,080	School year or academic year
Hawaii SPCSP <sup>11</sup>	1,080	School year or academic year
Illinois	2.5 to 5 hours/day, 5 days/week for approximately 165 days/year	School year or academic year
Iowa Shared Visions	Determined locally	Determined locally
Iowa SWVPP <sup>11</sup>	Approximately 350	Determined locally
Kansas <sup>14</sup>	465	School year or academic year
Kentucky <sup>8</sup>	Unknown	School year or academic year
Louisiana 8(g)	1,062	School year or academic year
Louisiana LA 4	1,062	School year or academic year
Louisiana NSECD	1,050	School year or academic year
Maine <sup>10</sup>	Minimally 350 hours per year	School year or academic year
Maryland	Part-Day: 839.79; Extended-Day: 1,255.34	School year or academic year
Massachusetts CPPI <sup>6</sup>	Determined locally	Determined locally
Massachusetts Chapter 70	Determined locally	Determined locally
Michigan <sup>9</sup>	Part-day: 360; School-day: 780	Determined locally
Minnesota HdSt <sup>10</sup>	Per Federal Head Start Performance Standards	Determined locally
Minnesota VPK/SRP <sup>12, 13</sup>	Minimum of 350 hours required; Funded up to 510 hours.	School year or academic year
Mississippi	Part-time: 540; Full-time: 1,080	School year or academic year
Missouri	522 hours/year (part-day); 1,044 hours/year (school-day)	School year or academic year
Nebraska <sup>6</sup>	450 if receiving a grant or qualified to have State Aid calculated	School year or academic year
Nevada <sup>12</sup>	Determined locally	Determined locally
New Jersey Expansion <sup>9</sup>	1,080	School year or academic year
New Jersey ECPA <sup>9</sup>	450 to 1,080	School year or academic year
New Jersey ELLI <sup>9</sup>	450 to 1,080	School year or academic year
New Mexico	Part-day: 450 hours; Extended-day: 900 hours	Determined locally
New York	Part-day: 450; Full-day: 900	School year or academic year
North Carolina <sup>10</sup>	1,170	School year or academic year
North Dakota <sup>8</sup>	400	Determined locally
Ohio <sup>6</sup>	455	School year or academic year
Oklahoma <sup>10</sup>	1,080 hours or 175 school days	School year or academic year
Oregon Pre-K <sup>11</sup>	Per Head Start Program Performance Standards for the models selected	Determined locally
Oregon Preschool Promise <sup>11</sup>	900	School year or academic year
Pennsylvania RTL	450 to 900	School year or academic year
Pennsylvania HSSAP <sup>6</sup>	448	Determined locally
Pennsylvania K4 & SBPK <sup>3</sup>	450 to 900	School year or academic year
Pennsylvania PKC	At least 180 days	School year or academic year
Rhode Island	1,080	School year or academic year
South Carolina <sup>12</sup>	CERDEP: 1,170 (public), 1,870 (First Steps); EIA 4K: 720	School year or academic year
Tennessee <sup>6</sup>	990	School year or academic year
Texas	540 (3-year-olds); 1,250 (4-year-olds)	School year or academic year
Utah	Determined locally	Determined locally
Vermont	350	School year or academic year
Virginia VPI	990 hours or 180 days	School year or academic year
Virginia Mixed Delivery <sup>8</sup>	990 hours or 180 days	990 hours, operating schedule is determined locally
Washington ECEAP <sup>11</sup>	Part-day 360; School-day 1,000; Working-Day 2,370	School year (part-day and school-day models); Calendar year (working-day model)
Washington TK <sup>7</sup>	1,000 instructional hours/year	School year or academic year
West Virginia	800 hours (48,000 minutes) per year	School year or academic year
Wisconsin <sup>8</sup>	437 hours of direct instruction (or 349.5 hours of direct instruction and 87.5 hours of parent outreach).	Determined locally
Guam	1,080	School year or academic year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 35. MINIMUM AGE FOR PRESCHOOL AND KINDERGARTEN ELIGIBILITY**

STATE	Minimum age for preschool	Minimum age for kindergarten
Alabama <sup>9</sup>	4 by September 1	5 by September 1
Alaska	3 by locally determined date	5 by September 1
Arizona <sup>8</sup>	No minimum age	5 by September 1
Arkansas <sup>11</sup>	3 by August 1	5 by August 1
California CSPP <sup>15</sup>	3 by June 30	5 by September 1
California TK <sup>9</sup>	5 by December 2	5 by September 1
Colorado <sup>10</sup>	3 on or before October 1 in alignment with school district kindergarten entry policy	5 on or before October 1 in alignment with school district kindergarten entry policy
Connecticut CDCC <sup>14</sup>	2 years, 8 months at enrollment	5 on or before January 1
Connecticut SR <sup>12</sup>	2 years, 8 months at enrollment	5 on or before January 1
Connecticut Smart Start <sup>12</sup>	No minimum age	5 on or before January 1
Delaware <sup>8</sup>	3 by August 31	5 by August 31
District of Columbia	3 by September 30	5 by September 30
Florida	4 by September 1	5 by September 1
Georgia <sup>6</sup>	4 by September 1	5 by September 1
Hawaii EOEL	4 on or before July 31	5 on or before July 31
Hawaii SPCSP <sup>12</sup>	3 on or before July 31	5 on or before July 31
Illinois <sup>9</sup>	3 by September 1	5 by September 1
Iowa Shared Visions <sup>8</sup>	3 by September 15	5 by September 15
Iowa SWVPP <sup>12</sup>	4 on or before September 15	5 on or before September 15
Kansas	3 on or before August 31	5 on or before August 31
Kentucky <sup>9</sup>	3 by August 1	5 by August 1
Louisiana 8(g)	4 by September 30	5 by September 30
Louisiana LA 4	4 by September 30	5 by September 30
Louisiana NSECD	3 by September 30	5 by September 30
Maine	4 by October 15	5 by October 15
Maryland <sup>6</sup>	4 by September 1	5 by September 1
Massachusetts CPPI <sup>7</sup>	2 years, 9 months by locally determined date	5 by locally determined date
Massachusetts Chapter 70 <sup>7</sup>	3 by locally determined date	5 by locally determined date
Michigan <sup>10</sup>	4 by September 1	5 by September 1
Minnesota HdSt <sup>11</sup>	3 per Federal Head Start Performance Standards	5 by September 1
Minnesota VPK/SRP	4 by September 1	5 by September 1
Mississippi	4 by September 1	5 by September 1
Missouri	3 by July 31	5 by July 31
Nebraska <sup>7</sup>	Determined locally	5 by August 1
Nevada <sup>13</sup>	4 by September 30	5 by September 30
New Jersey Expansion <sup>10</sup>	3 by locally determined date	5 by locally determined date
New Jersey ECPA <sup>10</sup>	3 by locally determined date	5 by locally determined date
New Jersey ELLI <sup>10</sup>	3 by locally determined date	5 by locally determined date
New Mexico	3 by August 31	5 by August 31
New York <sup>7</sup>	3 by December 1	5 by December 1
North Carolina <sup>11</sup>	4 by August 31	5 by August 31
North Dakota <sup>9</sup>	4 by August 1	5 by August 1
Ohio <sup>7</sup>	4 by August 1 or September 30	5 by August 1 or September 30
Oklahoma <sup>11</sup>	4 by September 1	5 by September 1
Oregon Pre-K <sup>12</sup>	3 by locally determined date	5 by September 1
Oregon Preschool Promise	3 by September 1	5 by September 1
Pennsylvania RTL	Determined locally	Determined locally
Pennsylvania HSSAP <sup>7</sup>	Determined locally	Determined locally
Pennsylvania K4 & SBPK	Determined locally	Determined locally
Pennsylvania PKC <sup>8</sup>	Determined locally	Determined locally
Rhode Island	4 by Septemebr 1	5 by September 1
South Carolina <sup>13</sup>	4 by September 1	5 by September 1
Tennessee <sup>7</sup>	3 or 4 by August 15	5 by August 15
Texas	3 by September 1	5 by September 1
Utah <sup>11</sup>	3 at the time of enrollment	5 before September 2nd
Vermont <sup>8</sup>	3 by locally determined date	5 by locally determined date
Virginia VPI <sup>13</sup>	3 by September 30 (pilot) or 4 by September 30	5 by September 30
Virginia Mixed Delivery	3 by September 30	5 by September 30
Washington ECEAP <sup>12</sup>	3 by August 31	5 by August 31
Washington TK <sup>8</sup>	4 on August 31	5 by August 31
West Virginia <sup>7</sup>	4 before July 1	5 before July 1
Wisconsin <sup>9</sup>	4 by September 1	5 by September 1
Guam	4 by July 31	5 by July 31

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 36. ELIGIBILITY FOR STATE-FUNDED PRESCHOOL (BEYOND AGE)**

STATE	All age-eligible children are eligible for preschool	Eligibility is determined by individual child or family characteristics
Alabama <sup>9</sup>	✓	
Alaska <sup>8</sup>		✓
Arizona <sup>9</sup>		✓
Arkansas <sup>12</sup>		✓
California CSPP <sup>16</sup>		✓
California TK <sup>9</sup>	✓	
Colorado <sup>11</sup>		✓
Connecticut CDCC <sup>15</sup>		✓
Connecticut SR <sup>13</sup>		✓
Connecticut Smart Start <sup>13</sup>		✓
Delaware <sup>8</sup>		✓
District of Columbia	✓	
Florida	✓	
Georgia	✓	
Hawaii EOEL <sup>5</sup>		✓
Hawaii SPCSP <sup>13</sup>	✓	
Illinois <sup>10</sup>		✓
Iowa Shared Visions <sup>9</sup>		✓
Iowa SWVPP <sup>13</sup>	✓	
Kansas <sup>15</sup>		✓
Kentucky <sup>10</sup>		✓
Louisiana 8(g) <sup>6</sup>		✓
Louisiana LA 4		✓
Louisiana NSECD		✓
Maine <sup>11</sup>	✓	
Maryland <sup>7</sup>		✓
Massachusetts CPPI <sup>8</sup>	✓	
Massachusetts Chapter 70 <sup>7</sup>	✓	
Michigan <sup>11</sup>		✓
Minnesota HdSt <sup>12</sup>		✓
Minnesota VPK/SRP <sup>14</sup>	✓	
Mississippi		✓ (some programs)
Missouri <sup>2</sup>		✓
Nebraska <sup>8</sup>		✓
Nevada <sup>8</sup>		✓
New Jersey Expansion <sup>11</sup>	✓	
New Jersey ECPA <sup>11</sup>	✓	
New Jersey ELL <sup>11</sup>		✓
New Mexico <sup>4</sup>	✓	
New York <sup>8</sup>	✓	
North Carolina <sup>12</sup>		✓
North Dakota <sup>10</sup>		✓
Ohio <sup>8</sup>		✓
Oklahoma <sup>12</sup>	✓	
Oregon Pre-K <sup>13</sup>		✓
Oregon Preschool Promise <sup>12</sup>		✓
Pennsylvania RTL <sup>2</sup>		✓
Pennsylvania HSSAP <sup>8</sup>		✓
Pennsylvania K4 & SBPK <sup>4</sup>	✓ (K4)	✓ (SBPK)
Pennsylvania PKC <sup>9</sup>		✓
Rhode Island <sup>8</sup>	✓	
South Carolina <sup>14</sup>		✓
Tennessee <sup>7</sup>		✓
Texas <sup>5</sup>		✓
Utah <sup>12</sup>		✓
Vermont <sup>2</sup>	✓	
Virginia VPI <sup>14</sup>		✓
Virginia Mixed Delivery <sup>9</sup>		✓
Washington ECEAP <sup>12</sup>		✓
Washington TK <sup>9</sup>		✓
West Virginia	✓	
Wisconsin <sup>10</sup>	✓	
Guam	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 37. INCOME REQUIREMENT FOR PRESCHOOL**

STATE	Income requirement
Alabama	None
Alaska	None
Arizona	200% of FPL
Arkansas	200% of FPL
California CSPP <sup>16</sup>	85% of SMI
California TK	None
Colorado	Eligible for free or reduced-price lunch, or 185% of FPL
Connecticut CDCC	60% of families must fall below 75% of SMI
Connecticut SR <sup>13</sup>	60% of families must fall below 75% of SMI
Connecticut Smart Start <sup>13</sup>	60% of families enrolled fall at or below 75% of SMI or that 50% or more of families enrolled qualify for free or reduced lunch
Delaware <sup>8</sup>	100% of FPL
District of Columbia	None
Florida	None
Georgia	None
Hawaii EOEL	300% of FPL
Hawaii SPCSP	None
Illinois	None
Iowa Shared Visions <sup>9</sup>	130% of FPL
Iowa SWVPP	None
Kansas <sup>15</sup>	Kansas Preschool-Aged At-Risk: Eligible for free lunch or 130% of FPL; Kansas Preschool Pilot: Eligible for free or reduced-price lunch, or 185% of FPL
Kentucky <sup>10</sup>	160% of FPL
Louisiana 8(g) <sup>6</sup>	200% of FPL
Louisiana LA 4	200% of FPL
Louisiana NSECD	200% of FPL
Maine	None
Maryland <sup>7</sup>	Eligible for free or reduced-price lunch, or 185% and below of FPL (part-day); up to 300% of FPL (full-day)
Massachusetts CPPI	None
Massachusetts Chapter 70	None
Michigan	250% of FPL
Minnesota HdSt <sup>12</sup>	Per Federal Head Start: 100% of FPL
Minnesota VPK/SRP	None
Mississippi	None
Missouri	Eligible for free or reduced-price lunch, or 185% of FPL
Nebraska <sup>8</sup>	Eligible for free or reduced-price lunch, or 185% of FPL
Nevada	200% of FPL
New Jersey Expansion	None
New Jersey ECPA	None
New Jersey ELLI <sup>11</sup>	Eligible for free or reduced-price lunch, or 185% of FPL
New Mexico	None
New York	None
North Carolina <sup>12</sup>	75% of SMI
North Dakota <sup>10</sup>	Eligible for Free or Reduce priced lunch or 60% or less of ND State median Income for 50% of enrollment
Ohio <sup>8</sup>	At or below 200% FPL
Oklahoma	None
Oregon Pre-K <sup>13</sup>	100% of FPL
Oregon Preschool Promise <sup>13</sup>	200% of FPL
Pennsylvania RTL	None
Pennsylvania HSSAP	Per Federal Head Start: 100% of FPL
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	300% of FPL
Rhode Island	None
South Carolina <sup>15</sup>	Eligible for free or reduced-price lunch or Medicaid, or 185% of FPL
Tennessee <sup>7</sup>	Eligible for free or reduced-priced lunch, or 185% of FPL
Texas <sup>5</sup>	Eligible for free or reduced-price lunch, or 185% of FPL (one of several risk factors)
Utah <sup>12</sup>	Eligible for free or reduced-price lunch, or 185% of FPL.
Vermont	None
Virginia VPI <sup>14</sup>	200% of FPL; 350% of FPL for students with disabilities
Virginia Mixed Delivery	200% of FPL; 350% of FPL for students with disabilities
Washington ECEAP <sup>12</sup>	36% SMI for non-tribal children or 100% SMI for tribal children
Washington TK	None
West Virginia	None
Wisconsin	None
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 38. USE OF INCOME REQUIREMENT FOR PRESCHOOL**

STATE	Use of income requirement for preschool
Alabama	NA
Alaska	NA
Arizona	100% of children must meet the income requirement
Arkansas	99% of the enrolled children met the 200% FPL income criteria & 1% of the enrolled children were on the sliding fee scale for families with an income between 200% and 250% FPL
California CSPP <sup>16</sup>	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%
California TK	NA
Colorado	Income is one of several eligibility criteria for children
Connecticut CDCC <sup>16</sup>	100% of children must meet the income requirement
Connecticut SR	A minimum of 60% of enrolled families must fall below 75% SMI
Connecticut Smart Start	A minimum of 60% of enrolled families must fall below 75% SMI or at least 50% families must be eligible for FRPL
Delaware <sup>8</sup>	Per the Federal Head Start Program Performance Standards
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii EOEL <sup>5</sup>	Priority is given to families at or below 300% FPL
Hawaii SPCSP	NA
Illinois	NA
Iowa Shared Visions <sup>9</sup>	At least 80% of children must meet the income criteria
Iowa SWVPP	NA
Kansas <sup>15</sup>	100% of the students in the Preschool-Aged At-Risk program must meet at least one of the at-risk criteria, but there is not a certain number that must meet the income requirement. At least 50% of the students must meet one of the at risk criteria in order to be funded by the Kansas Preschool Pilot program but there is not a certain number that must meet the income requirement.
Kentucky <sup>10</sup>	Once all at-risk 4-year-olds (160% FPL) and 3- and 4-year-olds with disabilities are served, other children may enroll if space is available
Louisiana 8(g) <sup>6</sup>	Priority is usually given to students at or below 200% FPL
Louisiana LA 4	100% of children must meet the income requirement
Louisiana NSECD	100% of children must meet the income requirement
Maine	NA
Maryland <sup>7</sup>	100% of children must first meet the income, homelessness, or foster care requirement
Massachusetts CPPI	NA
Massachusetts Chapter 70	NA
Michigan <sup>11</sup>	85% of children must meet income eligibility of 250% FPL or less
Minnesota HdSt <sup>12</sup>	Per the Federal Head Start Program Performance Standards
Minnesota VPK/SRP	NA
Mississippi	NA
Missouri	100% of children must meet the income requirement
Nebraska <sup>8</sup>	70% of children must have one risk factor
Nevada	All children must be income eligible
New Jersey Expansion	NA
New Jersey ECPA	NA
New Jersey ELLI <sup>11</sup>	100% of children must meet the income requirement
New Mexico	NA
New York	NA
North Carolina <sup>12</sup>	20% of a county's NC Pre-K slots allocation may be used to serve children above 75% of SMI, if they have another designated risk factor
North Dakota <sup>10</sup>	50% of children were to meet 60% State median income or less or have a disability or delay. This was highly encouraged during this Pilot year.
Ohio <sup>8</sup>	Income requirement is for all children, except those who are eligible due to having an IEP in Preschool Special Education
Oklahoma	NA
Oregon Pre-K <sup>13</sup>	Per the Federal Head Start Program Performance Standards
Oregon Preschool Promise <sup>13</sup>	100% of children must meet the income requirement
Pennsylvania RTL	NA
Pennsylvania HSSAP <sup>8</sup>	Per the Federal Head Start Program Performance Standards: at least 90% of children
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	100% of children must meet the income requirement
Rhode Island	NA
South Carolina	Providers may enroll pay-lunch children who score at or below the 25th national percentile on two of the three DIAL-4 subscales by July 1 if at least 75% of the total number of children eligible for the CERDEP in a district/county are projected to be enrolled in that program, Head Start, or ABC Child Care Program.
Tennessee <sup>7</sup>	Goal for at least 90% of children must meet the income requirement
Texas <sup>5</sup>	Eligibility for free and reduced price lunch is one of seven ways to qualify (in addition to age eligibility)
Utah <sup>12</sup>	Children must either be English Language Learners, or qualify for Free or Reduced lunch in addition to experiencing at least one risk factor
Vermont	NA
Virginia VPI <sup>14</sup>	85% of children had to meet the income requirement (including homelessness or dropout). However, if a VPI program determined that more than 15% of slots need to be filled using local eligibility due to other at-risk factors, the program could apply for a waiver to increase the use of local criteria above 15%.
Virginia Mixed Delivery <sup>9</sup>	85% of children had to meet the income requirement (including homelessness or dropout). 15% may be served using local eligibility criteria.

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 38. USE OF INCOME REQUIREMENT FOR PRESCHOOL** (continued)

STATE	Use of income requirement for preschool
Washington ECEAP	90% of children must meet the income requirement
Washington TK	NA
West Virginia	NA
Wisconsin	NA
Guam	NA

**APPENDIX TABLE 39A. RISK FACTORS BESIDES INCOME THAT CAN BE USED TO DETERMINE PRESCHOOL ELIGIBILITY**

STATE	NA	Child disability or developmental delay	Low parent education	History of abuse, neglect, or family violence	Homelessness or unstable housing	Home language other than English
Alabama	✓					
Alaska						
Arizona						
Arkansas		✓	✓	✓	✓	✓
California CSPP <sup>17</sup>		✓		✓	✓	
California TK	✓					
Colorado <sup>11</sup>		✓	✓	✓	✓	✓
Connecticut CDCC					✓	
Connecticut SR						
Connecticut Smart Start <sup>14</sup>		✓			✓	✓
Delaware <sup>9</sup>		✓	✓	✓	✓	✓
District of Columbia	✓					
Florida	✓					
Georgia	✓					
Hawaii EOEL <sup>5</sup>		✓		✓	✓	✓
Hawaii SPCSP	✓					
Illinois <sup>10</sup>		✓	✓	✓	✓	✓
Iowa Shared Visions <sup>9</sup>		✓	✓	✓	✓	✓
Iowa SWVPP	✓					
Kansas <sup>15</sup>		✓	✓	✓	✓	✓
Kentucky <sup>10</sup>		✓			✓	
Louisiana 8(g) <sup>6</sup>		✓	✓	✓	✓	✓
Louisiana LA 4					✓	
Louisiana NSECD					✓	
Maine	✓					
Maryland <sup>7</sup>		✓	✓	✓	✓	✓
Massachusetts CPPI						
Massachusetts Chapter 70	✓					
Michigan <sup>11</sup>		✓	✓	✓	✓	✓
Minnesota HdSt <sup>12</sup>		✓	✓	✓	✓	✓
Minnesota VPK/SRP	✓					
Mississippi <sup>7</sup>		✓			✓	✓
Missouri						
Nebraska <sup>8</sup>		✓	✓			✓
Nevada <sup>14</sup>		✓	✓	✓	✓	✓
New Jersey Expansion	✓					
New Jersey ECPA						
New Jersey ELLI <sup>11</sup>						
New Mexico	✓					
New York	✓					
North Carolina <sup>12</sup>		✓			✓	✓
North Dakota <sup>10</sup>		✓				
Ohio		✓				
Oklahoma	✓					
Oregon Pre-K <sup>13</sup>		✓	✓	✓	✓	✓
Oregon Preschool Promise <sup>12</sup>						
Pennsylvania RTL						
Pennsylvania HSSAP <sup>8</sup>		✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK						
Pennsylvania PKC <sup>9</sup>		✓	✓	✓	✓	✓
Rhode Island	✓					
South Carolina <sup>15</sup>		✓	✓	✓	✓	✓
Tennessee <sup>7, 8</sup>		✓			✓	
Texas <sup>5</sup>					✓	✓
Utah <sup>12</sup>			✓	✓	✓	✓
Vermont	✓					
Virginia VPI <sup>14</sup>		✓	✓	✓	✓	✓
Virginia Mixed Delivery <sup>9</sup>		✓	✓		✓	
Washington ECEAP <sup>12</sup>		✓	✓	✓	✓	✓
Washington TK <sup>9</sup>		✓	✓	✓	✓	✓
West Virginia	✓					
Wisconsin	✓					
Guam	✓					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 39B. RISK FACTORS BESIDES INCOME THAT CAN BE USED TO DETERMINE PRESCHOOL ELIGIBILITY**

STATE	Parental substance abuse	Risk that child will not be ready for kindergarten	Teen parent	Low birth weight or other child health risk	Child history of foster care	Parent on active military duty
Alabama						
Alaska						
Arizona						
Arkansas	✓		✓	✓	✓	✓
California CSPP <sup>17</sup>					✓	
California TK						
Colorado <sup>11</sup>	✓	✓	✓		✓	
Connecticut CDCC					✓	
Connecticut SR						
Connecticut Smart Start <sup>14</sup>					✓	✓
Delaware <sup>9</sup>	✓	✓	✓	✓	✓	✓
District of Columbia						
Florida						
Georgia						
Hawaii EOEL <sup>5</sup>	✓		✓		✓	
Hawaii SPCSP						
Illinois <sup>10</sup>	✓	✓	✓	✓	✓	✓
Iowa Shared Visions <sup>9</sup>	✓		✓	✓	✓	
Iowa SWVPP						
Kansas <sup>15</sup>	✓	✓	✓		✓	
Kentucky <sup>10</sup>					✓	
Louisiana 8(g) <sup>6</sup>	✓	✓	✓	✓	✓	✓
Louisiana LA 4					✓	
Louisiana NSECD					✓	
Maine						
Maryland <sup>7</sup>	✓	✓	✓	✓	✓	✓
Massachusetts CPPI						
Massachusetts Chapter 70						
Michigan <sup>11</sup>	✓		✓	✓	✓	✓
Minnesota HdSt <sup>12</sup>	✓	✓	✓	✓	✓	✓
Minnesota VPK/SRP						
Mississippi <sup>7</sup>		✓			✓	✓
Missouri						
Nebraska <sup>8</sup>			✓	✓		
Nevada <sup>14</sup>	✓	✓	✓	✓	✓	✓
New Jersey Expansion						
New Jersey ECPA						
New Jersey ELLI <sup>11</sup>						
New Mexico						
New York						
North Carolina <sup>12</sup>		✓		✓	✓	✓
North Dakota <sup>10</sup>						
Ohio						
Oklahoma						
Oregon Pre-K <sup>13</sup>	✓	✓	✓	✓	✓	
Oregon Preschool Promise <sup>12</sup>					✓	
Pennsylvania RTL						
Pennsylvania HSSAP <sup>8</sup>	✓	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK						
Pennsylvania PKC <sup>9</sup>	✓	✓	✓	✓	✓	✓
Rhode Island						
South Carolina <sup>15</sup>	✓	✓	✓	✓	✓	✓ (EIA 4k & CERDEP)
Tennessee <sup>7, 8</sup>						
Texas <sup>5</sup>					✓	✓
Utah <sup>12</sup>	✓		✓		✓	
Vermont						
Virginia VPI <sup>14</sup>	✓	✓	✓	✓	✓	✓
Virginia Mixed Delivery <sup>9</sup>						
Washington ECEAP <sup>12</sup>	✓	✓	✓	✓	✓	
Washington TK <sup>9</sup>	✓	✓	✓	✓	✓	✓
West Virginia						
Wisconsin						
Guam						

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 39C. RISK FACTORS BESIDES INCOME THAT CAN BE USED TO DETERMINE PRESCHOOL ELIGIBILITY**

STATE	Other
Alabama	
Alaska	
Arizona	
Arkansas	✓ Child has an incarcerated parent; Child is in custody or living with a family member other than parent
California CSPP <sup>17</sup>	
California TK	
Colorado <sup>11</sup>	✓
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start <sup>14</sup>	
Delaware <sup>9</sup>	✓
District of Columbia	
Florida	
Georgia	
Hawaii EOEL <sup>5</sup>	
Hawaii SPCSP	
Illinois <sup>10</sup>	
Iowa Shared Visions <sup>9</sup>	✓ Parent is chronically, mentally ill; Parent is illiterate; Parent is incarcerated; Other locally determined risk factors
Iowa SWVPP	
Kansas <sup>15</sup>	✓
Kentucky <sup>10</sup>	
Louisiana 8(g) <sup>6</sup>	✓ Developmentally unprepared
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland <sup>7</sup>	
Massachusetts CPPI	
Massachusetts Chapter 70	
Michigan <sup>11</sup>	✓
Minnesota HdSt <sup>12</sup>	✓
Minnesota VPK/SRP	
Mississippi <sup>7</sup>	
Missouri	
Nebraska <sup>8</sup>	✓
Nevada <sup>14</sup>	✓
New Jersey Expansion	
New Jersey ECPA	
New Jersey ELLI <sup>11</sup>	✓ Determined locally
New Mexico	
New York	
North Carolina <sup>12</sup>	✓ Chronic health condition
North Dakota <sup>10</sup>	
Ohio	
Oklahoma	
Oregon Pre-K <sup>13</sup>	✓ Food Insecurity, Domestic Violence, Refugee Status
Oregon Preschool Promise <sup>12</sup>	✓ Living in an area with low access to care
Pennsylvania RTL	
Pennsylvania HSSAP <sup>8</sup>	
Pennsylvania K4 & SBPK	
Pennsylvania PKC <sup>9</sup>	
Rhode Island	
South Carolina <sup>15</sup>	
Tennessee <sup>7, 8</sup>	✓
Texas <sup>5</sup>	✓ Parent injured or killed while on active duty; Parent eligible for the Star of Texas
Utah <sup>12</sup>	✓ A member of the child's household is incarcerated; living in a neighborhood with high violence or crime; moving at least once in the past year; living with multiple families in the same household; death or chronic illness of parent or sibling; someone with mental illness in the home
Vermont	
Virginia VPI <sup>14</sup>	✓
Virginia Mixed Delivery <sup>9</sup>	✓
Washington ECEAP <sup>12</sup>	✓
Washington TK <sup>9</sup>	✓
West Virginia	
Wisconsin	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 40. SLIDING FEE SCALE BASED ON INCOME FOR PRESCHOOL**

STATE	Sliding fee scale based on income	Number of children enrolled in preschool that pay a sliding scale fee
Alabama <sup>10</sup>	Yes	5,489
Alaska <sup>9</sup>	Determined locally	Data not collected
Arizona	No	
Arkansas <sup>13</sup>	Yes	161
California CSPP <sup>18</sup>	Yes	None for 2021-2022
California TK	No	
Colorado	No	
Connecticut CDCC <sup>17</sup>	Yes	Data not collected
Connecticut SR <sup>14</sup>	Yes	8,712
Connecticut Smart Start <sup>15</sup>	Yes	Unknown
Delaware	No	
District of Columbia	No	
Florida	No	
Georgia	No	
Hawaii EOEL	No	
Hawaii SPCSP	No	
Illinois	No	
Iowa Shared Visions <sup>10</sup>	Determined locally	No more than 20% of funded slots
Iowa SWVPP	No	
Kansas	No	
Kentucky <sup>11</sup>	Determined locally	Unknown
Louisiana 8(g)	Determined locally	Not reported
Louisiana LA 4	No	
Louisiana NSECD	No	
Maine	No	
Maryland	No	
Massachusetts CPPI	No	
Massachusetts Chapter 70	Determined locally	Unknown
Michigan <sup>12</sup>	Yes	2,999
Minnesota HdSt	No	
Minnesota VPK/SRP	No	
Mississippi	No	
Missouri	No	
Nebraska <sup>9</sup>	Determined locally	Unknown
Nevada	No	
New Jersey Expansion	No	
New Jersey ECPA	No	
New Jersey ELLI	No	
New Mexico	No	
New York	No	
North Carolina	No	
North Dakota <sup>11</sup>	Yes	Unknown
Ohio <sup>8</sup>	Determined locally	Unknown
Oklahoma	No	
Oregon Pre-K	No	
Oregon Preschool Promise	No	
Pennsylvania RTL	No	
Pennsylvania HSSAP	No	
Pennsylvania K4 & SBPK	No	
Pennsylvania PKC	No	
Rhode Island	No	
South Carolina	No	
Tennessee	No	
Texas	No	
Utah	No	
Vermont	No	
Virginia VPI	No	
Virginia Mixed Delivery	Not reported	
Washington ECEAP	No	
Washington TK	No	
West Virginia	No	
Wisconsin	No	
Guam	No	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 41. REASSESSMENT OF CHILD ELIGIBILITY AFTER A CHILD HAS BEEN ENROLLED**

STATE	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	No
Alaska	No
Arizona <sup>10</sup>	Yes
Arkansas	No
California CSPP <sup>19</sup>	Yes
California TK	No
Colorado <sup>12</sup>	Yes
Connecticut CDCC <sup>16</sup>	Yes
Connecticut SR	No
Connecticut Smart Start	No
Delaware <sup>10</sup>	Yes
District of Columbia	No
Florida	No
Georgia	No
Hawaii EOEL	No
Hawaii SPCSP	No
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas 16	Yes
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD <sup>6</sup>	Yes
Maine <sup>12</sup>	Yes
Maryland	No
Massachusetts CPPI	No
Massachusetts Chapter 70	No
Michigan	No
Minnesota HdSt <sup>13</sup>	Yes
Minnesota VPK/SRP <sup>15</sup>	Yes
Mississippi	No
Missouri	No
Nebraska	No
Nevada	No
New Jersey Expansion <sup>11</sup>	Yes
New Jersey ECPA <sup>11</sup>	Yes
New Jersey ELL <sup>11</sup>	Yes
New Mexico	No
New York	No
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee	No
Texas	No
Utah <sup>13</sup>	Yes
Vermont	No
Virginia VPI	No
Virginia Mixed Delivery	No
Washington ECEAP	No
Washington TK	No
West Virginia	No
Wisconsin	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 42. MAXIMUM PRESCHOOL CLASS SIZE**

STATE	3-year-olds	4-year-olds	Mixed age classes
Alabama <sup>11</sup>		20	
Alaska	Determined locally	Determined locally	Determined locally
Arizona <sup>11</sup>	26	30	26
Arkansas <sup>14</sup>	20	20	20
California CSPP <sup>20</sup>	No Limit	No Limit	No Limit
California TK <sup>10</sup>		33	24
Colorado	16	16	16
Connecticut CDCC	20	20	20
Connecticut SR	20	20	20
Connecticut Smart Start	18	18	18
Delaware <sup>10</sup>	17	20	17
District of Columbia <sup>13</sup>	16 (DCPS and CBOs)	20 (DCPS and CBOs)	17 (DCPS), 16 (CBOs)
Florida		12 (summer); 20 (school year)	
Georgia <sup>7</sup>		22	
Hawaii EOEL <sup>6</sup>		20	
Hawaii SPCSP			20
Illinois	20	20	20
Iowa Shared Visions <sup>11</sup>	17	20	17
Iowa SWVPP	20	20	20
Kansas <sup>17</sup>	20	20	20
Kentucky	20	20	20
Louisiana 8(g)		20	
Louisiana LA 4		20	
Louisiana NSECD	20	20	
Maine		16	
Maryland <sup>8</sup>	Average of 20	Average of 20	
Massachusetts CPP <sup>19</sup>	20	20	20
Massachusetts Chapter 70 <sup>8</sup>	No limit	No limit	No limit
Michigan <sup>13</sup>		18	
Minnesota HdSt <sup>14</sup>	15	20	20
Minnesota VPK/SRP <sup>16</sup>		20	20
Mississippi <sup>8</sup>		20	14
Missouri <sup>3</sup>	No limit	No limit	No limit
Nebraska	20	20	20
Nevada		20	
New Jersey Expansion	15	15	15
New Jersey ECPA	18	18	18
New Jersey ELLI		20	
New Mexico <sup>5</sup>	16	20	16
New York <sup>9</sup>	20	20	
North Carolina		18	
North Dakota <sup>12</sup>		20	
Ohio <sup>9</sup>	24	28	24
Oklahoma	18	20	18
Oregon Pre-K	17	20	17 or 20, depending on the ratio of 3- and 4-year-olds
Oregon Preschool Promise <sup>14</sup>	18, 20 with a waiver	18, 20 with a waiver	18, 20 with a waiver
Pennsylvania RTL	20	20	20
Pennsylvania HSSAP	20	20	20
Pennsylvania K4 & SBPK <sup>5</sup>	20 (SBPK); No limit (K4)	20 (SBPK); No limit (K4)	20 (SBPK); No limit (K4)
Pennsylvania PKC	20	20	20
Rhode Island		20	
South Carolina		20	
Tennessee	20	20	20
Texas	22	22	22
Utah	20	20	20
Vermont	20	20	20
Virginia VPI <sup>15</sup>	20	20	20
Virginia Mixed Delivery	30	30	30
Washington ECEAP <sup>13</sup>	20	20	20
Washington TK <sup>10</sup>	No Limit	No Limit	
West Virginia <sup>8</sup>	20	20	20
Wisconsin <sup>11</sup>	Determined locally	Determined locally	Determined locally
Guam		18	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 43. STAFF TO CHILD RATIO REQUIREMENT IN PRESCHOOL**

STATE	3-year-olds	4-year-olds	Mixed age classes
Alabama <sup>11</sup>		1:10	
Alaska	Determined locally	Determined locally	Determined locally
Arizona <sup>11</sup>	1:13	1:15	1:13
Arkansas	1:10	1:10	1:10
California CSPP <sup>20</sup>	1:8	1:8	1:8
California TK <sup>10</sup>		1:24 (average)	1:8
Colorado	1:8	1:8	1:8
Connecticut CDCC	1:10	1:10	1:10
Connecticut SR	1:10	1:10	1:10
Connecticut Smart Start	1:9	1:9	1:9
Delaware <sup>10</sup>	2:17	1:10	2:17
District of Columbia <sup>13</sup>	1:8 (DCPS and CBOs)	1:10 (DCPS and CBOs)	2:17 (DCPS), 1:8 (CBOs)
Florida		1:12 (summer); 1:11 or 2:12-20 (school year)	
Georgia <sup>7</sup>		1:11	
Hawaii EOEL <sup>6</sup>		1:10	
Hawaii SPCSP			1:10
Illinois	1:10	1:10	1:10
Iowa Shared Visions <sup>11</sup>	1:8	1:8	1:8
Iowa SWVPP	1:10	1:10	1:10
Kansas	1:10	1:10	1:10
Kentucky	1:10	1:10	1:10
Louisiana 8(g)		1:10	
Louisiana LA 4		1:10	
Louisiana NSECD	1:10	1:10	
Maine <sup>13</sup>		1:8	
Maryland <sup>8</sup>	1:10	1:10	1:10
Massachusetts CPP <sup>9</sup>	1:10	1:10	1:10
Massachusetts Chapter 70 <sup>8</sup>	1:10 or 2:15	1:10 or 2:15	1:10 or 2:15
Michigan <sup>13</sup>		1:8	
Minnesota HdSt <sup>14</sup>	2:15	1:10	1:10
Minnesota VPK/SRP <sup>16</sup>		1:10	1:10
Mississippi <sup>8</sup>		1:10	1:7
Missouri	1:10	1:10	1:10
Nebraska	1:10	1:10	1:10
Nevada		1:10	
New Jersey Expansion	2:15	2:15	2:15
New Jersey ECPA	1:9	1:9	1:9
New Jersey ELLI		1:10	
New Mexico <sup>5</sup>	1:8	1:10	1:8
New York <sup>9</sup>	1:9	1:9	
North Carolina <sup>13</sup>		1:9	
North Dakota <sup>12</sup>		1:10	
Ohio <sup>9</sup>	1:12	1:14	1:12
Oklahoma	1:9	1:10	1:9
Oregon Pre-K	2:17	1:10	2:17 or 1:10, depending on the ratio of 3- and 4-year-olds
Oregon Preschool Promise <sup>14</sup>	1:10 with 18, 1:9 with 20	1:10 with 18, 1:9 with 20	1:10 with 18, 1:9 with 20
Pennsylvania RTL	1:10	1:10	1:10
Pennsylvania HSSAP	1:10	1:10	1:10
Pennsylvania K4 & SBPK <sup>5</sup>	1:10 (SBPK); No limit (K4)	1:10 (SBPK); No limit (K4)	1:10 (SBPK); No limit (K4)
Pennsylvania PKC	1:10	1:10	1:10
Rhode Island <sup>9</sup>		1:10	
South Carolina		1:10	
Tennessee	1:10	1:10	1:10
Texas <sup>6</sup>	No limit	Must strive for 1:11	No limit
Utah	1:10	1:10	1:10
Vermont	1:10	1:10	1:10
Virginia VPI <sup>15</sup>	1:10	1:10	1:10
Virginia Mixed Delivery	1:10	1:10	1:10
Washington ECEAP	1:10	1:10	1:10
Washington TK	No Limit	No Limit	
West Virginia <sup>8</sup>	1:10	1:10	1:10
Wisconsin <sup>11</sup>	Determined locally	Determined locally	Determined locally
Guam		1:9	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 44. PRESCHOOL MEAL REQUIREMENTS

STATE	No meal required	Breakfast	Lunch	Snack	Requirements depend on length of program day	At least one meal per day	Other
Alabama <sup>12</sup>			✓				
Alaska	✓						
Arizona <sup>12</sup>					✓		
Arkansas		✓	✓	✓			
California CSPP <sup>21</sup>					✓		
California TK <sup>11</sup>						✓	
Colorado <sup>13</sup>					✓		
Connecticut CDCC <sup>18</sup>		✓	✓	✓			
Connecticut SR <sup>15</sup>					✓		
Connecticut Smart Start	✓						
Delaware <sup>11</sup>					✓	✓	✓
District of Columbia <sup>14</sup>		✓	✓				
Florida <sup>3</sup>					✓		
Georgia <sup>8</sup>			✓				
Hawaii EOEL <sup>7</sup>		✓	✓				
Hawaii SPCSP <sup>14</sup>			✓		✓	✓	
Illinois <sup>11</sup>					✓		✓
Iowa Shared Visions <sup>12</sup>					✓	✓	✓
Iowa SWVPP <sup>14</sup>					✓		
Kansas <sup>18</sup>						✓	
Kentucky <sup>12</sup>					✓	✓	
Louisiana 8(g) <sup>7</sup>		✓	✓	✓			
Louisiana LA 4		✓	✓	✓			
Louisiana NSECD		✓	✓	✓			
Maine <sup>14</sup>				✓	✓		
Maryland		✓	✓				
Massachusetts CPPI <sup>10</sup>					✓	✓	
Massachusetts Chapter 70	✓						
Michigan <sup>14</sup>					✓	✓	
Minnesota HdSt <sup>15</sup>						✓	
Minnesota VPK/SRP <sup>17</sup>		✓	✓		✓		✓
Mississippi <sup>9</sup>						✓	
Missouri	✓						
Nebraska <sup>10</sup>							✓
Nevada <sup>15</sup>			✓			✓	
New Jersey Expansion		✓	✓	✓			
New Jersey ECPA <sup>12</sup>					✓		
New Jersey ELLI <sup>12</sup>					✓		
New Mexico <sup>6</sup>					✓		
New York <sup>10</sup>					✓		
North Carolina <sup>14</sup>			✓				✓
North Dakota <sup>13</sup>				✓	✓		
Ohio <sup>10</sup>					✓		
Oklahoma <sup>13</sup>		✓	✓		✓		
Oregon Pre-K <sup>14</sup>			✓				✓
Oregon Preschool Promise <sup>15</sup>						✓	✓
Pennsylvania RTL	✓						
Pennsylvania HSSAP <sup>9</sup>						✓	
Pennsylvania K4 & SBPK <sup>6</sup>						✓	
Pennsylvania PKC <sup>10</sup>					✓		
Rhode Island <sup>10</sup>			✓	✓			
South Carolina <sup>16</sup>						✓	
Tennessee		✓	✓	✓			
Texas <sup>7</sup>					✓		✓
Utah <sup>14</sup>					✓		
Vermont					✓		
Virginia VPI <sup>16</sup>	✓						
Virginia Mixed Delivery	✓						
Washington ECEAP <sup>14</sup>					✓		
Washington TK <sup>11</sup>							✓
West Virginia <sup>9</sup>			✓				✓
Wisconsin <sup>12</sup>					✓		✓
Guam		✓	✓				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 45. REQUIRED SCREENINGS FOR PRESCHOOLERS**

STATE	Vision	Hearing	Height/Weight/ BMI	Blood Pressure	Immunizations	Psychosocial/ Behavioral	Dental	Developmental	Full physical exam
Alabama <sup>13</sup>	✓	✓	✓	✓	✓	✓	✓	✓	
Alaska					None				
Arizona <sup>13</sup>					✓				
Arkansas <sup>15</sup>	✓	✓	✓	✓	✓	✓		✓	✓
California CSPP <sup>22</sup>	✓	✓			✓				✓
California TK <sup>12</sup>	✓	✓			✓		✓		✓
Colorado <sup>14</sup>					None				
Connecticut CDCC <sup>19</sup>	✓	✓	✓	✓	✓		✓	✓	✓
Connecticut SR <sup>16</sup>	✓	✓	✓	✓	✓		✓	✓	✓
Connecticut Smart Start <sup>16</sup>	✓	✓	✓	✓	✓		✓	✓	✓
Delaware <sup>12</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓
District of Columbia <sup>15</sup>	✓	✓	✓	✓	✓		✓	✓	✓
Florida <sup>4</sup>					None				
Georgia <sup>9</sup>	✓	✓	✓		✓		✓		
Hawaii EOEL <sup>8</sup>	✓	✓	✓	✓	✓				✓
Hawaii SPCSP <sup>15</sup>	✓	✓	✓	✓	✓	✓		✓	✓
Illinois <sup>12</sup>	✓	✓	✓	✓	✓	✓		✓	✓
Iowa Shared Visions <sup>13</sup>	✓	✓	✓	✓	✓	✓		✓	✓
Iowa SWVPP <sup>15</sup>	✓	✓			✓				✓
Kansas <sup>19</sup>	✓	✓			✓		✓	✓	✓
Kentucky <sup>13</sup>	✓	✓	✓	✓	✓	✓		✓	✓
Louisiana 8(g) <sup>8</sup>					None				
Louisiana LA 4 <sup>8</sup>	✓	✓			✓				
Louisiana NSECD <sup>7</sup>	✓	✓			✓				
Maine	✓	✓			✓	✓		✓	
Maryland <sup>9</sup>	✓	✓	✓	✓	✓	✓			✓
Massachusetts CPPI <sup>11</sup>					None				
Massachusetts Chapter 70 <sup>9</sup>	✓	✓							✓
Michigan	✓	✓	✓	✓	✓		✓	✓	✓
Minnesota HdSt <sup>16</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓
Minnesota VPK/SRP	✓	✓	✓		✓	✓		✓	
Mississippi <sup>10</sup>	✓	✓	✓		✓			✓	
Missouri					None				
Nebraska					Determined locally				
Nevada <sup>16</sup>	✓	✓			✓		✓	✓	
New Jersey Expansion <sup>12</sup>	✓	✓	✓		✓		✓	✓	
New Jersey ECPA <sup>13</sup>	✓	✓	✓		✓		✓	✓	
New Jersey ELLI <sup>13</sup>	✓	✓	✓		✓		✓	✓	
New Mexico	✓	✓	✓	✓	✓	✓	✓	✓	✓
New York	✓	✓	✓	✓	✓	✓	✓	✓	✓
North Carolina <sup>15</sup>	✓	✓	✓		✓		✓	✓	✓
North Dakota <sup>14</sup>	✓	✓	✓	✓			✓		✓
Ohio	✓	✓	✓		✓	✓	✓	✓	✓
Oklahoma <sup>14</sup>	✓	✓			✓				
Oregon Pre-K <sup>15</sup>	✓	✓	✓		✓	✓	✓	✓	✓
Oregon Preschool Promise <sup>16</sup>					✓			✓	
Pennsylvania RTL					Determined locally				
Pennsylvania HSSAP	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	✓	✓	✓		✓		✓
Pennsylvania PKC	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓
South Carolina <sup>17</sup>					✓			✓	
Tennessee <sup>9</sup>	✓	✓	✓	✓	✓	✓		✓	✓
Texas	✓	✓			✓				
Utah <sup>15</sup>					None				
Vermont <sup>9</sup>	✓	✓	✓		✓	✓		✓	✓
Virginia VPI <sup>17</sup>	✓	✓			✓				✓
Virginia Mixed Delivery					✓				
Washington ECEAP <sup>15</sup>	✓	✓	✓		✓		✓	✓	✓
Washington TK	✓	✓			✓				
West Virginia	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wisconsin <sup>13</sup>	✓				✓				
Guam <sup>6</sup>					✓				✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 46. REFERRALS FOR PRESCHOOL CHILDREN**

STATE	Are referrals required for preschoolers who screen positive?
Alabama <sup>13</sup>	Yes
Alaska	No
Arizona <sup>13</sup>	Yes
Arkansas <sup>16</sup>	Yes
California CSPP	Yes
California TK	No
Colorado <sup>15</sup>	No
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Yes
District of Columbia	Yes
Florida <sup>4</sup>	Yes
Georgia <sup>9</sup>	Yes
Hawaii EOEL	Yes
Hawaii SPCSP <sup>16</sup>	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP <sup>15</sup>	Yes
Kansas	No
Kentucky <sup>13</sup>	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts CPPI	No
Massachusetts Chapter 70 <sup>10</sup>	Yes
Michigan <sup>15</sup>	Yes
Minnesota HdSt <sup>17</sup>	Yes
Minnesota VPK/SRP <sup>18</sup>	Yes
Mississippi <sup>10</sup>	Yes
Missouri	No
Nebraska	Determined locally
Nevada <sup>17</sup>	Yes
New Jersey Expansion	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes
New York	Yes
North Carolina <sup>15</sup>	Yes
North Dakota	Yes
Ohio	Yes
Oklahoma	Yes
Oregon Pre-K	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania PKC	Yes
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Utah <sup>15</sup>	No
Vermont <sup>10</sup>	Yes
Virginia VPI <sup>18</sup>	No
Virginia Mixed Delivery	No
Washington ECEAP	Yes
Washington TK	Yes
West Virginia	Yes
Wisconsin <sup>14</sup>	No
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 47A. COMPREHENSIVE SUPPORT SERVICES REQUIRED FOR ALL PRESCHOOL PROGRAMS**

STATE	Education services or job training for parents	Parenting support or training	Parent involvement activities	Health services for parents	Health services for children	Information about nutrition
Alabama			✓		✓	
Alaska <sup>10</sup>						
Arizona <sup>14</sup>			✓			
Arkansas <sup>17</sup>		✓	✓		✓	✓
California CSPP	✓	✓	✓	✓	✓	✓
California TK						
Colorado <sup>16</sup>		✓	✓			
Connecticut CDCC <sup>20</sup>						
Connecticut SR	✓	✓	✓	✓	✓	✓
Connecticut Smart Start <sup>17</sup>						
Delaware <sup>13</sup>	✓	✓	✓	✓	✓	✓
District of Columbia <sup>16</sup>						
Florida				None		
Georgia		✓	✓			
Hawaii EOEL		✓	✓		✓	
Hawaii SPCSP <sup>17</sup>		✓	✓		✓	✓
Illinois		✓	✓		✓	
Iowa Shared Visions <sup>14</sup>		✓	✓	✓	✓	✓
Iowa SWVPP <sup>16</sup>		✓	✓		✓	✓
Kansas <sup>20</sup>		✓	✓			
Kentucky <sup>14</sup>	✓	✓	✓	✓	✓	✓
Louisiana 8(g) <sup>9</sup>						
Louisiana LA 4 <sup>9</sup>	✓	✓	✓	✓	✓	✓
Louisiana NSECD <sup>8</sup>	✓	✓	✓	✓	✓	✓
Maine <sup>15</sup>			✓			
Maryland						
Massachusetts CPPI <sup>12</sup>		✓	✓			
Massachusetts Chapter 70						
Michigan		✓	✓	✓	✓	
Minnesota HdSt	✓	✓	✓	✓	✓	✓
Minnesota VPK/SRP <sup>19</sup>	✓	✓	✓	✓	✓	✓
Mississippi			✓			
Missouri						
Nebraska <sup>11</sup>			✓			
Nevada <sup>18</sup>			✓		✓	
New Jersey Expansion <sup>13</sup>	✓	✓	✓		✓	✓
New Jersey ECPA <sup>14</sup>		✓	✓		✓	✓
New Jersey ELLI <sup>14</sup>		✓	✓		✓	✓
New Mexico		✓	✓			
New York		✓	✓	✓	✓	✓
North Carolina <sup>16</sup>			✓		✓	✓
North Dakota <sup>15</sup>			✓			
Ohio <sup>11</sup>			✓		✓	✓
Oklahoma <sup>15</sup>			✓			
Oregon Pre-K <sup>16</sup>	✓	✓	✓	✓	✓	✓
Oregon Preschool Promise			✓			
Pennsylvania RTL						
Pennsylvania HSSAP	✓	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK						
Pennsylvania PKC			✓		✓	
Rhode Island	✓	✓	✓	✓	✓	✓
South Carolina <sup>18</sup>		✓	✓			
Tennessee		✓	✓		✓	✓
Texas						
Utah			✓			
Vermont		✓	✓	✓	✓	✓
Virginia VPI <sup>18</sup>		✓	✓		✓	
Virginia Mixed Delivery		✓				
Washington ECEAP <sup>16</sup>		✓	✓		✓	✓
Washington TK						
West Virginia <sup>10</sup>			✓		✓	
Wisconsin <sup>15</sup>						
Guam		✓	✓			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 47B. COMPREHENSIVE SUPPORT SERVICES REQUIRED FOR ALL PRESCHOOL PROGRAMS**

STATE	Referral to social services	Transition to kindergarten activities	Parent conferences and/or home visits	Comprehensive services are required but determined locally	Other
Alabama	✓	✓	✓	✓	
Alaska <sup>10</sup>					
Arizona <sup>14</sup>		✓	✓		
Arkansas <sup>17</sup>	✓	✓	✓	✓	✓
California CSPP	✓	✓	✓	✓	✓
California TK			✓		
Colorado <sup>16</sup>					
Connecticut CDCC <sup>20</sup>					
Connecticut SR	✓	✓	✓	✓	
Connecticut Smart Start <sup>17</sup>					
Delaware <sup>13</sup>	✓	✓	✓	✓	✓
District of Columbia <sup>16</sup>					✓ (CBOs & Head Start)
Florida					
Georgia		✓	✓	✓	✓
Hawaii EOEL	✓	✓	✓		
Hawaii SPCSP <sup>17</sup>	✓	✓	✓		
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions <sup>14</sup>	✓	✓	✓		
Iowa SWVPP <sup>16</sup>	✓	✓	✓	✓	
Kansas <sup>20</sup>	✓	✓			
Kentucky <sup>14</sup>	✓		✓		✓
Louisiana 8(g) <sup>9</sup>					
Louisiana LA 4 <sup>9</sup>	✓	✓	✓	✓	
Louisiana NSECD <sup>8</sup>	✓	✓	✓	✓	
Maine <sup>15</sup>	✓	✓	✓	✓	
Maryland		✓			
Massachusetts CPPI <sup>12</sup>		✓	✓	✓	✓
Massachusetts Chapter 70					
Michigan	✓	✓	✓	✓	
Minnesota HdSt	✓	✓	✓	✓	✓
Minnesota VPK/SRP <sup>19</sup>	✓	✓	✓	✓	✓
Mississippi	✓	✓	✓		✓
Missouri					
Nebraska <sup>11</sup>		✓	✓		
Nevada <sup>18</sup>				✓	
New Jersey Expansion <sup>13</sup>	✓	✓	✓		✓
New Jersey ECPA <sup>14</sup>	✓	✓	✓		
New Jersey ELLI <sup>14</sup>	✓	✓	✓		
New Mexico	✓	✓	✓	✓	
New York	✓	✓	✓	✓	✓
North Carolina <sup>16</sup>	✓	✓	✓		✓
North Dakota <sup>15</sup>					
Ohio <sup>11</sup>	✓	✓	✓		
Oklahoma <sup>15</sup>	✓		✓	✓	
Oregon Pre-K <sup>16</sup>	✓	✓	✓	✓	✓
Oregon Preschool Promise		✓	✓		
Pennsylvania RTL					
Pennsylvania HSSAP	✓	✓	✓		
Pennsylvania K4 & SBPK					
Pennsylvania PKC	✓	✓	✓	✓	
Rhode Island	✓	✓	✓	✓	
South Carolina <sup>18</sup>	✓	✓	✓	✓	
Tennessee	✓	✓	✓		
Texas					
Utah		✓		✓	
Vermont	✓	✓	✓	✓	
Virginia VPI <sup>18</sup>	✓	✓	✓		
Virginia Mixed Delivery					
Washington ECEAP <sup>16</sup>	✓	✓	✓		
Washington TK				✓	
West Virginia <sup>10</sup>		✓	✓		
Wisconsin <sup>15</sup>					
Guam	✓		✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 48. STATE EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS)**

STATE	Title of the ELDS
Alabama	Alabama Standards for Early Learning and Development
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards; Infant Toddler Developmental Guidelines
Arkansas	Arkansas Child Development and Early Learning Standards: Birth through 60 Months
California CSPP <sup>23</sup>	California Preschool Learning Foundations
California TK	California Preschool Learning Foundations
Colorado <sup>17</sup>	Colorado Early Learning and Development Guidelines
Connecticut CDCC	Connecticut Early Learning and Development Standards
Connecticut SR	Connecticut Early Learning and Development Standards
Connecticut Smart Start	Connecticut Early Learning and Development Standards
Delaware	Delaware Early Learning Foundations
District of Columbia <sup>17</sup>	District of Columbia Early Learning Standards (DC ELS)
Florida	Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017)
Georgia	Georgia Early Learning and Development Standards
Hawaii EOEL	Hawaii Early Learning and Development Standards
Hawaii SPCSP	Hawaii Early Learning and Development Standards
Illinois	Illinois Early Learning and Development Standards
Iowa Shared Visions	Iowa Early Learning Standards - 3rd Edition
Iowa SWVPP	Iowa Early Learning Standards - 3rd Edition
Kansas	Kansas Early Learning Standards
Kentucky <sup>15</sup>	Kentucky Early Childhood Standards
Louisiana 8(g)	The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years
Louisiana LA 4	The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years
Louisiana NSECD	The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years
Maine	Maine's Early Learning & Development Standards
Maryland	Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy
Massachusetts CPPI	EEC Learning Standards and Curriculum Guidelines
Massachusetts Chapter 70	Massachusetts Curriculum Frameworks
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota HdSt	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Minnesota VPK/SRP	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Mississippi	Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children
Missouri	Missouri Early Learning Standards
Nebraska	Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards
Nevada	Nevada Pre-Kindergarten Standards
New Jersey Expansion	New Jersey Preschool Teaching and Learning Standards
New Jersey ECPA	New Jersey Preschool Teaching and Learning Standards
New Jersey ELLI	New Jersey Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Guidelines: Birth to Kindergarten
New York	Resource Guides for School Success: The Prekindergarten Early Learning Standards
North Carolina	North Carolina Foundations for Early Learning and Development
North Dakota	North Dakota Early Learning Standards Birth to Kindergarten
Ohio	Ohio's Early Learning and Development Standards
Oklahoma	Oklahoma Early Learning Guidelines
Oregon Pre-K	Oregon Early Learning and Kindergarten Guidelines
Oregon Preschool Promise	Oregon Early Learning and Kindergarten Guidelines
Pennsylvania RTL	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania PKC	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina	South Carolina Early Learning Standards (SC-ELS)
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Texas Prekindergarten Guidelines
Utah	Utah Core State Standards for Early Learning for Ages 3 to 5
Vermont	Vermont Early Learning Standards
Virginia VPI	Virginia's Early Learning and Development Standards
Virginia Mixed Delivery	Virginia's Early Learning and Development Standards
Washington ECEAP	Washington State Early Learning and Development Guidelines
Washington TK	Washington State Early Learning and Development Guidelines
West Virginia	West Virginia Pre-K Standards (Ages 3-5)
Wisconsin	Wisconsin Model Early Learning Standards
Guam	Guam Early Learning Guidelines

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 49. STATE EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) URL**

STATE	Title of the ELDS
Alabama	<a href="http://children.alabama.gov/for-educators/aseld/">http://children.alabama.gov/for-educators/aseld/</a>
Alaska	<a href="https://www.alaskaed.org/">https://www.alaskaed.org/</a>
Arizona	<a href="https://www.azed.gov/sites/default/files/media/Arizonas%20Infant%20Toddler%20Developmental%20Guidelines_2nd%20Edition.pdf">https://www.azed.gov/sites/default/files/media/Arizonas%20Infant%20Toddler%20Developmental%20Guidelines_2nd%20Edition.pdf</a> and <a href="https://www.azed.gov/sites/default/files/2015/02/Arizona%20Early%20Learning%20Standards_4th%20Edition_2021.pdf">https://www.azed.gov/sites/default/files/2015/02/Arizona%20Early%20Learning%20Standards_4th%20Edition_2021.pdf</a>
Arkansas	<a href="https://dese.ade.arkansas.gov/Files/20201201142946_AR_Early_Learning_Standards_2016.pdf">https://dese.ade.arkansas.gov/Files/20201201142946_AR_Early_Learning_Standards_2016.pdf</a>
California CSPP	<a href="http://www.cde.ca.gov/sp/cd/re/psfoundations.asp">http://www.cde.ca.gov/sp/cd/re/psfoundations.asp</a>
California TK	<a href="http://www.cde.ca.gov/sp/cd/re/psfoundations.asp">http://www.cde.ca.gov/sp/cd/re/psfoundations.asp</a>
Colorado	<a href="https://earlylearningco.org/">https://earlylearningco.org/</a>
Connecticut CDCC	<a href="https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf">https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf</a>
Connecticut SR	<a href="https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf">https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf</a>
Connecticut Smart Start	<a href="https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf">https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf</a>
Delaware	<a href="https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf">https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf</a>
District of Columbia	<a href="https://osse.dc.gov/publication/district-columbia-early-learning-standards-dc-els">https://osse.dc.gov/publication/district-columbia-early-learning-standards-dc-els</a>
Florida	<a href="http://flbt5.floridaeearlylearning.com/">http://flbt5.floridaeearlylearning.com/</a>
Georgia	<a href="http://gelds.dec.state.ga.gov/">http://gelds.dec.state.ga.gov/</a>
Hawaii EOEL	<a href="https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf">https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf</a>
Hawaii SPCSP	<a href="https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf">https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf</a>
Illinois	<a href="https://www.isbe.net/documents/early_learning_standards.pdf">https://www.isbe.net/documents/early_learning_standards.pdf</a>
Iowa Shared Visions	<a href="https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition">https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition</a>
Iowa SWVPP	<a href="https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition">https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition</a>
Kansas	<a href="https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf">https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf</a>
Kentucky	<a href="https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx">https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx</a>
Louisiana 8(g)	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf</a>
Louisiana LA 4	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf</a>
Louisiana NSECD	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf</a>
Maine	<a href="https://www.maine.gov/doe/sites/maine.gov/doe/files/inline-files/MELDS_Re-Print_1.pdf">https://www.maine.gov/doe/sites/maine.gov/doe/files/inline-files/MELDS_Re-Print_1.pdf</a>
Maryland	<a href="https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf">https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf</a>
Massachusetts CPPI	<a href="https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines">https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines</a>
Massachusetts Chapter 70	<a href="http://www.doe.mass.edu/frameworks/current.html">http://www.doe.mass.edu/frameworks/current.html</a>
Michigan	<a href="https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf">https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf</a>
Minnesota HdSt	<a href="https://education.mn.gov/MDE/dse/early/highqualel/ind/">https://education.mn.gov/MDE/dse/early/highqualel/ind/</a>
Minnesota VPK/SRP	<a href="https://education.mn.gov/MDE/dse/early/highqualel/ind/">https://education.mn.gov/MDE/dse/early/highqualel/ind/</a>
Mississippi	<a href="https://www.mdek12.org/sites/default/files/final_infants_through_four-year-old_early_learning_standards_2020.08.21_jg.pdf">https://www.mdek12.org/sites/default/files/final_infants_through_four-year-old_early_learning_standards_2020.08.21_jg.pdf</a>
Missouri	<a href="https://dese.mo.gov/media/pdf/missouri-early-learning-standards">https://dese.mo.gov/media/pdf/missouri-early-learning-standards</a>
Nebraska	<a href="https://www.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf">https://www.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf</a>
Nevada	<a href="https://www.nevadaregistry.org/ece-resources/nevada-pre-k-standards/">https://www.nevadaregistry.org/ece-resources/nevada-pre-k-standards/</a>
New Jersey Expansion	<a href="https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf">https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf</a>
New Jersey ECPA	<a href="https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf">https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf</a>
New Jersey ELLI	<a href="https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf">https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf</a>
New Mexico	Public Schools: <a href="https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/New-Mexico-Early-Learning-Guidelines-June-2020.pdf">https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/New-Mexico-Early-Learning-Guidelines-June-2020.pdf</a> Nonpublic Schools: <a href="https://www.newmexicoprek.org/">https://www.newmexicoprek.org/</a>
New York	<a href="http://www.nysed.gov/early-learning/resource-guides-school-success-early-learning">http://www.nysed.gov/early-learning/resource-guides-school-success-early-learning</a>
North Carolina	<a href="https://ncchildcare.ncdhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf?ver=2017-05-16-105950-953">https://ncchildcare.ncdhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf?ver=2017-05-16-105950-953</a>
North Dakota	<a href="https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf">https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf</a>
Ohio	Revised in 2021 and in the process of posting for public access.
Oklahoma	<a href="https://oklahoma.gov/content/dam/ok/en/okdhs/documents/okdhs-publication-library/10-54.pdf">https://oklahoma.gov/content/dam/ok/en/okdhs/documents/okdhs-publication-library/10-54.pdf</a>
Oregon Pre-K	<a href="https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf">https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf</a>
Oregon Preschool Promise	<a href="https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf">https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf</a>
Pennsylvania RTL	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Pennsylvania HSSAP	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Pennsylvania K4 & SBPK	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Pennsylvania PKC	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Rhode Island	<a href="https://www.rields.com">https://www.rields.com</a>
South Carolina	<a href="https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/">https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/</a>
Tennessee	<a href="https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_4yo_2018.pdf">https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_4yo_2018.pdf</a>
Texas	<a href="https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines">https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines</a>
Utah	<a href="https://www.schools.utah.gov/file/2f5c23cd-43cc-4ab1-b5d7-ef1f918362e9">https://www.schools.utah.gov/file/2f5c23cd-43cc-4ab1-b5d7-ef1f918362e9</a>
Vermont	<a href="https://vels.education.vermont.gov/introduction">https://vels.education.vermont.gov/introduction</a>
Virginia VPI	<a href="https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/standards-curriculum-instruction">https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/standards-curriculum-instruction</a>
Virginia Mixed Delivery	<a href="https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/standards-curriculum-instruction">https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/standards-curriculum-instruction</a>
Washington ECEAP	<a href="https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf">https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf</a>
Washington TK	<a href="https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf">https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf</a>
West Virginia <sup>11</sup>	<a href="http://wvde.state.wv.us/policies/policy.php?p=2520.15&amp;alt=1">http://wvde.state.wv.us/policies/policy.php?p=2520.15&amp;alt=1</a>
Wisconsin	<a href="https://dpi.wi.gov/early-childhood/practice">https://dpi.wi.gov/early-childhood/practice</a>
Guam	<a href="https://www.guamehdi.org/wp-content/uploads/2016/12/2014-GELG-Age-3-5.pdf">https://www.guamehdi.org/wp-content/uploads/2016/12/2014-GELG-Age-3-5.pdf</a>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 50. YEAR ELDS WAS LAST REVISED**

STATE	Year
Alabama	2020
Alaska	2019
Arizona	Arizona Early Learning Standards 4th Edition 2018; Infant Toddler Developmental Guidelines 2nd Edition 2020
Arkansas	2016
California CSPP <sup>23</sup>	2015, under revision
California TK	2015, under revision
Colorado <sup>17</sup>	2019
Connecticut CDCC	2013
Connecticut SR	2013
Connecticut Smart Start	2013
Delaware	2010
District of Columbia	2019
Florida	2017
Georgia	2018-2019
Hawaii EOEL	2014
Hawaii SPCSP	2014
Illinois	2013
Iowa Shared Visions	2018
Iowa SWVPP	2018
Kansas	2013, under revision
Kentucky <sup>15</sup>	2021
Louisiana 8(g)	2013
Louisiana LA 4	2013
Louisiana NSECD	2013
Maine	2014
Maryland	2015
Massachusetts CPPI	Varies: each content area has been revised at different times.
Massachusetts Chapter 70	Each content area has been revised at different times
Michigan <sup>16</sup>	November 15, 2022
Minnesota HdSt	2017
Minnesota VPK/SRP	2017
Mississippi	2018
Missouri	2021
Nebraska	2018
Nevada <sup>19</sup>	Currently under revision
New Jersey Expansion	Currently under revision
New Jersey ECPA	Currently under revision
New Jersey ELLI	Currently under revision
New Mexico	Public Schools: 6/2020 Nonpublic Schools: 9/2017
New York	2021
North Carolina	2013
North Dakota	2018
Ohio	2021
Oklahoma	Subject matter standards are revised every 6 years in accordance with subject matter state textbook adoption
Oregon Pre-K	2016
Oregon Preschool Promise	2016
Pennsylvania RTL	2014
Pennsylvania HSSAP	2014
Pennsylvania K4 & SBPK	2014
Pennsylvania PKC	2014
Rhode Island	2013, currently under revision for 2023 publication date
South Carolina	2017
Tennessee	2018
Texas	2015, under revision for 2023
Utah <sup>16</sup>	2020
Vermont <sup>11</sup>	2015, under revision
Virginia VPI <sup>19</sup>	2021
Virginia Mixed Delivery	2021
Washington ECEAP	2012
Washington TK	2012
West Virginia <sup>11</sup>	Revised 2017; Effective 2019
Wisconsin	2017, under revision for fall 2023
Guam	2015

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 51. DOMAINS ADDRESSED IN THE STATE'S ELDS**

STATE	Physical and motor skills	Social and emotional development	Approaches toward learning	Language development	Cognitive development and general knowledge
Alabama	✓	✓	✓	✓	✓
Alaska	✓	✓	✓	✓	✓
Arizona	✓	✓	✓	✓	✓
Arkansas <sup>18</sup>	✓	✓	✓	✓	✓
California CSPP	✓	✓	✓	✓	✓
California TK <sup>13</sup>	✓	✓	✓	✓	✓
Colorado	✓	✓	✓	✓	✓
Connecticut CDCC	✓	✓	✓	✓	✓
Connecticut SR	✓	✓	✓	✓	✓
Connecticut Smart Start	✓	✓	✓	✓	✓
Delaware	✓	✓	✓	✓	✓
District of Columbia	✓	✓	✓	✓	✓
Florida	✓	✓	✓	✓	✓
Georgia	✓	✓	✓	✓	✓
Hawaii EOEL	✓	✓	✓	✓	✓
Hawaii SPCSP	✓	✓	✓	✓	✓
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions <sup>15</sup>	✓	✓	✓	✓	✓
Iowa SWVPP	✓	✓	✓	✓	✓
Kansas	✓	✓	✓	✓	✓
Kentucky <sup>15</sup>	✓	✓	✓	✓	✓
Louisiana 8(g)	✓	✓	✓	✓	✓
Louisiana LA 4	✓	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓	✓
Maine	✓	✓	✓	✓	✓
Maryland	✓	✓	✓	✓	✓
Massachusetts CPPI	✓	✓	✓	✓	✓
Massachusetts Chapter 70	✓	✓	✓	✓	✓
Michigan	✓	✓	✓	✓	✓
Minnesota HdSt	✓	✓	✓	✓	✓
Minnesota VPK/SRP	✓	✓	✓	✓	✓
Mississippi <sup>11</sup>	✓	✓	✓	✓	✓
Missouri	✓	✓	✓	✓	✓
Nebraska	✓	✓	✓	✓	✓
Nevada	✓	✓	✓	✓	✓
New Jersey Expansion	✓	✓	✓	✓	✓
New Jersey ECPA	✓	✓	✓	✓	✓
New Jersey ELLI	✓	✓	✓	✓	✓
New Mexico	✓	✓	✓	✓	✓
New York	✓	✓	✓	✓	✓
North Carolina	✓	✓	✓	✓	✓
North Dakota	✓	✓	✓	✓	✓
Ohio	✓	✓	✓	✓	✓
Oklahoma	✓	✓	✓	✓	✓
Oregon Pre-K <sup>17</sup>	✓	✓	✓	✓	✓
Oregon Preschool Promise <sup>17</sup>	✓	✓	✓	✓	✓
Pennsylvania RTL	✓	✓	✓	✓	✓
Pennsylvania HSSAP	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	✓	✓	✓
Pennsylvania PKC	✓	✓	✓	✓	✓
Rhode Island	✓	✓	✓	✓	✓
South Carolina	✓	✓	✓	✓	✓
Tennessee	✓	✓	✓	✓	✓
Texas	✓	✓	✓	✓	✓
Utah	✓	✓	✓	✓	✓
Vermont	✓	✓	✓	✓	✓
Virginia VPI	✓	✓	✓	✓	✓
Virginia Mixed Delivery	✓	✓	✓	✓	✓
Washington ECEAP	✓	✓	✓	✓	✓
Washington TK	✓	✓	✓	✓	✓
West Virginia	✓	✓	✓	✓	✓
Wisconsin	✓	✓	✓	✓	✓
Guam	✓	✓	✓	✓	✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 52. ELDS (OR PRESCHOOL GUIDANCE DOCUMENTS) CONTAIN CONTENT RELATED TO SERVING DUAL LANGUAGE LEARNERS (DLLS) AND/OR CULTURAL AWARENESS**

STATE	Content related to DLLs and/or cultural awareness
Alabama	Yes
Alaska	Yes
Arizona	Yes
Arkansas	Yes
California CSPP <sup>23</sup>	Yes
California TK <sup>13</sup>	Yes
Colorado	Yes
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes
Delaware	Yes
District of Columbia <sup>17</sup>	Yes
Florida	Yes
Georgia <sup>10</sup>	Yes
Hawaii EOEL	Yes
Hawaii SPCSP	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas	Yes
Kentucky <sup>15</sup>	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts CPPI	Yes
Massachusetts Chapter 70	Yes
Michigan	Yes
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri	Yes
Nebraska	Yes
Nevada	Yes
New Jersey Expansion	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico <sup>7</sup>	Yes
New York	Yes
North Carolina	Yes
North Dakota	Yes
Ohio	Yes
Oklahoma	Yes
Oregon Pre-K	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes
Pennsylvania HSSAP <sup>10</sup>	Yes
Pennsylvania K4 & SBPK <sup>7</sup>	Yes
Pennsylvania PKC <sup>11</sup>	Yes
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Utah	Yes
Vermont	Yes
Virginia VPI	Yes
Virginia Mixed Delivery	Yes
Washington ECEAP	Yes
Washington TK	Yes
West Virginia <sup>11</sup>	Yes
Wisconsin	Yes
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 53. ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS**

STATE	State K-3 Standards	State developed/adopted college and career ready standards for early grades	State infant and toddler development standards	Head Start standards	Other standards
Alabama <sup>14</sup>	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	No	Yes	Yes	No
Arizona	Yes	Yes	Yes	Yes	No
Arkansas	Yes	Yes	Yes	Yes	Yes: Kindergarten Language Arts & Math Standards
California CSPP <sup>24</sup>	Yes	Yes	Yes	Yes	Yes
California TK <sup>14</sup>	Yes	Yes	Yes	Yes	Yes
Colorado	Included in ELDS	Included in ELDS	Included in ELDS	Included in ELDS	No
Connecticut CDCC	Yes	Yes	Included in ELDS	Yes	No
Connecticut SR	Yes	Yes	Included in ELDS	Yes	No
Connecticut Smart Start	Yes	Yes	Included in ELDS	Yes	No
Delaware	Yes	Yes	Yes	Yes	No
District of Columbia <sup>17</sup>	Yes	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes	No
Georgia	Yes	Yes	Yes	Yes	Yes: WSS indicators for 4-year-olds
Hawaii EOEL <sup>9</sup>	Yes	Yes	Yes	No	Yes: Common Core State Standards
Hawaii SPCSP <sup>18</sup>	Yes	Yes	Yes	No	Yes: Common Core State Standards
Illinois	Yes	Yes	Yes	Yes	No
Iowa Shared Visions <sup>16</sup>	Yes	Yes	Yes	Yes	No
Iowa SWVPP <sup>17</sup>	Yes	Yes	Yes	Yes	No
Kansas <sup>21</sup>	Yes	Yes	Yes	No	Yes
Kentucky <sup>16</sup>	Yes	Yes	Yes	Yes	No
Louisiana 8(g)	Yes	Yes	Yes	No	No
Louisiana LA 4	Yes	Yes	Yes	No	No
Louisiana NSECD	Yes	Yes	Yes	No	No
Maine <sup>16</sup>	Yes	Yes	Yes	Yes	No
Maryland <sup>10</sup>	Yes	Yes	Yes	Yes	No
Massachusetts CPPI	Yes	Alignment is in Progress	Yes	Yes	No
Massachusetts Chapter 70	Yes	Yes	Yes	No	No
Michigan <sup>16</sup>	Yes	Yes	Yes	Yes	Yes: NAEYC
Minnesota HdSt	Yes	Yes	Yes	Alignment is in Progress	No
Minnesota VPK/SRP	Yes	Yes	Yes	Alignment is in Progress	No
Mississippi	Yes	Yes	Yes	Yes	No
Missouri <sup>4</sup>	Alignment completed December 2022	No	Yes	Yes	No
Nebraska	Alignment is in Progress	Yes	Yes	Yes	No
Nevada <sup>19</sup>	Alignment is in Progress	Alignment is in Progress	Alignment is in Progress	Alignment is in Progress	Alignment is in Progress
New Jersey Expansion	Yes	Yes	Yes	Yes	No
New Jersey ECPA	Yes	Yes	Yes	Yes	No
New Jersey ELLI	Yes	Yes	Yes	Yes	No
New Mexico <sup>8</sup>	Yes	Yes	Yes	Yes	Yes
New York <sup>11</sup>	Yes	Yes	Included in ELDS	Yes	Yes
North Carolina <sup>17</sup>	Yes	Yes	Yes	Yes	Yes
North Dakota <sup>16</sup>	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	No
Oklahoma	Yes	Yes	Yes	Yes	No
Oregon Pre-K <sup>18</sup>	Yes	Yes	Yes	Yes	Yes: K-12 Core Standards
Oregon Preschool Promise <sup>18</sup>	Yes	Yes	Yes	Yes	Yes: K-12 Core Standards
Pennsylvania RTL <sup>3</sup>	Yes	Yes	Yes	Yes	Yes
Pennsylvania HSSAP <sup>10</sup>	Yes	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK <sup>7</sup>	Yes	Yes	Yes	Yes	Yes
Pennsylvania PKC <sup>11</sup>	Yes	Yes	Yes	Yes	Yes
Rhode Island <sup>11</sup>	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes	No
Tennessee	Yes	Yes	Yes	No	No
Texas	Yes	Yes	Yes	No	No
Utah <sup>17</sup>	Yes	No	No	Yes	No
Vermont <sup>11</sup>	Yes	Yes	Yes	Yes	Yes
Virginia VPI <sup>20</sup>	Yes	Yes	Yes	Yes	No
Virginia Mixed Delivery <sup>10</sup>	Yes	Yes	Yes	Yes	No
Washington ECEAP <sup>17</sup>	Yes	No	Yes	No	Yes
Washington ECEAP <sup>17</sup>	Yes	No	Yes	No	Yes
West Virginia	Yes	Yes	Yes	Yes	No
Wisconsin <sup>16</sup>	No	No	Included in ELDS	Yes	No
Guam	Yes	No	Yes	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 54A. STATE POLICY REQUIREMENTS FOR ALIGNMENT BETWEEN PRESCHOOL CHILD ASSESSMENTS AND ELDS**

STATE	At least one specific child assessment (aligned with the ELDS) must be used by all programs	All programs select at least one child assessment that is aligned with the ELDS	State-level approval process for locally selected child assessments that are aligned with the ELDS
Alabama <sup>15</sup>	✓		
Alaska <sup>11</sup>	✓		
Arizona <sup>15</sup>		✓	
Arkansas <sup>19</sup>	✓		
California CSPP <sup>25</sup>	✓		
California TK <sup>15</sup>			
Colorado <sup>18</sup>		✓	
Connecticut CDCC <sup>21</sup>		✓	
Connecticut SR <sup>17</sup>		✓	
Connecticut Smart Start <sup>18</sup>		✓	
Delaware <sup>14</sup>			✓
District of Columbia <sup>18</sup>		✓ state policy requires child assessments to be aligned with the ELDS (CBO)	Approval and review process ensures alignment (DCPS & PCS)
Florida	✓		
Georgia <sup>11</sup>	✓		
Hawaii EOEL	✓		
Hawaii SPCSP <sup>19</sup>	✓		
Illinois		✓	
Iowa Shared Visions <sup>17</sup>	✓		
Iowa SWVPP <sup>18</sup>	✓		
Kansas <sup>22</sup>		✓	
Kentucky <sup>17</sup>	✓		
Louisiana 8(g) <sup>10</sup>	✓		
Louisiana LA 4 <sup>10</sup>	✓		
Louisiana NSECD <sup>9</sup>	✓		
Maine		✓	
Maryland <sup>11</sup>			
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan <sup>17</sup>		✓	
Minnesota HdSt <sup>18</sup>			✓
Minnesota VPK/SRP <sup>20</sup>	✓		
Mississippi	✓		
Missouri			
Nebraska <sup>12</sup>	✓		
Nevada <sup>20</sup>		✓	
New Jersey Expansion		✓	
New Jersey ECPA		✓	
New Jersey ELLI		✓	
New Mexico <sup>9</sup>	✓		
New York <sup>12</sup>		✓	
North Carolina		✓	
North Dakota <sup>17</sup>	✓		
Ohio	✓		
Oklahoma			
Oregon Pre-K <sup>19</sup>		✓	
Oregon Preschool Promise		✓	
Pennsylvania RTL <sup>4</sup>		✓	
Pennsylvania HSSAP <sup>11</sup>		✓	
Pennsylvania K4 & SBPK <sup>8</sup>		✓	
Pennsylvania PKC <sup>12</sup>		✓	
Rhode Island <sup>12</sup>	✓		
South Carolina <sup>19</sup>			✓
Tennessee <sup>10</sup>	✓		
Texas <sup>8</sup>			
Utah <sup>18</sup>	✓		
Vermont <sup>12</sup>	✓		
Virginia VPI <sup>21</sup>	✓		
Virginia Mixed Delivery	✓		
Washington ECEAP	✓		
Washington TK <sup>13</sup>	✓		
West Virginia <sup>12</sup>	✓		
Wisconsin <sup>17</sup>			
Guam			✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 54B. STATE POLICY REQUIREMENTS FOR ALIGNMENT BETWEEN PRESCHOOL CHILD ASSESSMENTS AND ELDS**

STATE	Some programs are required to use a child assessment aligned with the ELDS	Child assessments are not required to align with the ELDS	Child assessments are not required
Alabama <sup>15</sup>			
Alaska <sup>11</sup>			
Arizona <sup>15</sup>			
Arkansas <sup>19</sup>			
California CSPP <sup>25</sup>			
California TK <sup>15</sup>			✓
Colorado <sup>18</sup>			
Connecticut CDCC <sup>21</sup>			
Connecticut SR <sup>17</sup>			
Connecticut Smart Start <sup>18</sup>			
Delaware <sup>14</sup>			
District of Columbia <sup>18</sup>			
Florida			
Georgia <sup>11</sup>			
Hawaii EOEL			
Hawaii SPCSP <sup>19</sup>			
Illinois			
Iowa Shared Visions <sup>17</sup>			
Iowa SWVPP <sup>18</sup>			
Kansas <sup>22</sup>			
Kentucky <sup>17</sup>			
Louisiana 8(g) <sup>10</sup>			
Louisiana LA 4 <sup>10</sup>			
Louisiana NSECD <sup>9</sup>			
Maine			
Maryland <sup>11</sup>		✓	
Massachusetts CPPI			✓
Massachusetts Chapter 70			✓
Michigan <sup>17</sup>			
Minnesota HdSt <sup>18</sup>			
Minnesota VPK/SRP <sup>20</sup>			
Mississippi			
Missouri			✓
Nebraska <sup>12</sup>			
Nevada <sup>20</sup>			
New Jersey Expansion			
New Jersey ECPA			
New Jersey ELLI			
New Mexico <sup>9</sup>			
New York <sup>12</sup>			
North Carolina			
North Dakota <sup>17</sup>			
Ohio			
Oklahoma			✓
Oregon Pre-K <sup>19</sup>			
Oregon Preschool Promise			
Pennsylvania RTL <sup>4</sup>			
Pennsylvania HSSAP <sup>11</sup>			
Pennsylvania K4 & SBPK <sup>8</sup>			
Pennsylvania PKC <sup>12</sup>			
Rhode Island <sup>12</sup>			
South Carolina <sup>19</sup>			
Tennessee <sup>10</sup>			
Texas <sup>8</sup>	✓		
Utah <sup>18</sup>			
Vermont <sup>12</sup>			
Virginia VPI <sup>21</sup>			
Virginia Mixed Delivery			
Washington ECEAP			
Washington TK <sup>13</sup>			
West Virginia <sup>12</sup>			
Wisconsin <sup>17</sup>		✓	
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 55. STATE SUPPORTS FOR THE USE OF THE ELDS IN PRESCHOOL**

STATE	Guidance on selecting curricula aligned with ELDS	Professional development to support use of the ELDS	Child assessments are required to be aligned with the ELDS	Additional resources are provided to implement the ELDS	Other supports
Alabama <sup>16</sup>	✓	✓	✓	✓	✓
Alaska <sup>12</sup>		✓	✓		
Arizona <sup>16</sup>	✓	✓	✓	✓	
Arkansas <sup>20</sup>	✓	✓	✓	✓	✓
California CSPP <sup>26</sup>	✓	✓	✓	✓	✓
California TK <sup>16</sup>	✓	✓			✓
Colorado <sup>19</sup>		✓	✓	✓	✓
Connecticut CDCC <sup>22</sup>	✓	✓	✓	✓	✓
Connecticut SR <sup>18</sup>	✓	✓	✓	✓	✓
Connecticut Smart Start <sup>19</sup>	✓	✓	✓	✓	✓
Delaware	✓	✓	✓	✓	
District of Columbia <sup>19</sup>	✓	✓	✓ <sup>19</sup>	✓	✓
Florida <sup>5</sup>	✓	✓		✓	✓
Georgia <sup>12</sup>	✓	✓	✓	✓	✓
Hawaii EOEL	✓	✓	✓	✓	
Hawaii SPCSP	✓	✓	✓	✓	
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions <sup>16</sup>	✓	✓	✓		✓
Iowa SWVPP <sup>17</sup>	✓	✓	✓		✓
Kansas <sup>22</sup>	✓	✓	✓	✓	✓
Kentucky <sup>18</sup>	✓	✓	✓	✓	✓
Louisiana 8(g) <sup>11</sup>	✓	✓	✓	✓	✓
Louisiana LA 4 <sup>11</sup>	✓	✓	✓	✓	✓
Louisiana NSECD <sup>10</sup>	✓	✓	✓	✓	✓
Maine <sup>17</sup>	✓	✓	✓		✓
Maryland	✓	✓		✓	
Massachusetts CPPI <sup>13</sup>	✓	✓		✓	✓
Massachusetts Chapter 70 <sup>11</sup>	✓	✓		✓	
Michigan <sup>18</sup>	✓	✓	✓		
Minnesota HdSt <sup>19</sup>	✓	✓	✓		✓
Minnesota VPK/SRP <sup>21</sup>	✓	✓	✓	✓	✓
Mississippi <sup>12</sup>	✓	✓	✓	✓	✓
Missouri	✓	✓			
Nebraska		✓	✓		
Nevada	✓	✓	✓	✓	
New Jersey Expansion	✓	✓	✓		
New Jersey ECPA	✓	✓	✓		
New Jersey ELLI	✓	✓	✓		
New Mexico <sup>10</sup>	✓	✓	✓	✓	✓
New York	✓	✓	✓	✓	
North Carolina	✓	✓	✓	✓	
North Dakota <sup>18</sup>	✓	✓	✓	✓	✓
Ohio	✓	✓	✓	✓	
Oklahoma <sup>16</sup>	✓	✓		✓	✓
Oregon Pre-K <sup>20</sup>	✓	✓	✓	✓	✓
Oregon Preschool Promise <sup>19</sup>	✓	✓	✓	✓	✓
Pennsylvania RTL <sup>5</sup>	✓	✓	✓	✓	✓
Pennsylvania HSSAP <sup>12</sup>	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	✓		
Pennsylvania PKC	✓	✓	✓	✓	
Rhode Island <sup>13</sup>	✓	✓	✓	✓	✓
South Carolina <sup>20</sup>	✓	✓	✓	✓	
Tennessee <sup>11</sup>	✓	✓	✓	✓	✓
Texas <sup>8</sup>	✓	✓	✓ (for PK4 only)	✓	
Utah <sup>19</sup>		✓	✓	✓	
Vermont <sup>12</sup>	✓	✓	✓	✓	✓
Virginia VPI <sup>22</sup>	✓	✓	✓	✓	✓
Virginia Mixed Delivery <sup>11</sup>	✓	✓	✓	✓	✓
Washington ECEAP <sup>18</sup>	✓	✓	✓	✓	✓
Washington TK			✓	✓	
West Virginia <sup>13</sup>	✓	✓	✓	✓	✓
Wisconsin <sup>18</sup>	✓	✓		✓	✓
Guam	✓	✓	✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 56A. STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION**

STATE	Guidance on selecting evidence-based curricula	List of state approved curricula	List of state recommended curricula	Requires adoption of specific curricula by all	Requires alignment of curricula with ELDS
Alabama <sup>17</sup>	✓				✓
Alaska <sup>13</sup>					✓
Arizona <sup>15, 16</sup>					✓
Arkansas <sup>21</sup>	✓	✓			✓
California CSPP <sup>26</sup>	✓				
California TK <sup>17</sup>					
Colorado <sup>20</sup>	✓				
Connecticut CDCC <sup>23</sup>	✓				✓
Connecticut SR <sup>19</sup>	✓				✓
Connecticut Smart Start <sup>20</sup>	✓				✓
Delaware <sup>15</sup>	✓	✓	✓		✓
District of Columbia <sup>20</sup>		✓			
Florida	✓	✓	✓		✓
Georgia	✓	✓		✓	✓
Hawaii EOEL <sup>10</sup>	✓				✓
Hawaii SPCSP	✓				✓
Illinois <sup>13</sup>	✓				✓
Iowa Shared Visions <sup>18</sup>	✓				✓
Iowa SWVPP <sup>19</sup>	✓				✓
Kansas <sup>23</sup>	✓				✓
Kentucky <sup>18</sup>	✓				
Louisiana 8(g)	✓	✓	✓	✓	✓
Louisiana LA 4	✓	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓	✓
Maine <sup>18</sup>	✓				✓
Maryland <sup>12</sup>	✓		✓		✓
Massachusetts CPPI <sup>14</sup>	✓				
Massachusetts Chapter 70 <sup>12</sup>	✓				✓
Michigan <sup>19</sup>	✓	✓			✓
Minnesota HdSt <sup>20</sup>	✓	✓	✓	✓	✓
Minnesota VPK/SRP <sup>22</sup>	✓	✓	✓	✓	✓
Mississippi	✓	✓		✓	✓
Missouri		✓	✓		
Nebraska <sup>13</sup>					✓
Nevada	✓				✓
New Jersey Expansion <sup>14</sup>	✓		✓		✓
New Jersey ECPA <sup>15</sup>	✓		✓		✓
New Jersey ELLI <sup>15</sup>	✓		✓		✓
New Mexico <sup>11</sup>	✓				✓
New York <sup>13</sup>	✓				✓
North Carolina <sup>18</sup>	✓	✓			✓
North Dakota <sup>19</sup>	✓				✓
Ohio	✓				✓
Oklahoma <sup>17</sup>	✓	✓			✓
Oregon Pre-K <sup>21</sup>	✓				✓
Oregon Preschool Promise <sup>20</sup>	✓				✓
Pennsylvania RTL <sup>6</sup>	✓		✓		✓
Pennsylvania HSSAP	✓	✓	✓		✓
Pennsylvania K4 & SBPK	✓		✓		✓
Pennsylvania PKC	✓	✓	✓		✓
Rhode Island <sup>14</sup>	✓	✓	✓	✓	✓
South Carolina <sup>21</sup>	✓	✓	✓		✓
Tennessee <sup>12</sup>	✓	✓		✓	✓
Texas	✓	✓	✓		✓ (PK4)
Utah <sup>19</sup>					✓
Vermont <sup>13</sup>	✓				✓
Virginia VPI <sup>23</sup>	✓	✓	✓	✓	✓
Virginia Mixed Delivery <sup>12</sup>	✓	✓	✓	✓	✓
Washington ECEAP <sup>19</sup>	✓	✓	✓	✓	✓
Washington TK <sup>14</sup>	✓		✓		
West Virginia	✓	✓		✓	✓
Wisconsin <sup>19</sup>	✓				
Guam	✓	✓	✓	✓	✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 56B. STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION**

STATE	SEA/Office of Early Learning sponsored training	On-going technical assistance on curriculum implementation	Funding to support curriculum implementation or training	Other supports
Alabama <sup>17</sup>	✓	✓	✓	✓
Alaska <sup>13</sup>				
Arizona <sup>15, 16</sup>		✓	✓	
Arkansas <sup>21</sup>	✓	✓	✓	✓
California CSPP <sup>26</sup>	✓	✓		✓
California TK <sup>17</sup>			✓	✓
Colorado <sup>20</sup>				
Connecticut CDCC <sup>23</sup>	✓	✓		✓
Connecticut SR <sup>19</sup>	✓	✓	✓	✓
Connecticut Smart Start <sup>20</sup>	✓	✓		✓
Delaware <sup>15</sup>	✓	✓	✓	
District of Columbia <sup>20</sup>	✓	✓	✓	✓
Florida				
Georgia			✓	
Hawaii EOEL <sup>10</sup>	✓	✓	✓	
Hawaii SPCSP	✓	✓	✓	
Illinois <sup>13</sup>	✓	✓	✓	✓
Iowa Shared Visions <sup>18</sup>		✓	✓	
Iowa SWVPP <sup>19</sup>			✓	
Kansas <sup>23</sup>		✓	✓	✓
Kentucky <sup>18</sup>	✓	✓	✓	✓
Louisiana 8(g)	✓	✓	✓	
Louisiana LA 4	✓	✓	✓	
Louisiana NSECD	✓	✓	✓	
Maine <sup>18</sup>	✓	✓		✓
Maryland <sup>12</sup>	✓	✓	✓	
Massachusetts CPPI <sup>14</sup>				✓
Massachusetts Chapter 70 <sup>12</sup>	✓	✓	✓	
Michigan <sup>19</sup>			✓	✓
Minnesota HdSt <sup>20</sup>	✓	✓		
Minnesota VPK/SRP <sup>22</sup>	✓	✓	✓	✓
Mississippi	✓	✓	✓	
Missouri				
Nebraska <sup>13</sup>	✓		✓	
Nevada		✓		
New Jersey Expansion <sup>14</sup>	✓		✓	
New Jersey ECPA <sup>15</sup>	✓		✓	
New Jersey ELLI <sup>15</sup>	✓		✓	
New Mexico <sup>11</sup>	✓	✓	✓	✓
New York <sup>13</sup>	✓	✓	✓	✓
North Carolina <sup>18</sup>	✓	✓	✓	✓
North Dakota <sup>19</sup>	✓	✓	✓	✓
Ohio	✓	✓		✓
Oklahoma <sup>17</sup>	✓	✓	✓	✓
Oregon Pre-K <sup>21</sup>	✓	✓	✓	✓
Oregon Preschool Promise <sup>20</sup>		✓	✓	✓
Pennsylvania RTL <sup>6</sup>	✓			✓
Pennsylvania HSSAP	✓		✓	
Pennsylvania K4 & SBPK	✓		✓	
Pennsylvania PKC	✓		✓	
Rhode Island <sup>14</sup>	✓	✓	✓	
South Carolina <sup>21</sup>	✓	✓	✓	
Tennessee <sup>12</sup>	✓	✓	✓	✓
Texas				
Utah <sup>19</sup>				
Vermont <sup>13</sup>	✓	✓	✓	✓
Virginia VPI <sup>23</sup>	✓	✓	✓	✓
Virginia Mixed Delivery <sup>12</sup>	✓	✓	✓	
Washington ECEAP <sup>19</sup>	✓	✓	✓	✓
Washington TK <sup>14</sup>		✓		
West Virginia		✓	✓	
Wisconsin <sup>19</sup>	✓	✓		✓
Guam	✓	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 57. DOES STATE POLICY REQUIRE PRESCHOOLERS' LEARNING AND DEVELOPMENT DURING THE PRESCHOOL YEAR(S) TO BE ASSESSED?**

STATE	State policy requires preschool child assessments
Alabama	Yes
Alaska	Yes
Arizona	Yes
Arkansas	Yes
California CSPP	Yes
California TK <sup>15</sup>	No
Colorado	Yes
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes
Delaware	Yes
District of Columbia	Yes
Florida	Yes
Georgia	Yes
Hawaii EOEL	Yes
Hawaii SPCSP <sup>19</sup>	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas	Yes
Kentucky	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts CPPI	No
Massachusetts Chapter 70	No
Michigan	Yes
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri	No
Nebraska	Yes
Nevada	Yes
New Jersey Expansion	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes
New York <sup>14</sup>	Yes
North Carolina	Yes
North Dakota	Yes
Ohio	Yes
Oklahoma	No
Oregon Pre-K	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania PKC	Yes
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Utah	Yes
Vermont	Yes
Virginia VPI	Yes
Virginia Mixed Delivery	Yes
Washington ECEAP	Yes
Washington TK	Yes
West Virginia	Yes
Wisconsin	Yes
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 58A. PRESCHOOL CHILD ASSESSMENT TOOLS**

STATE	Determined locally	Assessment, Evaluation, and Programming System (AEPS)	Desired Results Developmental Profile (DRDP)	Early Learning Scale (ELS)	HighScope COR
Alabama <sup>18</sup>					
Alaska <sup>11</sup>					
Arizona <sup>15</sup>					
Arkansas					
California CSPP <sup>27</sup>			Programs Must Use		
California TK					
Colorado		Programs Must Choose			Programs Must Choose
Connecticut CDCC <sup>24</sup>	Yes				
Connecticut SR <sup>20</sup>	Yes				
Connecticut Smart Start <sup>21</sup>	Yes				
Delaware <sup>16</sup>				Programs May Choose	Programs May Choose
District of Columbia <sup>21</sup>					
Florida					
Georgia					
Hawaii EOEL					
Hawaii SPCSP					
Illinois <sup>14</sup>					
Iowa Shared Visions <sup>17, 19</sup>					
Iowa SWVPP					
Kansas <sup>22</sup>	Yes				
Kentucky <sup>19</sup>		Programs May Choose			Programs May Choose
Louisiana 8(g) <sup>10</sup>					
Louisiana LA 4 <sup>10</sup>					
Louisiana NSECD <sup>9</sup>					
Maine <sup>19</sup>	Yes				
Maryland	Yes				
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan <sup>20</sup>			Programs May Choose		Programs May Choose
Minnesota HdSt <sup>21</sup>			Programs Must Choose		Programs Must Choose
Minnesota VPK/SRP <sup>23</sup>			Programs Must Choose		Programs Must Choose
Mississippi <sup>13</sup>					
Missouri					
Nebraska					
Nevada <sup>20</sup>		Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
New Jersey Expansion <sup>15</sup>					Programs May Choose
New Jersey ECPA <sup>16</sup>					Programs May Choose
New Jersey ELLI <sup>16</sup>					Programs May Choose
New Mexico <sup>9</sup>					
New York <sup>14</sup>	Yes				
North Carolina <sup>19</sup>					Programs Must Choose
North Dakota					
Ohio					
Oklahoma					
Oregon Pre-K <sup>22</sup>					
Oregon Preschool Promise <sup>21</sup>		Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
Pennsylvania RTL <sup>7</sup>	Yes				
Pennsylvania HSSAP <sup>13</sup>			Programs May Choose	Programs May Choose	Programs May Choose
Pennsylvania K4 & SBPK <sup>9</sup>	Yes				
Pennsylvania PKC <sup>13</sup>			Programs May Choose	Programs May Choose	Programs May Choose
Rhode Island					
South Carolina <sup>22</sup>					Programs Must Choose
Tennessee <sup>12</sup>					
Texas <sup>9</sup>					
Utah					
Vermont <sup>14</sup>					
Virginia VPI <sup>24</sup>					
Virginia Mixed Delivery <sup>13</sup>					
Washington ECEAP					
Washington TK					
West Virginia <sup>14</sup>				Programs Must Use	
Wisconsin <sup>20</sup>					
Guam <sup>7</sup>					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 58B. PRESCHOOL CHILD ASSESSMENT TOOLS**

STATE	Phonological Awareness Literacy Screening (PALS)	Teaching Strategies GOLD (TS GOLD)/Creative Curriculum Developmental Continuum	Work Sampling System	State developed assessment
Alabama <sup>18</sup>		Programs Must Use		
Alaska <sup>11</sup>		Programs Must Use		
Arizona <sup>15</sup>				
Arkansas			Programs Must Use	
California CSPP <sup>27</sup>				Programs Must Use
California TK				
Colorado		Programs Must Choose		
Connecticut CDCC <sup>24</sup>				
Connecticut SR <sup>20</sup>				
Connecticut Smart Start <sup>21</sup>				
Delaware <sup>16</sup>		Programs May Choose	Programs May Choose	
District of Columbia <sup>21</sup>				
Florida				
Georgia			Programs Must Use	
Hawaii EOEL		Programs Must Use		
Hawaii SPCSP		Programs Must Use		
Illinois <sup>14</sup>				
Iowa Shared Visions <sup>17, 19</sup>		Programs Must Use		
Iowa SWVPP		Programs Must Use		
Kansas <sup>22</sup>				
Kentucky <sup>19</sup>		Programs May Choose	Programs May Choose	
Louisiana 8(g) <sup>10</sup>		Programs Must Use		
Louisiana LA 4 <sup>10</sup>		Programs Must Use		
Louisiana NSECD <sup>9</sup>		Programs Must Use		
Maine <sup>19</sup>				
Maryland				
Massachusetts CPPI				
Massachusetts Chapter 70				
Michigan <sup>20</sup>		Programs May Choose		
Minnesota HdSt <sup>21</sup>		Programs Must Choose	Programs May Choose	
Minnesota VPK/SRP <sup>23</sup>		Programs Must Choose	Programs Must Choose	
Mississippi <sup>13</sup>				
Missouri				
Nebraska		Programs Must Use		
Nevada <sup>20</sup>	Programs May Choose	Programs May Choose	Programs May Choose	
New Jersey Expansion <sup>15</sup>		Programs May Choose	Programs May Choose	
New Jersey ECPA <sup>16</sup>		Programs May Choose	Programs May Choose	
New Jersey ELLI <sup>16</sup>		Programs May Choose	Programs May Choose	
New Mexico <sup>9</sup>				Programs Must Use
New York <sup>14</sup>				
North Carolina <sup>19</sup>		Programs Must Choose	Programs Must Choose	
North Dakota		Programs Must Use		
Ohio				
Oklahoma				
Oregon Pre-K <sup>22</sup>				
Oregon Preschool Promise <sup>21</sup>	Programs May Choose	Programs May Choose		
Pennsylvania RTL <sup>7</sup>				
Pennsylvania HSSAP <sup>13</sup>		Programs May Choose	Programs May Choose	
Pennsylvania K4 & SBPK <sup>9</sup>				
Pennsylvania PKC <sup>13</sup>	Programs May Choose	Programs May Choose	Programs May Choose	
Rhode Island		Programs Must Use		
South Carolina <sup>22</sup>	Programs Must Choose	Programs Must Choose	Programs Must Choose	
Tennessee <sup>12</sup>				Programs Must Use
Texas <sup>9</sup>		Programs May Choose		
Utah				Programs Must Use
Vermont <sup>14</sup>		Programs Must Use		
Virginia VPI <sup>24</sup>	Programs Must Use			
Virginia Mixed Delivery <sup>13</sup>	Programs Must Use			
Washington ECEAP		Programs Must Use		
Washington TK		Programs Must Use		
West Virginia <sup>14</sup>	Programs May Choose			
Wisconsin <sup>20</sup>	Programs May Choose			
Guam <sup>7</sup>				Programs Must Use

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 58C. PRESCHOOL CHILD ASSESSMENT TOOLS**

STATE	Other
Alabama <sup>18</sup>	Programs Must Use: ASQ-3 and DECA-P2
Alaska <sup>11</sup>	
Arizona <sup>15</sup>	Programs Must Use <sup>15</sup>
Arkansas	
California CSPP <sup>27</sup>	
California TK	
Colorado	
Connecticut CDCC <sup>24</sup>	
Connecticut SR <sup>20</sup>	
Connecticut Smart Start <sup>21</sup>	
Delaware <sup>16</sup>	
District of Columbia <sup>21</sup>	Programs Must Use: Teaching Strategies GOLD, Required Curricular Tasks, Ages & Stages Questionnaires (DCPS); Determined locally, but must be aligned with DC ELS, other Developmental Screening (CBO); Determined locally (PCS)
Florida	Programs Must Use: Florida VPK Assessment
Georgia	
Hawaii EOEL	
Hawaii SPCSP <sup>19</sup>	Programs May Choose <sup>19</sup>
Illinois <sup>14</sup>	Programs May Choose <sup>14</sup>
Iowa Shared Visions <sup>17, 19</sup>	Programs May Choose <sup>17, 19</sup>
Iowa SWVPP	
Kansas <sup>22</sup>	
Kentucky <sup>19</sup>	Programs May Choose <sup>19</sup>
Louisiana 8(g) <sup>10</sup>	
Louisiana LA 4 <sup>10</sup>	
Louisiana NSECD <sup>9</sup>	
Maine <sup>19</sup>	
Maryland	
Massachusetts CPPI	
Massachusetts Chapter 70	
Michigan <sup>20</sup>	Programs May Choose: Learning Accomplishment Profile (LAP)
Minnesota HdSt <sup>21</sup>	
Minnesota VPK/SRP <sup>23</sup>	
Mississippi <sup>13</sup>	Programs Must Use: Mississippi State Kindergarten Readiness Assessment and Brigance III
Missouri	
Nebraska	
Nevada <sup>20</sup>	
New Jersey Expansion <sup>15</sup>	
New Jersey ECPA <sup>16</sup>	
New Jersey ELLI <sup>16</sup>	
New Mexico <sup>9</sup>	Programs Must Use <sup>9</sup>
New York <sup>14</sup>	
North Carolina <sup>19</sup>	Programs Must Choose <sup>19</sup>
North Dakota	
Ohio	Programs Must Use: Ohio's Early Learning Assessment
Oklahoma	
Oregon Pre-K <sup>22</sup>	Programs Must Use: a valid and reliable child assessment that is aligned with the Early Learning Outcomes Framework
Oregon Preschool Promise <sup>21</sup>	Programs May Choose <sup>21</sup>
Pennsylvania RTL <sup>7</sup>	
Pennsylvania HSSAP <sup>13</sup>	Programs May Choose <sup>13</sup>
Pennsylvania K4 & SBPK <sup>9</sup>	
Pennsylvania PKC <sup>13</sup>	Programs May Choose <sup>13</sup>
Rhode Island	
South Carolina <sup>22</sup>	Programs Must Choose <sup>22</sup>
Tennessee <sup>12</sup>	
Texas <sup>9</sup>	Programs Must Choose <sup>9</sup>
Utah	Programs Must Choose
Vermont <sup>14</sup>	Programs Must Use <sup>14</sup>
Virginia VPI <sup>24</sup>	Programs Must Use <sup>24</sup>
Virginia Mixed Delivery <sup>13</sup>	Programs Must Use <sup>13</sup>
Washington ECEAP	
Washington TK	
West Virginia <sup>14</sup>	
Wisconsin <sup>20</sup>	
Guam <sup>7</sup>	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 59. MINIMUM LEAD PRESCHOOL TEACHER DEGREE REQUIREMENTS**

STATE	Teachers employed by Public Schools	Teachers employed by Nonpublic Schools
Alabama <sup>19</sup>	BA	BA
Alaska <sup>14</sup>	BA	BA
Arizona <sup>17</sup>	High school diploma or equivalent	High school diploma or equivalent
Arkansas <sup>22</sup>	One BA for every three classrooms, AA for the other two classrooms	One BA for every three classrooms, AA for the other two classrooms
California CSPP <sup>28</sup>	California Child Development Associate Teacher Permit	California Child Development Associate Teacher Permit
California TK <sup>18</sup>	BA	NA
Colorado <sup>21</sup>	Early Childhood Teacher Qualification (public and nonpublic)	Early Childhood Teacher Qualification (public and nonpublic)
Connecticut CDCC <sup>25</sup>	NA	CDA plus 12 EC credits
Connecticut SR <sup>21</sup>	CDA plus 12 EC credits	CDA plus 12 EC credits
Connecticut Smart Start <sup>22</sup>	BA	NA
Delaware <sup>17</sup>	BA	AA (with at least 50% with a BA)
District of Columbia <sup>22</sup>	BA (DCPS); Determined locally (PCS)	BA (CBO)
Florida <sup>6</sup>	BA (summer); CDA or equivalent plus specified training (school year)	BA (summer); CDA or equivalent plus specified training (school year)
Georgia <sup>13</sup>	BA	BA
Hawaii EOEL	BA	NA
Hawaii SPCSP <sup>20</sup>	BA	NA
Illinois <sup>15</sup>	BA	BA
Iowa Shared Visions <sup>20</sup>	BA	AA
Iowa SWVPP <sup>20</sup>	BA	BA
Kansas <sup>24</sup>	BA	BA
Kentucky <sup>20</sup>	BA	BA
Louisiana 8(g)	BA	NA
Louisiana LA 4 <sup>12</sup>	BA	NA
Louisiana NSECD	NA	BA (4-year-old classrooms); CDA (3-year-old classrooms)
Maine <sup>20</sup>	BA	BA
Maryland	BA	BA
Massachusetts CPPI <sup>15</sup>	BA	Other
Massachusetts Chapter 70	BA	NA
Michigan <sup>21</sup>	BA	BA
Minnesota HdSt <sup>22</sup>	BA	AA
Minnesota VPK/SRP <sup>24</sup>	Other	Other
Mississippi <sup>14</sup>	BA	BA
Missouri	BA	NA
Nebraska <sup>14</sup>	BA	BA
Nevada <sup>21</sup>	BA	Other
New Jersey Expansion	BA	BA
New Jersey ECPA	BA	BA
New Jersey ELLI	BA	BA
New Mexico <sup>12</sup>	BA	Working toward BA
New York <sup>15</sup>	BA	BA
North Carolina <sup>20</sup>	BA	BA
North Dakota <sup>20</sup>	BA	Other
Ohio <sup>12</sup>	AA (50% BA)	AA (50% BA)
Oklahoma <sup>18</sup>	BA	NA
Oregon Pre-K <sup>23</sup>	AA	AA
Oregon Preschool Promise <sup>22</sup>	CDA	CDA
Pennsylvania RTL	BA	AA
Pennsylvania HSSAP <sup>14</sup>	AA	AA
Pennsylvania K4 & SBPK	BA	AA
Pennsylvania PKC <sup>14</sup>	BA	BA
Rhode Island <sup>15</sup>	BA	BA
South Carolina	BA	AA
Tennessee <sup>13</sup>	BA	BA
Texas <sup>10</sup>	BA	BA
Utah <sup>20</sup>	CDA	CDA
Vermont <sup>15</sup>	BA	BA for one teacher per center
Virginia VPI <sup>25</sup>	BA	High school diploma or equivalent
Virginia Mixed Delivery <sup>14</sup>	NA	None
Washington ECEAP <sup>20</sup>	AA	AA
Washington TK	BA	NA
West Virginia <sup>15</sup>	BA	BA
Wisconsin <sup>21</sup>	BA	BA
Guam	AA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 60A. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING**

STATE	TEACHERS EMPLOYED BY PUBLIC SCHOOLS			
	Early Childhood Education	Child Development	Elementary Education	Preschool Special Education
Alabama <sup>19</sup>	✓	✓		✓
Alaska <sup>15</sup>				
Arizona <sup>17</sup>				
Arkansas <sup>23</sup>	✓	✓		✓
California CSPP <sup>28</sup>	✓	✓		
California TK <sup>18</sup>	✓	✓	✓	
Colorado <sup>21</sup>	✓	✓		
Connecticut CDCC <sup>25</sup>				
Connecticut SR <sup>21</sup>	✓	✓		
Connecticut Smart Start	✓			✓
Delaware <sup>17</sup>	✓	✓		✓
District of Columbia <sup>23</sup>				
Florida <sup>6</sup>				
Georgia <sup>13</sup>	✓	✓	✓	✓
Hawaii EOEL <sup>11</sup>	✓	✓		
Hawaii SPCSP <sup>21</sup>	✓	✓		
Illinois	✓			
Iowa Shared Visions <sup>20</sup>	✓	✓		
Iowa SWVPP <sup>21</sup>	✓	✓	✓	
Kansas <sup>24</sup>	✓	✓	✓	
Kentucky <sup>20</sup>	✓	✓		✓
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine <sup>20</sup>	✓			
Maryland	✓			
Massachusetts CPPI <sup>15</sup>	✓	✓	✓	✓
Massachusetts Chapter 70 <sup>13</sup>	✓	✓	✓	✓
Michigan <sup>21</sup>	✓	✓	✓	✓
Minnesota HdSt <sup>22</sup>	✓	✓		✓
Minnesota VPK/SRP <sup>24</sup>				
Mississippi <sup>14</sup>	✓	✓	✓	
Missouri	✓			✓
Nebraska <sup>15</sup>	✓			✓
Nevada <sup>21</sup>	✓			
New Jersey Expansion <sup>16</sup>	✓			
New Jersey ECPA <sup>17</sup>	✓			
New Jersey ELLI <sup>17</sup>	✓			
New Mexico <sup>13</sup>	✓	✓		✓
New York <sup>15</sup>	✓	✓	✓	✓
North Carolina <sup>20</sup>	✓	✓		
North Dakota <sup>21</sup>	✓		✓	✓
Ohio <sup>12</sup>	✓	✓	✓	✓
Oklahoma <sup>18</sup>	✓			
Oregon Pre-K <sup>23</sup>	✓	✓		
Oregon Preschool Promise <sup>23</sup>				
Pennsylvania RTL				
Pennsylvania HSSAP <sup>14</sup>	✓	✓		
Pennsylvania K4 & SBPK <sup>10</sup>	✓	✓	✓	
Pennsylvania PKC <sup>14</sup>	✓			
Rhode Island	✓			
South Carolina	✓			
Tennessee <sup>13</sup>	✓	✓		✓
Texas <sup>10</sup>				
Utah <sup>20</sup>	✓	✓	✓	✓
Vermont <sup>16</sup>	✓	✓	✓	✓
Virginia VPI <sup>25</sup>	✓	✓	✓	
Virginia Mixed Delivery <sup>14</sup>				
Washington ECEAP <sup>20</sup>	✓	✓		✓
Washington TK	✓		✓	✓
West Virginia <sup>15</sup>	✓	✓		✓
Wisconsin <sup>22</sup>	✓		✓	
Guam	✓			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 60B. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING**

STATE	TEACHERS EMPLOYED BY PUBLIC SCHOOLS			
	Special Education	Other	None	Not Applicable
Alabama <sup>19</sup>				
Alaska <sup>15</sup>			✓	
Arizona <sup>17</sup>			✓	
Arkansas <sup>23</sup>		✓ Elementary Education + 12 ECE/CD hours, Special Education + 12 ECE/CD hours		
California CSPP <sup>28</sup>				
California TK <sup>18</sup>				
Colorado <sup>21</sup>		✓		
Connecticut CDCC <sup>25</sup>				✓
Connecticut SR <sup>21</sup>				
Connecticut Smart Start				
Delaware <sup>17</sup>				
District of Columbia <sup>23</sup>		✓ Other (DCPS); Determined locally (PCS)		
Florida <sup>6</sup>		✓		
Georgia <sup>13</sup>	✓			
Hawaii EOEL <sup>11</sup>				
Hawaii SPCSP <sup>21</sup>				
Illinois	✓			
Iowa Shared Visions <sup>20</sup>				
Iowa SWVPP <sup>21</sup>				
Kansas <sup>24</sup>				
Kentucky <sup>20</sup>		✓		
Louisiana 8(g)			✓	
Louisiana LA 4			✓	
Louisiana NSECD				✓
Maine <sup>20</sup>				
Maryland				
Massachusetts CPPI <sup>15</sup>				
Massachusetts Chapter 70 <sup>13</sup>				
Michigan <sup>21</sup>				
Minnesota HdSt <sup>22</sup>				
Minnesota VPK/SRP <sup>24</sup>		✓		
Mississippi <sup>14</sup>				
Missouri				
Nebraska <sup>15</sup>				
Nevada <sup>21</sup>				
New Jersey Expansion <sup>16</sup>				
New Jersey ECPA <sup>17</sup>				
New Jersey ELLI <sup>17</sup>				
New Mexico <sup>13</sup>				
New York <sup>15</sup>	✓			
North Carolina <sup>20</sup>				
North Dakota <sup>21</sup>				
Ohio <sup>12</sup>	✓			
Oklahoma <sup>18</sup>				
Oregon Pre-K <sup>23</sup>		✓ Early Childhood Special Education and Early Intervention training		
Oregon Preschool Promise <sup>23</sup>		✓		
Pennsylvania RTL			✓	
Pennsylvania HSSAP <sup>14</sup>		✓		
Pennsylvania K4 & SBPK <sup>10</sup>				
Pennsylvania PKC <sup>14</sup>				
Rhode Island				
South Carolina				
Tennessee <sup>13</sup>				
Texas <sup>10</sup>			✓	
Utah <sup>20</sup>	✓	✓		
Vermont <sup>16</sup>	✓			
Virginia VPI <sup>25</sup>	✓			
Virginia Mixed Delivery <sup>14</sup>				✓
Washington ECEAP <sup>20</sup>				
Washington TK	✓			
West Virginia <sup>15</sup>				
Wisconsin <sup>22</sup>		✓		
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 60C. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING**

STATE	TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS			
	Early Childhood Education	Child Development	Elementary Education	Preschool Special Education
Alabama <sup>19</sup>	✓	✓		✓
Alaska <sup>15</sup>				
Arizona <sup>17</sup>				
Arkansas <sup>23</sup>	✓	✓		✓
California CSPP <sup>28</sup>	✓	✓		
California TK <sup>18</sup>				
Colorado <sup>21</sup>	✓	✓		
Connecticut CDCC <sup>25</sup>	✓	✓		
Connecticut SR <sup>21</sup>	✓	✓		
Connecticut Smart Start				
Delaware <sup>17</sup>	✓	✓		✓
District of Columbia <sup>23</sup>	✓	✓		
Florida <sup>6</sup>				
Georgia <sup>13</sup>	✓	✓	✓	✓
Hawaii EOEL <sup>11</sup>				
Hawaii SPCSP <sup>21</sup>				
Illinois	✓			
Iowa Shared Visions <sup>20</sup>	✓	✓		
Iowa SWVPP <sup>21</sup>	✓	✓	✓	
Kansas <sup>24</sup>	✓	✓	✓	
Kentucky <sup>20</sup>	✓	✓		✓
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine <sup>20</sup>	✓			
Maryland	✓			
Massachusetts CPPI <sup>15</sup>				
Massachusetts Chapter 70 <sup>13</sup>				
Michigan <sup>21</sup>	✓	✓	✓	✓
Minnesota HdSt <sup>22</sup>	✓	✓		✓
Minnesota VPK/SRP <sup>24</sup>				
Mississippi <sup>14</sup>	✓	✓	✓	
Missouri				
Nebraska <sup>15</sup>	✓			✓
Nevada <sup>21</sup>	✓			
New Jersey Expansion <sup>16</sup>	✓			
New Jersey ECPA <sup>17</sup>	✓			
New Jersey ELLI <sup>17</sup>	✓			
New Mexico <sup>13</sup>	✓			
New York <sup>15</sup>	✓	✓	✓	✓
North Carolina <sup>20</sup>	✓	✓		
North Dakota <sup>21</sup>		✓	✓	
Ohio <sup>12</sup>	✓	✓		
Oklahoma <sup>18</sup>				
Oregon Pre-K <sup>23</sup>	✓	✓		
Oregon Preschool Promise <sup>23</sup>	✓			
Pennsylvania RTL				
Pennsylvania HSSAP <sup>14</sup>	✓	✓		
Pennsylvania K4 & SBPK <sup>10</sup>	✓	✓		
Pennsylvania PKC <sup>14</sup>	✓			
Rhode Island	✓			
South Carolina	✓	✓		
Tennessee <sup>13</sup>	✓	✓		✓
Texas <sup>10</sup>				
Utah <sup>20</sup>	✓	✓	✓	✓
Vermont <sup>16</sup>	✓	✓		✓
Virginia VPI <sup>25</sup>	✓	✓		
Virginia Mixed Delivery <sup>14</sup>				
Washington ECEAP <sup>20</sup>	✓	✓		✓
Washington TK				
West Virginia <sup>15</sup>	✓	✓		✓
Wisconsin <sup>22</sup>	✓		✓	
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 60D. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING**

STATE	Special Education	TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS Other	None	Not Applicable
Alabama <sup>19</sup>				
Alaska <sup>15</sup>			✓	
Arizona <sup>17</sup>			✓	
Arkansas <sup>23</sup>		✓ Elementary Education + 12 ECE/CD hours, Special Education + 12 ECE/CD hours		
California CSPP <sup>28</sup>				
California TK <sup>18</sup>				✓
Colorado <sup>21</sup>		✓		
Connecticut CDCC <sup>25</sup>				
Connecticut SR <sup>21</sup>				
Connecticut Smart Start				✓
Delaware <sup>17</sup>				
District of Columbia <sup>23</sup>				
Florida <sup>6</sup>		✓		
Georgia <sup>13</sup>	✓			
Hawaii EOEL <sup>11</sup>				✓
Hawaii SPCSP <sup>21</sup>				✓
Illinois	✓			
Iowa Shared Visions <sup>20</sup>				
Iowa SWVPP <sup>21</sup>				
Kansas <sup>24</sup>				
Kentucky <sup>20</sup>		✓		
Louisiana 8(g)				✓
Louisiana LA 4				✓
Louisiana NSECD			✓	
Maine <sup>20</sup>				
Maryland				
Massachusetts CPPI <sup>15</sup>		✓		
Massachusetts Chapter 70 <sup>13</sup>				✓
Michigan <sup>21</sup>				
Minnesota HdSt <sup>22</sup>				
Minnesota VPK/SRP <sup>24</sup>		✓		
Mississippi <sup>14</sup>				
Missouri				✓
Nebraska <sup>15</sup>				
Nevada <sup>21</sup>				
New Jersey Expansion <sup>16</sup>				
New Jersey ECPA <sup>17</sup>				
New Jersey ELLI <sup>17</sup>				
New Mexico <sup>13</sup>		✓		
New York <sup>15</sup>	✓			
North Carolina <sup>20</sup>				
North Dakota <sup>21</sup>		✓		
Ohio <sup>12</sup>				
Oklahoma <sup>18</sup>				✓
Oregon Pre-K <sup>23</sup>		✓ Early Childhood Special Education and Early Intervention training		
Oregon Preschool Promise <sup>23</sup>				
Pennsylvania RTL			✓	
Pennsylvania HSSAP <sup>14</sup>		✓		
Pennsylvania K4 & SBPK <sup>10</sup>				
Pennsylvania PKC <sup>14</sup>				
Rhode Island				
South Carolina				
Tennessee <sup>13</sup>				
Texas <sup>10</sup>			✓	
Utah <sup>20</sup>	✓	✓		
Vermont <sup>16</sup>				
Virginia VPI <sup>25</sup>				
Virginia Mixed Delivery <sup>14</sup>			✓	
Washington ECEAP <sup>20</sup>				
Washington TK				✓
West Virginia <sup>15</sup>		✓		
Wisconsin <sup>22</sup>		✓		
Guam				✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 61A. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS

STATE	TEACHERS EMPLOYED BY PUBLIC SCHOOLS								
	Pre-K	Nursery	Kindergarten	3 years to K	Pre-K-K	Pre-K-2nd grade	Pre-K-3rd grade	Pre-K-4th grade	Pre-K-6th grade
Alabama <sup>19</sup>	✓						✓		
Alaska <sup>16</sup>									
Arizona <sup>17</sup>									
Arkansas <sup>22</sup>	✓							✓	
California CSPP <sup>28</sup>	✓	✓							
California TK <sup>18, 19</sup>									
Colorado <sup>21</sup>									
Connecticut CDCC <sup>26</sup>									
Connecticut SR <sup>22</sup>									
Connecticut Smart Start	✓				✓		✓		✓
Delaware <sup>17</sup>									
District of Columbia <sup>24</sup>									
Florida <sup>7</sup>	✓				✓	✓	✓	✓	✓
Georgia <sup>13</sup>	✓				✓	✓	✓		
Hawaii EOEL <sup>12</sup>					✓		✓		✓
Hawaii SPCSP <sup>22</sup>	✓				✓		✓		✓
Illinois									
Iowa Shared Visions <sup>20</sup>									
Iowa SWVPP <sup>20</sup>	✓				✓		✓		
Kansas <sup>25</sup>	✓								
Kentucky <sup>20</sup>	✓	✓	✓	✓	✓				
Louisiana 8(g) <sup>12</sup>	✓	✓	✓				✓		
Louisiana LA 4 <sup>12</sup>	✓	✓	✓				✓		
Louisiana NSECD <sup>11</sup>									
Maine <sup>20</sup>	✓								
Maryland							✓		
Massachusetts CPPI <sup>15</sup>						✓			
Massachusetts Chapter 70						✓			
Michigan <sup>21</sup>							✓		
Minnesota HdSt <sup>22</sup>									
Minnesota VPK/SRP <sup>25</sup>									
Mississippi <sup>14</sup>	✓	✓			✓		✓	✓	✓
Missouri <sup>15</sup>									
Nebraska <sup>15</sup>				✓					
Nevada <sup>21</sup>						✓			
New Jersey Expansion <sup>16</sup>							✓		
New Jersey ECPA <sup>17</sup>							✓		
New Jersey ELLI <sup>17</sup>							✓		
New Mexico <sup>14</sup>							✓		
New York <sup>15</sup>						✓			
North Carolina <sup>20</sup>	✓				✓				
North Dakota	✓		✓		✓				
Ohio <sup>12</sup>	✓						✓		
Oklahoma <sup>18</sup>							✓		
Oregon Pre-K <sup>23</sup>									
Oregon Preschool Promise									
Pennsylvania RTL								✓	
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK								✓	
Pennsylvania PKC								✓	
Rhode Island						✓			
South Carolina <sup>23</sup>							✓		
Tennessee <sup>13</sup>	✓								
Texas <sup>10</sup>									✓
Utah <sup>20</sup>									
Vermont <sup>15</sup>	✓			✓	✓		✓		
Virginia VPI <sup>25</sup>							✓		✓
Virginia Mixed Delivery <sup>14</sup>									
Washington ECEAP <sup>20</sup>	✓						✓		
Washington TK <sup>15</sup>							✓		
West Virginia <sup>15</sup>	✓	✓			✓			✓	
Wisconsin <sup>23</sup>	✓		✓						
Guam	✓					✓			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 61B. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS

STATE	TEACHERS EMPLOYED BY PUBLIC SCHOOLS						Elementary Ed. with ECE Endorsement	Special Education	Preschool Special Education
	Pre-K–8th grade	Birth–K	Birth–3rd grade	K–3rd grade	K–6th grade	K–8th grade			
Alabama <sup>19</sup>									✓
Alaska <sup>16</sup>									
Arizona <sup>17</sup>									
Arkansas <sup>22</sup>		✓							
California CSCP <sup>28</sup>									
California TK <sup>18, 19</sup>									
Colorado <sup>21</sup>									
Connecticut CDCC <sup>26</sup>									
Connecticut SR <sup>22</sup>									
Connecticut Smart Start	✓	✓						✓	✓
Delaware <sup>17</sup>									
District of Columbia <sup>24</sup>									
Florida <sup>7</sup>		✓	✓	✓	✓				
Georgia <sup>13</sup>		✓					✓		✓
Hawaii EOEL <sup>12</sup>									
Hawaii SPCSP <sup>22</sup>									
Illinois			✓						✓
Iowa Shared Visions <sup>20</sup>									
Iowa SWVPP <sup>20</sup>		✓	✓				✓		
Kansas <sup>25</sup>		✓	✓		✓	✓	✓		✓
Kentucky <sup>20</sup>		✓							✓
Louisiana 8(g) <sup>12</sup>							✓		✓
Louisiana LA 4 <sup>12</sup>							✓		✓
Louisiana NSECD <sup>11</sup>									
Maine <sup>20</sup>							✓		
Maryland									
Massachusetts CPPI <sup>15</sup>									
Massachusetts Chapter 70									
Michigan <sup>21</sup>		✓					✓		
Minnesota HdSt <sup>22</sup>									
Minnesota VPK/SRP <sup>25</sup>									
Mississippi <sup>14</sup>				✓	✓	✓	✓		
Missouri <sup>15</sup>							✓		✓
Nebraska <sup>15</sup>		✓	✓				✓		✓
Nevada <sup>21</sup>									
New Jersey Expansion <sup>16</sup>								✓	
New Jersey ECPA <sup>17</sup>								✓	
New Jersey ELLI <sup>17</sup>								✓	
New Mexico <sup>14</sup>			✓						
New York <sup>15</sup>									
North Carolina <sup>20</sup>		✓							
North Dakota			✓				✓		✓
Ohio <sup>12</sup>				✓		✓			
Oklahoma <sup>18</sup>							✓		
Oregon Pre-K <sup>23</sup>									
Oregon Preschool Promise									
Pennsylvania RTL			✓						
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK			✓		✓				
Pennsylvania PKC			✓						
Rhode Island									
South Carolina <sup>23</sup>									
Tennessee <sup>13</sup>									
Texas <sup>10</sup>								✓	
Utah <sup>20</sup>									
Vermont <sup>15</sup>		✓	✓	✓			✓		✓
Virginia VPI <sup>25</sup>									
Virginia Mixed Delivery <sup>14</sup>									
Washington ECEAP <sup>20</sup>			✓				✓		✓
Washington TK <sup>15</sup>			✓			✓	✓	✓	✓
West Virginia <sup>15</sup>							✓		✓
Wisconsin <sup>23</sup>			✓						
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 61C. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS**

STATE	TEACHERS EMPLOYED BY PUBLIC SCHOOLS						Not Applicable
	CDA	9 college credits (or more) in ECE	CDA plus 9 college credits (or more) in ECE	Bilingual	Other	None	
Alabama <sup>19</sup>							
Alaska <sup>16</sup>					✓		
Arizona <sup>17</sup>						✓	
Arkansas <sup>22</sup>					✓ Elementary K-6 with an Age 3-4 Endorsement		
California CSPP <sup>28</sup>					✓		
California TK <sup>18, 19</sup>					✓		
Colorado <sup>21</sup>					✓ Early Childhood Teacher		
Connecticut CDCC <sup>26</sup>							✓
Connecticut SR <sup>22</sup>					✓		
Connecticut Smart Start							
Delaware <sup>17</sup>		✓					
District of Columbia <sup>24</sup>					✓		
Florida <sup>7</sup>					✓		
Georgia <sup>13</sup>							
Hawaii EOEL <sup>12</sup>							
Hawaii SPCSP <sup>22</sup>							
Illinois				✓			
Iowa Shared Visions <sup>20</sup>					✓		
Iowa SWVPP <sup>20</sup>							
Kansas <sup>25</sup>							
Kentucky <sup>20</sup>					✓		
Louisiana 8(g) <sup>12</sup>					✓		
Louisiana LA 4 <sup>12</sup>					✓		
Louisiana NSECD <sup>11</sup>							✓
Maine <sup>20</sup>							
Maryland							
Massachusetts CPPI <sup>15</sup>							
Massachusetts Chapter 70							
Michigan <sup>21</sup>					✓		
Minnesota HdSt <sup>22</sup>					✓		
Minnesota VPK/SRP <sup>25</sup>					✓		
Mississippi <sup>14</sup>	✓	✓			✓		
Missouri <sup>15</sup>					✓		
Nebraska <sup>15</sup>							
Nevada <sup>21</sup>							
New Jersey Expansion <sup>16</sup>							
New Jersey ECPA <sup>17</sup>							
New Jersey ELLI <sup>17</sup>							
New Mexico <sup>14</sup>					✓		
New York <sup>15</sup>					✓ N-6		
North Carolina <sup>20</sup>					✓		
North Dakota					✓		
Ohio <sup>12</sup>		✓					
Oklahoma <sup>18</sup>					✓		
Oregon Pre-K <sup>23</sup>					✓		
Oregon Preschool Promise	✓						
Pennsylvania RTL							
Pennsylvania HSSAP						✓	
Pennsylvania K4 & SBPK							
Pennsylvania PKC							
Rhode Island							
South Carolina <sup>23</sup>							
Tennessee <sup>13</sup>							
Texas <sup>10</sup>				✓			
Utah <sup>20</sup>	✓						
Vermont <sup>15</sup>							
Virginia VPI <sup>25</sup>							
Virginia Mixed Delivery <sup>14</sup>							✓
Washington ECEAP <sup>20</sup>							
Washington TK <sup>15</sup>							
West Virginia <sup>15</sup>							
Wisconsin <sup>23</sup>					✓		
Guam							

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 61D. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS

STATE	TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS								
	Pre-K	Nursery	Kindergarten	3 years to K	Pre-K-K	Pre-K-2nd grade	Pre-K-3rd grade	Pre-K-4th grade	Pre-K-6th grade
Alabama <sup>19</sup>	✓						✓		
Alaska <sup>16</sup>									
Arizona <sup>17</sup>									
Arkansas <sup>22</sup>									
California CSPP <sup>28</sup>	✓	✓							
California TK <sup>18, 19</sup>									
Colorado <sup>21</sup>									
Connecticut CDCC <sup>26</sup>									
Connecticut SR <sup>22</sup>									
Connecticut Smart Start									
Delaware <sup>17</sup>									
District of Columbia <sup>24</sup>									
Florida <sup>7</sup>	✓				✓	✓	✓	✓	✓
Georgia <sup>13</sup>	✓				✓	✓	✓		
Hawaii EOEL <sup>12</sup>									
Hawaii SPCSP <sup>22</sup>									
Illinois									
Iowa Shared Visions <sup>20</sup>									
Iowa SWVPP <sup>20</sup>	✓				✓		✓		
Kansas <sup>25</sup>	✓								
Kentucky <sup>20</sup>	✓	✓	✓	✓	✓				
Louisiana 8(g) <sup>12</sup>									
Louisiana LA 4 <sup>12</sup>									
Louisiana NSECD <sup>11</sup>	✓ (4-year-old classrooms)	✓ (4-year-old classrooms)	✓ (4-year-old classrooms)				✓ (4-year-old classrooms)		
Maine <sup>20</sup>	✓								
Maryland							✓		
Massachusetts CPPI <sup>15</sup>									
Massachusetts Chapter 70									
Michigan <sup>21</sup>							✓		
Minnesota HdSt <sup>22</sup>									
Minnesota VPK/SRP <sup>25</sup>									
Mississippi <sup>14</sup>	✓	✓			✓		✓	✓	✓
Missouri <sup>5</sup>									
Nebraska <sup>15</sup>				✓					
Nevada <sup>21</sup>						✓			
New Jersey Expansion <sup>16</sup>							✓		
New Jersey ECPA <sup>17</sup>							✓		
New Jersey ELLI <sup>17</sup>							✓		
New Mexico <sup>14</sup>									
New York <sup>15</sup>						✓			
North Carolina <sup>20</sup>	✓				✓				
North Dakota									
Ohio <sup>12</sup>	✓						✓		
Oklahoma <sup>18</sup>									
Oregon Pre-K <sup>23</sup>									
Oregon Preschool Promise									
Pennsylvania RTL								✓	
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK								✓	
Pennsylvania PKC								✓	
Rhode Island									
South Carolina <sup>23</sup>									
Tennessee <sup>13</sup>	✓								
Texas <sup>10</sup>									✓
Utah <sup>20</sup>									
Vermont <sup>15</sup>	✓		✓	✓	✓	✓	✓		
Virginia VPI <sup>25</sup>									
Virginia Mixed Delivery <sup>14</sup>									
Washington ECEAP <sup>20</sup>	✓						✓		
Washington TK <sup>15</sup>									
West Virginia <sup>15</sup>	✓	✓			✓			✓	
Wisconsin <sup>23</sup>	✓		✓						
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 61E. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS

STATE	Teachers employed by Nonpublic Schools						Elementary Ed. with ECE Endorsement	Special Education	Preschool Special Education
	Pre-K–8th grade	Birth–K	Birth–3rd grade	K–3rd grade	K–6th grade	K–8th grade			
Alabama <sup>19</sup>									✓
Alaska <sup>16</sup>									
Arizona <sup>17</sup>									
Arkansas <sup>22</sup>									
California CSPP <sup>28</sup>									
California TK <sup>18, 19</sup>									
Colorado <sup>21</sup>									
Connecticut CDCC <sup>26</sup>									
Connecticut SR <sup>22</sup>									
Connecticut Smart Start									
Delaware <sup>17</sup>									
District of Columbia <sup>24</sup>									
Florida <sup>7</sup>		✓	✓	✓	✓				
Georgia <sup>13</sup>		✓					✓		✓
Hawaii EOEL <sup>12</sup>									
Hawaii SPCSP <sup>22</sup>									
Illinois			✓						✓
Iowa Shared Visions <sup>20</sup>									
Iowa SWVPP <sup>20</sup>		✓	✓				✓		
Kansas <sup>25</sup>		✓	✓		✓	✓	✓		✓
Kentucky <sup>20</sup>		✓							✓
Louisiana 8(g) <sup>12</sup>									
Louisiana LA 4 <sup>12</sup>									
Louisiana NSECD <sup>11</sup>							✓ (4-year-old classrooms)		✓ (4-year-old classrooms)
Maine <sup>20</sup>							✓		
Maryland									
Massachusetts CPP <sup>15</sup>									
Massachusetts Chapter 70									
Michigan <sup>21</sup>		✓					✓		
Minnesota HdSt <sup>22</sup>									
Minnesota VPK/SRP <sup>25</sup>									
Mississippi <sup>14</sup>				✓	✓	✓	✓		
Missouri <sup>5</sup>									
Nebraska <sup>15</sup>		✓	✓				✓		✓
Nevada <sup>21</sup>									
New Jersey Expansion <sup>16</sup>								✓	
New Jersey ECPA <sup>17</sup>								✓	
New Jersey ELL <sup>17</sup>								✓	
New Mexico <sup>14</sup>									
New York <sup>15</sup>									
North Carolina <sup>20</sup>		✓							
North Dakota									
Ohio <sup>12</sup>						✓			
Oklahoma <sup>18</sup>									
Oregon Pre-K <sup>23</sup>									
Oregon Preschool Promise									
Pennsylvania RTL			✓						
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK			✓						
Pennsylvania PKC			✓						
Rhode Island									
South Carolina <sup>23</sup>									
Tennessee <sup>13</sup>									
Texas <sup>10</sup>								✓	
Utah <sup>20</sup>									
Vermont <sup>15</sup>		✓	✓				✓		✓
Virginia VPI <sup>25</sup>									
Virginia Mixed Delivery <sup>14</sup>									
Washington ECEAP <sup>20</sup>			✓				✓		✓
Washington TK <sup>15</sup>									
West Virginia <sup>15</sup>							✓		✓
Wisconsin <sup>23</sup>			✓						
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 61F. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS

STATE	TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS						Not Applicable
	CDA	9 college credits (or more) in ECE	CDA plus 9 college credits (or more) in ECE	Bilingual	Other	None	
Alabama <sup>19</sup>							
Alaska <sup>16</sup>					✓		
Arizona <sup>17</sup>						✓	
Arkansas <sup>22</sup>					✓ 12 college credits (or more) in ECE/CD		
California CSPP <sup>28</sup>		✓			Yes		
California TK <sup>18, 19</sup>							✓
Colorado <sup>21</sup>					✓ Early Childhood Teacher		
Connecticut CDCC <sup>26</sup>					✓		
Connecticut SR <sup>22</sup>					✓		
Connecticut Smart Start							✓
Delaware <sup>17</sup>		✓					
District of Columbia <sup>24</sup>					✓		
Florida <sup>7</sup>					✓		
Georgia <sup>13</sup>							
Hawaii EOEL <sup>12</sup>							✓
Hawaii SPCSP <sup>22</sup>							✓
Illinois				✓			
Iowa Shared Visions <sup>20</sup>					✓		
Iowa SWVPP <sup>20</sup>							
Kansas <sup>25</sup>							
Kentucky <sup>20</sup>					✓		
Louisiana 8(g) <sup>12</sup>							✓
Louisiana LA 4 <sup>12</sup>							✓
Louisiana NSECD <sup>11</sup>	✓ (3-year-old classrooms)				✓ (4-year-old classrooms)		
Maine <sup>20</sup>							
Maryland							
Massachusetts CPPI <sup>15</sup>					✓		
Massachusetts Chapter 70							✓
Michigan <sup>21</sup>							
Minnesota HdSt <sup>22</sup>					✓		
Minnesota VPK/SRP <sup>25</sup>					✓		
Mississippi <sup>14</sup>	✓	✓	✓		✓		
Missouri <sup>15</sup>							✓
Nebraska <sup>15</sup>							
Nevada <sup>21</sup>							
New Jersey Expansion <sup>16</sup>							
New Jersey ECPA <sup>17</sup>							
New Jersey ELLI <sup>17</sup>							
New Mexico <sup>14</sup>						✓	
New York <sup>15</sup>					✓ N-6		
North Carolina <sup>20</sup>					✓		
North Dakota					✓		
Ohio <sup>12</sup>	✓	✓					
Oklahoma <sup>18</sup>							✓
Oregon Pre-K <sup>23</sup>					✓		
Oregon Preschool Promise	✓						
Pennsylvania RTL							
Pennsylvania HSSAP						✓	
Pennsylvania K4 & SBPK							
Pennsylvania PKC							
Rhode Island		✓					
South Carolina <sup>23</sup>					✓		
Tennessee <sup>13</sup>							
Texas <sup>10</sup>				✓			
Utah <sup>20</sup>	✓						
Vermont <sup>15</sup>							
Virginia VPI <sup>25</sup>					✓		
Virginia Mixed Delivery <sup>14</sup>						✓	
Washington ECEAP <sup>20</sup>							
Washington TK <sup>15</sup>							✓
West Virginia <sup>15</sup>					✓ Community Program Permanent Authorization		
Wisconsin <sup>23</sup>					✓		
Guam							✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 62. NUMBER OF PRESCHOOL TEACHERS EMPLOYED**

STATE	Total	Public schools	Nonpublic schools
Alabama	1,398	1,038	360
Alaska	62	61	1
Arizona <sup>18</sup>	2,301		
Arkansas	1,310	1,009	301
California CSPP	Data not available		
California TK	Data not available		
Colorado	2,156	1,528	628
Connecticut CDCC	262		262
Connecticut SR	671	243	428
Connecticut Smart Start	30	30	
Delaware	Data not available		
District of Columbia	CBO: 74, DCPS & PCS: Data not available		74
Florida	Not reported		
Georgia	3,762	1,895	1,867
Hawaii EOEL	37	37	
Hawaii SPCSP	17	17	
Illinois	4,096	3,856	240
Iowa Shared Visions	95	56	39
Iowa SWVPP <sup>22</sup>	Not reported	501	Not reported
Kansas	Data not available		
Kentucky	1,188	1,188	
Louisiana 8(g)	Not reported		
Louisiana LA 4	770	770	
Louisiana NSECD	77		77
Maine	326	326	
Maryland	Data not available		
Massachusetts CPPI	Data not available		
Massachusetts Chapter 70	2,749	2,749	
Michigan	2,353	1,482	871
Minnesota HdSt	Data not available		
Minnesota VPK/SRP	Data not available		
Mississippi <sup>15</sup>	168	103	65
Missouri	753	753	
Nebraska	724	724	
Nevada <sup>22</sup>	157	107	50
New Jersey Expansion	Data not available		
New Jersey ECPA	Data not available		
New Jersey ELLI	Data not available		
New Mexico	938	391	547
New York	10,594	6,576	4,018
North Carolina <sup>21</sup>	2,339	1,142	1,197
North Dakota	26	24	2
Ohio	1,778		
Oklahoma	1,981	1,981	
Oregon Pre-K <sup>24</sup>	413	40	373
Oregon Preschool Promise <sup>24</sup>	355	97	258
Pennsylvania RTL	Data not available		
Pennsylvania HSSAP	427		
Pennsylvania K4 & SBPK	Data not available		
Pennsylvania PKC	1,636		
Rhode Island	127	34	93
South Carolina <sup>24</sup>	1,401	1,149	252
Tennessee	963	963	
Texas	12,139	12,139	
Utah	297	258	39
Vermont	440	160	280
Virginia VPI <sup>26</sup>	1,524		
Virginia Mixed Delivery	Not reported		
Washington ECEAP	789	490	299
Washington TK	473	473	
West Virginia	928	653	275
Wisconsin	Data not available		
Guam	4	4	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 63. PERCENTAGE OF LEAD PRESCHOOL TEACHERS BY HIGHEST DEGREE**

STATE	High school diploma/GED	CDA	AA	BA	MA	EdD/PhD	Other
Alabama <sup>20</sup>				70%	25%	1%	4%
Alaska				Data not available			
Arizona <sup>19</sup>	0.56%	1.91%	1.96%	2.39%	0.48%		92.7%
Arkansas <sup>24</sup>		2.7%	14%	63%	15.7%		4.6%
California CSPP				Data not available			
California TK				Data not available			
Colorado				Data not available			
Connecticut CDCC		5%	31%	50%	8%		6%
Connecticut SR		1.5%	18.0%	46.9%	29.8%	0.2%	3.6%
Connecticut Smart Start				27%	73%		
Delaware				Data not available			
District of Columbia				Data not available			
Florida				Not reported			
Georgia <sup>14</sup>			1.46%	64.19%	29.19%	0.27%	4.89%
Hawaii EOEL <sup>13</sup>				62%	35%		3%
Hawaii SPCSP			6%	88%	6%		
Illinois				Data not available			
Iowa Shared Visions		2%	22%	58%	18%		
Iowa SWVPP <sup>22</sup>				76%	24%		
Kansas				Data not available			
Kentucky	0.34%	1%	2.3%	36%	60%	0.34%	
Louisiana 8(g)				100% BA or higher			
Louisiana LA 4				100% BA or higher			
Louisiana NSECD <sup>11</sup>		10%		78%	12%		
Maine				67.8%	30.7%		1.5%
Maryland <sup>13</sup>				100% BA or higher			
Massachusetts CPPI				Data not available			
Massachusetts Chapter 70				20.2%	79%	0.5%	0.3%
Michigan <sup>22</sup>				66.5%	19.7%		13.7%
Minnesota HdSt				Data not available			
Minnesota VPK/SRP <sup>25</sup>				Data not available			
Mississippi <sup>16</sup>				82%	17%		1%
Missouri			0.27%	50.73%	46.48%	0.8%	1.73%
Nebraska <sup>16</sup>	0.7%		0.1%	54.5%	44%		0.7%
Nevada			20%	80%			
New Jersey Expansion <sup>17</sup>				100% BA or higher			
New Jersey ECPA <sup>18</sup>				100% BA or higher			
New Jersey ELL <sup>18</sup>				100% BA or higher			
New Mexico <sup>15</sup>	3%	1%	22%	55%	17%		2%
New York				100% BA or higher			
North Carolina	0.04%		7.95%	79.95%	12.06%		
North Dakota		4%		96%			
Ohio			12%	49%	39%		
Oklahoma <sup>19</sup>				82.2%	17%	0.2%	0.6%
Oregon Pre-K <sup>24</sup>		8.3%	31.7%	45.3%	13.3%		1.4%
Oregon Preschool Promise <sup>25</sup>	4.8%	5.6%	18.9%	37.8%	20.8%		11%
Pennsylvania RTL				Data not available			
Pennsylvania HSSAP <sup>15</sup>		2%	10%	56%	10%		22%
Pennsylvania K4 & SBPK				Data not available			
Pennsylvania PKC <sup>15</sup>		1%	2%	56%	24%		17%
Rhode Island				69%	31%		
South Carolina			7%	41%	51%	1%	
Tennessee <sup>14</sup>				56%	37%	1%	6%
Texas				Data not available			
Utah	10%	32%	9%	45%	3%		0.3%
Vermont				Data not available			
Virginia VPI <sup>27</sup>		4%	2%	93%			1%
Virginia Mixed Delivery				Data not available			
Washington ECEAP <sup>21</sup>		1%	30%	30%	11%		28%
Washington TK <sup>16</sup>				42.5%	55.4%	0.2%	1.9%
West Virginia				Data not available			
Wisconsin				Data not available			
Guam			75%	25%			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 64. NUMBER OF LEAD PRESCHOOL TEACHERS BY HIGHEST DEGREE**

STATE	Total	High school diploma/GED	CDA	AA	BA	MA	EdD/PhD	Other
Alabama <sup>20</sup>	1,398				985	353	3	57
Alaska				Data not available				
Arizona <sup>19</sup>	2,301	13	44	45	55	11		2,133
Arkansas <sup>24</sup>	1,310		36	184	824	206		60
California CSPP				Data not available				
California TK				Data not available				
Colorado				Data not available				
Connecticut CDCC	262		13	82	132	20		15
Connecticut SR	671		10	121	315	200	1	24
Connecticut Smart Start	30				8	22		
Delaware				Data not available				
District of Columbia				Data not available				
Florida				Not reported				
Georgia <sup>14</sup>	3,762			55	2,415	1,098	10	184
Hawaii EOEL <sup>13</sup>	37				23	13		1
Hawaii SPCSP	17			1	15	1		
Illinois				Data not available				
Iowa Shared Visions	95		2	21	55	17		
Iowa SWVPP <sup>22</sup>	501				381	120		
Kansas				Data not available				
Kentucky	1,188	4	12	27	427	714	4	
Louisiana 8(g)				Data not available: 100% BA or higher				
Louisiana LA 4				770, breakdown not available: 100% BA or higher				
Louisiana NSECD <sup>11</sup>	77		8		60	9		
Maine	326				221	100		5
Maryland <sup>13</sup>				Data not available: 100% BA or higher				
Massachusetts CPPI				Data not available				
Massachusetts Chapter 70	2,749				554	2,172	14	9
Michigan <sup>22</sup>	2,353				1,565	465		323
Minnesota HdSt				Data not available				
Minnesota VPK/SRP <sup>25</sup>				Data not available				
Mississippi <sup>16</sup>	168				138	29		1
Missouri	753			2	382	350	6	13
Nebraska <sup>16</sup>	724	5		1	395	318		5
Nevada	157			31	126			
New Jersey Expansion <sup>17</sup>				Data not available: 100% BA or higher				
New Jersey ECPA <sup>18</sup>				Data not available: 100% BA or higher				
New Jersey ELL <sup>18</sup>				Data not available: 100% BA or higher				
New Mexico <sup>15</sup>	813	25	7	179	447	136	1	18
New York				Data not available: 100% BA or higher				
North Carolina	2,339	1		186	1,870	282		
North Dakota	26		1		25			
Ohio	1,590			213	872	693		
Oklahoma <sup>19</sup>	1,981				1,628	337	4	12
Oregon Pre-K <sup>24</sup>	413		34	131	187	55		6
Oregon Preschool Promise <sup>25</sup>	355	17	20	67	134	74		39
Pennsylvania RTL				Data not available				
Pennsylvania HSSAP <sup>15</sup>	427	2	9	43	239	42		92
Pennsylvania K4 & SBPK				Data not available				
Pennsylvania PKC <sup>15</sup>	1,636	8	17	29	924	385		273
Rhode Island	127				88	39		
South Carolina	1,401			102	577	715	7	
Tennessee <sup>14</sup>	963				536	359	8	60
Texas				Data not available				
Utah	297	31	94	27	134	10		1
Vermont				Data not available				
Virginia VPI <sup>27</sup>	1,524		61	30	1,417			16
Virginia Mixed Delivery				Data not available				
Washington ECEAP <sup>21</sup>	789		8	237	237	88		219
Washington TK <sup>16</sup>	473				201	262	1	9
West Virginia				Data not available				
Wisconsin				Data not available				
Guam	4			3	1			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 65. PRESCHOOL TEACHER SHORTAGES DURING THE 2021-2022 SCHOOL YEAR**

STATE	Shortage of qualified lead preschool teachers?
Alabama <sup>21</sup>	Yes
Alaska <sup>17</sup>	Yes
Arizona <sup>20</sup>	Yes
Arkansas <sup>25</sup>	Yes
California CSPP <sup>29</sup>	Yes
California TK <sup>20</sup>	Yes
Colorado <sup>22</sup>	Unsure
Connecticut CDCC <sup>27</sup>	Yes
Connecticut SR <sup>23</sup>	Yes
Connecticut Smart Start <sup>23</sup>	Yes
Delaware <sup>18</sup>	Yes
District of Columbia <sup>25</sup>	Unsure
Florida	Not reported
Georgia <sup>15</sup>	Yes
Hawaii EOEL <sup>14</sup>	Yes
Hawaii SPCSP <sup>23</sup>	Yes
Illinois <sup>16</sup>	Yes
Iowa Shared Visions <sup>21</sup>	Yes
Iowa SWVPP <sup>23</sup>	Yes
Kansas <sup>26</sup>	Yes
Kentucky <sup>21</sup>	Yes
Louisiana 8(g) <sup>13</sup>	Unsure
Louisiana LA 4 <sup>13</sup>	Yes
Louisiana NSECD	No
Maine <sup>21</sup>	Yes
Maryland <sup>14</sup>	Yes
Massachusetts CPPI <sup>16</sup>	Yes
Massachusetts Chapter 70 <sup>14</sup>	Unsure
Michigan <sup>23</sup>	Yes
Minnesota HdSt <sup>23</sup>	Yes
Minnesota VPK/SRP <sup>26</sup>	Yes
Mississippi	No
Missouri	Yes
Nebraska <sup>14</sup>	Yes
Nevada <sup>23</sup>	Yes
New Jersey Expansion <sup>18</sup>	Yes
New Jersey ECPA <sup>19</sup>	Yes
New Jersey ELLI <sup>19</sup>	Yes
New Mexico <sup>16</sup>	Unsure
New York	No
North Carolina <sup>22</sup>	Yes
North Dakota <sup>22</sup>	Yes
Ohio <sup>13</sup>	Yes
Oklahoma <sup>20</sup>	Yes
Oregon Pre-K <sup>25</sup>	Yes
Oregon Preschool Promise <sup>26</sup>	Yes
Pennsylvania RTL	Unsure
Pennsylvania HSSAP <sup>16</sup>	Yes
Pennsylvania K4 & SBPK	Unsure
Pennsylvania PKC	Yes
Rhode Island	No
South Carolina <sup>25</sup>	Yes
Tennessee	Yes
Texas	Not reported
Utah <sup>21</sup>	Yes
Vermont <sup>17</sup>	Yes
Virginia VPI <sup>28</sup>	Unsure
Virginia Mixed Delivery	Not reported
Washington ECEAP <sup>22</sup>	Yes
Washington TK <sup>17</sup>	Yes
West Virginia <sup>16</sup>	Unsure
Wisconsin <sup>24</sup>	Yes
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 66. WAIVERS OR EXEMPTIONS FOR LEAD TEACHER REQUIREMENTS DUE TO TEACHER SHORTAGES DURING THE 2021-2022 SCHOOL YEAR**

STATE	Waivers/exemptions
Alabama <sup>21</sup>	Yes
Alaska	No
Arizona	No
Arkansas <sup>23</sup>	Yes
California CSPP	No
California TK	No
Colorado	No
Connecticut CDCC <sup>28</sup>	No
Connecticut SR <sup>24</sup>	No
Connecticut Smart Start <sup>24</sup>	No
Delaware	No
District of Columbia <sup>26</sup>	No
Florida	Not reported
Georgia <sup>16</sup>	Yes
Hawaii EOEL	No
Hawaii SPCSP <sup>24</sup>	Yes
Illinois <sup>15</sup>	Yes
Iowa Shared Visions <sup>22</sup>	Yes
Iowa SWVPP <sup>24</sup>	Yes
Kansas <sup>27</sup>	Yes
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts CPPI	No
Massachusetts Chapter 70 <sup>15</sup>	Yes
Michigan <sup>24</sup>	Yes
Minnesota HdSt	No
Minnesota VPK/SRP	No
Mississippi	No
Missouri	No
Nebraska <sup>14</sup>	Yes
Nevada <sup>24</sup>	Yes
New Jersey Expansion	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No
North Carolina <sup>23</sup>	No
North Dakota <sup>22</sup>	Yes
Ohio	No
Oklahoma <sup>21</sup>	Yes
Oregon Pre-K <sup>26</sup>	Yes
Oregon Preschool Promise <sup>27</sup>	Yes
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC <sup>17</sup>	No
Rhode Island	No
South Carolina	No
Tennessee <sup>15</sup>	Yes
Texas	No
Utah <sup>21</sup>	No
Vermont <sup>17</sup>	Yes
Virginia VPI	No
Virginia Mixed Delivery	Not reported
Washington ECEAP	No
Washington TK	No
West Virginia	No
Wisconsin	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 67. INCENTIVES PROVIDED BY THE STATE FOR RECRUITING OR RETAINING PRESCHOOL TEACHERS DURING THE 2021-2022 SCHOOL YEAR DUE TO THE TEACHER SHORTAGE**

STATE	For recruiting new preschool teachers	For retaining preschool teachers	No
Alabama <sup>22</sup>			✓
Alaska			✓
Arizona			✓
Arkansas	✓	✓	
California CSPP <sup>30</sup>	✓	✓	
California TK <sup>21</sup>	✓	✓	
Colorado <sup>23</sup>	✓	✓	
Connecticut CDCC <sup>29</sup>			✓
Connecticut SR <sup>25</sup>			✓
Connecticut Smart Start <sup>25</sup>			✓
Delaware	✓	✓	
District of Columbia			✓
Florida	Not reported	Not reported	Not reported
Georgia <sup>17</sup>	✓	✓	
Hawaii EOEL			✓
Hawaii SPCSP			✓
Illinois			✓
Iowa Shared Visions <sup>23</sup>	✓	✓	
Iowa SWVPP <sup>25</sup>	✓	✓	
Kansas <sup>28</sup>			✓
Kentucky <sup>22</sup>			✓
Louisiana 8(g)			✓
Louisiana LA 4			✓
Louisiana NSECD			✓
Maine			✓
Maryland <sup>15</sup>			✓
Massachusetts CPPI <sup>17</sup>		✓	
Massachusetts Chapter 70 <sup>16</sup>	✓	✓	
Michigan <sup>25</sup>			✓
Minnesota HdSt <sup>24</sup>	✓	✓	
Minnesota VPK/SRP <sup>27</sup>			✓
Mississippi			✓
Missouri			✓
Nebraska			✓
Nevada <sup>25</sup>	✓	✓	
New Jersey Expansion			✓
New Jersey ECPA			✓
New Jersey ELLI			✓
New Mexico <sup>17</sup>	✓	✓	
New York			✓
North Carolina			✓
North Dakota			✓
Ohio			✓
Oklahoma <sup>22</sup>	✓		
Oregon Pre-K <sup>27</sup>			✓
Oregon Preschool Promise			✓
Pennsylvania RTL			✓
Pennsylvania HSSAP <sup>17</sup>			✓
Pennsylvania K4 & SBPK			✓
Pennsylvania PKC <sup>18</sup>			✓
Rhode Island			✓
South Carolina <sup>26</sup>	✓ (First Steps only)	✓ (First Steps only)	
Tennessee			✓
Texas			✓
Utah <sup>22</sup>	✓	✓	
Vermont	✓		
Virginia VPI <sup>29</sup>	✓	✓	
Virginia Mixed Delivery	Not reported		
Washington ECEAP <sup>23</sup>			✓
Washington TK			✓
West Virginia			✓
Wisconsin <sup>25</sup>			✓
Guam			✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 68. MINIMUM ASSISTANT PRESCHOOL TEACHER DEGREE REQUIREMENTS**

STATE	Assistant teachers employed by Public Schools	Assistant teachers employed by Nonpublic Schools
Alabama	CDA or 9 college credits in ECE/CD	CDA or 9 college credits in ECE/CD
Alaska <sup>18</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Arizona <sup>17</sup>	None	None
Arkansas <sup>26</sup>	CDA	CDA
California CSPP <sup>31</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
California TK <sup>22</sup>	High School Diploma or Equivalent	NA
Colorado <sup>24</sup>	None	None
Connecticut CDCC <sup>30</sup>	NA	High School Diploma or Equivalent
Connecticut SR <sup>26</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Connecticut Smart Start <sup>26</sup>	High School Diploma or Equivalent	NA
Delaware <sup>19</sup>	Working towards CDA or Equivalent	Working towards CDA or Equivalent
District of Columbia <sup>27</sup>	Other (DCPS); Determined locally (PCS)	AA
Florida <sup>8</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Georgia <sup>18</sup>	CDA	CDA
Hawaii EOEL <sup>15</sup>	CDA or equivalent	NA
Hawaii SPCSP <sup>25</sup>	CDA or equivalent	NA
Illinois <sup>17</sup>	Educator License	Educator License
Iowa Shared Visions <sup>24</sup>	CDA or equivalent	CDA or equivalent
Iowa SWVPP <sup>26</sup>	CDA or equivalent	CDA or equivalent
Kansas <sup>29</sup>	Other	Other
Kentucky <sup>23</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Louisiana 8(g) <sup>14</sup>	Other	NA
Louisiana LA 4 <sup>14</sup>	High School Diploma or Equivalent	NA
Louisiana NSECD <sup>12</sup>	NA	CDA (4-year-old classrooms); High School Diploma or Equivalent (3-year-old classrooms)
Maine <sup>22</sup>	Educational Technician II	Educational Technician II
Maryland <sup>16</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Massachusetts CPPI <sup>18</sup>	Determined locally	None
Massachusetts Chapter 70	Determined locally	NA
Michigan <sup>26</sup>	CDA	CDA
Minnesota HdSt <sup>25</sup>	CDA	CDA
Minnesota VPK/SRP <sup>28</sup>	Determined locally	Determined locally
Mississippi <sup>17</sup>	AA	AA
Missouri <sup>6</sup>	AA in ECE or CD, or 60 college hours (including 9 in ECE or CD) (public) 4	NA
Nebraska <sup>17</sup>	K-6 Elementary Endorsement, 6 semester hours of credit in CD or ECE, or equivalent in prior training and experience	K-6 Elementary Endorsement, 6 semester hours of credit in CD or ECE, or equivalent in prior training and experience
Nevada	High School Diploma or Equivalent	High School Diploma or Equivalent
New Jersey Expansion <sup>19</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
New Jersey ECPA <sup>20</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
New Jersey ELLI <sup>20</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
New Mexico <sup>18</sup>	AA	Other
New York <sup>16</sup>	Level I Teaching Assistant Certification	High School Diploma or Equivalent
North Carolina <sup>24</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
North Dakota	High School Diploma or Equivalent	High School Diploma or Equivalent
Ohio	High School Diploma or Equivalent	High School Diploma or Equivalent
Oklahoma <sup>23</sup>	High School Diploma or Equivalent	NA
Oregon Pre-K <sup>28</sup>	CDA	CDA
Oregon Preschool Promise <sup>28</sup>	Other	Other
Pennsylvania RTL <sup>8</sup>	Other	Other
Pennsylvania HSSAP <sup>18</sup>	CDA	CDA
Pennsylvania K4 & SBPK <sup>11</sup>	Other	Other
Pennsylvania PKC <sup>19</sup>	Other	Other
Rhode Island	Nine (or more) college credits in Early Childhood or Child Development	High School Diploma plus 12 college credits in ECE/CD or a CDA
South Carolina <sup>27</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Tennessee <sup>16</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Texas <sup>11</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Utah <sup>23</sup>	None	None
Vermont <sup>18</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Virginia VPI <sup>30</sup>	High School Diploma or Equivalent	None
Virginia Mixed Delivery <sup>14</sup>	NA	None
Washington ECEAP <sup>24</sup>	CDA	CDA
Washington TK <sup>18</sup>	High School Diploma or Equivalent	NA
West Virginia <sup>17</sup>	CDA	CDA
Wisconsin <sup>26</sup>	High School Diploma or Equivalent	Other
Guam	High School Diploma or Equivalent	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 69A. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	ASSISTANT TEACHERS EMPLOYED BY PUBLIC SCHOOLS			
	Training in Early Childhood Education	Training in Child Development	Training in Elementary Education	Training in Preschool Special Education
Alabama				
Alaska <sup>18</sup>				
Arizona <sup>17</sup>				
Arkansas <sup>26</sup>				
California CSPP <sup>31</sup>				
California TK <sup>22</sup>				
Colorado				
Connecticut CDCC				
Connecticut SR <sup>26</sup>				
Connecticut Smart Start				
Delaware <sup>19</sup>				
District of Columbia <sup>28</sup>				
Florida <sup>8</sup>				
Georgia <sup>18</sup>				
Hawaii EOEL				
Hawaii SPCSP <sup>25</sup>				
Illinois <sup>17</sup>				
Iowa Shared Visions <sup>24</sup>				
Iowa SWVPP <sup>26</sup>				
Kansas <sup>29</sup>				
Kentucky <sup>23</sup>				
Louisiana 8(g) <sup>14</sup>				
Louisiana LA 4 <sup>14</sup>				
Louisiana NSECD <sup>12</sup>				
Maine <sup>22</sup>	✓	✓		
Maryland <sup>16</sup>				
Massachusetts CPPI <sup>18</sup>				
Massachusetts Chapter 70				
Michigan <sup>26</sup>	✓	✓		
Minnesota HdSt <sup>25</sup>	✓	✓		
Minnesota VPK/SRP <sup>28</sup>				
Mississippi <sup>17</sup>	✓	✓	✓	
Missouri <sup>6</sup>				
Nebraska <sup>17</sup>			✓	
Nevada				
New Jersey Expansion <sup>19</sup>				
New Jersey ECPA <sup>20</sup>				
New Jersey ELLI <sup>20</sup>				
New Mexico	✓			
New York <sup>16</sup>	✓	✓	✓	
North Carolina <sup>24</sup>				
North Dakota <sup>23</sup>				
Ohio				
Oklahoma <sup>23</sup>				
Oregon Pre-K <sup>28</sup>				
Oregon Preschool Promise <sup>28</sup>				
Pennsylvania RTL <sup>8</sup>				
Pennsylvania HSSAP <sup>18</sup>				
Pennsylvania K4 & SBPK <sup>11</sup>				
Pennsylvania PKC <sup>19</sup>				
Rhode Island				
South Carolina <sup>28</sup>	✓	✓		
Tennessee <sup>16</sup>	✓	✓		
Texas <sup>11</sup>				
Utah				
Vermont <sup>18</sup>	✓	✓		✓
Virginia VPI <sup>30</sup>				
Virginia Mixed Delivery <sup>14</sup>				
Washington ECEAP <sup>24</sup>	✓	✓		
Washington TK <sup>19</sup>				
West Virginia <sup>17</sup>	✓	✓		✓
Wisconsin <sup>26</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 69B. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	ASSISTANT TEACHERS EMPLOYED BY PUBLIC SCHOOLS			
	Nine (or more) college credits in EC or CD	CDA	Paraprofessional Certification	Teaching Assistant certification
Alabama	✓	✓		
Alaska <sup>18</sup>				
Arizona <sup>17</sup>				
Arkansas <sup>26</sup>				
California CSPP <sup>31</sup>				
California TK <sup>22</sup>				
Colorado				
Connecticut CDCC				
Connecticut SR <sup>26</sup>				
Connecticut Smart Start				
Delaware <sup>19</sup>		✓	✓	
District of Columbia <sup>28</sup>				
Florida <sup>8</sup>				
Georgia <sup>18</sup>		✓		
Hawaii EOEL		✓		
Hawaii SPCSP <sup>25</sup>		✓		
Illinois <sup>17</sup>			✓	
Iowa Shared Visions <sup>24</sup>				
Iowa SWVPP <sup>26</sup>				
Kansas <sup>29</sup>				
Kentucky <sup>23</sup>				
Louisiana 8(g) <sup>14</sup>				
Louisiana LA 4 <sup>14</sup>				
Louisiana NSECD <sup>12</sup>				
Maine <sup>22</sup>			✓	
Maryland <sup>16</sup>				
Massachusetts CPPI <sup>18</sup>				
Massachusetts Chapter 70				
Michigan <sup>26</sup>		✓		
Minnesota HdSt <sup>25</sup>		✓		
Minnesota VPK/SRP <sup>28</sup>				
Mississippi <sup>17</sup>	✓	✓		
Missouri <sup>6</sup>				
Nebraska <sup>17</sup>	✓	✓		
Nevada			✓	
New Jersey Expansion <sup>19</sup>				
New Jersey ECPA <sup>20</sup>				
New Jersey ELLI <sup>20</sup>				
New Mexico				
New York <sup>16</sup>				
North Carolina <sup>24</sup>				
North Dakota <sup>23</sup>			✓	
Ohio				
Oklahoma <sup>23</sup>				
Oregon Pre-K <sup>28</sup>		✓		
Oregon Preschool Promise <sup>28</sup>				
Pennsylvania RTL <sup>8</sup>				
Pennsylvania HSSAP <sup>18</sup>		✓		
Pennsylvania K4 & SBPK <sup>11</sup>				
Pennsylvania PKC <sup>19</sup>				
Rhode Island	✓			
South Carolina <sup>28</sup>				
Tennessee <sup>16</sup>				
Texas <sup>11</sup>				
Utah				
Vermont <sup>18</sup>	✓	✓		
Virginia VPI <sup>30</sup>				
Virginia Mixed Delivery <sup>14</sup>				
Washington ECEAP <sup>24</sup>	✓	✓		
Washington TK <sup>19</sup>				
West Virginia <sup>17</sup>		✓		✓
Wisconsin <sup>26</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 69C. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	ASSISTANT TEACHERS EMPLOYED BY PUBLIC SCHOOLS			
	Meets NCLB requirements	Other	None	Not Applicable
Alabama				
Alaska <sup>18</sup>			✓	
Arizona <sup>17</sup>		✓		
Arkansas <sup>26</sup>		✓		
California CSPP <sup>31</sup>			✓	
California TK <sup>22</sup>	✓			
Colorado			✓	
Connecticut CDCC				✓
Connecticut SR <sup>26</sup>			✓	
Connecticut Smart Start			✓	
Delaware <sup>19</sup>				
District of Columbia <sup>28</sup>			✓	
Florida <sup>8</sup>			✓	
Georgia <sup>18</sup>				
Hawaii EOEL				
Hawaii SPCSP <sup>25</sup>				
Illinois <sup>17</sup>				
Iowa Shared Visions <sup>24</sup>		✓		
Iowa SWVPP <sup>26</sup>			✓	
Kansas <sup>29</sup>		✓		
Kentucky <sup>23</sup>		✓		
Louisiana 8(g) <sup>14</sup>			✓	
Louisiana LA 4 <sup>14</sup>			✓	
Louisiana NSECD <sup>12</sup>				✓
Maine <sup>22</sup>				
Maryland <sup>16</sup>			✓	
Massachusetts CPP1 <sup>18</sup>			✓	
Massachusetts Chapter 70		✓ Determined locally		
Michigan <sup>26</sup>		✓		
Minnesota HdSt <sup>25</sup>				
Minnesota VPK/SRP <sup>28</sup>		✓ Determined locally		
Mississippi <sup>17</sup>		✓		
Missouri <sup>6</sup>		✓		
Nebraska <sup>17</sup>				
Nevada				
New Jersey Expansion <sup>19</sup>			✓	
New Jersey ECPA <sup>20</sup>			✓	
New Jersey ELLI <sup>20</sup>			✓	
New Mexico				
New York <sup>16</sup>		✓		
North Carolina <sup>24</sup>		✓		
North Dakota <sup>23</sup>				
Ohio			✓	
Oklahoma <sup>23</sup>		✓		
Oregon Pre-K <sup>28</sup>				
Oregon Preschool Promise <sup>28</sup>		✓		
Pennsylvania RTL <sup>8</sup>		✓		
Pennsylvania HSSAP <sup>18</sup>				
Pennsylvania K4 & SBPK <sup>11</sup>		✓		
Pennsylvania PKC <sup>19</sup>		✓		
Rhode Island				
South Carolina <sup>28</sup>				
Tennessee <sup>16</sup>				
Texas <sup>11</sup>			✓	
Utah			✓	
Vermont <sup>18</sup>				
Virginia VPI <sup>30</sup>			✓	
Virginia Mixed Delivery <sup>14</sup>				✓
Washington ECEAP <sup>24</sup>				
Washington TK <sup>19</sup>			✓	
West Virginia <sup>17</sup>				
Wisconsin <sup>26</sup>		✓		
Guam			✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 69D. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	ASSISTANT TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS			
	Training in Early Childhood Education	Training in Child Development	Training in Elementary Education	Training in Preschool Special Education
Alabama				
Alaska <sup>18</sup>				
Arizona <sup>17</sup>				
Arkansas <sup>26</sup>				
California CSPP <sup>31</sup>				
California TK <sup>22</sup>				
Colorado				
Connecticut CDCC				
Connecticut SR <sup>26</sup>				
Connecticut Smart Start				
Delaware <sup>19</sup>				
District of Columbia <sup>28</sup>	✓	✓		
Florida <sup>8</sup>				
Georgia <sup>18</sup>				
Hawaii EOEL				
Hawaii SPCSP <sup>25</sup>				
Illinois <sup>17</sup>				
Iowa Shared Visions <sup>24</sup>				
Iowa SWVPP <sup>26</sup>				
Kansas <sup>29</sup>				
Kentucky <sup>23</sup>				
Louisiana 8(g) <sup>14</sup>				
Louisiana LA 4 <sup>14</sup>				
Louisiana NSECD <sup>12</sup>				
Maine <sup>22</sup>	✓	✓		
Maryland <sup>16</sup>				
Massachusetts CPPI <sup>18</sup>				
Massachusetts Chapter 70				
Michigan <sup>26</sup>	✓	✓		
Minnesota HdSt <sup>25</sup>	✓	✓		✓
Minnesota VPK/SRP <sup>28</sup>				
Mississippi <sup>17</sup>	✓	✓	✓	
Missouri <sup>6</sup>				
Nebraska <sup>17</sup>			✓	
Nevada				
New Jersey Expansion <sup>19</sup>				
New Jersey ECPA <sup>20</sup>				
New Jersey ELLI <sup>20</sup>				
New Mexico	✓			
New York <sup>16</sup>	✓	✓	✓	
North Carolina <sup>24</sup>				
North Dakota <sup>23</sup>				
Ohio				
Oklahoma <sup>23</sup>				
Oregon Pre-K <sup>28</sup>				
Oregon Preschool Promise <sup>28</sup>				
Pennsylvania RTL <sup>8</sup>				
Pennsylvania HSSAP <sup>18</sup>				
Pennsylvania K4 & SBPK <sup>11</sup>				
Pennsylvania PKC <sup>19</sup>				
Rhode Island	✓			
South Carolina <sup>28</sup>	✓	✓		
Tennessee <sup>16</sup>	✓	✓		
Texas <sup>11</sup>				
Utah				
Vermont <sup>18</sup>	✓	✓		✓
Virginia VPI <sup>30</sup>				
Virginia Mixed Delivery <sup>14</sup>				
Washington ECEAP <sup>24</sup>	✓	✓		
Washington TK <sup>19</sup>				
West Virginia <sup>17</sup>	✓	✓		✓
Wisconsin <sup>26</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 69E. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

ASSISTANT TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS				
STATE	Nine (or more) college credits in EC or CD	CDA	Paraprofessional Certification	Teaching Assistant certification
Alabama	✓	✓		
Alaska <sup>18</sup>				
Arizona <sup>17</sup>				
Arkansas <sup>26</sup>				
California CSPP <sup>31</sup>				
California TK <sup>22</sup>				
Colorado				
Connecticut CDCC				
Connecticut SR <sup>26</sup>				
Connecticut Smart Start				
Delaware <sup>19</sup>	✓	✓		
District of Columbia <sup>28</sup>	✓	✓		
Florida <sup>8</sup>		✓		
Georgia <sup>18</sup>		✓		
Hawaii EOEL				
Hawaii SPCSP <sup>25</sup>				
Illinois <sup>17</sup>			✓	
Iowa Shared Visions <sup>24</sup>				
Iowa SWVPP <sup>26</sup>				
Kansas <sup>29</sup>				
Kentucky <sup>23</sup>				
Louisiana 8(g) <sup>14</sup>				
Louisiana LA 4 <sup>14</sup>				
Louisiana NSECD <sup>12</sup>		✓ (4-year-old classrooms)		
Maine <sup>22</sup>			✓	
Maryland <sup>16</sup>				
Massachusetts CPPI <sup>18</sup>				
Massachusetts Chapter 70				
Michigan <sup>26</sup>		✓		
Minnesota HdSt <sup>25</sup>		✓		
Minnesota VPK/SRP <sup>28</sup>				
Mississippi <sup>17</sup>	✓	✓		
Missouri <sup>6</sup>				
Nebraska <sup>17</sup>	✓	✓		
Nevada				
New Jersey Expansion <sup>19</sup>				
New Jersey ECPA <sup>20</sup>				
New Jersey ELLI <sup>20</sup>				
New Mexico				
New York <sup>16</sup>				
North Carolina <sup>24</sup>				
North Dakota <sup>23</sup>			✓	
Ohio				
Oklahoma <sup>23</sup>				
Oregon Pre-K <sup>28</sup>		✓		
Oregon Preschool Promise <sup>28</sup>				
Pennsylvania RTL <sup>8</sup>				
Pennsylvania HSSAP <sup>18</sup>		✓		
Pennsylvania K4 & SBPK <sup>11</sup>				
Pennsylvania PKC <sup>19</sup>				
Rhode Island	✓			
South Carolina <sup>28</sup>				
Tennessee <sup>16</sup>				
Texas <sup>11</sup>				
Utah				
Vermont <sup>18</sup>	✓	✓		
Virginia VPI <sup>30</sup>				
Virginia Mixed Delivery <sup>14</sup>				
Washington ECEAP <sup>24</sup>	✓	✓		
Washington TK <sup>19</sup>				
West Virginia <sup>17</sup>		✓		✓
Wisconsin <sup>26</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 69F. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	ASSISTANT TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS			
	Meets NCLB requirements	Other	None	Not Applicable
Alabama				
Alaska <sup>18</sup>			✓	
Arizona <sup>17</sup>		✓		
Arkansas <sup>26</sup>		✓		
California CSPP <sup>31</sup>			✓	
California TK <sup>22</sup>				✓
Colorado			✓	
Connecticut CDCC			✓	
Connecticut SR <sup>26</sup>			✓	
Connecticut Smart Start				✓
Delaware <sup>19</sup>				
District of Columbia <sup>28</sup>		✓		
Florida <sup>8</sup>			✓	
Georgia <sup>18</sup>				
Hawaii EOEL				✓
Hawaii SPCSP <sup>25</sup>				✓
Illinois <sup>17</sup>				
Iowa Shared Visions <sup>24</sup>		✓		
Iowa SWVPP <sup>26</sup>			✓	
Kansas <sup>29</sup>		✓		
Kentucky <sup>23</sup>		✓		
Louisiana 8(g) <sup>14</sup>				✓
Louisiana LA 4 <sup>14</sup>				✓
Louisiana NSECD <sup>12</sup>			✓ (3-year-old classrooms)	
Maine <sup>22</sup>				
Maryland <sup>16</sup>			✓	
Massachusetts CPP1 <sup>18</sup>			✓	
Massachusetts Chapter 70				✓
Michigan <sup>26</sup>		✓		
Minnesota HdSt <sup>25</sup>				
Minnesota VPK/SRP <sup>28</sup>		✓ Determined locally		
Mississippi <sup>17</sup>		✓		
Missouri <sup>6</sup>				✓
Nebraska <sup>17</sup>				
Nevada			✓	
New Jersey Expansion <sup>19</sup>			✓	
New Jersey ECPA <sup>20</sup>			✓	
New Jersey ELLI <sup>20</sup>			✓	
New Mexico				
New York <sup>16</sup>		✓		
North Carolina <sup>24</sup>		✓		
North Dakota <sup>23</sup>		✓		
Ohio			✓	
Oklahoma <sup>23</sup>				
Oregon Pre-K <sup>28</sup>				
Oregon Preschool Promise <sup>28</sup>		✓		
Pennsylvania RTL <sup>8</sup>		✓		
Pennsylvania HSSAP <sup>18</sup>				
Pennsylvania K4 & SBPK <sup>11</sup>		✓		
Pennsylvania PKC <sup>19</sup>		✓		
Rhode Island				
South Carolina <sup>28</sup>		✓		
Tennessee <sup>16</sup>				
Texas <sup>11</sup>			✓	
Utah			✓	
Vermont <sup>18</sup>				
Virginia VPI <sup>30</sup>			✓	
Virginia Mixed Delivery <sup>14</sup>			✓	
Washington ECEAP <sup>24</sup>				
Washington TK <sup>19</sup>				✓
West Virginia <sup>17</sup>				
Wisconsin <sup>26</sup>			✓	
Guam				✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 70A. IN-SERVICE PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR PRESCHOOL TEACHERS**

STATE	LEAD TEACHERS	
	Employed by Public Schools	Employed by Nonpublic Schools
Alabama <sup>23</sup>	30 clock hours/year	30 clock hours/year
Alaska <sup>19</sup>	6 credit hours/5 years	6 credit hours/5 years
Arizona <sup>21</sup>	18 clock hours/year	18 clock hours/year
Arkansas <sup>27</sup>	30 clock hours/year	30 clock hours/year
California CSPP <sup>32</sup>	105 clock hours/5 years	105 clock hours/5 years
California TK	Determined locally	NA
Colorado <sup>25</sup>	15 clock hours/year	15 clock hours/year
Connecticut CDCC	NA	1% of total hours worked
Connecticut SR <sup>27</sup>	1% of total annual hours worked	1% of total annual hours worked
Connecticut Smart Start	Determined locally	NA
Delaware <sup>20</sup>	90 clock hours/5 years	18 clock hours/year
District of Columbia	30 clock hours/year (DCPS); Determined locally (PCS)	21 clock hours/year
Florida	120 hours/5 years	10 clock hours/year (licensed child care)
Georgia <sup>19</sup>	15 clock hours/year	15 clock hours/year
Hawaii EOEL <sup>16</sup>	60 clock hours/year	NA
Hawaii SPCSP <sup>26</sup>	60 clock hours/year	NA
Illinois <sup>18</sup>	120 clock hours/5 years	120 clock hours/5 years
Iowa Shared Visions <sup>25</sup>	Outlined in application & determined by program standards	Outlined in application & determined by program standards
Iowa SWVPP <sup>27</sup>	Recommended: 15 clock hours/year	Recommended: 15 clock hours/year
Kansas <sup>30</sup>	15 clock hours/year	15 clock hours/year
Kentucky	24 clock hours/year	24 clock hours/year
Louisiana 8(g)	18 clock hours/year	NA
Louisiana LA 4	18 clock hours/year	NA
Louisiana NSECD	NA	18 clock hours/year
Maine	6 credit hours/5 years	6 credit hours/5 years
Maryland	6 credit hours/5 years	6 credit hours/5 years
Massachusetts CPPI	20 clock hours/year	20 clock hours/year
Massachusetts Chapter 70 <sup>17</sup>	150 Professional Development Points/5 years	NA
Michigan <sup>27</sup>	16 clock hours/year	16 clock hours/year
Minnesota HdSt <sup>26</sup>	15 clock hours/year	15 clock hours/year
Minnesota VPK/SRP <sup>29</sup>	125 clock hours/5 years (licensed teachers); 10 hours/year (other teachers)	125 clock hours/5 years (licensed teachers); 10 hours/year (other teachers)
Mississippi	15 clock hours/year	15 clock hours/year
Missouri <sup>7</sup>	30 clock hours/year (teachers in years 1 to 4), 15 hours/year for other teachers until exempt	NA
Nebraska	15 clock hours/year	15 clock hours/year
Nevada <sup>26</sup>	6 credit hours/5 years	24 clock hours/year
New Jersey Expansion	100 clock hours/5 years	100 clock hours/5 years
New Jersey ECPA	100 clock hours/5 years	100 clock hours/5 years
New Jersey ELLI	100 clock hours/5 years	100 clock hours/5 years
New Mexico	50 clock hours/year (first year teachers), 45.5 clock hours/year (second year teachers), 20 clock hours/year (other teachers)	24 clock hours/year & 6 credit hours/year if no AA degree
New York <sup>17</sup>	175 clock hours/5 years	175 clock hours/5 years
North Carolina <sup>25</sup>	6 semester hours/year	6 semester hours/year
North Dakota <sup>24</sup>	Varies by teaching license held	Varies by teaching license held
Ohio <sup>14</sup>	20 clock hours/2 years	20 clock hours/2 years
Oklahoma <sup>24</sup>	15 clock hours/year	NA
Oregon Pre-K	15 clock hours/year	15 clock hours/year
Oregon Preschool Promise	20 clock hours/year	20 clock hours/year
Pennsylvania RTL	180 clock hours/ 5 years	180 clock hours/ 5 years
Pennsylvania HSSAP <sup>19</sup>	15 clock hours/year	15 clock hours/ year
Pennsylvania K4 & SBPK <sup>12</sup>	180 clock hours/5 years	Determined locally
Pennsylvania PKC <sup>20</sup>	180 clock hours/ 5 years	180 clock hours/5 years
Rhode Island <sup>16</sup>	20 clock hours/year	20 clock hours/year
South Carolina <sup>29</sup>	15 clock hours/year	15 clock hours/year
Tennessee <sup>17</sup>	30 clock hours/school year	30 clock hours/school year
Texas	30 clock hours/year	30 clock hours/year
Utah <sup>24</sup>	None	None
Vermont <sup>19</sup>	6 credit hours (90 clock hours)/5 years	6 credit hours (90 clock hours)/5 years
Virginia VPI <sup>31</sup>	15 clock hours/school year	15 clock hours/school year
Virginia Mixed Delivery	NA	16 clock hours/school year
Washington ECEAP <sup>25</sup>	20 clock hours/year	20 clock hours/year
Washington TK <sup>19</sup>	100 clock hours/5 years	NA
West Virginia <sup>18</sup>	15 clock hours/year	15 clock hours/year
Wisconsin <sup>27</sup>	None	None
Guam	30 clock hours/year	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 70B. IN-SERVICE PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR PRESCHOOL TEACHERS**

STATE	ASSISTANT TEACHERS	
	Employed by Public Schools	Employed by Nonpublic Schools
Alabama <sup>23</sup>	20 clock hours/year	20 clock hours/year
Alaska <sup>19</sup>	None	None
Arizona <sup>21</sup>	18 clock hours/year	18 clock hours/year
Arkansas <sup>27</sup>	30 clock hours/year	30 clock hours/year
California CSPP <sup>32</sup>	105 clock hours/5 years	105 clock hours/5 years
California TK	Determined locally	NA
Colorado <sup>25</sup>	15 clock hours/year	15 clock hours/year
Connecticut CDCC	NA	1% of total hours worked
Connecticut SR <sup>27</sup>	1% of total annual hours worked	1% of total annual hours worked
Connecticut Smart Start	Determined locally	NA
Delaware <sup>20</sup>	15 clock hours/year	18 clock hours/year
District of Columbia	Offered but not required (DCPS); Determined locally (PCS)	21 clock hours/year
Florida	None	None
Georgia <sup>19</sup>	15 clock hours/year	15 clock hours/year
Hawaii EOEL <sup>16</sup>	10 PD sessions/year	NA
Hawaii SPCSP <sup>26</sup>	60 clock hours/year	NA
Illinois <sup>18</sup>	None	None
Iowa Shared Visions <sup>25</sup>	Outlined in application & determined by program standards	Outlined in application & determined by program standards
Iowa SWVPP <sup>27</sup>	Determined locally	Determined locally
Kansas <sup>30</sup>	15 clock hours/year	15 clock hours/year
Kentucky	18 clock hours/year	18 clock hours/year
Louisiana 8(g)	18 clock hours/year	NA
Louisiana LA 4	18 clock hours/year	NA
Louisiana NSECD	NA	18 clock hours/year
Maine	Determined locally	Determined locally
Maryland	24 clock hours/year	24 clock hours/year
Massachusetts CPPI	20 clock hours/year	20 clock hours/year
Massachusetts Chapter 70 <sup>17</sup>	None	NA
Michigan <sup>27</sup>	16 clock hours/year	16 clock hours/year
Minnesota HdSt <sup>26</sup>	15 clock hours/year	15 clock hours/year
Minnesota VPK/SRP <sup>29</sup>	At least 10 hours/year	At least 10 hours/year
Mississippi	15 clock hours/year	15 clock hours/year
Missouri <sup>7</sup>	None	NA
Nebraska	15 clock hours/year	15 clock hours/year
Nevada <sup>26</sup>	6 credit hours/5 years	24 clock hours/year
New Jersey Expansion	100 clock hours/5 years	100 clock hours/5 years
New Jersey ECPA	100 clock hours/5 years	100 clock hours/5 years
New Jersey ELLI	100 clock hours/5 years	100 clock hours/5 years
New Mexico	35 clock hours/year for first year teachers, at least 20 clock hours/years all other teachers	24 clock hours/year & 6 credit hours/year if no AA degree
New York <sup>17</sup>	Determined locally	Determined locally
North Carolina <sup>25</sup>	5 clock hour/year	5 clock hour/year
North Dakota <sup>24</sup>	Paraprofessional requirements	Varies by setting
Ohio <sup>14</sup>	20 clock hours/2 years	20 clock hours/2 years
Oklahoma <sup>24</sup>	15 clock hours/year	NA
Oregon Pre-K	15 clock hours/year	15 clock hours/year
Oregon Preschool Promise	20 clock hours/year	20 clock hours/year
Pennsylvania RTL	None	None
Pennsylvania HSSAP <sup>19</sup>	15 clock hours/ year	15 clock hours/ year
Pennsylvania K4 & SBPK <sup>12</sup>	None	None
Pennsylvania PKC <sup>20</sup>	24 clock hours/ year	24 clock hours/year
Rhode Island <sup>16</sup>	20 clock hours/year	20 clock hours/year
South Carolina <sup>29</sup>	15 clock hours/year	15 clock hours/year
Tennessee <sup>17</sup>	30 clock hours/school year	30 clock hours/school year
Texas	None	None
Utah <sup>24</sup>	None	None
Vermont <sup>19</sup>	15 clock hours/year	15 clock hours/year
Virginia VPI <sup>31</sup>	15 clock hours/school year	15 clock hours/school year
Virginia Mixed Delivery	NA	16 clock hours/school year
Washington ECEAP <sup>25</sup>	15 clock hours/year	15 clock hours/year
Washington TK <sup>19</sup>	3 days per year of Professional Learning	NA
West Virginia <sup>18</sup>	15 clock hours/year	15 clock hours/year
Wisconsin <sup>27</sup>	None	None
Guam	None	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 71. IN-SERVICE PROFESSIONAL DEVELOPMENT RELATED TO HEALTH AND SAFETY**

STATE	Required hours
Alabama <sup>23</sup>	More than 3 hours per year
Alaska	Unknown
Arizona <sup>21</sup>	Unknown
Arkansas	At least 8 hours per year
California CSPP	15 hours per year
California TK	Determined locally
Colorado 25	Determined locally
Connecticut CDCC	Programs that accept CCDF Subsidy are required to have Professional Development that totals 1% of total annual hours worked including at least one training on a health and safety topic area as defined by CCDF.
Connecticut SR	Non-public and public schools that accept CCDF Subsidy are required to have PD that totals 1% of total annual hours worked including at least one training on a health and safety topic area as defined by CCDF
Connecticut Smart Start	Determined locally
Delaware	Unknown
District of Columbia	Approximately 3-4 hour (DCPS); Health and safety training on 11 topics (CBOs); Determined locally (PCS)
Florida	8 hours of health and safety training upon hire in a licensed child care facility
Georgia	None
Hawaii EOEL	Varies
Hawaii SPCSP	3 hours
Illinois	Determined locally
Iowa Shared Visions	Approximately 1 hour per year but determined locally and guided by program standards
Iowa SWVPP	Determined locally
Kansas	Grantees must provide 15 hours of in-service training. This must include Child Abuse and Neglect training.
Kentucky	Unknown
Louisiana 8(g)	Unknown
Louisiana LA 4	Determined locally
Louisiana NSECD	Determined locally
Maine	Unknown
Maryland	Unknown
Massachusetts CPPI	All educators must take the EEC Essentials Online Course prior to working in the field.
Massachusetts Chapter 70	None
Michigan	2 hours per year
Minnesota HdSt	Follows federal Head Start requirements and DHS Rule 3 licensing regulations, if applicable
Minnesota VPK/SRP	Determined locally
Mississippi	Unknown
Missouri	Not specified
Nebraska	None
Nevada	Unknown
New Jersey Expansion	20 hours per 5 years
New Jersey ECPA	20 hours per 5 years
New Jersey ELLI	20 hours per 5 years
New Mexico	4 hours minimum as defined by child care licensing and school district requirements
New York	Determined locally
North Carolina	All new teachers need to complete 20 hours of training in health and safety to become lead teachers. And ongoing training is required, but exact number of hours not specified.
North Dakota	None
Ohio	Unknown
Oklahoma	5 hours per year
Oregon Pre-K	Per federal Head Start Requirements
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 <sup>29</sup>	5 hours per year (First Steps); None (EIA/4K)
Tennessee	18 hours per school year
Texas	Unknown
Utah	Determined locally and governed by other professional development requirements associated with the braided CCDF funding.
Vermont	Unknown
Virginia VPI <sup>31</sup>	Required, but exact number not specified
Virginia Mixed Delivery	The exact number is not specified. The number of required professional development hours related to health and safety include 16 hours in child safety and development, as indicated in Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and Training.
Washington ECEAP	This is determined locally while meeting state and local program licensing standards.
Washington TK	Not reported
West Virginia <sup>18</sup>	Required for new staff, but exact number not specified
Wisconsin <sup>27</sup>	None required
Guam	5 hours per year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 72. VIRTUAL PROFESSIONAL DEVELOPMENT FOR PRESCHOOL TEACHERS DURING THE 2021-2022 SCHOOL YEAR**

STATE	All professional development was virtual	Some professional development was virtual	No professional development was virtual
Alabama		Yes	
Alaska		Yes	
Arizona		Yes	
Arkansas		Yes	
California CSPP		Yes	
California TK		Yes	
Colorado	Yes		
Connecticut CDCC	Yes		
Connecticut SR	Yes		
Connecticut Smart Start	Yes		
Delaware	Yes		
District of Columbia		Yes	
Florida		Not reported	
Georgia	Yes		
Hawaii EOEL		Yes	
Hawaii SPCSP		Yes	
Illinois	Yes		
Iowa Shared Visions		Yes	
Iowa SWVPP		Yes	
Kansas			Yes
Kentucky		Yes	
Louisiana 8(g)		Yes	
Louisiana LA 4			Yes
Louisiana NSECD			Yes
Maine		Yes	
Maryland		Yes	
Massachusetts CPPI		Yes	
Massachusetts Chapter 70		Yes	
Michigan			Yes
Minnesota HdSt	Yes		
Minnesota VPK/SRP	Yes		
Mississippi		Yes	
Missouri			Yes
Nebraska		Yes	
Nevada		Yes	
New Jersey Expansion		Yes	
New Jersey ECPA		Yes	
New Jersey ELLI		Yes	
New Mexico		Yes	
New York	Yes		
North Carolina	Yes		
North Dakota	Yes		
Ohio		Yes	
Oklahoma		Yes	
Oregon Pre-K			Yes
Oregon Preschool Promise		Yes	
Pennsylvania RTL		Yes	
Pennsylvania HSSAP		Yes	
Pennsylvania K4 & SBPK			Yes
Pennsylvania PKC		Yes	
Rhode Island		Yes	
South Carolina		Yes	
Tennessee		Yes	
Texas		Yes	
Utah		Yes	
Vermont		Yes	
Virginia VPI		Yes	
Virginia Mixed Delivery		Not reported	
Washington ECEAP	Yes		
Washington TK		Yes	
West Virginia		Yes	
Wisconsin	Yes		
Guam		Yes	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 73. WRITTEN, INDIVIDUALIZED ANNUAL PROFESSIONAL DEVELOPMENT PLANS FOR PRESCHOOL TEACHERS**

STATE	LEAD TEACHERS		ASSISTANT TEACHERS	
	Employed by Public Schools	Employed by Nonpublic Schools	Employed by Public Schools	Employed by Nonpublic Schools
Alabama <sup>24</sup>	Yes	Yes	Yes	Yes
Alaska <sup>20</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Arizona	No	No	No	No
Arkansas <sup>28</sup>	Yes	Yes	Yes	Yes
California CSPP <sup>33</sup>	Yes	Yes	Yes	Yes
California TK	Determined locally	NA	Determined locally	NA
Colorado <sup>26</sup>	No	No	No	No
Connecticut CDCC <sup>31</sup>	NA	Yes, some	NA	Yes, some
Connecticut SR <sup>28</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Connecticut Smart Start <sup>27</sup>	Yes	NA	No	NA
Delaware	Yes	Yes	Yes	Yes
District of Columbia <sup>29</sup>	Yes (Head Start only)	Yes	No	Yes
Florida	Yes, some	Yes, some	Yes, some	Yes, some
Georgia <sup>20</sup>	Yes	Yes	Yes	Yes
Hawaii EOEL	Yes	NA	Yes	NA
Hawaii SPCSP <sup>27</sup>	Yes	NA	Yes	NA
Illinois <sup>19</sup>	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes	Yes
Iowa SWVPP <sup>27</sup>	Yes	Yes	Yes	Yes
Kansas	Yes	Yes	No	No
Kentucky	Yes	No	No	No
Louisiana 8(g)	Yes	NA	No	NA
Louisiana LA 4	Yes	NA	No	NA
Louisiana NSECD	NA	Yes	NA	No
Maine	Yes	Yes	No	No
Maryland	Yes	Yes	Yes	Yes
Massachusetts CPPI <sup>19</sup>	Yes	Yes	Yes	Yes
Massachusetts Chapter 70 <sup>17</sup>	Yes	NA	No	NA
Michigan	Yes	Yes	Yes	Yes
Minnesota HdSt <sup>17</sup>	Yes	Yes	Yes	Yes
Minnesota VPK/SRP <sup>30</sup>	Yes	Yes	No	No
Mississippi	Yes	Yes	Yes	Yes
Missouri <sup>8</sup>	Yes, some	NA	No	NA
Nebraska	Yes	Yes	Yes	Yes
Nevada	No	No	No	No
New Jersey Expansion <sup>20</sup>	Yes	Yes	Determined locally	Determined locally
New Jersey ECPA <sup>21</sup>	Yes	Yes	Determined locally	Determined locally
New Jersey ELLI <sup>21</sup>	Yes	Yes	Determined locally	Determined locally
New Mexico	Yes	Yes	Yes	Yes
New York	No	No	No	No
North Carolina	Yes	Yes	Yes	Yes
North Dakota	Yes	Yes, some	No	No
Ohio	Yes	Yes	Yes	Yes
Oklahoma <sup>25</sup>	Yes	NA	Yes	NA
Oregon Pre-K	Yes, per Federal Head Start Performance Standards			
Oregon Preschool Promise <sup>29</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Pennsylvania RTL <sup>9</sup>	Yes, some	No	No	No
Pennsylvania HSSAP <sup>19</sup>	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK <sup>13</sup>	Yes, some	Yes, some	No	Yes, some
Pennsylvania PKC <sup>21</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Rhode Island	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes
Tennessee <sup>18</sup>	Yes	Yes	Yes	Yes
Texas <sup>12</sup>	Yes	Yes	No	No
Utah <sup>25</sup>	No	No	No	No
Vermont	Yes	Yes	Yes	Yes
Virginia VPI <sup>32</sup>	No	No	No	No
Virginia Mixed Delivery	NA	No	NA	No
Washington ECEAP <sup>26</sup>	Yes	Yes	Yes	Yes
Washington TK	Yes	NA	Yes	NA
West Virginia <sup>19</sup>	Yes	Yes	Yes	Yes
Wisconsin	Yes	No	No	No
Guam	Yes	NA	No	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 74. ONGOING CLASSROOM-EMBEDDED SUPPORT (E.G., COACHING, MENTORING) FOR PRESCHOOL TEACHERS**

STATE	LEAD TEACHERS		ASSISTANT TEACHERS	
	Employed by Public Schools	Employed by Nonpublic Schools	Employed by Public Schools	Employed by Nonpublic Schools
Alabama <sup>24</sup>	Yes	Yes	Yes	Yes
Alaska <sup>21</sup>	No	No	No	No
Arizona <sup>22</sup>	No	No	No	No
Arkansas <sup>29</sup>	Yes, some	Yes, some	No	No
California CSPP <sup>33</sup>	No	No	No	No
California TK	Determined locally	NA	Determined locally	NA
Colorado	No	No	No	No
Connecticut CDCC	NA	No	NA	No
Connecticut SR <sup>28</sup>	No	No	No	No
Connecticut Smart Start	Determined locally	NA	Determined locally	NA
Delaware	Yes	Yes	Yes	Yes
District of Columbia <sup>30</sup>	Yes (DCPS); No (PCS)	No	No	No
Florida	Determined locally	Determined locally	Determined locally	Determined locally
Georgia <sup>21</sup>	Yes	Yes	Yes	Yes
Hawaii EOEL <sup>17</sup>	Yes	NA	Yes	NA
Hawaii SPCSP <sup>28</sup>	Yes	NA	Yes	NA
Illinois <sup>20</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Iowa Shared Visions <sup>26</sup>	Yes, some	No	No	No
Iowa SWVPP <sup>28</sup>	Yes	No	No	No
Kansas <sup>31</sup>	Yes, some	Yes, some	No	No
Kentucky <sup>24</sup>	Yes, some	No	No	No
Louisiana 8(g) <sup>15</sup>	No	NA	No	NA
Louisiana LA 4 <sup>15</sup>	No	NA	No	NA
Louisiana NSECD <sup>13</sup>	NA	No	NA	No
Maine	No	No	No	No
Maryland <sup>17</sup>	No	No	No	No
Massachusetts CPPI <sup>19</sup>	Yes	Yes	Yes	Yes
Massachusetts Chapter 70	No	NA	No	NA
Michigan <sup>28</sup>	Yes	Yes	Yes	Yes
Minnesota HdSt <sup>27</sup>	Yes	Yes	Yes	Yes
Minnesota VPK/SRP <sup>31</sup>	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes
Missouri <sup>9</sup>	Yes, some	NA	No	NA
Nebraska <sup>18</sup>	Yes, some	Yes, some	No	No
Nevada <sup>27</sup>	No	No	No	No
New Jersey Expansion <sup>21</sup>	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes
New York <sup>18</sup>	Yes, some	No	No	No
North Carolina <sup>26</sup>	Yes	Yes	No	No
North Dakota <sup>25</sup>	Yes	Yes	No	No
Ohio	No	No	No	No
Oklahoma <sup>25</sup>	Yes	NA	Yes	NA
Oregon Pre-K	Yes, per Federal Head Start Performance Standards			
Oregon Preschool Promise <sup>30</sup>	No	No	No	No
Pennsylvania RTL <sup>9</sup>	Yes, some	No	No	No
Pennsylvania HSSAP <sup>20</sup>	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK <sup>13</sup>	Yes, some	Yes, some	No	Yes, some
Pennsylvania PKC <sup>21</sup>	Yes, some	Yes, some	No	No
Rhode Island <sup>17</sup>	Yes	Yes	Yes	Yes
South Carolina <sup>30</sup>	Yes	Yes	Yes	Yes
Tennessee <sup>19</sup>	Yes	Yes	Yes	Yes
Texas <sup>13</sup>	Yes, PK4 teachers	Yes, PK4 teachers	No	No
Utah <sup>26</sup>	Yes	Yes	No	No
Vermont <sup>20</sup>	Yes	Yes, some	Yes	Yes, some
Virginia VPI <sup>33</sup>	No	No	No	No
Virginia Mixed Delivery <sup>15</sup>	NA	No	NA	No
Washington ECEAP <sup>27</sup>	Yes	Yes	Yes	Yes
Washington TK	Yes	NA	Yes	NA
West Virginia <sup>20</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Wisconsin <sup>28</sup>	No	Yes, some	No	Yes, some
Guam	Yes	NA	No	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 75. FREQUENCY OF COACHING/MENTORING FOR PRESCHOOL TEACHERS**

STATE	Frequency of coaching/mentoring
Alabama	Monthly <sup>25</sup>
Alaska	NA
Arizona	NA
Arkansas <sup>30</sup>	Varies
California CSPP	NA
California TK	Determined locally
Colorado	NA
Connecticut CDCC	NA
Connecticut SR	NA
Connecticut Smart Start	Determined locally
Delaware	Determined locally
District of Columbia <sup>31</sup>	Bi-weekly (DCPS); Determined locally (CBO); NA (PCS)
Florida	Not reported
Georgia <sup>22</sup>	Varies based on need
Hawaii EOEL	Varies based on need
Hawaii SPCSP	Varies based on need
Illinois <sup>21</sup>	Varies based on monitoring visit
Iowa Shared Visions	Determined locally
Iowa SWVPP	Determined locally
Kansas	Weekly during first year
Kentucky	Varies from district to district
Louisiana 8(g)	NA
Louisiana LA 4	NA
Louisiana NSECD	NA
Maine	NA
Maryland	NA
Massachusetts CPPI	Monthly
Massachusetts Chapter 70	NA
Michigan	At least monthly
Minnesota HdSt	Per federal Head Start Performance Standards
Minnesota VPK/SRP	Varies
Mississippi	At least monthly
Missouri	Varies based on need and experience.
Nebraska	Varies based on need
Nevada	Determined locally
New Jersey Expansion	At least twice/month
New Jersey ECPA	At least twice/month
New Jersey ELLI	At least twice/month
New Mexico	Monthly
New York	Determined locally
North Carolina	Varies based on need
North Dakota	At least monthly
Ohio	NA
Oklahoma	Determined locally
Oregon Pre-K	Variable per program design
Oregon Preschool Promise	NA
Pennsylvania RTL	Determined locally (detailed in induction plan)
Pennsylvania HSSAP	Varies
Pennsylvania K4 & SBPK	Determined locally (detailed in induction plan)
Pennsylvania PKC	Determined locally (detailed in induction plan)
Rhode Island	Bi-weekly group opportunities available; On-site visits at least monthly
South Carolina	Varies based on need
Tennessee	Multiple times during the coaching cycle
Texas	15 hours per year if the additional teacher qualification option is selected for PK4 teachers
Utah	Determined locally
Vermont <sup>21</sup>	Determined locally
Virginia VPI	NA
Virginia Mixed Delivery	NA
Washington ECEAP	Varies by ECEAP contractor & site need
Washington TK	Varies based on teacher/classroom need
West Virginia	Determined locally
Wisconsin	Determined locally
Guam	As needed

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 76. VIRTUAL COACHING FOR PRESCHOOL TEACHERS DURING THE 2021-2022 SCHOOL YEAR**

STATE	All coaching was virtual	Some coaching was virtual	Virtual coaching was provided only as an exception	No virtual coaching
Alabama		Yes		
Alaska		Yes		
Arizona		Yes		
Arkansas				Yes
California CSPP		Yes		
California TK		Yes		
Colorado		Yes		
Connecticut CDCC				Yes
Connecticut SR				Yes
Connecticut Smart Start				Yes
Delaware	Yes			
District of Columbia		Yes		
Florida			Not reported	
Georgia		Yes		
Hawaii EOEL		Yes		
Hawaii SPCSP		Yes		
Illinois	Yes			
Iowa Shared Visions		Yes		
Iowa SWVPP		Yes		
Kansas				Yes
Kentucky		Yes		
Louisiana 8(g)				Yes
Louisiana LA 4				Yes
Louisiana NSECD				Yes
Maine				Yes
Maryland				Yes
Massachusetts CPPI		Yes		
Massachusetts Chapter 70				Yes
Michigan		Yes		
Minnesota HdSt		Yes		
Minnesota VPK/SRP			Yes	
Mississippi		Yes		
Missouri				Yes
Nebraska		Yes		
Nevada		Yes		
New Jersey Expansion		Yes		
New Jersey ECPA		Yes		
New Jersey ELLI		Yes		
New Mexico		Yes		
New York	Yes			
North Carolina		Yes		
North Dakota		Yes		
Ohio		Yes		
Oklahoma				Yes
Oregon Pre-K		Yes		
Oregon Preschool Promise		Yes		
Pennsylvania RTL				Yes
Pennsylvania HSSAP		Yes		
Pennsylvania K4 & SBPK				Yes
Pennsylvania PKC		Yes		
Rhode Island			Yes	
South Carolina			Yes	
Tennessee		Yes		
Texas			Not reported	
Utah	Yes			
Vermont		Yes		
Virginia VPI		Yes		
Virginia Mixed Delivery			Not reported	
Washington ECEAP		Yes		
Washington TK	Varies locally			
West Virginia				Yes
Wisconsin				Yes
Guam			Yes	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 77A. STATE POLICY REQUIRES COMPENSATION PARTY FOR LEAD PRESCHOOL TEACHERS WITH K-3 TEACHERS

STATE	SAME STARTING SALARY		SAME SALARY SCHEDULE		SALARY SCHEDULE IS PRORATED FOR DIFFERENCES IN LENGTH OF WORK DAY OR YEAR		SAME RETIREMENT BENEFITS	
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic
Alabama <sup>26</sup>	✓	✓	✓	✓			✓	
Alaska <sup>22</sup>								
Arizona								
Arkansas <sup>31</sup>								
California CSPP <sup>34</sup>								
California TK <sup>23</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Colorado <sup>27</sup>								
Connecticut CDCC	NA		NA		NA		NA	
Connecticut SR								
Connecticut Smart Start <sup>28</sup>	✓	NA	✓	NA		NA	✓	NA
Delaware	✓		✓		✓		✓	
District of Columbia <sup>32</sup>		✓						
Florida								
Georgia <sup>23</sup>	✓		✓		✓	✓	✓	
Hawaii EOEL <sup>18</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Hawaii SPCSP <sup>29</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Illinois <sup>22</sup>								
Iowa Shared Visions	✓ teachers with an active license		✓ teachers with an active license		✓ teachers with an active license		✓ teachers with an active license	
Iowa SWVPP <sup>29</sup>	✓		✓				✓	
Kansas								
Kentucky <sup>25</sup>	✓		✓		✓		✓	
Louisiana 8(g)		NA		NA		NA		NA
Louisiana LA 4		NA		NA		NA		NA
Louisiana NSECD	NA		NA		NA		NA	
Maine	✓		✓		✓		✓	
Maryland <sup>18</sup>	✓	✓	✓		✓		✓	
Massachusetts CPPI								
Massachusetts Chapter 70 <sup>18</sup>		NA		NA		NA		NA
Michigan								
Minnesota HdSt <sup>28</sup>								
Minnesota VPK/SRP <sup>32</sup>	✓	✓			✓	Yes		
Mississippi	✓		✓		✓		✓	
Missouri <sup>10</sup>		NA		NA		NA		NA
Nebraska <sup>19</sup>								
Nevada	✓	✓	✓	✓	✓	✓	✓	✓
New Jersey Expansion	✓	✓	✓	✓	✓	✓	✓	✓
New Jersey ECPA	✓	✓	✓	✓	✓	✓	✓	✓
New Jersey ELLI	✓	✓	✓	✓	✓	✓	✓	✓
New Mexico <sup>19</sup>	✓		✓		✓		✓	
New York								
North Carolina	✓		✓		✓		✓	
North Dakota								
Ohio								
Oklahoma <sup>26</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Oregon Pre-K	✓	✓			✓	✓		
Oregon Preschool Promise <sup>31</sup>								
Pennsylvania RTL								
Pennsylvania HSSAP								
Pennsylvania K4 & SBPK								
Pennsylvania PKC								
Rhode Island <sup>18</sup>	✓	✓	✓	✓	✓	✓	✓	✓
South Carolina <sup>31</sup>	✓		✓		✓		✓	
Tennessee <sup>19</sup>	✓		✓				✓	✓
Texas	✓		✓		✓		✓	
Utah <sup>27</sup>								
Vermont <sup>22</sup>	✓		✓		✓		✓	
Virginia VPI	✓		✓		✓		✓	
Virginia Mixed Delivery	NA	Not reported	NA	Not reported	NA	Not reported	NA	Not reported
Washington ECEAP <sup>28</sup>								
Washington TK <sup>20</sup>	✓	NA	✓	NA	Yes	NA	✓	NA
West Virginia <sup>21</sup>	✓		✓		Yes		✓	
Wisconsin <sup>29</sup>								
Guam		NA	✓	NA	Yes	NA	✓	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 77B. STATE POLICY REQUIRES COMPENSATION PARTY FOR LEAD PRESCHOOL TEACHERS WITH K-3 TEACHERS**

STATE	SAME HEALTH CARE		SAME PAID TIME OFF		SAME PAID TIME FOR PROFESSIONAL RESPONSIBILITIES		SAME PAID TIME FOR PD DAYS	
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic
Alabama <sup>26</sup>	✓		✓		✓	✓	✓	✓
Alaska <sup>22</sup>								
Arizona								
Arkansas <sup>31</sup>								
California CSPP <sup>34</sup>								
California TK <sup>23</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Colorado <sup>27</sup>								
Connecticut CDCC	NA		NA		NA		NA	
Connecticut SR								
Connecticut Smart Start <sup>28</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Delaware	✓		✓		✓		✓	
District of Columbia <sup>32</sup>								✓
Florida								
Georgia <sup>23</sup>	✓		✓		✓		✓	✓
Hawaii EOEL <sup>18</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Hawaii SPCSP <sup>29</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Illinois <sup>22</sup>								
Iowa Shared Visions	✓ teachers with an active license		✓ teachers with an active license				✓ teachers with an active license	
Iowa SWVPP <sup>29</sup>	✓		✓		✓		✓	
Kansas								
Kentucky <sup>25</sup>	✓		✓		✓		✓	
Louisiana 8(g)		NA		NA		NA		NA
Louisiana LA 4		NA		NA		NA		NA
Louisiana NSECD	NA		NA		NA		NA	
Maine	✓		✓		✓		✓	
Maryland <sup>18</sup>	✓		✓		✓		✓	
Massachusetts CPPI								
Massachusetts Chapter 70 <sup>18</sup>		NA		NA		NA		NA
Michigan								
Minnesota HdSt <sup>28</sup>								
Minnesota VPK/SRP <sup>32</sup>			✓	✓				
Mississippi	✓		✓		✓		✓	
Missouri <sup>10</sup>		NA		NA		NA		NA
Nebraska <sup>19</sup>								
Nevada	✓		✓		✓		✓	
New Jersey Expansion	✓		✓	✓	✓	✓	✓	✓
New Jersey ECPA	✓		✓	✓	✓	✓	✓	✓
New Jersey ELLI	✓		✓	✓	✓	✓	✓	✓
New Mexico <sup>19</sup>	✓		✓		✓		✓	
New York								
North Carolina	✓		✓		✓		✓	
North Dakota								
Ohio								
Oklahoma <sup>26</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Oregon Pre-K			✓	✓				
Oregon Preschool Promise <sup>31</sup>								
Pennsylvania RTL								
Pennsylvania HSSAP								
Pennsylvania K4 & SBPK								
Pennsylvania PKC								
Rhode Island <sup>18</sup>	✓		✓	✓	✓	✓	✓	✓
South Carolina <sup>31</sup>	✓		✓		✓		✓	✓
Tennessee <sup>19</sup>	✓	✓	✓	✓	✓	✓	✓	✓
Texas	✓		✓		✓		✓	
Utah <sup>27</sup>								
Vermont <sup>22</sup>	✓		✓		✓		✓	
Virginia VPI	✓		✓		✓		✓	
Virginia Mixed Delivery	NA	Not reported	NA	Not reported	NA	Not reported	NA	Not reported
Washington ECEAP <sup>28</sup>								
Washington TK <sup>20</sup>	✓	NA	✓	NA	✓	NA	✓	NA
West Virginia <sup>21</sup>	✓		✓		✓		✓	✓
Wisconsin <sup>29</sup>								
Guam	✓	NA	✓	NA	✓	NA	✓	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 78. AVERAGE ANNUAL SALARY FOR LEAD PRESCHOOL TEACHERS**

STATE	Employed by Public Schools	Employed by Nonpublic Schools
Alabama	\$51,878	\$43,856
Alaska	Data not available	Data not available
Arizona	Collected, but not reported	Collected, but not reported
Arkansas	\$44,697	\$31,613
California CSPP	Data not available	Data not available
California TK	Data not available	NA
Colorado	Data not available	Data not available
Connecticut CDCC	NA	\$39,464
Connecticut SR	\$61,716	\$41,215
Connecticut Smart Start	\$61,494	NA
Delaware	Data not available	Data not available
District of Columbia	\$91,678 (DCPS)	\$65,424 (CBO)
Florida	Not reported	Not reported
Georgia	\$44,024	\$39,736
Hawaii EOEL	\$65,293	NA
Hawaii SPCSP	\$53,001	NA
Illinois	\$60,122	\$48,879
Iowa Shared Visions	\$20,121	\$21,987
Iowa SWVPP	\$53,308	Not reported
Kansas	Data not available	Data not available
Kentucky	\$59,226 (average certified salary) \$55,016 (average classroom teacher)	Not reported
Louisiana 8(g)	Collected, but not reported	NA
Louisiana LA 4	Data not available	NA
Louisiana NSECD	NA	Data not available
Maine	\$48,132	Not reported
Maryland	\$49,409	Data not available
Massachusetts CPPI	Data not available	Data not available
Massachusetts Chapter 70	Data not available	NA
Michigan	\$35,614	\$45,455
Minnesota HdSt	Data not available	Data not available
Minnesota VPK/SRP	Collected, but not reported	Collected, but not reported
Mississippi	\$46,669	\$28,734
Missouri	\$49,345	NA
Nebraska	Collected, but not reported	Collected, but not reported
Nevada	\$50,000	\$33,000
New Jersey Expansion	Data not available	Data not available
New Jersey ECPA	Data not available	Data not available
New Jersey ELLI	Data not available	Data not available
New Mexico	Collected, but not reported	Collected, but not reported
New York	Collected, but not reported	Collected, but not reported
North Carolina	Data not available	Data not available
North Dakota	Data not available	Data not available
Ohio	Data not available	Data not available
Oklahoma	\$53,502	NA
Oregon Pre-K	\$58,534	\$43,178
Oregon Preschool Promise	\$59,441 (10-month)	\$42,773 (10-month)
Pennsylvania RTL	Collected, but not reported	Collected, but not reported
Pennsylvania HSSAP	Collected, but not reported	Collected, but not reported
Pennsylvania K4 & SBPK	Collected, but not reported	Collected, but not reported
Pennsylvania PKC	Collected, but not reported	Collected, but not reported
Rhode Island	\$74,748	\$50,001
South Carolina	\$53,188	Collected, but not reported
Tennessee	Collected, but not reported	Collected, but not reported
Texas	\$57,860	
Utah	\$32,298	\$20,349
Vermont	\$54,298	\$39,315
Virginia VPI	Collected, but not reported	Collected, but not reported
Virginia Mixed Delivery	NA	Not reported
Washington ECEAP	\$47,767	\$38,447
Washington TK	Data not available	NA
West Virginia	\$46,532	Not reported
Wisconsin	Data not available	Data not available
Guam	\$35,000	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 79A. STATE POLICY REQUIRES COMPENSATION PARTY FOR ASSISTANT PRESCHOOL TEACHERS WITH K-3 ASSISTANTS**

STATE	SAME STARTING SALARY		SAME SALARY SCHEDULE		SALARY SCHEDULE IS PRORATED FOR DIFFERENCES IN LENGTH OF WORK DAY OR YEAR		SAME RETIREMENT BENEFITS	
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic
Alabama <sup>27</sup>	✓	✓	✓	✓			✓	
Alaska <sup>22</sup>								
Arizona								
Arkansas <sup>31</sup>								
California CSPP <sup>34</sup>								
California TK <sup>23</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Colorado <sup>27</sup>								
Connecticut CDCC	NA		NA		NA		NA	
Connecticut SR								
Connecticut Smart Start		NA		NA		NA		NA
Delaware	✓		✓		✓		✓	
District of Columbia <sup>32</sup>		✓						
Florida								
Georgia <sup>24</sup>	✓	✓			✓			
Hawaii EOEL <sup>19</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Hawaii SPCSP <sup>30</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Illinois <sup>22</sup>								
Iowa Shared Visions								
Iowa SWVPP								NA
Kansas								
Kentucky	✓		✓		✓		✓	
Louisiana 8(g)		NA		NA		NA		NA
Louisiana LA 4		NA		NA		NA		NA
Louisiana NSECD	NA		NA		NA		NA	
Maine								
Maryland								
Massachusetts CPPI								
Massachusetts Chapter 70 <sup>18</sup>		NA		NA		NA		NA
Michigan								
Minnesota HdSt <sup>28</sup>								
Minnesota VPK/SRP <sup>33</sup>								
Mississippi	✓		✓		✓		✓	
Missouri		NA		NA		NA		NA
Nebraska								
Nevada	✓							
New Jersey Expansion <sup>20</sup>	✓	✓	✓	✓	✓	✓	✓	
New Jersey ECPA <sup>21</sup>	✓	✓	✓	✓	✓	✓	✓	
New Jersey ELLI <sup>21</sup>	✓	✓	✓	✓	✓	✓	✓	
New Mexico	✓		✓		✓		✓	
New York								
North Carolina	✓		✓		✓		✓	
North Dakota								
Ohio								
Oklahoma <sup>26</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Oregon Pre-K	✓	✓			✓	✓		
Oregon Preschool Promise <sup>31</sup>								
Pennsylvania RTL								
Pennsylvania HSSAP								
Pennsylvania K4 & SBPK								
Pennsylvania PKC								
Rhode Island <sup>19</sup>	✓	✓	✓	✓	✓	✓	✓	
South Carolina <sup>31</sup>	✓		✓		✓		✓	
Tennessee <sup>19</sup>			✓				✓	
Texas							✓	
Utah <sup>27</sup>								
Vermont <sup>22</sup>	✓		✓		✓		✓	
Virginia VPI								
Virginia Mixed Delivery	NA	Not reported	NA	Not reported	NA	Not reported	NA	Not reported
Washington ECEAP								
Washington TK		NA		NA		NA		NA
West Virginia <sup>21</sup>	✓		✓		✓		✓	
Wisconsin <sup>30</sup>								
Guam		NA	✓	NA	✓	NA	✓	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 77B. STATE POLICY REQUIRES COMPENSATION PARTY FOR ASSISTANT PRESCHOOL TEACHERS WITH K-3 ASSISTANTS**

STATE	SAME HEALTH CARE		SAME PAID TIME OFF		SAME PAID TIME FOR PROFESSIONAL RESPONSIBILITIES		SAME PAID TIME FOR PD DAYS	
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic
Alabama <sup>27</sup>	✓		✓		✓	✓	✓	✓
Alaska <sup>22</sup>								
Arizona								
Arkansas <sup>31</sup>								
California CSPP <sup>34</sup>								
California TK <sup>23</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Colorado <sup>27</sup>								
Connecticut CDCC	NA		NA		NA		NA	
Connecticut SR								
Connecticut Smart Start		NA		NA		NA		NA
Delaware	✓		✓		✓		✓	
District of Columbia <sup>32</sup>								
Florida								
Georgia <sup>24</sup>					✓	✓	✓	✓
Hawaii EOEL <sup>19</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Hawaii SPCSP <sup>30</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Illinois <sup>22</sup>								
Iowa Shared Visions								
Iowa SWVPP								
Kansas								
Kentucky	✓		✓					
Louisiana 8(g)		NA		NA		NA		NA
Louisiana LA 4		NA		NA		NA		NA
Louisiana NSECD	NA		NA		NA		NA	
Maine								
Maryland								
Massachusetts CPPI								
Massachusetts Chapter 70 <sup>18</sup>		NA		NA		NA		NA
Michigan								
Minnesota HdSt <sup>28</sup>								
Minnesota VPK/SRP <sup>33</sup>								
Mississippi	✓		✓		✓		✓	
Missouri		NA		NA		NA		NA
Nebraska								
Nevada			✓		✓		✓	
New Jersey Expansion <sup>20</sup>	✓		✓	✓				
New Jersey ECPA <sup>21</sup>	✓		✓	✓				
New Jersey ELLI <sup>21</sup>	✓		✓	✓				
New Mexico	✓		✓		✓		✓	
New York								
North Carolina	✓		✓		✓		✓	
North Dakota								
Ohio								
Oklahoma <sup>26</sup>	✓	NA	✓	NA		NA		NA
Oregon Pre-K			✓	✓				
Oregon Preschool Promise <sup>31</sup>								
Pennsylvania RTL								
Pennsylvania HSSAP								
Pennsylvania K4 & SBPK								
Pennsylvania PKC								
Rhode Island <sup>19</sup>	✓		✓	✓	✓	✓	✓	✓
South Carolina <sup>31</sup>	✓		✓		✓		✓	✓
Tennessee <sup>19</sup>	✓		✓		✓		✓	
Texas	✓							
Utah <sup>27</sup>								
Vermont <sup>22</sup>	✓		✓					
Virginia VPI								
Virginia Mixed Delivery	NA	Not reported	NA	Not reported	NA	Not reported	NA	Not reported
Washington ECEAP								
Washington TK		NA		NA		NA		NA
West Virginia <sup>21</sup>	✓		✓		✓		✓	✓
Wisconsin <sup>30</sup>								
Guam	✓	NA	✓	NA	✓	NA	✓	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 80. AVERAGE ANNUAL SALARY FOR ASSISTANT PRESCHOOL TEACHERS**

STATE	Employed by Public Schools	Employed by Nonpublic Schools
Alabama	\$22,210	\$22,663
Alaska	Data not available	Data not available
Arizona	Collected, but not reported	Collected, but not reported
Arkansas	\$21,212	\$21,211
California CSPP	Data not available	Data not available
California TK	Data not available	NA
Colorado	Data not available	Data not available
Connecticut CDCC	NA	\$31,060
Connecticut SR	\$32,926	\$32,201
Connecticut Smart Start	\$37,300	NA
Delaware	Data not available	Data not available
District of Columbia	\$34,405 (DCPS)	\$43,996 (CBOs)
Florida	Not reported	Not reported
Georgia	Collected, but not reported	Collected, but not reported
Hawaii EOEL	\$34,434	NA
Hawaii SPCSP	\$30,364	NA
Illinois	Data not available	Data not available
Iowa Shared Visions	\$20,121	\$21,987
Iowa SWVPP	\$17,784	NA
Kansas	Data not available	Data not available
Kentucky	Data not available	Data not available
Louisiana 8(g)	Collected, but not reported	NA
Louisiana LA 4	Data not available	NA
Louisiana NSECD	NA	Data not available
Maine	Data not available	Data not available
Maryland	Data not available	Data not available
Massachusetts CPPI	Data not available	Data not available
Massachusetts Chapter 70	Data not available	NA
Michigan	\$19,332	\$25,130
Minnesota HdSt	Data not available	Data not available
Minnesota VPK/SRP	Data not available	Data not available
Mississippi	\$17,106	\$19,374
Missouri	Data not available	NA
Nebraska	Data not available	Data not available
Nevada	Collected, but not reported	Collected, but not reported
New Jersey Expansion	Data not available	Data not available
New Jersey ECPA	Data not available	Data not available
New Jersey ELLI	Data not available	Data not available
New Mexico	Collected, but not reported	Collected, but not reported
New York	Data not available	Data not available
North Carolina	Data not available	Data not available
North Dakota	Data not available	Data not available
Ohio	Data not available	Data not available
Oklahoma	\$15,426	NA
Oregon Pre-K	\$35,319	\$30,345
Oregon Preschool Promise	\$30,576 (10-month)	\$29,568 (10-month)
Pennsylvania RTL	Collected, but not reported	Collected, but not reported
Pennsylvania HSSAP	Collected, but not reported	Collected, but not reported
Pennsylvania K4 & SBPK	Collected, but not reported	Collected, but not reported
Pennsylvania PKC	Collected, but not reported	Collected, but not reported
Rhode Island	\$29,300	\$35,000
South Carolina	Collected, but not reported	Collected, but not reported
Tennessee	Collected, but not reported	Collected, but not reported
Texas	Collected, but not reported	Collected, but not reported
Utah	Data not available	Data not available
Vermont	\$22,230	\$18,757
Virginia VPI	Data not available	Data not available
Virginia Mixed Delivery	NA	Not reported
Washington ECEAP	\$28,567	\$29,370
Washington TK	Data not available	NA
West Virginia	\$25,604	Data not available
Wisconsin	Data not available	Data not available
Guam	\$26,000	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 81. FISCAL YEAR 2022 PRESCHOOL SPENDING**

STATE	Total \$	State \$	Federal \$	Required local \$	Non-required local \$
Alabama <sup>28</sup>	\$194,413,102	\$152,532,676	\$20,341,130	\$21,539,296 (all local)	
Alaska	\$3,268,823	\$3,238,823	\$30,000		
Arizona <sup>23</sup>	\$20,090,440	\$20,090,440			
Arkansas	\$211,704,478	\$106,500,000	\$35,621,668	\$69,582,810	
California CSPP <sup>35</sup>	\$1,257,530,064	\$1,164,230,104	\$91,647,019	\$1,652,941	
California TK <sup>24</sup>	\$965,000,000	\$965,000,000			
Colorado	\$127,710,729	\$69,412,304		\$58,298,425	
Connecticut CDCC <sup>32</sup>	\$33,663,174	\$33,663,174			
Connecticut SR	\$93,788,708	\$93,788,708			
Connecticut Smart Start	\$3,250,000	\$3,250,000			
Delaware	\$6,149,300	\$6,149,300			
District of Columbia	\$251,973,895	\$251,973,895			
Florida	\$354,904,063	\$354,904,063			
Georgia <sup>25</sup>	\$386,946,908	\$370,958,408	\$15,988,500		
Hawaii EOEL	\$4,270,095	\$4,270,095			
Hawaii SPCSP	\$2,641,925	\$2,641,925			
Illinois <sup>23</sup>	\$616,087,954	\$411,526,918			\$204,561,036
Iowa Shared Visions	\$9,820,367	\$6,391,823		\$1,277,365	\$2,151,179
Iowa SWVPP <sup>30</sup>	\$86,937,692	\$81,784,831	\$5,152,861		
Kansas <sup>32</sup>	\$93,748,414	\$89,616,097	\$4,132,317		
Kentucky	\$202,621,884	\$100,739,010	\$70,754,893		\$31,127,982
Louisiana 8(g)	\$6,608,136	\$6,608,136			
Louisiana LA 4	\$78,154,277	\$27,658,620	\$50,495,657		
Louisiana NSECD	\$5,889,422	\$5,889,422			
Maine <sup>23</sup>	\$41,218,091	\$22,675,135		\$18,542,956	
Maryland	\$348,285,011	\$210,328,097			\$137,956,915
Massachusetts CPPI	\$18,516,787	\$10,000,000	\$8,516,787		
Massachusetts Chapter 70	\$103,798,762	\$47,892,749		\$55,906,013	
Michigan <sup>29</sup>	\$428,120,000	\$307,120,000	\$121,000,000		
Minnesota HdSt <sup>29</sup>	\$9,634,157	\$9,634,157			
Minnesota VPK/SRP	\$49,267,055	\$40,685,163		\$8,581,892	
Mississippi	\$22,337,066	\$8,000,000	\$2,484,720	\$7,971,250	\$3,881,096
Missouri	\$26,084,589	\$26,084,589			
Nebraska	\$156,174,441	\$30,903,375	\$67,476,393	\$43,556,568	\$14,238,105
Nevada	\$25,339,675	\$18,228,297	\$7,111,378		
New Jersey Expansion	\$876,784,550	\$876,784,550			
New Jersey ECPA	\$13,758,214	\$13,758,214			
New Jersey ELLI	\$933,900	\$933,900			
New Mexico	\$103,932,565	\$86,332,565	\$17,600,000		
New York	\$883,787,441	\$838,781,998	\$45,005,443		
North Carolina	\$262,190,708	\$103,350,936	\$110,306,083	\$16,003,784	\$32,529,905
North Dakota	\$2,736,044	\$300,000	\$2,045,174	\$390,870	
Ohio <sup>15</sup>	\$66,928,000	\$66,928,000			
Oklahoma <sup>27</sup>	\$420,190,380	\$184,734,990	\$80,279,580	\$154,810,442	\$365,368
Oregon Pre-K	\$92,139,306	\$92,139,306			
Oregon Preschool Promise	\$42,870,290	\$42,870,290			
Pennsylvania RTL	\$7,100,022	\$7,100,022			
Pennsylvania HSSAP	\$68,940,473	\$68,940,473			
Pennsylvania K4 & SBPK	\$33,361,009	\$33,361,009			
Pennsylvania PKC	\$242,308,533	\$242,308,533			
Rhode Island <sup>3</sup>	\$20,770,301	\$14,321,491	\$6,448,810		
South Carolina	\$105,024,597	\$92,548,026	\$12,476,571		
Tennessee	\$107,033,390	\$83,571,392		\$23,461,998	
Texas <sup>14</sup>	\$1,027,941,168	\$846,690,464	\$24,680,790	\$156,569,914	
Utah <sup>28</sup>	\$10,562,113	\$6,206,636	\$4,355,477		
Vermont	\$63,856,044				
Virginia VPI	\$178,703,497	\$101,627,053	\$19,123,460	\$57,952,984	
Virginia Mixed Delivery	\$15,785,265	\$5,000,000	\$10,785,265		
Washington ECEAP <sup>29</sup>	\$162,337,680	\$141,490,680	\$20,847,000		
Washington TK <sup>21</sup>	\$53,856,321	\$38,599,688	\$7,370,339	\$7,138,941	\$747,353
West Virginia	\$135,190,470	\$80,436,415	\$52,254,236		2,499,819
Wisconsin	\$312,268,635	\$166,662,416		\$145,606,219	
Guam	\$287,425	\$287,425			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 82A. FISCAL YEAR 2022 FEDERAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL**

STATE	TANF	CCDF	IDEA	PDG B-5	USDA CACFP
Alabama			Yes: \$416,338		Yes: Amount not reported
Alaska <sup>23</sup>			Yes: \$30,000		
Arizona <sup>23</sup>					
Arkansas	Yes: \$7,500,000	Yes: \$3,645,967			Yes: Amount not reported
California CSPP <sup>36</sup>					Yes: Amount not reported
California TK <sup>25</sup>			Yes: Amount not reported		
Colorado					
Connecticut CDCC					
Connecticut SR					
Connecticut Smart Start					
Delaware					
District of Columbia <sup>33</sup>					
Florida					
Georgia <sup>26</sup>					
Hawaii EOEL					
Hawaii SPCSP					
Illinois <sup>24</sup>	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported
Iowa Shared Visions	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported
Iowa SWVPP <sup>31</sup>					
Kansas <sup>33</sup>	Yes: \$4,132,317	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported
Kentucky			Yes: \$8,982,659	Yes: \$338,825	Yes: \$99,124
Louisiana 8(g)					
Louisiana LA 4	Yes: \$50,495,657				
Louisiana NSECD					
Maine			Yes: Amount not reported		Yes: Amount not reported
Maryland					
Massachusetts CPP <sup>20</sup>		Yes: \$8,516,787			
Massachusetts Chapter 70 <sup>19</sup>					
Michigan	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported
Minnesota HdSt <sup>30</sup>	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported
Minnesota VPK/SRP					
Mississippi <sup>18</sup>				Yes: \$50,000	Yes: \$214,077
Missouri					
Nebraska			Yes: \$45,786,377		
Nevada			Yes: \$1,076,726		
New Jersey Expansion			Yes: Amount not reported		Yes: Amount not reported
New Jersey ECPA			Yes: Amount not reported		Yes: Amount not reported
New Jersey ELLI			Yes: Amount not reported		Yes: Amount not reported
New Mexico	Yes: \$17,600,000				
New York					
North Carolina	Yes: \$68,300,000	Yes: \$3,189,946		Yes: \$3,736,236	Yes: \$1,797,900
North Dakota <sup>26</sup>					
Ohio					
Oklahoma	Yes: Amount not reported				
Oregon Pre-K <sup>29</sup>					Yes: Amount not reported
Oregon Preschool Promise					Yes: Amount not reported
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC					
Rhode Island				Yes: \$4,364,547	
South Carolina			Yes: \$7,348,025	Yes: \$30,000	
Tennessee					
Texas					
Utah		Yes: \$4,355,477	Yes: Amount not reported		
Vermont					
Virginia VPI <sup>34</sup>				Yes: Amount not reported	
Virginia Mixed Delivery					
Washington ECEAP <sup>30</sup>					
Washington TK					
West Virginia <sup>22</sup>	Yes: \$6,181,701 (TANF + CCDF)	Yes: \$6,181,701 (TANF + CCDF)	Yes: \$6,322,376		
Wisconsin <sup>31</sup>			Yes: Amount not reported		
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 82B. FISCAL YEAR 2022 FEDERAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL**

STATE	McKinney-Vento	Title I	Head Start	Title II	Social Services Block Grant
Alabama	Yes: Amount not reported	Yes: \$12,076,881	Yes: \$7,847,911		Yes: Amount not reported
Alaska <sup>23</sup>		Yes: Amount not reported			
Arizona <sup>23</sup>					
Arkansas					
California CSPP <sup>36</sup>					
California TK <sup>25</sup>	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported	
Colorado					
Connecticut CDCC					
Connecticut SR					
Connecticut Smart Start					
Delaware					
District of Columbia <sup>33</sup>		Yes: Amount not reported			
Florida					
Georgia <sup>26</sup>					
Hawaii EOEL					
Hawaii SPCSP					
Illinois <sup>24</sup>					
Iowa Shared Visions			Yes: Amount not reported		
Iowa SWVPP <sup>31</sup>					
Kansas <sup>33</sup>	Yes: Amount not reported				
Kentucky		Yes: \$8,141,378	Yes: \$30,861,108	Yes: \$11,667	
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine		Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	
Maryland		Yes: Amount not reported	Yes: Amount not reported		
Massachusetts CPP <sup>20</sup>					
Massachusetts Chapter 70 <sup>19</sup>					
Michigan	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported		
Minnesota HdSt <sup>30</sup>			Yes: Amount not reported		
Minnesota VPK/SRP					
Mississippi <sup>18</sup>		Yes: \$1,023,362	Yes: \$368,278		
Missouri					
Nebraska		Yes: \$5,830,410	Yes: \$15,859,606		
Nevada		Yes: \$442,426	Yes: \$2,571,220		
New Jersey Expansion		Yes: Amount not reported	Yes: Amount not reported		
New Jersey ECPA		Yes: Amount not reported	Yes: Amount not reported		
New Jersey ELLI		Yes: Amount not reported	Yes: Amount not reported		
New Mexico					
New York					
North Carolina		Yes: \$10,878,056	Yes: \$13,650,155		
North Dakota <sup>26</sup>					
Ohio					
Oklahoma		Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	
Oregon Pre-K <sup>29</sup>			Yes: Amount not reported		
Oregon Preschool Promise					
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC					
Rhode Island					
South Carolina					Yes: \$480,433
Tennessee		Yes: Amount not reported			
Texas					
Utah		Yes: Amount not reported	Yes: Amount not reported		
Vermont					
Virginia VPI <sup>34</sup>		Yes: \$19,123,460	Yes: Amount not reported		
Virginia Mixed Delivery					
Washington ECEAP <sup>30</sup>					
Washington TK					
West Virginia <sup>22</sup>		Yes: \$1,740,695	Yes: \$37,705,395		
Wisconsin <sup>31</sup>					
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 82C. FISCAL YEAR 2022 FEDERAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL**

STATE	ARP	CARES	GEERS	CRRSA	ESSER
Alabama					
Alaska <sup>23</sup>					
Arizona <sup>23</sup>					
Arkansas	Yes: \$11,766,628	Yes: \$11,769,073 (CARES + CRRSA)		Yes: \$11,769,073 (CARES + CRRSA)	
California CSPP <sup>36</sup>					
California TK <sup>25</sup>	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported
Colorado					
Connecticut CDCC					
Connecticut SR					
Connecticut Smart Start					
Delaware					
District of Columbia <sup>33</sup>					Yes: Amount not reported
Florida					
Georgia <sup>26</sup>	Yes: \$940,500			Yes: 15,048,000	
Hawaii EOEL					
Hawaii SPCSP					
Illinois <sup>24</sup>			Yes: Amount not reported		Yes: Amount not reported
Iowa Shared Visions					
Iowa SWVPP <sup>31</sup>					Yes: \$5,152,861
Kansas <sup>33</sup>					Yes: Amount not reported
Kentucky	Yes: \$2,964,379	Yes: \$95,335	Yes: \$176,159	Yes: \$877,537	Yes: \$14,968,084
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine					
Maryland					
Massachusetts CPPI <sup>20</sup>					
Massachusetts Chapter 70 <sup>19</sup>					
Michigan	Yes: \$121,000,000				
Minnesota HdSt <sup>30</sup>	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported	
Minnesota VPK/SRP					
Mississippi <sup>18</sup>					Yes: \$829,003
Missouri					
Nebraska					
Nevada	Yes: \$1,191,473		Yes: \$1,829,533		
New Jersey Expansion					
New Jersey ECPA					
New Jersey ELLI					
New Mexico					
New York	Yes: \$45,005,443				
North Carolina				Yes: \$2,549,993	
North Dakota <sup>26</sup>					Yes: \$2,045,174
Ohio					
Oklahoma					
Oregon Pre-K <sup>29</sup>	Yes: Amount not reported				
Oregon Preschool Promise					
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC					
Rhode Island			Yes: \$1,452,674	Yes: \$631,589	
South Carolina			Yes: \$4,027,218		Yes: \$590,895
Tennessee					
Texas					
Utah		Yes: Amount not reported			
Vermont					
Virginia VPI <sup>34</sup>					
Virginia Mixed Delivery			Yes: \$1,000,000	Yes: \$9,785,265	
Washington ECEAP <sup>30</sup>			Yes: \$20,847,000		
Washington TK					
West Virginia <sup>22</sup>					Yes: \$304,069
Wisconsin <sup>31</sup>					
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 82D. FISCAL YEAR 2022 FEDERAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL**

STATE	Other
Alabama	
Alaska <sup>23</sup>	Yes: CARES & Other Covid-relief funding: Amounts not reported
Arizona <sup>23</sup>	
Arkansas	Yes: Quality Rating Incentives: \$940,000
California CSPP <sup>36</sup>	Yes: \$91,647,019
California TK <sup>25</sup>	Yes: Amount not reported
Colorado	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware	
District of Columbia <sup>33</sup>	
Florida	
Georgia <sup>26</sup>	
Hawaii EOEL	
Hawaii SPCSP	
Illinois <sup>24</sup>	Yes: Amount not reported
Iowa Shared Visions	
Iowa SWVPP <sup>31</sup>	
Kansas <sup>33</sup>	Yes: Amount not reported
Kentucky	Yes: \$3,238,638
Louisiana 8(g)	
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland	
Massachusetts CPP <sup>20</sup>	Yes: Amount not reported
Massachusetts Chapter 70 <sup>19</sup>	
Michigan	
Minnesota HdSt <sup>30</sup>	
Minnesota VPK/SRP	
Mississippi <sup>18</sup>	
Missouri	
Nebraska	
Nevada	
New Jersey Expansion	
New Jersey ECPA	
New Jersey ELLI	
New Mexico	
New York	
North Carolina	Yes: Preschool Disabilities: \$6,203,797
North Dakota <sup>26</sup>	
Ohio	
Oklahoma	Yes: Title IV, Title V, Title VII, Title III, Title VI, Federal Direct Fund, Federal Grants-In-Aid, Adult Education and Literacy: Amounts not reported
Oregon Pre-K <sup>29</sup>	
Oregon Preschool Promise	
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC	
Rhode Island	
South Carolina	
Tennessee	
Texas	
Utah	
Vermont	
Virginia VPI <sup>34</sup>	
Virginia Mixed Delivery	
Washington ECEAP <sup>30</sup>	
Washington TK	
West Virginia <sup>22</sup>	
Wisconsin <sup>31</sup>	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 83. FISCAL YEAR 2022 TOTAL ALLOCATION FOR PRESCHOOL**

STATE	Total preschool allocation
Alabama	\$152,532,676
Alaska <sup>24</sup>	\$3,238,823
Arizona <sup>24</sup>	\$33,651,821
Arkansas	\$114,000,000
California CSPP	\$1,908,532,000
California TK <sup>26</sup>	\$920,000,000
Colorado	Not reported
Connecticut CDCC <sup>32</sup>	\$33,677,951
Connecticut SR <sup>29</sup>	\$93,715,837
Connecticut Smart Start	\$3,325,000
Delaware	\$6,149,300
District of Columbia <sup>34</sup>	\$251,973,895
Florida	Not reported
Georgia <sup>27</sup>	\$382,559,866
Hawaii EOEL	\$5,097,287
Hawaii SPCSP	\$2,641,925
Illinois <sup>25</sup>	\$543,738,100
Iowa Shared Visions	\$6,391,823
Iowa SWVPP <sup>30</sup>	\$80,550,017
Kansas <sup>34</sup>	NA
Kentucky <sup>26</sup>	\$84,393,171
Louisiana 8(g)	\$7,560,454
Louisiana LA 4 <sup>16</sup>	\$78,208,080
Louisiana NSECD	\$6,430,320
Maine	\$41,218,091
Maryland <sup>19</sup>	\$218,022,959
Massachusetts CPPI	Not reported
Massachusetts Chapter 70 <sup>20</sup>	\$103,798,762
Michigan	\$418,120,000 (State: \$297,120,000 & Federal ARPA: \$121,000,000)
Minnesota HdSt <sup>31</sup>	\$9,634,157
Minnesota VPK/SRP	\$49,174,175
Mississippi <sup>19</sup>	\$16,000,000
Missouri	\$26,084,589
Nebraska <sup>20</sup>	\$3,750,915
Nevada	\$21,411,860
New Jersey Expansion	\$876,784,550
New Jersey ECPA	\$13,758,214
New Jersey ELLI	\$933,900
New Mexico	\$103,932,565
New York	\$960,500,000
North Carolina	\$198,734,762
North Dakota	\$2,400,000
Ohio	\$72,540,000
Oklahoma <sup>28</sup>	NA
Oregon Pre-K	\$111,385,779.29
Oregon Preschool Promise	Not reported
Pennsylvania RTL	\$7,100,022
Pennsylvania HSSAP <sup>21</sup>	\$69,178,000
Pennsylvania K4 & SBPK	\$33,361,009
Pennsylvania PKC <sup>22</sup>	\$242,284,000
Rhode Island	\$22,200,000
South Carolina	EIA 4K & CERDEP: 77,480,991; First Steps: \$31,744,655
Tennessee	\$108,443,270
Texas	Not reported
Utah	\$10,842,212
Vermont	Not reported
Virginia VPI	\$118,089,692
Virginia Mixed Delivery	Not reported
Washington ECEAP	\$162,337,680
Washington TK <sup>21</sup>	NA
West Virginia <sup>23</sup>	\$80,436,415
Wisconsin	Not reported
Guam	Not reported

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 84. STATE SOURCES OF REVENUE USED TO FUND PRESCHOOL

STATE	Lottery	"Sin" tax	Settlement funds	Annual legislative appropriation of state general funds	Other
Alabama <sup>3</sup>					✓
Alaska				✓	
Arizona		✓			
Arkansas				✓	
California CSPP				✓	
California TK <sup>27</sup>	✓				✓
Colorado				✓	
Connecticut CDCC				✓	
Connecticut SR				✓	
Connecticut Smart Start				✓	
Delaware				✓	
District of Columbia				✓	
Florida			Data not reported		
Georgia	✓				
Hawaii EOEL				✓	
Hawaii SPCSP				✓	
Illinois				✓	
Iowa Shared Visions				✓	
Iowa SWVPP					✓ Student State Aid
Kansas			✓	✓	
Kentucky <sup>27</sup>				✓	
Louisiana 8(g)					✓ State General Statutory Dedication
Louisiana LA 4 <sup>17</sup>			✓	✓	✓
Louisiana NSECD <sup>14</sup>			✓	✓	✓
Maine				✓	
Maryland			✓		
Massachusetts CPPI				✓	
Massachusetts Chapter 70			There is no dedicated revenue source for Chapter 70		
Michigan				✓	
Minnesota HdSt				✓	
Minnesota VPK/SRP <sup>34</sup>				✓	
Mississippi	✓			✓	
Missouri				✓	
Nebraska				✓	
Nevada				✓	
New Jersey Expansion				✓	
New Jersey ECPA				✓	
New Jersey ELLI				✓	
New Mexico				✓	
New York				✓	
North Carolina	✓			✓	✓ Local Smart Start Funds
North Dakota				✓	✓ ESSER
Ohio			✓	✓	
Oklahoma				✓	
Oregon Pre-K				✓	✓ Student Success Act Dollars, Business Tax
Oregon Preschool Promise				✓	✓ Corporate Activity Tax
Pennsylvania RTL				✓	
Pennsylvania HSSAP				✓	
Pennsylvania K4 & SBPK				✓	
Pennsylvania PKC				✓	
Rhode Island				✓	
South Carolina				✓	✓ ESSER III, GEER Funds, Childcare Block Grant
Tennessee				✓	
Texas <sup>15</sup>	✓			✓	✓
Utah				✓	
Vermont				✓	
Virginia VPI				✓	
Virginia Mixed Delivery			Data not reported		
Washington ECEAP <sup>31</sup>	✓			✓	✓
Washington TK				✓	
West Virginia				✓	
Wisconsin				✓	
Guam				✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 85. MECHANISM FOR DETERMINING PRESCHOOL FUNDING AMOUNTS FOR INDIVIDUAL PROVIDERS/GRANTEES**

STATE	State aid formula	Based on pre-established per child rate(s) and estimated or actual enrollment	Based on pre-established classroom rate(s) and estimated or actual enrollment	Based on pre-established per classroom rate(s)	Individual budgets submitted to the state by providers	Varies by provider/grantee settings	Other
Alabama <sup>3</sup>				✓			✓
Alaska <sup>25</sup>							✓
Arizona		✓					
Arkansas		✓					
California CSPP		✓					
California TK	✓						
Colorado	✓						
Connecticut CDCC		✓					
Connecticut SR		✓					
Connecticut Smart Start		✓	✓				
Delaware			✓				
District of Columbia	✓	✓					
Florida	Data not reported						
Georgia		✓					
Hawaii EOEL				✓			
Hawaii SPCSP				✓			
Illinois		✓					
Iowa Shared Visions <sup>27</sup>					✓		✓
Iowa SWVPP	✓	✓					
Kansas <sup>35</sup>	✓				✓		✓
Kentucky <sup>26</sup>							✓
Louisiana 8(g) <sup>16</sup>							✓
Louisiana LA 4 <sup>18</sup>							✓
Louisiana NSECD <sup>15</sup>							✓
Maine	✓						
Maryland		✓					
Massachusetts CPPI					✓		
Massachusetts Chapter 70	✓						
Michigan		✓					
Minnesota HdSt <sup>32</sup>		✓			✓		✓
Minnesota VPK/SRP	✓						
Mississippi	✓						
Missouri		✓					
Nebraska	✓						
Nevada		✓			✓		
New Jersey Expansion <sup>22</sup>	✓	✓				✓	✓
New Jersey ECPA <sup>22</sup>							✓
New Jersey ELLI <sup>22</sup>							✓
New Mexico		✓					
New York	✓	✓					
North Carolina		✓					
North Dakota				✓			
Ohio		✓					
Oklahoma	✓						
Oregon Pre-K		✓					
Oregon Preschool Promise		✓					
Pennsylvania RTL					✓		
Pennsylvania HSSAP <sup>22</sup>						✓	✓
Pennsylvania K4 & SBPK						✓	
Pennsylvania PKC		✓					
Rhode Island <sup>20</sup>		✓			✓		
South Carolina		✓	✓		✓		
Tennessee	✓						
Texas <sup>16</sup>	✓						✓
Utah <sup>29</sup>		✓			✓		✓
Vermont		✓					
Virginia VPI		✓					
Virginia Mixed Delivery	Data not reported						
Washington ECEAP		✓					
Washington TK	✓						
West Virginia	✓						
Wisconsin <sup>32</sup>	✓						✓
Guam <sup>8</sup>	✓						

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 86A. FISCAL YEAR 2022 LOCAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL**

STATE	School district	Municipality	County	Philanthropic support
Alabama <sup>29</sup>				
Alaska	Yes: Amount not reported	Yes: Amount not reported		
Arizona				
Arkansas <sup>32</sup>				
California CSPP <sup>37</sup>				
California TK <sup>28</sup>				
Colorado	Yes: \$58,298,425			
Connecticut CDCC				
Connecticut SR				
Connecticut Smart Start				
Delaware <sup>21</sup>				
District of Columbia				
Florida				
Georgia <sup>28</sup>				
Hawaii EOEL				
Hawaii SPCSP				
Illinois <sup>26</sup>				
Iowa Shared Visions <sup>28</sup>	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported
Iowa SWVPP				
Kansas	Yes: Amount not reported			Yes: Amount not reported
Kentucky	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	
Louisiana 8(g)	Yes: Amount not reported			
Louisiana LA 4				
Louisiana NSECD				
Maine	Yes: \$18,542,956			
Maryland	Yes: \$137,956,915			
Massachusetts CPPI				
Massachusetts Chapter 70 <sup>20</sup>	Yes: \$55,906,013			
Michigan	Yes: Amount not reported			
Minnesota HdSt				
Minnesota VPK/SRP				
Mississippi <sup>20</sup>	Yes: Early Learning Collaboratives: \$7,603,313; District funds: \$167,937			Yes: \$200,000
Missouri				
Nebraska	Yes: \$52,751,004			
Nevada				
New Jersey Expansion	Yes: Amount not reported			
New Jersey ECPA	Yes: Amount not reported			
New Jersey ELLI	Yes: Amount not reported			
New Mexico				
New York				
North Carolina <sup>27</sup>			Yes: \$2,647,903	
North Dakota <sup>27</sup>				
Ohio				
Oklahoma <sup>29</sup>				
Oregon Pre-K <sup>30</sup>	Yes: Amount not reported			Yes: Amount not reported
Oregon Preschool Promise				
Pennsylvania RTL				
Pennsylvania HSSAP				
Pennsylvania K4 & SBPK				
Pennsylvania PKC				
Rhode Island <sup>21</sup>	Yes: Amount not reported			
South Carolina				
Tennessee	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported
Texas				
Utah <sup>30</sup>	Yes: Amount not reported			
Vermont				
Virginia VPI				
Virginia Mixed Delivery				
Washington ECEAP				
Washington TK				
West Virginia <sup>24</sup>	Yes: \$39,562		Yes: \$135,971	
Wisconsin				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 86B. FISCAL YEAR 2022 LOCAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL**

STATE	Other
Alabama <sup>29</sup>	Yes: Public School Local Funds: \$20,197,251; Nonpublic local funds: \$1,342,045
Alaska	
Arizona	
Arkansas <sup>32</sup>	Yes: \$69,582,810
California CSPP <sup>37</sup>	Yes: \$1,652,941
California TK <sup>28</sup>	Yes: Local Control Funding Formula
Colorado	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware <sup>21</sup>	
District of Columbia	
Florida	
Georgia <sup>28</sup>	
Hawaii EOEL	
Hawaii SPCSP	
Illinois <sup>26</sup>	Yes: \$204,561,036
Iowa Shared Visions <sup>28</sup>	Yes: Amount not reported
Iowa SWVPP	
Kansas	Yes: Amount not reported
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland	
Massachusetts CPPI	
Massachusetts Chapter 70 <sup>20</sup>	
Michigan	Yes: Intermediate School Districts: Amount not reported
Minnesota HdSt	Yes: Determined locally
Minnesota VPK/SRP	
Mississippi <sup>20</sup>	Yes: \$3,881,096
Missouri	
Nebraska	Yes: IDEA 0-2 match: \$5,043,669
Nevada	
New Jersey Expansion	
New Jersey ECPA	
New Jersey ELLI	
New Mexico	
New York	
North Carolina <sup>27</sup>	Yes: \$45,885,786
North Dakota <sup>27</sup>	Yes: 16.667% match
Ohio	
Oklahoma <sup>29</sup>	Yes: Determined locally
Oregon Pre-K <sup>30</sup>	Yes: Amount not reported
Oregon Preschool Promise	
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC	
Rhode Island <sup>21</sup>	
South Carolina	
Tennessee	
Texas	
Utah <sup>30</sup>	
Vermont	
Virginia VPI	Yes: School district, Municipality, County, Philanthropic support: \$57,952,984
Virginia Mixed Delivery	
Washington ECEAP	
Washington TK	
West Virginia <sup>24</sup>	Yes: \$2,324,286
Wisconsin	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 87. REQUIREMENTS FOR A LOCAL MATCH FOR PRESCHOOL FUNDING**

STATE	Other
Alabama	Yes: At minimum, a 25% in-kind/cash match is required per classroom
Alaska	No
Arizona	No
Arkansas	Yes: 40% (cash or in-kind)
California CSPP	Yes: Local Housing and Urban Development funds
California TK	No
Colorado <sup>28</sup>	Yes
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	No
Florida	No
Georgia	No
Hawaii EOEL	No
Hawaii SPCSP	No
Illinois	No
Iowa Shared Visions	Yes: 20% in-kind of awarded state allocation
Iowa SWVPP	No
Kansas	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine <sup>24</sup>	Yes
Maryland	No
Massachusetts CPPI	No
Massachusetts Chapter 70	Yes
Michigan	No
Minnesota HdSt	No
Minnesota VPK/SRP	No
Mississippi <sup>21</sup>	Yes
Missouri	No
Nebraska <sup>28</sup>	Yes
Nevada	No
New Jersey Expansion	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No
North Carolina <sup>28</sup>	Yes
North Dakota	Yes: 16.6666% match of total grant dollars received
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee <sup>20</sup>	Yes
Texas	No
Utah	No
Vermont	No
Virginia VPI <sup>35</sup>	Yes
Virginia Mixed Delivery	No
Washington ECEAP	No
Washington TK	No
West Virginia	No
Wisconsin	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 88. BLENDING/BRAIDING OF STATE PRESCHOOL FUNDING WITH OTHER FUNDING TO SUPPORT PRESCHOOL**

STATE	Blending/braiding is required	Blending/braiding is allowed	No
Alabama		✓	
Alaska <sup>26</sup>		✓	
Arizona		✓	
Arkansas <sup>33</sup>		✓	
California CSPP <sup>38</sup>		✓	
California TK <sup>29</sup>		✓	
Colorado <sup>29</sup>		✓	
Connecticut CDCC		✓	
Connecticut SR		✓	
Connecticut Smart Start		✓	
Delaware		✓	
District of Columbia		✓	
Florida		Not reported	
Georgia		✓	
Hawaii EOEL			✓
Hawaii SPCSP			✓
Illinois <sup>27</sup>		✓	
Iowa Shared Visions <sup>29</sup>		✓ (braiding only)	
Iowa SWVPP		✓	
Kansas		✓	
Kentucky <sup>28</sup>		✓	
Louisiana 8(g)		✓	
Louisiana LA 4		✓	
Louisiana NSECD		✓	
Maine		✓	
Maryland		✓	
Massachusetts CPP <sup>21</sup>		✓	
Massachusetts Chapter 70		✓	
Michigan <sup>30</sup>		✓	
Minnesota HdSt <sup>33</sup>		✓	
Minnesota VPK/SRP <sup>35</sup>	✓		
Mississippi		✓	
Missouri		✓	
Nebraska		✓	
Nevada		✓	
New Jersey Expansion		✓	
New Jersey ECPA		✓	
New Jersey ELLI		✓	
New Mexico <sup>20</sup>		✓	
New York		✓	
North Carolina		✓	
North Dakota		✓	
Ohio		Determined Locally	
Oklahoma		✓	
Oregon Pre-K		✓	
Oregon Preschool Promise		✓	
Pennsylvania RTL		✓	
Pennsylvania HSSAP		✓	
Pennsylvania K4 & SBPK		✓	
Pennsylvania PKC		✓	
Rhode Island <sup>22</sup>		✓	
South Carolina <sup>32</sup>		✓ (EIA 4K & CERDEP)	
Tennessee		✓	
Texas		✓	
Utah <sup>31</sup>		✓	
Vermont		✓	
Virginia VPI		✓	
Virginia Mixed Delivery			
Washington ECEAP <sup>32</sup>		✓	
Washington TK		✓	
West Virginia <sup>25</sup>		✓	
Wisconsin <sup>33</sup>		✓	
Guam			✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 89A. AGENCIES ELIGIBLE TO RECEIVE PRESCHOOL FUNDING DIRECTLY**

STATE	Public schools	Head Start	Private agencies	Faith-based centers	Family child care homes
Alabama <sup>30</sup>	✓	✓	✓	✓	✓
Alaska	✓	✓			
Arizona <sup>25</sup>	✓	✓	✓	✓	✓
Arkansas	✓	✓	✓	✓	✓
California CSPP <sup>39</sup>	✓	✓	✓	✓	
California TK <sup>30</sup>	✓				
Colorado <sup>30</sup>					
Connecticut CDCC	✓	✓	✓	✓	✓
Connecticut SR	✓				
Connecticut Smart Start	✓				
Delaware	✓	✓	✓	✓	✓
District of Columbia	✓	✓	✓	✓	
Florida	✓	✓	✓	✓	✓
Georgia	✓	✓	✓	✓	
Hawaii EOEL	✓				
Hawaii SPCSP	✓				
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions <sup>30</sup>	✓	✓	✓	✓	
Iowa SWVPP <sup>32</sup>	✓				
Kansas <sup>36</sup>	✓	✓	✓	✓	✓
Kentucky	✓				
Louisiana 8(g)	✓				
Louisiana LA 4	✓				
Louisiana NSECD			✓	✓	
Maine	✓				
Maryland	✓	✓	✓	✓	✓
Massachusetts CPP1 <sup>22</sup>	✓				
Massachusetts Chapter 70	✓				
Michigan <sup>31</sup>					
Minnesota HdSt		✓			
Minnesota VPK/SRP <sup>36</sup>	✓				
Mississippi	✓	✓	✓	✓	
Missouri	✓				
Nebraska	✓				
Nevada	✓	✓	✓	✓	
New Jersey Expansion	✓ (including Charter Schools)				
New Jersey ECPA	✓				
New Jersey ELLI	✓				
New Mexico	✓	✓	✓	✓	✓
New York	✓	✓	✓ (for SUFDK only)	✓ (for SUFDK only)	✓
North Carolina	✓	✓			
North Dakota	✓	✓	✓	✓	
Ohio	✓	✓	✓	✓	✓
Oklahoma	✓				
Oregon Pre-K <sup>31</sup>	✓	✓	✓	✓	✓
Oregon Preschool Promise	✓	✓	✓	✓	✓
Pennsylvania RTL	✓				
Pennsylvania HSSAP		✓			
Pennsylvania K4 & SBPK	✓				
Pennsylvania PKC <sup>23</sup>	✓	✓	✓		
Rhode Island	✓	✓	✓	✓	
South Carolina <sup>33</sup>	✓	✓	✓	✓	
Tennessee <sup>21</sup>	✓				
Texas	✓				
Utah <sup>32</sup>	✓	✓	✓	✓	
Vermont	✓	✓	✓		✓
Virginia VPI	✓				
Virginia Mixed Delivery		✓	✓		✓
Washington ECEAP	✓	✓	✓	✓	✓
Washington TK	✓				
West Virginia <sup>25</sup>	✓ County Boards of Education				
Wisconsin <sup>34</sup>	✓				
Guam	✓				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 89B. AGENCIES ELIGIBLE TO RECEIVE PRESCHOOL FUNDING DIRECTLY**

STATE	Other Agency
Alabama <sup>30</sup>	✓ Military child care, College/University, Community-based child care, Private schools
Alaska	
Arizona <sup>25</sup>	✓ Tribally regulated programs
Arkansas	✓ Local Education Service Cooperatives, Higher education institutions
California CSPP <sup>39</sup>	✓ Higher education institutions, Counties, Cities, Tribal organizations
California TK <sup>30</sup>	
Colorado <sup>30</sup>	✓ School districts
Connecticut CDCC	✓ Municipalities, Regional Education Services Centers, Human Service Agencies
Connecticut SR	
Connecticut Smart Start	
Delaware	
District of Columbia	
Florida	✓ Boys and Girls Clubs, the YMCA
Georgia	✓ University & technical schools, Military bases, Charter schools
Hawaii EOEL	
Hawaii SPCSP	
Illinois	✓ Higher Education Institutions, Regional Offices of Education
Iowa Shared Visions <sup>30</sup>	✓ Public or private non-profit organization
Iowa SWVPP <sup>32</sup>	
Kansas <sup>36</sup>	✓
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	✓ Independent LEA charter schools, Tribal schools
Louisiana NSECD	✓ BESE-approved nonpublic schools
Maine	
Maryland	
Massachusetts CPP1 <sup>22</sup>	
Massachusetts Chapter 70	
Michigan <sup>31</sup>	✓ Intermediate School Districts
Minnesota HdSt	
Minnesota VPK/SRP <sup>36</sup>	
Mississippi	
Missouri	
Nebraska	
Nevada	
New Jersey Expansion	
New Jersey ECPA	
New Jersey ELLI	
New Mexico	✓ Tribal programs
New York	✓ Libraries, Museums
North Carolina	✓ Public-private partnerships (local Smart Start partnerships), Community Action Agencies
North Dakota	
Ohio	
Oklahoma	
Oregon Pre-K <sup>31</sup>	✓ Community college, Higher education institutions, Education service districts, Government agencies
Oregon Preschool Promise	✓ Early Learning Hubs, Relief nurseries, Education Service Districts
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC <sup>23</sup>	✓ PDE licensed private nurseries
Rhode Island	
South Carolina <sup>33</sup>	✓
Tennessee <sup>21</sup>	
Texas	✓ Open enrollment charter schools
Utah <sup>32</sup>	
Vermont	✓ Parent-child centers
Virginia VPI	✓ Local government agencies
Virginia Mixed Delivery	
Washington ECEAP	✓ Tribes, Local governments, College/Universities, Educational Service Districts
Washington TK	
West Virginia <sup>25</sup>	
Wisconsin <sup>34</sup>	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 90A. AGENCIES WITH WHICH SUBCONTRACTING IS PERMITTED TO PROVIDE PRESCHOOL**

STATE	Subcontracting not permitted	Public schools	Head Start	Private agencies	Faith-based centers	Family child care homes
Alabama	✓					
Alaska		✓	✓	✓		
Arizona	✓					
Arkansas <sup>34</sup>		✓				✓
California CSPP		✓	✓	✓	✓	✓
California TK	✓					
Colorado <sup>31</sup>		✓	✓	✓	✓	
Connecticut CDCC		✓	✓	✓	✓	
Connecticut SR		✓	✓	✓	✓	✓
Connecticut Smart Start <sup>29</sup>			✓	✓	✓	
Delaware	✓					
District of Columbia	✓					
Florida		✓	✓	✓	✓	✓
Georgia	✓					
Hawaii EOEL	✓					
Hawaii SPCSP		✓				
Illinois		✓	✓	✓	✓	✓
Iowa Shared Visions		✓	✓	✓	✓	
Iowa SWVPP <sup>32</sup>			✓	✓	✓	✓
Kansas <sup>37</sup>		✓	✓	✓	✓	✓
Kentucky		✓	✓	✓	✓	
Louisiana 8(g)	✓					
Louisiana LA 4			✓	✓		
Louisiana NSECD	✓					
Maine			✓	✓	✓	✓
Maryland	✓					
Massachusetts CPPJ <sup>22</sup>		✓	✓	✓	✓	✓
Massachusetts Chapter 70 <sup>21</sup>	✓					
Michigan <sup>31</sup>		✓	✓	✓	✓	
Minnesota HdSt		✓	✓	✓	✓	✓
Minnesota VPK/SRP <sup>37</sup>		✓	✓	✓	✓	✓
Mississippi		✓	✓	✓	✓	
Missouri	✓					
Nebraska		✓	✓	✓		
Nevada <sup>28</sup>	✓					
New Jersey Expansion <sup>23</sup>		✓	✓	✓	✓ (without religious content)	
New Jersey ECPA <sup>23</sup>		✓	✓	✓	Yes (without religious content)	
New Jersey ELLI <sup>23</sup>		✓	✓	✓	✓ (without religious content)	
New Mexico	✓					
New York <sup>19</sup>		✓	✓	✓	✓ (without religious content)	✓
North Carolina <sup>29</sup>		✓	✓	✓	✓	
North Dakota <sup>28</sup>	✓					
Ohio		✓	✓	✓	✓	✓
Oklahoma		✓	✓			
Oregon Pre-K		✓	✓	✓	✓	✓
Oregon Preschool Promise <sup>32</sup>		✓	✓	✓	✓	✓
Pennsylvania RTL		✓	✓	✓		
Pennsylvania HSSAP		✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK		✓	✓	✓	✓	✓
Pennsylvania PKC <sup>23</sup>		✓	✓	✓		
Rhode Island		✓	✓	✓	✓	
South Carolina	✓					
Tennessee <sup>21</sup>		✓	✓	✓	✓	
Texas			✓	✓	✓	✓
Utah		✓	✓	✓		
Vermont		✓	✓	✓		✓
Virginia VPI		✓	✓	✓		✓
Virginia Mixed Delivery			✓	✓		✓
Washington ECEAP		✓	✓	✓	✓	✓
Washington TK	✓					
West Virginia <sup>26</sup>		✓	✓	✓	✓	
Wisconsin <sup>35</sup>		✓	✓	✓	✓	✓
Guam	✓					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 90B. AGENCIES WITH WHICH SUBCONTRACTING IS PERMITTED TO PROVIDE PRESCHOOL**

STATE	Other Agency
Alabama	
Alaska	
Arizona	
Arkansas <sup>34</sup>	
California CSPP	✓ Higher education institutions, counties, cities, tribal organizations
California TK	
Colorado <sup>31</sup>	✓
Connecticut CDCC	✓ Municipalities
Connecticut SR	
Connecticut Smart Start <sup>29</sup>	
Delaware	
District of Columbia	
Florida	✓ Boys and Girls Clubs, the YMCA
Georgia	
Hawaii EOEL	
Hawaii SPCSP	
Illinois	
Iowa Shared Visions	✓ Public or private non-profit organization
Iowa SWVPP <sup>32</sup>	
Kansas <sup>37</sup>	✓
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	✓ Non-independent LEA charter schools
Louisiana NSECD	
Maine	
Maryland	
Massachusetts CPPI <sup>22</sup>	
Massachusetts Chapter 70 <sup>21</sup>	
Michigan <sup>31</sup>	✓ For-profit public or private agencies, Universities
Minnesota HdSt	
Minnesota VPK/SRP <sup>37</sup>	✓
Mississippi	
Missouri	
Nebraska	
Nevada <sup>28</sup>	
New Jersey Expansion <sup>23</sup>	
New Jersey ECPA <sup>23</sup>	
New Jersey ELLI <sup>23</sup>	
New Mexico	
New York <sup>19</sup>	✓ Libraries, Museums, Other agencies
North Carolina <sup>29</sup>	
North Dakota <sup>28</sup>	
Ohio	✓
Oklahoma	
Oregon Pre-K	✓ Community college, Higher education institutions, Education service districts, Government agencies
Oregon Preschool Promise <sup>32</sup>	No
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC <sup>23</sup>	✓ PDE licensed private nurserie
Rhode Island	
South Carolina	
Tennessee <sup>21</sup>	✓
Texas	
Utah	
Vermont	
Virginia VPI	
Virginia Mixed Delivery	
Washington ECEAP	✓ Tribes, Local governments, College/Universities, and Educational Service Districts
Washington TK	
West Virginia <sup>26</sup>	
Wisconsin <sup>35</sup>	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 91. REQUIREMENTS FOR STRUCTURED OBSERVATIONS OF PRESCHOOL CLASSROOM QUALITY**

STATE	All classrooms are observed at least annually	All classrooms are observed over the course of a multi-year cycle	Some classrooms are selected to be observed each year	Structured observations are required but determined locally	No
Alabama <sup>31</sup>	Yes				
Alaska <sup>27</sup>				Yes	
Arizona <sup>26</sup>			Yes		
Arkansas <sup>35</sup>		Yes, a 2-year cycle			
California CSPP <sup>40</sup>			Yes		
California TK					Yes
Colorado <sup>32</sup>				Yes	
Connecticut CDCC <sup>33</sup>		Yes			
Connecticut SR <sup>30</sup>		Yes			
Connecticut Smart Start <sup>30</sup>		Yes			
Delaware <sup>22</sup>		Yes, a 3-year cycle			
District of Columbia	Yes				
Florida					Yes
Georgia <sup>29</sup>			Yes		
Hawaii EOEL	Yes				
Hawaii SPCSP <sup>31</sup>	Yes				
Illinois		Yes, a 3- to 4-year cycle			
Iowa Shared Visions <sup>31</sup>		Yes			
Iowa SWVPP <sup>33</sup>		Yes, a 3-year cycle			
Kansas					Yes
Kentucky <sup>29</sup>	Yes				
Louisiana 8(g)	Yes				
Louisiana LA 4	Yes				
Louisiana NSECD	Yes				
Maine <sup>25</sup>		Yes, a 3-year cycle			
Maryland	Yes				
Massachusetts CPPI	Yes				
Massachusetts Chapter 70	Yes				
Michigan <sup>28, 30</sup>		Yes, a 3-year cycle			
Minnesota HdSt <sup>34</sup>		Yes, per federal Head Start			
Minnesota VPK/SRP <sup>38</sup>	Yes				
Mississippi	Yes				
Missouri					Yes
Nebraska <sup>22</sup>			Yes, New, low performing, & a percentage of other classrooms		
Nevada <sup>27</sup>		Yes, a 2-year cycle			
New Jersey Expansion	Yes				
New Jersey ECPA	Yes				
New Jersey ELLI	Yes				
New Mexico <sup>21</sup>	Yes				
New York <sup>20</sup>	Yes (for one funding stream)			Yes (other funding streams)	
North Carolina <sup>30</sup>		Yes, a 3-year cycle			
North Dakota <sup>29</sup>					Yes
Ohio	Yes				
Oklahoma <sup>30</sup>	Yes				
Oregon Pre-K <sup>32</sup>				Yes	
Oregon Preschool Promise <sup>33</sup>			Yes		
Pennsylvania RTL <sup>10</sup>			Yes		
Pennsylvania HSSAP		Yes, a 3-year cycle			
Pennsylvania K4 & SBPK <sup>14</sup>			Yes		
Pennsylvania PKC	Yes				
Rhode Island	Yes				
South Carolina <sup>34</sup>	Yes				
Tennessee <sup>22</sup>		Yes			
Texas	Yes				
Utah <sup>33</sup>			Yes		
Vermont <sup>23</sup>		Yes, a 3-year cycle			
Virginia VPI <sup>36</sup>	Yes				
Virginia Mixed Delivery <sup>16</sup>	Yes				
Washington ECEAP <sup>33</sup>		Yes, a 3-year cycle			
Washington TK <sup>22</sup>	Yes				
West Virginia <sup>27</sup>	Yes				
Wisconsin <sup>36</sup>				Yes	
Guam	Yes				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 92A. REQUIRED PRESCHOOL CLASSROOM OBSERVATION INSTRUMENTS**

STATE	NA	CLASS	Danielson Framework	ELLCO	ERS/ECERS
Alabama <sup>32</sup>		✓			
Alaska					
Arizona <sup>26</sup>		✓			✓
Arkansas <sup>36</sup>					✓
California CSPP <sup>40</sup>					✓
California TK	✓				
Colorado <sup>33</sup>					
Connecticut CDCC					✓
Connecticut SR					✓
Connecticut Smart Start					✓
Delaware <sup>22</sup>					✓
District of Columbia <sup>35</sup>		✓	✓		
Florida	✓				
Georgia		✓			✓
Hawaii EOEL		✓	✓		
Hawaii SPCSP <sup>32</sup>		✓			
Illinois 28					✓
Iowa Shared Visions <sup>32</sup>		✓			
Iowa SWVPP <sup>34</sup>					
Kansas	✓				
Kentucky <sup>29</sup>			✓		✓
Louisiana 8(g)		✓			
Louisiana LA 4		✓			
Louisiana NSECD		✓			
Maine		✓			
Maryland		✓			✓
Massachusetts CPPI		✓			
Massachusetts Chapter 70 <sup>22</sup>					
Michigan <sup>28, 30</sup>		✓			
Minnesota HdSt <sup>34</sup>		✓			
Minnesota VPK/SRP <sup>39</sup>		✓	✓		
Mississippi		✓			
Missouri	✓				
Nebraska <sup>23</sup>		✓			✓
Nevada					✓
New Jersey Expansion <sup>24</sup>			✓		✓
New Jersey ECPA <sup>24</sup>			✓		
New Jersey ELLI <sup>24</sup>			✓		
New Mexico <sup>21</sup>		✓			✓
New York <sup>20</sup>					
North Carolina <sup>31</sup>					✓
North Dakota	✓				
Ohio <sup>16</sup>					
Oklahoma <sup>30</sup>					
Oregon Pre-K <sup>33</sup>		✓			
Oregon Preschool Promise <sup>34</sup>					✓
Pennsylvania RTL			✓		
Pennsylvania HSSAP <sup>23</sup>		✓			✓
Pennsylvania K4 & SBPK <sup>15</sup>			✓		
Pennsylvania PKC <sup>24</sup>		✓	✓		✓
Rhode Island		✓			✓
South Carolina <sup>35</sup>				✓	✓
Tennessee		✓			✓
Texas <sup>17</sup>					
Utah <sup>34</sup>					✓
Vermont <sup>24</sup>		✓			✓
Virginia VPI		✓			
Virginia Mixed Delivery		✓			
Washington ECEAP <sup>34</sup>					
Washington TK <sup>23</sup>			✓		
West Virginia <sup>27</sup>					
Wisconsin <sup>37</sup>					
Guam <sup>9</sup>					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 92B. REQUIRED PRESCHOOL CLASSROOM OBSERVATION INSTRUMENTS**

STATE	Marzano	NAEYC Accreditation	TPOT	Other Instruments	Determined locally
Alabama <sup>32</sup>				✓	
Alaska					✓
Arizona <sup>26</sup>				✓	
Arkansas <sup>36</sup>					
California CSPP <sup>40</sup>				✓	
California TK					
Colorado <sup>33</sup>					✓
Connecticut CDCC		✓			
Connecticut SR		✓			
Connecticut Smart Start		✓			
Delaware <sup>22</sup>					
District of Columbia <sup>35</sup>					
Florida					
Georgia			✓		
Hawaii EOEL					
Hawaii SPCSP <sup>32</sup>					
Illinois 28					
Iowa Shared Visions <sup>32</sup>		✓		✓	
Iowa SWVPP <sup>34</sup>					✓
Kansas					
Kentucky <sup>29</sup>		✓		✓	
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine					
Maryland					
Massachusetts CPPI					
Massachusetts Chapter 70 <sup>22</sup>					✓
Michigan <sup>28, 30</sup>				✓	
Minnesota HdSt <sup>34</sup>					
Minnesota VPK/SRP <sup>39</sup>	✓		✓	✓	
Mississippi					
Missouri					
Nebraska <sup>23</sup>			✓		
Nevada					
New Jersey Expansion <sup>24</sup>	✓		✓		
New Jersey ECPA <sup>24</sup>	✓				
New Jersey ELLI <sup>24</sup>	✓				
New Mexico <sup>21</sup>			✓		
New York <sup>20</sup>					✓
North Carolina <sup>31</sup>				✓ <sup>31</sup>	
North Dakota					
Ohio <sup>16</sup>				✓ <sup>16</sup>	
Oklahoma <sup>30</sup>	✓			✓	
Oregon Pre-K <sup>33</sup>					
Oregon Preschool Promise <sup>34</sup>					
Pennsylvania RTL					
Pennsylvania HSSAP <sup>23</sup>					
Pennsylvania K4 & SBPK <sup>15</sup>					
Pennsylvania PKC <sup>24</sup>			✓	✓	
Rhode Island					
South Carolina <sup>35</sup>			✓	✓	
Tennessee					
Texas <sup>17</sup>				✓	
Utah <sup>34</sup>					
Vermont <sup>24</sup>		✓	✓	✓	
Virginia VPI					
Virginia Mixed Delivery					
Washington ECEAP <sup>34</sup>				✓	
Washington TK <sup>23</sup>	✓			✓	
West Virginia <sup>27</sup>					✓
Wisconsin <sup>37</sup>				✓	
Guam <sup>9</sup>				✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 93. VIRTUAL STRUCTURED OBSERVATIONS OF PRESCHOOL CLASSROOM QUALITY DURING THE 2021-2022 SCHOOL YEAR**

STATE	All were virtual	Some were virtual	Virtual observations were provided only as an exception	No virtual observations	Determined locally
Alabama				✓	
Alaska					✓
Arizona				✓	
Arkansas				✓	
California CSPP				✓	
California TK					✓
Colorado					✓
Connecticut CDCC				✓	
Connecticut SR				✓	
Connecticut Smart Start				✓	
Delaware				✓	
District of Columbia				✓	
Florida			Not reported		
Georgia		✓			
Hawaii EOEL			✓		
Hawaii SPCSP	✓				
Illinois				✓	
Iowa Shared Visions					✓
Iowa SWVPP					✓
Kansas					✓
Kentucky				✓	
Louisiana 8(g)					✓
Louisiana LA 4			✓		
Louisiana NSECD			✓		
Maine				✓	
Maryland					✓
Massachusetts CPPI					✓
Massachusetts Chapter 70					✓
Michigan				✓	
Minnesota HdSt					✓
Minnesota VPK/SRP					✓
Mississippi				✓	
Missouri				✓	
Nebraska				✓	
Nevada				✓	
New Jersey Expansion				✓	
New Jersey ECPA				✓	
New Jersey ELLI				✓	
New Mexico		✓			
New York				✓	
North Carolina				✓	
North Dakota				✓	
Ohio				✓	
Oklahoma					✓
Oregon Pre-K		✓			
Oregon Preschool Promise				✓	
Pennsylvania RTL					✓
Pennsylvania HSSAP		✓			
Pennsylvania K4 & SBPK					✓
Pennsylvania PKC		✓			
Rhode Island				✓	
South Carolina				✓	
Tennessee				✓	
Texas			Not reported		
Utah				✓	
Vermont				✓	
Virginia VPI					✓
Virginia Mixed Delivery			Not reported		
Washington ECEAP	✓				
Washington TK					✓
West Virginia				✓	
Wisconsin					✓
Guam				✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 94. STATE SUPPORTS FOR RELIABILITY AND VALIDITY OF PRESCHOOL CLASSROOM QUALITY OBSERVATION DATA**

STATE	Supports for reliability and validity
Alabama <sup>33</sup>	Double coding
Alaska <sup>28</sup>	Voluntary classes
Arizona <sup>27</sup>	The state requires all assessors to be reliable in the tools
Arkansas <sup>37</sup>	ERS/ECERS-3 is conducted via an independent contractor with trained and reliable personnel
California CSPP <sup>41</sup>	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 <sup>34</sup>	Annual ERSI training; raters at least 85% reliable
Connecticut SR <sup>31</sup>	Annual ERSI training; raters at least 85% reliable
Connecticut Smart Start <sup>31</sup>	Annual ERSI training; raters at least 85% reliable
Delaware	Delaware Stars evaluators are required to be reliable on all observation tools used
District of Columbia <sup>36</sup>	All data collectors have a current CLASS Pre-K certification through Teachshone; Monthly calibration; Double coding of a random sample
Florida	NA
Georgia <sup>30</sup>	Observers must demonstrate annual reliability for all instruments for which they conduct observation
Hawaii EOEL	Observers must pass a training course and maintain certification yearly by passing required reliability testing
Hawaii SPCSP	Observers must pass a training course and maintain certification by passing annual required reliability testing
Illinois <sup>29</sup>	Ongoing reliability checks with the state anchor
Iowa Shared Visions <sup>33</sup>	Staff are trained on the Iowa Quality Preschool Program Standards
Iowa SWVPP <sup>35</sup>	Administrator license requires current evaluator approval training
Kansas	NA
Kentucky	Not supported during the 2021-22 school year
Louisiana 8(g)	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Louisiana LA 4	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Louisiana NSECD	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Maine	All CLASS observers must have an updated reliability certificate to perform the CLASS
Maryland <sup>20</sup>	Fidelity checks are conducted on all assessors
Massachusetts CPPI <sup>23</sup>	CLASS Reliable Rater(s) to administer the CLASS observations
Massachusetts Chapter 70 <sup>23</sup>	State provides callibration training for evaluators
Michigan	Early Childhood Specialists are formally trained in the tools by the publishers and must renew status as a reliable assessor with a minimum test score of 80% biennially (Classroom Coach) or annually (CLASS)
Minnesota HdSt	Per Federal Head Start
Minnesota VPK/SRP <sup>40</sup>	MDE provides some training; Districts use professional learning funds for training
Mississippi <sup>22</sup>	All classroom monitors are reliable to the PreK CLASS tool, and maintain reliability annually
Missouri	NA
Nebraska	Observers are required to maintain an 85% reliability rating with state anchors who have achieved reliability with the tool authors
Nevada <sup>29</sup>	QRIS coaches much obtain state reliability with state anchor assessors
New Jersey Expansion	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	All persons administering classroom observations must receive training; For those using CLASS and TPOT, all raters must have passed a test for inter-rater reliability
New York <sup>20</sup>	Districts are required to use valid and reliable tools that include environmental quality and teacher/child interactions
North Carolina <sup>32</sup>	Assessors must maintain a reliability average of 85% or better
North Dakota	NA
Ohio	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Oklahoma	Observers must complete an initial five-day training with a final exam; Recertification training must be completed every two years
Oregon Pre-K	Certified CLASS observers must be used
Oregon Preschool Promise	Only certified/reliably trained observers conducted observations; Some double coding is used to maintain reliability
Pennsylvania RTL	Not supported
Pennsylvania HSSAP	Per Federal Head Start
Pennsylvania K4 & SBPK	Not supported
Pennsylvania PKC	ERS and CLASS are supported with reliable assessors
Rhode Island	Rhode Island contracts with a third party vendor that hires reliable assessors
South Carolina <sup>36</sup>	EIA/4K: Observations are conducted using the same rubric, and all observers are trained in the rubric before entering the field. First Steps: Reliability and validity are supported by ongoing professional development for individual and organizational growth and change
Tennessee <sup>23</sup>	Reliability Training Provided
Texas	Training and professional development are provided
Utah <sup>35</sup>	All observers must renew their reliability annually
Vermont <sup>25</sup>	Vermont conducts state-wide and regional trainings for the ECERS and CLASS
Virginia VPI <sup>37</sup>	All external observers required to recertify with a pass rate of 85% overall; Inter-rater reliability checks through double-coding sessions; Weekly video coding calibrations
Virginia Mixed Delivery	Not reported
Washington ECEAP	The state contracts with the University of Washington (UW), using observers who are certified reliable
Washington TK <sup>24</sup>	OSPI provides evaluation guidance to districts
West Virginia	Determined locally
Wisconsin <sup>38</sup>	The state provides guidance via the WI Educator Effectiveness System but these resources are not required to be used
Guam	Classroom observations are completed by the School Administrator utilizing the district's Professional Teacher Evaluation Program (PTEP) tool

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 95. SHARING OF PRESCHOOL CLASSROOM OBSERVATION DATA WITH THE STATE AND LOCAL PROGRAMS**

STATE	State policy requires programs/teachers/classrooms receive on-going feedback based on data collected from structured observations of preschool classroom quality	State receives the results of structured observations of preschool classroom quality
Alabama	Yes	Yes
Alaska	No	No
Arizona	Yes	Yes
Arkansas	Yes	Yes
California CSPP	Yes	Yes
California TK	NA	NA
Colorado	No	No
Connecticut CDCC	No	Yes
Connecticut SR	Yes	Yes
Connecticut Smart Start	Yes	Yes
Delaware	Yes	Yes
District of Columbia	No	Yes
Florida	NA	NA
Georgia	Yes	Yes
Hawaii EOEL	Yes	Yes
Hawaii SPCSP	Yes	Yes
Illinois	Yes	Yes
Iowa Shared Visions	Yes	No
Iowa SWVPP	No	No
Kansas	NA	NA
Kentucky	Yes	No
Louisiana 8(g)	Yes	Yes
Louisiana LA 4	Yes	Yes
Louisiana NSECD	Yes	Yes
Maine	Yes	Yes
Maryland	No	Yes
Massachusetts CPPI	Yes	Yes
Massachusetts Chapter 70	Yes	Yes
Michigan	Yes	Yes
Minnesota HdSt	Yes	No
Minnesota VPK/SRP	Yes	No
Mississippi	Yes	Yes
Missouri	NA	NA
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Jersey Expansion	Yes	No
New Jersey ECPA	Yes	No
New Jersey ELLI	Yes	No
New Mexico	Yes	Yes
New York	No	No
North Carolina	Yes	Yes
North Dakota	NA	NA
Ohio	Yes	Yes
Oklahoma	Yes	Yes
Oregon Pre-K	Yes	Yes
Oregon Preschool Promise	Yes	Yes
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
Tennessee	Yes	Yes
Texas	Yes	No
Utah	No	Yes
Vermont	Yes	Yes
Virginia VPI	Yes	Yes
Virginia Mixed Delivery	Yes	Yes
Washington ECEAP	Yes	Yes
Washington TK	Yes	Yes
West Virginia	Yes	Yes
Wisconsin	No	No
Guam	No	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 96A. USE OF INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF PRESCHOOL CLASSROOM QUALITY FOR PROGRAM IMPROVEMENT**

STATE	INFORMATION IS NOT USED		TO MAKE ADJUSTMENTS TO CURRICULA		TO PROVIDE FEEDBACK TO PARENTS		TO PROVIDE PROGRAM STAFF WITH TECHNICAL ASSISTANCE AND/OR MENTORING	
	State Level	Local Level	State Level	Local Level	State Level	Local Level	State Level	Local Level
Alabama <sup>34</sup>			✓	✓	✓	✓	✓	✓
Alaska <sup>29</sup>	✓	✓						
Arizona				✓			✓	✓
Arkansas <sup>38</sup>				✓		✓	✓	✓
California CSCP <sup>42</sup>				✓		✓	✓	✓
California TK								
Colorado <sup>34</sup>				✓		✓		✓
Connecticut CDCC				✓		✓	✓	
Connecticut SR <sup>32</sup>				✓		✓		✓
Connecticut Smart Start				✓		✓	✓	
Delaware <sup>23</sup>							✓	
District of Columbia <sup>37</sup>				✓				✓
Florida								
Georgia			✓	✓		✓	✓	✓
Hawaii EOEL			✓	✓			✓	✓
Hawaii SPCSP <sup>33</sup>			✓	✓			✓	✓
Illinois				✓		✓		✓
Iowa Shared Visions				✓			✓	✓
Iowa SWVPP <sup>36</sup>				✓				✓
Kansas								
Kentucky <sup>30</sup>	✓	✓						
Louisiana 8(g)				✓	✓		✓	
Louisiana LA 4 <sup>19</sup>				✓	✓		✓	
Louisiana NSECD <sup>16</sup>				✓	✓		✓	
Maine <sup>26</sup>				✓			✓	✓
Maryland			✓	✓		✓	✓	✓
Massachusetts CPPI				✓		✓		✓
Massachusetts Chapter 70 <sup>22</sup>								
Michigan <sup>33</sup>				✓		✓	✓	✓
Minnesota HdSt <sup>34</sup>				✓				✓
Minnesota VPK/SRP <sup>41</sup>	✓							✓
Mississippi				✓		✓	✓	✓
Missouri								
Nebraska <sup>24</sup>				✓		✓	✓	✓
Nevada <sup>30</sup>				✓			✓	✓
New Jersey Expansion				✓		✓		✓
New Jersey ECPA				✓		✓		✓
New Jersey ELLI				✓		✓		✓
New Mexico						✓	✓	✓
New York	✓			✓		✓		✓
North Carolina							✓	✓
North Dakota								
Ohio				✓		✓	✓	✓
Oklahoma <sup>31</sup>				✓		✓	✓	✓
Oregon Pre-K				✓		✓	✓	✓
Oregon Preschool Promise <sup>35</sup>				✓		✓	✓	✓
Pennsylvania RTL <sup>11</sup>				✓		✓		✓
Pennsylvania HSSAP				✓		✓		✓
Pennsylvania K4 & SBPK <sup>16</sup>				✓		✓		✓
Pennsylvania PKC				✓		✓	✓	✓
Rhode Island				✓		✓	✓	✓
South Carolina <sup>37</sup>			✓	✓	✓ (First Steps)	✓	✓	✓
Tennessee							✓	✓
Texas	✓			✓		✓		✓
Utah <sup>36</sup>				✓		✓		✓
Vermont				✓	✓	✓	✓	✓
Virginia VPI <sup>38</sup>				✓		✓	✓	✓
Virginia Mixed Delivery <sup>17</sup>				✓		✓	✓	✓
Washington ECEAP				✓	✓	✓	✓	✓
Washington TK <sup>25</sup>				✓		✓		✓
West Virginia <sup>28</sup>				✓		✓		✓
Wisconsin <sup>39</sup>	✓			✓		✓		✓
Guam <sup>10</sup>			✓				✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 96B. USE OF INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF PRESCHOOL CLASSROOM QUALITY FOR PROGRAM IMPROVEMENT**

STATE	TO IDENTIFY NEEDS TO GUIDE TEACHER TRAINING/ PROFESSIONAL DEVELOPMENT		TO CREATE A PROGRAM IMPROVEMENT PLAN		TO MEASURE PROGRAMS ON A QRIS		TO MAKE CHANGES TO STATE POLICIES REGARDING THE PRESCHOOL PROGRAM	
	State Level	Local Level	State Level	Local Level	State Level	Local Level	State Level	Local Level
Alabama <sup>34</sup>	✓	✓	✓	✓	✓	✓	✓	
Alaska <sup>29</sup>								
Arizona		✓		✓	✓	✓	✓	
Arkansas <sup>38</sup>	✓	✓	✓	✓	✓		✓	
California CSCP <sup>42</sup>	✓	✓	✓	✓	✓	✓	✓	
California TK								
Colorado <sup>34</sup>		✓		✓	✓		✓	
Connecticut CDCC	✓	✓		✓				✓
Connecticut SR <sup>32</sup>		✓		✓				
Connecticut Smart Start	✓	✓	✓	✓				✓
Delaware <sup>23</sup>	✓		✓		✓		✓	
District of Columbia <sup>37</sup>	✓	✓		✓	✓			
Florida								
Georgia	✓	✓	✓	✓	✓			✓
Hawaii EOEL	✓	✓	✓	✓				
Hawaii SPCSP <sup>33</sup>	✓	✓	✓	✓				
Illinois		✓	✓	✓	✓			✓
Iowa Shared Visions	Yes	✓	✓	✓				
Iowa SWVPP <sup>36</sup>		✓		✓				
Kansas								
Kentucky <sup>30</sup>								
Louisiana 8(g)	✓	✓		✓	✓			✓
Louisiana LA 4 <sup>19</sup>	✓	✓		✓	✓			✓
Louisiana NSECD <sup>16</sup>	✓	✓	✓	✓	✓			✓
Maine <sup>26</sup>	✓	✓	✓	✓				✓
Maryland	✓	✓	✓	✓	✓			✓
Massachusetts CPPI		✓	✓	✓				
Massachusetts Chapter 70 <sup>22</sup>		✓						
Michigan <sup>33</sup>	✓	✓		✓	✓	✓		✓
Minnesota HdSt <sup>34</sup>		✓		✓				
Minnesota VPK/SRP <sup>41</sup>		✓		✓				
Mississippi	✓	✓	✓	✓				✓
Missouri								
Nebraska <sup>24</sup>	✓	✓		✓	✓	✓		✓
Nevada <sup>30</sup>	✓	✓		✓	✓			
New Jersey Expansion		✓		✓	✓	✓		✓
New Jersey ECPA		✓		✓	✓	✓		✓
New Jersey ELLI		✓		✓	✓	✓		✓
New Mexico	✓	✓	✓	✓				✓
New York		✓		✓		✓		
North Carolina	✓	✓	✓	✓	✓			
North Dakota								
Ohio	✓	✓	✓	✓	✓	✓		✓
Oklahoma <sup>31</sup>	✓	✓		✓				
Oregon Pre-K	✓	✓	✓	✓	✓	✓		✓
Oregon Preschool Promise <sup>35</sup>	✓	✓	✓	✓	✓	✓		✓
Pennsylvania RTL <sup>11</sup>		✓						
Pennsylvania HSSAP		✓		✓				
Pennsylvania K4 & SBPK <sup>16</sup>		✓		✓				
Pennsylvania PKC	✓	✓	✓	✓	✓			✓
Rhode Island	✓	✓	✓	✓	✓	✓		✓
South Carolina <sup>37</sup>	✓	✓	✓	✓				✓
Tennessee	✓	✓	✓	✓				
Texas		✓		✓			✓	
Utah <sup>36</sup>		✓		✓	✓			✓
Vermont	✓	✓	✓	✓	✓	✓		✓
Virginia VPI <sup>38</sup>	✓	✓		✓	✓	✓		
Virginia Mixed Delivery <sup>17</sup>	✓	✓		✓	✓	✓		
Washington ECEAP	✓	✓	✓	✓	✓			✓
Washington TK <sup>25</sup>		✓		✓				
West Virginia <sup>28</sup>		✓	✓	✓				
Wisconsin <sup>39</sup>		✓		✓			✓	
Guam <sup>10</sup>	✓		✓					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 96C. USE OF INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF PRESCHOOL CLASSROOM QUALITY FOR PROGRAM IMPROVEMENT**

STATE	TO TARGET FUNDING FOR QUALITY IMPROVEMENT EFFORTS		TO MAKE FUNDING DECISIONS ABOUT PROGRAMS/GRANTEES		TO IDENTIFY PROGRAMS FOR CORRECTIVE ACTIONS/SANCTIONS		INFORMATION IS USED IN OTHER WAYS	
	State Level	Local Level	State Level	Local Level	State Level	Local Level	State Level	Local Level
Alabama <sup>34</sup>	✓		✓		✓	✓	✓	
Alaska <sup>29</sup>								
Arizona		✓	✓	✓				
Arkansas <sup>38</sup>	✓		✓		✓		✓	
California CSPP <sup>42</sup>	✓	✓	✓		✓		✓	✓
California TK								
Colorado <sup>34</sup>		✓	✓		✓			
Connecticut CDCC	✓		✓		✓			
Connecticut SR <sup>32</sup>	✓			✓	✓	✓		
Connecticut Smart Start	✓		✓		✓			
Delaware <sup>23</sup>	✓		✓		✓			✓
District of Columbia <sup>37</sup>	✓						✓	
Florida								
Georgia	✓	✓	✓					
Hawaii EOEL	✓							
Hawaii SPCSP <sup>33</sup>	✓	✓					✓	✓
Illinois	✓		✓		✓		✓	
Iowa Shared Visions			✓		✓			
Iowa SWVPP <sup>36</sup>				✓				
Kansas								
Kentucky <sup>30</sup>								
Louisiana 8(g)	✓		✓		✓			✓
Louisiana LA 4 <sup>19</sup>	✓		✓		✓			✓
Louisiana NSECD <sup>16</sup>	✓		✓		✓			✓
Maine <sup>26</sup>	✓							
Maryland	✓		✓		✓			
Massachusetts CPPI		✓		✓				
Massachusetts Chapter 70 <sup>22</sup>							✓	
Michigan <sup>33</sup>	✓	✓		✓	✓	✓	✓	✓
Minnesota HdSt <sup>34</sup>				✓		✓	✓	
Minnesota VPK/SRP <sup>41</sup>		✓						✓
Mississippi			✓		✓			
Missouri								
Nebraska <sup>24</sup>	✓	✓	✓					
Nevada <sup>30</sup>								
New Jersey Expansion	✓	✓	✓	✓	✓	✓		
New Jersey ECPA	✓	✓	✓	✓	✓	✓		
New Jersey ELLI	✓	✓	✓	✓	✓	✓		
New Mexico	✓	✓						✓
New York		✓		✓		✓		
North Carolina								
North Dakota								
Ohio	✓	✓	✓		✓			
Oklahoma <sup>31</sup>				✓				✓
Oregon Pre-K	✓	✓						
Oregon Preschool Promise <sup>35</sup>	✓	✓						
Pennsylvania RTL <sup>11</sup>							✓	
Pennsylvania HSSAP								
Pennsylvania K4 & SBPK <sup>16</sup>							✓	
Pennsylvania PKC								
Rhode Island	✓		✓		✓	✓		
South Carolina <sup>37</sup>	✓	✓ (First Steps)	✓ (First Steps)	✓ (First Steps)	✓ (First Steps)	✓ (First Steps)	✓ (First Steps)	
Tennessee								
Texas		✓		✓		✓		✓
Utah <sup>36</sup>		✓	✓		✓			
Vermont	✓		✓	✓	✓	✓		
Virginia VPI <sup>38</sup>	✓	✓						
Virginia Mixed Delivery <sup>17</sup>	✓	✓						
Washington ECEAP	✓	✓	✓		✓	✓		
Washington TK <sup>25</sup>		✓		✓		✓		
West Virginia <sup>28</sup>		✓		✓		✓	✓	
Wisconsin <sup>39</sup>		✓		✓		✓		✓
Guam <sup>10</sup>								✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

**APPENDIX TABLE 97. PRESCHOOL SITE VISITS**

STATE	Site visit requirements
Alabama <sup>35</sup>	Yes: More than once a year
Alaska	No
Arizona <sup>22</sup>	Yes: Monthly
Arkansas <sup>38</sup>	Yes: Annually
California CSPP	Yes: More than every 2 years, less than every 5 years
California TK <sup>31</sup>	Yes
Colorado <sup>35</sup>	No
Connecticut CDCC <sup>35</sup>	Yes
Connecticut SR <sup>33</sup>	Yes
Connecticut Smart Start	Yes <sup>32</sup>
Delaware	Yes: Annually
District of Columbia <sup>38</sup>	No
Florida	Yes
Georgia	Yes: Annually
Hawaii EOEL <sup>20</sup>	Yes
Hawaii SPCSP <sup>34</sup>	Yes: More than once a year
Illinois <sup>30</sup>	No
Iowa Shared Visions <sup>34</sup>	Yes
Iowa SWVPP <sup>37</sup>	Yes
Kansas <sup>38</sup>	No
Kentucky <sup>31</sup>	Yes: More than every 2 years, less than every 5 years
Louisiana 8(g) <sup>17</sup>	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes: More than every 2 years, less than every 5 years
Maryland <sup>21</sup>	Yes: Annually
Massachusetts CPPI	Not reported
Massachusetts Chapter 70	No
Michigan <sup>34</sup>	Yes: More than every 2 years, less than every 5 years
Minnesota HdSt <sup>35</sup>	Yes: Annually
Minnesota VPK/SRP	No
Mississippi	Yes: Annually
Missouri	No
Nebraska <sup>25</sup>	Yes
Nevada <sup>31</sup>	Yes
New Jersey Expansion <sup>25</sup>	Yes: Every 3 years
New Jersey ECPA <sup>25</sup>	Yes
New Jersey ELLI <sup>25</sup>	Yes
New Mexico	Yes: Annually
New York <sup>21</sup>	Yes
North Carolina <sup>33</sup>	Yes: More than once a year
North Dakota <sup>30</sup>	Yes
Ohio	Yes: Annually
Oklahoma	No
Oregon Pre-K	Yes: Every 2 years
Oregon Preschool Promise	Yes: Annually
Pennsylvania RTL	No
Pennsylvania HSSAP <sup>23</sup>	Yes: Annually
Pennsylvania K4 & SBPK <sup>17</sup>	No
Pennsylvania PKC	Yes: Annually
Rhode Island	Yes: More than once a year
South Carolina <sup>38</sup>	Yes: More than every 2 years, less than every 5 years
Tennessee <sup>24</sup>	No
Texas <sup>18</sup>	No
Utah <sup>37</sup>	Yes: Annually
Vermont <sup>26</sup>	Yes: Annually
Virginia VPI <sup>39</sup>	Yes: More than every 2 years, less than every 5 years
Virginia Mixed Delivery	No
Washington ECEAP <sup>35</sup>	Yes
Washington TK	No
West Virginia <sup>29</sup>	Yes: More than once a year
Wisconsin <sup>40</sup>	No
Guam	Yes: Annually

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

## APPENDIX A: STATE SURVEY DATA 2021-2022

### ALABAMA – Alabama First Class Pre-K Program (FCPK)

- <sup>1</sup> The Office of School Readiness is housed within the Alabama Department of Early Childhood Education (ADECE) under the Governor's Office.
- <sup>2</sup> The Alabama First Class Pre-K Program (FCPK) is a competitive grant program administered by the ADECE that provides funding for preschool education for 4-year-olds. FCPK 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.
- <sup>3</sup> Funds for FCPK are provided through an annual legislative appropriation from the Alabama Education Trust Fund (ETF) Budget and distributed through a competitive process to programs running full-day, school-year programs. Grantees must provide a 25% match to the award and sliding-scale parent 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 (up to \$48,300) are awarded to help programs meet quality standards and are not intended as the primary source of funding; (2) Pre-K Tiered Grants (\$84,804 to \$97,908 per grant) to classrooms serving a certain share of the free and reduced-price lunch eligible child population and are primary sources of pre-K funding; (3) New Classroom Grants (\$120,000 per grant) cover costs of materials, equipment, furnishings, and general operating expenses in new classrooms for one year of the general expenses of operation. Additional funds were provided based on a per pupil allocation.
- <sup>4</sup> Children are randomly selected for enrollment. Families may preregister their child at multiple locations for enrollment consideration. Any child not selected during random selection is placed on a waiting list for future enrollment opportunities. Children are eligible for enrollment year-round.
- <sup>5</sup> Enrollment for the 2021-2022 school year was affected by the ongoing impacts of, and recovery from, the COVID-19 pandemic.
- <sup>6</sup> Classroom and playground enhancement funds were provided. Assessment support through the Creative Curriculum was provided as well as infant and early childhood mental health consultation services. Teachers were able to attend professional development opportunities. Funds were provided to support family engagement through the provision of the Ready Rosie platform and implementation of Born Ready University.
- <sup>7</sup> This number reflects the number of parents who said, upon enrollment in pre-K, that they were participating in the free and/or reduced-price lunch program.
- <sup>8</sup> The FCPK program is designed to provide a full school day (6.5 hours) of developmentally appropriate instruction and support for 4-year-old children, five days per week, for a recommended 180 days per year. Each program is funded for 187 days to include seven days of professional development for staff. Services beyond 6.5 hours per day are locally determined and may be provided at the parent's expense or funded through the Department of Human Resources for income-eligible families.
- <sup>9</sup> 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 FCPK. Other locally determined school system boundaries may be applicable.
- <sup>10</sup> Parent fees are not a requirement of the FCPK program. Programs may choose, however, to request parent fees (tuition) based on FCPK guidelines. If a program charges fees, the program must show how all parent fees are reinvested back into the FCPK classroom. No child may be refused access to a FCPK program based on inability to pay. If a child is designated as being served by Title I, migrant or homeless funds, programs should refer to the guidance of their local LEA concerning the charging of fees to these students. Parent fees can be assessed beginning at the 200% FPL and go up to greater than 400% FPL. These amounts are determined using federal poverty guidelines.
- <sup>11</sup> Except for Head Start classrooms, all classrooms have a 1:9 staff-to-child ratio with a maximum enrollment of 18 students. In Head Start programs, classrooms are allowed to have a 1:10 staff-to-child ratio with a maximum of 20 students.
- <sup>12</sup> Classrooms must provide at least lunch. Additional snacks and/or meals are optional but suggested. Programs are encouraged to provide nutritious meals that meet the USDA food and nutrition guidelines.
- <sup>13</sup> Screenings are to be provided by a medical professional on site at no cost. OSR has partnered with the Alabama Partnership for Children to connect families with Help Me Grow for referrals to needed services. Regional Care Coordinators work with parents to secure services and supports. Physical screenings must be conducted by a medical professional such as a nurse, nurse practitioner or physician's assistant. They must include information regarding height, weight, body mass index and blood pressure. Additionally, the ASQ-3 developmental screener and DECA-P2 were required. Families were provided additional options regarding how screenings could be completed.
- <sup>14</sup> Alabama's Standards for Early Learning and Development (ASELD) have been redesigned to reinforce the developmental continuum and to complement and coordinate with the Head Start Child Development Learning Framework, Special Education, Part B and C, Home Visiting guidelines and the Alabama Courses of Study, Kindergarten through Second Grade. WIDA Performance Definitions based on the Can-Do Descriptors is included in the Language and Literacy Domain. In addition, Alabama also has the WIDA Early Years: Making Connections state specific document for teachers to coordinate dual language learning into their curriculum. The standards offer adults who work with children a shared knowledge and understanding of children's development along a continuum, enabling them to create culturally appropriate, individualized goals and work plans that support each child's individual learning styles and abilities.
- <sup>15</sup> TS GOLD is one of the required state assessment tools and is aligned with the state's ELDS.
- <sup>16</sup> Each classroom is assigned a coach who works directly with teachers on best practices and self-reflection, including incorporating the developmental standards into daily planning and reviewing assessment practices. The standards are vertically aligned with Alabama's Course of Study Standards as well as horizontally aligned with TS GOLD. Additionally, Alabama also has the WIDA Early Years: Making Connections state specific document for teachers to coordinate dual language learning into their curriculum.
- <sup>17</sup> Classrooms implement the Alabama First Class Pre-K Framework, which consists of the Alabama Standards for Early Learning and Development, First Class Pre-K Program Guidelines, First Class Pre-K Classroom Guidelines, and the TS GOLD Assessment. The ADECE reviews curricula to provide guidance on which curricula are most aligned to the Alabama FCPK Framework and Alabama Standards for Early Learning and Development. Region Directors and coaches must approve all curriculum decisions and purchases. Implementation of curriculum is embedded into the Alabama Reflective Coaching Model that includes effective teaching practices, curriculum content based on early learning standards, and professional development. Classroom guidance and support is provided by First Class Coaches. Monthly leadership training is provided for Region Directors. It is important to note that FCPK teachers and administrators work closely with coaches and/or program monitors to choose a curriculum that will help a teacher be successful. All curricula must promote appropriate instructional practice and be used as a supplement to the Alabama FCPK Framework. FCPK coaches were provided training on the First Six Weeks of School: Building Your Classroom Community curriculum. This curriculum was provided to all FCPK classrooms.
- <sup>18</sup> All First Class Pre-K funded programs must use the Teaching Strategies GOLD assessment. The ASQ-3 is a developmental screener that parents complete, ideally, prior to a child's entry into pre-k or within the first 30 days. The DECA-P2 is completed by the teacher after 4-weeks of contact with the child.
- <sup>19</sup> Pre-K teachers are required to have a bachelor's degree in early childhood, child development, or early childhood special education at minimum, regardless of the delivery system. All lead teachers must have 18 hours of coursework in early childhood or child development, at minimum. 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 4-year institution and pass the Praxis II 5025, Pre-K Education. In addition, the program must be accredited by NAEYC or submitted for review and approved by the ALSDE. The certificate is valid for five years and is renewable. Pre-service training for lead and auxiliary teachers includes, but is not limited to, New Teacher Training (DAP), Teaching Strategies GOLD Assessment training, DHR Mandatory Reporter training, CLASS training, ASQ-3 Developmental Screener training and Strengthening Families training.
- <sup>20</sup> The "Other" category includes: 11 Ed.S. and 46 waivers.
- <sup>21</sup> A greater number of classes had to have teachers with a degree below bachelor's level and more waivers were issued than in previous years due to inability to locate/hire a teacher with at least a bachelor's degree in an early childhood education-related field. These teachers agreed to work towards receiving a bachelor's degree in early childhood education.
- <sup>22</sup> Auxiliary teachers in childcare centers were eligible to receive retention stipends provided by the Alabama Department of Human Resources.
- <sup>23</sup> All public schools and programs licensed by DHR are required to provide Universal Precautions training, Bullying Prevention, and Mandatory Reporters Training to all staff. Teachers in licensed childcare programs also receive training on (1) child development; (2) health, safety and universal precautions; (3) quality childcare and licensing; (4) the childcare professional and the family; (5) language development; (6) positive discipline and guidance. Health and safety training is provided through public schools and is also mandatory for licensed childcare sites. In addition, during the first coaching visit, coaches provide PD on health and safety.
- <sup>24</sup> Individual PD plans are required for lead and auxiliary teachers. FCPK uses a tiered model of coaching, so the teacher is continuously setting goals and self-reflecting throughout the year. Most teachers are visited at least once per month by the coach. This requirement is written into the Alabama Early Childhood B-8 Coaching Framework, which is applicable for all pre-K teachers.

- <sup>25</sup> Teachers receive coaching based on the Tiered Coaching Model. Each teacher receives monthly virtual and/or in-person coaching support but may also receive more frequent support as needed. New teachers receive training specifically designed for them and are engaged in multiple monthly coaching interactions.
- <sup>26</sup> Policies are in place that require salary parity for non-public lead teachers. A salary supplement is provided for master's degree level teachers.
- <sup>27</sup> OSR requires programs to pay the CDA salary for auxiliary teachers. If the auxiliary teacher has a higher credential, programs may pay the recommended salary for that credential. It is recommended that local programs develop a new classification to reflect the increased education requirement and increased work expectations of a FCPK auxiliary teacher.
- <sup>28</sup> Local sources include both the required local and non-required local spending. The \$20,341,130 in federal sources reported here was used at the local level to meet the required local match. Additionally, school districts went beyond the required 25% match to provide additional local funding to the pre-K program.
- <sup>29</sup> The total amount of local funds equals \$41,880,426, which includes federal sources that school districts used to support the pre-K program.
- <sup>30</sup> All childcare centers must be licensed by the Alabama Department of Human Resources.
- <sup>31</sup> Structured classroom observations consist of CLASS and the DECA-P2 classroom reflective checklist. The learning environment checklist is conducted two times annually. The Department conducts formal pre- and post- CLASS observations on every classroom over the course of a three-year cycle. All classrooms are informally observed with the CLASS tool multiple times each year to support individual teacher growth.
- <sup>32</sup> The data collected from CLASS and the DECA-P2 classroom reflective checklist are used for a variety of purposes, including PD, reflection, state-wide evaluation, and research. During the completion of pre- and post-assessments and observations by a coach for each classroom, data is used as a part of the coaching process to design individualized PD and supports that target the teacher-created goals and action steps. Additional tools used in this classroom observation process can include but are not limited to the following: additional DECA-P2 reflective classroom checklists, learning environment checklists and additional state-created tiered coaching tool to address quality needs.
- <sup>33</sup> Coach facilitators also work with coaches to ensure quality. Some FCPK coaches completed the Making Most of Classroom Interactions professional development offered through Teachstone.
- <sup>34</sup> CLASS is used to coach teachers on individual PD needs. The coach facilitates goal setting with the teacher. The scores are used at the state level to determine PD needs and coaching priorities. It is used as a formal and informal tool to support teacher goal setting. CLASS is also used in the P-3 classrooms to create continuity.
- <sup>35</sup> Classrooms are visited by Department staff, Region Directors, monitors, coach facilitators and coaches. Programs receive a minimum of one or more visits depending on the level of need. Monitoring and data collection reports are completed every two months on all sites. Desk monitoring is used when programs have shown consistent implementation of classroom and program guidelines. Classrooms receive a site visit by a representative of the Department at least 6 times a year (only refined classrooms). However, on average classrooms receive 12 visits a year.

### ALASKA - Alaska Pre-Elementary Programs

- <sup>1</sup> Of the 54 school districts, one is a public high school boarding school. The 17 grantees are spread across the state, most being in rural and remote areas.
- <sup>2</sup> Each grantee has their own process for enrollment based on their community's program.
- <sup>3</sup> An additional 14 Head Start programs received DEED grant funding and served 2,022 3-5-year-old children.
- <sup>4</sup> DEED is unable to sort data to determine number of children with IEP's who are attending preschool classroom services, who are in self-contained preschool classrooms, and who are receiving itinerant services.
- <sup>5</sup> The total funding (\$6,853,000) supports 16 Head Start and Early Head Start grantees. Enrollment information is only available on the 14 Head Start grantees. An additional two grantees only served children in Early Head Start.
- <sup>6</sup> DEED does not have the data for children enrolled. However, seven districts have class 4 days/week, nine have class 5 days/week, and one district has a mix of 4 days/week and 5 days/week.
- <sup>7</sup> Each funded school district determines the hours of operation based on community need. All funded programs have class either 4 or 5 days per week and may operate in the summer, the school year, or a combination of both.
- <sup>8</sup> Eligibility criteria is determined locally.
- <sup>9</sup> DEED does not collect data on those districts requiring tuition other than identifying which districts require tuition at some or all their locations. 3 of 17 districts report charging tuition.
- <sup>10</sup> All programs follow state Pre-Elementary statute and regulations. Support services include parenting support or training, health services for children, and nutrition information. Pre-Elementary programs providing special education services must follow Individuals with IDEA requirements.
- <sup>11</sup> Pre-Elementary grantees are required to use TS GOLD and may access it online at DEED's expense. The only exception is grantees with programs that run for eight weeks in the summer.
- <sup>12</sup> DEED provides funding to non-profit agencies that provide support and instruction on the understanding and use of Alaska's Early Learning Guidelines.
- <sup>13</sup> Curriculum decisions are made locally. The only requirement is in regulation and states the curriculum must be in alignment with Alaska's Early Learning Guidelines.
- <sup>14</sup> There is one grantee who is a school district that chooses to pass the funds to a community preschool. The community preschool is required to meet the school district regulation that mandates employing a certified lead teacher.
- <sup>15</sup> There are no state pre-service training requirements as listed above, other than a "person employed by or on behalf of a school district to teach special education to a preschool child with a disability, who does not hold an endorsement in early childhood special education, must have completed six semester hours in early childhood special education in addition to the requirements in (a) of this section." For more information, see this [link](#).
- <sup>16</sup> DEED requires all Lead Teachers in the Pre-Elementary Programs to have an initial, professional, or master teacher certificate in any subject/concentration.
- <sup>17</sup> Some programs started later because of lack of available certified teachers.
- <sup>18</sup> See this [link](#) for the regulation addressing teacher assistant/paraprofessional requirements.
- <sup>19</sup> Regulation 4 AAC 04.22 states a paraprofessional has the option of earning higher education hours or taking a test. For more information, see this [link](#).
- <sup>20</sup> Alaska regulations state school district lead teachers who are not performing well in two or more areas of evaluation must have an annual professional development plan to guide improvement. Paraprofessionals (assistant teachers) are required to have an annual evaluation, which must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals.
- <sup>21</sup> Coaching and mentoring services are provided to some school district Pre-Elementary programs on a voluntary basis through a non-profit agency funded by DEED. Some individual districts have internal coaching and mentoring systems.
- <sup>22</sup> The state does not require the parity; the unions in the school districts do. During the 2021-22 school year, only one district with Pre-Elementary funding was not unionized.
- <sup>23</sup> CARES and COVID-relief funding was granted to districts. Districts were not required to report on what was spent on pre-K programs.
- <sup>24</sup> The \$3,238,823 went to Pre-Elementary Pre-K Programs. In addition, Head Start received \$6,853,000 in state funds from DEED.
- <sup>25</sup> All districts get the same amount in the competitive RFP process. Changes in the amount may occur due to availability of funds and demonstrated need.
- <sup>26</sup> There are programs that partner with Head Start, others that partner with community preschools. Some of the Head Starts are also licensed child care centers.
- <sup>27</sup> Pre-Elementary grantees are asked to address how they implement structured observations of their classroom quality in their grant applications; however, they are not required to report the data. It is at their discretion which tools/process, the frequency, and classrooms they will use.
- <sup>28</sup> Voluntary classes are provided through the state's QRIS, which is run through a non-profit that is funded by DEED. Districts that wish to access this support can but are not required to.

<sup>29</sup> If a district voluntarily receives support through the QRIS, they must use data at the local level to inform program improvement. Otherwise, use of the data at the local level is determined locally.

## ARIZONA - Quality First Scholarships

- <sup>1</sup> First Things First (FTF) was designed to meet the diverse needs of Arizona communities. Decisions about which early childhood strategies will be funded, such as Quality First (QF) Scholarships, are made by 28 [Regional Partnership Councils](#) and approved by the FTF State Board. FTF is funded by [Proposition 203](#) (2006) which funds early childhood services with an 80-cent per pack increase on tobacco products.
- <sup>2</sup> Annually, each QF participant with a 3-, 4-, or 5-star rating receives an allocation of QF Scholarships for the site. The sites are trained to check for eligibility and award scholarships to families. QF Scholarships are for families that are not eligible/receiving tuition supports from another source (i.e., Head Start, Early Head Start, State subsidy).
- <sup>3</sup> In total, the number of children birth through five who participated in both centers and homes served through QF Scholarships is 6,985 children. A total of 4,631 preschool-aged children attended center-based programs and 179 preschool children were served in homes (89 three-year-olds, 65 four-year-olds, and 25 five-year-olds). In 2020-2021, 2,175 children under the age of three were also included in QF Scholarships in centers (446 infants, 666 one-year-olds, and 912 two-year-olds) and homes (28 infants, 51 one-year-olds, and 72 two-year-olds).
- <sup>4</sup> There are scholarships allocated to programs that offer Head Start and Early Head Start services. However, it is unknown if the children receiving QF Scholarships were also receiving Head Start Services. It is also possible that children received a part time QF Scholarship at one program and attended part time Head Start at another location.
- <sup>5</sup> Faith based centers are included in the private center count and not broken out separately. Numbers do not add up to the enrollment total because some children attend in multiple settings and/or had birthdays mid-year and were counted in two age groups.
- <sup>6</sup> The age and setting breakdown for children enrolled in part time (400 hours annually) for preschool aged children was (1,075 center-based; 12 home-based) and infants/toddlers (182 center-based; 4 home-based); and full time (1,120 hours annually) for preschool aged children (3,502 center-based; 243 home-based) and infants/toddlers (1,876 center-based; 150 home-based). Numbers do not add up to total number because some children may have been counted both as full time and part time as their enrollment fluctuated over the state fiscal year.
- <sup>7</sup> The program is based on minimum monthly and annual hours, not daily hours. The state does not dictate the annual operating schedule, but programs must operate a minimum of 400 instructional hours annually (9-, 10-, 11-, or 12-months), 34 hours per month, and 8 days per month to receive reimbursement for a part time QF Scholarship. This assumes a minimum of 2 days per week. To receive reimbursement for a full time QF Scholarship, children must be enrolled for a minimum of 93 hours per month, 1,120 hours annually, and a minimum of 8 days per month.
- <sup>8</sup> Arizona does have provisions in statute for early entry to kindergarten with an age cut-off of five by December 30th on a district-by-district basis.
- <sup>9</sup> Eligibility to participate in QF Scholarships includes age requirements and income requirements. Age requirements only include children birth through five years of age, not eligible for kindergarten. Family income eligibility only include families earning 200% of FPL or below.
- <sup>10</sup> Eligibility is re-determined each state fiscal year based on the child's age and the family's income. Once deemed eligible, children remain eligible for the entire state fiscal year. Children who are deemed ineligible at the start of a new state fiscal year are dis-enrolled from the program.
- <sup>11</sup> 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 all classrooms during the Quality First rating process. Starting in SFY 22, ratios and group sizes were no longer assessed by Quality First but did continue to be assessed by the Department of Health Services, Bureau of Child Care Licensure.
- <sup>12</sup> State childcare licensing regulations require the following: children enrolled two to four hours receive one or more snacks; children enrolled four to eight hours receive one or more snacks and a meal; children enrolled nine or more hours receive two snacks and a meal. These requirements are only specified for in-person learning.
- <sup>13</sup> Programs participating in Quality First and QF 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.
- <sup>14</sup> As part of the Quality First Rating (required for participation in QF 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.
- <sup>15</sup> Programs make decisions on which preschool assessment tool to use. The tool must be aligned with the Arizona Early Learning Standards (AZ ELDS) and the Infant Toddler Developmental Guidelines. Any preschool program under the administrative purview of the Arizona Department of Education (ADE) must use the State Board Approved Ongoing Progress Monitoring tool. The ADE offers training on the introduction to the standards and in-depth training on each of the sections of the standards. Coaching content may also include support for the implementation of the AZ ELDS.
- <sup>16</sup> The ADE provides [online resources](#) to support programs in selecting a curriculum. Early Care and Education programs participating in QF Scholarships are assessed every 24 to 27 months on the alignment of their curriculum with the AZ ELDS 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 monthly that may include support in curriculum implementation.
- <sup>17</sup> During the 2021-22 state fiscal year, the Quality First Rating Scale was revised to remove requirements related to staff qualifications. A program must achieve a 3-, 4-, or 5-star to participate in QF Scholarships. Programs must meet regulatory requirements, for lead teachers (HSD or equivalent and 6 months experience) and assistants (16 years of age and enrolled in high school).
- <sup>18</sup> The total number of teachers is cumulative.
- <sup>19</sup> The "Other" category includes: 24 with a Certificate of Completion in ECE (1.04%); 2,046 Unknown/None (88.91%); 61 with an AZ Teaching Certificate (2.65%); and 2 with a Montessori Credential (.09%).
- <sup>20</sup> Many programs identified that they had open positions that could not be filled.
- <sup>21</sup> QF Scholarships requirements for ongoing PD are aligned with the State Licensing standards. All programs participating in QF Scholarships that also have a contract with the Arizona Department of Economic Security to accept child care subsidy must meet the health and safety requirements identified in the CCDBG re-authorization of 2014.
- <sup>22</sup> Monthly coaching is provided to all early care and education programs participating in QF Scholarships. The coaching can be used to support teachers, assistant teachers, and administrators, and includes the review of assessment reports. While the coaching is required, the audience (teacher, assistant teacher, administrator) receiving the coaching is not dictated by the state. These site visits support quality improvement efforts and monitor the progress on the program's quality improvement plan.
- <sup>23</sup> Funding through ARPA was used by one county in Arizona for its programs, however these funds were not included in the reported preschool spending.
- <sup>24</sup> In addition to three- to five-year-olds in center-based settings, QF Scholarships operates in home settings and serves children (infants-age 3). The total expenditure was \$33,651,821.
- <sup>25</sup> Programs implementing faith-based instruction have QF Scholarships that families can transfer to any program that they would like, while QF Scholarships at non-faith-based programs are not transferable. All participating programs must be regulated by the state, military, or tribal authority.
- <sup>26</sup> All programs participating in QF Scholarships must also participate in Quality First, Arizona's QRIS. Each program receives a program assessment every 24 to 27 months that includes assessments in one-third of the total number of classrooms randomly selected at the site using the ERS-R (ITERS-R, ECERS-R, FCCERS-R), 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 QF Scholarships and to support the program in improving or maintaining quality.
- <sup>27</sup> The state contracts with an organization to conduct all the assessments in QF. The state requires that all assessors must meet the reliability as identified by the tool. In addition, ongoing reliability checks are required every 10th assessment an assessor conducts. The ongoing reliability checks must be conducted in tandem with an assessor supervisor or assessor trainer to ensure ongoing reliability in use of the tool. Assessors that fall below the reliability as required by the tool cannot conduct assessments.

## ARKANSAS - Arkansas Better Chance (ABC)/Arkansas Better Chance for School Success (ABCSS)

- <sup>1</sup> State funding is provided through the Arkansas Department of Education (ADE) - Division of Elementary and Secondary Education (DESE). The State Board of Education must be informed and/or approve grant awards, program standards/regulations, and the impact of these services as they relate to school readiness.
- <sup>2</sup> All 234 school districts have access to the Arkansas state funded preschool program.
- <sup>3</sup> School districts classified as being low performing, appearing on the Needs Improvement Priority School list, or where more than 75% of fourth graders score below proficient on benchmark exams, are required to work with the DESE-ABC and the local community to establish, promote, and assist in the development of an ABC Pre-K program. Awarded funding goes to either the school district or a community provider in the identified locations.
- <sup>4</sup> Each of the local ABC agencies organize and implement the preschool registration and enrollment process. Some programs conduct the registration process at individual sites where some programs have one location (online or physical place) for the registration process then the child is enrolled at particular sites.
- <sup>5</sup> The enrollment total does not include children who received only ABC home-visiting services. Children who are dually served in center-based care and home visiting are included in the enrollment total. All six five-year-old children are enrolled through a waiver process, which may be due to multiple disabilities, severe development delay, or the child is in foster care and needs additional skills and time to prepare for kindergarten.
- <sup>6</sup> For the 2021-2022 program year, the State awarded 23,365 Arkansas Better Chance Preschool slots to provide center-base and home visiting services for eligible children ages birth up to five years of age.
- <sup>7</sup> All children enrolled in an ABC program receive an annual development screening to identify any individual developmental delays and/or educational deficiencies. Identified children are referred for special education services through either the regional Education Service Cooperative or the local school district. The team consisting of parents, early childhood staff, and special education professionals collaboratively develop plans to design the individualized early intervention service components for eligible students.
- <sup>8</sup> The number of children dually enrolled in the state preschool and Head Start programs is unknown. There are several Early Head Start and Head Start programs that are ABC grantees.
- <sup>9</sup> ABC programs utilize the state (DESE-ABC) established annual fee schedule and sliding fee scale (based on the U.S. Federal Poverty Guidelines - U.S. Department of Health and Human Services) to determine eligibility of families with incomes between 200% and 250% FPL. Families who qualify for enrollment under a sliding fee scale pay fees directly to the local program. The amount of parent co-pay as determined by DESE-ABC is deducted from the state reimbursement to the program. If the ABC programs have additional space to serve more children, then programs may enroll families supported with funds other than state ABC or those with incomes above the 250% FPL (private pay).
- <sup>10</sup> All state-funded preschool services are mandated to operate for a minimum of 7 hours per day and 178 days per year. This is considered the regular school day and not an extended day in Arkansas. The local ABC program operating schedule typically reflects the annual operating schedule of the local school district(s) in the service area.
- <sup>11</sup> Kindergarten-age eligible children may enroll in preschool contingent on the DESE-ABC team reviewing and approving the child waiver containing the supporting documentation and IEP if applicable. The Kindergarten Child Waiver must be approved by the DESE-ABC team prior to enrolling the child in an ABC program.
- <sup>12</sup> The \$10 Million (Arkansas Better Chance) funding 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% 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 \$104 Million (Arkansas Better Chance for School Success) funding 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% FPL and the child must be age eligible. A sliding fee scale applies to families with incomes between 200% and 250% FPL.
- <sup>13</sup> 161 children enrolled or 1% of total enrollment are families on the sliding fee scale determined by the family income between the 200 - 250% of FPL. ABC programs utilize the state (DESE-ABC) established annual fee schedule and sliding fee scale (based on the U.S. Federal Poverty Guidelines - U.S. Department of Health and Human Services) to determine eligibility of families with incomes between 200% and 250% FPL. Families who qualify for enrollment under a sliding fee scale pay fees directly to the local program. The amount of parent co-pay as determined by DESE-ABC is deducted from the state reimbursement to the program. If the ABC programs have additional space to serve more children then programs may enroll families supported with funds other than state ABC or those with incomes above the 250% FPL (private pay).
- <sup>14</sup> The maximum class size for each age group of ABC children cannot exceed the classroom's licensing capacity at any time.
- <sup>15</sup> The age-appropriate health/well child screenings include the age-appropriate Early Periodic Screening and Diagnosis Treatment (EPSDT) screening, hearing and vision assessments. The complete health/well child screenings should be completed every two years while the child is in the ABC program.
- <sup>16</sup> Children who are identified with developmental delays and/or educational deficiencies must be referred to Early Childhood Special Education within seven calendar days of the date of screening.
- <sup>17</sup> Each ABC program is required to create and implement a local Parent Engagement/Involvement Plan including a minimum of two parent-teacher conferences, an open-door policy, and opportunities for parents to have input in their child's educational decisions. Each ABC program is also required to create and implement a local Transition Plan to Kindergarten.
- <sup>18</sup> In addition, the Arkansas ELDS includes Emergent Literacy based on the Science of Reading, Mathematical Thinking, Science and Technology, Social Studies, and Creativity and Aesthetics. The ELDS are linked to all the approved KEAs.
- <sup>19</sup> ABC programs are required to use the Work Sampling System (WSS) - Pearson Assessments for every preschool age child enrolled. The ABC teaching staff continuously assess children's progress by monitoring their skills, knowledge, behavior, and accomplishments. Teachers evaluate a child's progress in each of the WSS domains three times during the year - Fall, Winter, and Spring. WSS is curriculum neutral and has been aligned with the Arkansas ELDS. Additionally, the state has an approved list of developmental screening instruments that programs use to conduct a routine annual developmental screening on each child to identify developmental delays and/or educational deficiencies.
- <sup>20</sup> The state strongly supports the ELDS and has approved these standards via the Arkansas Early Childhood Commission, which is an advisory group. The state manages and initiates professional service grants with contractors to disseminate training and technical assistance statewide for early childhood providers.
- <sup>21</sup> ABC funding awarded to programs may be used for a comprehensive curriculum and technical assistance to support curriculum implementation. The state supports and makes available to all ABC programs professional development opportunities that offer enhancements to any curriculum. Supplemental curriculum can be determined at the local level to enhance and align with local kindergarten programming. The ADE offers a research based supplemental foundational literacy curriculum to all state pre-k programs serving 4-year-olds.
- <sup>22</sup> Lead teachers are required to have a minimum of a bachelor's degree in Early Childhood Education (ECE) or Child Development (CD) or a bachelor's degree with at least 12 college credits (or more) in ECE/CD. The lead teacher employed by public schools must hold a standard Arkansas teacher license in early childhood. For programs with multiple classrooms, one lead teacher is required for every three classrooms and the other two classroom teachers shall hold, at minimum, an AA in Early Childhood Education or Child Development.
- <sup>23</sup> Teachers who do not hold a bachelor's degree or do not have one of these pre-service specializations are placed on a two-year Staff Qualification Plan (SQP).
- <sup>24</sup> The "Other" category includes those teachers who may have years of college with a Certificate of Proficiency and are working to obtain a four-year degree.
- <sup>25</sup> ABC Programs experienced challenges of hiring and retaining quality teaching staff to provide early childhood learning services. During the 2021-22 program year, there were 258 teaching staff on Staff Qualification Plans to obtain required early childhood (EC) credentials. This is a result of EC staff having limited access to EC degree programs that led to licensure. In Arkansas, the P-4 license is no longer available and the K-6 license requires a minimum of 12 hours in EC to qualify for a teaching position.
- <sup>26</sup> To serve as a paraprofessional/assistant teacher in the ABC program, teachers are required to either complete the CDA credential or have an associate degree in early childhood education (ECE) or child development (CD). If an assistant teacher has an AA in another subject, they must complete a minimum of 12 credit hours in ECE/

CD. The Birth to Pre-K Credential and Technical Certificate in ECE/CD are also options for the state-funded preschool program. The Technical Certificate requires 24 coursework hours in ECE and/or CD. If a school district program is classified as a school wide Title 1 school or a targeted assistance program receiving Title 1 funds, ABC Paraprofessionals must meet highly qualified status by August 2023.

- <sup>27</sup> The state contracts with state agencies to provide professional development and technical assistance opportunities for preschool staff. ABC teachers are required to receive early childhood training in the areas of Arkansas Child Development and Early Learning Standards: Birth through 60 Months including child growth and development, social emotional development, serving children with special needs, trauma informed care, early literacy and mathematical thinking, child assessment and environmental rating scale (ERS).
- <sup>28</sup> The teachers and paraprofessionals in public and non-public school settings are required to have a written, individualized annual professional growth goal (PGG) and develop a professional development plan to support their PGG.
- <sup>29</sup> Classroom-embedded support is required for novice teachers by state policy and is reinforced by administration at the local level. Technical assistance and coaching are available for the Environmental Rating Scale (ERS) and for implementing the on-going state assessment system using anecdotal recording and observation. Early childhood professional development opportunities and coaching are offered for all areas of the ELDS to support teachers and/or paraprofessionals in achieving continuous quality improvement and meet the required hours and courses to maintain program standards.
- <sup>30</sup> A personalized coaching plan is based on individual needs of the staff, with novice staff being more frequent.
- <sup>31</sup> Salary parity is highly recommended and was initially expected. Because the program has been flat funded with minimal increases, the preschool salary schedule may vary across the state. Many programs pay the preschool teachers on a comparable pay scale as other K-2 teachers and assistant teachers depending on their educational level and credentials.
- <sup>32</sup> Local (school districts, private, philanthropic, family care homes) sources of the 40% match equates to the amount of \$69,582,810.
- <sup>33</sup> The State requires ABC programs to collaborate with community partners and to have 40% match of funds which can be services and/or monetary. The ABC Office encourages and supports the ABC programs to braid multiple sources of funds to strengthen early childhood education. Each ABC agency is required to maintain clear financial records to identify the revenues and expenditures of each funding source.
- <sup>34</sup> Several of the Education Service Cooperatives ABC grantees write and manage the grant for state funds on behalf of the local school districts. The Education Cooperative establishes the services, management, and oversight of the operations for the preschool program on behalf of the local school district. One of the higher education institution ABC grantees writes and manages the grant on behalf of the local school districts, local community programs, and family care homes. The higher education institute establishes the services, management, and oversight of the operations for the preschool programs.
- <sup>35</sup> Typically, the facilities with ABC classrooms are observed on a two-year cycle. The professional development opportunities, technical assistance, coaching, observations, and assessments for the ECERS-3 are conducted by a state agency contracted by the state. The contracted agency employs, trains, ensures reliable and validated personnel are in place to provide the services.
- <sup>36</sup> The state utilizes the ECERS-3 for all ABC preschool classrooms observations and assessments. Preschool teachers and paraprofessionals participate in professional development opportunities, receive technical assistance, and classroom coaching for the ECERS-3. To foster the Continuous Quality Improvement model, ABC programs will be designated as an Assessment or Growth year. This ABC cycle is typically an assessment year followed by one growth year. The expectation is that programs will submit for coaching and TA during their growth year. This is the time when administrators work with ERS coach to use their CQI data to create growth plans that identify professional development for staff, policy and procedure changes, improvements to the classroom environment, etc.
- <sup>37</sup> ERS/ECERS-3 observations and classroom assessments are conducted by a state funded contractor who employs, trains, ensures reliable and validated personnel.
- <sup>38</sup> The ABC Office monitors the programs in collaboration with the DHS Licensing Unit and Better Beginnings Quality Rating System. The DHS Specialists focus on the teacher-child ratios and other programmatic areas promoting quality that are pertinent to the ABC program then communicates the information to the specific ABC Specialist. The ABC Specialists conduct on-site and/or desk monitoring, provides technical assistance and support to the programs. Classrooms are observed and teaching staff are provided technical assistance as requested and/or when areas of noncompliance and program improvement are identified.

## CALIFORNIA – California State Preschool Program (CSPP)

- <sup>1</sup> Agencies in Mariposa and Sierra counties do not have CSPP contracts.
- <sup>2</sup> The process for child placements varies locally based on the unique characteristics of the contractor.
- <sup>3</sup> The California Department of Education (CDE) is working on a new data system for CSPP, along with a cradle to career initiative, that will work to connect children's records across the programs identified.
- <sup>4</sup> Prek Assessment data from the DRDP is not connected to the child, though California will be working to address this. Kindergarten entry assessments occur at the local level and any data from that would be locally available.
- <sup>5</sup> The 92,445 total enrollment includes 23 six-year-old children. Total CSPP enrollment increased by 14,721 in the 2021-22 school year compared to the previous year, 2020-21. The decrease in CSPP enrollment between years 2019-2020 and 2020-2021 was explained by the COVID-19 pandemic and school/center-based settings/in-person services. The increase of the enrollment between 2020-21 and 2021-22 shows the recovery of the enrollment. The larger increase of 3-year-olds than 4-year-olds is because of the state's efforts of expanding transitional kindergarten (TK), which serves 4-year-olds.
- <sup>6</sup> This is the estimated slots from the FY 2021-2022 budget based on a ratio of full-day to part-day enrollments from March 2021.
- <sup>7</sup> One six-year-old child is included in the total number of children in CSPP receiving special education.
- <sup>8</sup> The CDE is developing a new data system to enable the collection and reporting of dual enrollment data for CSPP and Head Start Programs.
- <sup>9</sup> Data on children's home language reflects what was listed as Primary Language. Beginning in the 2022-23 program year, the CDE will have much more robust data on dual language learners as a result of AB 1363 (Chapter 498, Statutes of 2021). Under that bill, the state will be required to collect the following for CSPP: (1) A child's home language, the language the child uses most, and the family's preferred language in which to receive verbal and written communication; (2) A child's race or ethnicity; (3) Language characteristics of the preschool program, including, but not limited to, whether the program uses the home language for instruction, such as a dual language immersion program, or another program that supports the development of home languages; (4) The language composition of the program staff.
- <sup>10</sup> The total number of children includes two-year-olds, five-year-olds, and six-year-olds.
- <sup>11</sup> This reflects the location of the agency with administrative/fiscal responsibility. In April 2022, 115 CSPP children were enrolled in family child care homes.
- <sup>12</sup> In California there is Proposition 98 General Fund and non-Proposition 98 General fund. Proposition 98 GF is required to be spent on education, while non-Proposition 98 can be used more flexibly. Because of decisions made by the Legislature, Proposition 98 funding can only go to CSPPs operated by LEAs (or the subcontractors for LEAs, which can include community-based organizations), while non-Proposition 98 General Funds are appropriated to CSPPs operated by community-based organizations. Depending on the appropriations for expansion in any given year and the type of funds appropriated, expansion may be limited to LEAs or community-based organizations to apply.
- <sup>13</sup> Some of the children receiving extended day programs are participating in school day programs. CDE funds CSPP part-day and full-day services. Part-day programs are funded to operate between three and less than four hours per day, and 175 to 185 days per year, unless the contract specifies a lower number of minimum of days of operation. Full-day CSPP programs are funded to operate for the number of hours needed to meet the needs of the community for a minimum of 246 days per year unless the contract specifies a lower number of minimum days of operation.
- <sup>14</sup> Assuming three hours per day for 175 days per year, 525 hours is the minimum number of hours that CSPP was funded to operate during 2021-22.
- <sup>15</sup> The minimum age for CSPP eligibility is 3 by June 30 of the fiscal year they would be enrolled. CSPP-eligible three-year-old children are defined as those who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP. Children who turn three years old in the FY between December 2, inclusive and June 30, inclusive may be enrolled in CSPP on or after their third birthday per CA EC Section 8205(aa). CSPP-eligible four-year-old children are those who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP and whose parent or guardian has opted to retain or enroll them in a CSPP per CA EC Section 8205(ab). Priority for CSPP is given to 4-year-olds who are not enrolled in Transitional Kindergarten (TK). During 2021-22, enrollment in both part-day and full-day CSPP was allowed for TK and kindergarten children for extended learning and care around their TK and kindergarten day.

- <sup>16</sup> Families must meet at least one of the following eligibility criteria to be enrolled in part-day CSPP: 1) income eligible, 2) receiving cash aid, 3) homeless, 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 when income is at or below 85% of State Median Income (SMI) at initial enrollment or recertification. After all otherwise eligible families have been enrolled, a part-day CSPP may enroll: 1. Children from families whose income is no more than 15 percent above the eligibility income threshold. Children from families enrolled under this exception may not exceed ten percent of the participating CSPP's total contract enrollment. 2. Children with exceptional needs as defined in CA EC Section 8205. Children enrolled must not count towards the ten percent limitation. 3. After all children have been enrolled pursuant to the above categories, part-day CSPP sites operating within the attendance boundaries of a qualified FRPM school, may enroll CSPP four-year-old children whose families reside within the attendance boundary of a qualified FRPM school without establishing eligibility. Contractors enrolling families for part-day services must establish a family's eligibility once at the time of enrollment. To be eligible for full-day CSPP, families must meet both eligibility and need for services criteria as follows: (A) Families must meet at least one of the following eligibility criteria: (i) income eligible at or below 85 percent of SMI at initial enrollment or recertification; (ii) receiving cash aid; (iii) homeless, or (iv) have a child who is receiving child protective services or is at risk of abuse, neglect, or exploitation. (B) Families must either need criteria: (i) The child is identified receiving child protective services, being neglected, abused, or exploited, or at risk of neglect, abuse or exploitation; or experiencing homelessness or (ii) The parent(s) are employed, seeking employment, engaged in vocational training leading directly to a recognized trade, paraprofession or profession, engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate, seeking permanent housing for family stability, or incapacitated. After all children have been enrolled pursuant to the eligibility and need criteria above, a full-day CSPP contractor may enroll CSPP three-year-old and four-year old children from families that meet the eligibility criteria but do not have a need for services. After all children have been enrolled pursuant to the requirements above, a full-day CSPP site starting on January 1, 2020 and operating within the attendance boundaries of a qualified FRPM school may enroll CSPP four-year-old children whose family resides within the attendance boundary of the qualified FRPM school without establishing eligibility or need.
- <sup>17</sup> 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. 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.
- <sup>18</sup> Families with incomes above 39 percent of State Median Income would typically pay family fees according to a sliding scale that is based upon a Schedule of Income Ceilings. Families receiving part-day CSPP services and families receiving CalWORKS cash aid are exempt from paying a family fee. However, family fees were waived for all families during fiscal year 2021-22 and 2022-23. The assessment of the monthly family fee is based on: hours of certified need as documented on the application for services, the family's adjusted monthly income, and the family size.
- <sup>19</sup> Once certified as eligible to receive CSPP services, the family is considered to meet all eligibility and/or need requirements for no less than 12 months at which point the family's eligibility and/or need shall be recertified. When a CSPP contractor deems a child to be ineligible during the school year, a CSPP contractor recommends alternative early learning and care programs for children of families to attend prior to disenrolling the children from CSPP. If a CSPP contractor deems a family no longer eligible based upon their income, the child may continue to enroll in CSPP based upon CSPP FRPM eligibility if the family is eligible. If CSPP FRPM eligibility is not an option, a CSPP contractor may suggest the family consider private pay options.
- <sup>20</sup> Although there is no limit to class size, programs typically enroll 24 children in a classroom. If groups of children of varying ages are commingled, the teacher and adult ratios shall be proportionate and appropriate to the ages and groups of children. In CSPP classrooms, the staffing ratios for children 3-to 6-years-old is 1:8 adult-child ratio, 1:24 teacher-child ratio (pursuant to CA EC Section 8241). If groups of children of varying ages are commingled, the teacher and adult ratios shall be proportionate and appropriate to the ages and groups of children. When CSPP-enrolled children are commingled with TK-enrolled children in a blended TK classroom, the required ratio is 1:8 adult-child ratio (pursuant to CA EC Section 48000(h)).
- <sup>21</sup> 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 the hours of operation.
- <sup>22</sup> Full physical exam includes vision and hearing screenings; other health screenings are determined locally. If screenings are not provided by parents, local programs must address them.
- <sup>23</sup> CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature an English Language Learner foundations domain. The Preschool Learning Foundations and Preschool Curriculum Framework include companion videos for preschool foundations for children ages three through five. Online modules describe the content of the Preschool Learning Foundations and Preschool Curriculum Framework. The CDE has statewide training systems to provide professional development for early learning and care professional about the content of the foundations and framework. In addition, work has begun to revise the Preschool Learning Foundations. A draft of the revised foundations is expected to be completed in December 2022, and final revisions will be released to the field in the fall 2023. The extension of the Preschool Learning Foundations to Kindergarten-Grade 3 will be released in 2024.
- <sup>24</sup> Other standards include: Common Core Standards, California Preschool Learning Foundations, California Content Standards, and Head Start Early Learning Outcomes Framework, Ages Birth to Five.
- <sup>25</sup> The DRDP is aligned to the California Preschool Learning Foundations.
- <sup>26</sup> Statewide training systems administered by the Department of Social Services are available that teach the content from the early learning foundations and frameworks (0-5), and these systems include Family Child Care at its Best and CPIN. The CPIN provides guidance for implementing subject-specific curricula in social-emotional development, language and literacy, English language learners, mathematics, visual and performing arts, physical development, health, history, social science, and science. This is done through regional CoP and series of professional learning experiences. The CPIN promotes promising practices in early learning, family engagement, and equity, and emphasizes a whole child approach. The trainings are based on the California Preschool Learning Foundations, which describe the competencies, knowledge and skills that most children can be expected to exhibit in a high-quality program before entering kindergarten. To support understanding of the foundations, each volume of the foundations has companion volumes called the curriculum frameworks that offer teaching strategies, ways to engage families, supports to children with disabilities, and best-practice approaches for early learning and care programs. Companion videos for each of the domains found in the foundations are available through a free video-streaming website. Additionally, other supports for the ELDS include free online overview modules covering all ELDS and framework content, and the modules are provided through [CECO website](#). The DRDP, which all CSPP programs are required to use to inform their curriculum, is aligned with the foundations and the frameworks. As a result, while curricula used in CSPP is not required to align with the California Preschool Learning Foundations, CDE does require use of DRDP, which includes strong components that align with the Preschool Learning Foundations.
- <sup>27</sup> CSPP programs are required to use the DRDP that the CDE developed. The DR system used by the CDE is designed to improve the quality of programs and services provided to all children, who are enrolled in state subsidized early care and education programs and before-and after-school programs.
- <sup>28</sup> The California Child Development Associate Teacher Permit requires 12 units in early childhood education (ECE) or child development (CD) and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A teacher may also have the full Child Development Teacher Permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or CD, and 175 days of work experience, or a Master Teacher permit.
- <sup>29</sup> CSPP contractors reported difficulties finding qualified teachers and substitutes. A portion of this difficulty was due to the challenges of the pandemic and teachers leaving the profession. Anecdotally, another portion of this difficulty was due to teachers being hired by Transitional Kindergarten classrooms as districts and charter schools are expanding their Transitional Kindergarten to provide universal access to Transitional Kindergarten by 2025-26. The CDE also heard that the low pay for CSPP teachers was a barrier to hiring and retaining qualified teachers.
- <sup>30</sup> The Early Education Teacher Development grant has funding and goals for increasing the number of CSPP, transitional kindergarten, and kindergarten teachers and for retaining CSPP, transitional kindergarten, and kindergarten teachers.
- <sup>31</sup> Assistant teachers in CSPP are required to have a high school diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD. The permit is issued for five years and is renewable for successive five-year periods upon completion of 105 hours of professional growth.
- <sup>32</sup> Lead and assistant teachers are required to complete 105 hours of professional growth every five years. Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Lead teachers are required to complete 15 additional units toward a Teacher Permit, and they must meet the Teacher requirements within 10 years.
- <sup>33</sup> Each CSPP contractor must develop and implement a staff development program that includes the following: Identification of training needs of staff or service providers; Written job descriptions; An orientation plan for new employees; An annual written performance evaluation procedure unless a different frequency of performance evaluations is specified in a contractor's collective bargaining agreement with their employees; Staff development opportunities that include topics related to the functions specified in each employee's job description and those training needs identified by the contractor; and An internal communication system that provides each

staff member with the information necessary to carry out his or her assigned duties. Contractors providing services in direct services programs may schedule up to two days of staff training, per contract period, using state reimbursement funding on the topics including procedures for emergencies in child development programs, licensing regulations relating to child development programs, recognition and reporting of suspected abuse of children in child development programs, managing challenging behaviors and preventing expulsion of children, and addressing items on the program's Quality Rating and Improvement System (QRIS) Quality plan. In addition, California allocates funds each year through Quality Counts California that may be used for embedded supports such as coaching or mentoring.

<sup>34</sup> Local contractors determine the salary and fringe benefits for public and nonpublic school employees.

<sup>35</sup> The final fiscal year 2022 spending data is preliminary

<sup>36</sup> American Rescue Plan Act of 2021 (ARPA) consisted of \$38,606,092 to support increases to the per child reimbursement rates and \$50,998,500 for stipends.

<sup>37</sup> Housing and Urban Development Funds

<sup>38</sup> CSPP and TK students can be served in the same classroom whereby LEAs braid CSPP contract funds with Average Daily Attendance (ADA) Local Control Funding Formula (LCFF) funding. Children enrolled in a TK or kindergarten program may be enrolled in CSPP for extended learning and services during the hours they are not receiving educational services in a TK or kindergarten program. CSPP hours were not allowed to overlap with the hours of TK or kindergarten.

<sup>39</sup> While family child care homes do not receive funds directly through the CSPP, an organization may apply to operate a family child care home education network through the CSPP.

<sup>40</sup> All classrooms are observed at least annually. Classrooms are observed using the ERS annually by the CSPP contractor as part of the Program Self Evaluation. Classrooms that scored below "good" or a 5, on any subscale of the Environment Rating Scale during the most recent contract monitoring review receive an observation. Consultants observe a classroom per contract type during an agency's contract monitoring review. Of a total of 3,448 CSPP sites, 71 percent of the CSPP sites participated in Quality Counts California and received a CLASS Observation Score of 3 or higher during the Fiscal Year 2020-21.

<sup>41</sup> The State has a set of trainers for each ERS tool. These trainers are trained and certified to at least 90 percent reliability and then train Regional Anchors and certifies all new raters. Reliability is re-tested periodically, and recertification of reliable rater is performed.

<sup>42</sup> Each CSPP contractor is required to develop and implement an annual plan for its program self-evaluation process. The Environment Rating Scale (ERS) tools are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, use of language, health and safety practices, space, and materials). Additionally, the ERS tools are used during the reviews conducted by CDE/ELCD program staff to determine the CSPP contractors' compliance with the terms of the CSPP contract, and to provide technical assistance to the CSPP contractor regarding continuous program quality improvements.

## CALIFORNIA – California Transitional Kindergarten (TK)

<sup>1</sup> Pursuant to CA EC Section 48000(c)(1)(C), every school district is required to offer TK to all age-eligible students in the district. However, not every school site is required to offer TK

<sup>2</sup> Child placements in TK varies locally. In some districts placement decisions occur at individual sites. In other districts, placement decisions are made at one location (a physical place and/or online system).

<sup>3</sup> While the state does not have a current individual identifier for children, the state can link the records of children enrolled in TK with the records of children participating in the preschool special education (IDEA Part B, Section 619) program, the TK-grade 12 system, and the National School Lunch Program. The state can link the records of some children enrolled in TK with the records of some children participating in the early intervention (IDEA Part C) program.

<sup>4</sup> Assessments are locally determined, and where they exist, are subject to local decisions around how that information is shared. Through the California Longitudinal Pupil Achievement Data System, the California Department of Education collects child-level TK data on student's primary language, race/ethnicity, number of years in pre-k, attendance, and eligibility for FRPL.

<sup>5</sup> Data source for the numbers reported is the CALPADS 2021-22 End of Year 3 data Collection. Counts were unduplicated at the State Level and therefore, students have been counted only once. Counts within the Programs: Special Education/Free Lunch/Reduced Lunch were unduplicated separately under each Program category and by age.

<sup>6</sup> TK is a universal program as part of our TK-Grade 12 public school system and all TK eligible children are guaranteed access.

<sup>7</sup> Other = Filipino

<sup>8</sup> Pursuant to CA EC Section 46117, the minimum school day for pupils in TK and kindergarten is 180 minutes inclusive of recesses, and no units of average daily attendance shall be credited for attendance in TK and kindergarten classes if the minimum school day of such classes is less than 180 minutes. Effective June 27, 2017, an LEA may maintain TK or kindergarten classes for different lengths of time during the school day, either at the same or a different school site, but the minimum instructional minute and day requirements must be met. In addition, the Expanded Learning Opportunities Program wraps with TK to provide a minimum of nine hours combined instructional time and expanded learning time on each school day and 30 intercession days outside the school year. All school districts and county offices of education, with the exception of a few school districts, operate five days per week. Charter schools may operate five to seven days per week.

<sup>9</sup> TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate (pursuant to CA EC Section 48000(d)). Children who turn five between September 2 and December 2 are eligible to participate and must be served if they are interested. Early Admittance (EA) TK is an exception to regular TK. Pursuant to CA EC Section 48000(c)(2), a public school or charter school may, at any time during a school year, admit a child into a TK program if the child will have their fifth birthday after December 2, but before the end of the school year (June 30). EA TK pupil shall not generate average daily attendance or be included in the enrollment count until the pupil has attained his or her fifth birthday. Implementation of universal TK will occur by 2025-26. The rollout of universal TK is as follows. In the 2022-23 school year, a child who turns five years old between September 2 and February 2 is eligible for TK. In the 2023-24 school year, a child who turns five years old between September 2 and April 2 is eligible for TK. In the 2024-25 school year, a child who turns five years old between September 2 and June 2 is eligible for TK. Starting with the 2025-26 school year, a child who turns four years old by September 1 is eligible for TK.

<sup>10</sup> The average TK class size across a school site is required to be no more than 24 pupils. Blended and commingled TK and California State Preschool Program (CSPP) classrooms are mixed age. TK classrooms can have larger ratios than the 1:24 ratio, but there are penalties if the class size is over 31 students, and they are required to keep an average class size of 24 across the school site. School districts are discouraged financially from operating TK classrooms with enrollments in excess of 33 pupils or a total number of TK pupils in which the average TK class size exceeds 31 pupils. A school district or charter school that commingles children from both programs in the same classroom shall meet all of the requirements of the respective programs in which the children are enrolled, and the school district or charter school shall adhere to all of the following requirements, irrespective of the program in which the child is enrolled: the classroom shall be 1:8 adult-child ratio and the maximum teacher to child ratio is 1 to 24.

<sup>11</sup> 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.

<sup>12</sup> Per CA EC Section 49452, school districts are required to provide for the testing of the sight and hearing of each pupil enrolled in the schools of the district and provides that the pupil's vision shall be appraised by the school nurse or other authorized person during the kindergarten year or upon first enrollment or entry in a California school district at an elementary school. For admission to TK programs, students must meet immunization requirements.

<sup>13</sup> Each Preschool Learning Foundations (PLF) publication (volumes 1, 2, & 3) has a companion Preschool Curriculum Framework (PCF) publication (volumes 1, 2, & 3). In the Preschool Learning Foundations, there will be subdomains in Language and Literacy to address general language and literacy development, home language, and English. 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. The Preschool Learning Foundations and Preschool Curriculum Frameworks include Companion videos for preschool foundations for children ages three through five. Online modules describe the content of the Preschool Learning Foundations and Preschool Curriculum Frameworks. There are statewide training systems to provide professional development for early learning and care professionals about the content of the foundations and framework.

<sup>14</sup> The ELDS are aligned with the Common Core Standards, California Preschool Learning Foundations, California Content Standards, and Head Start Early Learning Outcomes Framework, Ages Birth to Five.

- <sup>15</sup> Child assessments are required of TK students when they are in the same classroom with CSPP students. Starting fall 2023, DRDP will be required for children with Individualized Education Programs enrolled in TK.
- <sup>16</sup> The CDE provides many statewide, in-person trainings, certifications, online modules, and engaging professional web sites for early childhood professionals. CDE professional resources are aligned to CA ELDS.
- <sup>17</sup> Pursuant to CA EC Section 48000(f) It is the Legislature's intent that TK curriculum be aligned to the California Preschool Learning Foundations developed by the department. California provides the following resources: [TK Implementation Guide](#) and Focus Area D: [Curriculum, Instruction, and Assessment in the Universal Prekindergarten Planning and Implementation Grant Program LEA Planning Template](#). The CDE developed a series of videos demonstrating integrated English Language Development (ELD) instruction and its related designated ELD instruction during ELA, mathematics, and science. The Integrated and Designated ELD Video Series demonstrates the relationship between the California English Language Development Standards (CA ELD Standards) and the state content standards. When used in tandem, English learner students build English proficiency, refine academic use of English, and access subject area content in TK/kindergarten through grade twelve.
- <sup>18</sup> Teachers are required to have a bachelor's degree. Teachers hired prior to July 1, 2015, are required to have a teaching credential. A school district or charter school must ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have one of the following by August 1, 2023: 1) At least 24 units in ECE, or childhood development, or both; 2) As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-aged children that is comparable to the 24 units of education; or 3) A Child Development Teacher Permit issued by the Commission on Teacher Credentialing. Lead TK teachers must possess an English learner authorization or bilingual authorization to teach English learners. Anybody serving children with disabilities in a TK classroom would have to meet additional requirements, including an Education Specialist Instruction Credential.
- <sup>19</sup> TK must be taught by an educator who holds one of the following credentials: Multiple Subject Credentials (P, K-12 and adults), General Kindergarten-Primary Teaching Credential (K-3), General Elementary Teaching Credential (K-8), Standard Early Childhood Credential (PreK-3), Standard Elementary Credential (K-9), Specialist Instruction Credential in Early Childhood Education. In California, general education teachers need to hold Multiple Subject (MS) Teaching Credentials in order to be appropriately authorized to teach a general education TK course. This credential authorizes the holder to teach preschool, Kindergarten through twelfth grade, and courses organized primarily for adults in a self-contained classroom setting.
- <sup>20</sup> Anecdotally, LEAs have reported that there is a shortage of qualified TK teachers.
- <sup>21</sup> [The UPK Compendium](#) includes a listing of the funding opportunities aimed at recruiting preschool teachers and then retaining preschool teachers. Beyond the Early Education Teacher Development grant, preschool was in a few other workforce funding opportunities.
- <sup>22</sup> California does not have an assistant teacher credential. For the 2021-22 school year, TK classrooms were not required to have additional adults in the classroom beyond the lead teacher. However, many use paraprofessionals to provide extra support in the classroom. Title I paraprofessionals whose duties include instructional support must have: (1) High school diploma or the equivalent, and (2) Two years of college (48 units), or (3) AA degree (or higher), or (4) Pass a local assessment of knowledge and skills in assisting in instruction. Many districts use the California Basic Educational Skills Test for this purpose.
- <sup>23</sup> Since TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate (as specified in EC Section 48000d), all teachers have parity with kindergarten teachers.
- <sup>24</sup> Unaudited actual financial data is reported to CDE, which includes state funding sources for each local educational agency (LEA). This information is aggregated at the LEA level, so it would not be possible to identify funding specifically allocated for TK. The Legislative Analyst's Office (LAO) provides an [estimate](#) of TK funding as a component of the yearly budget analysis.
- <sup>25</sup> Some school districts may support their TK programs with funding authorized by Titles I and II of the Every Student Succeeds Act and Title III of the McKinney-Vento. State-funded LEAs may receive federal funds that are used to support TK, but these funds are not reflected in the estimated statewide funding for TK. Many TK students may receive meals through the USDA School Nutrition programs, such as the National School Lunch Program and the School Breakfast Program.
- <sup>26</sup> The LAO provided [this July 2021 figure](#) for the fiscal year 2021-22.
- <sup>27</sup> TK is primarily 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. The LCFF entitlement is fulfilled by a continuous appropriation of state general funds, as well as local property taxes. An LEA may also use other funding sources to support the program. Lottery funds are also apportioned to LEAs on the basis of total ADA and not dedicated specifically to TK students.
- <sup>28</sup> The Local Control Funding Formula (LCFF) entitlement is fulfilled by a combination of the general fund and local property taxes. LEAs receive LCFF funding, and the use of LCFF funding varies from school district to school district. The funds may be used for preschool programs, but the CDE does not collect this data.
- <sup>29</sup> There are a variety of ways to blend/braid TK funds with other funding sources: (1) CSPP and TK students can be served in the same classroom whereby LEAs braid CSPP contract funds with Average Daily Attendance (ADA) Local Control Funding Formula (LCFF) funding. Children enrolled in a TK or kindergarten program may be enrolled in CSPP for extended learning and services during the hours they are not receiving educational services in a TK or kindergarten program. CSPP hours were not allowed to overlap with the hours of TK or kindergarten; (2) TK and Head Start students can be served in the same classroom whereby Head Start grant funds are braided with LCFF funding; (3) TK and locally supported preschool students are served in the same classroom whereby local or private funding sources are braided with LCFF funding; and (4) starting in 2021-22, TK students could receive extended learning through the Expanded Learning Opportunities Program (ELOP), for up to 9 hours combined between TK instructional minutes and ELOP time.
- <sup>30</sup> The CDE considers school districts and charter schools as public schools.
- <sup>31</sup> For compliance monitoring purposes, site visit frequency depends on whether the LEA was identified for a Federal Program Monitoring review. In the Federal Program Monitoring (FPM) process, a LEA could be identified for a compliance monitoring reviews every two years. The CDE Monitoring Tool (CMT) is a Web-based system, which allows LEAs to facilitate a response to state and federal requirements for program monitoring. The frequency of site visitations is derived from the FPM cohort rotation schedule, whereby a LEA is assigned to one of four cohorts. Each cohort is evaluated for a potential compliance monitoring review every two years, and the cohort's review mode alternates between in-person and online. During the biennial evaluation process of a cohort, CDE applies its risk assessment criteria to identify select LEAs for a compliance monitoring review.

## COLORADO – Colorado Preschool Program

- <sup>1</sup> School districts can contract with community preschool programs in their district, as well as provide services in district classrooms. Colorado has 178 traditional school districts and one Charter School Institute, making a total of 179 school districts in the state. The districts that do not participate in the Colorado Preschool Program (CPP) partner with their neighboring districts to provide preschool services.
- <sup>2</sup> Participation in CPP is voluntary, positions are capped, and funding is awarded on a competitive basis. Any school district may apply to the Colorado Department of Education (CDE) for participation in CPP using an application provided by the Department. Along with the application, the school district shall submit a proposal for the implementation of its district preschool program. The Department shall evaluate any application and give priority to school districts that include exemplary plans for the coordination of the program and are not participating in the program currently. Once selected for voluntary participation in the program, districts may continue without competition for funding on an annual basis. In the past, new funding has been awarded to district programs on a competitive basis.
- <sup>3</sup> As part of a Memorandum of Understanding related to data privacy issues, vendors conducting Kindergarten assessments will not provide CDE with access to any kindergarten data at the level of individual children. For Home language: Programs are not required to report this data, however, there are fields for this information in the child assessment system and in the Pupil Count process. Data that exists is most likely accurate, but it is not reflective of all children participating in the program, only those whose programs choose to report that data.
- <sup>4</sup> CPP also serves 461 infants and toddlers who are not included in this report. Eligible three-year-old children must reach the age of 3 on or before the school district's kindergarten age cutoff date, which can be no later than October 1. Eligible four-year-old children must be age-eligible for kindergarten the following year. Five-year-old children who are not age-eligible for kindergarten may participate as a preschooler in CPP.
- <sup>5</sup> Just under 6% of all CPP-enrolled students are also on an IEP. However, in this reporting year an additional 7,043 children received state-funded preschool as a child with an IEP without having also been determined eligible for CPP. The state also provides funding for children with an IEP who are not CPP enrolled. Those children are not reported here, but many start prior to age 3 in order to meet the IDEA requirements for children who transition from Part C to Part B on or before their third birthday.
- <sup>6</sup> These numbers also include 461 children that were under the age of three years old. All programs with a religious affiliation will be included in the "Private Agencies"

category.

- <sup>7</sup> CPP statute encourages school districts to contract services to community preschool programs, as possible, to create a mixed delivery system. The CPP statute requires districts to identify and consider options for contracting positions out to community providers within their geographic boundaries. Districts must administer a Request for Proposal process to determine whether community providers are interested in providing preschool services under a contract with the district and how they will meet the requirements of the program. As an outcome of the RFP process, districts choose to contract out some or all programming to community providers, such as Head Start or private child care facilities, with proper support and monitoring. Districts may provide all services within school district operated preschools (e.g. typically district early childhood centers, or existing elementary schools) when there are no or insufficient community provider options, or when community providers have not met requirements of the RFP process administered by the district.
- <sup>8</sup> These numbers include 461 children that were under the age of three years old.
- <sup>9</sup> Half-day CPP funding requires 360 hours per school year at a minimum, which is equivalent to approximately 2.5 hours per day. Full-day CPP funding requires 720 hours per school year at a minimum, which is equivalent to approximately 5 hours per day. Statute requires children to attend four, half days per week (or the equivalent), with the fifth day being funded for home visits, teacher planning time, completion of child assessments, or staff training. Programs may extend the hours and days beyond the minimum requirement. These opportunities are determined locally and based on the needs of children and families. District advisory councils are encouraged to stack CPP funding with other sources, such as Head Start, child care subsidy, and parent tuition so that children can participate in full-day programs.
- <sup>10</sup> Under certain conditions, highly advanced, gifted children may be granted early entrance to kindergarten. If a child is granted early entrance to kindergarten, they will not receive CPP funding. If a child is age eligible for kindergarten and still is attending preschool, then they are not eligible to receive CPP funding. A kindergarten-eligibility date is established by the local school board. Children must turn 5 by October 1 in order to be funded, so no school district establishes a cut-off date later than October 1. However, school districts may establish dates as early as June 1 for eligibility for kindergarten. Additionally, there is a state policy limiting children to two years of participation in CPP.
- <sup>11</sup> Eligibility is determined by the child's age and the number of significant family risk factors that may impact a child's learning. The program is intended to serve preschoolers most at risk of school failure. 4-year-olds qualify for the preschool program with one risk factor. 3-year-olds must have three or more risk factors to qualify. Income eligibility is one of several eligibility factors used to qualify for CPP. In some areas of the state where the cost of living is extremely high, local district advisory councils have increased the income eligibility to 200-225% of FPL. The state-specified significant family risk factors in addition to those reported in the data file include; The child's parent or guardian has not successfully completed a high school education or its equivalent; Frequent relocation by the child's family to new residences; Poor social skills of the child; Child in need of language development, including the ability to speak English. School districts may designate additional family risk factors in their community to qualify children for CPP. The local risk factors are determined by their district advisory council and approved by the State.
- <sup>12</sup> Eligibility for CPP is determined prior to each school year. Once a child is deemed eligible, they are enrolled in the program for the duration of that school year. Their eligibility will be reassessed at the start of each school year if the child is continuing in the program.
- <sup>13</sup> All meals and snacks provided by the center must meet current USDA child and adult care food program meal pattern requirements and be offered at suitable intervals. Children who are at the center for more than 4 hours must be offered a meal that meets at least one-third of their daily nutritional needs.
- <sup>14</sup> Though screenings are not mandated in statute, they are highly encouraged. Of the 176 districts serving CPP, 167 provided hearing screenings, 168 provided vision screenings, and 162 provided developmental screenings.
- <sup>15</sup> Most often, programs suggest services to families rather than make referrals directly on the families' behalf.
- <sup>16</sup> CPP providers must have a written plan that addresses family involvement and a plan for coordinating the district preschool program with a parenting program. CPP rules require that families shall enter into an agreement about their responsibilities to the educational program of their child with the program that is providing the services. Children cannot participate unless such an agreement is made. The agreement may be formal or informal. The District Advisory Councils should assess the needs specific to the families they serve when creating a written family partnering agreement and the signed agreement should be kept in the child's file. School districts or local agencies may choose to provide additional support services.
- <sup>17</sup> This updated 2019 iteration was prepared as one of the five required activities under the Colorado Preschool Development Grant (PDG) B-5 and was specifically designed to maximize parental choice and knowledge. As part of this project the Early Learning & Development Guidelines were aligned with the 2020 Colorado Academic Standards and the 2015 Head Start Early Learning Outcomes Framework (HSELOF).
- <sup>18</sup> In 2021-22, Colorado had three child assessment tools approved: Assessment, Evaluation, and Programming System for Infants and Children, Second Edition, COR Advantage® by HighScope, and GOLD® by Teaching Strategies. Programs participating in CPP are required to choose one of these approved assessment tools. These assessment tools are aligned with the State's current ELDGs. An assessment tool's alignment with the State's ELDGs is one of CDE's minimum requirements for selection.
- <sup>19</sup> Colorado offers professional development (PD) opportunities for the implementation of the Early Learning and Development Guidelines (ELDGs). The Professional Development Information System (PDIS) is the statewide web-based system supporting PD for Colorado's early childhood workforce. There is a training course on the ELDGs in PDIS.
- <sup>20</sup> While CPP does not endorse specific curricula, CPP does encourage districts to implement a research-based, developmentally appropriate curriculum to close the achievement gap that may already exist when children with significant family risk factors begin preschool. Any curriculum choices should follow national standards, the Colorado Quality Standards, and/or Colorado's ELDS. For additional ELDG support examples please refer to the ELDG website. While there aren't specifically earmarked funds for curriculum, state and local funds that support preschool are available for districts to pay for selected curriculum (implementation and training).
- <sup>21</sup> Lead teachers are required to be qualified as an Early Childhood Teacher (ECT) by Child Care Licensing under the Colorado Department of Early Childhood. Local districts may require lead teachers to possess an Educator License in ECE from the Colorado Department of Education. [Early Childhood Teacher Certification](#).
- <sup>22</sup> Numbers are reported once at the end of the year in the Annual Report and Reapplication.
- <sup>23</sup> The state has heard anecdotally that some programs struggled to employ and/or retain teaching staff, and may have served fewer children as a result.
- <sup>24</sup> The State of Colorado invested \$271 million of federal stimulus funds to support child care programs and providers statewide with the Child Care Stabilization and Workforce Sustainability Grants. These grants can be used for operational expenses and to help programs to pass along financial relief to families. Grant funds can also be used to support the recruitment of new qualified staff and retention of current staff. Grants were not competitive. If a program was licensed, they were eligible to receive funds from the grant.
- <sup>25</sup> Staff aides must meet the following Colorado Department of Human Services Licensing Requirements: at least 16 years of age and have a favorable background check.
- <sup>26</sup> To meet the annual clock hour training requirements, all licensed child care providers are required to complete 15 clock hours of training. Three of those hours must be the focus of social-emotional development. The remaining 12 clock hours shall be in one or more of the following competency areas: Child growth and development and learning, Child observation and assessment; Family and community partnership; Guidance, Health, safety, and nutrition; Professional development and leadership; Program planning and development; and Teaching practices.
- <sup>27</sup> While there is no requirement for programs to provide individualized plans for each staff person, they do report a program-wide plan, which may be differentiated based on individual staff needs.
- <sup>28</sup> Though state policy does not require specific salary, benefits, or paid time off, districts may set their own policy. Some districts require their preschool teachers hold a commensurate degree with K-12 teachers and offer additional benefits.
- <sup>29</sup> In the Colorado School Finance Formula, each preschool slot is funded at 0.5 FTE (part-time) and provides for both a local and state share. Local school districts are required to contribute to their per-pupil revenue according to the school finance formula. This local share differs significantly by school district due to the variables in the Colorado school finance formula.
- <sup>30</sup> In order to meet families' needs, districts typically must consider all available preschool funding sources, access them, and blend or braid them together, as possible, to fund their programs. Funding sources include public funds from state and federal sources as well as family-paid tuition. Head Start, Colorado Child Care Assistance Program (CCCAP), Title I, state and local general education funds, and early childhood special education funding (including Exceptional Children's Education Act, Individuals with Disabilities Education Act Part B and Section 619 funding) are all examples and possible sources of funding. Best practices encouraged by CDE include serving preschoolers in blended classrooms. Blended classrooms, or classrooms that serve children from a variety of backgrounds and from multiple funding sources in the same setting, allow for higher rates of inclusion and improve the quality of early childhood environments. A chart with more information on the various funding sources used in programs can be found here <http://www.cde.state.co.us/cpp/ecfundinginco>.

- <sup>31</sup> CPP funds flow from the state directly to school districts. Local district advisory councils then provide oversight, with final approval required by the school district superintendent. The early childhood setting may be located in school district settings, local child care centers, community preschools or Head Start programs including early childhood programs located on tribal lands. Any child who receives CPP funding is considered a school district student, even if they are served through a community provider.
- <sup>32</sup> School districts may partner with local child care centers, community preschools or Head Start programs, and early childhood programs located on tribal lands. School districts may partner with faith-based organizations when they do not provide religious instructional hours during the preschool instruction funded by the state. Family child care homes may not partner because of their license type. Child care centers serving CPP include the following types of facilities: large child care center, small child care center, preschool, full-day, and part-day programs (12 CCR 2509-8 (7.702.1) (B)). The term shall not include any facility licensed as a family child care home, a foster care home, or a specialized group facility that is licensed to provide care for three or more children (C.R.S. 26-6-102 (5)).
- <sup>33</sup> Observations for each classroom will vary depending on the program's QRIS rating. If a program is rated at 3 through 5 in QRIS then the QRIS observations will meet CPP's observation requirements. If a program is rated at 1 or 2 in QRIS then the program must continue to have the District Advisory Council oversee quality monitoring. The DAC shall make at least two on-site visits per year to all Head Start agencies and public and private child care facilities with which the school district has contracted to monitor overall program compliance and make recommendations for any needed improvements. However, DACs may observe each program (not each classroom) or hire external raters to conduct observations. In any case, DACs must review data from QRIS, or any other quality data, to oversee and implement continuous improvements to the district's preschool programs.
- <sup>34</sup> District Advisory Councils visit all settings providing CPP enrollment, and although not required, many districts serving CPP use ERS/ECERS and CLASS for classroom observations and participate in the state QRIS. 142 districts reported participating in structured observation through Colorado Shines. 79 districts used CLASS, 68 used ECERS, 10 used TPOT, 4 used Pyramid, and 13 used NAEYC Accreditation, and 69 Other. Some districts used multiple tools. Many districts reported that their classroom assessments were adapted to accommodate pandemic-related restrictions.
- <sup>35</sup> CDE receives summary statements related to quality monitoring from LEAs, which they use to inform their continuous quality improvement efforts. The Colorado Department of Early Childhood is responsible for administering the QRIS, Colorado Shines, which requires that all licensed programs participate at a minimum of Levels I and II. Programs with higher ratings (levels 3-5) have completed an additional optional rating process to demonstrate higher levels of quality. The percentage of CPP Programs among Colorado Shines Ratings is as follows: Level 1: 25.9%, Level 2: 14.2%, Level 3: 13.2%, Level 4: 41.7%, Level 5: 5.0%.
- <sup>36</sup> Each district advisory council oversees and implements their own visitation program for each site, and they set the frequency for visits. State agency staff provide support and oversight, including site visits to each district program. The frequency and intensity of site visits are determined based on a variety of factors and data, including quality of the annual report, local staff turnover, review of available data sources (child count, preschool outcomes, etc.). During the 2021-22 year, program specialists supported preschools mostly virtually, including through webinars, video conferences, phone calls and emails, with some in-person site visits.

## CONNECTICUT – Connecticut Child Day Care Contracts (CDCC)

- <sup>1</sup> Additional agency support provided by the OEC Quality Improvement, Fiscal, Contract, and Communication Division staff as well as OEC Leadership.
- <sup>2</sup> Child Day Care Contracts (CDCC) are with individual contractors which by statute may be municipalities, human resource development agencies, or nonprofit corporations. Contractors may serve multiple towns. No towns are required to offer these services and the funds are currently distributed through purchase of service contracts. Sites are funded under two-year contracts.
- <sup>3</sup> There are data linking efforts underway within the agency to link children enrolled in state funded early care and education with Connecticut's other programs including early intervention and home visiting. In addition, active data linking efforts are underway with the state's education agency to link enrollment in state-funded early care and education with public school outcomes data.
- <sup>4</sup> Typically, these elements are collected for either state or federal monitoring or reporting.
- <sup>5</sup> The total enrollment number is from October 2021. Details for the number of children shown by age, are an estimate based on the percent of children in each age group from ECE Reporter Enrollment for October 2021 against October 2021 Monthly Report. The ages are prorated and applied to the total CDCC enrollment reported. Numbers by age are percentages by age group (6% under 3; 33% 3; 59% 4; 2% 5+). Age as of October 1, 2021. The 102 under three reported in enrollment reflects children enrolled in preschool but who are under three years of age at the beginning of the school year. In addition to these students, CDCC funding supported 1158 children enrolled in infant/toddler spaces full time and 132 infants and toddlers receiving wrap around care.
- <sup>6</sup> An additional 1,086 children were "Not Reported".
- <sup>7</sup> Children attend Head Start and use the Child Day Care Contract as a wraparound service.
- <sup>8</sup> The ages are prorated and applied to the total dually funded enrollment reported. Numbers by age are percentages by age group (6% under 3; 33% 3; 59% 4; 2% 5+). Age as of October 1, 2021.
- <sup>9</sup> Total Unspecified/Not reported includes 48 children under 3 and 16 5-year-olds.
- <sup>10</sup> Total for Unspecified/Not Reported includes 124 under three or over four years in age.
- <sup>11</sup> Legislation specifies that OEC may enter into a contract with "a municipality, a group child care home or family child care home, as described in section 19a-77 of the CT General Statutes, a human resource development agency or a nonprofit corporation" and that funded programs must be licensed. There is no specific regulation preventing public schools from becoming licensed and serving as a subcontractor to offer these services.
- <sup>12</sup> CDCC programs provide services for children through multiple funding sources. The minimum number of hours paid for with CDCC funds cannot be specified.
- <sup>13</sup> Due to COVID-19, CDCC contractors had the option to revise hours of operation upon OEC approval to respond to community and family needs during the pandemic. The State does not have a requirement regarding hours per year.
- <sup>14</sup> Compulsory school attendance begins in kindergarten. However, parents of a child who is five years old have the option not to send their child to school until the child is six or seven years old. If they choose not to send their child when the child is age eligible, they must go to the school district office and sign an opt-out form.
- <sup>15</sup> Eligibility is based on multiple factors of CDCC programs, including family income, residency requirements and workforce requirements. 80% of enrolled children's families must be earning income through employment. 60% of families must fall below 75% of SMI.
- <sup>16</sup> Families must meet income eligibility criteria upon enrollment. Eligibility is re-assessed annually based on family income (75% SMI for state funds). If a child meets eligibility upon enrollment, they remain eligible until they age out of the program, but the family pays a higher fee if their income increases.
- <sup>17</sup> The sliding scale is a published General Policy (B-02) that provides guidelines on the implementation of the OEC-published Fee Schedule (also known as "the fee scale") to determine fees and family and/or per-child contributions. These guidelines apply to CDC contractors and sub-contractors. All children included in the total program enrollment are paying on a sliding scale. For more information, see the [fee scale](#). Information about how many families' fees are collected is not required of CDCC programs.
- <sup>18</sup> Child Day Care contracted programs are required to participate in the Child and Adult Care Food Program (CACFP). Programs can submit a waiver if the implementation of the CACFP is a financial hardship for the program, is incompatible with the needs of enrolled families, or if more than half the children in the program are not supported through the CDCC.
- <sup>19</sup> An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screenings noted above are required as a part of the Early Childhood Health Assessment Record. The form asks families to report concerns across domains, including social and emotional development and behavior. The form also includes a "developmental assessment" indicating that it is a mandated screening/test to be completed by provider.
- <sup>20</sup> Programs provide a variety of services unique to their communities and report on their local collaborations to support children and families.
- <sup>21</sup> Programs are required to achieve NAEYC accreditation and accreditation criteria address ongoing child assessment. There are no additional policy requirements related to child assessments. CT offers an aligned framework for formative assessment tied to CT ELDS (CT DOTS).
- <sup>22</sup> CT ELDS are for birth to age five, therefore, they are inclusive of state infant and toddler development standards. CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A series of documents 'Using the CT ELDS to Support All Children' is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System (CT DOTS). OEC funds professional development related to standards, curriculum, and assessment that includes both training and

coaching opportunities.

- <sup>23</sup> Guidance documents available: 'Supporting All Children Using the CT ELDS: Building Meaningful Curriculum' includes a curriculum self-assessment tool, which has been used in trainings for administrators. Additional guidance related to the intersection of Standards, Curriculum, and Assessment is also available.
- <sup>24</sup> Programs may choose any assessment aligned to the CT ELDS. OEC does not provide a list of recommended or required tools. In September 2021, OEC released two new resources related to screening and assessment of young children in CT. These documents include guidance related to making decisions about selecting and implementing assessment tools: [Early Childhood Screening and Assessment in Connecticut](#) white paper and a [Screening and Assessment Infographic](#).
- <sup>25</sup> Until June 30, 2025 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree. Between July 1, 2022, and June 30, 2025 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have an associate degree or higher, specific to early childhood, with all remaining lead teachers holding at least a CDA credential plus 12 Early Childhood credits. Between July 1, 2025 to June 30, 2029, 50% or more of the lead teachers across the program must have a bachelor's degree or higher, specific to early childhood, with all remaining lead teachers holding an associate degree specific to early childhood. As of July 2029, 100% of lead teachers must hold a bachelor's degree in early childhood. The staff qualifications requirement for OEC funded programs requires a Qualified Staff Member for each classroom in a program, including classrooms that do not receive funding and classrooms that serve infants and toddlers. Qualified Staff Members may enter the role with a minimum of a CDA plus 12 credits and are required to attain a BA. The OEC provides scholarships for teachers to achieve the requirement.
- <sup>26</sup> CDA plus 12 college credits in ECE. The Early Childhood Teaching Credential (ECTC), which includes an option for an Individual Review Route, is one option for meeting education requirements.
- <sup>27</sup> Based on a great deal of anecdotal information, early care and education programs in both community and public school settings experienced staffing shortages.
- <sup>28</sup> The CT State Department of Education (CSDE) did authorize [Emergency Educator Certification Endorsements](#) for the 2021-2022 school year, some of which included PreK. None of the endorsements included are on the list of endorsements authorized by OEC as meeting requirements for Qualified Staff Members in state funded classrooms.
- <sup>29</sup> Stabilization funding that could be used to pay staff salaries or bonuses was provided, but no specific incentives for recruitment or retainment were provided.
- <sup>30</sup> There are no minimum education degree requirements for Assistant teachers. Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements. When they become NAEYC accredited (within three years of initial funding) or if they are Head Start approved, they would meet the higher threshold set by those criteria.
- <sup>31</sup> Lead Teachers who do not meet the final benchmark of a bachelor's degree for Qualified Staff Member (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. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans.
- <sup>32</sup> This amount also includes infant/toddler and school-age.
- <sup>33</sup> Programs that have not yet achieved accreditation are required to have an annual ERS conducted by an OEC approved rater. Programs must be Head Start approved or achieve NAEYC accreditation within three years of receiving funding. Programs are observed on an annual basis prior to achieving NAEYC accreditation. Programs that are Head Start approved or achieve NAEYC accreditation receive structured classroom observations through the Head Start annual review process and/or NAEYC accreditation process.
- <sup>34</sup> The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at a minimum of every ten visits.
- <sup>35</sup> There are no specific requirements to the frequency of site visits. Compliance Monitoring is performed periodically to ensure that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Priority for monitoring extends to programs that are: in their first year of funding; experiencing licensing compliance challenges; non-compliant with approval system requirements including reporting and required criteria; chronically under enrolled; non-compliant with OEC reporting requirements, General Policies, or legislation; enrolling families in OEC funded spaces that do not meet income eligibility requirements; experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. Due to staffing constraints and COVID -19, compliance monitoring was limited to desk audits for the 2021-2022 school year.

## CONNECTICUT – Connecticut School Readiness (SR)

- <sup>1</sup> Additional agency support is provided by the OEC Quality Improvement, Fiscal, Contract, and Communication Division staff as well as OEC Leadership.
- <sup>2</sup> 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.
- <sup>3</sup> There are data linking efforts underway within the agency to link children enrolled in state funded early care and education with Connecticut's other programs including early intervention and home visiting. In addition, active data linking efforts are underway with the state's education agency to link enrollment in state-funded early care and education with public school outcomes data.
- <sup>4</sup> Typically, these elements are collected for either state or federal monitoring or reporting. Note that the state does not report child kindergarten assessment data based on participation in any state funded program, but rather reports aggregate data for the state and by district.
- <sup>5</sup> The total enrollment number is from October 2021. Details for the number of children shown by age, are an estimate based on the percent of children in each age group from ECE Reporter Enrollment for October 2021 against October 2021 Monthly Report. The ages are prorated and applied to the total School Readiness enrollment reported. Numbers by age are % percentage by age (5% under 3; 33% 3; 62% 4; 1% 5+.) Age as of October 1, 2021. Numbers exclude 326 Extended Day School Readiness spaces to ensure child counts are not duplicated in a part day or school day space type. There were a very small number of children over five years in age, shown above as 5-year-olds.
- <sup>6</sup> An additional 4,582 children were "Not Reported".
- <sup>7</sup> The ages are prorated and applied to the total dually funded enrollment reported. Numbers by age are percentages by age group (6% under 3; 33% 3; 59% 4; 2% 5+).
- <sup>8</sup> Total Unspecified/Not reported includes 225 children under three and 75 5-year-olds.
- <sup>9</sup> Total Unspecified/Not Reported includes 480 under three or over four years in age.
- <sup>10</sup> Numbers exclude 326 Extended Day School Readiness spaces to ensure child counts are not duplicated in a part-day or school-day space type.
- <sup>11</sup> Operating schedules are locally determined, and hours vary by program. Minimum hours and dates of operations are: Full-day programs operate ten hours per day, 50 weeks per year, while school-day programs operate six hours per day, 180 days per year. Part-day programs operate 2.5 hours per day, 180 days per year. Funding from another source can be used to extend programs. Extended day operates ten hours per day, 50 weeks per year.
- <sup>12</sup> Compulsory school attendance begins in Kindergarten. However, parents of a child who is five years old have the option not to send their child to school until the child is six or seven years old. If they choose not to send their child when the child is age eligible, they must go to the school district office and sign an opt-out form.
- <sup>13</sup> All age-eligible children in districts may enroll. Eligibility is determined by family income and residency. Local policy can be established to allow programs to enroll non-resident children.
- <sup>14</sup> The sliding scale is a published General Policy (B-02) that provides guidelines on the implementation of the OEC-published Fee Schedule (also known as "the fee scale") to determine fees and family and/or per-child contributions. These guidelines apply to CDC contractors and sub-contractors. All children included in the total program enrollment are paying on a sliding scale. For more information, see the fee scale [\[https://www.ctoec.org/forms-documents/fee-guidance.pdf\]](https://www.ctoec.org/forms-documents/fee-guidance.pdf). Information about how many families' fees are collected is not required of CDCC programs.
- <sup>15</sup> Licensed Programs are required to serve one snack to children who attend fewer than five hours per day and one snack plus one meal to children in school for five to eight hours per day. Children attending more than eight hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.
- <sup>16</sup> An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screenings noted above are required as a part of the Early Childhood Health Assessment Record. The form asks families to report concerns across domains, including social and emotional development and behavior.

- The form also includes a “developmental assessment” indicating that it is a mandated screening/test to be completed by provider.
- <sup>17</sup> Programs are required to achieve NAEYC accreditation and accreditation criteria address ongoing child assessment. There are no additional policy requirements related to child assessments. CT offers an aligned framework for formative assessment tied to CT ELDS (CT DOTS).
  - <sup>18</sup> CT ELDS are for birth to age five, therefore, they are inclusive of state infant and toddler development standards. CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A series of documents ‘Using the CT ELDS to Support All Children’ is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System (CT DOTS). OEC funds professional development related to standards, curriculum, and assessment that includes both training and coaching opportunities.
  - <sup>19</sup> Guidance documents available: ‘Supporting All Children Using the CT ELDS: Building Meaningful Curriculum’ includes a curriculum self-assessment tool, which has been used in trainings for administrators. Additional guidance related to the intersection of Standards, Curriculum, and Assessment is also available.
  - <sup>20</sup> Programs may choose any assessment aligned to the CT ELDS. OEC does not provide a list of recommended or required tools. In September 2021, OEC released two new resources related to screening and assessment of young children in CT. These documents include guidance related to making decisions about selecting and implementing assessment tools: [Early Childhood Screening and Assessment in Connecticut](#) white paper and a [Screening and Assessment Infographic](#).
  - <sup>21</sup> Until June 30, 2025 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree. Between July 1, 2022, and June 30, 2025 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have an associate degree or higher, specific to early childhood, with all remaining lead teachers holding at least a CDA credential plus 12 Early Childhood credits. Between July 1, 2025 to June 30, 2029, 50% or more of the lead teachers across the program must have a bachelor's degree or higher, specific to early childhood, with all remaining lead teachers holding an associate degree specific to early childhood. As of July 2029, 100% of lead teachers must hold a bachelor's degree in early childhood. The staff qualifications requirement for OEC funded programs requires a Qualified Staff Member for each classroom in a program, including classrooms that do not receive funding and classrooms that serve infants and toddlers. Qualified Staff Members may enter the role with a minimum of a CDA plus 12 credits and are required to attain a BA. The OEC provides scholarships for teachers to achieve the requirement.
  - <sup>22</sup> CDA plus 12 college credits in ECE. The Early Childhood Teaching Credential (ECTC), which includes an option for an Individual Review Route, is one option for meeting education requirements.
  - <sup>23</sup> Based on a great deal of anecdotal information, early care and education programs in both community and public school settings experienced staffing shortages.
  - <sup>24</sup> The CT State Department of Education (CSDE) did authorize [Emergency Educator Certification Endorsements](#) for the 2021-2022 school year, some of which included PreK. None of the endorsements included are on the list of endorsements authorized by OEC as meeting requirements for Qualified Staff Members in state funded classrooms.
  - <sup>25</sup> Stabilization funding that could be used to pay staff salaries or bonuses was provided, but no specific incentives for recruitment or retainment were provided.
  - <sup>26</sup> There are no minimum education degree requirements for Assistant teachers. Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements. When they become NAEYC accredited (within three years of initial funding) or if they are Head Start approved, they would meet the higher threshold set by those criteria.
  - <sup>27</sup> License-exempt and licensed School Readiness programs must have a plan for professional development for staff, including, but not limited to, training (A) in pre-literacy skills development, and (B) designed to assure respect for racial and ethnic diversity.
  - <sup>28</sup> Lead Teachers who do not meet the final benchmark of a bachelor's degree for Qualified Staff Member (QSM) must have a written PD plan. Teacher Assistants who do not meet qualifications requirements may have a PD plan if they intend to achieve QSM status. If Lead Teachers or Teacher Assistants seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans.
  - <sup>29</sup> Includes a \$92,822,881 allocation for spaces and administrative costs plus \$892,956 in Quality Enhancement funding provided to SR councils to spend on community or distribute to programs.
  - <sup>30</sup> Programs that have not yet achieved accreditation are required to have an annual ERS conducted by an OEC approved rater. Programs must be Head Start approved or achieve NAEYC accreditation within three years of receiving funding. Programs are observed on an annual basis prior to achieving NAEYC accreditation. Programs that are Head Start approved or achieve NAEYC accreditation receive structured classroom observations through the Head Start annual review process and/or NAEYC accreditation process.
  - <sup>31</sup> The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at a minimum of every ten visits.
  - <sup>32</sup> Local Councils make recommendations for funding to the OEC and include observations of classroom quality conducted at the local level in their decision making.
  - <sup>33</sup> There are no specific requirements on the frequency of site visits. Compliance Monitoring is performed periodically to ensure that state funds provided to programs are utilized for their intended purpose and that services are delivered in compliance with requirements. Priority for monitoring extends to programs that are: in their first year of funding; experiencing licensing compliance challenges; non-compliant with approval system requirements including reporting and required criteria; chronically under enrolled; non-compliant with OEC reporting requirements, General Policies, or legislation; enrolling families in OEC funded spaces that do not meet income eligibility requirements; experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. Due to staffing constraints and COVID-19, compliance monitoring was limited to desk audits for the 2021-2022 school year.

## CONNECTICUT – Connecticut Smart Start

- <sup>1</sup> Additional agency support provided by the OEC Quality Improvement, Fiscal, Contract, and Communication Division staff as well as OEC Leadership.
- <sup>2</sup> Registration is conducted at individual schools or through the school district.
- <sup>3</sup> There are data linking efforts underway within the agency to link children enrolled in state funded early care and education with Connecticut's other programs including early intervention and home visiting. In addition, active data linking efforts are underway with the state's education agency to link enrollment in state-funded early care and education with public school outcomes data.
- <sup>4</sup> Typically, these elements are collected for either state or federal monitoring or reporting.
- <sup>5</sup> The total enrollment number is from October 2021. Details for the number of children shown by age are an estimate based on the percent of children in each age group from ECE Reporter Enrollment for October 2021 against October 2021 Monthly Report. Numbers by age are percentage by age (3% under 3; 25% 3; 70% 4; 2% 5).
- <sup>6</sup> For the 2021-2022 year, all children served in Smart Start funded classrooms were included in the enrollment totals. Enrollment for 73 of these children may have also been supported through other local, state, and federal funding and additional requirements regarding enrollment and services may have been in place.
- <sup>7</sup> An additional 366 children were “Not Reported”.
- <sup>8</sup> Total Unspecified/Not Reported includes nine children under three and six 5-year-olds.
- <sup>9</sup> Total Unspecified/Not Reported includes 29 under three or over four years in age.
- <sup>10</sup> School districts allow children to be served at community-based sites; however, the teachers must be employed by the public schools. No districts have opted for this provision.
- <sup>11</sup> The school year is five days per week, six hours per day, 180 days per year.
- <sup>12</sup> There is no minimum age set for preschool entry for license-exempt programs, but two years and nine months at entry is a common practice to ensure that children have access to two years of preschool. Compulsory school attendance begins in Kindergarten. However, parents of a child who is five years old have the option not to send their child to school until the child is six or seven years old. If they choose not to send their child when the child is age eligible, they must go to the school district office and sign an opt-out form.
- <sup>13</sup> Individual districts receiving the Smart Start grant set priorities for enrollment. The expectation is that at least 60% of families enrolled fall at or below 75 % of the State Median Income or that 50% or more of families enrolled qualify for free or reduced lunch. Districts may set other priorities including homelessness, foster care status, and/

or status as a dual language learner.

- <sup>14</sup> Smart Start programs submit an application that details the steps the district will take to recruit and prioritize the enrollment of children who are dual language learners (DLL), identified with special needs, are homeless or have unstable housing, have an incarcerated parent(s), have a parent(s) on active military duty or are involved with DCF or in foster care. Districts are required to prioritize enrollment based upon the approved application.
- <sup>15</sup> Districts are not required to charge a family fee; however, if they do charge a family fee, they must use the OEC sliding fee scale to determine fees. OEC collects data on the amount of family fees collected but it is not collected for individual children/families.
- <sup>16</sup> An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screenings noted above are required as a part of the Early Childhood Health Assessment Record. The form asks families to report concerns across domains, including social and emotional development and behavior. The form also includes a "developmental assessment" indicating that it is a mandated screening/test to be completed by provider.
- <sup>17</sup> Smart Start does not require specific comprehensive services, but local school districts provide a variety of services unique to their communities and district programs report on their local collaborations to support children and families.
- <sup>18</sup> Programs are required to achieve NAEYC accreditation and accreditation criteria address ongoing child assessment. There are no additional policy requirements related to child assessments. CT offers an aligned framework for formative assessment tied to CT ELDS (CT DOTS).
- <sup>19</sup> CT ELDS are for birth to age five, therefore, they are inclusive of state infant and toddler development standards. CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A series of documents 'Using the CT ELDS to Support All Children' is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System (CT DOTS). OEC funds professional development related to standards, curriculum, and assessment that includes both training and coaching opportunities.
- <sup>20</sup> Guidance documents available: 'Supporting All Children Using the CT ELDS: Building Meaningful Curriculum' includes a curriculum self-assessment tool, which has been used in trainings for administrators. Additional guidance related to the intersection of Standards, Curriculum, and Assessment is also available.
- <sup>21</sup> Programs may choose any assessment aligned to the CT ELDS. OEC does not provide a list of recommended or required tools. In September 2021, OEC released two new resources related to screening and assessment of young children in CT. These documents include guidance related to making decisions about selecting and implementing assessment tools: [Early Childhood Screening and Assessment in Connecticut](#) white paper and a [Screening and Assessment Infographic](#).
- <sup>22</sup> The Lead Teacher must hold certification with a CT State Department of Education endorsement that includes early childhood education or early childhood special education.
- <sup>23</sup> Based on a great deal of anecdotal information, early care and education programs in both community and public school settings experienced staffing shortages.
- <sup>24</sup> The CT State Department of Education (CSDE) did authorize [Emergency Educator Certification Endorsements](#) for the 2021-2022 school year, some of which included PreK. None of the endorsements included are on the list of endorsements authorized by OEC as meeting requirements for Qualified Staff Members in state funded classrooms.
- <sup>25</sup> Stabilization funding that could be used to pay staff salaries or bonuses was provided, but no specific incentives for recruitment or retainment were provided.
- <sup>26</sup> Paraeducators may achieve a score of at least 47 on the ETS ParaPro Assessment in lieu of the associate degree requirement. In addition, assistant teachers must meet NAEYC accreditation standards and/or Head Start requirements related to assistant teachers. There are not additional state requirements for assistant teachers. When they become NAEYC accredited (within three years of initial funding) or if they are Head Start approved, they would meet the higher threshold set by those criteria.
- <sup>27</sup> Lead teachers are certified by CSDE and fall under Educator Evaluation requirements. These requirements state that districts and schools shall provide professional learning opportunities for teachers, pursuant to subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback. For more information, see [Guidelines](#).
- <sup>28</sup> While OEC policy does not specifically address parity in pay and benefits, teachers in Smart Start classrooms must be certified and employed by the local school district. Therefore, union agreements regarding pay and benefits would apply to teachers in Smart Start classrooms, thereby ensuring parity. Salary and benefits parity is required although actual pay and benefits varies by district. Although not required, union contracts in individual districts typically require prorating or adding stipends for duties above and beyond the scope and time of the typical teacher responsibilities.
- <sup>29</sup> There is no prohibition regarding subcontracting with faith-based centers; however, as a public school program, there are requirements related to non-sectarian programming. No districts have opted to partner with community-based programs to provide Smart Start programs.
- <sup>30</sup> Programs that have not yet achieved accreditation are required to have an annual ERS conducted by an OEC approved rater. Programs must be Head Start approved or achieve NAEYC accreditation within three years of receiving funding. Programs are observed on an annual basis prior to achieving NAEYC accreditation. Programs that are Head Start approved or achieve NAEYC accreditation receive structured classroom observations through the Head Start annual review process and/or NAEYC accreditation process. Other programs may be required to have an ERS if they lose accreditation or if other concerns related to quality arise from ongoing monitoring. Within a program, classrooms are randomly selected for observation.
- <sup>31</sup> The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at a minimum of every ten visits.
- <sup>32</sup> There are no specific requirements to the frequency of site visits. Compliance Monitoring is performed periodically to ensure that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Priority for monitoring extends to programs that are: in their first year of funding; experiencing licensing compliance challenges; non-compliant with approval system requirements including reporting and required criteria; chronically under enrolled; non-compliant with OEC reporting requirements, General Policies, or legislation; enrolling families in OEC funded spaces that do not meet income eligibility requirements; experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. Due to staffing constraints and COVID -19, compliance monitoring was limited to desk audits for the 2021-2022 school year.

## **DELAWARE – Delaware Early Childhood Assistance Program (ECAP)**

- <sup>1</sup> ECAPs follow the Eligibility, recruitment, selection, enrollment, and attendance (ERSEA) procedures of the HSPPS and therefore have selection criteria specific to their local needs.
- <sup>2</sup> The data elements are collected locally. The state has access to aggregated data but does not collect these individual data points for enrolled children.
- <sup>3</sup> Federally funded Head Start and Early Head Start programs are also eligible to apply to the ECAP RFP. Those that are awarded as ECAPs are funded for seats in addition to their federally funded seats.
- <sup>4</sup> Total enrollment is the number of seats funded by the Delaware Department of Education (DDOE), Office of Early Learning (OEL). Enrollment numbers by program location reflect reported numbers served and therefore totals more than the funded seats. Children who are enrolled can leave the program, which is why programs have a waitlist. Seats are filled within 30 days as per Head Start Program Performance Standards.
- <sup>5</sup> ECAP funding is provided for at least 3.5 hours per day, making all ECAP seats part day. However, ECAPs provide services for children part day or full day, depending upon each operating schedule. Programs blend and braid other funding sources to reach a full day of funding for each "seat."
- <sup>6</sup> 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 nine months but do not necessarily follow school district calendars. The program year for state-funded ECAPs is based on the state fiscal year and extends from July 1 through June 30 of the following year; programs determine operating schedules within this program year.
- <sup>7</sup> Programs provide high-quality educational and comprehensive services to children for at least 160 days per year, 5 days per week, and 3.5 hours per day with ECAP funding.
- <sup>8</sup> Eligibility is determined by individual child or family characteristics in addition to age. ECAP-funded children must meet the federal HSPPS eligibility guidelines. Eligibility is determined based on age of child, family income, disability, housing status, parental status, and other individual/family factors. Ten percent of available slots must be provided for children with disabilities; programs can apply for waivers to this requirement. Effective as of the Head Start Act of 2007, 35% of enrollment may be children

whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL.

- <sup>9</sup> As per the federal Head Start Program Performance Standards, each program establishes selection criteria annually based on community needs identified in its community needs assessment; this may result in identification of additional risk factors.
- <sup>10</sup> Delaware ECAPs follow the required HSPPS.
- <sup>11</sup> Which meal or snack is offered depends on the duration of the day and the start and end time. Some programs follow CACFP requirements.
- <sup>12</sup> ECAPs follow the requirements for screenings per the federal HSPPS. Depending on the screening, these are conducted within the first 45 or 90 calendar days of the program year. Screening procedures are locally determined.
- <sup>13</sup> Comprehensive services are required, but the specific services offered are determined locally. ECAPs follows HSPPS which require comprehensive services.
- <sup>14</sup> This requirement is through Delaware Stars and all ECAPs are required to be in Delaware Stars.
- <sup>15</sup> Curriculum decision-making and implementation is guided by Delaware Stars for Early Success, Delaware's QRIS. There is a list of approved curricula and recommended supplemental curricula. All ECAPs are a Star 4 or 5, and thus follow curricula guidelines and receive training and technical assistance as a Stars Level 4 or 5 center on curriculum implementation.
- <sup>16</sup> Most programs use MyTeachingStrategies (formerly Teaching Strategies GOLD) because the State funds child portfolios for all Star 4 and 5 programs. Star 4 or 5 programs can use TS GOLD for free. They are required to use an approved assessment from the Stars approved [assessment list](#).
- <sup>17</sup> HSPPS 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 for all lead teachers. Fifty percent of teachers must have a BA in child development, early childhood education, or equivalent coursework. Lead teachers in both public and private settings must meet these requirements. Additional certifications and specializations are required by school district programs. State and federal requirements are dictated by the funding source.
- <sup>18</sup> Most programs were challenged with recruiting and retaining qualified lead preschool teachers.
- <sup>19</sup> Federal HSPPS require that assistant teachers must have at least a CDA, be enrolled in a program leading to an associate or bachelor's degree or be enrolled in a CDA program to be completed within two years.
- <sup>20</sup> ECAP programs can participate in the DE Head Start Association and are included in Head Start trainings.
- <sup>21</sup> Programs can use other funding sources to supplement their required 3.5-hour day. The state does not track this funding per program at this time.
- <sup>22</sup> During COVID-19, all Stars verification visits were and continue to be suspended for the 2022-2023 program year. Therefore, programs did not receive structured external observations aside from their resumed Office of Child Care Licensing monitoring visits in the 2021-2022 program year. The State is currently revising the Quality Improvement System, DE Stars. Within the new system there are plans to resume the use of classroom assessment instruments at the start of the next school year, however, their use will be to support programs' quality improvement, and not for verification.
- <sup>23</sup> QRIS classroom observations are shared with programs. Programs can choose to use this information in their self-assessment and continuous quality improvement processes.

#### **DISTRICT OF COLUMBIA – District of Columbia Universal Pre-K**

- <sup>1</sup> The District utilizes a mixed-delivery system operating across three sectors for pre-K services, including traditional public schools (DCPS), public charter schools (PCS) and publicly funded community-based organizations (CBOs). Each PCS is authorized and monitored by the DC Public Charter School Board (PCSB). OSSE administers the Pre-K Enhancement and Expansion (PKEEP) Program. CBOs that receive and maintain a high-quality designation under PKEEP from OSSE provide publicly funded pre-K education with the same expectations and funding as school-based programs.
- <sup>2</sup> Across the District's eight Wards, pre-K is offered in 135 DCPS and PCS facilities. An additional 28 pre-K programs were offered in CBOs.
- <sup>3</sup> Pre-K is offered for all age-eligible students in all DCPS elementary schools, and in most PCS elementary schools. PCS sites that are approved to provide pre-K (by way of the school's charter) may offer pre-K to any student that meets the District residency and age eligibility requirements. Additionally, the Pre-K Enhancement and Expansion Program (PKEEP) provides funding to high-quality community-based organizations (CBOs).
- <sup>4</sup> DCPS and PCS families enroll pre-K students through the DC lottery, [My School DC](#). PKEEP CBOs administer their own enrollment processes.
- <sup>5</sup> Data is available through a formal data request. The state administrator for the Universal Pre-K program in CBOs has access to data through reporting. Requests for data beyond what the state administrator has access to must be requested formally through a data request through OSSE's Division of Data, Assessment and Research. For teacher education data, this is available for PKEEP and for DCPS, but not for PCS.
- <sup>6</sup> Not all children were enrolled using blended funds. In some programs children were enrolled in either Head Start or state pre-K and in others, children were enrolled in both.
- <sup>7</sup> The number of slots reported (200) does not include slots funded in family child care homes. A total of \$1,580,000 went to child care centers that are also funded with federal Early Head Start dollars. The additional \$556,745 supports slots in family child care homes.
- <sup>8</sup> The home language total does not match the enrollment total because this information is not available for CBOs.
- <sup>9</sup> This number does not equal the enrollment number because not all families submit race/ethnicity information.
- <sup>10</sup> FRPL status is not collected for most CBOs.
- <sup>11</sup> All Head Start programs in the District are operated either by public schools or private agencies that are also able to participate in the state funded pre-k program. As such, all Head Start students are also served in either public schools or private agencies. There are a total of 308 state-funded pre-K students served in Head Start agencies, of which 208 are enrolled in public school Head Start programs and 100 in CBOs that participate in both Head Start and PKEEP.
- <sup>12</sup> This number is based on the minimum of 6.5 hours per day; however, there are extended day programs as well.
- <sup>13</sup> Class size and ratio requirements are based on the age of the youngest child in the classroom. PCS LEAs have autonomy to develop their own guidelines/program standards for class size and ratio, but they are subject to their charter, which is approved by the PCSB.
- <sup>14</sup> The DC Healthy Tots Act requires all participating CBOs to follow Child and Adult Care Food Program's dietary guidelines as identified by the USDA. Schools are required to serve breakfast in the classroom as required by the School Breakfast Program. Both CBOs and PCS require snacks in addition to breakfast and lunch and DCPS does not require snacks.
- <sup>15</sup> The following additional requirements apply to DCPS Title I schools: All students enrolled in DCPS must have a DC Universal Health Certificate completed and signed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, blood pressure and completion of immunizations. The required components of the physical exam as set by DC's EPSDT can be found [here](#). Additionally, for CBOs, pursuant to the Child Care Licensing Regulations, CBOs must have a policy in place to adhere to all OSSE licensing standards regarding immunizations. Currently, the regulations require that each child attending a facility shall, prior to the child's first day of services and at least annually thereafter, submit to the facility appropriate, complete documentation of a comprehensive physical health examination, and, for each child three years of age or older, evidence of an oral health examination.
- <sup>16</sup> PCS have autonomy to offers services that reflect their mission and population served. CBOs participating in PKEEP conduct developmental screenings and provided comprehensive services for children enrolled in the public pre-K program. Services for Head Start are required per federal Head Start requirements.
- <sup>17</sup> The District of Columbia Early Learning Standards (DC ELS) are aligned to 1.) the Common Core State Standards for English Language Arts and Mathematics (2010); 2.) the Next Generation Science Standards (2013); and 3.) the Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015). They are also translated into Spanish, Amharic, French, Korean, Chinese, and Vietnamese to increase accessibility to educators and families.
- <sup>18</sup> The District requires all licensed child development providers that enter into, and maintain, a Provider Agreement for Subsidized Child Care Services with OSSE to use an OSSE-approved, research-based curriculum and a child assessment aligned to the DC ELS. All CBOs serving children in DC Universal Pre-K are required to have signed provider agreements for subsidized child care and thus must meet the requirement for DC ELS alignment. When the state updates the DC ELS, the state reaches out to approved curriculum providers with an alignment document for them to show continued alignment with the DC ELS. DC policy does not require DCPS and PCS to align

- their curriculum or child assessments to the DC ELS. However, DCPS utilizes Creative Curriculum and Teaching Strategies GOLD, which align closely with the standards. Alignment is ensured through the approval and review process. PCS have autonomy over their curriculum and child assessments, consistent with their charters, but the DC PCSB ensures alignment through the charter review process.
- 19 Child assessments are required to be aligned with the ELDS for CBOs. Alignment is ensured through a review & approval process for DCPS and PCS. Monthly DC ELS training is offered through the Professional Development Information System and is open for all early educators across the District's mixed delivery system to attend.
  - 20 The District reviews curricula from vendors who wish to be listed on the approved curricula list posted on the [OSSE website](#) annually. This information is available for consideration for all sectors. The District offers information sessions on listed curricula for CBO/school leaders if vendors opt to provide it.
  - 21 Preschool assessments are required but differ by sector. All CBOs serving children in DC Universal Pre-K are required to use a child assessment aligned to the curriculum used. Most CBOs use Teaching Strategies GOLD. DCPS requires the use of Teaching Strategies GOLD for all DCPS pre-K programs. PCS LEAs choose the assessments that they administer, which must be approved by the PCSB.
  - 22 A bachelor's degree is required for lead teachers in DCPS and CBOs. PCS have autonomy to establish their own requirements for lead teachers, consistent with their charters and federal law (where applicable). Entry level lead teachers in DCPS must have a bachelor's degree in early childhood or a related field. Lead teachers working in CBOs must have a bachelor's degree in child development, early childhood education or child and family studies. Alternately, a lead teacher is qualified to teach if they hold a bachelor's degree in a field other than child development, early childhood education, or child and family studies and have 18 credits in early childhood education.
  - 23 For pre-K teachers in DCPS, pre-service requirements are addressed through state licensure requirements. CBO pre-service training is met through the degree requirement. Lead teachers in CBOs are required to: (A) hold at least a bachelor's degree in child development, early childhood education, early childhood special education or child and family studies; (B) hold a bachelor's degree in a field other than child development, early childhood education, early childhood special education or child and family studies and have earned eighteen (18) credits in early childhood education; or (C) hold a bachelor's degree in a field other than a child development, early childhood education, early childhood special education or child and family studies and successful completion of applicable Early Childhood Praxis Exams. Additionally, for educators in CBOs, pre-service and orientation training in health and safety standards is required by the licensing regulations (DCMR 5-A, Chapter 1), as well as annual health and safety training and annual professional development. Public charter schools have autonomy to determine the minimum education/degree requirements for lead teachers they employ, consistent with their charters and federal law (where applicable).
  - 24 DCPS requires lead teachers to have at least one of the following certifications/licensures/endorsements: Pre-K, Kindergarten, 3 years to K, Pre-K-K, Pre-K-2nd grade, Pre-3rd grade, Pre-K-4th grade, Pre-K-6th grade, Pre-K-8th grade, Birth-K, Birth-3rd grade, or Elementary Education. CBOs require a minimum of 18 college credits in early childhood education. PCS determines requirements at the LEA level, consistent with their charters and federal law (where applicable).
  - 25 There were vacancies reported during the year for CBOs and DCPS, but this is not tracked based on whether there is a shortage of qualified lead teachers in the candidate pool.
  - 26 PKEEP CBOs may apply for a waiver of the minimum education requirements if they can show that the approach the waiver would allow the facility to implement meets or exceeds the intent of the standard. This is a provision in the PKEEP regulations that is unrelated to teacher shortages. DCPS must follow state licensing requirements for all educators and OSSE cannot waive these requirements. PCS determines education requirements at the LEA level.
  - 27 DCPS assistant teachers must hold an associate degree or 48 college credit hours or hold a high school diploma (or equivalent) and successfully pass the Paraprofessional Assessment administered by ETS. CBOs require assistant teachers have the following minimum education requirements: (a) hold an associate degree in child development, early childhood education, early childhood special education or child and family studies or (b) hold an associate degree a field other than child development, early childhood education, early childhood special education, or child and family studies and have earned nine (9) credits in early childhood education. PCS have autonomy to establish their own requirements for assistant teacher education and credentials at the LEA level, consistent with their charters and federal law (where applicable).
  - 28 Beyond the education requirements, DCPS does not have additional pre-service training requirements for assistant teachers, but at least 12 credit hours in early childhood education is strongly preferred. CBOs must meet the education requirements articulated in footnote 28, with the listed degree specialization/pre-service training, as well as pre-service and orientation training in health and safety standards is required by the licensing regulations (DCMR 5-A, Chapter 1), and annual health and safety training and annual professional development. PCS have autonomy to establish their own requirements for assistant teacher education and credentials, consistent with their charters and federal law (where applicable).
  - 29 PCS have autonomy to establish their own policies and practices, consistent with their charters.
  - 30 Ongoing classroom-embedded support is not required for assistant teachers in DCPS; however, many schools require teaching teams to be coached together. While PCS do not have a uniform standard/approach for ongoing classroom embedded support, many provide coaching and professional development for their teaching staff.
  - 31 In DCPS classrooms teachers receive coaching at least bi-weekly and new teachers and teachers that need more support receive weekly coaching.
  - 32 CBOs are required to follow the DCPS calendar, as well as DCPS closures for holidays and official closings.
  - 33 The CBO Universal Pre-K program layers subsidy funding with public pre-K dollars for children enrolled in the subsidy program. OSSE analyzes Head Start or subsidy funding supports for children, then adds public pre-K dollars to these amounts to fully fund each child at the UPSFF funding level. Subsidy funding is paid to the CBOs based on enrollment. DCPS uses Title I and ESSER funds to support the pre-K program, as well.
  - 34 The funding levels for pre-K programs are set based on audited enrollment and there is not a separate annual appropriation for pre-K programs in public schools as they are included in the USPPF.
  - 35 All sectors use CLASS. PCSB uses the Danielson Framework to assess schools when the charter is up for renewal the following year, a minimum of once every five years. CBOs participating in the Universal Pre-K program are required to maintain accreditation from a national accrediting body recognized by OSSE.
  - 36 The state supports reliability and validity through clearly articulated observation protocols. OSSE contracts with an independent organization to provide CLASS observations. The contract and observation protocols approved by OSSE require that all observers for CLASS observations must hold a current certification with Teachstone and must demonstrate on-going reliability to the CLASS measure by meeting an 80% threshold for reliability on monthly calibration activities. Additionally, 10% of all pre-K classrooms are double coded throughout the data collection window to ensure ongoing inter-rater reliability between observers.
  - 37 The DC PCSB uses the CLASS observation scores in their School Quality Reports, published annually. The CLASS scores make up a portion of the overall score for each school with pre-K. Data from CLASS observations is used more broadly as a component of scoring in the School Transparency and Reporting (STAR) framework, which measures performance of DCPS and PCS schools along frameworks based upon grades served. Data from CLASS observations are also used to generate ratings for Capital Quality, the District's Quality, Rating and Improvement System. DC PCSB reports Danielson observation in Qualitative Site Reviews, which are included in schools' charter review and renewal reports. Aggregated CLASS data are also publicly reported in the annual state preschool report.
  - 38 CBOs are required to be part of Capital Quality, the District's QRIS system. DCPS and PCS are required to participate in the School Transparency and Reporting (STAR) Framework, which includes CLASS Pre-K as a measure of pre-K classroom quality. CLASS Pre-K is also included in the DC PCSB's Performance Management Framework (PMF) which is used to assess and communicate performance of Public Charter Schools.

## FLORIDA – Florida Voluntary Prekindergarten Program (VPK)

- 1 Florida did not complete the 2021-2022 survey. Therefore, most information (with the exception of enrollment and spending which are from 2021-2022) is based on information reported in the 2019-2020 survey.
- 2 Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.
- 3 Childcare providers are required to have a plan of scheduled daily activities, which includes meals and snacks as appropriate for the age and the times children are in care. Meals and snacks are required for extended-day programs.
- 4 All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. Referrals for follow-up are recommended by the health professional. For public school programs, referrals for further follow-up are required. The VPK program allows faith-based license-exempt providers to offer the state-funded preschool program.

- <sup>5</sup> The Florida Early Learning and Developmental Standards: Four Years Old to Kindergarten (2017) Educator's Guide was developed to provide support for VPK teachers implementing the standards. The Guide includes information on meeting needs of diversity and how learning can be supported at home.
- <sup>6</sup> Lead teachers in the summer program must have a bachelor's degree or higher in: early childhood education, prekindergarten or primary education, preschool education, family and consumer science, or a 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.
- <sup>7</sup> Florida Child Care Professional Credential (public); CDA, Florida Child Care Professional Credential (nonpublic)
- <sup>8</sup> Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training course if employed at a licensed child care facility. This training course is offered by DCF. VPK providers on probation who must complete the Staff Development Plan as a part of their improvement plan, are required to have directors, VPK instructors, and VPK assistants complete several additional trainings.

## GEORGIA – Georgia's Pre-K Program

- <sup>1</sup> Georgia has a separate state agency governing services for children birth to age five and their families.
- <sup>2</sup> The Cross Agency Child Data System (CACDS), Georgia's early childhood integrated data system, aligns data from programs and services for children birth to five and their families. The system serves as a single repository for early childhood data from Georgia's Department of Early Care and Learning, Department of Education, Department of Public Health, Department of Human Services, Division of Family and Children Services, and Head Start Association. Programs contributing data to CACDS include Early Head Start, Head Start, Preschool Special Education Individuals with Disabilities Education Act (IDEA Part B), Childcare and Parent Services (child care subsidy), Georgia's Pre-K, Pre-K Summer Transition program, Babies Can't Wait (IDEA Part C), Children 1st, and Georgia Home Visiting. CACDS is linked to the public school K-12 Longitudinal Data System and the GA Awards. GA AWARDS or Georgia's Academic and Workforce Analysis and Research Data System is the state's Pre-K through workforce (P20W) longitudinal data system. A-AWARDS includes specific data elements from the following agencies: Bright from the Start: Department of Early Care & Learning DECAL; Georgia Department of Education, State Charter Schools Commission, Georgia Student Finance Commission, University System of Georgia, Technical College System of Georgia, Georgia Independent College Association, Georgia Professional Standards Commission, Georgia Department of Labor, Governor's Office of Student Achievement
- <sup>3</sup> All data except teacher education is accessible in CACDS; however, only participation (not actual attendance) is included in the data set. Aggregate data reports can be pulled from CACDS for dissemination. Teacher education data is available through the GA Professional Development System. Developmental screening scores are not collected at the state level, so the scores are not available.
- <sup>4</sup> Enrollment in Georgia's Pre-K program increased from the 2020-2021 school year to the 2021-2022 school year but continued to be impacted by the COVID-19 pandemic.
- <sup>5</sup> Category One child eligibility is defined as the child's and/or family's participation in one of the following: Supplemental Nutrition Assistance Program (SNAP), SSI (Supplemental Security Income), Medicaid, Temporary Assistance to Needy Families (TANF), or Child and Parent Services (CAPS) program. Children in foster care and children who participate in the free and reduced meal program through the school that they attend are also eligible as Category One. Category Two children are those who do not meet the requirements for Category One eligibility.
- <sup>6</sup> Children who are eligible for kindergarten and attend Pre-K may repeat if the program submits a Retention Request, with supporting documentation, which has been reviewed and approved by DECAL.
- <sup>7</sup> The maximum class size and teacher-to-student ratio was changed as of the 2011-2012 school year, as a result of budget constraints. The average class size is 20. The maximum for an inclusion classroom is 18 students with three teachers.
- <sup>8</sup> All programs are required to serve lunch, but if a program participates in the CACFP, the program is also required to serve a snack during the Pre-K day.
- <sup>9</sup> Children in blended Pre-K Program/Head Start classrooms are required to have developmental screenings. All Pre-K programs are required to ask parents if a child has received a developmental health screening and provide a referral and appropriate follow-up to children who have not. Children eligible for Medicaid or PeachCare are required to have a 4-year-old full physical exam.
- <sup>10</sup> World-Class Instructional Design and Assessment (WIDA) Early English Language Development (E-ELD) Standards describe the social and academic language DLLs need to process and produce across standards-based curricula in early care and education programs. The E-ELD Standards are aligned with the WIDA K-12 English Language Development Standards and have been cross-walked with the Georgia Early Learning and Development Standards (GELDS).
- <sup>11</sup> All Georgia's Pre-K classrooms are required to use Work Sampling Online (WSO). A correlation between the GELDS and WSO has been developed. All teachers receive professional development and onsite technical assistance on curriculum, lesson planning, and child assessment.
- <sup>12</sup> DECAL provides a [website](#) which includes resources for families, teachers, and providers on the GELDS. All Pre-K teachers are provided with a GELDS manual and toolbox. PEACH is an interactive [website](#) that provides GELDS-aligned activities for teachers to use in instructional planning. This website allows teachers to develop, save online, and print lesson plans. The state is updating the GELDS and PEACH websites utilizing PDG B-5 funding.
- <sup>13</sup> Lead teachers must have a minimum of a bachelor's degree in early childhood education or a related specified field (i.e., child development). In addition, 69% of lead teachers hold a Georgia teacher certification issued by the Georgia Professional Standards Commission, which also licenses all K-12 teachers in the state.
- <sup>14</sup> The percentage of teachers with an AA degree is a result of teachers who are on a credential waiver. Due to the teacher shortage, programs can apply for a waiver of credential for lead or assistant teachers. Providers that are unable to fill a vacancy with a sufficiently credentialed lead and/or assistant teacher may request a waiver. In order for a program to request a waiver, the teacher must be enrolled in a credentialing program to attain an approved credential. Teachers with an associate degree are required to have an approved waiver and actively working on a bachelor's degree. Teachers in the "Other" category are teachers that do not meet the credential requirements but have an approved waiver in place to be the lead teacher in the classroom.
- <sup>15</sup> During the 2021-2022 school year, approximately 8% of lead teachers did not meet credential requirements. The 8% includes teachers that fall within the AA, Other, and BA (with waiver) categories.
- <sup>16</sup> During the 2021-2022 school year, programs could apply for a teacher credential waiver. Providers that are unable to fill a vacancy with a sufficiently credentialed lead and/or assistant teacher may request a waiver. In order for a program to request a waiver, the teacher must be enrolled in an approved credentialing program prior to the submission of the waiver request. Waivers are approved on annual basis. The teacher must be enrolled and actively engaged in a credentialing program. Waivers can be renewed annually for up to three years.
- <sup>17</sup> To support recruitment, scholarships were available to support credential attainment. To support retention, current Georgia's Pre-K lead and assistant teachers were provided a \$2,000 supplemental bonus pay.
- <sup>18</sup> A CDA is the minimum requirement, however, 1,358 assistant teachers hold a state paraprofessional license issued by the Georgia Professional Standards Commission. Additionally, many assistant teachers have a higher ECE credential: 208 have a Technical College Diploma, 311 have a Technical Certificate of Credit, 414 have an Associate degree, 383 have a BA, and 64 have an advanced degree.
- <sup>19</sup> 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 three hours of appropriate training.
- <sup>20</sup> Pre-K providers are required to develop a written Professional Development Plan for lead and assistant teachers. The Professional Development Plan for Pre-K staff should include: identified areas for improvement and growth, specific professional learning activities to address these areas (including Pre-K trainings attended), timelines for completion, hours accrued, and reviews of progress toward goals.
- <sup>21</sup> All Pre-K programs have an assigned Education Specialist, with an ECE credential and appropriate experience, who provides classroom-embedded technical assistance, coaching and monitoring in classrooms. Specialists led professional learning community sessions within their regions based on areas of need identified through classroom observations and teacher feedback. DECAL did not provide intensive professional development to selected individual teachers (CLASS) due to the pandemic.

- <sup>22</sup> Pre-K Specialists provided coaching through in-person and virtual visits. Decisions about coaching needs were made based on teacher feedback and observations during visits. Pre-K specialists met with teachers in individual coaching sessions as well as conducted virtual group coaching sessions when teachers had similar needs for assistance. Coaching sessions were provided on various topics including planning instruction based on assessment, classroom arrangement to maximize learning, teacher – child interactions, and classroom management. Georgia's Pre-K Specialists also participated in a coaching initiative in which asynchronous training was provided through the Flamingo Learning System Early Learning Coaching Curriculum to thirty-six Pre-K teachers who were trained to provide peer coaching to approximately 50 teachers. Pre-K Specialists participated in the training and supported teachers by facilitating Professional Learning Community sessions as a wrap-around to the asynchronous online models. Future plans include scaling this model to replicate it with additional programs and teachers.
- <sup>23</sup> 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. The salary for a Lead Teacher is driven by the credential and years of experience.
- <sup>24</sup> 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 higher than the starting salary for K-12 assistant teachers however, it is a flat salary and not driven by credential or years of experience. Funding for benefits for Pre-K assistant teachers are allocated in the Pre-K grants at the same rate as K-12 teachers. However, private Pre-K programs are allowed to determine benefits at the local level. This allows programs to align Pre-K benefit packages with other employees in the program.
- <sup>25</sup> DECAL operates two Summer Transition Programs for students. One for students who will be entering Pre-K in the fall and one for students who will be attending kindergarten in the fall. This program was funded using state lottery dollars in 2020-2021. The additional amount of money used to fund this program was \$11,160,989.
- <sup>26</sup> ARP funds included \$125 classrooms grants and CRRSA was used for teacher bonuses. Additionally, pre-K lead and assistant teachers received a \$2,000 salary bonus funded through CRRSA; however, this funding was not considered part of the Georgia's Pre-K budget.
- <sup>27</sup> Allocation is all state spending on PreK including PreK grants and operations; also allocated 11,160,989 - Lottery for the Summer Transition Program.
- <sup>28</sup> DECAL does not capture funding by funding category used to support the Pre-K Program. However, Pre-K Reconciliation Reports submitted by grantees report that 69% of Pre-K Programs used additional funding to support the grant by approximately \$30 million.
- <sup>29</sup> Georgia conducts yearly CLASS observations to gather a state baseline. Classrooms are randomly selected to provide a representative snapshot of the program statewide. CLASS observations are provided to programs for program improvement and to support the development of Professional Development Plans. In addition, teachers receive CLASS observations as part of participation in Making the Most of Classroom Interactions (MMCI) PD. These observations are used in coaching sessions. For programs participating in the state TQRIS, Quality Rated, classrooms receive ECERS observations. The Teaching Pyramid Observation Tool (TPOT) is utilized in Intensive Professional Development provided by Inclusion and Behavior Support Specialists.
- <sup>30</sup> All observation data is collected and reviewed by internal research staff to ensure observations are conducted in a manner supporting the reliability and validity measures established for each tool. Annual professional development is provided for observers, and an internal protocol has been established for each observation tool to ensure consistency.

#### **HAWAII – Hawaii's Executive Office on Early Learning Public Prekindergarten Program (EOEL)**

- <sup>1</sup> Although the Hawaii Department of Education (DOE or HIDOE) does not have authority over the Executive Office on Early Learning (EOEL), EOEL is administratively attached to the DOE.
- <sup>2</sup> The public pre-k program works with the local State Head Start Collaboration Office Director (a position within EOEL) in the selection of new sites for program expansion. Public schools with existing HS classrooms must demonstrate a substantial need (i.e., waitlist) for an additional publicly-funded classroom to be considered. EOEL does not coordinate with any other types of providers.
- <sup>3</sup> Due to COVID-related limits, total capacity was anywhere from 318-510 slots. It is difficult to provide an exact number because capacity varied across schools (between 8 and 15) where principals were permitted some discretion to admit children as needed. The lower limit is equal to total enrollment in SY 2021-22 (318) and the upper limit is based on 15 students/classroom (510).
- <sup>4</sup> Although there is no minimum requirement specifically stated in statute, the understanding is that the publicly funded pre-K program will run on the same calendar and schedule as the DOE public elementary school in which the classrooms are housed. This is the equivalent of 30.5 hours per week.
- <sup>5</sup> Priority is given to families who fall into the following at-risk categories: at or below 300% FPL; child disability or developmental delay; history of abuse, neglect, or family violence; homelessness or unstable housing; home language other than English; parental substance abuse; teen parent; and child history of foster care. However, if a school offering an EOEL Pre-Kindergarten Program is unable to fill all spaces, the income requirement may be waived, and the spaces can be offered to families who do not fall into the at-risk categories.
- <sup>6</sup> The pre-pandemic policy that capped enrollment at 20 was modified by a temporary policy that granted authority to school administrators to reduce enrollment to whatever extent ensures sufficient social distancing in the classroom given the location's space constraints. In practice, enrollment varied from five to 17 per classroom (although, not all classrooms were necessarily at capacity). Maximum class size was determined at the school level based on COVID-19 conditions. Maximum staff-child ratio remained at 1:10. In practice, the ratio was lower because each classroom was still required to staff a lead teacher and educational assistant.
- <sup>7</sup> Both breakfast and lunch were free to all students during the 2021-22 school year thanks to the nationwide waiver from the USDA.
- <sup>8</sup> In order for a child to register and enroll in the EOEL Pre-Kindergarten Program, which is offered on DOE public school campuses, he/she must have completed a physical exam which includes vision, hearing, height/weight, blood pressure, required immunizations, and a TB test.
- <sup>9</sup> Hawaii's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.
- <sup>10</sup> EOEL provides a required curriculum framework and approach that classrooms must adhere to.
- <sup>11</sup> As new requirements have been put in place beginning in School Year 2019-20, current teachers not meeting the new standard must be enrolled in a State-approved Teacher Education Program (SATEP) in ECE.
- <sup>12</sup> Since January 1, 2020, any individual adding the fields of ECE PK-3 and ECE PK-K to an existing Hawaii teaching license must complete 30-36 credit hours from a state-approved teacher preparation program in ECE.
- <sup>13</sup> The "other" category reflects long-term substitutes. HIDOE establishes requirements for the subs that differ from those of the public pre-k program.
- <sup>14</sup> Hawaii, like the rest of the nation, is experiencing a severe shortage of qualified early childhood educators; the workforce crisis in ECE has led to a shortage of qualified lead preschool teachers in the EOEL Public PreK Program.
- <sup>15</sup> Educational assistants must have a current CDA or have completed the preparatory coursework for a CDA.
- <sup>16</sup> Per SY 21-22 EOEL and HIDOE Memorandum of Agreement for the Public Prekindergarten Program, teaching staff are required to attend ten full days sessions of professional learning. Lead teacher sessions are full-day sessions equating to 55-60 hours per year.
- <sup>17</sup> Coaching and mentoring support is provided to teachers and assistant teachers. The frequency of coaching and mentoring is dependent upon the knowledge base and skills of the individual teacher and assistant teacher based on self-reporting, ongoing observations by early learning resource teachers and school administrators, as well as the CLASS assessment. Experienced teachers may receive coaching and/or mentoring one to two times a month while those needing more support may receive coaching/mentoring one to two times per week.
- <sup>18</sup> All teachers in the Public Pre-Kindergarten Program are members of the Hawaii State Teachers Association (public school teachers' union) and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-k through 12.
- <sup>19</sup> All assistant teachers in the Public Pre-Kindergarten Program are members of the Hawaii Government Employee Association and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-k through 12. Neither preschool nor K-3 teacher assistants receive paid time for professional responsibilities.
- <sup>20</sup> Visits were conducted only when and where circumstances permitted.

## HAWAII – Hawaii State Public Charter School Early Learning Program (SPCSP)

- <sup>1</sup> In School Year 2021-2022, the State legislature reduced the number of FTE positions and corresponding budget in response to COVID-19.
- <sup>2</sup> The Hawaii State Public Charter School Early Learning Program is funded for 18 classrooms, with 17 being implemented. There is one vacant classroom. After discussions with several charter schools that sought to add or expand pre-K at their school in January 2022, the Hawaii State Public Charter School Commission announced the application to fill the remaining early learning classroom slot. Following an application process, the Commission selected one charter school to administer the final remaining early learning classroom slot in SY 2022-2023. Prior to January 2022 and with the uncertainty of the pandemic, though the Commission sought to fill the remaining pre-K slot, other charter schools did not want to take on the additional responsibility of implementing a new pre-K program.
- <sup>3</sup> In 2019-2020, the state legislature agreed to sustain the 18 prekindergarten programs previously funded through the federal Preschool Development Grant. New programs in charter schools were not considered at this time.
- <sup>4</sup> Registration is collected at each charter school site since each charter school offers a unique learning experience. To promote strong communication between families and their chosen charter school, we encourage families to submit their applications directly to the school. Applications are submitted to the Hawaii State Public Charter School Commission. Children who meet the age eligibility are selected by lottery. If there are any remaining slots, all other three- or four-year-old applicants are considered for enrollment. Selection is made on a first-come, first-served basis.
- <sup>5</sup> The Hawaii State Public Charter School Commission has a data sharing agreement with the Hawaii Department of Education. All data - charters or EOEL, is collected at the state level.
- <sup>6</sup> Kindergarten child assessment data is reported aggregately to the state preschool administrators.
- <sup>7</sup> In the school year 2021-2022, all charter school leaders elected to make available and open all early learning slots. There was no reduction in enrollment.
- <sup>8</sup> Breakdown of home language (not disaggregated by age): Hawaiian = 11; Japanese = 3; Other = 1.
- <sup>9</sup> Number of children by race and ethnicity is the data retrieved from the Hawai'i Department of Education longitudinal data system. It likely includes data on biracial/multi-racial students disaggregated since the total number exceeds the number of students (241 students by race but 231 enrolled).
- <sup>10</sup> Not all families provided income information.
- <sup>11</sup> The State Public Charter School Early Learning Program operates on the same calendar and schedule as the public charter school in which the classrooms are operated. This is the equivalent of 30.5 hours per week.
- <sup>12</sup> Beginning in SY 2020-2021, the legislature expanded the eligibility of the program to include 3-year-olds in addition to the 4-year-old children that we were already eligible.
- <sup>13</sup> Beginning in School Year 2020-2021, under Act 46, Sessions Laws of 2020 Hawaii, the state legislature authorized the administration of the pre-K programs in charter schools to be under the oversight of the Hawaii State Public Charter School Commission. Act 46 also expanded the age eligibility of the early learning program in charter schools to include 3- and 4-year-olds. There were no priority categories.
- <sup>14</sup> Charter schools have the flexibility to offer breakfast and lunch if funding is available. Some charters offer extended care (early- and/or after school care). For these programs, they offer breakfast, and/or afternoon snack.
- <sup>15</sup> In order for a child to register and enroll in the State Public Charter School Early Learning Program, a physical exam must be completed. The physical exam includes vision, hearing, height/weight, blood pressure, required immunizations, and a TB test or screening. All children must also have a completed State of Hawai'i Department of Human Services Early Childhood Pre-K Health Record Supplement form completed by the child's physician. This form collects information regarding the child's head circumference, hemoglobin/hematocrit levels, lead levels, BMI, developmental screening, allergies or sensitivities, medications/treatments, special diet, and behavioral issues or social-emotional concerns.
- <sup>16</sup> Community primary care providers (PCPs) experienced a tremendous backlog due to COVID-19. To address this, some flexibility was provided to meet this requirement. We asked families to minimally schedule a future appointment before enrollment to fulfill this requirement. School staff followed up with each family to ensure this requirement was met.
- <sup>17</sup> Health services for children include school-level services such as medication administration for chronic health conditions and responding to acute/emergency health needs. Other family support services may be provided at individual charter schools. These services vary from school to school.
- <sup>18</sup> Hawai'i's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.
- <sup>19</sup> State policy requires the use of at least one specific child assessment, aligned with the ELDS, to be used by all preschool programs. However, exceptions were granted for two schools, both Native Hawaiian language medium charter schools, to allow their use of an alternative indigenous assessment tool in lieu of Teaching Strategies GOLD. The name of the indigenous assessment tool is the Native Hawaiian Cultural Based Measures (CBM) and the Kai Kohola Malaao, both of which are aligned to the ELDS.
- <sup>20</sup> There may not be qualified applicants for the rural remote areas of the state with a BA, so principals can make an exception and justify hiring with the Hawaii Teachers Standards Board. In 2021-2022, one teacher did not have a BA. This teacher is currently enrolled in an accredited program. Teachers who do not meet the HTSB teacher licensure standards are considered Emergency Hire Status. According to the website: [The Emergency Hire Permit](#) is issued to an unlicensed individual who wishes to teach in a Hawaii public school in a shortage area or hard-to-fill position when no licensed teacher is available. Term: 1 Year, expires on June 30th of each year. May be reissued two times.
- <sup>21</sup> As new requirements have been established beginning in school year 2019-2020, current teachers not meeting the new standard must be enrolled in a state-approved Teacher Education Program (SATEP) in ECE.
- <sup>22</sup> Starting January 1, 2020, any individual adding the fields of ECE PK-3 and ECE PK-K to an existing Hawaii teaching license must complete 30-36 credit hours from a state-approved teacher preparation program in ECE.
- <sup>23</sup> Rural remote areas experienced difficulty in obtaining qualified PK staff. Teachers not meeting these qualifications must be enrolled in an accredited teacher licensure program approved by the Hawaii Teachers Standards Board.
- <sup>24</sup> One school applied to the Hawaii State Teachers Standard Board as an emergency hire. This individual is enrolled in an accredited teacher licensure program as approved by the Hawai'i Teachers Standards Board.
- <sup>25</sup> Act 210, Sessions Law Hawai'i 2021, requires that any educational assistant has a current child development associate credential, coursework for a certificate that meets the requirements for child development associate credential preparation, or be enrolled in and working toward completing an [early childhood education program](#) that prepares the individual to obtain the credential. The coursework to meet the CDA credential requirements includes the successful completion of the following courses: ECED 105 - Introduction to Early Childhood Education, ECED 110 - Developmentally Appropriate Practices, ECED 131 - Early Childhood Development: Theory into Practice.
- <sup>26</sup> For teachers in the State Public Charter School Early Learning Program, 12 professional learning sessions and three small group professional learning community sessions were provided. Due to COVID-19, all sessions were provided virtually except the last session in April 2022. These virtual sessions were shorter yet more frequent to allow for increased collaborative opportunities while minimizing online fatigue.
- <sup>27</sup> Due to the shortage of substitutes due to the pandemic, many schools found it difficult to have both the teacher and assistant teacher attend. Assistant teachers were encouraged to attend when substitute coverage was available.
- <sup>28</sup> Coaching and mentoring support are provided to teachers and assistant teachers. The frequency of coaching and mentoring depends on the knowledge base and skills of the individual teacher and assistant teacher based on self-reporting, ongoing observations by early learning coaches and school administrators, and the CLASS and ECERS-3 assessments. Coaching is individualized and differentiated for each teaching team – seasoned teachers may receive coaching and/or mentoring one to two times a month, while those needing more support may receive coaching/mentoring one to two times per week.
- <sup>29</sup> All teachers in the Hawai'i State Public Charter School Early Learning Program are members of the Hawaii State Teachers Association (public school teachers' union). They have contracts that determine their salaries and benefits and ensure pay parity across all grade levels, pre-K through 12.
- <sup>30</sup> All educational assistants in the Hawai'i State Public Charter School Early Learning Program are members of the Hawaii Government Employee Association union. They have contracts that determine their salaries and benefits and ensure pay parity across all grade levels pre-K through 12.

- <sup>31</sup> All classrooms were observed at least twice using CLASS: once in the fall and once in the spring.
- <sup>32</sup> ECERS-3 is typically used. However, due to COVID-19, the tool was not used as it did not adjust to the recommendations for preschool classrooms outlined by CDC.
- <sup>33</sup> Information and its use are reported aggregately and annually to the State Legislature and State Public Charter School Commission as a measurement of high-quality practices.
- <sup>34</sup> Site visits are conducted through routine coaching and mentoring and as part of program administrative oversight to determine where there are exemplar practices being implemented, where additional support is needed, and to continuously build upon existing practices.

## ILLINOIS – Illinois Preschool for All and Preschool Expansion

- <sup>1</sup> The geographical coverage is based at the grantee level and in what county the grantee is located. The Illinois State Board of Education (ISBE) also collects site level data that represent where the children are served. Children from all counties participate. However, funding does not allow for services to be provided to all children whose parent wants them to attend.
- <sup>2</sup> Registration and subsequent child placements are done at the grantee level and families register children directly and receive a placement at a site within their serving area or are placed on a waiting list.
- <sup>3</sup> For Early Intervention and Head Start, Illinois has an indicator that captures the EI number in the student information system on the birth to three records. However, this field is optional. Subsidized childcare has a yes/no value in the Student Information System however, we have no way to validate the element at this time.
- <sup>4</sup> The total includes 137 5-year-olds.
- <sup>5</sup> Five-year-olds are included in the totals (English only = 150; Home language other than English = 23).
- <sup>6</sup> Total numbers include 5-year-olds (American Indian: 1; Asian: 8; Black: 11; Hispanic or Latino: 21; Native Hawaiian or other Pacific Islander: 0; White: 126; Two or more races: 6).
- <sup>7</sup> Per our rules, eligible applicants for Early Childhood Block Grant (ECBG) programs include any public or private not-for-profit or for-profit entity with experience in providing educational, health, social and/or child development services to young children and their families. If the ECBG program is operated in or by a child care center subject to the licensure requirements of the Illinois Department of Children and Family Services (DCFS), then that child care center must hold the appropriate licensure in accordance with rules promulgated by DCFS (see 89 Ill. Adm. Code 403 (Licensing Standards for Group Homes), 405 (Licensing Standards for Day Care Agencies), 406 (Licensing Standards for Day Care Homes), 407 (Licensing Standards for Day Care Centers) and 408 (Licensing Standards for Group Day Care Homes)). Eligible applicants may subcontract with a private school, not-for-profit or for profit corporation, or other governmental agency that would otherwise be eligible to conduct an ECBG program.
- <sup>8</sup> One child was served in a home-based setting.
- <sup>9</sup> Children must be 3 years old to enroll in preschool, but children who turn 3 after September 1 may enroll in Preschool for All (PFA) after turning 3 if there is space in the class. School districts may enroll children in kindergarten before they are age 5 based on local policy.
- <sup>10</sup> Low income is one of the risk factors taken into account in determining program eligibility. Programs use an eligibility form that consists of weighted criteria based on risk factors. Programs serve those children most in need in the community as determined by those exhibiting the most at-risk factors. Children must meet at least two risk factors to be eligible.
- <sup>11</sup> Snack (part-day); PFA: Breakfast or lunch (full-day); PFA Expansion: Breakfast, Lunch, Snack.
- <sup>12</sup> Vision and hearing screening must be conducted annually for preschool age children by technicians or nurses trained and certified by the Illinois Department of Public Health (IDPH). Evidence of completing the physical exam and immunizations must be provided by October 15. Programs work with parents to ensure children receive dental examinations but there are no state requirements to report on dental examinations until kindergarten. The physical examination involves all components given on the State of Illinois Certificate of Child Examination, including complete immunization records, medical history, diabetes screening and lead assessments. Students transferring from another Illinois school must present copies of their current Illinois school health records. Comprehensive services are required in the PFA State Expansion model and include medical and dental homes and dental screenings.
- <sup>13</sup> ISBE does not appropriate specific curriculum. Programs are required to use a research-based curriculum that aligns with the IELDS. The Illinois Early Learning Project provides resources, tip sheets, and benchmark videos that are aligned with the IELDS. More information can be found [here](#). ExceleRate Illinois, the QRIS, provides additional information about curriculum that are aligned with the IELDS. Additional information can be found [here](#).
- <sup>14</sup> Preschool programs can choose any research-based, authentic assessment system that aligns with the curriculum and documents child progress over time. The state does not require a specific assessment tool, but 72.6% of preschool programs use TS GOLD and 10.7% use Work Sampling System, 2% use Core, and 1.8% use other assessments. Additional information can be found [here](#).
- <sup>15</sup> Public Act 100-0645 allows that, between 2017 and 2023, educators who hold one of the two following credentials and are working towards a Professional Educator License can teach in a PFA program: A Gateways ECE Credential Level 5 and an Educator License with Stipulations with a Transitional Bilingual Educator endorsement and have either passed the ECE content test or have completed at least 9 semester hours of ECE coursework. Public Act 100-822 allows for early childhood educators in alternative licensure programs to keep their jobs in CBOs. Executive directors and lead teachers in CBOs are now considered Qualified Equivalent evaluators of early childhood educators.
- <sup>16</sup> Some grantees were not able to open their classrooms due to the teacher shortage.
- <sup>17</sup> To be eligible for an Educator License, an individual must be at least 20 years of age, hold a HSD or GED, and meet one of the following requirements: (1) Hold an Associate Degree (or higher) from a regionally accredited institution of higher education, (2) Completed at least 60 semester hours of credit from a regionally accredited institution of higher education, (3) Presents an official score report from Educational Testing Service (ETS) showing a score of 460 or higher on the ParaPro test, or (4) Presents evidence of earning the following scores on the Work Keys test: Reading for Information (4), Writing or Business Writing (3), and Applied Mathematics (4).
- <sup>18</sup> Assistant teachers must work under the direct supervision of a licensed teacher. Teaching staff members receive training annually on selected screening tools, curriculum and assessment tools.
- <sup>19</sup> Assistant teachers are not required by ISBE licensure to have PD hours, however, the PFA grant requires assistant teachers to have PD plans.
- <sup>20</sup> Coaching is provided to programs who need additional support according to the results of their monitoring visit. In addition, programs are selected for coaching through a voluntary coach process. Job embedded classroom support is required in the PFA Expansion model.
- <sup>21</sup> Results from the PFA monitoring visit may result in programs being invited to participate in the PFA Coaching Project. The project is funded by ISBE through the Illinois Resource Center at no cost to programs. Programs receive support, on-site visits, and resources to assist in the process of continuous program improvement. On average, coaches visit their teachers once a month. Coaches also meet with the administrators, often together with the teacher. Length and timing of visits vary based on the experience of the teacher and whether a monitoring visit is scheduled.
- <sup>22</sup> Public school district salaries and fringe rates are set by union bargaining agreement at a local level. Nonpublic employees in PFA Expansion sites are required to receive salaries comparable to the local K-12 school salary schedule at entry level. Parity is not required in PFA sites.
- <sup>23</sup> In addition to state and local sources, there is also \$111,701,557 in funding from Prevention Initiative Birth to three Grants which provides intensive, research-based, and comprehensive child development and family support services for expectant parents and families with children from birth to age 3 to help them build a strong foundation for learning and to prepare children for later school success.
- <sup>24</sup> Additionally, some programs had GEER II and ESSER II funding.
- <sup>25</sup> The total FY22 ECBG Allocation was \$543,738,100, which includes support for three programs: Preschool for All, Preschool for All Expansion, and Prevention Initiative.
- <sup>26</sup> Local funding is self-reported from our eGMS system and our grantees reported a total of \$204,561,036 used to support preschool programming.
- <sup>27</sup> Programs blend and braid with local or federal funds to cover the gaps in funding or to extend wrap around services.
- <sup>28</sup> Programs are also monitored with the compliance checklist that details all grant requirements.

<sup>29</sup> The assessors conduct visits along with either the state anchor, who is at least 90% reliable with the authors, or a lead assessor, who has been 90% reliable with the anchor. These reliability visits take place on every sixth visit for newer assessors or eighth visit for senior assessors. National Louis University maintains a reliability spreadsheet on everyone monitored by their supervisor.

<sup>30</sup> ISBE principal consultant site visits are conducted on an as needed basis.

## IOWA – Iowa Shared Visions

<sup>1</sup> 2021-2022 was a renewal year so services remained in the same awarded locations as the year prior.

<sup>2</sup> Each awarded grantee determines how enrollment processes will be conducted (e.g. - at each individual location, at a central office, through coordinated intake, etc.)

<sup>3</sup> Iowa's ECAC has a collaborative agreement with an IHE for development of an integrated data system using a state partnership model.

<sup>4</sup> We collect child data for all children served in the program as of October 1. However, this is not connected to a specific child but a breakdown of all children in a group (e.g. 3 of 10, 7 of 10, etc.) but we cannot determine which child falls within each data category/child characteristic.

<sup>5</sup> Programs use what we call braided funding because individual funding sources must be tracked separately and reported accordingly.

<sup>6</sup> The 1,001 were enrolled based on primary eligibility which is 130% of FPL (same as free lunch qualifier). Fifty-Six students were enrolled based on secondary eligibility which means children are over income but eligible due to other risk factors.

<sup>7</sup> All program operating schedules are determined locally, based on community need, and described in the application process. There is no minimum number of hours per day or days per week required for the SV Program. However, applicants were awarded more points for service delivery plans that provided more days/week of service within the application.

<sup>8</sup> Kindergarten-age eligible children may enroll in SV if they meet eligibility criteria for income and/or other risk factors and the local program determines to do so.

<sup>9</sup> A minimum of 80% of funded slots must be filled by children whose families are at or below 130% FPL. Income eligible children may not be charged any fees for participation. No more than 20% of funded slots may be filled by children who are over income and 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 secondary eligibility criteria. Secondary eligibility criteria include the following risk factors: functioning below chronological age in two or more developmental areas (one may be English proficiency), born at biological risk such as low birth weight or having a medical disorder, born to a parent under the age of 18, parent has not completed high school, parent is a substance abuser or child/spouse abuser, parent is incarcerated, parent is illiterate, parent is chronically mentally ill, or child has other special circumstances which may be interpreted by the local program (e.g. - foster care, homelessness). 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.

<sup>10</sup> Grantees/Programs must document the number of children enrolled under primary eligibility and the criteria used for enrollment.

<sup>11</sup> Children/families above 130% FPL that are eligible based on secondary risk factors; children not meeting any risk factors may not be supported with grant funds and must be at full pay or supported by another funding source. The number of children included in the state pre-K program that provide a sliding scale fee is determined locally.

<sup>12</sup> Iowa code requires a ratio of 1:8 regardless of classroom maximum. Programs are required to select one of three state-approved program standards and adhere to the classroom maximum stated within the selected standards. Classroom maximum varies based on the program standards and ages served. The program standards selected within the awarded application dictate the requirement to be followed by a grantee. There is no separate state requirement related to classroom maximum. IQPPS & NAEYC maximum class size is 20 and HSPPS maximum class size is 17.

<sup>13</sup> Depending on whether children attend for a full-day or part-day, as well as if the hours attended are in the morning or afternoon, will determine if breakfast, lunch and/or snack(s) are offered. Programs are required to follow the program standards selected within the awarded application (HSPPS, Iowa Quality Preschool Program Standards (IQPPS), or NAEYC). The program must serve meals and snacks at regularly established times; meals and snacks must be at least two hours apart but not more than three hours apart.

<sup>14</sup> SV Programs must implement 1 of 3 state-approved sets of program standards which outline requirements for routine screening. Dental screenings are locally determined, but required as part of the full physical exam for 3-year-old children, per AAP. Additionally, while dental screenings are not specified by all program standards, screenings may be required locally or part of annual screening practices within the program.

<sup>15</sup> Iowa administrative rule requires grants to be awarded based on points provided for a variety of items, one of which is the provision for parental involvement. Iowa code requires programs to be considered for an award based on a variety of items, one of which is the degree to which the program involves and works with the parents, and includes home visits, instruction for parents on parenting skills, on enhancement of skills in providing for their children's learning and development. Family engagement is also addressed in the 3 program standards.

<sup>16</sup> Additional listed domains included in the Iowa ELA: Mathematics, Creative Arts, Social Studies, and Science.

<sup>17</sup> The state has developed a facilitation guide and supporting materials for reflecting on universal instruction that are available to any interested school district or preschool program. The materials align with the Iowa Early Learning Standards (IELS) and require programs to ensure curriculum, instruction and assessment are aligned to the IELS.

<sup>18</sup> The Child Development Coordinating Council (state advisory board) Policy and Iowa Code 279.60 require grantees to administer TS GOLD.

<sup>19</sup> Materials are available, including at the preschool grade-level, to support instruction at the universal tier level. Training for curricula adopted by grantees is determined locally, but may occur by the local program, intermediary agencies (e.g., Area Education Agencies (AEAs)), and/or vendors. Existing funds may be used to support PD of SV staff in the area of curriculum; additional funding was available to support professional development but it was locally determined whether that would be in the area of curriculum.

<sup>20</sup> The state holds a contract to provide access to myIGDIs for any programs interested in administering the early literacy screener. It is not required but supported.

<sup>21</sup> Teachers must meet the educational qualifications within the selected program standards. (1) NAEYC requires teachers to have a minimum of a higher education degree in ECE, child development, elementary education, or early childhood special education. Or has a non-early childhood education, early childhood special education, elementary education, or child development higher education degree with 36 higher education credits in early childhood education, early childhood special education, elementary education, or child development. Or has state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served. (2) IQPPS requires teachers hold an Iowa teaching license issued by the Iowa Board of Educational Examiners (BOEE) and must hold an early childhood endorsement that reflects their current teaching assignment. (3) HSPPS requires all center-based teachers have at least an associate or bachelor's degree in child development or early childhood education, equivalent coursework. (4) Lead teachers in SV classrooms that are blended with the Statewide Voluntary Preschool Program (SWVPP) are required to have a BA with 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.

<sup>22</sup> Anecdotally this was reported by awarded grantees.

<sup>23</sup> Districts and programs following the Iowa Quality Preschool Program Standards were allowed to use a process through the Board of Educational Examiners to begin the year with a long term substitute in place and continue for as long as needed with a long term substitute teacher.

<sup>24</sup> Relief funding was made available to support retention of teachers; decisions were made at the local level.

<sup>25</sup> Program staff must meet the educational qualifications within the selected program standards. (1) NAEYC requires all assistant teachers/teacher aides have, at minimum a CDA OR 12 higher education credits in early childhood education, early childhood special education, elementary education, and/or child development. (2) IQPPS requires assistant teachers to have a high school diploma or GED and 50% of assistant teachers have at least a CDA or equivalent, 100% of assistant teachers who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent. (3) HSPPS requires assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.

<sup>26</sup> Iowa code requires awarded grants be considered in relation to the provisions of staff training and development. A professional development plan must be submitted within an awarded application for funding and then be adhered to in practice. In addition, each of the selected program standards require various topics be covered annually with individual professional development plans to be in place.

- <sup>27</sup> Iowa Code 284.6 outlines requirements for teachers with an active teaching license in public schools to receive ongoing classroom-embedded supports.
- <sup>28</sup> Budgets submitted by prospective/current grantees are subject to modifications due to changes in the annual legislative appropriation.
- <sup>29</sup> Specific amounts are not reported; other sources reported included United Way, community businesses.
- <sup>30</sup> While braiding of funds is allowed, blending is not allowed and there can be no supplanting of funds.
- <sup>31</sup> Faith-based centers can receive grants to provide a comprehensive preschool program as long as there is no religious content. Programs may also sub-contract with faith-based centers as long as there is no religious content during state-funded programming.
- <sup>32</sup> Any public or private non-profit organization
- <sup>33</sup> All classrooms are observed as aligned to the monitoring practices for the selected set of program standards (every 5 years, every 3 years, portions of monitoring on an annual basis, as well as locally determined frequency which is typically one or more times per year). Ongoing observation and feedback is also required by each selected program standards but specific frequency is determined locally. Regional AEA's are provided technical support through a state leadership network and charged with supporting state-funded programs which include observations and feedback. Teacher evaluations are conducted to include structured observations and occur annually during the initial 3 year teaching term. The option with multi-year cycle was selected based on the following: Other structured observations are required as part of implementation and monitoring associated with the selected program standards (NAEYC, HSPPS, or IQPPS). In addition, state policy allows for state staff to conduct onsite observations as determined necessary.
- <sup>34</sup> The state uses tools for observations aligned with IQPPS for those programs implementing IQPPS and who must participate in an onsite observation/visit. Other tools used vary depending on decisions of the local grantee as well as the AEA and identified need/request of the local program. Many programs report use of ECERS. State-funded programs that selected NAEYC must participate in site visits to maintain accreditation. Those following HSPPS will be required to conduct the CLASS. The state also coordinates support for classrooms to be received from the AEA's (regional supports) which includes classroom observations as often as determined necessary at the local level.
- <sup>35</sup> All SV classrooms are required to implement one of the three approved program 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). All AEA and state staff who conduct classroom observations are trained on the Iowa Quality Preschool Program Standards. Facilities that are DHS licensed are also monitored by DHS licensing consultants. Those that voluntarily participate in QRIS would use QRIS processes and associated tools for monitoring. Classrooms in districts (and their community partners) that are newly implementing the Iowa Quality Preschool Program Standards are visited in their second year of implementation. Programs also receive visits at least each year by AEA staff. Programs that are NAEYC accredited or following Head Start Program Performance Standards also receive onsite visits required by those programs.
- <sup>36</sup> Per Iowa administrative rule, site visits are required as deemed necessary by the Department of Education as part of monitoring and reviewing annual reports. In addition, classrooms that are newly implementing the IQPPS are visited in their second year of implementation.

## **IOWA – Iowa Statewide Voluntary Preschool Program (SWVPP)**

- <sup>1</sup> School districts may partner with Head Start and/or community-based preschools. The school district remains responsible for program and fiscal monitoring. Funds flow from the school district to community partners.
- <sup>2</sup> Districts can determine locally how enrollment works within their district. It could be any of these options or a combination of them.
- <sup>3</sup> Iowa's ECAC has a collaborative agreement with an IHE for development of an integrated data system using a state partnership model. The State can link child level records with children who attended preschool at SWVPP locations where Head Start funding is braided for more comprehensive services to families and/to extend hour per day and to children with IEPs who are also Medicaid eligible.
- <sup>4</sup> Eligibility for FRPL is not collected in all programs.
- <sup>5</sup> Children under 3 are included with the 3-year-olds.
- <sup>6</sup> Iowa Department of Education only collects enrollment data for state funded programs.
- <sup>7</sup> Of the preschoolers with disabilities enrolled in the SWVPP, 440 3-year-olds, 838 4-year-olds, and 35 5-year-olds were NOT supported by SWVPP funds. Children younger than 3 are included with the 3-year-olds.
- <sup>8</sup> The numbers provided do not include 5-year-olds.
- <sup>9</sup> Total numbers will be different than previously reported totals - 5-year-olds are not included in this table.
- <sup>10</sup> We collect free/reduced meals by school building or total for child care centers, without disaggregation by funding or age. Meal service is not required by the program; therefore reporting is not inclusive of the entire preschool population.
- <sup>11</sup> On average, children attend 4.2 hours per day, four days per week.
- <sup>12</sup> State funding is provided based on meeting SWVPP assurances, which include providing a minimum of 10 instructional hours weekly with the average being about 16 hours per week.
- <sup>13</sup> An estimate is provided for minimum number of hours per year that may be offered based on a 180-day calendar year, accounting for 5 days to complete required home visits. Additionally, most districts generally follow the school year, but it is a local decision.
- <sup>14</sup> Children older or younger than 4 years of age may participate but will not generate state funds.
- <sup>15</sup> All age-eligible Iowa children may enroll in any participating district. Enrollment is not dependent on the district of residence. Districts may prioritize enrollment criteria based on other factors.
- <sup>16</sup> The program serves meals and snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart. Meals served are dependent on hours of operation and locally determined preschool program standards.
- <sup>17</sup> Record of physical exam within 6 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 (IQPPS), 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.
- <sup>18</sup> State rule requirements for parent involvement include the following: the preschool program shall involve families through at least one home visit by the licensed teacher of the child, one family night, and at least two family-teacher conferences per year. Family involvement may include volunteering in the classroom, orientation to the preschool program, parent education, general communications, or other activities. The preschool program may collaborate with other agencies for the provision of family education and support. In addition, preschool program standards would guide other opportunities for parent involvement.
- <sup>19</sup> The state has developed a facilitation guide and supporting materials for reflecting on universal instruction that are available to any interested school district or preschool program. The materials align with the Iowa Early Learning Standards (IELS) and require programs to ensure curriculum, instruction and assessment are aligned to the IELS.
- <sup>20</sup> Iowa Administrative Code 281 (Chapter 16) and Iowa Code 279.60 require district-sponsored programs to administer Teaching Strategies GOLD.
- <sup>21</sup> The state offers guidance on criteria for selecting evidence-based curriculum models. Curriculum is locally determined but must be research- or evidence-based and be aligned with the IELS. Programs may use state funds to support curriculum implementation or training, however additional funds are not provided specifically for this purpose. Training for curricula adopted by programs is determined locally, and may be provided by the local program, intermediate agencies (e.g., Area Education Agencies (AEAs)), and/or vendors.
- <sup>22</sup> 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).
- <sup>23</sup> Required training varies based on the training required for the specific endorsements.

- <sup>24</sup> The number reported is for teachers in the Statewide Voluntary Preschool Program in public school districts. We do not collect information about teachers in community partner locations. Early childhood continues to have a teacher shortage in Iowa. Some programs have used long-term subs to fill positions.
- <sup>25</sup> Early Childhood Educators were identified as a Teacher Shortage Area in Iowa during 2021-2022
- <sup>26</sup> Districts and programs following Iowa Quality Preschool Program Standards were allowed to use a process through the Board of Educational Examiners to begin the year with a long term substitute in place and continue for as long as needed with a long term substitute teacher.
- <sup>27</sup> Teachers in shortage areas may be eligible for college loan forgiveness programs through the state and federal government. Individual districts may have local initiatives for recruiting and/or retaining preschool teachers. The Governor used GEERS funding to provide a retention bonus for teachers who were under contract during the 2021-2022 school year. Some districts used other funds to provide the same bonus for other employees as well.
- <sup>28</sup> Assistant teacher requirements vary depending upon the preschool program standards being followed. Some classrooms follow IQPPS, others NAEYC, and others follow Head Start. For the IQPPS, teacher assistants may choose the Iowa paraeducator certificate with early childhood or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. If the program operates under NAEYC, annual reports and onsite monitoring require evidence that 50% of assistant teachers have a CDA and the rest are working toward a CDA.
- <sup>29</sup> State policy requires PD but does not specify hours. Guidance recommends that SWVPP teachers have 15 clock hours of PD each year. State policy and guidance do not specify a number of hours of PD annually required for teacher assistants, but do require that teacher assistants receive appropriate PD in ECE. Each staff member should have an individualized PD plan that is used to inform continuous PD.
- <sup>30</sup> Districts make PD available to non-district SWVPP teachers in the same manner it is offered to district personnel. Career development for school district preschool teachers shall be addressed in the school district's career development plan and implemented in accordance with Iowa Code section 284.6. The school district shall ensure that program staff members are provided appropriate staff development in ECE.
- <sup>31</sup> Iowa Code 284.6 outlines requirements for teachers in public schools to include ongoing classroom-embedded supports. Public school districts must provide mentoring to district first-year teachers with initial licensure. Mentoring past the first year is determined locally.
- <sup>32</sup> Community partner organizations determine salary and benefits for staff employed by the organization. People employed by a public entity in Iowa contribute to and may collect Iowa Public Employee Retirement System (IPERS) upon retiring. People employed by a private organization would not have access to IPERS.
- <sup>33</sup> Districts received state funds based on enrollment for the 2020-2021 school year. State funding for preschool is provided to districts in arrears, meaning the funding received one year is actually based on the previous year's enrollment. Given the 2020-2021 program year had a decrease in enrollment, the funding provided for said year in 2021-22 shows the reduction. In a recovery effort in a response to reduced preschool funding (based on reduced enrollment), districts were allowed to petition the School Budget Review Committee (SBRC) to back fill their preschool budgets for one school year. The increase in enrollment seen in 21-22 was received this year (2022-23) with increased state aid to districts.
- <sup>34</sup> The total amount of ESSER II and ESSER III funds used was \$5,152,861. This would include the ESSER funds designated by the governor to pay retention bonuses. We are uncertain how much came from the governor's allocation and how much would have come from what was allocated by the School Budget Review Committee to address budget shortfalls due to an increase in preschool enrollment during the 21-22 school year.
- <sup>35</sup> Student State Aid
- <sup>36</sup> Funding flows directly to public schools. Public schools may contract with Head Start, private preschool/child care centers and/or accredited nonpublic schools to provide the SWVPP. By statute, districts that contract provide 95% of the per-child allocation to the contracted entity.
- <sup>37</sup> Programs may receive visits/observations from staff at the local area education agency.
- <sup>38</sup> Tools relative to the preschool program standards are identified and implemented as determined by local leadership.
- <sup>39</sup> We continue to support our intermediary agencies in providing technical assistance to districts and programs. Obtaining an initial or renewing a standard administrator license requires current evaluator approval training. All administrators are trained in common approaches to evaluating teachers across the state.
- <sup>40</sup> Information for classroom observations is used to make improvement decisions at the local level. Much of this information is never shared with State level personnel and thus is not used for improvement efforts. What programs report to us through a desk audit process is used to identify programs for corrective action, but the desk audit process does not require classroom observation.
- <sup>41</sup> Classrooms in districts (and their community partners) that are newly implementing the SWVPP and/or the IQPPS are visited in their second year of implementation. Programs also receive visits at least each year by AEA staff. Programs that are NAEYC accredited or following Head Start Program Performance Standards also receive onsite visits required by those programs. Additional visits from state personnel is based on district results from our differentiated accountability system.

## KANSAS – Kansas Preschool Offered by Public School Districts

- <sup>1</sup> The Yearbook includes both the Kansas Preschool At-Risk Program and the Kansas Preschool Pilot (KPP) together. For the KPP program, in addition to the administrative authority provided via the Kansas State Department of Education (KSDE), the Kansas Children's Cabinet and Trust Fund reviews, assesses and evaluates all uses of the moneys in the Children's Initiatives Fund.
- <sup>2</sup> Across all Kansas public preschool programs, 284 of 286 school districts served children. In 2021-2022, 255 of 286 school districts received Preschool-Aged At-Risk funding to serve students; this represents roughly 99 of 105 counties. Funding is available to all school districts who are able to abide by the assurances. In 2021-2022, the KPP served 127 of 286 school districts; this includes 114 individual school districts and several multi-district partnerships. This represents roughly 70 of 105 counties. County boundaries do not necessarily align to district boundaries.
- <sup>3</sup> For the Preschool At-Risk Program, all 3-and 4-year-olds who met at-risk criteria and were enrolled and attending on Count Day in a district offering an approved program were funded for the 2021-2022 school year. In previous years, slots were awarded on a competitive basis. This is the first year Kansas was able to fund 3-year-olds in this program. There is limited funding is available statewide for the KPP program.
- <sup>4</sup> Data are requested as needed from KSDE IT/Research & Evaluation colleagues.
- <sup>5</sup> For the age breakdown, a previous legislative request was used and did not break out those children who turn 3 between the cut-off date (Aug 31) and Count Day (Sept. 20). There are 9,513 children funded through the Kansas Preschool At-Risk Program, 5,960 children funded through special education categorical aid and an additional 7,106 children served with a combination of state and local funding. KPP grantees reported a total enrollment of 4,963 students, including both 3- and 4-year-olds, but an unduplicated count is not available and this enrollment figure cannot be broken down by age, race/ethnicity, at-risk status, etc. Children within each of these funding categories may also be supported with funding provided through state at-risk weightings.
- <sup>6</sup> In the Preschool-Aged At-Risk program, students with disabilities can be served in the same classroom, but are funded separately (either funding source provides the same 0.5 FTE). KPP grant funds can serve a student with disabilities.
- <sup>7</sup> For additional information, see the [Governor's Budget Report](#).
- <sup>8</sup> Information is from Kansas Individual Data on Students (KIDS) file D40: First Language – The code for the primary language or dialect (not ethnicity) of the student, according to the student's Home Language Survey. For additional information, see the [File Specifications](#).
- <sup>9</sup> Information is from KIDS fields D12 and D32. KSDE data suppression rules prevent sharing a field smaller than 10 students, which is the case for one of the fields above. Data disaggregated by race/ethnicity for the two fields with lowest total enrollment are suppressed for that reason.
- <sup>10</sup> These figures only represent children in the Preschool Aged At-Risk Program.
- <sup>11</sup> KSDE has data on enrollment by program, but not by student. Some programs are located in multiple locations. For the Preschool Aged At Risk Program, six were located in community agencies (2%), 72 in district-owned buildings dedicated to early childhood (28%), 193 were in district-owned buildings that included other grades (76%), two were located in faith-based buildings (.7%), 2 in Head Start buildings (.7%), three in other buildings (1%), and three in other district owned buildings (1%). For the KPP Program, 104 programs were located in public schools (93%), seven were located in community buildings (6%), and one program was located in a retirement home (1%).
- <sup>12</sup> KSDE has these data per program, not per student. Preschool Aged At Risk programs: 15% extended day, 5% school day, and 83% half day. KPP programs: 39% extended day, 6% school day, and 43% half day. Percentages add up to more than 100% because some programs have multiple options.

- <sup>13</sup> Kansas Preschool-Aged At Risk programs: two operated three days per week, 99 operated four days per week, and 148 operated 5 days per week. KPP programs: 40 operated 4 days per week and 68 operated five days per week. See the [Preschool-Aged At-Risk program](#) requirements for additional information regarding structure and calculating required hours.
- <sup>14</sup> Grantees must provide a minimum of 465 instructional hours of developmentally appropriate educational activities for each child during the school year. Programs are encouraged to build in additional days to ensure these minimum hours are met or exceeded. However, schedules are determined locally. Some districts do offer summer programming and kindergarten jump start programs.
- <sup>15</sup> To qualify for Preschool-Aged At-Risk Preschool Program funding, children must be enrolled and attending on a designated "Count Day." In addition, children must meet one of the following risk factors: (1) Qualifies for free meals under the National School Lunch Program; (2) Single parent families; (3) Kansas Department for Children and Families (DCF) 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; (9) Child experiencing homelessness. Students who qualify based on income also trigger the at-risk weighting in the school finance formula. In most districts this means that, in addition to generating 0.5 FTE in headcount enrollment, the district generates .484\*BASE in at-risk aid. Some districts qualify as high-density at-risk and get a weighting larger than .484\*BASE. For more information about the eligibility criteria for the Preschool-Aged At-Risk program, see [here](#). For the KPP program, at least 50% of the children enrolled must meet one or more of the above risk factors, however the income requirement includes families with incomes below 185% of the FPL.
- <sup>16</sup> If auditors determine children do not meet at-risk criteria, the district does not receive Preschool-Aged At-Risk funding for those students. This happens throughout the school year and is finalized by the end of the year. Data reported in this survey are audited data. For the KPP, auditors review program rosters to confirm that at least 50% of students served meet at-risk criteria. If a program does not meet 50%, KSDE addresses whether funding is reduced or whether the program is required to submit a corrective action plan.
- <sup>17</sup> Programs can apply for a waiver for class size to go to 25 students, but a plan for addressing this in the future must be included, and a class ratio of 1:10 must still be followed. In the 2021-2022 School Year two districts applied for and were granted a class size waiver.
- <sup>18</sup> Programs must provide at least one meal or snack per classroom session to all children attending the program.
- <sup>19</sup> Grantees must make available screenings for hearing and vision as required by federal, state, and/or local law, and ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child's family. KSDE recommends that programs use the ASQ:3 and ASQ:SE-2. Programs may determine timing of screenings. Developmental screenings are required, but the state does not specify a psychosocial/behavioral screening be part of this screening, although most developmental screenings include this information. Kansas law requires all schools to provide dental screenings to all children annually. Kansas law requires proof of immunizations and a physical exam prior to a child's first enrollment in school. See also [Kansas Hearing Screening Requirements](#).
- <sup>20</sup> Grantees must submit locally developed plans showing how they will provide parenting support or training, parent involvement activities, referral to social services, and transition to kindergarten activities. Also, all grantees must make available services such as transportation, health services, and appropriate nutritional meals, in addition to screenings for hearing and vision as required by federal, state, and/or local law. Most programs utilize either the National School Lunch Program or CACFP.
- <sup>21</sup> Kansas revised the Kansas Family Engagement and Partnership Standards for Early Childhood in 2019, which can be found [here](#).
- <sup>22</sup> The program approval form and review process for the Kansas Preschool-Aged At-Risk program, and the RFP application and review process for the KPP program, require programs to describe progress monitoring and assessment tools that will be used to determine the need for tiered interventions, as well as tools to assess the classroom environment. The KSDE Early Childhood Team works with programs during the grant application process to ensure locally selected curricula and assessment tools are evidence-based, aligned with the Kansas ELS, and appropriate to measure children's developmental growth upon entry and exit of the program. Kansas Child Care Training Opportunities, Inc. (KCCTO) regularly provides in-person and online PD workshops on the Kansas ELS. Beginning in 2018, the KSDE Career Standards and Assessments team includes an elementary consultant, who delivers PD on a variety of topics, including the Kansas ELS. State agencies also collaborated with partners to develop an online toolkit to accompany the standards. Kansas Technical Assistance Support Network (TASN) has multiple projects to provide support for implementation of the Kansas ELS.
- <sup>23</sup> All school districts can access the TASN to support systematic implementation of evidence-based practices. Select school districts choose to participate in the Kansas Multi-Tier System of Supports (MTSS), which includes state trainers who specialize in early childhood.
- <sup>24</sup> Preschool teaching staff must have a current teacher license and must have, at minimum, a current Elementary Education license. A Kansas license in ECE is recommended. KSDE encourages school districts to hire teachers who have one of the following: Early Childhood Unified, Birth to Grade 3 license (ECU); Childhood Unified, Birth to Kindergarten license (ECU); ECE license (EC); Early Childhood Handicapped (ECH) license; or Early Childhood endorsement with a license in Elementary Education. Other accepted qualifications for teachers include Elementary Education, K-6 or K-9.
- <sup>25</sup> Regulations are currently going through legal processes that will make elementary (K-6/K-9) a pre-K-6 endorsement, which means program standards will be adjusted to reinforce the pre-K piece in an elementary program. The same set of regulations will create an add-on endorsement for pre-K generalists that can be added to an elementary license.
- <sup>26</sup> See [here](#) for the April 2022 minutes and [here](#) for the recording of the Spring Educator Vacancy report to the State Board.
- <sup>27</sup> In June 2021 the State Board continued the Board's previously declared time of emergency whereby any person holding a five-year substitute teaching license or an emergency substitute teaching license with a baccalaureate degree may teach through June 30, 2022.
- <sup>28</sup> The state opted to send as much ESSER funding as possible directly to local school districts, and many of them opted to use those funds for COVID-19-related needs, including premium pay. See reports posted [here](#).
- <sup>29</sup> It is strongly recommended that school districts employ paraprofessionals or aides who have at least a CDA or AA in early childhood education or a related field. Other accepted qualifications for assistant teachers are: HSD or GED with 48 credit hours at an institution of higher education; OR an AA (or higher); OR Pass a State approved assessment that determines an ability to assist in instructing reading, writing, and mathematics; or reading, writing, and mathematics readiness. More information may be found [here](#).
- <sup>30</sup> Teachers and assistant teachers 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 and KCCTO.
- <sup>31</sup> Two years of mentoring is required for a licensed teacher (lead teacher) to move from a two-year initial license to the five-year professional license. One year of mentoring is also required for a licensed education leader (administrator) to move from an initial license to the five-year professional license (for more information, see [here](#)). The mentoring program provides one year of structured, intensive support for the new teachers/specialists, with a documented plan for providing a second year of support if needed. Support during the initial year of structured, intensive support must include: weekly communication; at least three annual observations (virtual or in person); and a system for mentor to provide reflective verbal dialogue and feedback.
- <sup>32</sup> There is additional local funding that is not included.
- <sup>33</sup> In 2022-2023, \$2,585,540 of 'GEERS funding supported additional KPP grant awards that otherwise would not have received funding. KSDE does not anticipate that this one-time source of funding will continue in 2023-2024.
- <sup>34</sup> While the state consensus revenue estimating process includes an estimate for state aid for schools that is used during the budgeting process, the state cannot break estimates out by grade level.
- <sup>35</sup> For additional information, see "Early Childhood Funding" resources [here](#).
- <sup>36</sup> Family Child Care homes and other private entities may apply directly for KPP funding, but only if in partnership with an LEA.
- <sup>37</sup> In the Kansas Preschool-Aged At-Risk program, districts can offer preschool in a variety of settings; see slide #3 in the presentat"on "2021 KSDE TASN Summer Leadership Conference Early Childhood Funding Session Recording (external link) and slides ("DF)" posted [here](#).
- <sup>38</sup> Kindergarten Readiness and Early Childhood are a component of Kansas Education Systems Accreditation (KESA), which includes outside visitation teams. More information is available [here](#).

- <sup>1</sup> In 2022-2023, preschool administration was elevated to the office level within the Office of Special Education and Early Learning (OSEEL).
- <sup>2</sup> Recruitment, registration, enrollment, and placement decisions are determined locally by school districts and generally, in coordination with Head Start programs.
- <sup>3</sup> Attendance and absences are not reported because preschool attendance is not compulsory.
- <sup>4</sup> Currently, the state does not track the number of 5-year-olds with disabilities who are age-eligible to enter kindergarten but the Admissions and Release Committee (ARC) recommended they enroll in preschool. Students who fall in this category are not counted in state preschool enrollment.
- <sup>5</sup> Three-year-old race and ethnicity breakdowns include children under the age of three.
- <sup>6</sup> Three-year-old students qualify based on disability only. Therefore, their income levels are not reported. Four-year-old students can qualify based on disability or family income levels established at 160% FPL.
- <sup>7</sup> 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. The standard program operation is 4 or 5 days per week. Other schedules must be approved by the Kentucky Commissioner of Education. Districts may use one of the weekdays for home visits, parent education, special education evaluations, and other work related to providing comprehensive preschool services.
- <sup>8</sup> The preschool program is required to follow the school year calendar. However, because of the comprehensive nature of the program, school districts are permitted to begin preschool classroom instruction later in the school year and end instruction earlier in the school year to ensure full implementation, including screenings, special education meetings, home visits and family education services.
- <sup>9</sup> Kindergarten children with disabilities may attend the preschool program under limited circumstances. The 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.
- <sup>10</sup> Four-year-old children whose family income is up to 160% of FPL are eligible to attend the preschool program. Three-year-old children with disabilities requiring specially designed instruction enroll on their third birthday, when transitioning from Part C to Part B services, or when they are determined eligible for special education services. Four-year-old children who are homeless or in foster care are categorically eligible for state-funded preschool.
- <sup>11</sup> At the discretion of the individual school districts, tuition rates may be charged on a sliding scale based on the parental level of income. In 2017, the Kentucky Office of Education Accountability identified 61 school districts that enrolled tuition paying students. The average annualized rate of tuition in 2017-2018 was \$2,036, with rates ranging from \$900 to \$5,550. Currently, this information is not collected.
- <sup>12</sup> Required meals vary by the length of day: breakfast or lunch (part-day); breakfast and lunch (full-day).
- <sup>13</sup> While waived during COVID, the 30-day timeline for completing child development and health screenings is back in effect. 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](#).
- <sup>14</sup> Two home visits are required each year. Also, the preschool program has access to Family Resource Centers for support services and referrals. For districts that blend with Head Start, additional services may be available to state-funded students.
- <sup>15</sup> Kentucky's newly revised Early Childhood Standards (birth to age four) and Family Guides were officially launched in June 2022. The revised standards include two new standards: Approaches to Learning and Technology. A new online tool is available which includes alignment with the Kentucky Academic Standards, support for dual language learners, Google Translate, social media links, and additional resources. The Family Guides are aligned to Kentucky's Early Childhood Standards, as well as the best practices of Kentucky Educational Television's Let's Learn Kentucky. A special training of trainers was held to support their use.
- <sup>16</sup> Independent [content reviewers](#) are identified on the Governor's Office of Early Childhood website.
- <sup>17</sup> Based on a list of recommendations in the Kentucky Continuous Assessment Guide for classroom/instructional assessments, KDE has approved five assessments for preschool programs: (1) AEPS; (2) Carolina Curriculum for Infants/Toddlers/Preschoolers; (3) Teaching Strategies GOLD; (4) COR Advantage; and (5) Work Sampling (WSS). Most programs have selected and implemented TS GOLD.
- <sup>18</sup> Kentucky's Regional Training Centers provide support to school districts implementing early childhood standards and curriculum decision-making related to program services for children with disabilities. Beginning in 2022-2023, Kentucky will transition to the Child Outcomes Summary (COS) process to collect student outcome data for federal reporting.
- <sup>19</sup> Kentucky's list of preschool assessment choices 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.
- <sup>20</sup> Lead teacher certification (public and nonpublic schools) include: Interdisciplinary Early Childhood Education (IECE), Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - K, Birth - K, Preschool Special Education. The IECE certification, birth to primary (kindergarten), is the unified special and general education certification for Kentucky early childhood teachers. When state-funded preschool and Head Start classrooms are blended, the higher standard applies, meaning the lead teacher must have IECE certification even if the teacher is employed by Head Start.
- <sup>21</sup> Due to the pandemic and staffing shortages, some lead teachers (54 in 2021-2022) were emergency certified and enrolled in IECE programs which impacted the requirement of having a bachelor's degree. The emergency certification is good for one year.
- <sup>22</sup> [Incentives](#) were provided to support child care staff in Kentucky, not state-funded preschool teachers.
- <sup>23</sup> In Title I schools, assistant teachers must complete two years of higher education, hold an associate degree, or achieve an acceptable score on the Kentucky Paraeducator Assessment (KPA). Kentucky continues to review 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.
- <sup>24</sup> Classroom embedded support is provided to Kentucky's certified teachers at the local level. The sequence and scope of this support is determined locally by school districts. [Kentucky's Professional Growth and Effectiveness System](#), which follows the Danielson Framework in promoting teacher professional growth and development.
- <sup>25</sup> [Information about teacher salaries](#) is available on KDE's website.
- <sup>26</sup> The formula is based on an average of the December 1 and March 1 counts of the previous year, multiplied by a per child rate. There is one rate for at-risk, speech, and DD, and a weighted rate for severe disabilities. For more information on state grant allocations, see this [link](#).
- <sup>27</sup> Preschool along with four other programs (Professional Development, Extended School Services (ESS), Instructional Resources, and Safe Schools) are included in the [Flexible Focus Fund](#) (FFF) which was created by the legislature in 2003-2004. Districts are not allowed to move funds from Preschool; however, funds may be moved into Preschool. Some districts may have moved funds from other FFF grants into their preschool grant allocation.
- <sup>28</sup> A [guidance document](#) is available on KDE's website to explain the differences between enhancing and blending funds to support Head Start and state-funded preschool enrollments.
- <sup>29</sup> Prior to the pandemic, classrooms were observed over the course of a multi-year cycle through participation in Kentucky's quality rating improvement system, All STARS. During the pandemic, participation in All STARS was not monitored and ECERS data were not collected, however Pyramid PBIS implementation was supported with ARP funds. In 2022-2023, KDE did not resume structured observations of classroom quality, however Kentucky school districts must evaluate IECE certified preschool teachers annually.
- <sup>30</sup> During 2021-2022, Kentucky did not support reliability and validity of classroom quality observations or collect observation data.
- <sup>31</sup> Kentucky evaluates state-funded preschool programs through an annual application process. Each year KDE makes a determination of preschool program approval consistent with the same levels used by the Division of Monitoring and Results, OSEEL: (1) Meets Requirements; (2) Needs Assistance; (3) Needs Intervention; and (4) Needs Substantial Intervention. Information and data entered into the Grant Management Application and Planning system are evaluated and used to create annual determinations of state-funded preschool programs and determines KDE's degree of support.

- <sup>1</sup> The Kevin P. Reilly, Sr. Louisiana Quality Education Quality Trust Fund, commonly known as the 8(g) fund was established in 1986 in the state constitution by Louisiana voters to improve the quality of education in the state. The legislation permanently dedicated the proceeds from an oil and gas royalty settlement with the federal government for the benefit of elementary, secondary, and higher education. The Louisiana Board of Elementary and Secondary Education (BESE) receives allocations annually from earnings of the Trust fund to be spent for prekindergarten through 12th grade projects and programs. This grant program doesn't solely provide allocations for high-quality early childhood education. This is one of five priority areas of the grant program that agencies can focus on with their allocated funds.
- <sup>2</sup> Districts receive an allocation based on the October 1st student count of the previous year and make a determination to use the allocated funds for the High Quality Early Childhood (Pre-K) priority/focus area. In 2021-2022, 6 LEAs did not use their allocations for the High Quality Early Childhood (Pre-K) priority/focus area.
- <sup>3</sup> Policies vary from parish to parish.
- <sup>4</sup> This information is collected and kept at the district level.
- <sup>5</sup> Many schools offer before and after school programs for this population, but the state does not track or subsidize this activity.
- <sup>6</sup> Priority is usually given to students at or below 200% FPL. However, if all income eligible children are otherwise served, additional students may also be served if they are screen and deemed "developmentally unprepared." After this, a decision could be made locally to serve a student with one of the reported risk factors. Additional risk factors are locally determined.
- <sup>7</sup> All meals and snack must meet USDA/CACFP guidelines.
- <sup>8</sup> This program strongly encourages vision and hearing screenings. Other screenings are determined locally. Because these screenings may be a requirement of other state-funded programs, those students identified as 8(g) usually receive the screenings.
- <sup>9</sup> 8(g) doesn't require that these services must be offered though it is strongly encouraged. Since most districts have other early childhood programs that require these services, 8(g) students can usually obtain these services.
- <sup>10</sup> Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- <sup>11</sup> Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- <sup>12</sup> Effective June 2002, Louisiana issued a Pre-K-3 license instead of stand-alone Nursery School and Kindergarten licenses. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years.
- <sup>13</sup> It is likely 8(g) faced the same type of shortages as LA 4 due to overlap of the programs.
- <sup>14</sup> All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of 'highly qualified,' which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.
- <sup>15</sup> While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.
- <sup>16</sup> The program is funded through the State General Statutory Dedication. BESE allocated \$7,560,454 to local education agencies for FY 21-22 8(g) Student Enhancement Block Grant Program. A total of \$6,608,136 was used by local education agencies for high-quality early childhood programs. There is not a state reimbursement rate. Districts received a base amount of \$45,000 and \$5.59 per pupil per day for the total district enrollment. Due to declining revenue from investment earnings and royalties, the Louisiana Quality Education Support Fund - 8(g) had fewer funds to distribute in the current fiscal year (FY 2021-2022) than previously estimated. In addition, \$275,000 was allocated by LDE to administer the 8(g) Statewide Early Childhood Care and Education Network Expansion Program. Agencies are reimbursed for their approved expenditures up to their approved budget amounts.
- <sup>17</sup> The state may not require site visits, but a regular monitoring cycle of site visits for 20-25 programs per year has been in effect since the 2013-2014 year. These evaluations and site visits are conducted by independent program evaluators employed by the oversight agency. In the interim years, programs will be visited by BESE staff to monitor progress.

#### **LOUISIANA – Cecil J. Picard LA 4 Early Childhood Program (LA 4)**

- <sup>1</sup> The individuals are shared across the Cecil J. Picard LA 4 Early Childhood Program (LA 4) & the Nonpublic Schools Early Childhood Development Program (NSECD).
- <sup>2</sup> A total of 67 out of 69 geographic school districts, 40 charter schools, and one tribal school received allocations for the LA 4 program during the 2021-2022 school year. Any LA 4 provider not under the school district's jurisdiction operates as its own independent LEA. This results in a total of 108 LA 4 participating school systems.
- <sup>3</sup> Districts are not required to offer the program, though public school districts will receive funding if it is requested. Seats are allocated competitively based on demand, network performance, and strategic planning. Due to limited funds, programs must apply for funding through the Coordinated Funding Request process.
- <sup>4</sup> Policies vary from parish to parish.
- <sup>5</sup> There was an uptick in LA 4 enrollment over the 2020-2021 academic year, which can be attributed to mandatory kindergarten going into effect for the 2022-2023 academic year and parents being more comfortable with sending their children to school during a pandemic.
- <sup>6</sup> Children who have special needs may participate in the LA 4 program if they meet the household income and age eligibility requirements. Eligible children who are funded through this program will be counted in the total enrollment but are not counted separately.
- <sup>7</sup> Many schools offer before- and after-school programs, but the State does not track or subsidize this activity.
- <sup>8</sup> Schools are required to report twice a year who conducts the screenings and when they are conducted. Screenings that are not required are strongly encouraged and determined at the local level.
- <sup>9</sup> Programs should provide, at a minimum: parent conferences (at least two per year); opportunities for families to volunteer or participate in program activities; written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences; linkages to services such as GED, adult literacy training, and referrals for medical, housing/utilities assistance, etc.; and family engagement activities that involve parents/caregivers in their child's education.
- <sup>10</sup> Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- <sup>11</sup> Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- <sup>12</sup> For LA 4 programs housed in child care centers, teachers must meet the same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K-3 license instead of stand-alone Nursery School and Kindergarten licenses.
- <sup>13</sup> There were two parishes that informed the Department that they were not able to hire a teacher that met the LA 4 program lead teacher qualifications. The superintendent of each school system submitted a sworn affidavit attesting that no qualified applicant with a certification had applied for the positions. This enabled them to implement the other permissible options per the LA 4 state statute. In the sworn affidavit, the superintendent of school district must confirm the teacher's plan to become certified along with the district's plan to document the process of assisting the teacher get certified, and the district's plan to monitor the progress of the teacher earning their certification. The teacher must be able to document consistently working toward obtaining the qualifications within three years of their original hire date.
- <sup>14</sup> All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of 'highly qualified,' which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.
- <sup>15</sup> While most districts provide ongoing classroom-embedded support, there is not a state policy that requires it.

- <sup>16</sup> This allocation includes state and federal sources.
- <sup>17</sup> The Early Childhood Education Fund serves as a match for local investment.
- <sup>18</sup> Local education agencies (LEAs) apply for seats for LA 4 through the Coordinated Funding Request. Requests should reflect family demand for seats. Seats are awarded based on the number of children they anticipate serving during the school year and the availability of funds.
- <sup>19</sup> Data are also used in Program Partner engagement activities.

**LOUISIANA – Louisiana Nonpublic Schools Early Childhood Development Program (NSECD)**

- <sup>1</sup> The individuals are shared across the Cecil J. Picard LA 4 Early Childhood Program (LA 4) & the Nonpublic Schools Early Childhood Development Program (NSECD).
- <sup>2</sup> Seats are awarded to programs through the Early Childhood Community Network Coordinated Funding Request. Inclusion in this request for the NSECD Program is open to all state-approved nonpublic schools and quality-rated Type III child care centers statewide. 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.
- <sup>3</sup> Policies vary from parish to parish.
- <sup>4</sup> Children who have special needs may participate in the NSECD program if they meet the household income and age eligibility requirements. Eligible children who are funded through this program will be counted in the total enrollment but are not counted separately.
- <sup>5</sup> Many schools offer before- and after-school programs, but the State does not track or subsidize this activity.
- <sup>6</sup> Eligibility is reassessed each year for children who attend two years of NSECD.
- <sup>7</sup> Other than those indicated, screenings are not required, but are strongly encouraged and determined at the local level.
- <sup>8</sup> Programs should provide, at a minimum: parent conferences (at least two per year); opportunities for families to volunteer or participate in program activities; written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences; linkages to services such as GED, adult literacy training, and referrals for medical, housing/utilities assistance, etc.; and family engagement activities that involve parents/caregivers in their child's education.
- <sup>9</sup> Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- <sup>10</sup> Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- <sup>11</sup> NSECD teachers in 4-year-old classrooms must be certified in early childhood or working toward certification; those not already certified must have passed the Praxis I and taken all prerequisites to enroll in a Pre-K-3 or Early Interventionist alternate certification program. They must continually be enrolled and complete certification within three years of their hire date. Teachers with a kindergarten or Elementary Education Certificate must become an Early Childhood certified teacher by either taking the Praxis II or completing 12 hours of coursework within 18 months of their hire dates. Lead teachers in 3-year-old classrooms are required to have an Early Childhood Ancillary Certificate, which requires at least a minimum a CDA.
- <sup>12</sup> New NSECD teacher assistants in 4-year-old classrooms must be certified with at least a CDA or AA or higher in Early Childhood, Education, or Family Studies. Incumbent NSECD teacher assistants who are not state-certified must be enrolled in a CDA program or Early Childhood associate degree program, be continually enrolled, and complete the certification within three years of their date of hire. Teachers in 3-year-old classrooms are required to have a High School Diploma or the equivalent.
- <sup>13</sup> While most districts provide ongoing classroom-embedded support, there is not a state policy that requires it.
- <sup>14</sup> The Early Childhood Education Fund serves as a match for local investment.
- <sup>15</sup> Local education agencies (LEAs) apply for seats for NSECD through the Coordinated Funding Request. Requests should reflect family demand for seats. Seats are awarded based on the number of children they anticipate serving during the school year and the availability of funds.
- <sup>16</sup> Data are also used in Program Partner engagement activities.

**MAINE – Maine Public Preschool Program**

- <sup>1</sup> Although there were 266 school administrative units (SAUs) in Maine, 197 reported kindergarten enrollment and thus are eligible to operate pre-K. Enrollment numbers can fluctuate year to year in our small, rural areas of the state as they may or may not have eligible students based on low population numbers.
- <sup>2</sup> Local SAUs determine their individual processes for registration and enrollment procedures. Written enrollment policies are encouraged, but not required.
- <sup>3</sup> A total of 8,280 public Pre-K slots exist, however, many rural locations are not able to fill their slots because of low population. The school might be approved for up to 16 students, however there may or may not be 16 age-eligible students in the community. In contrast, some higher populated communities request waivers to enroll more students in their classrooms to accommodate need.
- <sup>4</sup> Each Head Start grantee decides how the funding will be used in both Head Start and Early Head Start programs.
- <sup>5</sup> Supplemental funds to Head Start and Early Head Start supported 488 slots; however, the state cannot disaggregate between Head Start and Early Head Start.
- <sup>6</sup> Data for students' home language does not add up to the total enrollment reported because some of it was suppressed based on the child's race and ethnicity.
- <sup>7</sup> Enrollment by race and ethnicity cannot be provided for American Indian or Alaska Native as well as Native Hawaiian or other Pacific Islander because the data is suppressed to protect the child's identity. Because of this, the total amount does not equal the total enrollment reported.
- <sup>8</sup> The free and reduced lunch forms are used in conjunction with a process where the data team matches eligibility records from the Bureau of Family Independence within DHHS to look at SNAP and TANF household eligibility. Students who are in state custody, experiencing homelessness or are migrant students are also included in "direct certification" and are considered economically disadvantaged for the purpose of determining economic status.
- <sup>9</sup> Student enrollment is disaggregated by those who attend full day/full week programming (25+ hours/week) and those who attend programming less than 25 hours per week. Enrollment data shows approximately 2,070 students enrolled in 25 hours or more per week programming and approximately 3,521 students enrolled in less than 25 hours per week programming.
- <sup>10</sup> The number of hours and days per week a program operates is a local decision, however programs must operate a minimum of 10 hours per week over 35 weeks to receive a per-pupil subsidy through the school funding formula.
- <sup>11</sup> All eligibility, beyond age, is locally determined with the exception of the requirements of McKinney-Vento. Some SAUs without universal capacity select children on a first come, first served basis; use a lottery; or create a targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio portion of enrolled children. SAUs are encouraged to develop policies that result in enrollment mirroring their K-12 student demographics.
- <sup>12</sup> If a child has been screened and evaluated and the IEP team determines the public 4-year-old program is not the least restrictive environment, another placement may be found.
- <sup>13</sup> Each classroom must have two adults: an early childhood certified teacher and an Ed Tech II (60 college credits).
- <sup>14</sup> All programs must serve at least one meal and/or snacks at regularly established times. Meals and snacks cannot be more than three hours apart.
- <sup>15</sup> Programs must offer at least 2 parent-teacher conferences annually as well as show evidence of family engagement strategies.
- <sup>16</sup> Recently the Maine Learning Results (MLRs) and Infant/Toddler development standards have been updated and approved by the State Legislature. Because of this the state is organizing a team to update the Maine Early Learning and Development Standards (MELDS) to ensure alignment across ages and grades. This work is expected to be complete by the summer of 2023.
- <sup>17</sup> Members of the Maine DOE Early Learning Team offer support, hard-copies and technical assistance in utilizing the MELDS to school districts upon request. Additionally,

the state professional development network offers an optional 30-hour on-line MELDS training.

- <sup>18</sup> State-funded preschool programs must implement an evidence-based curriculum that is aligned with the MELDS. While the state offers a state-developed instructional program, schools make their curricula decisions locally. The Maine DOE provides access to an open-source pre-K instructional program/curriculum. Maine DOE offers training on this program, however, use of this program and training for it is not required.
- <sup>19</sup> Preschool assessments must be research-based and aligned with Maine's ELDS.
- <sup>20</sup> A teacher may apply for 'conditional' endorsement (which lasts for 3 years) and may teach in a public preschool setting. If a public preschool program is in partnership with a Head Start or private preschool the teacher must meet the same requirements as a public school employee.
- <sup>21</sup> Pre-K has been on the shortage reports for the past 3 school years, including 2021-2022. This allows individuals to receive emergency certificates but still requires a BA.
- <sup>22</sup> All assistant teachers must have an Educational Technician II (Maine DOE Certificate) that requires a minimum of 60 college credit hours, including at least 9 credits in ECE or a related field.
- <sup>23</sup> Maine does not collect Pre-K spending data. This dollar amount reflects the state and local allocation to Pre-K. The drop in allocation is reflective of the drop in enrollment during the pandemic because LEAs receive funding per student. Also, the amount of funding allocated is calculated on a two-year average enrollment count. As enrollment continues to rebound, so will allocation amounts.
- <sup>24</sup> Schools are required to provide a local match to draw down the per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a statewide mill rate.
- <sup>25</sup> Frequency of observations may vary depending on the effectiveness level, but observations of professional practice, formative feedback and continuous improvement conversations are required throughout the year. Most districts require 2 observations each year (or more depending on the model chosen). In addition, state evaluations must occur at a minimum of once every 3 years.
- <sup>26</sup> The state only uses aggregate CLASS data for reporting. There is no requirement for a district to use the data but they are encouraged to use it for program improvement and to help guide PD planning.

## **MARYLAND – Maryland Prekindergarten Program**

- <sup>1</sup> Six out of 24 districts offer universal full-day pre-K to all 4-year-olds.
- <sup>2</sup> The Bridge to Excellence in Public Schools Act of 2002 (Senate Bill 856) required that each school system provide a minimum of 2.5 hours of voluntary pre-K access to 4-year-old students from families at or below 185% of the FPL by fiscal year 2008. The compensatory funding formula for K-12 enrollment includes a weighted amount to meet the mandate to provide access to half-day pre-K for income-eligible 4-year-olds. The Prekindergarten Expansion Act of 2014 (Senate Bill 332) was a statewide initiative to expand access to full-day public pre-K for 4-year-olds from families with household incomes below 300% of the FPL beginning in 2014-2015.
- <sup>3</sup> Not all children were dually enrolled in state-funded preschool and Head Start. Some LEA's are the Head Start grantee, while others are the delegate. Each LEA determines how state preschool funds and Head Start funds are used together.
- <sup>4</sup> State funded preschool classrooms are located in public schools, child care centers, Head Start, and family child care. LEA's funded with State Supplemental Grant funds are required to provide a full-day. All programs (including LEA's) participating in the PreK Expansion Grant are required to provide a full-day (6.5 hours for all).
- <sup>5</sup> Policy requires LEA's to have an early admissions policy to allow for enrollment of 3-year-olds who are otherwise eligible (economically disadvantaged or homeless) and who demonstrate educational needs warranting early admission into pre-K. LEA's may create pre-K programs for 3-year-olds who are economically disadvantaged, homeless, or who lack school readiness. Early entrance to kindergarten is offered to children who demonstrate the need for grade acceleration to appropriately address their academic needs. Assessment for early entrance into kindergarten is locally determined.
- <sup>6</sup> All children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. The remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families, but who exhibit a lack of readiness for school. Eligibility can be determined by other risk factors or criteria chosen by the LEA. State PreK Expansion children (up to 300% FPL) are served in 18 out of 24 school systems and in 31 community-based and Head Start programs. Six school systems offer full-day State Prekindergarten Program for all 4-year-olds regardless of income.
- <sup>7</sup> 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 and the 1:10 ratio is maintained. In rare cases, if a classroom goes over 20, additional staff are added.
- <sup>8</sup> Developmental and dental screenings are locally determined. Vision and health screenings and referrals are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled. Screenings were not required by the state for children who were learning remotely. LEA's and nonpublic providers made these decisions individually.
- <sup>9</sup> The Maryland College and Career Ready Standards cover pre-K to grade 12.
- <sup>10</sup> The Ready for Kindergarten (R4K) Assessment system, which includes the Early Learning Assessment (ELA) and Kindergarten Readiness Assessment (KRA), is aligned to the ELDS. However, while kindergarten programs are required to use the KRA, preschools are not required to use the ELA.
- <sup>11</sup> Maryland is currently revising the curriculum vetting process in order to provide a list of recommended curricula.
- <sup>12</sup> 100% BA or higher.
- <sup>13</sup> The shortage of qualified teachers was reported across programs: local school systems, child care, Head Start, etc.
- <sup>14</sup> State-funded preschool programs were allowed to redirect grant funds to support expenditures such as retention and signing bonuses for preschool teachers.
- <sup>15</sup> Regulations also allow a CDA for assistant teachers. Paraprofessionals in Title I schools must also have completed two years of college, hold an AA, or have a qualifying score of 455 on the Para Pro assessment administered by the Educational Testing Service (ETS).
- <sup>16</sup> Coaching/mentoring is suggested as a best practice for professional learning, however, it is not required.
- <sup>17</sup> All LEA's are P-12 systems. Salaries and benefits apply to all pre-K teachers and are locally determined. Additionally, paid time for professional responsibilities and PD are provided but locally determined in community-based programs, however, community-based programs participating in the Prekindergarten Expansion Grant are required to pay the same starting salary as P-12 systems.
- <sup>18</sup> \$100,318,670 of Special Fund - The Blueprint for 'Maryland's Future Funds; State General Fu-nds - Bridge Aid calculation of \$117,704,289.34.
- <sup>19</sup> Classrooms participating in Maryland (Excellence Counts in Early Learning and School Age Care) EXCELS are assessed using CLASS and ECERS by reliable observers who are monitored by the MD EXCELS Branch which conducts fidelity checks on all assessors.
- <sup>20</sup> PreK Expansion Grant classrooms are visited multiple times per year to provide technical assistance. Additionally, one monitoring visit per year is conducted for all grantees.

## **MASSACHUSETTS – Commonwealth Preschool Partnership Initiative (CPPI)**

- <sup>1</sup> Funds were offered to cities, towns, regional school districts or educational collaboratives for the purposes of expanding high-quality pre-kindergarten or preschool opportunities, on a voluntary basis, to children who are preschool eligible using the Massachusetts Preschool Expansion Grant public-private partnership model. These funds provide communities the opportunity to expand access, align and improve the quality of local early education systems serving 3- and 4-year-olds through partnerships between local public school districts and local Department of Early Education and Care (EEC)-licensed early education programs.
- <sup>2</sup> Each community conducts various outreach opportunities for enrollment in a Commonwealth Preschool Partnerships Initiative (CPPI)-funded classroom. Communities prioritize children and families who have been identified as facing economic hardships and in need of subsidized care. In some communities, there is a centralized enrollment process, in some, families are referred to individual programs, which then manage enrollment at the program level.
- <sup>3</sup> The priorities and goals of the FY22 Massachusetts Head Start State Supplemental Grant are to fund workforce development supports and enhance program quality of all Head Start and Early Head Start programs. Funding supports staff salaries, compensation, and benefits to address recruitment and retention; direct support for high

- quality comprehensive services that may include coaches, mental health consultants and additional teaching staff to provide lower staff/child ratios; and direct support for grantees to meet their 20% non-Federal matching funds requirement.
- 4 Home language is English only: 48 for children under 3 and 9 for 5-year-olds. Home language is a language other than English: 29 for children under 3 and 3 for 5-year-olds.
  - 5 The numbers presented do not account for the number of children under 3 or the number of children that are 5 years old.
  - 6 Grant funded classrooms must provide the following schedule of care: No less than six hours per day, five days a week, 10 months a year. Programs running 12 months a year, five days a week, 10 hours per day must be available to families in need of this service. Individual programs determine family need based on program criteria, with special attention to working families.
  - 7 Most public school programs use September 1st as the cut-off date for age-eligibility for kindergarten.
  - 8 Districts and individual programs set their own criteria for enrollment. There are no requirements for criteria as part of the grant. Communities serving a high percentage of high-needs children receive preference in the awarding of the grant.
  - 9 EEC licensing requires 10:1 ratio for children aged –9 - 5. In general, average CPPI-funded class size is a 20:2 ratio. Grant funding covers children age 3 who will be entering kindergarten in two years and children aged 4 who will be entering kindergarten the following September. Programs operating in public school settings are required to follow CPPI requirements.
  - 10 Programs operating between four and nine hours must provide a regularly scheduled meal in addition to a snack, while those operating more than nine hours must schedule two meals and two snacks. Parents or programs/providers may provide snack.
  - 11 Additional requirements are in place based on where children are served. EEC does not specifically include a requirement for health screenings. Health screening requirements are regulated by the State agency(ies) with administrative authority. Head Start grantees are required to meet the federal screening requirements. All EEC-licensed programs are required to obtain documentation of immunizations, proof of physical exam (including a hearing and vision exam completed within 12 months of program admission), and documentation of screening for lead poisoning. The CPPI Grant requires the use of the online ASQ-3 and/or ASQ:SE as a tool to gather a parent's perspective and support families in understanding developmental milestones, partnering in the education of their child, as well as the referral, screening, and evaluation process.
  - 12 Programs must identify concrete approaches to provide opportunities for meaningful family involvement that strengthens the capacity of families to support children's learning, development, and overall well-being.
  - 13 Additional supports include: detailed guidance and materials developed by the state and made available to local providers; direct training or technical assistance by state staff, regional staff, or vendors paid by the state; a system of regular coaching for teachers; and state grants (\$3.95 million) to local agencies or providers for training and other professional development.
  - 14 The Professional Development Centers (PDCs) provide statewide PD and coaching on how to implement curriculum in the classroom. A priority of this state-funded grant program is to provide PD opportunities that align with EEC's Core Competencies, QRIS, and the ELDS and guidelines.
  - 15 Grantees will be encouraged to re-evaluate teacher qualifications that align with quality initiatives such as a requirement of Associate/Bachelor degreed educators or working toward attainment of a degree. CPPI dollars may be used to support degree attainment and strive to meet a high degree of credentialed staff by the end of the grant, with an expectation to revisit teacher's individual professional development plans at renewal to gauge progress on proposed goals established for teacher qualifications. Currently there is no degree/teacher credential requirement for the grant, but EEC-licensed sites must follow licensing requirements, public school sites must follow Chapter 70 requirements, and some communities have requirements of their own.
  - 16 The CPPI grant supports professional development and degree attainment for educators as well as providing program staff access to mental health and behavior supports in the classroom.
  - 17 ARP grants were issued to programs to support personnel costs, benefits, premium pay, and other supports for recruitment and retention during the 2021-2022 school year.
  - 18 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.
  - 19 The StrongStart PDCs provide statewide professional development and coaching to programs. The frequency of coaching or mentoring depends on the individual needs of the program or teachers. Professional development opportunities are a requirement of the grant which can be provided through job-embedded coaching and access to training topics. All educators are required to complete an Individual Professional Development Plan yearly, and program leadership utilize these plans to develop and offer training opportunities to staff.
  - 20 Individual programs and districts were able to access ARP funding opportunities to further support CPPI activities. A clear breakdown of braided funding is not available. The state used ARP funds for direct grants to licensed programs and 87% of eligible programs have accessed this funding.
  - 21 The state program does not require a match; however, the state funds cannot be the sole source of funds to support the grant-funded classrooms. Braided funding opportunities include EEC vouchers or subsidized slots, Chapter 70 funding and other district and program funding.
  - 22 The state funds go directly to the public school districts as the fiscal and programmatic managers of the grant. The public school districts are required to subcontract with community-based and non-profit organizations from their communities to implement the grant requirements.
  - 23 Grantees should identify and train, if needed, CLASS Reliable Rater(s) to administer observations, provide written observation notes and debrief scores with individual teams of all grant-funded classrooms. Grantees are allowed to use grant funds to support these activities. Additionally, grantees are permitted to share CLASS Reliable Rater(s) with other grantees, if necessary.

## MASSACHUSETTS – Massachusetts Chapter 70

- 1 Chapter 70 funds are available to all school districts based on enrollment, P-12. There are 280 districts in Massachusetts that have preschool enrollment. Districts that do not have preschool enrollment include districts that regionalize at the middle/high school level and vocational technical high schools. There are 120 of these districts.
- 2 Our 5-year-old count reflects children who were either age eligible for kindergarten but enrolled in preschool or children were missed the kindergarten cut-off and turned 5 by our Oct 1 count. Kindergarten cut off dates are determined locally. Also, there were an additional 5 children enrolled in preschool who were older than 5.
- 3 Included in the totals reported, there are 1,508 5-year-olds who speak English only at home and 508 5-year-olds who speak a language other than English at home.
- 4 Included in the totals reported are the following enrollment totals for 5-year-olds: Hispanic or Latino origins = 494; American Indian or Alaska Native = 3; Asian = 141; Black or African American = 215; Native Hawaiian or other Pacific Islander = 5; White = 1,059; Biracial/Multi-racial = 99.
- 5 The majority of children are enrolled in public school settings, but there may be some children with disabilities who receive their services at home, in a child care or Head Start setting and/or a separate school.
- 6 Public preschool generally runs two to five days per week for varying hours.
- 7 Students must be 3 years of age to enroll in preschool, but the cut-off date is determined locally. The exception is for students who turn 3 years old in the middle of the year and are determined eligible for special education services. If more children seek the program than there are slots, districts will often use a lottery process for children without disabilities. The cut-off date for kindergarten is also set by each local school district.
- 8 The class size and ratios are based on special education regulations which mandate a maximum class size of 15 with no more than seven children with IEPs, or 20 with no more than five with IEPs. If the class does not include children with IEPs, there is no state requirement for class size/ratios. These are locally determined.
- 9 School districts are required to screen for vision and hearing within a year of entry into a public school, and also screen vision annually through grade 5 and hearing annually through grade 3. See [here](#) for more information. Districts must also ensure that children have received a physical examination within one year prior to school entrance or within 30 days after. Other screening requirements are determined locally. Public schools are required to screen children as part of Special Education - Child Find activities for all children in the community who seek a screening.
- 10 If students fail a hearing or vision screening, the school district must notify the family or legal guardian of the results and provide information or support for next steps.
- 11 The state does not require child assessments. If conducted, assessments are selected by the local school/district.

- <sup>12</sup> The state is in the process of developing guidance on criteria for selecting evidence-based curriculum models and a list of state recommended curricula.
- <sup>13</sup> Public preschool teachers seek the Preschool through grade 2 license.
- <sup>14</sup> Hiring is done locally and data are not collected on teacher shortages.
- <sup>15</sup> Waivers were in place during the 2021-2022 school year but not due to teacher shortages. At the start of the pandemic, the Department of Elementary and Secondary Education (DESE) created an emergency license designed to facilitate entry into the profession. Based on statutory language, DESE could offer the emergency license up to 180 days from the end of the state of emergency. As a result, the Licensure Office stopped issuing emergency licenses on December 12, 2021. Later, language in the supplemental budget reauthorized DESE to be able to reissue emergency licenses and this began on May 26, 2022. In addition, per regulation, DESE has historically permitted school districts to apply for a waiver to hire an educator that does not have a license for the role.
- <sup>16</sup> While not specific to preschool teachers, DESE did offer vouchers to take the required Massachusetts Tests for Educator Licensure (MTEL) and has provided funding to districts via a grant program to help recruit and retain a more diverse workforce.
- <sup>17</sup> Professional development activities must be identified by the educator and supervisor during the development and review of the Individual Professional Development Plan (IPDP). IPDPs must include at least 150 Professional Development Points (PDPs). At least 15 PDPs are required in: (1) content; (2) pedagogy; (3) sheltered English immersion (SEI), ESL or bilingual education; and (4) training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles. The remaining 90 PDPs may be earned through either "elective" activities that address other educational issues, or additional PDPs in the four areas requiring at least 15 PDPs. For more information on PDPs, see [here](#). For more information on IPDPs, see [here](#).
- <sup>18</sup> Salaries, benefits and paid time are negotiated locally through union contract negotiations. Preschool is usually, but not always, covered by the union.
- <sup>19</sup> School districts can use other funding to support preschool programs but which funding sources and how much are locally determined.
- <sup>20</sup> In FY22, the statewide foundation budget for preschool students was \$103,798,762, out of which Chapter 70 aid covered 46.14% (\$47,892,749). Statewide, the total Chapter 70 foundation budget was \$11,926,225,792 with Chapter 70 aid covering \$5,503,268,225 (46.14%). Districts were required to spend \$6,827,673,657 in total in FY22 based on their foundation budgets, including the education of preschool students, if applicable. Districts may spend more than what is required by generating additional revenue from other sources such as grants or tuition.
- <sup>21</sup> Subcontracting is determined locally.
- <sup>22</sup> The state has a requirement that classroom teachers are observed, and provides districts with a model rubric, but what is evaluated and included in the observation is determined locally. Observations of teachers and feedback are part of the educator evaluation system. For more information, please visit [here](#). The state does not collect data on individual observations but does receive ratings on the state's four standards of effective teaching practice, which are informed by observations (among other forms of evidence).
- <sup>23</sup> The state runs workshops and shares resources for evaluators to watch a video of classroom instruction together and norm around their perceptions of practice and feedback.

## **MICHIGAN – Michigan Great Start Readiness Program (GSRP)**

- <sup>1</sup> The Intermediate School Districts (ISD), which cover the state, serve as grantees for the Great Start Readiness Program (GSRP), the state Pre-K program. GSRP sites are operated in all but one county. A total of 312 out of 541 districts (58%) operated GSRP in 2021-22. 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. Due to the increase in per-child funding though 21 LEAs have chosen to come back into operating.
- <sup>2</sup> ISD grantees allow any district, that chooses, to offer the program.
- <sup>3</sup> Some ISDs take part in shared enrollment systems either at the ISD level or broader. Other ISDs do enrollment at each individual site where the program is offered.
- <sup>4</sup> The 2021-22 school year saw a recovery of most pre-covid numbers and included expansion funding to serve 90% of all children eligible at 250% FPL or less.
- <sup>5</sup> There were 95,659 part-day slots available. This would translate to serving 47,829 school-day children. GSRP sites can serve children in part or school day models. Most children are served in a school-day model.
- <sup>6</sup> These children are in GSRP/Head Start Blended slots with both programs funding a part-day slot. Children end up receiving a full-day program.
- <sup>7</sup> Faith-based agencies are not broken out from other non-profits.
- <sup>8</sup> At least 30% of slots must be given to children included in the Community-Based Organization category which includes Head Start (not operated by the ISD/schools), children in child care centers, and children in universities/community colleges.
- <sup>9</sup> School-day classroom programs are reimbursed at two slots per child (\$9,150); Part-day and GSRP/Blend programs are reimbursed at one slot per child (\$4,575). The minimum operating schedule is three hours per day for four days per week for 30 weeks per year. It is allowable for new grantees or newly licensed sites to operate only for 20 weeks during the first year. Subsequent years must operate 30 weeks per year. Legislation allows for a GSRP/Head Start Blend option which is included in the school-day count. The operating schedule may vary depending on the program option. The requirement for a part-day program is three hours per day, for a minimum of four days per week for 30 weeks. For school-day and GSRP/Head Start Blend, the formal partnership requires minimally 6.5 hours per day, four days per week for 30 weeks of teacher/child contact time. Dates when school begins and ends are determined locally.
- <sup>10</sup> GSRP is aligned to kindergarten age eligibility law and that allows for exceptions to the September 1st cutoff by parental request. Parents may request early entry into kindergarten for children with birthdates between September 2nd and December 1st. Therefore, there is early entry into GSRP as well for those dates.
- <sup>11</sup> At least 85 percent of the children enrolled in each grantee in 2021-2022 must meet the income requirement of 250 percent FPL or less. 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 experiencing homelessness, in foster care, or with an IEP, must pay tuition based on a sliding scale. Families that are over income as part of the 15 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. Children must meet at least one risk factor, including income to be eligible. Requirements are typically: At least 85 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.
- <sup>12</sup> Sliding scale fees are paid by 2,999 families that are over 250% of FPL. An intermediate district or consortium of intermediate districts shall establish a sliding scale of tuition rates based upon household income for children participating in an eligible GSRP who live with families with a household income that is more than 250% of the federal poverty level to be used by all of its providers, as approved by the department. A grant recipient shall charge tuition according to that sliding scale of tuition rates on a uniform basis for any child who does not meet the income eligibility requirements under this section.
- <sup>13</sup> The staff to child ratio is 1:8. For classrooms that enroll 17 or 18 children, a third adult who meets licensing requirements for a caregiver is required at all times.
- <sup>14</sup> Minimally, part-day programs provide a snack, though many provide breakfast and lunch for morning classes and some also provide lunch and snack for afternoon classes. School-day programs typically provide breakfast, lunch, and snack. The minimum number of meals/snacks required is set by licensing, dependent on the length of the day.
- <sup>15</sup> Programs typically develop local referral guides to support staff to make appropriate referrals for families.
- <sup>16</sup> Revision of the state's ELDS were completed in FY21-22 and taken to the MI State Board of Education for approval on 11-15-22 after a period of public comment in the fall 2022. This time the ELDS will be a combined Infant/Toddler and Preschool edition. The new version of the ELDS did not go into effect during the 2021-2022 school year.
- <sup>17</sup> State policy provides an approved list of child assessments aligned with the ELDS. A process was developed to evaluate newly submitted and currently approved comprehensive child assessments for potential inclusion beginning in the 2021-2022 program year. That process has been completed and the list updated.
- <sup>18</sup> An online, self-paced training module on the new ECSQ B-K is in final stages of ADA compliance and then will be posted with the ECSQ B-K document. Additional supplemental resource sheets to support ECSQ B-K implementation have also been created and will be posted along with the training module once that is ready.

- <sup>19</sup> Beginning in 2018-2019 and continuing since, \$2 million was appropriated within GSRP legislation to allow programs to request funding to move to a new curriculum from the approved list or to purchase an updated version of the curriculum currently in use. Funding could also be used for comprehensive curriculum materials and training in the curriculum. GSRP requires providers be trained directly by a certified trainer of the chosen curriculum.
- <sup>20</sup> The other tool that went through the approval process and was chosen was the Learning Accomplishment Profile (LAP). It is only when using LAP fully as an observational tool that it is allowed in GSRP. For additional information about preschool child assessments, please see the [GSRP Implementation Manual Child Assessment Section](#).
- <sup>21</sup> 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. ISDs must sign-off on and monitor the person's compliance plan.
- <sup>22</sup> The "other" category includes some lead teachers with an AA or CDA who are on compliance plans.
- <sup>23</sup> Lead Teachers have either a bachelor's degree in Early Childhood Education or Child Development or are certified elementary teachers with an early childhood endorsement. Districts with their own shortages were able to hire GSRP leads with certification. Most districts pay more than GSRP programs where teachers are often classified as in community education and paid a lower hourly rate. Many teachers cannot afford to say no to the higher district pay.
- <sup>24</sup> For 2021-22, language was added to allow people who had been GSRP associate teachers for at least 5 years with significant but incomplete training to be a lead teacher with a compliance plan that would be completed within 3 years.
- <sup>25</sup> GSRP funds granted to the ISDs could be used for incentives for recruiting and/or retaining preschool teachers.
- <sup>26</sup> An assistant teacher may have a CDA or an Associate degree in Early Childhood Education or Child Development. If a suitable person cannot be hired, someone may start while out of compliance but must have completed at least one credit-bearing course in child development pre-service and complete the requirements within three years. ISDs must sign-off on and monitor the compliance plan. There are still some associate teachers who have what was called the 120 hour letter earned prior to 2012. This was issued to a person who submitted documentation showing 120 hours of training in the CDA competency areas. Documentation was reviewed and if requirements were met, the letter was issued. The process ended in 2012 with those who had been issued the letter grandfathered as able to be a GSRP associate teacher as long as there was no break in service in GSRP.
- <sup>27</sup> Sixteen hours per year are required for licensing. Lead teachers who are certified in public school settings must also complete 6 semester credit hours or 150 hours of education-related professional learning every five years to keep their teaching certification current. Newly certified lead teachers must complete 6 semester hours of reading methods course work and 3 semester credit hours of reading diagnostics in addition to the 16 clock hours of PD per year to renew their certificate for the first time.
- <sup>28</sup> All classrooms are assigned an Early Childhood Specialist (ECS, i.e., master's level coach) who has contact with each classroom at least monthly during the program year for the purposes of supporting the teaching team. The requirement is that each ECS is in regular contact with the teaching teams and does regular visits for support based on differentiated needs of teachers. ECSs are typically in the classroom anywhere from weekly to monthly depending on the needs of each teaching team. Classrooms with new lead teachers receive more frequent visits. Classrooms with lower scores on their program evaluation or other concerns also receive more attention. Visits should include time to coach teaching teams, e.g., modeling strategies with children, observing and providing immediate feedback on techniques or interactions, attending home visits/conferences, having informal conversations with teaching teams on self-assessment of their progress and areas where they desire additional support.
- <sup>29</sup> There is a great amount of non-required match contributed to the program locally but it is not tracked at the state level.
- <sup>30</sup> Head Start/GSRP Blend classrooms are funded with a half day funding from both programs to provide children a full-day length classroom. In some other classrooms funds are braided with local school districts or CBOs to provide class to more children.
- <sup>31</sup> ISDs serve as GSRP grantees and either provide the program or choose districts and Community-Based Organizations to serve as subrecipients to provide the program.
- <sup>32</sup> Classroom Coach and CLASS are tools approved for use in required program evaluation with the chosen tool a local ISD (grantee) decision. Every teaching team is assigned an Early Childhood Specialist (ECS, i.e., a master's level coach). Teams with new lead teachers have a baseline observation in the fall and all of those teams will again have an observation in the spring. Other classrooms must be observed at least once every three years. Together the teaching team and ECS set goals for growth from results. Each ECS is required to be in regular contact with the teaching teams and do regular visits to provide support based on the differentiated needs of teachers.
- <sup>33</sup> At the local level Classroom Coach and CLASS results may be used as part of staff/parent data advisory group discussions, presentations to local and ISD superintendent groups, and school boards to help further their understanding of the value of the program to their districts. The MDE GSRP administrators and the evaluator, Michigan State University use the data in annual reports, in presentations to the State Board of Education, the GSRP Evaluation Advisory Committee, and the GSRP Intermediate School District (ISD) grantees for program improvement discussions.
- <sup>34</sup> Typically, the MDE monitors ISDs as GSRP grantees. ISDs are required to provide oversight and monitoring of subrecipient practices, such as having local policies and procedures related to all aspects of fidelity of implementation of the program model. During site visits by the state, a sample of classrooms are visited, usually with the assigned Early Childhood Specialist, the classroom coach. During 2020-21 and 2021-22 only desk audits were accomplished, no onsite visits took place. Onsite visits will begin again in 2022-23.

## MINNESOTA – Minnesota Head Start

- <sup>1</sup> There are additional staff within the state agency that help the Head Start Collaboration Office in the process to allocate and distribute the state supplemental Head Start funds.
- <sup>2</sup> [Link to Minnesota Head Start Service Area Map.](#)
- <sup>3</sup> Only federally designated Head Start programs are eligible for state supplemental Head Start funding. By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes one school district, eight tribal governments, and 24 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.
- <sup>4</sup> Local Head Start agencies will often host enrollment activities/opportunities at several locations. If there are multiple sites/locations, they will enroll the child using information that is held in a centralized data system. Each agency applies their selection criteria to the applications that are received. Eligible children are then assigned to be enrolled at a site/location. It is often based on the family's address.
- <sup>5</sup> The state is exploring opportunities to connect Head Start data from individual children across ECE systems and programs. Currently, any data shared is based on data sharing agreements between individual Head Start programs and their community partners.
- <sup>6</sup> Data is reported by individual Head Start programs in the federal Program Information Report (PIR).
- <sup>7</sup> Programs determine at the local level if they will use their state supplemental funding for Head Start or Early Head Start. Early Head Start enrolls children ages 0-3. Head Start enrolls children ages 3-5. Data is not available to provide a state funded breakdown by age. In FY 2021-2022 state-funded Head Start enrollment was 829 (\$9,634,157) and State-funded Early Head Start was 1,053 (\$15,465,843). \$25.1 million is the total annual state funding for Head Start and Early Head Start. The trend is shifting toward using state supplemental funds for Early Head Start.
- <sup>8</sup> There were an additional 820 students served through other funding sources (e.g., School Readiness, Early Learning Scholarships or parent paid fees) in VPK/SRP classrooms. This number only indicates additional students in classrooms that are primarily funded by VPK/SRP funds. In FY22 District preschool classrooms (3-5 year olds) served approximately 16,000 students aged 3 and 4. These early childhood classrooms are funded by sources that do not require enrollment in the MARSS data system (the system used to generate revenue for VPK/SRP classrooms). Due to COVID this number is substantially less than previous years where the total was 22,000-24,000.
- <sup>9</sup> This state funded preschool program is Head Start.
- <sup>10</sup> Programs comply with the federal Head Start requirement of at least 3.5 hours per day, four days per week, for 32 weeks per year, which is the most common schedule. A formal process that approves the use of Child Care Assistance funding for Head Start Integrated full-day programming has been established. Extended-day services are also provided through collaborations with the Early Learning Scholarships program.
- <sup>11</sup> Children who turn 3 after September 1st may enroll if slots are available. Enrollment and eligibility are determined at the local level per Head Start performance standards.
- <sup>12</sup> State pre-K children, as defined by NIEER, must meet the federal Head Start income guidelines. Effective as of 2007, 35% of enrollment may be children whose family

incomes are between 100 and 130% FPL after priority is given to children at or below 100% FPL. Other criteria for eligibility include homeless families and foster children, and participation in SNAP. Families may also be income-eligible if they qualify for child-care services as a participant in the Minnesota TANF program. Risk factors reported in this report may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots. Agencies must work with their parent council to establish additional priorities. Children must meet at least one risk factor, including income to be eligible.

- <sup>13</sup> Eligibility is reassessed between Early Head Start and Head Start, and before a third year of Head Start. Income and other family circumstances are reassessed, and support is provided for finding other options if children are found to be no longer eligible.
- <sup>14</sup> Class sizes and staff-child ratios are defined in the Head Start performance standards. In mixed-age classrooms, if the majority of children are 3, then the maximum class size is 15.
- <sup>15</sup> Federal Head Start Program Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide one-half to two-thirds of daily nutritional needs (breakfast, lunch, and a snack). A program must use funds from USDA Food, Nutrition, and Consumer Services child nutrition programs as the primary source of payment for meal services.
- <sup>16</sup> Per Federal Head Start Requirements, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.
- <sup>17</sup> Per federal Head Start Program Performance Standards.
- <sup>18</sup> Programs that participate in the state QRIS "Parent Aware" are required to use curriculum and assessment that are aligned with the Early Childhood Indicators of Process. All state-funded Head Start programs are required to and do participate in Parent Aware.
- <sup>19</sup> Minnesota Head Start programs may utilize an automatic rating pathway for the state QRIS, Parent Aware. The application for the automatic rating is included as part of the annual state funding Head Start application process. Participation in Parent Aware requires the use of aligned curriculum and approved assessments that are aligned with the Early Childhood Indicators of Progress. Other program requirements are per federal Head Start program performance standards.
- <sup>20</sup> Head Start Program Performance Standards require that center-based and family child care partners implement developmentally appropriate research-based early childhood curricula. Programs that are rated through the state's QRIS must either select an aligned curriculum from the list or nominate a curriculum for review. If/when approved, it is added to the list of aligned curricula. Programs may nominate one curriculum or a bundle of curricula. All state funded Head Start programs participate in the state's QRIS.
- <sup>21</sup> Programs that participate in the State's QRIS must select an assessment from the list of approved assessments or nominate an assessment for review to be added to the list.
- <sup>22</sup> Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA in Early Childhood Development by October 2011; by September 30th, 2013, 50% must have at least a BA in ECE or a related field. By September 30th, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. In a public school, teacher union rules require that teachers have at least a BA (if they are employed by the public school). Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.
- <sup>23</sup> This is based on anecdotal information provided by Head Start Directors.
- <sup>24</sup> Head Start teaching staff are eligible to apply for both TEACH and REETAIN grants. The federal Office of Head Start has provided flexibilities that allow the use of federal funds for incentives to recruit and retain teaching staff.
- <sup>25</sup> Assistant teachers must meet Department of Human Services (DHS) licensed child care center regulations in addition to the Head Start program performance standards, which includes a CDA.
- <sup>26</sup> The requirement for in-service professional development is 2% of total work hours. As of December 2007, however, the Head Start reauthorization required 15 clock hours of professional development per year for teachers and assistant teachers. By federal law, Head Start staff must follow the highest standard. For those working full-time, that will be the 2% standard.
- <sup>27</sup> Per Head Start Performance standards, programs are required to implement a research-based, coordinated coaching strategy for education staff.
- <sup>28</sup> Salaries are determined by each federal Head Start grantee at the local level.
- <sup>29</sup> Head Start programs may also use funding from Early Learning Scholarships following the state level requirements. Use of these funds is determined at the local level [Pathway II Funded Programs](#). The Early Learning scholarship use report for FY 22 is not yet available.
- <sup>30</sup> Funding goes directly to Head Start agencies. Head Start is a federal to local program.
- <sup>31</sup> A total of \$25.1 million is allocated annually for Head Start/Early Head Start. Programs determine at the local level if their allocation of funds will be used for Early Head Start or Head Start. It may vary/change from year to year. In 2021-2022, \$15,429,061 was used to provide Early Head Start services. \$9,634,157 was used to provide Head Start services.
- <sup>32</sup> State funding for Head Start is allocated and distributed according to state statute. Programs may use their federal per child rate which dictates their minimum state funded enrollment with their allocation of the state funds. For additional information, see [here](#).
- <sup>33</sup> Head Start programs must be federally recognized grantees to receive a portion of the annually allocated Head Start funds. Most programs mix both state and federal Head Start dollars and cost allocate them across the program. This is also determined locally. State Head Start funds may be used towards a federal Head Start non-federal share match.
- <sup>34</sup> Many programs utilize CLASS at the local level to support teacher professional development and Practice Based Coaching. This information is not collected by or reported to the state. As part of the federal Head Start monitoring system, ACF conducts observations of multiple classes operated by the grantee based on a random sample of all classes and rates the conduct of the classes observed using the CLASS: Pre-K instrument. The state's average scores from the CLASS monitoring are compared to the national average. Training or coaching opportunities are recommended by the state to local programs and the state Head Start association. The state's QRIS "Parent Aware" requires CLASS observations and coaching to receive a 4 star rating (highest).
- <sup>35</sup> Per federal Head Start monitoring protocol and, in addition, programs that are licensed through the Department of Human Services or non-licensed and receiving CCAP are subject to annual review by the DHS Licensing Division.

## MINNESOTA – Minnesota Voluntary Prekindergarten (VPK) and School Readiness Plus (SRP)

- <sup>1</sup> The Early Learning Services Division at the Minnesota Department of Education (MDE) oversees this and other state-funded early learning programs and funding streams that construct Minnesota's early learning landscape. These include early childhood special education (ECSE), school readiness, early childhood family education (ECFE), early learning scholarships, and Head Start. This arrangement ensures that high quality state funded preschool program requirements of VPK/SRP work as levers for program alignment and improvement of other state programs.
- <sup>2</sup> The VPK/SRP funding allocation process is outlined in state statute to assure equitable geographic distribution of funds. The state is divided into four classifications: metro-St. Paul and Minneapolis (9%), metro suburban (39%), non-metro (43%), and charter schools (9%). The funding percentage calculation is based on the percentage of state total kindergarten enrollment residing in each geographic area, and a separate charter school enrollment. VPK/SRP seats (7,160) are allocated to districts and charter schools following this formula, which is adjusted yearly based on kindergarten enrollment totals.
- <sup>3</sup> This is a voluntary program. All districts and charter schools are encouraged to apply for funding through a yearly application process that allocates the legislatively determined number of seats. Prior to the application process, all elementary and charter school sites are ranked according to kindergarten poverty concentrations (includes free and reduced (FRL) lunch student population information). Schools with previous year funding must renew to continue receiving funding and may ask for expansion funding. All schools may request new site program funding. Additional points are awarded to the application for sites working with a mixed delivery partner and for sites that do not have 3- or 4- star rated child care sites within a 10- or 20-mile radius. Applications are then ranked, and funding is allocated by renewing existing programs and then allocating remaining seats following the regional percentage distribution and site ranking system.
- <sup>4</sup> Local systems enroll children for preschool and prekindergarten programs offered by the district. Through this locally determined process children are identified and matched with available early learning funding. Many Districts and Head Start programs work collaboratively to identify and enroll eligible children in programs that

- leverage the most available resources for the child and family.
- 5 Other Social Services: MFIP/DWP, SNAP, Child Welfare
  - 6 There were an additional 820 students served through other funding sources (e.g., School Readiness, Early Learning Scholarships or parent paid fees) in VPK/SRP classrooms. This number only indicates additional students in classrooms that are primarily funded by VPK/SRP funds. In FY22 District preschool classrooms (3-5 year olds) served approximately 16,000 students aged 3 and 4. These early childhood classrooms are funded by sources that do not require enrollment in the MARSS data system (the system used to generate revenue for VPK/SRP classrooms). Due to COVID this number is substantially less than previous years where the total was 22,000-24,000.
  - 7 Children with disabilities are included in VPK/SRP classrooms. During the 2021-22 school year, 1017 children with IEPs were served in VPK/SRP classrooms. All children served in VPK/SRP classrooms are included in our measuring impact report that includes child assessment data from each program/classroom. These children are funded by special education funds but are not included in the enrollment total.
  - 8 There are a variety of emerging partnerships between VPK/SRP programs and Head Start. Not all programs partner with Head Start, but there has been an increase each year in the sharing/blending/braiding of resources to create full-day program options for families.
  - 9 Some students are served in Mixed Delivery Partnerships with Head Start, Family- and Center-based child care, however enrollment by setting is not collected by the state.
  - 10 The VPK/SRP program statutes encourage mixed-delivery partnerships to leverage community capacity and offer parents choices that meet their needs. The annual VPK/SRP application process gives additional points in the ranking process to districts that form mixed delivery partnerships with Head Start, family and center-based child care programs.
  - 11 40 sites provide 350-410 hours annually; 178 sites provide 411-850 hours annually.
  - 12 Schools have the opportunity to design the instructional calendar by calculating the number of days and instructional hours/day. All programs must offer a minimum of 350 instructional hours (.42 Average Daily Membership or ADM) per year, but all programs may be funded for up to 510 instructional hours per year per the .6 ADM legislated funding cap. Districts are encouraged to use the full amount of available funding and may also increase instructional hours to 1.0 ADM (850 hours) or greater by braiding and blending other available funding sources with VPK/SRP monies to maximize learning opportunities. This is encouraged as VPK/SRP students generally qualify for other early childhood funding such as School Readiness, and Pathway I or II early learning scholarship funds. The locally designed instructional calendars are often in response to geographical, parent need, transportation, and facility capacity issues. This leads to a variety of schedules including full- and part-day options. The number of days per week greatly depends on geography, parent need, transportation, and facility capacity issues.
  - 13 VPK/SRP is funded as a grade level and therefore the days of operation per year generally follow the same guidelines and calendars as elementary schools in Minnesota. Schools may request an extended school year calendar and more schools have requested the use of a modified calendar for prekindergarten that extends to June 30th. Due to available federal funding for summer programs in 2021-22, some schools braided this funding to extend the school year. However, most funded summer programming separately using federal funds, though continued to serve students enrolled in school year VPK/SRP programs.
  - 14 Since the number of available seats for VPK are limited, schools may determine local eligibility criteria to help identify children with the greatest need. Many use the state school readiness program and early learning scholarship criteria that include eligibility for free/reduced lunch, homelessness, in foster care, English Language Learners (ELLs), and developmental need as identified through health and screening processes.
  - 15 If a child is referred for evaluation and then determined eligible to receive special education services, the child no longer qualifies for VPK/SRP funding and is funded through special education funds. Guidance from the state encourages that whenever possible the child remains in the VPK classroom where they were initially enrolled. When a child receives special education funding, a new child can be enrolled in the vacated VPK seat as long as the total student enrollment for the classroom does not exceed 20 students.
  - 16 In all classrooms with VPK/SRP funded seats and other state preschool classrooms funded with school readiness funds, the ratio is 1:10 with a capped class size of 20. The cap of 20 includes all students in the classroom including special education. The special education staff does not count as part of staff ratio unless the staff is embedded in all classroom practices and interactions with students.
  - 17 During 2021-22, food was served for no cost to all students in Minnesota schools. All VPK/SRP programs were encouraged to serve meals (breakfast and lunch) and snacks to all students.
  - 18 Individual and summary data must be reported to the district (with parent consent) by the health provider who performs the screening services, for the purposes of developing appropriate educational programs to meet the individual needs of children and designing appropriate health education programs for the district. Referrals for health and developmental concerns are a required component of the screening process.
  - 19 In 2021-22, due to COVID-19 and continuing as students physically returned to classrooms, greater emphasis has been placed and resources available for delivery of comprehensive family services. Better local and state coordination occurred in areas of food and health provisions. The state Early Childhood Family Education (ECFE) program modified many practices to help establish better connections with families and offered support to VPK/SRP outreach and instructional efforts. In the Annual Program Survey, districts reported that there was an increased connection with families and connecting families to resources. There was more active engagement between teachers and families, including transition to kindergarten activities.
  - 20 The state provides a list of Kindergarten Entry Profile (KEP) approved assessments. The four tools, GOLD, COR Advantage, DRDP, and Work Sampling are aligned to the MN ECIPS (ELDS). When the data is reported by districts using different tools, the data can be uniformly analyzed to understand the impact of VPK and also report back to districts to inform local reporting and decision-making.
  - 21 The MDE Early Childhood Indicators of Progress (ECIPS) [webpage](#) offers a variety of resources that can be used by professionals (teachers, trainers, and coaches) and families. During 2021-22 the state supported the use of the standards through several professional learning presentations and offered a virtual Community of Practice Learning Progressions and Intentional Teaching that was based on the use of the ECIPS. Currently the ECIPS are being aligned to Head Start Standards and reviewed for needed revisions as they relate to kindergarten and literacy standards.
  - 22 The state requires that VPK/SRP provide comprehensive program content including the implementation of curriculum aligned with the state early learning standards. The use of a single comprehensive curriculum is recommended, but programs may bundle individual curriculums as long as all learning domains are included. Districts and charter schools must use a curriculum from the approved list (from Parent Aware, the state quality rating program) or complete the curriculum approval process if using a self-designed curriculum. In addition, during the 2021-2022 school year, MDE offered webinars for district personnel and partners on a variety of curriculum topics primarily focused on social-emotional, literacy and math. This included conference presentations and community of practice opportunities that encouraged alignment of curriculum, assessment, and transition practices across early settings including Head Start and community early learning partners as well as grade levels (PreK-3rd). This work is ongoing.
  - 23 According to MN statute 124D.151, each program must measure each child's cognitive and social skills using a formative measure aligned with the state's early learning standards when the child enters and again before the child leaves the program, using screening and progress monitoring measures from the state-approved menus of kindergarten entry (KEP) measures. The state provides a list of 4 KEP approved assessments to choose from (GOLD, COR Advantage, DRDP, and Work Sampling). The KEP assessments have all been aligned with ELDS so that when the data is reported by districts using different tools the data can be uniformly analyzed across state-funded programs. In 2021-22 districts were provided guidance on collecting data on a reduced number of items due to the continuing COVID challenges existing in classrooms. The state also provides training on developing formative data practices as well as [trainings](#) specific to each KEP tool.
  - 24 VPK Statute requires that teachers are knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. MN Statute 124D.151 also requires that VPK instructional staff receive salaries comparable to the salaries of local kindergarten through grade 12 instructional staff. These requirements apply to VPK public, charter, Head Start, or community mixed-delivery site partners and are resulting in local districts increasingly requiring licensed teachers with placement on the master contract. The preferred preparation and licensure for VPK teachers is Early Childhood Education (Birth-Grade 3) or a Pre-Primary endorsement (Age 3-Pre-K) or the older Pre-kindergarten (Pre-K) license. Implementation guidelines suggest that licensed teachers are preferable. At a local level, programs determine if a candidate has appropriate background and experience to teach in the program, this includes determining whether a teacher with an elementary teaching licensure has the background and experience appropriate for preschool. Minnesota Professional Education State Licensing Board (PELSB) has a 4-tiered licensure system that allows for variance in teachers backgrounds and specifies a length of time they may hold the position before requiring additional education. In response to the workforce shortage and trying to better align school, Head Start and community based programs, Minnesota is focusing on the topic of workforce development by developing professional pathways, including Grow Your Own, CDA, and 2-4-year transfer pathways. These discussions also include mechanisms for improved compensation.
  - 25 From the information collected by our VPK/SRP Annual Program Survey, over 75% of the teachers have a 4-year degree with one of 3 credentials: an early childhood

license, an elementary license, or a related degree (i.e., child development). There are a few teachers with a 2-year early childhood degree or a CDA. A few places are staffing with teachers with noted experience and are being supported as they work on becoming a licensed teacher. As the teacher shortage becomes more pronounced, more districts are hiring teachers that require ongoing professional development and certification/degree opportunities.

- 26 As reported in the Annual Program Survey, over 60% of districts reported staffing issues were one of the top challenges.
- 27 The state has been working on workforce development plans including a Grow Your Own program and initiating a CDA program available to high school students. There is continued work with institutes of higher ed for alignment and smooth transfer between two- and four-year degree programs.
- 28 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.
- 29 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. Staff with teaching licensure also have prescribed areas of professional development that must be met in order to renew a teaching license. Currently these requirements include: Positive Behavior Interventions, Reading Preparation, Mental Illness Awareness, Suicide Prevention Strategies, English Learners Best Practices, and Cultural Competency Training. Through the Parent Aware Quality Rating system, districts must document 10 hours of curriculum and assessment training annually for all VPK staff. This is monitored at the time of rating review. Districts and charters with VPK are automatically rated as 4-star programs as the VPK legislated requirements meet or exceed the Parent Aware rating criteria.
- 30 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/charter schools locally form practices that meet these requirements. MDE has begun using available funding to offer more professional development opportunities for key areas identified by districts on annual program and conference surveys and through the regional networking group leader's feedback.
- 31 Supports for teachers are determined locally through the observation and evaluation processes. This is provided through a variety of mechanisms that are determined locally, such as coaching, mentoring, co-teaching, etc. MDE provided several learning community options during 2021-22 to support teacher's continuous improvement of practice. This included forming learning communities on the following topics: Learning Progressions and Intentional Teaching, Outdoor Learning, Kindergarten Transitions, and Stress, Trauma and Healing using a Mental Health Consultation Model.
- 32 Districts sign a Statement of Assurance that includes statute language requiring that VPK teachers are paid comparably to K-12 teachers. All contracts are locally negotiated. Districts submit documents showing how they meet the comparable pay requirements as part of the ongoing VPK/SRP document review process that is part of the state quality rating system administration.
- 33 All pay and benefit decisions for Assistant Teachers are made locally and are not outlined in state statute in the same way that they are for Lead Teachers.
- 34 Annual legislative appropriation of state general education funds.
- 35 The VPK/SRP funds provide .6 ADM or 510 hours. Districts may braid and blend funds from Early Learning Scholarships, School Readiness, Parent Paid fees, or other available general education or local funds.
- 36 Districts and charter schools are encouraged to partner with Head Start and other community-based child care programs to form mixed-delivery partnerships. Partnerships are documented through a signed statement of assurance by both partners, and the public school must have on file a Memorandum of Understanding (MOU) and a contract that specifies duties, responsibilities and financial agreements between partners. This assures that all program requirements are met and documented as required. All funds flow through the public school district and are paid by the district to the mixed-delivery partner.
- 37 Other: community-based organizations like the YMCA or Boys and Girl's Clubs of America.
- 38 VPK/SRP programs are required to use a teacher-child observation assessment tool in their programs and use the data to make decisions that enable the provision of high-quality coordinated professional development, training, and coaching for both school district and community-based VPK/SRP early learning providers. This is focused to assure that teachers are highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs and instruction.
- 39 VPK programs are required to use a measure of adult-child interaction as a tool to provide formative feedback. MDE has identified CLASS, Danielson Framework, Marzano, and/or TPOT (for Pyramid trained programs) as appropriate tools for use in an early childhood classroom. Some schools are using different tools or combination of tools as they are incorporating VPK/SRP into the K-12 system. MDE is preparing further guidance on this topic.
- 40 MDE provides limited training and districts use their professional learning funds to provide reliability or validity training for their chosen teacher-child interaction tools. Districts are also urged to form PLCs or work groups that focus on improving teacher understanding of the indicators used by the selected tool. MDE is investing more resources to better understand how observation data is gathered and used within schools.
- 41 Reported through the Annual VPK/SRP Program Survey, the top 3 uses of teacher-child interaction data are: (1) to coach or mentor the teacher, (2) to determine topics for professional development activities for all preschool staff, and (3) to make program decisions.

## MISSISSIPPI – Mississippi Early Learning Collaborative (ELC)

- 1 Most 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 19 out of 82 counties in the state.
- 2 There was an increase in funding for the 2022-2023 school year and the state added an additional 2,594 seats, for a total of 6,080 seats.
- 3 Children with disabilities are enrolled in the state-funded pre-K program. Mississippi also supports children with disabilities in a collaboration with the Office of Special Education with a blended pre-K program. The "Blended Pre-K Program" provides children a general education environment where children with IEPs are also enrolled so they learn from their peers. The Office of Special Education supports the Office of Early Childhood with the 619 Coordinator who works in the OEC.
- 4 All the ELCs have Head Start partners.
- 5 This number is how many total children were enrolled with Head Start. These children are primarily federally funded, but the state provides funding to support materials, supplies, professional learning for the staff, etc. These classrooms follow the same policies and requirements as the ELCs.
- 6 Almost all programs operate on a full-time status (6+ hours). 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 half should they elect to do so. We currently have one program that has a classroom which operates fewer than 6 hours.
- 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 If 4-year-olds are in classrooms with 3-year-olds (who are not state-funded), the ratio goes down to 1:7 and the maximum class size would be 14 children.
- 9 All programs provide a minimum of one meal per day. Meals meet nutritional requirements identified in the USDA CACFP Guidelines. Most programs provided breakfast, lunch, and snack.
- 10 The developmental screener used for the 2021-2022 school year was the Brigance III. This assessment is used twice during the school year and scores typically show growth across all sites. Children are required to be referred for services when needs are identified.
- 11 Standards also include Social Studies and the Arts.
- 12 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.
- 13 The Mississippi State KRA is required along with Brigance Screen III. Some Collaboratives use the Star Early Learning Assessment as their progress monitoring tool.

- <sup>14</sup> 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 completion of an approved educational program; or a K-6 teaching license with either an N-1 supplemental endorsement, or completion of an approved educational program; or any teaching license and a degree required to obtain a Pre-K/K, K-3, K-4, K-6 teaching license with either 12 hours of ECE college credit, or completion of an approved educational program; or an ECE degree with no teaching license but with Praxis Core AND Praxis II and Praxis 5024. Currently approved educational programs include either a CDA, National Board Pre-K Certification, National Director's Credential, Montessori Credential, or the MDE Specialized Early Childhood Training course. ELC teachers at sites that are not accredited by the MDE 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. Any regular education teacher certified in kindergarten can take the Praxis 5024 exam "Education of Young Children" to gain a pre-K endorsement, but few teachers take this route. Many take advantage of the "MDE Specialized Training" that is equivalent to 12 early childhood course credit hours MDE offers for free every year.
- <sup>15</sup> There was a decrease in the number of classes/teachers in 2021-22, the decrease is in nonpublic sites. Some of MS Head Start grantees were not able to serve children due to re-competition and there was also a decrease in actual classrooms within Head Start sites and child care overall in 2021-22.
- <sup>16</sup> "Other" is one teacher with a Specialist degree.
- <sup>17</sup> Assistant teachers are required to have an associate degree in Early Childhood Education, Child Development, or an equivalent field; or an associate degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification.
- <sup>18</sup> The totals in this section were provided by the programs.
- <sup>19</sup> The total allocation for 2021-2022 was \$16,000,000. An additional \$8,000,000 in funding was provided in 2021-2022 to add 2,900 additional seats, these seats will not start until 2022-2023 school year. The programs that received this funding were required to have a planning year (2021-2022) for their sites.
- <sup>20</sup> Other includes individuals or corporations who make a contribution to support the local matching fund of an approved early learning collaborative may be eligible to receive a 1:1 state tax credit for the donated amount up to \$1 million. The Mississippi Department of Revenue can approve 1:1 tax credits up to the amount the legislature appropriates to the Early Learning Collaborative Act each year.
- <sup>21</sup> The state provides \$2,500 per full-time 4-year-old enrolled. The ELC provides a 1:1 dollar for dollar or in-kind match to make the total investment for each child \$5,000.
- <sup>22</sup> Data from observation are entered into the Web-based Early Learning System (Wels) for the purposes of scoring individual observations and reporting on data collected across programs.

### MISSOURI – Missouri Preschool Program (MPP)

- <sup>1</sup> Children can be enrolled in both state-funded preschool and Head Start in one program.
- <sup>2</sup> The child must qualify for the USDA Free or Reduced Price lunch through the Missouri Department of Elementary and Secondary Education or be on the Direct Cert List (DSS/TANF) with the Missouri Department of Social Services.
- <sup>3</sup> A maximum of 20 children is preferred, but only required in state licensed facilities.
- <sup>4</sup> The Early Learning Standards were aligned with K-3 in December of 2022. The Last completed revision of the Early Learning Standards was in 2021.
- <sup>5</sup> A lead teacher in the Pre-K Foundation Formula classroom must have a teaching certificate in early childhood education or early childhood special education.
- <sup>6</sup> A teacher assistant or paraprofessional in the Pre-K Foundation Formula classroom must hold a child development associate degree, associate degree in early childhood, or sixty college hours with a minimum of nine college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.
- <sup>7</sup> Certified lead teachers in public and accredited nonpublic schools are required to have a total of 30 clock hours of professional development during years 1-4. For years 5 and on, 15 clock hours of professional development annually until exempt (exempt by meeting two of the following three: master's degree, ten years teaching experience, or National Board certification). Experience as an assistant teacher does not count toward certification requirements. The employing school district approves of professional development.
- <sup>8</sup> For certified lead teachers in public and accredited nonpublic schools, individualized professional development plans are required during years 1-4 in order to upgrade to Career level certificate. Many school districts also require a similar plan for non-certified teachers assistant teachers.
- <sup>9</sup> For certified lead teachers in public and accredited nonpublic schools, mentoring is required for new teachers during years 1 and 2 in order to upgrade to Career level certificate.
- <sup>10</sup> To qualify for state aid a district must also meet minimum salary requirements. Minimum teacher's salary per Section 163.172, RSMo is \$25,000 and the minimum salary for a full-time teacher with a master's degree with at least ten years of public teaching experience is \$33,000.

### NEBRASKA – Nebraska Early Childhood Education Program

- <sup>1</sup> Early childhood programs are spread throughout the state in urban and rural areas. The school districts without preschool classrooms have very few students and cover a large geographic area.
- <sup>2</sup> Some school districts begin a program, or add capacity, with the help of competitive grants. Other school districts may start a program without grant funding and may receive state aid funding for their 4-year-olds after three years of program approval.
- <sup>3</sup> Districts set enrollment priorities and placement decisions for children in their district program. Programs cannot exclude children verified as having disabilities and will include to the extent possible, children of diverse social and economic characteristics.
- <sup>4</sup> Nebraska is actively working on an ECIDS system. Current plans are to link with Child Care, Medicaid, Head Start and other Social Services.
- <sup>5</sup> There were 5,505 children enrolled in full-day programs (6 hours or more) and 7,855 children enrolled in part day programs (fewer than 6 hours).
- <sup>6</sup> Programs that do not receive grant funds or not qualified to receive State Aid must operate a minimum of 12 hours per week during the school year. Schools are encouraged to partner with Head Start and community providers, but there is no formal agreement at the state level. Programs must operate at least 12 hours per week. Additionally, if districts receive State Aid (TEEOSA) or an early childhood grant, the program must operate at least 450 hours per year. Districts that were unable to meet the requirement of 450 hours were able to submit a waiver to be approved by the State Board of Education.
- <sup>7</sup> Students who are age eligible for kindergarten should not be enrolled in the state-funded preschool program unless the IEP team determines that accommodations can't be met in kindergarten. Students who turn 6 by January 1 of the school year must be enrolled in kindergarten, based on the mandatory attendance law.
- <sup>8</sup> Eligibility may be determined by low income, disability or developmental delay, low parent education, non-English speaking family, teen parent, or low birth weight. Although all prekindergarten age-eligible children may be served in a school district early childhood program, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children, while others may use locally determined risk factors in addition to those specified by the state.
- <sup>9</sup> If parent fees are required by the district, the district is required to utilize a sliding payment scale. Districts determine the scale based on the needs of their community. Children who receive services through Head Start or IDEA pay nothing.
- <sup>10</sup> Children must be served a meal and/or snack that meets USDA requirements during each session.
- <sup>11</sup> Districts are required, at the minimum, to provide family development and support that includes services that enhance the family's ability to access community resources.
- <sup>12</sup> All school districts and ESUs are required to use a common child assessment to document child development and attainment of skills.
- <sup>13</sup> Districts that have grant funds are able to utilize that money to support curriculum implementation or training.
- <sup>14</sup> Due to teacher shortages, starting during the 2020-2021 school year, districts who are unable to hire certificated teachers may submit a waiver for any staff to serve as teacher within the program if they meet the following requirements: 12 graduate hours in early childhood; bachelor's degree or higher including 12 undergraduate hours in early childhood or an associate degree in early childhood education with the requirement that the staff must be able to achieve a teaching certificate with an early childhood endorsement within four years (see [Rule 11:003.02A](#)).

- 15 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.
- 16 "Other" is teacher with less than a bachelor's degree.
- 17 Assistant teachers are required to have a K-6 Elementary Endorsement, 6 college credit hours in early childhood or an approved equivalency (including experience) by the end of the first year of employment and 12 college credit hours in early childhood or an approved equivalency by the end of the second year of employment. A CDA is considered an equivalency for the entire 12 college credit hours.
- 18 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.
- 19 School district personnel contracts are subject to collective bargaining agreements that cover both K-12 and pre-K teachers. All collective bargaining agreements are locally determined. Early Childhood programs are operated by school districts but may be collaboratively operated with a community based provider or Head Start program. The NDE has no authority to require parity in private organization salary scales.
- 20 The amount allocated from NDE budget for ECE grant programs was \$3,750,915. The remaining state-funding comes from state aid (\$27,049,925) and SPED Below Age Five Flex funding (\$102,535).
- 21 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.
- 22 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.
- 23 Classrooms implementing the Pyramid Model must use TPOT. The remainder of districts being observed can select CLASS or ERS.
- 24 The intent of the observations is for both the local and state level to utilize the data to develop a plan to use any potential funding for quality improvement efforts; however, it is not directly tied to funding.
- 25 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.

## NEVADA – Nevada Ready! State Pre-K

- 1 School districts and community based programs are eligible to apply for state pre-k funds. In 2021-2022, Nevada Ready! State Pre-K grantees included eleven school districts (ten LEAs and one State Charter Authority), and three community based organizations. Fourteen districts/community organizations received state pre-K funding this biennium that meet state pre-K guidelines; additional districts offer other pre-K programs funded through Title I, Zoom DLL, and ARP/ESSER funds.
- 2 In 2021-2022, state pre-K allocations were flat funded for the second year of the biennium based on estimated target numbers submitted from previous year.
- 3 Districts/programs determine placement locally, but generally follow the two reported options based on size of the district.
- 4 The Office of Early Learning and Development is in the process of onboarding one Nevada Ready! State Pre-K and Head Start provider into using the Early Learning Tab module in Infinite Campus. The Early Learning Tab allows students to have their early childhood funding sources tracked prior to entering the K-12 system. In addition, detailed demographic data, including home language and race/ethnicity will be able to be pulled.
- 5 The state collected Brigance screener results in 2021-2022, but no longer has access to this data due to end of contract/funding.
- 6 Enrollment numbers only includes those that meet the income eligibility of 200% poverty, and do not include any others that may be receiving services through braided funding and are non-income eligible.
- 7 State funded pre-K dollars are available to braid with Head Start funds for those students who qualify for Nevada Ready! State Pre-K program. The State does not contribute additional dollars to Head Start programs.
- 8 Children must be from families at or below 200% FPL and districts/programs determine other eligibility based on highest need (i.e., low income, DLLs, homeless, etc.).
- 9 State Public Charter Schools enrolled 166 Nevada Ready! State Pre-K students.
- 10 All state Pre-K programs must operate a minimum of 25 hours/week which is usually 5-6 hours/day. Programs in child care centers may have longer operating hours that are funded through additional braided funds.
- 11 The majority of programs are five days per-week but some rural programs follow a four day per week schedule for their whole district.
- 12 Most pre-K programs follow the school year; Head Start and community-based programs are the exceptions.
- 13 The 2021 Legislative session changed the eligibility date from September 30th to the "first day of school." However for the 2021-2022 school year, children who fell into the window were still eligible for their respective grade if they already attended PreK. This change created many challenges with every district having different eligibility dates.
- 14 For programs that have waiting lists, priority may be determined by other factors such as: child disability or developmental delay; homelessness or unstable housing; home language other than English; child history of foster care; parent on active military duty. Decisions about risk factors are determined locally. However, programs only receive state Pre-K funds for income eligibility at 200% poverty.
- 15 Lunch is provided at all programs that are a minimum of 5 hours/day; many programs also offer breakfast depending on length of day.
- 16 Per 2021 legislation, programs are required to provide vision/hearing services and/or provide appropriate referral as needed as a part of their comprehensive services beginning in the 2021-2022 school year.
- 17 Per legislation (NRS 387.652), Pre-K grantees are required to collaborate with community-based providers to offer services for families including screening and referrals and maintain a record of the community-based services provided to the families of pupils enrolled in the Pre-K program.
- 18 Family engagement and referral to services are required, however which specific supports are implemented is determined locally.
- 19 The Pre-K Standards are currently under contract to be revised and aligned with K-12 and P-12 SEL standards with anticipated completion in 2023.
- 20 All programs are required to implement at least one comprehensive child assessment. Those currently being used include TS GOLD, Brigance IED, Frog Street, and HighScope COR. The majority of the districts use either TS GOLD or Brigance IED. Data were not submitted to NDE in 2021-2022 but will be starting in 2022-2023.
- 21 Lead teacher requirements in school districts include bachelor's degree in ECE/ECSE; bachelor's degree in another field and working toward permanent license in a state approved ARL Early Childhood or Early Childhood Developmentally Delayed program; bachelor's degree in another field with 35 or more ECE college credits; bachelor's degree in another field and enrolled in TEACH Early Childhood; or NDE and TEACH Early Childhood approved special exception. For lead teachers in nonpublic schools, a 5.2 on Nevada Registry Career ladder or higher is required. Level 5.2 includes Level 5.1 (bachelor's degree in ECE or bachelor's degree in another field with a state teaching license containing an ECE endorsement or a bachelor's degree in another field with 30 or more ECE college credits) requirements and 4000 hours of direct experience.
- 22 The reported teacher counts occurred at the end of the year, and do not count teachers who left during the year.
- 23 Teacher and assistant turnover was a huge issue during 2021-2022.
- 24 If teachers are on a TEACH Scholarship and/or working toward their degree, they meet program requirements.
- 25 Some districts have offered recruitment stipends for new and/or retaining teachers through federal emergency funds (ARP/ESSER).
- 26 The current CEU approval system by NDE has been eliminated, and CEUs are approved at the district level.

- <sup>27</sup> Nevada Ready! State Pre-K programs are required to participate in QRIS. Classrooms are assessed on a biannual cycle for rating. Each program has a coach who determines which teachers participate in coaching. There is not a state requirement that all teachers participate in coaching.
- <sup>28</sup> Non-profit agencies 'pass through' Pre-K funds to child care partners.
- <sup>29</sup> All QRIS coaches and state assessors must obtain state reliability (and remain reliable) with state anchor assessors. Coaches engage in a rigorous reliability schedule that includes practices assessments and monthly compared scoring.
- <sup>30</sup> QRIS specializations are a new component in Nevada and are being rolled out slowly.
- <sup>31</sup> Annual site visits and/or virtual check-ins and desk monitoring are required for program monitoring purposes.

### **NEW JERSEY – New Jersey Preschool Expansion Program (Former Abbott Preschool Program)**

- <sup>1</sup> Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Services. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound programs.
- <sup>2</sup> FTEs reflect staff for all three of New Jersey's preschool programs.
- <sup>3</sup> Thirty-one districts are required to offer the program due to a state Supreme Court decision. Another four districts are required to offer the program after applying to expand their existing program, beginning in the 2008-2009 school year. The remaining districts included in this count represent districts that have been more recently funded to expand their preschool programs to meet Abbott standards. Charter schools approved to serve preschool students in former Abbott districts are also included.
- <sup>4</sup> The practice varies by district. All students must be registered by the district but recruitment and enrollment varies across the state.
- <sup>5</sup> Some data are collected through the DOE's longitudinal data system, and are available to the preschool administrator via an internal request.
- <sup>6</sup> Official enrollment data are collected in mid-October. District preschool enrollment statewide was dramatically impacted by the pandemic. The age of 631 children served in charter schools is not known. They are all estimated as 4-year-olds.
- <sup>7</sup> Once districts participate in the Expansion program, they are no longer permitted to charge tuition to families of resident children. Districts may offer tuition-based seats to children from outside the district only once all registered district children are served. However the state does not collect that information.
- <sup>8</sup> The state has numbers of children served in district settings and children served in private provider settings, but cannot separate Head Start from other private provider settings.
- <sup>9</sup> The DOE funds the program for the school calendar year and day. All programs must operate for at least six hours per day. Wraparound care is funded for some children through DHS. Some districts use surplus or Title 1 funds to provide summer programs. A small number of districts recently approved for expansion are in the process of phasing out half-day seats (2.5 hours per day; 450 hours per year).
- <sup>10</sup> Districts determine the cutoff date for eligibility at a local level. The same date that is used for kindergarten is used for 3- and 4-year-olds.
- <sup>11</sup> Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program. The program is universal in the 31 original Abbott districts and four districts approved to expand in 2008-2009. All other districts are in the process of expanding to universal access and must decide the priority for service (income, age, etc.) while in the process of expanding.
- <sup>12</sup> Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.
- <sup>13</sup> Programs are required to employ a Community Parent Involvement Specialist (CPIS) to connect families with services such as mental health services and insurance. In addition, contracted private providers are required to employ Family Workers for this same purpose. The district board of education must also: ensure that a coordinated system of social services is provided to families; establish an Early Childhood Advisory Council with parent representation; and provide P-3 transition activities.
- <sup>14</sup> Districts enrolled in Grow NJ Kids (QRIS) can receive curriculum training. Districts are also provided funding within their preschool budgets to support professional development. Curricula are reviewed for alignment to the NJ Preschool Teaching and Learning Standards. The DOE provides a seminar for Instructional Coaches.
- <sup>15</sup> New Jersey Administrative Code requires programs to ensure the implementation of a comprehensive performance-based assessment system that is connected to the comprehensive preschool curriculum as part of the 5-year preschool program plan and/or annual update approved by the DOE.
- <sup>16</sup> New teachers must hold a P-3 certification. The nursery certification (P-K) is no longer granted, but is still recognized for current holders. Teachers granted a K-8 certification prior to 2008 and who already had two years of preschool teaching experience and demonstrated content knowledge were permitted to be preschool teachers at that time. 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: out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- <sup>17</sup> All lead teachers must have at least a BA to be hired for the program. The state cannot provide details on the number of teachers or advanced degrees.
- <sup>18</sup> School districts reported a shortage of qualified lead preschool teachers.
- <sup>19</sup> In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.
- <sup>20</sup> 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. However, if teacher assistants are district employees they must receive the same PD, salary, and benefits as K-3. The DOE is currently proposing code amendments that would require a PD plan for preschool assistant teachers.
- <sup>21</sup> Preschool Instructional Coaches are provided at a ratio of one coach for 20 classrooms. There is also a Preschool Intervention and Referral Specialist (PIRS) who provides coaching on social-emotional learning (SEL) at a ratio of one coach for 20 classrooms.
- <sup>22</sup> Per pupil rates vary by county, and also depend on where children are served (district, child care provider or Head Start).
- <sup>23</sup> School districts are permitted to contract with Head Start, private licensed child care centers, and faith-based centers (without religious content).
- <sup>24</sup> Districts can choose between Danielson and Marzano for their teacher evaluations.
- <sup>25</sup> The Self-Assessment and Validation System (SAVS) is administered locally and submitted to the state. Annually, a subset of districts receive a state validation visit, and all districts 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 Early Childhood Program Aid (ECPA)**

- <sup>1</sup> Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Services. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound programs.
- <sup>2</sup> FTEs reflect staff for all three of New Jersey's preschool programs.
- <sup>3</sup> Districts receiving Early Childhood Program Aid (ECPA) are located throughout the state. Over the past several years, many of the original ECPA districts have applied for funding under the New Jersey Preschool Expansion Program, and are now represented in the data provided for that program.
- <sup>4</sup> The practice varies by district. All students must be registered by the district but recruitment and enrollment varies across the state.
- <sup>5</sup> Some data are collected through the DOE's longitudinal data system, and are available to the preschool administrator via an internal request.
- <sup>6</sup> Official enrollment data are collected in mid-October. District preschool enrollment statewide was dramatically impacted by the pandemic.
- <sup>7</sup> Districts may offer tuition-based programs however the state does not collect that information.

- <sup>8</sup> School districts are permitted to contract with Head Start and other private providers, but no ECPA districts currently contract with providers.
- <sup>9</sup> 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 the DHS wraparound program which provides services for an extended day and full calendar year.
- <sup>10</sup> Districts determine the cutoff date for eligibility at a local level. The same date that is used for kindergarten is used for 3- and 4-year-olds.
- <sup>11</sup> Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program. As this is not a universal program, districts decide the priority for service (income, age, etc.).
- <sup>12</sup> 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 New Jersey Childhood Administrative Code, meals provided in school programs must meet USDA guidelines.
- <sup>13</sup> Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.
- <sup>14</sup> The district board of education must ensure that a coordinated system of social services is provided to families. Districts are also required to establish an Early Childhood Advisory Council with parent representation and provide P-3 transition activities.
- <sup>15</sup> Districts enrolled in Grow NJ Kids (QRIS) can receive curriculum training. Districts are also provided funding within their preschool budgets to support professional development. Curricula are reviewed for alignment to the NJ Preschool Teaching and Learning Standards. The DOE provides a seminar for Instructional Coaches.
- <sup>16</sup> New Jersey Administrative Code requires programs to ensure the implementation of a comprehensive performance-based assessment system that is connected to the comprehensive preschool curriculum as part of the 5-year preschool program plan and/or annual update approved by the DOE.
- <sup>17</sup> New teachers must hold a P-3 certification. The nursery certification (P-K) is no longer granted, but is still recognized for current holders. Teachers granted a K-8 certification prior to 2008 and who already had two years of preschool teaching experience and demonstrated content knowledge were permitted to be preschool teachers at that time. 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: out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- <sup>18</sup> All lead teachers must have at least a BA to be hired for the program. The state cannot provide details on the number of teachers or advanced degrees.
- <sup>19</sup> School districts reported a shortage of qualified lead preschool teachers.
- <sup>20</sup> In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.
- <sup>21</sup> 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. However, if teacher assistants are district employees they must receive the same PD, salary, and benefits as K-3. The DOE is currently proposing code amendments that would require a PD plan for preschool assistant teachers.
- <sup>22</sup> Funding for these districts is calculated based on the prior year per child rate multiplied by an enrollment estimate. The enrollment estimate is calculated by taking prior year enrollment and multiplying by the district's preschool enrollment growth rates over the past several years.
- <sup>23</sup> School districts are permitted to contract with Head Start, private agencies, and faith-based centers (without religious content), however few ECPA funded programs do so.
- <sup>24</sup> Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ECPA and ELLI districts.
- <sup>25</sup> Staff attempt to visit districts as requested by the district, or when the office determines that a visit is necessary. Also, programs are required to participate in the state's QRIS, Grow NJ Kids. The first stage includes a self-assessment followed by site visits when programs receive a rating.

## **NEW JERSEY – New Jersey Former Early Launch to Learning Initiative (ELLI)**

- <sup>1</sup> Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Services. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound programs.
- <sup>2</sup> FTEs reflect staff for all three of New Jersey's preschool programs.
- <sup>3</sup> Over the past several years, many of the original Early Launch to Learning Initiative (ELLI) districts have applied for funding under the New Jersey Preschool Expansion Program, and are now represented in the data provided for that program.
- <sup>4</sup> The practice varies by district. All students must be registered by the district but recruitment and enrollment varies across the state.
- <sup>5</sup> Some data are collected through the Department's longitudinal data system, and are available to the preschool administrator via an internal request.
- <sup>6</sup> Official enrollment data are collected in mid-October. District preschool enrollment statewide was dramatically impacted by the pandemic.
- <sup>7</sup> Districts may offer tuition-based programs however the state does not collect that information.
- <sup>8</sup> School districts are permitted to contract with Head Start and other private providers, but no ELLI districts currently contract with providers.
- <sup>9</sup> 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 the DHS wraparound program which provides services for an extended day and full calendar year.
- <sup>10</sup> The ELLI program is targeted to low-income 4-year-olds, but school districts are required to use other funding or charge tuition to serve 3-year-olds or 4-year-old children who are not income eligible. Districts determine the cutoff date for eligibility at a local level. The same date that is used for kindergarten is used for 3- and 4-year-olds.
- <sup>11</sup> Children are required to qualify for free and reduced price lunch (185% FPL) and be a resident of the district. However, districts may make determinations for priority of service based on extenuating circumstances when submitting their annual Preschool Program Plan. 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.
- <sup>12</sup> 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 New Jersey Childhood Administrative Code, meals provided in school programs must meet USDA guidelines.
- <sup>13</sup> Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.
- <sup>14</sup> The district board of education must ensure that a coordinated system of social services is provided to families. Districts are also required to establish an Early Childhood Advisory Council with parent representation and provide P-3 transition activities.
- <sup>15</sup> Districts enrolled in Grow NJ Kids (QRIS) can receive curriculum training. Districts are also provided funding within their preschool budgets to support professional development. Curricula are reviewed for alignment to the NJ Preschool Teaching and Learning Standards. The DOE provides a seminar for Instructional Coaches.
- <sup>16</sup> New Jersey Administrative Code requires programs to ensure the implementation of a comprehensive performance-based assessment system that is connected to the comprehensive preschool curriculum as part of the 5-year preschool program plan and/or annual update approved by the DOE.
- <sup>17</sup> New teachers must hold a P-3 certification. The nursery certification (P-K) is no longer granted, but is still recognized for current holders. Teachers granted a K-8 certification prior to 2008 and who already had two years of preschool teaching experience and demonstrated content knowledge were permitted to be preschool teachers at that time. 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: out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- <sup>18</sup> All lead teachers must have at least a BA to be hired for the program. The state cannot provide details on the number of teachers or advanced degrees.
- <sup>19</sup> School districts reported a shortage of qualified lead preschool teachers.

- <sup>20</sup> In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.
- <sup>21</sup> 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. However, if teacher assistants are district employees they must receive the same PD, salary, and benefits as K-3. The NJDOE is currently proposing code amendments that would require a PD plan for preschool assistant teachers.
- <sup>22</sup> Funding for these districts has been frozen for many years.
- <sup>23</sup> School districts are permitted to contract with Head Start, private licensed child care centers, and faith-based centers (without religious content), however no ELLI funded programs do so.
- <sup>24</sup> Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ECPA and ELLI districts.
- <sup>25</sup> Staff attempt to visit districts as requested by the district, or when the office determines that a visit is necessary. Also, programs are required to participate in the state's QRIS, Grow NJ Kids. The first stage includes a self-assessment followed by site visits when programs receive a rating.

## NEW MEXICO – New Mexico PreK

- <sup>1</sup> The State of NM has an early childhood integrated data system (ECIDS) which supports the linking of data across ECE programs.
- <sup>2</sup> Currently, NM PreK 3-year-olds are only funded in community based programs (nonpublic schools).
- <sup>3</sup> The state increased the 450-hour program to operate no fewer than three hours per day.
- <sup>4</sup> Funding priority is given to age-eligible children who live in the attendance zone of a Title 1 school.
- <sup>5</sup> Class sizes and staff to child ratios may be smaller in classrooms with children with IEPs. For example, in school-based programs, the staff to child ratio cannot exceed one properly licensed adult to four children with children with IEPs.
- <sup>6</sup> Meal requirements vary by length of day: one meal (part-day) and two meals (full-day).
- <sup>7</sup> Screening and assessments are done in the child's home language. Programs must make every effort to ensure at least one adult educator in the classroom speaks the child's home language. In addition, guidance for serving Multi Language Learners (MLLs) is included in the 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 MLLs. NM is a WIDA Early Years state.
- <sup>8</sup> WIDA developed a cross walk document in late 2020 for public schools.
- <sup>9</sup> The required assessment for all NM PreK is the New Mexico Preschool Observational Assessment, which is based on and aligned to the New Mexico Early Learning Guidelines.
- <sup>10</sup> All pre-K teachers received coaching/consultation monthly. The New Mexico Comprehensive Training and Consultation System provides monthly classroom visits, which includes a 30 minute debrief period with the teacher and educational assistant in community-based settings. Public schools implement the Practice Based Coaching Model in two-week cycles with a 30 minute debrief period with teacher and educational assistant.
- <sup>11</sup> In partnership with the tiered quality rating system, there is continued support through consultation and practice-based coaching around curriculum decision-making and implementation. In nonpublic schools, there is guidance and encouragement to use evidence-based curriculum and support is provided to ensure alignment. School-based programs are required to use an evidence-based curriculum.
- <sup>12</sup> Teachers must hold a bachelor's degree in early childhood, be licensed in early childhood, or be pursuing a bachelor's degree or alternative licensure in early childhood as outlined in their professional development plan.
- <sup>13</sup> Teachers in community-based school settings receive trainings in Early Childhood Development, curriculum and lesson planning, Early Learning Guidelines, portfolio observation collections and data base training.
- <sup>14</sup> Teachers in nonpublic settings are required to have a BA degree in Early Childhood Education, a BA in another field plus a minimum of 18 credits in Early Childhood, or a BA and alternative licensure in Early Childhood. Those 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.
- <sup>15</sup> The "Other" teacher category refers to the NM Child Development Certificate. The number of lead teachers reported by degree/credentials does not match the total number of lead teachers because some did not report degree or credentials.
- <sup>16</sup> As a result of the COVID-19 pandemic, the child care workforce has been impacted significantly.
- <sup>17</sup> In FY22, ECECD initiated PreK Parity for PreK Teachers holding a BA in Early Childhood Education paying the equivalent to public school PreK teachers. The Pre-K program must be NM funded. The program is designed to provide pay parity comparable to Pre-K teachers working in a public-school setting.
- <sup>18</sup> 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.
- <sup>19</sup> New Mexico offers pre-K pay parity for community-based lead teachers although participation is not mandatory.
- <sup>20</sup> Pre-K programs can braid Head Start funding, Child and Adult Care Food Program, Child Care Subsidy for wrap around care and other allowable funding sources.
- <sup>21</sup> School based programs use ECERS/ERS and TPOT to set practice-based coaching goals. Community based programs are observed using CLASS or ECERS/ERS.

## NEW YORK – New York State Administered Prekindergarten Program

- <sup>1</sup> The [data.nysed.gov](https://data.nysed.gov) website breaks down the number of districts in New York City into 27 geographical districts, resulting in a count of 651.
- <sup>2</sup> New York State (NYS) has two separate pre-K funding streams, one of which is a competitive award. Universal PreK (UPK) is administered to school districts via an allocation that is non-competitive. Of the approximately 730 school districts in NYS, more than 630 districts have an award via this program. For the last five years, school districts have been able to apply for additional funding via a competitive basis for the State Universal Full Day PreK grant, a five-year grant award. Ninety-two districts and agencies received this grant.
- <sup>3</sup> Areas marked as "Unknown" are overseen by government agencies other than the New York State Education Department.
- <sup>4</sup> The child count pull date was changed to March 15th, 2022. This change was made so that the calculation of prekindergarten grants is reflective of the number of students ever served in State-funded UPK programs in the 2021-22 school year.
- <sup>5</sup> State UPK Allocations: Half-Day 3-Year-Olds: 1,344, Full-Day 3-Year-Olds: 4,739, Half-Day 4-Year-Olds: 94,639, Full-Day 4-Year-Olds: 11,074; Federal UPK Allocations: Full-Day 4-Year-Olds: 14,745; Statewide Universal Full-Day Prekindergarten Grants: Slot count of Full-Day 4-Year-Olds and Half-Day 4-Year-Olds converted to Full-Day depends on the rate, and rate depends on the certification of the teachers. The individual grants combined total \$340 million; Federal Expansion Grants: Slot count of Full-Day 4-Yr-Olds depends on the rate, and rate depends on the certification of the teachers. Awarded grantees projected 1,336 slots in their applications. The individual grants combined total \$13.36 million.
- <sup>6</sup> Both half-day and full-day programs are funded. Half-day programs must operate for a minimum of 2.5 instructional hours per day. Full-day programs must operate for a minimum of 5 instructional hours per day. Many programs opt to run a longer school-day or extended-day program using local funds or other funding sources.
- <sup>7</sup> Local districts may establish a date later in December to make more children eligible for prekindergarten and kindergarten. For example, NYC uses a cutoff date of December 31st to determine eligibility into their prekindergarten program.
- <sup>8</sup> Age-eligible children must be residents of the respective school district in order to enroll in state-funded pre-K. Homeless children have priority for enrollment purposes. If more students enroll than there are spots available, the district conducts a lottery to determine which students will be enrolled in the program.
- <sup>9</sup> The maximum class size for a Pre-K class is 20 children. For classes of up to 18 students, there must be one teacher and one paraprofessional assigned to each class. For classes of 19 or 20 students, there must be one teacher and two paraprofessionals assigned to each class. Due to Commissioner's Regulations Part 151-1 being outdated,

- 3-year-old prekindergarten students use the same ratio as 4-year-old students. These regulations are currently being amended to add 3-year-old students into them.
- <sup>10</sup> Programs that are less than three hours require access to a nutritional meal or snack. Programs that are more than three hours require access to meals and snacks to ensure the nutritional needs of the children are met. When a school district participates in the National School Lunch or School Breakfast programs, Pre-K students who are on-site during the hours that meals are being served (whether half-day or full-day) must be offered breakfast and/or lunch, as applicable.
  - <sup>11</sup> The NYS Early Learning Guidelines include Infants and Toddlers. The Revised NYS Early Learning Guidelines are not standards; they are a child development resources for children ages birth through eight years. NYS does not have standards for children under four years of age. "Resource Guides for School Success: The Prekindergarten Early Learning Standards" is only for four-year-old prekindergarten students.
  - <sup>12</sup> Assessments must be valid and reliable and at a minimum assess language, cognitive and social skills per NYS Commissioner's Regulations.
  - <sup>13</sup> Other supports for curriculum implementation include Planning for High-Quality Prekindergarten Programs; the P-3 Virtual Summer Institute; guidance for Pre-K programs for 3-year-olds; tip sheets for setting up the classroom environment and play-based learning; checklists to ensure curriculum opportunities across domains; "New York State Prekindergarten, Kindergarten, First Grade, and Second Grade Learning Standards: A Resource for School Success"; "NYSED Office of Early Learning Video Series: A Guide for Educators Serving Children in Prekindergarten through 2nd Grade"; and the NYSED Pre-K to Kindergarten Transition Tool.
  - <sup>14</sup> Preschool assessment is referred to as Progress Monitoring and is separate from assessment. Assessment must also include motor development in addition to language and cognitive development. Valid and reliable progress monitoring and assessment tools used are determined locally. Screening tools must cover language, cognitive and social skills. School districts are required to establish a screening process for assessing the developmental baseline whenever a new child enters the program. The ongoing progress of all children should be monitored at least three times per year in at least language, cognitive and social skill development. For more information, see [here](#) and [here](#).
  - <sup>15</sup> Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978. 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 1st, 2010, all newly hired teachers in nonpublic settings must have a BA in Early Childhood Education or a related field and also have a written plan to earn a NYS teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an onsite education director possessing a NYS teaching license or certificate in early childhood or childhood grades. In order to maintain permanent certification, all teachers must get their master's degrees within 5 years of completion of their undergraduate studies. Under certain circumstances, a waiver can be requested to extend that 5-year-period.
  - <sup>16</sup> The Level I Teaching Assistant Certificate, the entry-level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have a high school diploma or meet standards of the licensing or registering agency. Some nonpublic school settings require a temporary license, or continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.
  - <sup>17</sup> Guidelines indicate that assistant teachers with the Level III Teaching Assistant certificate complete 75 hours per five years of in-service professional development in order to maintain certification. However, local public school districts make decisions regarding the appropriateness of activities to fulfill this requirement.
  - <sup>18</sup> State policy does not specifically require ongoing classroom-embedded support, but local districts can decide to provide it. Holders of the Initial and Conditional Initial certificate must receive mentoring in their first year of teaching or school building leadership service in a public school district. An exception to this requirement applies to certificate holders who have at least two years of teaching or educational leadership service, respectively, prior to receiving the Initial or Conditional Initial certificate; they may be exempted from this requirement. The purpose of the mentoring requirement is to provide a new teacher with support in order to gain skillfulness and more easily make the transition to one's first professional teaching experience. Therefore, new Initial certificate holders are to receive mentoring from an experienced teacher. All first-year public school teachers receive mentoring. The mentor is decided at the local level and the plan that is developed is done at the local level as well.
  - <sup>19</sup> Only school districts can subcontract, including with public schools, Head Start, private agencies, faith-based centers without religious content, family child care homes, libraries, museums, other agencies.
  - <sup>20</sup> Section 3602-e of Education Law was amended in the 2017-2018 school year in which districts had to adopt quality indicators. This includes, but is not limited to, valid and reliable measurements of environmental quality, the quality of teacher-student interactions, and student outcomes. All districts, except for those who were awarded an Expanded Prekindergarten Grant (EPK) in the 2019-2020 were required to submit their self-assessment and action plan in June 2021 that will report out on their progress towards meeting the quality indicators. These plans have to be resubmitted every two years.
  - <sup>21</sup> Due to the staffing levels of the Office of Early Learning, a risk-analysis is used to determine which of the 88 districts/agencies will receive an on-site visit or a desk audit depending on a variety of risk factors. By Education Law 3602-ee, the Office of Early Learning is only required to visit districts/agencies that receive Statewide Universal Full-Day Prekindergarten funds. However, depending on circumstances, districts who are only receiving Universal Prekindergarten funds also receive visits.

## **NORTH CAROLINA – North Carolina Pre-Kindergarten Program**

- <sup>1</sup> Although the North Carolina Department of Health and Human Services (NCDHHS) has authority over the state's pre-K program standards and fiscal components, the North Carolina State Board of Education Policy oversees the teacher licensure process.
- <sup>2</sup> The North Carolina Pre-Kindergarten Program (NC Pre-K) is statewide and 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 administer the program, but it is required that the program is offered in every county.
- <sup>3</sup> There is local variation across the state for determining child placements. Children who are determined eligible based on their family's income being at or below 75% of the state median income level are given the highest priority and served first.
- <sup>4</sup> NC Pre-K data is included in North Carolina's Early Childhood Integrated Data System (ECIDS) which is where most of these linkages occur. In addition to programs already reported, ECIDS currently includes data from the following education, health, and social services programs: Food & Nutrition Services, Child Protective Services, and Temporary Assistance for Needy Families. Inclusion in the ECIDS is planned for the following programs: Early Hearing Detection and Intervention (which will include birth registry data), and Head Start. DCDEE is also sharing data to DPI for kindergarten transition on developmental measures.
- <sup>5</sup> North Carolina is currently working on a new public data dashboard which will be able to include child demographic information. The first public data dashboards could not include child and staff-level information due to data sharing limitations. For Classroom Quality only site-level QRIS data is collected, which is also reported on public dashboards. Kindergarten child assessments would be handled by NC DPI not NC DHHS.
- <sup>6</sup> A total of 23,679 children were enrolled in the NC Pre-K program during the month of October 2021. This number steadily increased each month until it peaked in February 2022 at 24,885 children. COVID-19 continued to have an impact on child enrollment with approximately 17% of available slots going unfilled during the 2021-2022 program year. In 2021-2022 there were 29,945 contracted slots across the state.
- <sup>7</sup> Cumulatively, 1,365 total children enrolled in NC Pre-K during the 2021-2022 program year were reported as having IEPs.
- <sup>8</sup> Cumulatively, 3,730 total children enrolled in NC Pre-K during the 2021-2022 program year were reported as having limited English proficiency as an additional risk factor for program eligibility.
- <sup>9</sup> Cumulatively, 2,555 total children enrolled in NC Pre-K during the 2021-2022 program year were reported as having income above 75% SMI. And 24,839 were reported as having income at or below 75% SMI.
- <sup>10</sup> Wraparound services are determined locally. A few programs based in public schools, private child care, and Head Start may operate on a year-round calendar, but funding is limited to 10 months (36 weeks) of services.
- <sup>11</sup> State statute allows for a child's early entry into kindergarten using state-established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.
- <sup>12</sup> The child must be 4 years old on or before August 31st of the program year. A child that meets the age requirement is eligible for NC Pre-K if the child is from a family whose gross income is at or below 75% of the SMI. Children of certain military families are also eligible without regard to income. In addition, up to 20% of age-eligible children enrolled may have family incomes in excess of 75% SMI if they have documented risk factors in specific categories including developmental disability, limited English proficiency, educational need, or chronic health condition. All children must meet at least one risk factor if they do not meet the income cut-off.

- <sup>13</sup> Classrooms that provide inclusive settings for children with disabilities may require an adult-to-child ratio lower than 1:9. For Local Education-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities, Section 1508-2, (Appendix B).
- <sup>14</sup> Lunch and either breakfast and a snack or two snacks are required.
- <sup>15</sup> Per the North Carolina Child Care Rules, each NC Pre-K child must be screened for developmental delays within 90 days of entering the program. The screenings are used solely for the purpose of identifying children who should be referred for further evaluation and testing based on concerns in one or more developmental domains. State forms are provided to families for obtaining children's health assessments that include health care provider statements to refer children for further assessments and tests.
- <sup>16</sup> Other support services are provided as needed, such as family support and other types of health interventions (e.g., mental health, positive parenting services) for children with unique needs or challenging behaviors and their families.
- <sup>17</sup> The North Carolina ELDS are aligned with the state Standard Course of Study (Common Core State Standards and North Carolina's Essential Standards), the standards for what kindergarten children should know and be able to do.
- <sup>18</sup> Birth - K licensed teachers are assigned mentors to support the implementation of curricula and formative assessments that are informed by and aligned with the ELDS to support children's development and learning needs.
- <sup>19</sup> Staff are required to conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction. All formative assessments used by the NC Pre-K Program must be approved by the NC Child Care Commission based on the assessment tool's ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs and interests across all domains of development. Assessment tools must be aligned with the NC ELDS to meet this requirement. Classroom staff may select from a list of approved formative assessments. Through the state's Preschool Development Grant, the state entered into a state-level contract for TS GOLD. The State is providing access for all NC Pre-K teachers and assistants. For more information, see [here](#).
- <sup>20</sup> All lead teachers in NC Pre-K classrooms are required to hold a BA/BS in ECE/CD or a related field, as well as a NC Birth - K or PK/K add-on license. Teachers in public or nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS in child development, early education or related field, and be eligible to hold a NC Residency Birth - K license while working to attain an NC Birth - K or Preschool initial and continuing license within 3 years. Teachers holding an NC Birth - K initial or continuing license are formally mentored and required to receive formative and summative evaluations annually and according to the licensure cycle. The AA degree in ECE/CD is permitted only as the minimum education/degree requirement for a long-term substitute teacher (up to 12 weeks).
- <sup>21</sup> This number represents the cumulative number of lead teachers (including long-term sub leads (18%) for the 2021-2022 program year.
- <sup>22</sup> Of the 2,339 teachers reported in the previous questions, 431 served as Long-term substitutes for either part or all of the 2021-2022 school year. This is a rate of just over 18%.
- <sup>23</sup> For the 2021-2022 program year, DCDEE offered flexibility to programs by waiving the 12-week limitation for long-term substitutes serving in NC Pre-K classrooms.
- <sup>24</sup> 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) 6 documented semester hours of coursework in ECE, or (2) 2 years of work experience in an early childhood setting. There are child care rules going through the rule-making process that will require a CDA or higher. The new rules have gone into effect, but it will not make a difference for 2021-22. It will make a difference for the 2022-23 school year.
- <sup>25</sup> Teachers holding a Residency license and working toward the NC Birth - K Continuing licensure requirements will participate in a minimum of 6 documented semester hours per year prescribed by a Plan of Study from an approved NC Educator Preparation program (college/university), a professional development plan, and the 3-year Beginning Teacher Support Program (BTSP). The BTSP requires mentoring/performance evaluation. All Division of Child Development and Early Education (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 to all teaching assistants with those working toward the AA in ECE or CDA degrees gaining more professional development hours than the identified minimums. For assistant teachers who are not working towards a credential or degree, the annual hours are based on their educational attainment. The range is from 20 hours annually to 5 hours. All teachers are required to have training on the 10 health and safety topics the first year of employment and every 5 years thereafter; however, there is no set number of hours required regarding health and safety.
- <sup>26</sup> The amount of mentoring or coaching a NC Birth - K licensed teacher receives is based on formally assessed needs that result in different types of professional development plans, including specific strategies designed in collaboration with the teacher, evaluator, and site administrator (private sites). Teachers need different amounts of onsite coaching/mentoring (scaffolding, role modeling, etc.), based on each teacher's formally assessed needs. Approximately 50 contact hours are budgeted per teacher with less than a Birth - K Continuing License.
- <sup>27</sup> Other local funding sources include: Private provider funds: \$1,245,767, Smart Start funds: \$5,333,571, Other funds: \$6,776,543, Non-required local sources: \$32,529,905.
- <sup>28</sup> There is a requirement of a local match; however, there are no stipulations as to the amount or source. Examples include: Smart Start, Head Start, Title I, Preschool Disabilities, Local appropriations, Subsidy, Special Grants, Food Program, Private Provider Programs, Donations and other local resources.
- <sup>29</sup> Faith-based centers must also meet 4- or 5-star licensing requirements and they cannot use religious content in NC Pre-K classrooms. All NC Pre-K classrooms must meet 4- or 5-star licensing requirements.
- <sup>30</sup> All NC Pre-K licensed programs in public schools and private child care facilities have an assessment completed every three years using the Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) assessment tool as a part of the star rated license reassessment process. The ECERS-R assessment is conducted at the time of the star rated license reassessment. Classrooms that score below 5.0, shall be reassessed the following year and a minimum score of 5.0 must be achieved in order to continue to be approved as a NC Pre-K site. At least one NC Pre-K classroom shall be selected for an assessment during the reassessment process.
- <sup>31</sup> NC Professional Teaching Standards
- <sup>32</sup> The state contracts with the North Carolina Rated License Assessment Project to conduct environment rating scale assessments. Highly trained assessors record the daily activities and interactions observed in child care settings using the environment rating scale appropriate for the ages of children in the classrooms being observed. Assessors must maintain a reliability average of 85% or better. Once the needed observations have been completed and assessment reports have been written and finalized, a facility summary report is sent to the program's Child Care Consultant. The consultant then contacts the program and arranges to review the report with the facility's administrators. The scores are used to determine compliance with NC Pre-K program requirements and as part of the program's star rated license assessment.
- <sup>33</sup> There are multiple State licensure visits, as well as local contractor monitoring visits multiple times per year.

## **NORTH DAKOTA – Best in Class**

- <sup>1</sup> The North Dakota Department of Public Instruction (NDDPI) approves pre-K programs prior to the North Dakota Department of Human Services - Best in Class awarding funds. NDDPI also collects child enrollment data in STARS (State Automated Reporting System).
- <sup>2</sup> Grantees are located in 23 of 53 counties. However many grantees serve children from multiple counties.
- <sup>3</sup> Best in Class is a yearly competitive grant. Programs are eligible to apply if they offer preschool for the year before kindergarten and are a school, licensed child care participating in the Quality Rating System as a step 3 or 4, or a Head Start program.
- <sup>4</sup> In 2021-2022, the first year of Best in Class, programs received notification of the grant dollars after the registration for the pre-k session was complete. Programs did not have requirements for child placements. For the 2022-2023 school year, students enrolled through each program site, either on-site or on-line. 2021-2022 was the pilot year for Best in Class. The state notified grant recipients in the beginning of August. Ideally programs register children. The program first fills 50% of the group size of 9 or 18 with children with special needs or children whose household income is 60% or less of the State Median Income. The other spots are to be filled by random selection.
- <sup>5</sup> During the Pilot year programs entered the children into the ND DPI STARS reporting system. This system collects the basic information. The students' State ID in Teaching Strategies Gold Assessment was used to link students.
- <sup>6</sup> Because this was the pilot year, the state is still working on creating systems for data collection. It is currently challenging to extract the data.
- <sup>7</sup> Blended Head Start Funds and State funds were used in two programs.

- <sup>8</sup> The program has a duration of at least 400 hours over a period of 32 consecutive weeks, and programs must include a minimum of 10 hours of research-based parent involvement activities. Contracts cover July 1 to June 30.
- <sup>9</sup> Children who turn 4 years old prior to August 1 or 5-year-olds in their year before going to Kindergarten, are eligible for preschool funds.
- <sup>10</sup> Fifty percent of a program's classroom will be set aside for children whose household income is 60% of the state median income or less, or children who have an identified development delay or disability. Income could be determined utilizing categorical eligibility established via other federal programs (ex. SNAP, CCAP, Free-Reduced Meals) or via documentation provided by the family. Randomized selection will continue with all registered children. This pilot year the 50% set aside spots were not required but highly encouraged. Because this was a Pilot year not all programs received household income from all students.
- <sup>11</sup> Programs may charge tuition to families who participate and must follow the Sliding Fee Scale. Licensed child care programs enrolling families with household income at or below 85% of State Median Income (SMI) will be asked to apply for Child Care Assistance Program (CCAP) support. The sliding scale maximum tuition is as follows (not to exceed the maximum CCAP rate for preschool): families earning less than 60% SMI: 1% of household income; families between 61% and 100% SMI: 3% of household income; families between 100% and 150% SMI: 5% of household income; families above 150% SMI: 7% of household income.
- <sup>12</sup> A required minimum of one teacher for every ten children, with a maximum of 20 children and two teaching staff. Staffing must include two adults including a lead teacher and auxiliary teacher-required to be present at all times.
- <sup>13</sup> A snack is required if the day is longer than 2.5 hours.
- <sup>14</sup> The Pilot Year asked for health screenings (physical, dental, vision & hearing) to be completed. If concerns were apparent the child was referred for further evaluation.
- <sup>15</sup> Best in Class state funded pre-k programs require comprehensive services. Researched based family engagement was required and offered through Teaching Strategies--Ready Rosie and Waterford-Upstart.
- <sup>16</sup> The 2018 version replaces the B-5 Early Learning Guidelines (ELGs), is aligned to and mirrors the Early Learning Outcomes Framework (ELOF), and is also aligned to the Kindergarten Standards.
- <sup>17</sup> The state purchased Teaching Strategies Gold Assessment for all participating Best in Class programs. They were required to use TS Gold but did not receive it until January and the training was completed in March.
- <sup>18</sup> The NDDPI and North Dakota Department of Human Services (NDDHS) collaborate to print, disseminate, and provide PD on the B-K Standards.
- <sup>19</sup> The state provides Teaching Strategies: Creative Curriculum to recipients of the state pre-k grant. Along with this they receive free professional development opportunities through Teaching Strategies and coaches who guide them through the curriculum and assessment piece.
- <sup>20</sup> Lead teachers in state-funded preschool programs in school settings must be approved teachers through North Dakota Department of Public Instruction to operate. Leads teachers in state-funded preschool programs in child care settings must follow quality rating systems Step 3 and Step 4 Professional Development (PD) requirements. Step 3 program: all Lead Teachers must complete 10 hours of PD in relation to learning environment and hours in relation to observation and assessment. Step 4 programs: all of the previously listed requirements must be met plus 2 to 2.5 hours of PD in relation to interactions and must be a Career Pathway E or higher (CDA). Head Start programs must meet Head Start qualifications.
- <sup>21</sup> A lead teacher with an Elementary Education degree must also obtain a Kindergarten Credential in order to teach pre-K in ND in both public and nonpublic settings. All lead teachers in a child care setting are required to complete Getting Started (Federally mandated health and safety topics – 15 hours) within 90 days of hire date. They must also fulfill the training requirements of the state quality rating system, Bright and Early of ND.
- <sup>22</sup> Two of the 23 teachers quit in the middle of the year and the program was unable to find qualified teachers to replace them.
- <sup>23</sup> All assistants must only meet licensing requirements which requires ten hours of Getting Started.
- <sup>24</sup> Assistant teachers in non-public setting must only meet licensing requirements. Head Start assistant teachers would be required to meet Head Start expectations. Professional development will be available on Creative Curriculum and teachers will be trained to implement GOLD assessment and how to use the data to intentionally plan teaching and learning opportunities.
- <sup>25</sup> Best in Class coaches will be supporting teachers in all components of the Best in Class program including, but not limited to, environment and materials, Teaching Strategies curriculum and assessment, family engagement, health screenings and referrals, and coordination of other coaches currently assisting programs. Coaches will provide onsite and virtual communication through observation, reflection, action planning and goal setting.
- <sup>26</sup> \$2,100,000 in ESSER funds were available but not fully spent.
- <sup>27</sup> A requirement to participate in the state funded Pre-K Best in Class is to match/In-Kind the grant awarded by 16.666%. The programs did this in various ways.
- <sup>28</sup> State funding may be used to serve children in Head Start centers who are not already supported by Head Start funding.
- <sup>29</sup> All classrooms were observed but a structured observation was not used.
- <sup>30</sup> The coaches visited all programs on-site once and many programs received two on-site visits by the coach. The coaches did virtual visits monthly. They also received at least one on-site visit and one virtual visit from Child Care Health & Safety Consultants, contracted partners. They were responsible for assessing the health and safety of early childhood facilities, providing training, guidance, and recommendations to support early childhood services providers with preventing and managing injuries and infectious disease.

## OHIO – Ohio Early Childhood Education

- <sup>1</sup> 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 childcare programs.
- <sup>2</sup> Grantees of the funds may operate multiple sites. They may coordinate enrollment across sites.
- <sup>3</sup> Data cannot be linked between State funded preschool and part-day Head Start.
- <sup>4</sup> Ohio funded 18,135 children with a per-child allocation of \$4,000, but total enrollment was 16,732. 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.
- <sup>5</sup> Children attend Chartered Non-Public Schools, childcare programs in centers or family homes, Educational Service Centers, Joint Vocational Schools, and County Boards of Developmental Disabilities.
- <sup>6</sup> All Early Childhood Education programs must provide services for a minimum of 455 hours per academic year, approximately 12.5 hours/week.
- <sup>7</sup> Age eligibility requirements changed at the start of the 2016-2017 school year such that 3-year-old children are not eligible without prior approval from the Ohio Department of Education (ODE) after October 1 for slots unfilled by 4-year-old children.
- <sup>8</sup> Family income is the determining eligibility factor for this program. The program is free for families with incomes up to 100% FPL and children with an IEP. Families between 101% and 200% FPL may pay a fee based on the district's sliding-fee scale.
- <sup>9</sup> All programs are required to participate in Ohio's QRIS, Step Up To Quality (SUTQ), and are given additional points for meeting a 1:10 staff-to-child ratio or maximum class size of 20. Most of these programs are meeting this requirement, rated four or five, and are receiving points for meeting these ratios.
- <sup>10</sup> Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.
- <sup>11</sup> Each program must conduct one educational training, workshop, or event for families annually. Programs must have a written policy on health screenings and the referral process to community resources. Programs can earn extra points toward their SUTQ rating for the following: At least two documented community partners/entities; Formal model or process for family engagement; and Parent volunteer group. Each child must have an individualized transition plan. Programs can earn extra points toward their SUTQ rating for written transition policies and procedures.
- <sup>12</sup> In all programs, at least 50% of teachers must have a BA in Early Childhood Education. Teachers who have a K-3 or K-8 license are required to have 12 college credits in

ECE. All teachers in ECE programs are required to complete a Professional Development certificate that gives extra points for exceeding the minimum number of contact training/PD hours.

<sup>13</sup> This was a consistent challenge noted by all programs.

<sup>14</sup> Programs are required to participate in Step Up To Quality, Ohio's tired quality rating and improvement system, and are given extra points for attaining 30 hours of PD every 2 years at the star 4 and 5 levels. Most programs are attaining these levels.

<sup>15</sup> The state made \$72,540,000 available, allocated to grantees, but the amount spent was less due to lower enrollment.

<sup>16</sup> The Ohio Classroom Observation Tool

## OKLAHOMA – Oklahoma Early Childhood Four-Year-Old Program

<sup>1</sup> Oklahoma offers universal pre-K classes to all children. There are no enrollment qualifiers or competitive grants to award to school districts or school sites.

<sup>2</sup> Each district offering the program makes local decisions on how to conduct enrollment and placement.

<sup>3</sup> The state does not require specific assessments in pre-K and does not collect that information at a state level. For kindergarten assessments, the state does require the results of the reading screener as part of the state's Reading Sufficiency Act to be reported by each school site, but not for individual students. The state reports aggregated data on those results yearly in the RSA Governor's Report found [here](#).

<sup>4</sup> Some children (1,204) in the 3-year-old category are supported through funding from the Oklahoma Early Childhood Program (OECF) funding. These students are included in demographic counts because the Oklahoma State Department of Education (OSDE) does not have access to data on OECF students.

<sup>5</sup> Students with an IEP carry additional weight in the school funding formula.

<sup>6</sup> OSDE does not capture Head Start enrollment numbers in the public school student information system (SIS). There are around 117 classrooms offering Head Start - public school preschool collaborations.

<sup>7</sup> State funds provided to Community Action Agencies can be used to support both Head Start and Early Head Start at the discretion of the agency.

<sup>8</sup> The enrollment breakdowns are representative only of 4-year-olds and 3-year-olds not supported by the OECF program (1,204). Totals include children under 3 as well as 5-year-olds, but breakdowns do not.

<sup>9</sup> The OSDE does not collect information beyond if students are in full or half day programs, so some of the full day students may actually be extended day. Determined locally includes 3-year-olds in OECF programs.

<sup>10</sup> Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Most school districts operate five days per week. Programs must be offered at least 175 days per year or 1,080 hours per school year. Districts can choose to offer a longer day or year but will not receive additional state funding through the state aid formula.

<sup>11</sup> A child who has not reached 5 years of age on or before September 1 and who resides in a district which does not offer an early childhood program is eligible for transfer to a district where an early childhood program is offered if the district that offers the early childhood program agrees to the transfer. A child who is 5 years of age may be excused from kindergarten attendance until the next school year if a parent, guardian, or other person having custody of the child notifies the superintendent.

<sup>12</sup> All children who are at least 4 years of age but not more than 5 years of age on or before September 1, and who have not attended a public school kindergarten, are entitled but not required to attend half-day or full-day early childhood programs at any public school in the state where such programs are offered.

<sup>13</sup> Full-day programs provide breakfast and lunch. Part-day programs provide breakfast or lunch, depending on the session the child attends.

<sup>14</sup> Current immunization records are required for pre-K entry. If a pre-K program is in collaboration with an Early Head Start or Head Start, they must meet those requirements as well.

<sup>15</sup> OSDE recommends and provides resources for parenting support and training, health services for children, information about nutrition, and transition-to-kindergarten activities, but allows local districts to make decisions related to local communities. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.

<sup>16</sup> The [Oklahoma Curriculum Frameworks](#) provide support for state standards. The statewide summer conference, EngageOK, provides PD to support the implementation of state standards.

<sup>17</sup> OSDE is currently in the second round of High Quality Instructional Materials Review that will result in a three-tiered rating for curriculum after it has been reviewed using a subject specific rubric by a team of experts and practitioners in the field. The rubric scores and comments will be published for schools and districts to use to aid in their decision making around curriculum during the textbook adoption cycle. A new cycle specifically for preschool comprehensive curriculum will take place in 2023.

<sup>18</sup> There is a paraprofessional route to becoming an early childhood certified teacher in which a person holding a BA in any area of study can work for a minimum of a year as a paraprofessional in an early childhood classroom and pass the Praxis Performance Assessment for Teachers (PPAT) and the Oklahoma Subject Area Test or an approved Praxis subject area assessment. First year teachers are supported through the Teacher Induction Program, which provides annual support through mentorship and coaching. More information on the Teacher Induction Program can be found [here](#). Teachers with a BA in Child Development may obtain a Birth-Age Three certificate to teach in 3-year-old classrooms.

<sup>19</sup> Other may include HSD, CDA, or AA. These numbers are approximate due to the combined nature of state preschool and Head Start in many of our dually funded programs.

<sup>20</sup> Like many states across the nation, Oklahoma is experiencing a historic teacher shortage.

<sup>21</sup> Schools are able to employ emergency certified teachers if they document "substantial efforts to employ a teacher who holds a current non-emergency certificate." Emergency certified teachers in pre-K-3rd grade are required to complete additional training requirements. More information can be located [here](#). All emergency certified teachers must hold at least a BA to be considered for emergency certification.

<sup>22</sup> OSDE has invested federal relief dollars to compensate qualified candidates for their work as student teachers. The program will fund Oklahoma student teachers in school year 2021-2022 through school year 2023-2024. Through a partnership with the Oklahoma State Regents for Higher Education (OSRHE) and the OSDE, payments of up to \$3,250 will be provided to each student teacher approved by Educator Preparation Providers (EPPs). Additionally, districts used a variety of strategies, including using their federal relief funds to offer additional compensation or retention bonuses to recruit and retain teachers.

<sup>23</sup> Teacher assistants are only required to hold a HSD or GED and pass the FBI criminal history check. Teacher assistants employed in a Title I school must be highly qualified using one of the following methods: (1) An AA or higher; (2) At least two years or 48 credit hours of study at an institution of higher education; or (3) Pass the ETS Para Pro Assessment Test or the Work Keys Assessment. Oklahoma is working on an updated policy for pre-K teacher assistants. In programs located in Head Start/Early Head Start classrooms, teacher assistants must meet all federal requirements. School districts must ensure teacher assistants are provided professional development in early childhood education.

<sup>24</sup> See [here](#) for more information about required professional development topics for teachers and teacher assistants.

<sup>25</sup> For additional information, see [here](#).

<sup>26</sup> For additional information, see [here](#).

<sup>27</sup> Included in the state funding is \$12 million allocated to the 3-year-old program. It is not based on the state aid funding formula.

<sup>28</sup> Since state preschool is part of the state per-pupil funding formula, there is not a traditional line-item allocation.

<sup>29</sup> There may be local funds used to support the program, but this would vary by district.

<sup>30</sup> Tulsa Teacher Leader Effectiveness and Marzano Teacher Evaluation Model are the only assessment instruments. More information may be found [here](#).

<sup>31</sup> Programs are not required to use the data in any specific way outside of teacher development and improvement, but many use this information to inform district and school practices.

## OREGON – Oregon Pre-Kindergarten (OPK)

- <sup>1</sup> The Early Learning Division (ELD) is housed in the State Education Agency (SEA), but the SEA does not have authority over the Early Learning Division. The ELD is led by the Early Learning System Director who is appointed by and reports to the Governor.
- <sup>2</sup> Although all 36 counties are represented there is still more needed to reach all eligible children within those counties, specifically in rural and frontier Oregon.
- <sup>3</sup> The grantee size varies across geographic area. Many grantees have over 20 site locations in their geographic area. Enrollment and the receiving of applications happens at many sites across the region and children are placed in locations that meet their family needs and preferences. Many aspects are taken into consideration including transportation, specific needs of the child, location of family home, child care or work location, hours of service and access to culturally and linguistically representative staff. Some OPK programs work with their local regional Early Learning Hubs to receive support for the placement of OPK children and families.
- <sup>4</sup> The ELD does not currently systematically assign student unique identifiers in a manner that allows the state to link child-level data across programs. The state is working to build data infrastructure to be able to do this in the future.
- <sup>5</sup> Information on individual children enrolled in the OPK program are obtained through the federal Head Start Program Information Report (PIR). The state obtains aggregate counts of children by home language, race/ethnicity, and other demographic characteristics. For assessments, some programs use TS GOLD, and the state has access to child level scores. Attendance is collected at the program level (% of slots enrolled), but not at the child-level. The state plans to directly collect classroom quality information in this upcoming 2022-2023 program year.
- <sup>6</sup> Enrollment is cumulative and reported at the end of the program year. This includes children enrolled at the start of the year and throughout the year. Additionally, this year's enrollment was lower than a typical year. There were 7,720 total funded slots.
- <sup>7</sup> Head Start Program Performance Standards requires that at least 10% of all funded enrollment of the OPK program are children experiencing disability, but OPK often exceeds that requirement. Many programs are using their PD funds and other funding to support high quality inclusion practices including but not limited to LEAP and lowering class sizes. Oregon has provided additional funding for these purposes for the 2022-2023 school year, and we will be able to report on that in future years.
- <sup>8</sup> OPK is by statute required to follow all Head Start Program Performance Standards, which allows the Head Start programs to use the OKP funding as their nonfederal share match. This means Oregon uniquely funds approximately 60% of all Head Start services in the state. This allows for a partnership between Region X of the Office of Head Start and the OPK team that supports children and families in accessing more Head Start level services through the OPK funding.
- <sup>9</sup> From Regular Session 2021, Senate Bill 5513 included Policy Option Package 402. This policy option package expanded three early learning programs: Preschool Promise, OPK, and Healthy Families Oregon. OPK programming was set expand services by converting 1,400 part-day slots to full-day and to add 265 prenatal-to-three slots with a total budget of \$23.2 million. The conversion of part-day to full-day was not only to meet parent and community need, but also to help Head Start grantees meet their 45% 6-hour day requirement.
- <sup>10</sup> "Unknown" refers to children served based on being categorically eligible through public assistance, foster care, experiencing homelessness, or another type of need, and income information is not known. This number has increased significantly from previous years because the Office of Head Start instituted a new category for eligibility. Children and Families receiving Supplemental Nutrition Assistance Program (SNAP) benefits are now categorically eligible for Head Start and OPK. This means OPK can now serve families whose income is up to, and in some cases just above, 200% of FPL, depending on their SNAP eligibility determinations.
- <sup>11</sup> The number of days per week is dependent on the service models adopted by the program and can range from no class days per week (home-based) to five days per week. Programs must offer at least 3.5 hours per day for a minimum of 32 weeks/428 per year, plus two required in home visits which are 1.5 hours each and two parent teacher conferences that generally happen at their school. Program Models include: (1) Part Day Part Year classrooms operate at a minimum 3.5 hours per day for a school year using state funding. (2) Duration classrooms must offer 1,020 hours per year and are able to meet those hours in many ways. Some classrooms operate at 6.5-hour days four to five days per week over 32 weeks. Some offer 5-hour days five days per week for a full year. They must meet community need with their chosen model. (3) Home Base: Only currently offered for frontier Oregon in Harney County for families who live beyond 3 hours travel time to any location. These families have monthly home visits and a curriculum that is supported in their homes. Approximately, 35% of OPK slots are offered at the Duration model. Many children and families receive above the required services hours by way of Family Service Home Visiting and Education Service Home Visiting. Families with preschool children who may have a greater or more specific need will receive higher levels of service based on their individual needs and support plans.
- <sup>12</sup> Children must be at least three years old or, per Head Start performance standards, turn three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located.
- <sup>13</sup> OPK follows federal Head Start guidelines. Enrolled children must meet the federal Head Start income requirements. After priority is given to families whose income is at or below 100% FPL, up to 35% of children can be enrolled whose family income is between 100% FPL and 130% FPL. If a grantee has both state pre-K and federal Head Start funds, 90% of children must meet the income requirement. If a grantee has only state pre-K funding, 80% of children must meet the income requirement. Children in foster care or who are homeless are categorically eligible. A minimum of 10% of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services. Risk factors are prioritized by local boards and policy councils.
- <sup>14</sup> Part-day programs offer lunch and either breakfast or snack and full-day programs offer breakfast, lunch, and snack. Programs are required to offer meals and a snack that provide one-third to one-half of the daily nutritional needs for children in part-day programs.
- <sup>15</sup> Screenings are required to be completed within 45 days of enrollment, except immunizations which are required prior to enrollment. Requirements for screenings follow Head Start screening requirements.
- <sup>16</sup> Parent involvement activities are per the Office of Head Start regulation 1302.50: Family engagement. Transition to kindergarten activities are per the Office of Head Start regulation 1302.71: Transitions from Head Start to kindergarten. Other comprehensive services may include referral to mental health supports and services and referral to special education or physical health services.
- <sup>17</sup> Although the ELDS guidelines do not have a domain for physical and motor development, the ELDS acknowledges that they are critical to the development of the whole child and are essential components of quality programming and instruction for young children. Furthermore, the Head Start Early Learning Outcomes Framework does address physical and motor development, and both documents guide the Oregon Pre-K program.
- <sup>18</sup> The ELDS are inclusive of kindergarten standards and connects to the larger K-12 Common Core State Standards.
- <sup>19</sup> All assessments must meet Head Start Program Performance Standards around curriculum and screenings.
- <sup>20</sup> Mentor Coaches from the newly created Early Learning System Initiative housed at Oregon State University are working with OPK coaches and education managers to ensure coaches are accessing needed trainings and supports to effectively implement coaching systems within their organizations.
- <sup>21</sup> Programs are required to follow federal Head Start Performance Standards for curricula. Other supports include technical assistance around implementation in alternative settings and support for virtual services.
- <sup>22</sup> All OPK programs are currently using the Desired Results Developmental Profile (DRDP) or Teaching Strategies GOLD (TS GOLD)/Creative Curriculum Developmental Continuum, but they are permitted to use any valid and reliable child assessment that is aligned with the Early Learning Outcomes Framework from the Head Start Program Performance Standards.
- <sup>23</sup> Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50% must have earned at least a BA. Some programs have participated in local partnerships (e.g., school districts) where BA-level degrees and early childhood licensure with or without special education are required as locally determined. Teacher licensure options for public schools include Birth-3rd grade and Pre-K-K (Birth-K). Oregon Registry Online run by Portland State University is a step system for child development professionals that work as an experience and training data base. It provides credentialing related to ECE experience and training. It allows for many professionals who have been working in preschool for many years to get credit for their expertise and experience.
- <sup>24</sup> These numbers are approximate due to combined nature of OPK and HS in many of our dually funded programs.
- <sup>25</sup> When the Federal Office of Head Start added COVID vaccines and masking to the HSPPS, OPK and Head Start lost many staff members, especially lead teachers. Also, the staffing crises in all areas of the American workforce impacted OPK and ECE was no exception.
- <sup>26</sup> Waivers and/or exceptions are handled through the Office of Head Start (Per the Office of Head Start). It seems the trend may be more waivers for teacher credentials for the next 2022-23 school year as we work to rebuild the workforce.
- <sup>27</sup> The state allowed the unspent OPK funds to be used as incentives for retention and hiring incentives. The state did not release additional funding for this purpose. There was a temporary rule in place for Oregon's Equal Pay Act that allowed for hiring incentives and retention incentives that didn't meet the rules of the Act. That flexibility

- expired in September 2022 and all programs will now have to follow the Equal Pay Act in all their salary enhancements.
- <sup>28</sup> Assistant teachers may start their positions without the degree requirement with the understanding that they must complete their degree requirement within two years. OPK programs offer training/technical assistance to support this attainment.
- <sup>29</sup> OPK grantees can be dually funded with OPK and Federal HS or not. 23 of 30 OPK grantees do have Federal Head Start grants as well. OPK funds are used as the required nonfederal share.
- <sup>30</sup> Grantees can use many options for gathering funds to support their OPK grant services. The state does not report these amounts.
- <sup>31</sup> Local grantees partnering with agencies may receive Title I and IDEA funding but are unable to directly access those funds. Faith-based programs free of religious content are eligible to receive funding.
- <sup>32</sup> The state will now be partnering with and providing CLASS observations for OPK classrooms. Oregon is currently in the final stages of planning for a new multi-year cycle observation plan. This plan is going to begin in the 2022-23 program year. When initiated, all preschool classrooms will be observed over the course of a multi-year cycle to support continuous quality improvement. The methodology for this plan is to have classrooms randomly selected and all classrooms observed at least once during the multi-year cycle.
- <sup>33</sup> Many OPK programs use supplemental assessments such as ERS, ECERS, and TPOT.

## OREGON – Oregon Preschool Promise

- <sup>1</sup> The Early Learning Division (ELD) is housed in the State Education Agency (SEA), but the SEA does not have authority over the Early Learning Division. The ELD is led by the Early Learning System Director who is appointed by and reports to the Governor.
- <sup>2</sup> Early Learning Division grants directly with Preschool Promise providers; for the 2021-22 program year, ELD had 176 grantees and 255 sites statewide. Preschool Promise providers are school districts, center-based and in-home providers, also known as family childcare.
- <sup>3</sup> Early Learning Hubs are tasked with the recruitment, eligibility, selection, and placement into Preschool Promise, providing families with a central place for enrollment.
- <sup>4</sup> The ELD does not currently systematically assign student unique identifiers in a manner that allows the state to link child-level data across programs. The state is working to build data infrastructure to be able to do this in the future.
- <sup>5</sup> The ELD does not currently collect child-level data for the Preschool Promise program. Grantees of the program report aggregate counts of children served disaggregated by different demographic characteristics at the end of each program year. The state does collect information on classroom quality and teacher education directly.
- <sup>6</sup> Enrollment is cumulative and reported at the end of the program year. This includes children enrolled at the start of the year and throughout the year. The total by age does not match total served because the state is missing information for 22 children.
- <sup>7</sup> From Regular Session 2021, Senate Bill 5513 included Policy Option Package 402. This policy option package expanded three early learning programs: Preschool Promise, OPK, and Healthy Families Oregon. OPK preschool programming was set expand services by converting 1,400 part-day slots to full-day and to add 265 prenatal to three slots with a total budget of \$23.2 million. The conversion of part-day to full-day was not only to meet parent and community need but also to help Head Start grantees meet their 45% 6-hour day requirement.
- <sup>8</sup> The state cannot provide an unduplicated count. Families are asked to report which languages are spoken at home and can select both English and other languages.
- <sup>9</sup> This data includes an "Other Ethnicity" category, which was provided to obtain reports on other Ethnicities other than Hispanic/Latino origin identified by parents/families of children enrolled. There were 248 children (90 3-year-olds; 158 4-year-olds) included in this category. Additionally, reporting on ethnicity was duplicative, such that children were allowed to be counted in each relevant ethnicity category, rather than as discrete categories. Therefore, the number of total children by ethnicity category may not equal the total number of children served.
- <sup>10</sup> This breakdown includes 41 children who are Middle Eastern/North African (11 3-year-olds; 30 4-year-olds), and data was missing for 136 children (74 3-year-olds; 40 4-year-olds). The total by age does not match total served because the state is missing information for 22 children.
- <sup>11</sup> Providers must offer, at minimum, the same instructional hours as full-day kindergarten, i.e., 900 hours of service in a program year (August 1-June 30). Programs typically operate on a school-day, school-year schedule. Based on parent need, some providers choose to offer services year-round and other providers follow a September through early June schedule. Programs are required to offer a minimum of four days per week and six hours per day.
- <sup>12</sup> There are no eligibility requirements beyond age (3- & 4-year-olds) and income (0-200% FPL). However, priority groups who have been historically underserved are determined locally, for instance, children of color, children who are emergent bi/multilingual, and children with identified special education and health needs. Additionally, children who are in the foster care system are considered a family of one with no income, therefore they automatically meet the income eligibility requirements. Eligibility is valid for two years.
- <sup>13</sup> With ELD approval, a child from a family over the 200% FPL, who is living in a determined geographic area with low access to high quality early learning opportunities, is eligible for Preschool Promise.
- <sup>14</sup> The program model defines maximum class size to be 18 children with a minimum of two adults (a 1:9 ratio). A waiver may be requested to increase class size to 20 for special circumstances. The staff-child ratio is based on the Oregon Child Care Licensing regulations and program quality requirements.
- <sup>15</sup> To meet licensing requirements, programs provide at least one meal and one snack or two meals. The number of meals and snacks is dependent upon daily service hours.
- <sup>16</sup> In future program years, the standards will include more required screenings. Currently, the required developmental screenings are: ASQ & ASQ-SE.
- <sup>17</sup> Although the ELDS guidelines do not have a domain for physical and motor development, the ELDS acknowledges that they are critical to the development of the whole child and are essential components of quality programming and instruction for young children. Furthermore, the Head Start Early Learning Outcomes Framework does address physical and motor development, and both documents guide the Preschool Promise program.
- <sup>18</sup> The ELDS are inclusive of kindergarten standards and connects to the larger K-12 Common Core State Standards.
- <sup>19</sup> The Early Learning Division contracts with Child Care Resource and Referrals (CCR&Rs) to provide a local Quality Improvement Specialist and a Coach to help providers successfully implement the Preschool Promise Quality Requirements.
- <sup>20</sup> Other supports include individual and group support provided by local CCR&Rs through the program year.
- <sup>21</sup> Providers that seek to use other assessments are required to submit a written description of how the assessment tool aligns with the Head Start Child Development and Early Learning Framework and/or the Oregon Early Learning Standards.
- <sup>22</sup> Lead teachers are required to have a BA in ECE or a related field, but waivers for this requirement are permitted if the teacher has submitted a plan to attain a BA and is demonstrating progress towards the BA degree. Approximately 50% of lead teachers have requested a waiver for the BA requirement. Teachers must have a minimum of a CDA.
- <sup>23</sup> Pre-service specialized training is determined by the ORO Step requirements related to the core knowledge categories.
- <sup>24</sup> The state requires reporting on all staff who support classrooms with Preschool Promise children. However, classrooms can have a mix of state-funded and children funded through private pay or other funding streams. Given this aspect of the model, Preschool Promise can have more staff associated with the program than another program with classrooms that only include state-funded children.
- <sup>25</sup> Data is unknown for four teachers (1.1%). "Other" represents the educational equivalent to a CDA, represented by a Step 8 or above on Oregon's Early Education Professional Pathway registry. Teachers with a HSD or equivalent have a waiver and a professional development plan in place.
- <sup>26</sup> Due to the pandemic and increased wages in Oregon, Preschool Promise has experienced a shortage of qualified teachers.
- <sup>27</sup> Given the challenges with staffing ELD provided waiver for Lead Teacher and Assistant positions.
- <sup>28</sup> The minimum requirement for an assistant teacher is Step 5 in the Oregon Registry Online. Licensing regulations for an Aide II: (a) Be at least 18 years of age; (b) Have worked at least six months at the center where they are now employed; (c) Have current certification in first aid and CPR. Training must have practical hands-on instruction;

therefore, online training is not acceptable, which is similar to the credentialing system for K-12 teachers in Oregon.

- <sup>29</sup> If teachers and/or assistant teachers do not meet the minimum education requirements, a PD plan is required.
- <sup>30</sup> Providers are connected to a Preschool Promise Quality Improvement Specialist and Coach to support the implementation of the Preschool Promise Quality Requirement.
- <sup>31</sup> Preschool Promise requires pay parity and provides guidelines with minimums and targets, but not all providers are able to implement due to collective bargaining agreements and existing salary structure for other non-Preschool Promise staff. The Preschool Promise Grant Manual states that (a) all certified Preschool Promise teaching staff must be offered a reasonable amount of paid time off (sick, personal, vacation) during the Preschool Promise Program year, (b) providers must allow teaching staff a reasonable amount of paid preparation and planning time each week, and (c) providers may use Preschool Promise funds to pay for professional development/training opportunities, substitutes and mileage costs associated with staff travel to the training opportunities. Mileage and associated per diems will be reimbursed at the current state government rates.
- <sup>32</sup> All funds are awarded directly to the Preschool Promise provider. In some cases, certain grantee subcontract with multiple providers in their community.
- <sup>33</sup> Due to the pandemic, grantees of Preschool Promise who were selected to receive a structured classroom observation during the 2021-22 program year were not required to participate if their reason for not participating was related to COVID-19 and health concerns. Over half of all Preschool Promise classrooms were observed at some point during the program year using ERS. Oregon began a new multi-year cycle observation plan as of October of 2022 for the 2022-23 program year. This plan randomly selects preschool classrooms in state-funded preschool (both Preschool Promise and OPK) sites using a block-randomized methodology to ensure a representative sample is collected each year. All classrooms will be observed over the course of this multi-year cycle moving forward.
- <sup>34</sup> All observations this year were the ECERS or FCERS. In the multi-year sampling plan that we are still finalizing, grantees will have the option to choose between a CLASS and ERS observation.
- <sup>35</sup> Results are provided to the state at the aggregate level to highlight trends and summaries across the program.

## PENNSYLVANIA – Pennsylvania Ready to Learn Block Grant (RTL)

- <sup>1</sup> Individual child data are not collected by the state for this program.
- <sup>2</sup> Eligibility is locally determined.
- <sup>3</sup> The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- <sup>4</sup> For additional information, see [link](#).
- <sup>5</sup> Supports are available to districts through OCDEL, but districts need to request the services.
- <sup>6</sup> The [curriculum](#) must be standards-based, but the selection is decided locally. The state provides a list of curricula, which has shown alignment with the ELS as well as technical assistance at the request of the LEA.
- <sup>7</sup> Child Assessments are locally determined but [PDE](#) provides a list of assessments aligned with the ELS.
- <sup>8</sup> Beginning in 2009-2010, assistant teachers were required to have two years of post-secondary education/sixty college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- <sup>9</sup> First year instructionally certified teachers are required to participate in induction.
- <sup>10</sup> Classrooms with Instructional I certified teachers are observed annually.
- <sup>11</sup> Summaries of teacher evaluations are used as part of formal state teacher evaluation system.

## PENNSYLVANIA – Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

- <sup>1</sup> For 2021-2022: Five FTEs are attributed to state employees who direct PK policy, implementation, data systems, and contracting processes. Eighteen of the FTEs are contracted to provide program monitoring and TA for PKC/HSSAP under the direction of PA Office of Child Development and Early Learning (OCDEL).
- <sup>2</sup> The Master Client Index (MCI) is a unique identifier for the Pennsylvania Department of Human Services. PAsureID is the unique identifier for the Pennsylvania Department of Education. Children participating in OCDEL programs receive both.
- <sup>3</sup> KEI is voluntary and is collected at kindergarten entry by the kindergarten teacher. Attendance, developmental screening, child assessments, and classroom quality assessments are conducted by local providers but must be available to the state if and/or when requested.
- <sup>4</sup> Children under 3 and over age 4 are included in totals for enrollment by home language, enrollment by race/ethnicity, and enrollment by family income.
- <sup>5</sup> Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, four days per week. Full-day for the Head Start Supplemental Assistance Program (HSSAP) is considered more than 5.5 hours per day. Center-based programs can operate four or five days per week; home-based programs offer home visits once per week with socialization days. Most programs operate between 128 and 180 days per year with a few offering full-year services of approximately 240 days per year. Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.
- <sup>6</sup> A program must provide, at a minimum, at least 160 days per year of planned class operations if it operates for five days per week, or at least 128 days per year if it operates four days per week. Classes must operate for a minimum of 3.5 hours per day, totaling 448 annual hours (minimum requirement). Eventually, the program is expected to operate 1,380 hours annually.
- <sup>7</sup> Age-eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cutoff is five by September 1, but this is determined locally. If a child with special needs remains in the pre-K program when they are age-eligible for kindergarten, they are not funded by HSSAP, but instead by other resources.
- <sup>8</sup> State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35% of the enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL. In addition to income requirements, individual Head Start agencies determine eligibility requirements based on their community assessments and give priority based on multiple risk factors.
- <sup>9</sup> Following Federal Head Start Performance Standards, each child in a program that operates for fewer than six hours per day receives meals and snacks that provide one-third to one-half of the child's daily nutritional needs, six hours or more per day must provide two-thirds (which meals are not specified).
- <sup>10</sup> The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- <sup>11</sup> For additional information, see [link](#).
- <sup>12</sup> Face-to-face and asynchronous trainings in ELDS are provided.
- <sup>13</sup> To see the list of approved assessments, see [here](#).
- <sup>14</sup> The Head Start center-based teacher qualification requirements (as specified in the Head Start Act) requires that no less than fifty percent of all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework. A program must ensure all center-based teachers have at least an associate or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of the Act.
- <sup>15</sup> The "Other" category includes two years of college (at least sixty credits completed), PA ECE Certification Instructional 1 and 2, teacher internship, and teachers with no qualifications.
- <sup>16</sup> Programs closed classrooms and were under enrolled due to staffing shortages.
- <sup>17</sup> Programs who were under enrolled due to COVID or staffing shortages were able to retain full funding in most cases and were encouraged to use these funds for staff recruitment and retention efforts.
- <sup>18</sup> Head Start assistant teacher qualification requirements are specified in the Head Start Act. At a minimum, they must have a CDA credential or a state-awarded certificate

that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.

<sup>19</sup> Although it does not mention explicitly having written plans, the HS Performance Standards states: A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate.

<sup>20</sup> The HS Performance Standards (state programs must meet all HS Performance Standards to receive state funding) includes the requirement to implement a research-based, coordinated coaching strategy for educational staff.

<sup>21</sup> Most of the funds are distributed to programs via grants, with \$657,000 held for administrative costs.

<sup>22</sup> The cost per child is established during the grant cycle and varies by provider. The funding amount is calculated by multiplying the cost per child by the number of funded slots (not actual enrollment).

<sup>23</sup> State pre-K specialists conduct annual contract monitoring visits.

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

<sup>1</sup> Children in these programs only receive a PAsecureID, PDE's unique identifier, and are not assigned a Master Client Index (MCI).

<sup>2</sup> To determine if a student is economically disadvantaged, poverty data sources such as TANF cases, census poor, Medicaid, children living in institutions for the neglected or delinquent, or those supported in foster homes may be used. FRPL may also be used for public schools.

<sup>3</sup> Public prekindergarten, when offered, must operate for a minimum of 180 days of instruction for students. The Secretary may, upon request, approve a school term containing a minimum of 990 secondary or 900 elementary and 450 kindergarten hours of instruction as the equivalent of 180 school days. A prekindergarten program may be exempted from this requirement when approval as a meritorious prekindergarten is granted as provided in § 4.20(8) (relating to prekindergarten education).

<sup>4</sup> If offered, K4 must be open to all age-eligible children in the district. The board of school directors in any school district may establish and maintain kindergartens for children between the ages of four and six years. When established, the kindergartens shall be an integral part of the elementary school system of the district and be kept open for not less than two and one-half hours each day for the full school term as provided in section 1501.

<sup>5</sup> For SBPK, prekindergarten programs must have a student/teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom (2 adults in a classroom for every 20 students). Programs of high quality ordinarily have a student/teacher ratio of 17 students for one teacher and one teacher aide in a classroom (2 adults for every 17 students). Programs operating under contract with community providers must comply with staffing qualifications as required by § 49.85(e) (relating to limitations).

<sup>6</sup> Public schools fall under the federal Food Program and thus, regardless of whether a student has money to pay for a school meal or owes money for school meals, each board of school directors shall establish a requirement for schools under its jurisdiction to provide a meal to a student who requests one, unless the student's parent/guardian has specifically provided written directive to the school to withhold a school meal.

<sup>7</sup> The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.

<sup>8</sup> For additional information, see [link](#).

<sup>9</sup> In SBPK, child assessments are determined locally; however, there is a state-approved [list](#) of assessments. In K4, programs can choose whatever assessment they wish.

<sup>10</sup> School district contracted prekindergarten programs operated by a community provider requires lead teachers to have: an associate degree or greater in early childhood education or child development; for programs operating before December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in § 49.85(a) on or before December 16, 2011; for programs contracted after December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in § 49.85 within five years from the date students first attend the prekindergarten program.

<sup>11</sup> Beginning in the 2009-2010 school year, a teacher aide in a prekindergarten program shall meet one of the following criteria: completion of at least 2 years of postsecondary study; possession of an associate degree or higher; or ability to meet a rigorous standard of quality and demonstration through a formal State or local academic assessment of knowledge in and ability to assist in instructing reading, writing and mathematics. A rigorous standard of quality includes a demonstration of competence in basic literacy skills, including the ability to speak and write standard English and instruction of prekindergarten students in the acquisition of the knowledge, skills and abilities described in the early learning standards issued under paragraph.

<sup>12</sup> Teachers with Instructional Certification are required to complete 180 hours per five years and an induction plan if the time counts against their certification clock. This is required in public school classrooms but not nonpublic schools, where instructional time does not count against the teachers' certification.

<sup>13</sup> New teachers with Instructional certification in public schools must undergo an induction program which includes mentoring. Lead teachers and assistant teachers in non-public settings may be required to have PD plans depending upon their program type (i.e., Head Start or STARS child care).

<sup>14</sup> Classrooms with Instructional I certified teachers are observed annually.

<sup>15</sup> Teacher evaluations are required twice a year for all teachers holding Instructional I certifications. Most use Danielson Framework, but other tools can be approved by PDE for use as well.

<sup>16</sup> Summaries of teacher evaluations are used as part of formal state teacher evaluation system.

<sup>17</sup> LEAs may request a site visit for CQI purposes.

## **PENNSYLVANIA – Pennsylvania Pre-K Counts**

<sup>1</sup> For 2021-2022: Five FTEs are attributed to state employees who direct PK policy, implementation, data systems, and contracting processes. Eighteen of the FTEs are contracted to provide program monitoring and TA for PKC/HSSAP under the direction of PA Office of Child Development and Early Learning (OCDEL).

<sup>2</sup> The Master Client Index (MCI) is a unique identifier for the Pennsylvania Department of Human Services. PAsecureID is the unique identifier for the Pennsylvania Department of Education. Children participating in OCDEL programs receive both.

<sup>3</sup> KEI is voluntary and is collected at kindergarten entry by the kindergarten teacher. Attendance, developmental screening, child assessments, and classroom quality assessments are conducted by local providers but must be available to the state if and/or when requested.

<sup>4</sup> Total Enrollment also includes: 6-year-olds (97), 7-year-olds (42), and 8-year-olds (3).

<sup>5</sup> Children enrolled in state-funded pre-K might also be enrolled in Head Start as long as the hours of instruction do not overlap.

<sup>6</sup> Children under 3 and over age 4 are included in totals for enrollment by home language, enrollment by race/ethnicity, and enrollment by family income.

<sup>7</sup> Programs are considered full-day when they offer at least five hours of instruction; programs are considered half-day when they offer at least two and one half hours of instruction.

<sup>8</sup> Children must be at least 3 years old and no older than 5 years old by the beginning of the program year. Children who are kindergarten age-eligible are not eligible for Pre-K Counts. The recommended kindergarten age cutoff is five by September 1, but this is locally determined. In addition, local boards may decide exceptions for kindergarten. Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts but rather by a non-state source.

<sup>9</sup> Children must be 3- or 4-years-old and meet the state-specified age and income requirements (300% FPL). Prioritization based on additional risk factors beyond income and age is locally determined.

<sup>10</sup> Meal requirements vary by length of day: at least one meal (part-day); at least one meal and snack (full-day).

<sup>11</sup> The PA State Board of Education passed English Development Standards in 2017. The ELS are aligned to them. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.

- <sup>12</sup> For additional information, see [link](#).
- <sup>13</sup> Pre-K Counts providers select and use an assessment tool (aligned to the ELS) from the available tools approved by PDE to assess and monitor a child's developmental progress. Guidance requires staff responsible for implementation of the chosen assessment tool must attend training on the use of the tool. Programs may not use a locally designed assessment tool to meet this requirement.
- <sup>14</sup> Lead teachers in all settings were required to have a BA and ECE instructional certification.
- <sup>15</sup> The "Other" category includes 2 years of college (at least 60 credits completed), local/state assessment, teachers with no qualifications, PA ECE Certification Instructional 1/2 and Teacher Internship Cert, Private Academic Teacher Certificate, Professional Development, and PA ECE Certification Emergency.
- <sup>16</sup> Many programs were under enrolled due to staffing shortages
- <sup>17</sup> No explicit waivers, but programs remained operational if teacher met substitute requirements and had a point reduction on their annual monitoring.
- <sup>18</sup> Under enrolled programs retained full funding in most cases and were encouraged to use unspent funds for staff recruitment and retention.
- <sup>19</sup> Teacher aides in any classroom of eligible students supported by Program funding shall meet one of the following criteria: completion of at least 2 years of full-time postsecondary study or the equivalent; possession of an associate degree or higher; ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment, or possession by the teacher aide of a Child Development Associate (CDA) certificate.
- <sup>20</sup> All Pennsylvania Pre-K Counts teachers must maintain Act 48 credits pursuant to the requirements of keeping their Instructional Certification active. In addition, all teachers must attend the Pennsylvania Pre-K Counts Core Series of Professional Development. Within the first two years of Pennsylvania Pre-K Counts participation, the following core series sessions are required and scheduled through the PA Keys PD Registry: 1. Assessment: Beyond the Basics of Observation and Data Utilization; 2. Linking Standards, Curriculum Framework and Assessment; 3. Strengthening Relationships with Children, Families and Colleagues; 4. Trauma-Informed Practices; and 5. Application of the Framework for Teaching in Pre-Kindergarten Classrooms. In addition to the Core Series training, staff responsible for the implementation of curriculum, and assessments should participate in training related to the chosen curriculum and assessment tools to assure fidelity. Teacher aides must include at least 24 hours of acceptable PD each year. Acceptable PD includes: instruction eligible for Act 48, continuing education credits, college credits, or hours taught by Pennsylvania Department of Human Services-certified Pennsylvania Quality Assurance System instructors based on the Pennsylvania Learning Standards for Early Childhood and the Pennsylvania Core Knowledge Competencies for Early Childhood Professionals. At least 50% or 12 hours should be specific to early childhood education.
- <sup>21</sup> First year teachers are required to have induction plans; teachers in childcare and HS centers are required to have PD plans as part of QRIS/HS requirements.
- <sup>22</sup> Out of the \$242,284,000 allocation, \$2,188,279 was used for administrative costs, \$2,146,000 in IT development, and the rest in program grants.
- <sup>23</sup> Faith-based child care centers must be DHS licensed and only offer content secular in nature to PKC-funded students.
- <sup>24</sup> Teacher evaluations are required, and most programs use the Danielson Framework (called Observation for Teaching Framework in PA). One tool that assesses the classroom environment must also be used, but programs may choose which tool to use. Pre-K specialists use other tools to assess classroom and overall program quality.

## RHODE ISLAND – Rhode Island State Pre-Kindergarten Program

- <sup>1</sup> In the 2021-2022 school year, with the use of PDG, GEER and CCDBG funding, pre-K expanded to three additional communities: Lincoln, South Kingstown, and Westerly RI.
- <sup>2</sup> Placement is done through a state-run lottery system. Parents fill out an on-line, or paper application that is then entered into the on-line system, choosing their top three locations. Once the lottery closes, the lottery is run and parents are notified of their status. The lottery randomly shuffles the applicants, by district, and then seats children using an algorithm that matches the communities' socio-economic status. Once a child has been selected for a seat, registration is done at the individual site they were chosen.
- <sup>3</sup> A total of 516 new seats were added with the help of the PDG Birth - 5 Renewal grant, GEER funding and CCDBG quality funding.
- <sup>4</sup> RI Pre-K is now partnered with all of the state's Head Start providers in at least one classroom to maximize both state and federal dollars and provide high-quality classrooms and comprehensive services to all students.
- <sup>5</sup> Provide services to 130 three- & four-year-olds.
- <sup>6</sup> While there is no set percentage, Rhode Island is committed to its mixed-delivery system.
- <sup>7</sup> All programs operate for a minimum of 6 hours, 180 days a year.
- <sup>8</sup> Children must reside in the district, town, or community in which the program is offered and be 4 on or before September 1st.
- <sup>9</sup> This is the 3rd year of allowing a 1:10 ratio and it is only done in 18 high square footage classrooms. The majority of the classrooms still operate at a 1:9 teacher to child ratio.
- <sup>10</sup> Meals must be USDA compliant and all programs are enrolled in the CACFP program.
- <sup>11</sup> Watch Me Grow and Parents as Teachers (PAT), Common Core Standards, and Next Generation Science Standards for K
- <sup>12</sup> State policy provides an approved list of child assessments aligned with the ELDS. At this time, all RI Pre-K programs use Teaching Strategies GOLD, funded by the state.
- <sup>13</sup> RI Pre-K teachers are required to participate in comprehensive PD focused on understanding and using the Rhode Island Early Learning and Development Standards (RIELDS).
- <sup>14</sup> A list of approved curricula can be accessed [here](#).
- <sup>15</sup> All lead teachers in public schools must have a Pre-K-2 state teaching certification. Teachers are also required to have a state certificate on the RIELDS. Beginning with the 2019-2020 school year teachers in nonpublic schools were not required to hold a Pre-K- 2 certification. They could also have a bachelor's or master's in ECE, Early Childhood Special Education, Human Development, or Child Development from an accredited or approved Institution of Higher Education and achieve the appropriate Rhode Island Department of Education (RIDE) Early Childhood certificate within seven years of employment.
- <sup>16</sup> Beyond the required 20 hours per year, teachers may choose from numerous optional PD offerings based on their needs.
- <sup>17</sup> The state contracts with a vendor who is available to provide in-program/classroom support as well as large group support. Monthly onsite visits are required, at a minimum, as is attendance at a portion of the group communities of practice.
- <sup>18</sup> RI Pre-K teachers in nonpublic schools are paid on par with public school teachers at step 1 to 3. Budgets are reviewed yearly to ensure annual increases are applied to those salaries. Retirement benefits and health care are available for both. While the starting salaries are based on a first-year teacher step, public school salaries grow at a faster rate than the CBO's and Head Starts. Work is being done to rectify this pay discrepancy, but it is safe to say that our public schools outpace the other parts of the mixed delivery system.
- <sup>19</sup> Nonpublic assistant teachers receive a higher salary than public school assistant teachers. The only difference is in retirement benefits; though most nonpublic schools do offer retirement options such as 401K.
- <sup>20</sup> Programs are funded based on a per child general rate, but all programs must submit individual budgets to the state for approval to ensure sufficient funding for materials and salaries.
- <sup>21</sup> In 2021, public schools were allowed to use state and local funds to braid together with RI Pre-K funds to support their state-funded classrooms. The amount varies by district.
- <sup>22</sup> RI funds are braided with Head Start and blended with CBO's and Public schools depending on the funding model they apply for during the grant application and budget review process.

## SOUTH CAROLINA – South Carolina Child Early Reading Development and Education Program (CERDEP)/South Carolina Education Improvement Act Child Development Program (EIA 4K)

- <sup>1</sup> South Carolina's state-funded preschool programs are jointly administered by two state agencies. The South Carolina Department of Education (SCDE) oversees delivery within public school districts (CERDEP 4K and EIA 4K) and South Carolina First Steps oversees delivery of the CERDEP 4K program in private settings (First Steps 4K). A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school.
- <sup>2</sup> For 2021-2022, 43 FTEs were funded, but due to a vacancy, there were only 42 individuals at the time of reporting.
- <sup>3</sup> All districts (except for one district, York 4) are now eligible for CERDEP based on school-level poverty designations. Nine districts opted out of state-funded full-day 4K in 2021-2022, but are required to offer, at a minimum, one half-day EIA 4K class. First Steps 4K is able to serve any eligible four-year-old in SC through CERDEP funding.
- <sup>4</sup> As of the 2022-2023 school year, there was reduction in the number of school districts due to consolidation (76 districts) and with the change in district-level full-day 4K eligibility, 65 school districts are participating in CERDEP. Ten districts have opted out of state-funded full-day 4K for 2022-2023, but are required to offer, at a minimum, one half-day EIA 4K class (all offer more); one district does not have any schools meeting the poverty threshold for CERDEP 4K but offers EIA 4K within their district.
- <sup>5</sup> Students eligible for public 4K register at their local elementary school. A current budget proviso allows families living in districts who did not accept state funding for CERDEP to register their child for CERDEP in another district, depending on available slots.
- <sup>6</sup> South Carolina is currently working on a state longitudinal data system, South Carolina Early Childhood Integrated Data System (SC ECIDS), to establish a unified data collection system for public early childhood education and development programs and services throughout the State and develop and publish, using available demographic data, an indicators-based measure of school readiness at the state and community level. For First Steps, IDEA information is on a parent reported basis, as well as subsidies and home visiting participation.
- <sup>7</sup> Breakdowns are unavailable for EIA 4K due to changes in guidance regarding the Home Language Survey from the agency's Title III office. For First Steps, Kindergarten Assessment data are only available to pre-K state administrators in aggregated form.
- <sup>8</sup> Enrollment is from the 45th day count.
- <sup>9</sup> Enrollment capacity includes slots that might be filled by private pay students.
- <sup>10</sup> For First Steps only: home language breakdown is cumulative and reported at the end of the school year. The total number of students was 3,344 and for 1,482 home language data were not available.
- <sup>11</sup> For EIA 4K and CERDEP: Race by age with fewer than 10 students represented are not included.
- <sup>12</sup> EIA 4K classrooms must operate for at least four hours per day, but individual districts can choose to extend the number of hours per day. CERDEP programs operate a minimum of 6.5 hours per day, five days a week, for at least 180 instructional days. A state budget proviso introduced for the 2017-2018 school year permitted CERDEP providers to: a) extend the school day up to 8.5 hours per day, b) extend the school year to 220 days (6.5 hours daily), or c) extend the traditional school year with up to 10 weeks of summer programming at 8.5 hours daily. One district offered extended day during the 2021-2022 school year, and 40 offered a summer program. First Steps 4K programs are offered their choice of a 6.5- or 8-hour day and a 180 or 220 day option. More than 93% of participating First Steps 4K private providers offered an extended day or extended, year-round model during 2021-2022.
- <sup>13</sup> Three-year-olds may enroll in EIA 4K when receiving special education services. Children are eligible to enroll in CERDEP for one year only. A waiver of this requirement may be sought from the SCDE in the rare event that a child is deemed unable to advance to kindergarten for developmental or other reasons. For EIA 4K, this determination is made at the district level based upon local school board policy.
- <sup>14</sup> Eligibility for CERDEP is now determined at the school level instead of the district level, but districts must opt in or out of CERDEP funding at the district level. Districts with a school poverty level of 60% or more may offer CERDEP. In 2021-22, 69 of 79 districts offered CERDEP, 9 elected not to offer CERDEP, and 1 had no eligible schools. Student eligibility for CERDEP is a family income at or below 185% of the FPL or eligibility for Medicaid. Eligibility for EIA 4K is based on qualifying for FRPL or Medicaid. Children with developmental delays documented through state approved screening assessments or 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 must prioritize students with the lowest family incomes. Available spots are then offered to students with low DIAL scores or students with district-determined risk factors.
- <sup>15</sup> Eligibility for CERDEP is now at the school level instead of the district level, but districts must opt in or out of CERDEP funding at the district level. Districts with a school poverty level of 60% or more may offer CERDEP. Student eligibility for CERDEP is a family income at or below 185% of the FPL or eligibility for Medicaid. Eligibility for EIA/4K is based on qualifying for FRPL or Medicaid. Children with developmental delays documented through state approved screening assessments or medically documented disabilities who do not already qualify for special need services could be considered for enrollment. If more students seek to enroll than available space permits, districts must prioritize students with the lowest family incomes. Available spots are then offered to students with low DIAL scores or students with district-determined risk factors. New for 2021-2022: If an income-eligible child resides in a district that does not offer CERDEP, that student may enroll in a district offering CERDEP if spots are available.
- <sup>16</sup> All CERDEP students are required to be offered breakfast, lunch and a snack that meets USDA requirements daily. EIA 4K classrooms must provide either breakfast or lunch that meets USDA requirements daily.
- <sup>17</sup> The South Carolina Department of Health and Environmental Control recommends vision and hearing screenings for all preschool children. If CERDEP schools have resources for health screenings available, it is recommended that they should occur during the first 90 days of school. Children should be referred to an appropriate health-care provider or the local health department when a health problem is suspected or detected. All health-related referrals are noted in the child's health file on site and the results of all screenings are shared with parent(s)/guardian(s). First Steps 4K Providers are to arrange for basic health screenings (to include vision, hearing and dental) within 90 days of the program's start date and are referred to an appropriate health care provider/local health department when a health problem is suspected or detected. All health-related referrals must be noted in the child's health file on site and the results of all screenings should be shared with parent(s)/guardian(s).
- <sup>18</sup> Comprehensive services are also supported for First Steps 4K families by the First Steps Local Partnerships in all 46 counties of SC.
- <sup>19</sup> South Carolina's [Profile of the Ready Kindergartner](#) is available in English and Spanish.
- <sup>20</sup> In 2021, the SCDE launched a virtual instructional hub that contains lessons and resources aligned with the ELDS. The hub can be accessed by teachers statewide.
- <sup>21</sup> CERDEP districts are required to select from the state-approved list of curricula as well as have the option of selecting: Worlds of Wonder (McGraw Hill), InvestiGator Club (Robert-Leslie Publishing), and Big Day for PreK (Houghton-Mifflin). EIA 4K districts are encouraged to select from this list.
- <sup>22</sup> CERDEP teachers must monitor progress in all domains. Instructional assessment used for progress monitoring may include the following options: PALS Pre-K; myIGDIs; TS GOLD, WSS; Creative Curriculum, Ages 3-5; HighScope COR; and Montessori assessment (only approved for Montessori classrooms). All 4K teachers must assess students using PALS, myIGDIs, or TS GOLD within the first 45 days of the school year and the final 45 days. First Steps 4K classrooms use TS GOLD for student assessment. Assessment requirements for CERDEP and EIA 4K are specified in Read to Succeed legislation.
- <sup>23</sup> CERDEP providers are required to employ qualified lead teachers in each First Steps 4K classroom. Teachers holding a four-year-degree or higher in Early Childhood Education are preferred. The Proviso requires that each lead teacher possess, at minimum, a two-year degree in early childhood education or a related field. All lead teachers must have completed or be enrolled and demonstrating progress toward the completion of a teacher education program within four-years. The following credentials shall be deemed acceptable for lead teachers during the school year: A four-year or graduate teacher education degree with an emphasis in early childhood education; a four-year or graduate teacher education degree (in a field other than early childhood) with at least six documented credit hours in early childhood education and/or child development; a four-year college degree (in any field) with at least six documented credit hours in early childhood education and/or child development and evidence of the teacher's current enrollment in a four-year or graduate teacher education program with an emphasis on early childhood education; a two-year Associate of Public Service (APS) Degree in ECE (or its out of state equivalent) and evidence of the teacher's current enrollment in a four-year teacher education program with an emphasis on ECE; a two-year degree in a field other than early childhood education, plus a Child Development Associate certificate (CDA), 27 credit hour Early Childhood Development Certificate, or Montessori diploma and evidence of the teacher's current enrollment in a four-year teacher education program with an emphasis on early childhood education; or a fourth-year student in a teacher education degree with an emphasis in early childhood education in a final year of academic preparation or is co-enrolled in student teaching or an internship with the childcare provider.
- <sup>24</sup> The Lead Teachers for First Steps 4K Programs are not employees of First Steps 4K but are hired by the school/site where they work. For EIA 4K & CERDEP, this is the end of year, unique teacher count for 2021-2022.
- <sup>25</sup> First Steps was unable to open some 4K classrooms due to the unstable childcare workforce. EIA 4K & CERDEP: Districts reported difficulty filling all lead teacher positions at the beginning of the school year.

- <sup>26</sup> Through ESSER III funding, SC First Steps 4K was able to provide incentives for both recruitment and retention for lead teachers. Incentives were awarded for both completion of both first and second semesters of 2021-2022. This will continue for two more terms, through 2023-2024.
- <sup>27</sup> Assistant teachers are required to enroll in the ECD 101 TEACH college class within one year of being in the position. Each instructional assistant employed by a First Steps 4K program must, at minimum, have a high school diploma or its equivalent and two years of documented experience working with children under five years of age.
- <sup>28</sup> All First Steps 4K Assistant Teachers engage in four days of pre-service professional development, SC First Steps Teacher Academy. Candidates possessing at least a two-year degree with experience and pre-service training in ECE are preferred.
- <sup>29</sup> CERDEP only: By law, staff must participate in professional development on topics related to teaching children living in poverty, and strategies and techniques to address the age-appropriate progress of emergent literacy (oral communication, knowledge of print and letters, phonemic and phonological awareness, vocabulary and comprehension development). In addition, CERDEP legislation requires that CERDEP teachers and instructional assistants in DSS licensed sites meet the South Carolina Child Care Licensing Regulation training requirements. CERDEP teachers and instructional assistants are required to attend at least fifteen hours of approved professional development annually to include South Carolina Center for Child Care Career Development approved training in the following areas: at least five hours in curriculum, five hours in CD, and five hours in health and safety, guidance, or other related topics. All lead teachers and teaching assistants must complete PD with the Occupational Safety and Health Administration (OSHA) annually.
- <sup>30</sup> Schools and districts offer the same classroom support for 4K teachers as they do for K-12 teachers with state-level coaching focused on literacy. In addition to the various PD opportunities at the district and state levels, there are 22 literacy specialists, 8 early childhood specialists, and over 700 reading coaches across the state that provide job-embedded, on-going professional learning for teachers and administrators, including at the preschool level. First Steps 4K teachers are supported through Building Learner Outcomes through Opportunities and Models (BLOOM). BLOOM provides active and sustained learning as a collaborative tool between teachers and their 4K Coaches.
- <sup>31</sup> For nonpublic schools, lead and assistant teacher salaries are determined by each private provider. First Steps guidelines require paid time for professional responsibilities. First Steps 4K teachers and assistants receive a stipend for PD participation with all costs being covered.
- <sup>32</sup> Blending/braiding can occur at the local level using various funds from state, federal, or local funding.
- <sup>33</sup> Public CERDEP and EIA 4K is offered only in public schools. Federally licensed military centers serving students in eligible districts may be approved as CERDEP First Steps 4K providers.
- <sup>34</sup> Districts are required to conduct classroom observations for all teachers in grades 4K-12 as part of the state's teacher evaluation process. The state-level OELL also conducts classroom visits, and each classroom receives a visit either annually or every other year. In 2021-2022, OELL staff visited every CERDEP classroom statewide.
- <sup>35</sup> The OELL uses the ELLCO for state level classroom visits. There are several districts in South Carolina that are participating in the initial Pyramid Model cohort and are using the TPOT instrument. First Steps 4K uses Teaching Strategies Coaching to Fidelity, Preschool Edition, LearnERS, based on the ECERS-3, and ELLCO.
- <sup>36</sup> In EIA 4K, school-level observations for the state's teacher evaluation system are completed using the research-based 4.0 rubric.
- <sup>37</sup> Data are used at the state level for annual reports and publications on the growth and progress in First Steps 4K classrooms.
- <sup>38</sup> Annual site visits to all classrooms by the SCDE are not required, but OELL attempts to visit as many public classrooms as possible based on district and teacher need. It is required that all First Steps 4K CERDEP classrooms receive visits, at a minimum, twice per month by their 4K Coach. At the beginning of the 2021-2022 term, 4K Coaches conducted one virtual visit and one in-person outdoor visit. When school began back in January 2022, classrooms visits were moved to in-person with the approval of the site director/principal.

## TENNESSEE – Tennessee Voluntary Pre-K (VPK)

- <sup>1</sup> Tennessee Voluntary Pre-K (VPK) was at 90% capacity last year. There are some instances where a 5-year-old child (with an IEP) will be allowed to enroll, but this is very rare and is not tracked in the state data system.
- <sup>2</sup> There are approximately 790 locally/city/district-funded preschool classrooms in the state. These classrooms include special education, locally-funded, fee-based, employee child care, etc. administered by public schools. Each classroom of three- and four-year-old children can be approved for up to 24 children but data is not collected on the exact number of children enrolled in these classrooms.
- <sup>3</sup> The number of children dually enrolled in state-funded preschool and Head Start is an estimate based on capacity data.
- <sup>4</sup> The state does not provide supplemental funding to Head Start; however, districts may choose to blend/braid funding between VPK and Head Start.
- <sup>5</sup> The numbers provided are based on seats available in each classroom/location and not on actual enrollment numbers.
- <sup>6</sup> TN VPK programs operate on LEA school year calendar of 180 days.
- <sup>7</sup> First priority enrollment for VPK goes to 4-year-old children who meet the income eligibility requirement. Those children must be 4 by August 15. After all efforts have been exhausted to enroll 4-year-olds, districts can enroll 3-year-olds who are 3 on or before August 15. The state has priorities and guidelines for enrolling children who do not meet income eligibility requirements.
- <sup>8</sup> "At risk" is defined as follows: a) Children who are: Four (4) years of age on or before August 15; and members of families with incomes that meet the eligibility requirements for free or reduced priced lunch or b) Dependent children who are four years of age on or before August 15 whose parent was killed, died as a direct result of injuries received as a result of war, or is or has been officially reported as a prisoner of war or missing in action. After September 15, 2022, if the Grantee has enrolled all "at risk" children available as defined above, the Grantee may enroll children who are not at-risk but who reside within the geographic area served by the LEA and who are: a) Children who are four (4) years of age on or before August 15 with or without a disability; b) Children who are three (3) years of age on or before August 15, and who have been in the Tennessee Early Intervention System (TEIS), or who are screened and identified as educationally at-risk as determined pursuant to the Individuals with Disabilities Education Act, or who are members of families with incomes that meet the eligibility requirements for free or reduced prices meals. Enrollment in the VPK program shall be voluntary.
- <sup>9</sup> Children who are also enrolled in Head Start receive dental screenings.
- <sup>10</sup> In 2017-18, the state-developed Pre-K Student Growth Portfolio Model was implemented. Every district and charter organization is required to utilize at least one approved growth measure for non-tested teachers. Additionally, districts and charters that receive pre-kindergarten program (VPK funding) must utilize the pre-K/ kindergarten growth portfolio model or a comparable approved alternative growth measure (AGM) for the student growth portion of teacher evaluation. Student achievement scores count as 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 standards aligned with the four-year-old TN ELDS.
- <sup>11</sup> Guidance and PD opportunities were provided for districts to support implementation of the TN Early Learning and Development Standards (TN ELDS) and Tennessee Foundational Literacy Skills.
- <sup>12</sup> The state revised the approved curricula from 37 to 3 in 2017-2018: Big Day for Pre-K, Creative Curriculum, and Connect 4 Learning. The current adoption is in place until 2023. 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 to use a different curriculum. An example of this would be Montessori.
- <sup>13</sup> It is required for all VPK teachers to have a bachelor's degree with an endorsement in early childhood. Tennessee requires that pre-K teachers in state funded classes are certified to teach pre-K. Any exceptions to this would require a one-year waiver from the TN Department of Education (TDOE).
- <sup>14</sup> The "Other" category is made up of teachers with EDS (Education Specialist) degrees.
- <sup>15</sup> Tennessee requires that pre-K teachers in state funded classes are certified to teach pre-K. Any exceptions to this would require a one-year waiver from the TN Department of Education (TDOE). Teachers requesting a waiver or transitional license must submit an appropriate application to either the Tennessee Office of School Approval or Teacher Licensure, respectively, within 30 days of hire. Adequate progress towards full licensure, as identified on respective applications, must be made in order for the teacher to return to the classroom for a second year.
- <sup>16</sup> State law passed in 2005-2006 requires that at least one educational assistant per classroom hold a CDA or AA, or be actively working toward such credentials. If no person with these credentials is available, state law allows a person with a high school degree and relevant experience working with pre-K children or other early

childhood program to be employed. Assistants must demonstrate active progress toward completion of a CDA to be rehired. Assistant teachers are required to receive a minimum of 30 hours of state approved PD. At least 6 hours of the training must be in developmentally appropriate literacy practices. Training may occur prior to, or during employment.

- 17 In 2018-2019, the requirements increased from 24 to 30 clock hours per year for directors, teachers, and assistants. Six of the 30 hours must be developmentally appropriate literacy practices/sounds.
- 18 According to the VPK Scope of Services, VPK grantees must ensure all staff (teachers, teacher assistants, and direct supervisor of the early childhood education program) have a professional development plan identifying specific trainings and job-embedded professional learning opportunities to meet teachers' needs for improving classroom practices, specifically interactions. The Continuous Quality Improvement Plan (CQIP) is specific to the individual and focused on the environment, relationships, and interactions within the classroom. Districts have to use either the CLASS observation or the TN TEAM observation to collect baseline data, set goals within CQIP, and post data. The initial CQIP must be written in the first semester of school and submitted to the department. In May, a second CQIP must be submitted that discusses the interventions, coaching, and trainings that staff received specific to their professional development plan.
- 19 According to the VPK Scope of Services, "Ensure that VPK teachers employed by the LEA and community-based agencies are provided the same employment rights and benefits available to K-12 teachers (planning time and duty-free lunch may occur outside the scheduled 5.5 hour instructional day) and ensure salaries for personnel in community-based agencies are reasonably comparable to those currently in effect in the LEA where the respective VPK program is located. Reasonably comparable is defined as a range of compensation that would ordinarily be paid for like services within the school system. Final salaries within the range may be commensurate with qualifications and experience.
- 20 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.
- 21 In accordance with Tennessee Code Annotated, districts are awarded the grant opportunity and it is at their leisure (with parameters in law) to contract with private agencies. The law requires (outside of a school) that only child care centers under the jurisdiction of the TN Department of Human Services that have received 3 stars on the QRIS may house a VPK classroom. Institutions of higher learning may serve children under a subcontract with a school district.
- 22 Annually, a minimum of 20% of VPK classrooms are randomly selected to receive a CLASS observation conducted by a TDOE reliable observer. Additionally, all teachers new to VPK are required to have an ECERS-3 observation conducted on their classrooms.
- 23 In 2019, the state invested in CLASS train-the-trainer for seven individuals. In 2021, an additional three CLASS trainers were added to the division. To date, this team has provided pre-K observation training to reliability for approximately 700 individuals and an introduction to CLASS training to thousands of teachers and leaders in TN. During the 2021-22 school year, TDOE staff and several districts participated in a pilot of the Teachstone Environmental Rating System (ERS) tool. This data-collection tool allowed CLASS observers to begin exploring the impact of the classroom environment on effective teacher-child interactions.
- 24 The state does not require site visits by the LEA, but does require the LEA to ensure all classrooms are following the law, VPK Scope of Services, and the Standards for School-administered Child Care. It is a local decision on how they monitor those processes. All classrooms receive a minimum of two visits per year by their early childhood quality and support specialist.

## TEXAS – Texas Public School Prekindergarten

- 1 A district must offer full day pre-K classes if the district identifies 15 or more eligible children who are at least 4 years of age by September 1 of the current school year. A school district may offer half-day pre-K classes if the district identifies 15 or more eligible children who are at least 3 years of age.
- 2 Registration processes are largely determined locally, they can be done online, at a central location, or at individual schools. Placement of children at sites within a local education agency is also a local decision.
- 3 Family income is an eligibility criterion that districts/open-enrollment charters can select, but they do not submit actual income information to the state (they verify it at the local level).
- 4 Full day pre-K (eligible 4-year-olds) requires 75,600 annual operational minutes (includes intermissions, meals, recess, and rest time). Half-day pre-K (eligible 3-year-olds) requires 32,400 instructional minutes (includes intermissions, meals, and recess, but excludes rest time).
- 5 Other than age, children must meet at least one of the following additional criterion to be eligible: (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 had been in foster care in another state, but now residing in Texas or (7) Child of a person eligible for the Star of Texas Award.
- 6 All PK4 classes (and mixed PK3/PK4 classes) must attempt to maintain an average ratio of not less than one certified teacher or teacher's aide for every 11 students. For PK3 classrooms, there is no rule regarding staff-to-child ratio, though school districts are encouraged to follow the requirements for kindergarten. If a school district contracts with a private entity to operate the district's pre-K program, the program must comply with child care licensing standards.
- 7 If at least 10% of students in the district are eligible, the district must provide breakfast and lunch for full day students. Half-day programs can provide one or two meals for their students.
- 8 PK4 programs are required to use an assessment tool from a list of assessments approved by the Commissioner of Education, all of which are aligned with the ELDS and pre-K guidelines. PK3 programs are not required to conduct child assessments.
- 9 Programs are required to assess 4-year-olds but may choose whether to also assess 3-year-olds. There is a Commissioner's list of approved assessment tools from which LEAs must choose for 4-year-olds PK. The most commonly used is CIRCLE Progress Monitoring from the Children's Learning Institute. If a PK3 program uses an approved assessment tool, they are expected to submit those data. For more information, see [here](#).
- 10 Each teacher for a PK4 program class must: (1) be certified under Subchapter B, Chapter 21; and (2) have one of the following additional qualifications: (A) a CDA or another ECE credential approved by the agency; (B) certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education; (C) at least 8 years of experience teaching in a nationally accredited child care program; (D) be employed as a pre-K teacher in a school district that has received approval from the Commissioner for the district's pre-K-specific instructional training plan that the teacher uses in the teacher's pre-K classroom; or (E) an equivalent qualification. Generally, the required certification is an EC-6. However, if the teacher is teaching in a preschool bilingual, ESL, or special education classroom, he or she would need a bilingual, ESL, or special education certification as well. A lead teacher in a PK3 program must have a BA and the appropriate certification, but not the additional qualifications.
- 11 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: 2 creditable years of experience; a minimum of 15 college credit hours with emphasis on child development or related subject areas; demonstrated proficiency in a specialized skill area, as determined by the school district; or experience working with students or parents. Educational Aide III requires at least a HSD and one of the following: 3 creditable years of experience; 30 college credit hours with some emphasis on child growth and development or related subject areas; or experience working with students or parents.
- 12 The development of teacher professional development plans is embedded within the state's teacher evaluation system.
- 13 All state-funded pre-K teachers of eligible 4-year-olds are subject to additional state teacher qualifications. One of the options for these additional qualifications includes ongoing ECE-specific training (15 hours of which must be coaching/mentoring). This does not apply to teachers in PK3 classrooms.
- 14 The 2021-22 Early Education Allotment was \$777,065,881.
- 15 The foundation school program (made up of general fund revenue, lottery proceeds, sales tax, recapture receipts, etc.) provides half-day funding for eligible students.
- 16 Based on average daily attendance for eligible students.
- 17 State developed tool, [I-TESS](#), or a similar locally-approved instrument.
- 18 No site visits were conducted, but districts were required to submit data directly into the Texas Education Agency's data system.

## UTAH – Utah Expanded Student Access to High Quality School Readiness Programs (ESA)

- <sup>1</sup> The Utah Department of Workforce Services (DWS) has responsibility to administer and oversee the school readiness grants and staff the School Readiness Board (SRB), which governs the grant program. The SRB was established in 2014 for the Becoming Quality grants. After the 2019 legislative session the SRB also began overseeing the Expanded Student Access (ESA) program.
- <sup>2</sup> For the 2021-2022 school year, the ESA grant supported six private providers and 13 LEA preschool programs (four LEAs were rural and nine were urban). The six private providers had 13 classrooms located in six counties. There were three private program classrooms in rural locations and 10 private program classrooms in urban settings.
- <sup>3</sup> Families enroll with individual preschool programs receiving grant funding. For LEAs and programs with multiple sites, the program will work with families to determine the child's placement taking into account the classroom location and space availability within program classrooms.
- <sup>4</sup> This number (13,558) is the total number of children enrolled in LEA preschool programs served alongside children receiving state High Quality School Readiness Grant funding. The ages of preschool students reported here (3- or 4-year-olds) cannot be determined and this number also includes children enrolled in LEA preschool programs for whom tuition is charged along with children who are funded by special education or Title 1 funds. This number does not accurately reflect the total number of preschool children who are funded by other state or federal funding mechanisms.
- <sup>5</sup> Preschool children with disabilities are included in the enrollment count with some children receiving both School Readiness Grant funding and special education funding to provide needed services. The state has counts of the total number of children receiving services through an IEP for all LEAs and private providers receiving state funding, but is not able to separate out the number of children with IEPs who are funded through the state School Readiness Grant programs from the total number of children enrolled in preschool programs with an IEP. Additionally, the state does not have information about the number of children served with an IEP by age.
- <sup>6</sup> One of the grantee programs was a Head Start program that used state School Readiness Grant funding to increase the number of children served by the program and used Head Start services to provide wraparound services. No other grantee program was connected or shared services with Head Start.
- <sup>7</sup> Grantees submit information about the home language of children in their programs as part of their invoice for reimbursement through the grant. Some programs submit invoices monthly, while others submit quarterly.
- <sup>8</sup> Family income information for eligible children is reported on the invoices programs submit for reimbursement.
- <sup>9</sup> Some programs provide extended day services using School Readiness Grant funding. However, in the program reports, programs had the choice of reporting full day or part day so without looking at individual class schedules, the state cannot separate out extended day and full day programs.
- <sup>10</sup> Dosage and duration are determined by the local programs. However, the state is exploring changing requirements to ensure a minimum number of hours served by programs receiving grant funding.
- <sup>11</sup> Children may be 3, 4, or 5, but cannot be eligible for kindergarten. If a family has chosen to delay enrollment into kindergarten, they cannot access preschool funds. Three-year-olds may be enrolled on a rolling basis as soon as they reach their third birthday.
- <sup>12</sup> In addition to age, children must meet income eligibility (qualify for free or reduced lunch) and have experienced at least one risk factor, or be an English learner. Children cannot qualify on income level alone. See sections two, six, and 15 of [State Code](#).
- <sup>13</sup> Eligibility is reassessed annually at enrollment. If a student participated in a program as a 3-year-old, they would need to complete another eligibility form for their 4-year-old year.
- <sup>14</sup> It is recommended that programs do not have children go longer than three hours without a meal (following ECERS-3 protocols). LEA programs typically provide a snack. Private providers typically provide meals if they are full-day programs.
- <sup>15</sup> This requirement is not included in the code for the School Readiness Grants. Most of the LEA programs are SpEd or started as SpEd programs, and screenings are required as part of the referral process. The recommended developmental screeners for programs to use are the ASQ the ASQ-SE. Private providers are not required to do screenings, but some do. They are required, through child care licensing, to have families complete a health assessment. Programs may screen children for health and developmental concerns raised by parents or program staff.
- <sup>16</sup> In 2019, the Utah State Board of Education (USBE) voted to include preschool in their content area standard revisions. Moving forward, ELA, social studies, science, etc. will not be revised for K-12 only, but for P-12. Eventually, pre-K standards will be included in the content area documents rather than a stand-alone document. ELA and social studies are currently in the revision process.
- <sup>17</sup> The State Infant and Toddler Development Guidelines are anticipated to be revised in the near future.
- <sup>18</sup> Four-year-old students participating in High Quality ESA programs (regardless of funding) are required to participate in the Preschool Entry and Exit Profile (PEEP), also known as the School Readiness Assessment. Programs are also required to choose a pre, mid, and post assessment to give to all students participating in their program. Requirements for assessment can be found in sections (1)(c) and (1)(d) of the [Elements of Quality Code](#).
- <sup>19</sup> USBE has a curriculum review every fall, and standard alignment is included as part of the review process. Currently, USBE is working to increase the number of preschool curricula that are reviewed by USBE staff, teachers, administrators, and stakeholders and included in the database. In addition to Big Day for Pre-k English/Spanish, the state has so far reviewed: World of Wonders, Ready to Advance Early Learning, FOSS Next Generation, Delta Science, and Voyager Passport. [Strategy and Activity](#) documents were also created to help teachers implement the new standards. The PEEP assessment is aligned to some of the state standards, and assessment tools selected by programs to monitor student's educational growth and development are required to align with state standards.
- <sup>20</sup> For programs participating in the ESA grant, the minimum requirement for lead teachers is to have a CDA, or an associate or bachelor's degree in a related field. Degrees in the areas of early childhood education, child development, elementary education, preschool special education, and special education would meet this requirement. In response to workforce constraints, the requirement for when lead teachers are required to complete the minimum requirement of a CDA certificate was changed for LEA preschool programs. Starting in the 2022-2023 school year, lead teachers in both LEA and private preschool programs are required to have a minimum of the CDA credential by the end of the beginning of their second year as a lead teacher. For more information, view [Code](#) sections (1)(h) and (1)(i).
- <sup>21</sup> Some LEA preschool programs had difficulty hiring staff who came into the program with the minimum requirement of a CDA credential. To facilitate the workforce shortage of qualified lead teachers, the code governing the state preschool program was modified to allow LEA programs to hire teachers without a CDA credential with the requirement that these teachers would possess the CDA credential by the beginning of their second year of employment. LEA programs hiring lead teachers who did not possess a CDA credential at the time of hiring were considered "out of compliance," but there were no penalties administered in recognition of the staffing challenges programs faced.
- <sup>22</sup> Following the end of the 2021-2022 academic year, the state Office of Childcare instituted a workforce stabilization incentive in which early childhood educators remaining in the field could qualify for a \$2,000 incentive paid for with COVID-19 relief funding. Programs have expressed a very positive impact of this incentive for recruiting and retaining early educators in their preschool programs. The state also provided a \$2,000 monetary incentive for recruiting and retaining teachers across early childhood education programs using COVID-19 relief funds during the summer of 2022.
- <sup>23</sup> The ESA program does not currently have an education requirement for assistant teachers. Each program determines the qualification and training requirements for their assistant teachers.
- <sup>24</sup> At this time, there is not a required amount of time for professional development hours listed in the School Readiness Grant code. However, teachers who are licensed Preschool Special Education Teachers must complete 20 hours of professional development hours annually. In addition, since the change to CCDF funds (2020 special session), all programs (public and nonpublic) are required to conduct annual health and safety training as a requirement for CCDF funds. The state code governing the state School Readiness Grant programs requires ongoing professional learning and coaching for grant participants. For the 2022-2023 academic year, program administrators are implementing a monitoring requirement to ensure that each teacher receives a minimum of 15 hours of professional learning each year.
- <sup>25</sup> The grant does not require that teachers have an annual written individualized professional development plan. Some programs may do annual PD plans, but that is a local decision. The grant does include ongoing, focused, and intensive professional learning and coaching for staff of the school readiness program as one of the elements of quality. For more information, see [State Code](#) section (1)(b).
- <sup>26</sup> The Elements of Quality that guide the ESA program include the requirement for provider monitoring, ongoing professional learning, and coaching. Because of the lack of specificity, the details of how it is implemented are determined locally. For more information see the [Elements of Quality Code](#), section (1)(a)(ii)(C).
- <sup>27</sup> The state policy guiding the ESA program does not include compensation parity for lead or assistant teachers. These decisions are made at the program level.
- <sup>28</sup> Nearly all programs participating in the ESA grant program are using blended funds for their preschool programs. These include SpEd preschool, Title 1, and private pay/

tuition, but total amounts are unknown. The total allocation for the ESA grant program was \$10,842,212 in FY22. The total amount spent from this allocation in FY22 was \$10,562,113. This amount includes both CCDF and state funding. If the amount allocated compared to the amount spent used CCDF and state funds proportionately, the total amount of state funds allocated for the ESA grant would be approximately \$6,371,231 of which \$6,206,636 was spent to support the ESA program.

- <sup>29</sup> Per child funding is determined by each program's historical costs.
- <sup>30</sup> School district support is largely related to space and facilities and supplementing program operating costs.
- <sup>31</sup> In a special legislative session called in response to the COVID-19 pandemic, \$6 million in state funding was replaced with \$6 million from federal CCDF funding. This braiding of funding occurs on the state administrative level for the School Readiness Grant programs and not on the individual preschool program level.
- <sup>32</sup> Faith-based programs are eligible only if they do not engage in overt religious content or activities using grant funding.
- <sup>33</sup> The SRB approved the use of the ECERS-3 tool with the following cut scores: For LEAs, a minimum overall score of three; for private providers, a minimum overall score of 3.67 with a score of four on the Language and Literacy and the Interaction subscales. Programs submit a list of classrooms and grant administrators randomly select a portion of classrooms to receive observations. The number of classrooms per program is dependent on the total enrollment of the program for LEAs, and the number of classrooms for private providers. These visits are unannounced. A one-year "look back period" is in place to avoid a large workload during application periods. If the program has been observed within the last year, that observation is considered current and can be used in the application. ECERS-3 visits can count as the site visit, but monitoring visits also occur that include conversations with the program directors.
- <sup>34</sup> For the 2021-2022 program year, ECERS-3 observations were conducted on randomly selected classrooms in each program with the number of observations determined by program enrollment. Nearly half of the total programs were also randomly selected to be observed using the CLASS assessment to help inform discussions and possibilities for future monitoring tool adoption. For making program quality determinations for ongoing funding, only the ECERS-3 scores were considered.
- <sup>35</sup> Renewal may be done through the developer or by renewing with a state anchor (ECERS-3).
- <sup>36</sup> ECERS-3 observations are primarily used to qualify applicants to apply for grant funding (they are required to meet a minimum threshold). It also helps maintain existing programs at quality. In the Becoming High Quality grant (separate from the state funded preschool program) the observations are used to identify program goals and monitor progress towards those goals. The Office of Child Care at DWS also has a Child Care Quality Rating System (CCQS). Some private providers participating in ESA also participate in CCQS. ECERS-3 observations for ESA grantees are shared with the CCQS to reduce the number of observations a program receives.
- <sup>37</sup> A randomly selected sample of classrooms within each program are evaluated using the ECERS-3 tool. The classroom average scores are used to determine the overall quality level of each program. Annual site visits are conducted to monitor compliance with the Elements of High Quality Preschool Programs in [state code](#) required for programs receiving state funding. These programs include inspection of records and program and classroom portfolios documenting adherence to program quality expectations.

## VERMONT – Vermont Universal Prekindergarten Education (Act 166)

- <sup>1</sup> Pre-K programs are independent of school districts and students can attend any pre-K program.
- <sup>2</sup> As specified in Act 166, districts are required to offer 10 hours of pre-K per week over 35 weeks for 3-, 4-, and 5-year-olds not enrolled in kindergarten in their district. Vermont is a mixed delivery system; children attend either school-based pre-K programs or state-approved private pre-K programs. Aside from age, there are no additional eligibility criteria for Vermont's Universal Pre-K program (UPK).
- <sup>3</sup> Other social services include SNAP and TANF.
- <sup>4</sup> Enrollment data came from the [Vermont Education Dashboard](#).
- <sup>5</sup> According to licensing data, there is the capacity to serve 9,391 pre-K students; however, true capacity may be less.
- <sup>6</sup> All school districts are required to serve all students that enroll in pre-K. At times this means that school districts need to reach out and locate additional pre-K providers in their communities.
- <sup>7</sup> Some schools and programs do provide services beyond the required 10 hours a week.
- <sup>8</sup> Kindergarten-age eligible children may enroll in public or private pre-K programs at the local program's discretion or family choice. Placement of kindergarten-age eligible children with documented disabilities is determined by the IEP team and school district. Some placements may be in pre-K.
- <sup>9</sup> 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 collected the Vermont Department of Health. Child Find must be conducted annually by all school districts. There is an online screening registry that is shared between state and local agencies. Ages and Stages III and Ages and Stages S-E are the developmentally screens used for this purpose.
- <sup>10</sup> Vermont has "Help me Grow," which supports families in connecting to various community resources.
- <sup>11</sup> The Vermont Early Learning Standards (VELS) are birth to grade three and are aligned with the Common Core State Standards, the pre-K assessment (Teaching Strategies GOLD), and the Kindergarten Readiness Assessment. A revision of the VELS is planned for 2022-2023.
- <sup>12</sup> Vermont has adopted TS GOLD as its child progress monitoring measure. TS GOLD is aligned with VELS. The VAE is providing technical assistance and training to school districts and private pre-K programs on VELS, TS GOLD, CLASS, ASQ-3, ASQ-SE, curriculum, etc.
- <sup>13</sup> Act 166 requires all public and private pre-K programs to align curriculum with the VELS. Curricula is selected on a local basis. However, in compliance with ESSA, all curricula need to be evidence-based. Detailed guidance, materials developed by the state, and direct training or technical assistance by state and regional staff are made available to local providers. Additionally, programs can access funding to support professional development. UPK Accountability Continuous Improvement System (ACIS) measures the standards to which the UPK programs are teaching and conducting assessments.
- <sup>14</sup> Many UPK programs are using other measures to inform their practice, though these measures are not explicitly required, except TS GOLD. The Ready for Kindergarten! Survey is a required Kindergarten assessment and was administered in Fall of 2021-2022. Although pre-K programs do not directly administer the survey, the data are utilized to assess children's school readiness at entry to kindergarten and to inform pre-K programming. Programs are also encouraged to use the ASQ-3 and ASQ-SE screening tools. For more information, see [here](#). Other assessments are locally determined especially for disability determination and IEP planning.
- <sup>15</sup> All licensed pre-K teachers in public settings are required to have a BA and required to have Vermont Early Educator license. In nonpublic settings, at least one teacher who holds a BA/MA and a valid Vermont educator license with an endorsement in either Early Childhood Educator or Early Childhood Special Education, must be on site and physically present to oversee and ensure that curriculum is aligned with the VELS and pre-K instruction is provided by the classroom teacher during designated pre-K hours. The licensed teacher must be present for the ten hours of pre-K education paid for by tuition from districts.
- <sup>16</sup> Vermont requires 13 weeks of student teaching under a licensed ECE or ECSE educator. All programs must agree to serve preschoolers with disabilities, and all programs serving preschoolers with disabilities have access to an Early Childhood Special Education Educator, who is licensed through AOE. Most of these educators have a master's degree.
- <sup>17</sup> Retention of licensed pre-K teachers has been impacted by COVID. Twenty-five provisional waivers have been granted to private pre-K programs through AOE Educator Licensing to support staff in obtaining credentials.
- <sup>18</sup> Vermont has teacher associates and teacher assistants, both of whom are required to have a high school diploma or GED and preservice training in early childhood development or education and complete 15 hours of in-service training annually.
- <sup>19</sup> Additional PD hours may be required by specific schools on a locally determined basis.
- <sup>20</sup> Northern Lights Professional Development provides Vermont's early childhood PD out of the Community College of Vermont. This program also trains many child care providers throughout the state in their initial CDA. Vermont's PD system and teachers who are identified as specifically in need of coaching support are required to utilize it. There are multiple PD offerings that include coaching to support and increase implementation of evidence-based practices in the early childhood setting. Additionally, teachers working under Provisional Licenses must be mentored and supervised during the two-year period of the Provisional License by a professionally licensed Vermont educator.
- <sup>21</sup> The State is offering coaching through Multi Tiered Systems of Support (MTSS) and plans on expanding these offerings through PDG, SPED, IDEA and through Title II/IV funding mechanisms.

- <sup>22</sup> Vermont has advocates working on guaranteeing parity in pay for nonpublic school pre-k educators.
- <sup>23</sup> Childcare licensing conducts the classroom observations using the ECERS or the CLASS observation system. Step Ahead Recognition System (STARS) verifies the use of these systems as part of the STARS rating. The UPK ACIS monitoring team also conducts on site observations to targeted programs.
- <sup>24</sup> Other instrument(s) include ICP (as part of UPK ACIS system).
- <sup>25</sup> ECERS and CLASS are incorporated into annual professional development training opportunities targeted toward both public and private programs. As part of STARS, the results of these classroom observations are considered for program improvement and increased STARS level.
- <sup>26</sup> The 2021-2022 school year marks the first year of pre-K monitoring site visits through the implementation of Vermont's new pre-K monitoring system. Vermont has completed its second full year of joint agency monitoring and investigations. This is blended approach between child care licensing and Act 166 (UPK) standards.

## **VIRGINIA – Virginia Preschool Initiative (VPI)**

- <sup>1</sup> The Virginia Department of Education's Division of Early Childhood Care and Education includes six offices: Early Childhood Access and Enrollment, Child Care Health and Safety, Early Childhood Learning, Head Start Collaboration, Early Childhood Operation, and Early Childhood Quality and Workforce. As one of the VDOE's three divisions, Early Childhood has a significant role in the strategic planning for the Department. The Division of Early Childhood Care and Education oversees the administration of VPI, Early Childhood Special Education (IDEA funded), the PDG B-5 Renewal Grant, the Head Start Collaboration Office, and Child Care Quality for the Child Care Development Block Grant and the remainder of child care (subsidy and licensing). The Division of Early Childhood Care and Education has grown significantly in the last two years, growing from a team of 10 to a team of 140.
- <sup>2</sup> 132 out of 135 school divisions are eligible for state VPI funds. Of those, 132 eligible divisions, 127 provide services (96%).
- <sup>3</sup> VPI funds are available to school divisions where there are at-risk 4-year-olds not served by Head Start. School divisions can choose whether to take the funds.
- <sup>4</sup> VPI programs are required to plan enrollment (e.g., registration and placement) that maximizes federal and state funds to preserve existing slots for 3- and 4-year-olds already being implemented in the community. A VPI Steering Committee with membership from across the EC community communicate and establish procedures for enrollment to increase access for at-risk children. VPI programs must collaborate with local Head Starts to ensure VPI slots supplement and do not supplant Head Start slots. Actual registration procedures (e.g., location, online) vary across localities.
- <sup>5</sup> Virginia has a state longitudinal data system, called VLDS, that could link some data for some children across agencies in a de-identified way, based on which state agencies have submitted data to the system. In addition, the QRIS data system (LinkB5) can link data like students, teachers, classrooms, and classroom experience. Through Virginia's longitudinal data system, we will be able to link VPI students to birth data. However, the birth data is not yet in VLDS and since that data is owned/ managed by the Virginia Dept. of Health, it is not known when the data will be available through VLDS or their plans/priorities.
- <sup>6</sup> Virginia's early childhood system must ensure that all children have quality teaching and learning experiences that meet their unique needs. To do this, Virginia developed the Unified Virginia Quality Birth to Five System (VQB5) which recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly funded birth-to-five programs to improve. Through VQB5, Virginia is working to make data about the quality of publicly funded birth through five programs available to the public. During 2021-22 and 2022-23, programs may select to participate in the practice years of VQB5. All publicly funded programs will be required to participate in VQB5 in 2023-2024, with the first public ratings shared in the fall of 2024.
- <sup>7</sup> Enrollment reported in "Total Enrollment, Fall 2021" and "Program enrollment by age, Fall 2021" was taken on January 8, 2022, because late enrollment of students was permitted up until this date. On October 1, 2021, there were 1,396 3-year-olds and 18,907 4-year-olds (20,303 children total) enrolled in the program. Student-level data for students enrolled during the late enrollment period was not captured through the state secure system and does not include any demographics. Additionally, there were 28 students enrolled on October 1st for whom home language and race and ethnicity data were not available due to a data collection (programming system) error that did not capture demographic data on that day.
- <sup>8</sup> The numbers provided are reported by school divisions through the annual Student Record Collection process. These numbers do not reflect children who are enrolled in publicly funded programs in the locality or city administered outside of the school divisions.
- <sup>9</sup> In recent years, the General Assembly has taken action to ensure inclusion of students with disabilities in VPI classrooms across the Commonwealth. The General Assembly established a 10% inclusion target for VPI classrooms during the 2021-22 school year. An inclusive VPI classroom is one that includes at least 50 percent of children who do not have disabilities regardless of funding source. School divisions not meeting the 10% inclusion rate for VPI are required to provide an action plan.
- <sup>10</sup> Slots supported by Head Start funds are not reported to the state at the student level.
- <sup>11</sup> The VA General Assembly has appropriated "add-on" funds to support serving VPI students in community provider settings. School divisions are encouraged to partner with community providers to increase access to VPI services for at-risk children and their families. The Community Provider Add-On encourages the placement of VPI slots in community-based settings in the following ways: (1) add-on funds will minimize the difference between the VPI state allocation and the true cost of care in a community provider setting; (2) divisions are encouraged to use add-on slots to support inclusive practices for children with special needs; (3) localities serving VPI 3-Year-Olds may place 3-year-olds in community provider settings, along with 4-year-olds. In 2021-2022 VPI programs were awarded \$1,652,500 to support serving 563 VPI students in community provider settings. Add-on funds are in addition to the regular state portion of slot funding and are determined based on the region where the school division is located.
- <sup>12</sup> 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.
- <sup>13</sup> A pilot program for serving 3-year-olds (3 by September 30) was implemented for a second school year. This pilot program was open to programs who applied and were approved by the state to serve 3-year-olds. During 2021-2022, kindergarten eligible 5-year-olds were permitted to enroll in VPI programs as an exception due to negative impacts of the pandemic on early childhood programming in 2020-21. Eligibility was determined by greatest need at the local level. Beginning in 2022-2023, kindergarten eligible 5-year-olds who did not have access to a sufficient preschool experience and whose families request preschool as the most appropriate placement who meet eligibility criteria can attend VPI using VPI 4-year-old slots.
- <sup>14</sup> Eligibility for VPI is based on: (1) family income at or below 200% of FPL, (2) homelessness, (3) student's parents or guardians are school dropouts, or (4) 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. Negative impacts of COVID-19 (e.g., job loss, illness, death) is one example of a local criteria that could be used in 2021-22 that was not on the list provided. Children must meet at least one risk factor, including income, to be eligible. Localities that can demonstrate that more than 15% of slots are needed to meet the needs of at-risk children in their community may apply for a waiver to increase the use of local criteria above 15%. The Virginia General Assembly has made two changes to eligibility requirements starting in 2022-2023: 1) children with disabilities or delays who are eligible for special education services under the Individuals with Disabilities Education Act, regardless of household income, and 2) students who are 5-years-of-age by September 30, may be eligible if they did not have access to sufficient pre-K experience and parents believe VPI is the most appropriate placement.
- <sup>15</sup> Any VPI programs not meeting VPI Guideline requirements must maintain a class size of no more than 18 students with an adult/child ratio of 1:9.
- <sup>16</sup> All programs are encouraged to provide access to healthy meals and snacks to all students.
- <sup>17</sup> Vision and hearing screenings are required through state legislation. Immunizations and physical exam are included in the program guidelines. State law permits religious exemptions from immunizations.
- <sup>18</sup> The state does not specifically require but encourages the programs to refer for services as needed. School divisions partnering with Head Start programs must follow federal Head Start requirements. Support services for Head Start include parenting support or training, health services for children, and nutrition information.
- <sup>19</sup> Virginia's new early learning and development standards were approved by the Board of Education on March 18, 2021, and are the replacement for the Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and Milestones of Child Development documents. Effective Fall 2021, all birth-to-five programs are expected to implement the new standards.
- <sup>20</sup> The new set of comprehensive early learning and development standards are for young children, birth to age five. The new standards, Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines, focus on five "Areas of Development": Approaches to Play and Learning, Social and Emotional Development, Communication, Language, and Literacy Development, Health and Physical Development and Cognitive Development (Science, Social Sciences: People, Community and Culture, Mathematics and Fine Arts).
- <sup>21</sup> Beginning in 2021-2022 school year, Virginia Kindergarten Readiness Program (VKRP) assessments were required for use by all VPI programs. The VKRP is aligned with

- the new Early Learning and Development Standards assess preschoolers' school readiness skills in mathematics, self-regulation, social skills, and literacy. Preschool VKRP includes Virginia Literacy Screener (formerly known as PALS-PreK) for the literacy portion of the assessment.
- 22 In addition to guidance webinars and documents, the VDOE partnered with the Radford University to pilot an ELDS micro-credential. This 5-hour, non-credit bearing, online, self- and competency-based micro-credential launched in June 2022. Up to 1,000 birth-to-five educators were eligible to receive a \$100 completion stipend (for the pilot only) and professional development credit. Family day home and child care educators were prioritized for enrollment.
  - 23 The Division of Early Care and Education has been reviewing curriculum at the state level to encourage more programs to use quality instructional tools. A curriculum review process helps programs to identify and implement curricula to best support the learning and development of their children. Birth-to-five programs currently operating in Virginia that do not yet have an approved curriculum in use may be eligible for a comprehensive and expert-led review of their curriculum by the VDOE. The VDOE now has over 40 approved curriculum options. Beginning in Spring 2022, Virginia offered the STREAMin3 curriculum model as an open-source curriculum option available to all publicly funded birth-to-five programs in Virginia at low-to-no cost. Interested programs can request enrollment. This program is available to all programs, including public schools, though those without an existing curriculum are prioritized for comprehensive training and professional development (provided to 2,000 classrooms a year).
  - 24 All preschool students are assessed in both academic and social-emotional areas using the Virginia Kindergarten Readiness Program (VKRP) each fall and spring. Results of the assessment provide a more comprehensive understanding of each child's readiness for school. The VKRP is aligned with the new Early Learning and Development Standards and assess preschoolers' school readiness skills in mathematics, self-regulation, social skills, and literacy. Preschool VKRP includes Virginia Literacy Screener (formerly PALS-PreK) for the literacy portion of the assessment.
  - 25 Lead teachers in public schools VPI programs are required to have a VA license with a pre-K endorsement. A teacher with an Early Childhood Special Education endorsement and an Early Childhood Add-On Endorsement is permitted to teach VPI. Nonpublic employers determine required credentials and specializations. In Virginia, all teachers have at least a CDA or AA and 93% 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.
  - 26 Teacher numbers are reported as of October 1, 2021, and are not separated by type of employer (public schools or non-public schools).
  - 27 The "Other" category is unknown.
  - 28 Concerns about teacher vacancies and lack of teacher candidates were shared with state staff anecdotally. Specific data on teacher vacancies in the state preschool program is not collected.
  - 29 The Virginia General assembly provided \$306,100 in 2021-22 for the Early Childhood Provisionally Licensed Teacher Incentive Program. This program provides funding of no more than \$30,000 each for local school divisions for the sole purpose of providing financial incentives to provisionally licensed teachers teaching students enrolled in VPI or other publicly funded preschool programs operated by the school division. This grant serves as both a recruiting tool for attracting new preschool teachers and a tool for retaining already employed preschool teachers working to finish licensure requirements.
  - 30 In Virginia, employers determine required educational levels and credentials for assistant teachers employed in the state preschool program. School divisions determine training and specialization requirements for assistant teachers. State preschool programs (public and nonpublic programs) reported that 100% of teaching assistants held a high school diploma or equivalent and 63% of assistants hold a CDA or higher.
  - 31 Teachers and instructional assistants must attend at least 15 clock hours per year of PD that supports their knowledge, skills, and practice to facilitate effective teacher-child interactions and instruction that promotes children's learning and development towards kindergarten readiness. Documentation of teachers and instructional assistants' annual participation in PD must be kept on file and available for monitoring purposes. Also, to support CLASS and curriculum implementation various quality improvement partners provide a variety of supports to VPI division leaders that included group trainings, individualized and group consultation sessions, and resources for PD planning. State guidance requires all 15 clock hours in specific topics related to early childhood education. This includes health and safety.
  - 32 Through the Advancing Effective Interactions & Instruction (AEII) initiative, UVA-CASTL provides PD and coaching to educators. The coaching model promotes teachers' well-being and helps teachers implement equitable social-emotional teaching practices. Depending on need, the coaching model can be flexible or individualized.
  - 33 All classrooms receive two CLASS observations from a local observer. Results from observations are provided to educators and all VPI program coordinators have been trained to provide action planning and feedback after observations.
  - 34 No federal funding was used to support enrollment or cost per child this year, but Title 1 funds were used to support the program (e.g., purchasing curriculum materials, PD, etc.). Some VPI programs participated in quality improvement efforts supported by GEERS, CRRSA and ARPA funds. These are not reported here.
  - 35 Localities are required to provide a local match for every VPI slot funded by the state (75% cash and 25% in-kind). The amount is determined based on the local composite index, which is capped at half the per-pupil amount and varies across the state. VPI programs can also be supported through the various local funds. The state does not collect this data.
  - 36 All VPI classrooms are required to have two CLASS observation each year from a certified, local observer. VPI program coordinators have been trained to provide action planning and feedback based to educators after observations are conducted. Virginia has developed the Unified Virginia Quality Birth to Five System (VQB5) which recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly funded birth-to-five programs to improve. VQB5 will measure the quality of infant, toddler and preschool teaching and learning based on two nationally-recognized quality indicators: Interactions (CLASS observations) and Curriculum. The 2021-2022 school year began practice year 1 of VQB5. There are two types of CLASS observations conducted in VQB5; local and external observations. Local observations are required twice a year and are the primary method for gathering classroom level information on the quality of teacher-child interactions. External observations are a secondary method to gather information about the accuracy and consistency of local observations. External observations will be conducted in some birth-to-five classrooms but all sites will receive at least one observation in a classroom.
  - 37 External observations are a secondary method to gather information about the accuracy and consistency of local observations. External observations will be conducted in some birth-to-five classrooms, but all sites will receive at least one observation in one of their classrooms.
  - 38 Results from local observations administered twice a year are used by instructional leaders to inform ongoing PD and assess growth in teacher-child interactions over time. Increasing capacity and knowledge of quality interactions at the local level promotes shared understandings of the strong principles of high-quality teaching in early childhood settings that are highlighted in the CLASS tool. Having program or school leaders trained to reliability in CLASS enables them to bring the CLASS lens to every aspect of their work. The classroom observations completed in VQB5 participating sites will result in a Practice Year 1 rating, which were shared privately with site administrators in October 2022.
  - 39 The regular VPI monitoring process takes place over a two-year monitoring period for all VPI programs and occurs once every four years. Year 1 is a self-study & desk review with improvement plan created and Year 2 is an onsite visit. This process took place during the 2021-22 school year.

## **VIRGINIA – Virginia Early Childhood Foundation Mixed Delivery**

- 1 The Virginia General Assembly appropriates funds for the support of public-private delivery of ECCE services each year. In partnership with the Virginia Department of Education's (VDOE) Division of Early Childhood Care and Education, the Virginia Early Childhood Foundation (VECF) administers the [Mixed Delivery Program](#) through a competitive selection of regional coordinating agencies. VECF is a public-private partner in building a sustained focus on school readiness in Virginia. Public funding is provided by the Virginia General Assembly and various state and federal agencies.
- 2 Localities are separate school systems in Virginia, which is counties + independent cities or towns.
- 3 Applying entities and fiscal agents must have proven experience and capacity to administer grants of this nature and will represent coalitions of community partners committed to the success of the pilots. Potential applicants must operate in the proposed communities to be served and may include, but are not limited to, school divisions, local governments, human service agencies, for-profit or non-profit child care providers, United Way agencies, Ready Regions, faith-based organizations, chambers of commerce, and community-based organizations or associations
- 4 Enrollment as of October 31, 2021, the adjusted enrollment deadline for Mixed Delivery Fall 2021, was 1,237. This information includes Mixed Delivery students at a small number of home-based providers. Historic enrollment data for Fall 2021 is not available by age. Following the October 31st enrollment deadline, the program used additional funds to expand available slots to 1,270.
- 5 There were 1,241 initial slots for FY22. After October 31, 2021, the number of slots was expanded to 1,270 for the remainder of the fiscal year.

- <sup>6</sup> The state does not capture information about IEPs but, starting 2022-2023, information was collected on students with disabilities and family incomes below 350% FPL if that was their primary eligibility criteria for program participation.
- <sup>7</sup> Information about the total number of students dually enrolled in Mixed Delivery and Head Start was first collected in 2022-2023 and will be available in future years.
- <sup>8</sup> VECF Mixed Delivery supports privately placed slots to provide at least 990 hours, though most/all Mixed Delivery programs use other funding sources to provide full-day, full-year care. In some cases, full-day, full-year care was paid for entirely by Mixed Delivery funds.
- <sup>9</sup> Eligibility for Mixed Delivery 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. Negative impacts of COVID-19 (job loss, illness, death) is one example of a local criteria that could be used in 2021-22 that was not on the list. Children must meet at least one risk factor, including income, to be eligible. Localities that can demonstrate that more than 15% of slots are needed to meet the needs of at-risk children in their community may apply for a waiver to increase the use of local criteria above 15%. The Virginia General Assembly has made a change to eligibility requirements starting in 2022-2023: 1) children with disabilities or delays who are eligible for special education services under the Individuals with Disabilities Education Act, regardless of household income.
- <sup>10</sup> The new set of comprehensive early learning and development standards are for young children, birth to age five. The new standards, Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines, focus on five "Areas of Development": Approaches to Play and Learning, Social and Emotional Development, Communication, Language, and Literacy Development, Health and Physical Development and Cognitive Development (Science, Social Sciences: People, Community and Culture, Mathematics and Fine Arts).
- <sup>11</sup> In addition to guidance webinars and documents, the VDOE partnered with the Radford University to pilot an ELDS micro-credential. This 5-hour, non-credit bearing, online, self- and competency-based micro-credential launched in June 2022. Up to 1,000 birth-to-five educators were eligible to receive a \$100 completion stipend (for the pilot only) and professional development credit. Family day home and child care educators were prioritized for enrollment.
- <sup>12</sup> The Division of Early Care and Education has been reviewing curriculum at the state level to encourage more programs to use quality instructional tools. A curriculum review process helps programs to identify and implement curricula to best support the learning and development of their children. Birth-to-five programs currently operating in Virginia that do not yet have an approved curriculum in use may be eligible for a comprehensive and expert-led review of their curriculum by the VDOE. The VDOE now has over 40 approved curriculum options. Beginning in spring 2022, Virginia offered the STREAMin3 curriculum model as an open-source curriculum option available to all publicly-funded birth-to-five programs in Virginia at low-to-no cost. Interested programs can request enrollment. This program is available to all programs, including public schools, though those without an existing curriculum are prioritized for comprehensive training and professional development (provided to 2,000 classrooms a year).
- <sup>13</sup> The Virginia Kindergarten Readiness Program (VKRP) is a coordinated set of assessments that includes the Early Mathematics Assessment System (EMAS) and the Child Behavior Rating Scale (CBRS) in addition to PALS.
- <sup>14</sup> Lead and assistant teachers must meet the requirements for the general qualifications as indicated in Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and [Training](#). Staff must be at least 18 years old to administer medication and work with children unsupervised. Staff who are between 16 and 18 years of age must be under the supervision of an adult staff member who is present in the facility. Additionally, staff who are left alone with children, must be capable of communicating effectively both orally and in writing as applicable to the job responsibility and be capable of communicating with emergency personnel. Pre-service specialized training includes the VA Preservice Training for Child Care models, orientation training on a list of topics, CPR/First Aid, and medical administration (if necessary).
- <sup>15</sup> All classrooms receive two CLASS observations from a local observer. Results from observations are provided to educators. All VPI program coordinators have been trained to provide action planning and feedback after observations.
- <sup>16</sup> All classrooms are observed at least two times a year.
- <sup>17</sup> Results from local observations administered twice a year are used by instructional leaders to inform ongoing PD and assess growth in teacher-child interactions over time. Increasing capacity and knowledge of quality interactions at the local level promotes shared understandings of the strong principles of high-quality teaching in early childhood settings that are highlighted in the CLASS tool. Having program or school leaders trained to reliability in CLASS enables them to bring the CLASS lens to every aspect of their work. The classroom observations completed in VQB5 participating sites will result in a Practice Year 1 rating, which was shared privately with site administrators in October 2022.

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

- <sup>1</sup> The Department of Children, Youth, and Families (DCYF) is the lead agency for state-funded services that support children and families to build resilience and health, and to improve educational outcomes. It oversees ECEAP, Working Connections Child Care, and Home Visiting. Also included are several services such as Child Protective Services and Family Assessment Response, licensed foster care, adoption support, and juvenile rehabilitation.
- <sup>2</sup> Of the remaining three counties, two are served by Head Start and the other is sparsely populated.
- <sup>3</sup> Slots are awarded through open competitive RFAs. The criteria include prioritizing new slots in communities that are currently underserved by ECEAP and Head Start.
- <sup>4</sup> DCYF and the Office of Superintendent of Public Instruction (OSPI) are working collaboratively to create a state-wide coordinated recruitment, eligibility, and enrollment system for B-5 center-based early learning services as required by the WA state Legislature.
- <sup>5</sup> ECEAP contractors have the option to register and enroll children at individual sites, in geographical regions, and/or at one location (place or online). Depending on site locations, some contractors may engage in all of these options.
- <sup>6</sup> Data planned for linking is between programs within DCYF. Connecting individual child data to K-12 data is done by a separate state agency and there is a several year lag.
- <sup>7</sup> The state collects kindergarten assessment data, but ECEAP does not have access to child level data because it is administered by a different state agency (OSPI).
- <sup>8</sup> ECEAP does not allow dual enrollment. Some children may have been enrolled in Migrant/Seasonal Head Start and ECEAP at different times throughout the year.
- <sup>9</sup> Children's home languages include: English 67%, Spanish 23.8%, Amharic 1.2%, Somali 1.1%, Arabic 1.1%, Vietnamese .6%, Russian .6%, Chinese .6%, Dari .6%, Other 3.4%.
- <sup>10</sup> Additional information on family income: 30.6% of ECEAP children were at or below 50% FPL, 48.8% were at or below 80% FPL and 79.4% were at or below 110% FPL.
- <sup>11</sup> ECEAP has three operating schedule options: (1) part-day model at 3 hours per day minimum and 360 hours per year; (2) school-day model at 5.5 or more hours per day and 1,000 hours per year; and (3) working day model at 10 or more hours per day and 2,370 hours per year. 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.
- <sup>12</sup> A child is eligible for ECEAP if the child is at least three years old by August 31 of the school year, is not age-eligible for kindergarten, and is one of the following: (a) From a family with income at or below 36% of the state median income (SMI); (b) Qualified by a school district for special education services; (c) Experiencing homelessness (d) Has participated in Early Head Start (EHS) or a successor federal program providing comprehensive services for children from birth through two years of age, the early support for infants and toddlers program (ESIT) or received class C developmental services, the birth to three early childhood education and assistance program (Early ECEAP), or the early childhood intervention and prevention services program (ECLISPE); (e) Is a tribal child and at or below 100% SMI; (f) From a family with income that exceeds 36% of the SMI and impacted by specific prioritization factors identified by DCYF that are linked by research to school performance. If space is available: (1) A child is allowed to be enrolled in ECEAP if the child is at least three years old, is not age-eligible for kindergarten, and is: (a) From a family with income above 36% SMI but less than or equal to 50% SMI if the child is impacted by at least one other specific risk factor identified by DCYF and the State Legislature. (2) Children allowed to enroll who turn three years old after August 31 of the school year must be from a family with income at or below 50% SMI or is impacted by at least one other specific prioritization factor; and have received services from or participated in early support for infants and toddlers (PART C, IDEA), Early ECEAP or Early Head Start.

A priority point system based on a combination of income and other risk factors is used to determine eligibility and priority for enrollment in the limited slots. Additional risk factors include: family member attended Indian boarding school, expulsion due to behavior, in kinship care, adopted after kinship/foster care, loss of a parent due to death/abandonment/detention center, health or mental illness, migrant status, single parent, military parent currently deployed or in the last 12 months, or parent

- incarcerated.
- <sup>13</sup> In some areas of the state where COVID-19 numbers were high, the Department of Health recommended smaller class sizes. This was not a state requirement.
  - <sup>14</sup> For classes lasting between three and five hours, one meal and one snack must be provided. For classes lasting more than five and up to nine hours, one meal and two snacks or two meals and one snack must be provided. For class sessions lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided.
  - <sup>15</sup> Height and weight screenings continued in 2022-23, but to address systemic inequity, BMI screening has been removed.
  - <sup>16</sup> While there is not a specific requirement for supporting parents in job training activities or health services for parents, all contractors must implement the Mobility Mentoring approach with families. Within the structure of this coaching approach, families choose the goal they set. If a family chooses a job training goal or health related goal, then ECEAP staff support them in meeting or making progress on such goals.
  - <sup>17</sup> The ELDS were completed in 2012 and Head Start Early Learning Outcomes Framework was completed in 2015, so there is not complete alignment. Other standards that align with ELDS are the ECEAP Performance Standards.
  - <sup>18</sup> Other supports include online training modules and coaching.
  - <sup>19</sup> 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. Contractors who use an approved alternative curriculum must provide staff training for implementation. 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 instructor lead virtual or online curriculum training. The state QRIS system provides a list of aligned curriculum to all participants. More information can be found [here](#). Within this document the comprehensive Pre-K curriculum consumer report is linked.
  - <sup>20</sup> All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: An associate or higher degree in ECE or equivalent; or a valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.
  - <sup>21</sup> The Other category includes teachers with some college and who had not verified education yet.
  - <sup>22</sup> Recruiting and hiring qualified staff is one of the biggest barriers to ECEAP expansion. In some cases, ECEAP contractors had to start classes a few weeks late or they decided not to open new classrooms because of the shortage of staff. Turnover continues to increase between school years with burnout and pay parity being the biggest factors for staff leaving their positions.
  - <sup>23</sup> The state continued to provide scholarships, education awards and training reimbursements to staff. To find more information, visit [here](#). In 2021-22, Contractors received a 10% slot rate increase and could decide locally how to use those additional funds. Some contractors used the increase towards staff recruitment and retention; some examples were offering small hiring bonuses or slight increases in pay. As a result of the Federal American Rescue Plan Act, DCYF also administered Child Care Stabilization Grants to licensed contractors through an application process. Contractors could apply these grant funds to increase wages (increases in payroll) or other recruitment and retention activities (ex: sign on bonus, retention incentive, marketing positions, etc.).
  - <sup>24</sup> All persons serving in the role of ECEAP assistant teacher must meet one of the following qualifications: Initial or higher Washington State Early Childhood Education Certificate or equivalents (12 credits); or a current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.
  - <sup>25</sup> Lead teachers and family support specialists must complete a minimum of 20 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring. Assistant teachers must complete a minimum of 15 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring.
  - <sup>26</sup> According to ECEAP Performance Standards, staff are required to have annual continuous education and learning plans that focus on each staff's professional development goals.
  - <sup>27</sup> Each ECEAP contractor must provide, or have access to, a practice-based coach trained on the Early Achievers Coach Framework, to: (1) Support Early Achievers 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.
  - <sup>28</sup> The Child Care Collaborative Task Force (C3TF) was created by the Washington State Legislature in 2018. The C3TF evaluated recommendations from DCYF's technical work group on compensation, including consideration of pay scale changes, to achieve pay parity with K-12 teachers by January 1, 2025. In June 2020, C3TF released Washington Child Care Industry Assessment Volume IV: Workforce Compensation Policy Analyses report that provides key considerations to guide/inform the Task Force in setting policy. In August 2021, C3TF released Washington State Child Care Access Strategy report which follows on the 2020 industry assessment and previous recommendation reports to "develop a strategy, timeline, and implementation plan to reach the goals of accessible and affordable child care for all families by 2025". In the final phase of work, the task force will report findings of a child care cost of quality study to the Legislature and Governor in 2022. DCYF has been working on a cost study since 2019 to determine the true cost to provide ECEAP services. Phase 2 of this study was developed in 2021-22 and used survey information gathered by ICF International and Standard Occupational Classification (SOC) codes to determine an ECEAP rate for the School Day model which would include lead teacher pay increases of about 40% and assistant teacher pay increases of about 60%. The next step of this study is underway and DCYF is partnering with Western Washington University to create a rate model summary for publication.
  - <sup>29</sup> A private donation of \$3,903,609.33 was used to support a summer program, but not included in the total spending for the preschool year. The state also funded 34 Early ECEAP (birth to three) slots and the total spending for this was \$680,000.00. This amount was not included in the total spending for the preschool year.
  - <sup>30</sup> ECEAP received \$20,847,000.00 in GEERS funding. DCYF was previously awarded a renewal PDG B-5 grant of \$34 million which extends the work through December 2022. Funding from the PDG B-5 grant is being used to facilitate collaboration and coordination among existing programs of early childhood care and education. DCYF will use the current statewide mixed-delivery system to prepare low-income and disadvantaged infants, toddlers, and young children to enter kindergarten. In 2021-22, Early ECEAP served 144 infants and toddlers and their families in 10 Washington communities. The grant also helped fund 2 ECEAP positions.
  - <sup>31</sup> State sources of revenue include: General Fund State: \$89,455,680; Opportunities Pathways: \$40,000,000; Early Learning Trust Account (State Lottery Fund): \$12,035,000.
  - <sup>32</sup> Blended/braiding is allowed and often used with state child care subsidy. DCYF ECEAP does not administer additional funds.
  - <sup>33</sup> In 2021-22, Early Achievers (QRIS) transitioned from using the Environment Rating Scales (ERS) to new virtual tools to measure the quality of learning environments. This virtual system uses the Quality Interactions in Child Care (QUIC) tool to evaluate early learning experiences and interactions that contribute to the development of the whole child. The QUIC tool is based on research and is aligned with the CLASS, ERS, Head Start Performance Standards, the Early Learning Developmental Learning Guidelines, Washington State Core Competencies, and an extensive review of literature.
  - <sup>34</sup> Structured observations of classroom quality using the QUIC Tool are completed virtually through the Video Highlights process. Multiple rounds of Video Highlights are submitted by each teaching team, scored with the QUIC Tool rubric and feedback provided to teachers based on the rubric. The Records Review standards are practices that are shown to support child development. There are standards in the areas of Screenings; Individualization; Ongoing Assessment; Curriculum; Instructional Leadership; Preventing Suspension and Expulsion; Strengthening and Supporting Families; and Transitions. Programs that implement these practices are taking additional steps to offer high quality services to children and families. In the Records Review component, programs are recognized for these efforts. Records Review is an opportunity for recognition, reflection, and growth on the program's currently implemented policies and practices that positively impact children, staff, and families/caregivers. OSPI also requires all school districts to adopt an approved instructional framework as part of their Teacher and Principal Evaluation and Growth Program. Danielson's Framework and Marzano are included as options. There are trainings and supports offered to districts on both of these approaches. Around 60% of ECEAP slots are located in a school district setting.
  - <sup>35</sup> ECEAP continued to require child care licenses for all ECEAP sites with the exception of sites operated by a government entity (school districts, county and city governments) and sites with classes operating less than 4 hours a day that are exempt from the requirement. Licensed sites are monitored annually for compliance with child care licensing requirements. ECEAP contractors are scheduled to be monitored by DCYF ECEAP staff every 4 years. When visiting a contractor, 60% of sites are visited. ECEAP sites are visited based on risk assessment, which may indicate more frequent or less frequent visits because a representative sample of contractor sites are visited. Visits were done virtually in 2021-22. There was a reduction of site visits from previous years due to continuing COVID-19 restrictions, but there is an increase in monitoring and monthly check-ins. It is expected that in 2022-23, more on-site monitoring will occur.

- <sup>1</sup> Transitional Kindergarten is an optional program that districts may choose to offer.
- <sup>2</sup> TK enrollment is coordinated with Head Start and the Early Childhood Education Assistance Program (ECEAP); the level of coordination varies by district. Transitional Kindergarten programs work in collaboration with and do not adversely impact enrollment in community-based preschool programs, including Head Start, tribally-led early learning programs, and those operating in licensed child care centers and licensed family homes. Districts participate in coordinated outreach, referral, and placement to assure best fit and appropriateness of services based on each child and family's need.
- <sup>3</sup> Districts have up to three years to revise enrollment. All enrollment counts are based on students enrolled during the 2021-2022 school year regardless of when they were enrolled.
- <sup>4</sup> Five-year-olds: 78 Home language is English only; 7 Home language is a language other than English.
- <sup>5</sup> Five-year-olds: 50 White; 26 Hispanic/Latino; 4 Biracial/Multi-racial; 1 American Indian or Alaska Native; 2 Asian; 1 Black/African American; 1 Native Hawaiian/Pacific Islander.
- <sup>6</sup> The total includes 56 5-year-olds.
- <sup>7</sup> Districts must provide at least 1,000 annual instructional hours, prorated from the start date of the program, with 27 hours and 45 minutes of instruction weekly. Districts may start TK programs at any point between the beginning of the school year and January 31. TK programs must conclude by the end of the standard school year. Just as with regular kindergarten, districts must offer a full-day TK program. Families may choose to enroll their child for less than full-time. Districts shall accommodate part-time students within their full-day program, claiming the appropriate FTE based on the child's enrollment.
- <sup>8</sup> Students are eligible for kindergarten when they are five years of age by August 31st. Younger children may be permitted to enter kindergarten if the district and family determine they will be successful. TK programs are intended for children not yet five by August 31st who have been screened and demonstrate the need of additional preparation in order to be successful in kindergarten the following year.
- <sup>9</sup> Districts must provide for a screening process or instrument that measures the ability or the need, or both, of an individual student.
- <sup>10</sup> State law requires K-3 class sizes to be 17 or lower to maximize state funding. TK students and teachers are included in a district's K-3 compliance calculation. This calculation allows districts that demonstrate a required class size to maximize their K-3 funding.
- <sup>11</sup> School districts shall implement a school lunch program in each public school in the district in which educational services are provided to children in any of the grades kindergarten through four and in which twenty-five percent or more of the enrolled students qualify for a free or reduced-price lunch. Each school district shall implement a school breakfast program in each school where more than forty percent of students eligible to participate in the school lunch program qualify for free or reduced-price meal.
- <sup>12</sup> The ELDS were completed in 2012 and Head Start Early Learning Outcomes Framework was completed in 2015, so there is not complete alignment. Other standards aligned with ELDS are the ECEAP Performance Standards.
- <sup>13</sup> Transitional Kindergarten uses Teaching Strategies GOLD for its child assessment system.
- <sup>14</sup> State laws outline basic education goals and minimal instructional requirements for school districts. They require districts to have policies and procedures in place that guide their selection and adoption of instructional materials for use in classrooms.
- <sup>15</sup> Teachers assigned to early childhood settings in public schools must be properly endorsed for the subject matter they teach.
- <sup>16</sup> Other = Not Reported
- <sup>17</sup> The top two areas of content and role shortages in Washington are: 1. Elementary education (inclusive of early childhood education) and 2. Special education (inclusive of early childhood special education) See the full report [here](#).
- <sup>18</sup> Paraeducators serving students in public school settings must meet minimum employment requirements. They must be at least 18 years of age and hold a high school diploma or its equivalent; and have received a passing grade on the education testing service paraeducator assessment or hold an AA or have earned 72 quarter or 48 semester credits at an institution of higher education or have completed a registered apprenticeship program.
- <sup>19</sup> Paraeducators must also meet continuing education expectations and timelines for the 28 hours of the Fundamental Course of Study, and for the 70 hours of the General Paraeducator Certificate. A majority of the hours required for the General Paraeducator Certificate may be focused on the unique needs of serving our youngest learners. Coursework for the General Paraeducator Certificate must be aligned with the Paraeducator Standards of Practice. After earning the General Paraeducator Certificate, an additional 3 days of professional learning each year are required for paraeducators. While all must be aligned with the Paraeducator Standards of Practice, one of those three days must focus on either Cultural Competency, Diversity, Equity, and Inclusion or focus on Mental Health Topics- Social Emotional Learning on alternating years.
- <sup>20</sup> Beginning with the 2018-19 school year: Salaries for full-time certificated instructional staff must not be less than forty thousand dollars, to be adjusted for regional differences in the cost of hiring staff and to be adjusted annually for inflation. Salaries for full-time certificated instructional staff with at least five years of experience must exceed by at least ten percent the value specified above. A district may not pay full-time certificated instructional staff a salary that exceeds \$90,000, subject to adjustment for regional differences in the cost of hiring staff. This maximum salary is adjusted annually for inflation. For additional information see [here](#).
- <sup>21</sup> \$17,223 per child in total funding including \$2,283 local funding per pupil; \$12,344 state funding per pupil; \$2,357 federal funding per pupil; and \$239 other funding sources (such as other entities, school districts transfers, other financing etc.) This is the AVERAGE state per pupil for all grades which is multiplied by the TK headcount to estimate total TK state funding. Districts do not report TK funding separately from K funding.
- <sup>22</sup> During each school year all classroom teachers and certificated support personnel shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties.
- <sup>23</sup> Danielson, Marzano, and CEL5D are three of the approved frameworks for evaluations. Evaluation data summaries are collected at the state level; observation data is used at the local level for evaluation purposes and professional growth.
- <sup>24</sup> The Teacher and Principal Evaluation and Growth Program (TPEP) is based on these core principles: 1. High quality teaching and leading are key to student success. 2. Growth in practice is developmental in nature. 3. Growth occurs best when there are clear standards of practice supported by quality professional learning and learning-focused feedback. 4. Evaluation systems should reflect and address the career continuum. 5. The focus for teacher and principal growth should be driven by student learning needs. OSPI provides evaluation guidance to districts.
- <sup>25</sup> Evaluation data summaries are collected at the state level; observation data is used at the local level for evaluation purposes and professional growth.

## **WEST VIRGINIA – West Virginia Universal Pre-K**

- <sup>1</sup> The West Virginia Department of Education (WVDE) is responsible for supporting the West Virginia Board of Education (WVBE) in oversight of the WV Universal Pre-K; however, the WVDE Office of 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 (state pre-K policy) based on WV Code 18-5-44.
- <sup>2</sup> Counties must have a countywide pre-K enrollment and placement process that is collaborative and transparent to the public. This process must include provisions for collection of eligibility and health information for enrollment.
- <sup>3</sup> Children's records are housed in the WV Education Information System for those children enrolled in WV Pre-K regardless of where they are served (i.e., in a public school building, child care center, or Head Start collaborative).
- <sup>4</sup> Capacity is reported by counties annually based on number of classrooms open for the current school year; however, every eligible child must have the opportunity to attend Universal Pre-K. Classrooms are opened as needed to meet community needs.
- <sup>5</sup> In West Virginia's collaborative model, all children are considered enrolled in public schools regardless of the classroom location. All programs must meet state pre-K policy requirements. WV Pre-K county programs must make joint decisions through the county collaborative early childhood core team. No fewer than 50% of the classrooms for eligible children must be provided through contractual agreements with community programs, including but not limited to Head Start and child care, unless the County Collaborative Early Childhood Team can document that those programs do not exist in that county, cannot meet the mandates of this policy, or choose not to participate.
- <sup>6</sup> 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. 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, only when determined by IEP teams.
- 7 Three-year-olds who are eligible for special education services are eligible for WV Universal Pre-K, as determined by the IEP.
  - 8 The maximum class size is 20, given that there is 35 square feet of usable space available per child. Staff-child ratio is 1:10; however, there must be two adults when children are present regardless of class size. Class size may be reduced by the number of children with IEPs based on state policy for students with disabilities.
  - 9 For children enrolled within a public school building site, breakfast and lunch must be provided. In community sites, programs may include lunch and snack, rather than breakfast if the classroom's regular operation schedule occurs when breakfast is not required.
  - 10 Health services for children are based on needs, as determined by specialized health care plans coordinated with school nurses, when necessary.
  - 11 The Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten were replaced with WVBE Policy 2520.15: West Virginia Pre-K Standards (Ages 3-5) Effective July 2019. The WV Pre-K Standards Resource Booklet for Universal Pre-K was provided as a support document for the revised Standards. It includes standards and alignments. Content related to cultural awareness and supports for children's home language are in the Guiding Principles of the WV Pre-K Standards (Ages 3-5) and include foundations and descriptions.
  - 12 The West Virginia Early Learning Reporting System: Pre-K (WV ELRS: Pre-K), inclusive of the Early Learning Scale, must be utilized with all children enrolled in WV Pre-K programs, per WVBE Policies 2520.15 and 2525.
  - 13 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, Approaches to Learning and Social and Emotional Development.
  - 14 West Virginia offers PALS to all counties who wish to utilize it for pre-K in addition to the ELS. The state pays the costs of PALS training and materials. West Virginia requires assessment reports for physical health and development and the arts based on the WV Universal Pre-K Standards (Ages 3-5).
  - 15 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.
  - 16 Based on West Virginia's certified data cross-referencing the Certification database, as of October 1, 2021, there were 21 individuals assigned to teach in pre-K that did not hold full certification. This reflects teachers employed by county school systems and teachers employed by collaborative partners are not included in the count.
  - 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 WVBE Policy 2525 requires all county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, to participate in at least 15 hours of staff development annually, based on the needs determined in the county continuous quality improvement process. An orientation for new staff in a WV Pre-K classroom will be provided within the first 30 days of employment that includes a review of: West Virginia Board of Education (WVBE) Policies 2525 and 2520.15; classroom operational requirements; policies and procedures for confidentiality and information disclosure; behavior management; reporting child abuse and neglect and emergencies; policies and procedures for basic sanitation and infection control; policies and procedures for safety, including prevention of injury both indoors and outdoors; fire safety, including the use of fire extinguishers; and training in abuse recognition and prevention. Existing staff members shall be knowledgeable of the above policies and procedures.
  - 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 In classrooms that collaborate with Head Start, a research-based, coordinated coaching strategies for education staff are required by Performance Standards. Coaching is addressed in collaborative contracts between Head Start programs and County Boards of Education. Seventy percent of classrooms collaborate with Head Start.
  - 21 All teachers (lead and assistant) employed as public school employees are required by state code to receive the same salary and fringe benefits as K-12 teachers. Nonpublic school employees in collaborative programs receive salaries and fringe benefits according to program with which they are employed.
  - 22 There was an increase in federal funding for the 2021-2022 school year based county reports. This included ESSER funds reported for pre-K.
  - 23 Allocations are based on enrollment from the previous school year (2020-2021). Enrollment decreased by more than 3,000 children during the 2020-2021 school year due to the COVID-19 pandemic. This is reflected in decreased funding for the 2021-2022 school year.
  - 24 School district money includes reported other funds allocated at the local level that could be used across grades but were used in pre-K. County money includes reported excess levy funds used specifically for pre-K. Other local funds include School Building Authority funds that were utilized specifically to enhance pre-k facilities in counties. These funds are one-time funds granted to county school systems for building improvements (\$2,158,866). Other local funds also include private contributions from collaborative partners and community programs (\$165,420).
  - 25 County Boards of Education receive state aid funding. The LEA must provide sufficient assistance/funding to a collaborative community partner to enable the partner to offer services that meet this policy at no cost to parents and at no deficit to the program. In calculating costs and resources, the county collaborative team consider various costs such as personnel, facilities, materials and equipment, curriculum, continuous quality improvements, and professional development. A budget and cost allocation worksheet must be completed for each collaborative pre-K classroom as part of the collaborative contract to illustrate specific costs and allocations of contracts and to illustrate contributions of all partners.
  - 26 All collaborative partners with county Boards of Education must hold a current child care center license in order to participate in WV Pre-K. Faith-based centers must exclude religious content during designated public pre-K hours.
  - 27 State policy requires each county to develop and maintain a continuous quality improvement process that incorporates annual classroom observations utilizing a research-based instrument such as ECERS or CLASS and aggregated child assessment data in programmatic decision-making. Some use their curriculum implementation checklists (High/Scope PQA or the Creative Curriculum Fidelity Tool Administrator Checklist) and alternate years with CLASS or ECERS. Classroom observation tools are locally determined. The West Virginia Universal Pre-K Health and Safety Checklist must be completed in all pre-K classrooms annually within 45 calendar days of the first day of school.
  - 28 Each district is required to maintain a continuous quality improvement process that includes an annual plan which utilizes data from classroom observation results and aggregated child assessment data for program planning and professional learning. Each district must participate in a triennial Pre-K Program Review that is conducted by the state Pre-K Steering Team. The continuous quality improvement process and program records are reviewed during these program reviews. Follow-up is conducted prior to three years, as necessary. Districts can also request state technical assistance to support implementation of WV Universal Pre-K, classroom observations, and professional learning based on the identified needs determined through the CQI process.
  - 29 Each district is required to conduct a formal classroom observation annually, in addition to site visits at the beginning of the school year for completion of the WV Universal Pre-K Health and Safety Checklist. Results from classroom observations must be included in their continuous quality improvement process, along with aggregated child assessment data. This information is utilized to determine individualized supports for teacher, as well as programmatic professional learning opportunities.

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

- 1 School districts have the authority to determine their enrollment and placement processes. There may be additional ways that districts enroll and determine placement for children entering into 4K, beyond the two options reported. Additionally, some districts may allow children to "open enroll" into another school district for 4K.
- 2 There are no enrollment caps for 4K. Districts that offer 4K need to enroll all 4K children who are eligible and wish to participate in 4K programming. The WI DPI does not track enrollment in district/local or city PreK programs.
- 3 Children with disabilities are counted in the 4K enrollment (state-funded preschool) only if they are enrolled in 4K. Some children in the state receive IEP services but are

- not enrolled in 4K, these children are not in the 4K enrollment total.
- 4 State supplemental funds can be used in accordance with the Head Start Federal Performance Indicators for Quality Improvement activities.
  - 5 The DPI does not collect data on a breakdown of how the supplemental funds are spent as it related to slots and ages for HS or EHS children.
  - 6 It is assumed that the discrepancy between the race & ethnicity numbers is due to input error based on confusion of category definitions for reporting purposes. The department is updating category definitions for the 2023-2024 school year.
  - 7 The state funds a total of 437 hours per year. Districts determine how many days per week the program operates. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, four to five days per week, but an increasing number of rural districts may offer school-day programs two or three days per week. State policies support partnerships with child care and Head Start to extend the number of hours per day or weeks per year. The 4K Community Approach model allows districts to contract with child care, Head Start, and private schools. Additionally, most operating schedules are school year calendar, but some districts extend the program through Head Start partnerships or local calendars.
  - 8 The state funds 4K programming at either .5 FTE or .6 FTE membership. A .5 membership allows districts to provided either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of parent outreach. A .6 membership requires that districts provide 437 hours of instruction and 87.5 hours of parent outreach (a total of 524.5 hours).
  - 9 The state law is that children are eligible for 4K if they are four years of age on or before September 1 of the school year and 5K if they are five on or before September 1 of the school year. The law does allow districts to have their own early entrance policies. If policies for early entrance are in place, they vary from district to district.
  - 10 Resident children in districts that offer 4K programs are eligible to enroll based on age only. If a district does not offer a 4K program, resident children of that district are not allowed to open enroll into a district that does offer 4K programming.
  - 11 There are no state regulations addressing the teacher-child ratio for 4K. Class size is a local policy determined by the school board. Guidance is provided to support districts with making this decision. This includes: 1:10 with a maximum class size of 20 as defined for quality benchmarks by the National Institute for Early Education Research (NIEER); 1:13 with a maximum group size of 24 as required in state child care licensing regulations; 1:10 with class sizes of fewer than 20 children as required by Head Start performance standards; 1:10 with a class size of 20 or fewer children as recommended by the National Association for the Education of Young Children (NAEYC). If 4K is in a community setting (child care or Head Start) staff-child ratio needs to follow the program requirements/regulations.
  - 12 If 4K is in a Head Start program, it must follow Head Start requirements. If a school-based program operates more than 2.5 hours per day, it must provide a meal or snack through the school nutrition program. If 4K is in a child care program, it must follow the Department of Children and Families Regulations, one meal or snack must be provided at least once every three hours.
  - 13 Children are required (with exceptions) to have immunizations to enroll in 4K programming. Medical examinations are strongly encouraged but not required. A reading readiness assessment is a state requirement for children 4K-second grade.
  - 14 If there are screening results of concern, it is recommended that follow-up information and possible referrals be made, but it is not required. Families have a choice in deciding if they would like to pursue next steps.
  - 15 Requirements depend on how the services are defined. Family engagement is required when districts obtain additional funds for outreach (87.5 hours). Referrals for special education are required as needed. State law requires referral to social services in cases of abuse or neglect. When districts partner with Head Start, they must provide services per federal Head Start standards.
  - 16 The ELDSs are inclusive and aligned to the state academic standards for English Language Arts and Mathematics, but not other content areas. Infant and toddler standards are included in Wisconsin Model Early Learning Standards.
  - 17 The state only requires a reading readiness assessment (4K-2nd grade) and not child assessments in other areas. The reading readiness assessment tools are chosen by districts. They are not required to align with the Wisconsin Model Early Learning Standards, however they do need to include assessment of phonemic and letter sound knowledge, both of which are part of the early literacy standards within the Wisconsin Model Early Learning Standards.
  - 18 The state has a training and technical assistance system that includes cross-sector trainers, a 15-hour in-person training, a 20-hour virtual training, and a variety of resources. Trainers complete an approved trainer's process with a mentor before becoming an approved trainer. Approved trainers and trainer candidates are supported through regional community of practice meetings (twice/year) and statewide community of practice meetings (twice/year). Additionally, the state has a contract with one of our Cooperating Educational Service Agencies to employ a statewide standard's coordinator to provide support to the approved trainers and limited technical assistance for implementation of the standards.
  - 19 Information related to curriculum decision making is provided through (and in) the WI Model Early Learning Standards through trainings, conferences, web-based resources, and additional technical assistance platforms (i.e., networking meetings, state-wide connection calls, etc.).
  - 20 The state requires a reading readiness assessment for 4K-second grade. The assessment tool must include phonemic awareness and letter sound knowledge; however, no specific tool is required. Screening instruments are a local decision.
  - 21 All 4K teachers need to have a valid WI Teaching License or a license with stipulations that is connected to an approved pathway for permanent license through the DPI.
  - 22 While the 4K programs are all under the administrative authority of the school district, the district can contract with child care, Head Start, and/or private schools for 4K. The teachers in these community programs need to follow the public school requirements for personnel (DPI Teacher License). Licensure can be the result of completing an approved teacher training program or successful completion of an approved pathway to licensure from the DPI.
  - 23 Four-year-old kindergarten can be taught by an educator who holds an Early Childhood license or an Elementary Education license that includes prekindergarten or kindergarten in the grade levels of the license.
  - 24 Shortages related to the specific position of a 4K teacher are not reported via a formal data collection system; however, through conversations with districts statewide, it has been reported there were shortages and difficulty locating qualified staff for teaching 4K.
  - 25 The state did not provide direct incentives for recruiting or retaining 4K teachers. It did provide guidance and information to school districts that ESSER funds may be used for this purpose.
  - 26 The WI DPI only licenses special education paraprofessionals, which requires the high school diploma or its equivalent; however, there are requirements under federal law that may impact the assistant teacher's need to have a higher degree/schooling to be considered a highly qualified paraprofessional. That will be dictated by the distribution of federal money in the building in which the paraprofessional works.
  - 27 DPI no longer requires specific hours of professional development for licensure maintenance. There are different levels/categories of teacher licensing which focus more on successful semesters of teaching rather than number of professional development hours. In child care community approach settings, all providers who worked more than 20 hours per week, were required to receive 18.75 hours. There are no requirements for continuing education for health and safety only. In Head Start settings, providers follow the Head Start Performance Standards.
  - 28 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.
  - 29 Lead teachers for 4K in school buildings typically fall within the district K-12 salary range and benefits. Teachers in 4K Community Approaches may or may not be hired by the school district. Based upon the community approach and school district contracts, there may be variations in salary and benefits as the local level.
  - 30 The State does not require districts to have parity. Decisions for how and if districts want to do that are determined by each district.
  - 31 Federal Head Start grant and the state-funded Head Start supplement support actual Head Start programs, not 4k programs in public schools. DPI does not receive/ administer Social Services Block Grant (SSBG) funds (the WI Dept. of Health Services receives SSBG funds).
  - 32 The bulk of funding for 4K programs comes from state General/Equalization Aid (state's General Fund) and local property tax revenue. All school districts receive per pupil aid (state's General Fund), a flat dollar amount for each revenue limit member (i.e., pupils who are residents of the school district and for whom the district pays the cost of education). For school year 2022-23 that amount is \$742 per FTE member, regardless of grade level. School district expenditure data is not collected by grade level. The 4K Start-Up Grant program (state's General Fund) provides state funding to school districts that are newly implementing a 4K program: up to \$3,000 per 4K pupil in the first year, and up to \$1,500 per 4K pupil in the second year. 4K pupils are counted as .50 FTE, unless the school district offers at least 87.5 hours of outreach to families (in addition to the regular hours of instruction for the district' 4K program), then the 4K pupils are counted as .60 FTE. 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). School districts with relatively higher property values per member will be reimbursed for prior year shared costs at a lower rate than those school districts that have relatively lower property values per member.

<sup>33</sup> 4K programs may use blended funding from Head Start Programs to support children enrolled in 4K.

<sup>34</sup> Private schools that participate in the Private School Choice Programs (Choice) receive state aid payments for eligible Choice students. For the 2021-22 school year, participating private schools received \$8,336 per FTE for students in grades 4K-8. The state also provides payments to private schools participating in the state's Special Needs Scholarship Program (SNSP). The SNSP allows a student with a disability, who meets certain eligibility requirements, to receive a state-funded scholarship to attend a participating private school. For the 2021-22 school year, private schools received \$13,013 per FTE for full scholarship students in grades 4K-12.

<sup>35</sup> Faith-based centers are required to be free of religious content for the state 4K programming.

<sup>36</sup> Criteria is determined locally and guided by the authorizing programs (school district, Head Start and child care) rules and regulations.

<sup>37</sup> If classroom quality is assessed, the assessment tool is a local and program decision based on district policies, child care regulations and Head Start performance standards.

<sup>38</sup> Information on the WI Educator Effectiveness System can be found [here](#).

<sup>39</sup> 4K happens within school-based settings and Community Approach Settings (Child Care and Head Start). In WI, school districts have the authority to identify and utilize information related to classroom assessments/observations as needed within their districts. This information is not collected at the state level. If the 4K is in a Community Approach Setting-classroom observations/assessments are used in alignment with program standards/regulations (Child Care and Head Start Performance Standards).

<sup>40</sup> Site visits depend upon where the 4K program is located. Based on location (such as Child Care or Head Start) programs may be monitored via the locations required regulations.

## **GUAM – Guam Department of Education Prekindergarten Program**

<sup>1</sup> The Guam Department of Education (GDOE) is a unitary school district, comprised of four regions. There is one designated school in each region that hosts a GDOE Prekindergarten classroom. Those designated schools are required to offer the program to its immediate and neighboring community members.

<sup>2</sup> In 2021-2022, the GDOE started the school year offering two platforms of learning to all students, online and face-to-face sessions. Within a month of the start of the school year, the GDOE had to shift from face-to-face sessions to online for all students due to the rise in COVID-19 cases and subsequent government shutdown. After a month of the online learning platform for all students, the GDOE then shifted to offering families a choice of face-to-face sessions or online learning. In the spring of 2021-2022 the GDOE shifted all cohort sessions to face-to-face sessions.

<sup>3</sup> This number reflects the number of students in the Gifted and Talented Education (GATE) Pre-Kindergarten program.

<sup>4</sup> The GDOE Prekindergarten Program accepts students with disabilities; however, there were no students enrolled in 2021-2022. Guam also has a federally-funded pre-K program specifically for students with disabilities that are not counted in the district enrollment.

<sup>5</sup> Twenty percent of the amount of funding that was provided in 2020-2021 was provided in 2021-2022.

<sup>6</sup> All children enrolled in pre-K complete a registration form which includes a physical examination and a TB clearance. The physical examination typically includes vision, hearing and height/weight/BMI.

<sup>7</sup> The State developed a Progress Report that identifies the various components that must be assessed on a semester basis. The components include: language arts/literacy; mathematical thinking, scientific thinking; and physical development and health. Preschool Brigance Assessments are administered twice a year: a pre-assessment in August and a post-assessment in May.

<sup>8</sup> The per child/classroom/program funding is calculated, at least in part, in the same manner as K-12.

<sup>9</sup> District developed observation tool.

<sup>10</sup> Local programs receive ongoing feedback based on data collected from classroom quality observations. A standardized observation form is used for structured observation and feedback is provided to teachers.

## APPENDIX B: HEAD START DATA

### STATE-FUNDED HEAD START

STATE	State funding (Fiscal year 2022) <sup>1</sup>	State enrollment: additional funded slots for 3- and 4-year-olds (Program year 2021-2022) <sup>1</sup>
Alabama	\$5,102,466	0
Alaska	\$6,853,000	1,712
Arizona		
Arkansas		
California		
Colorado		
Connecticut	\$5,083,238	264
Delaware		
District of Columbia		
Florida		
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine	\$3,087,734	Not reported <sup>1</sup>
Maryland	\$2,440,960	0
Massachusetts	\$15,000,000	0
Michigan		
Minnesota	\$9,634,157	829
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey	\$48,481,162	0
New Mexico		
New York		
North Carolina		
North Dakota		
Ohio		
Oklahoma	\$1,806,005	0
Oregon	\$111,385,779	6,442
Pennsylvania	\$68,940,473	5,464
Rhode Island	\$1,190,000	130
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah		
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin	\$6,264,100	592
Wyoming		
<b>50 States + DC</b>	<b>\$285,269,074</b>	<b>15,433</b>
Guam	\$829,376	0
Data sources	a	b

**APPENDIX B: HEAD START DATA** (continued)

STATE	Federal actual spending (Fiscal year 2022) <sup>2</sup>	FEDERAL HEAD START						Percent of children enrolled center-based programs for at least 1,020 annual hours, all ages (Program year 2021-2022) <sup>3</sup>
		Funded enrollment (Program year 2021-2022) <sup>2</sup>		American Indian/Alaska Native funded enrollment (Program year 2021-2022) <sup>2</sup>		Migrant & Seasonal funded enrollment (Program year 2021-2022) <sup>2</sup>		
		3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds	
Alabama	\$115,142,950	5,847	4,597			85	138	86%
Alaska	\$39,171,811	428	533	643	655			41%
Arizona	\$186,201,978	3,881	5,676	1,037	1,292	474	474	61%
Arkansas	\$53,678,335	3,241	2,424			27	23	100%
California	\$987,357,088	30,699	27,645	266	331	1,635	1,946	59%
Colorado	\$91,029,941	3,560	3,696	17	39	68	102	71%
Connecticut		5,083,238	2,076					92%
Delaware	\$14,637,032	574	671					82%
District of Columbia	\$5,934,611	238	210					100%
Florida	\$332,657,130	14,479	15,661			537	434	100%
Georgia	\$191,924,292	10,941	7,713			66	106	99%
Hawaii	\$22,579,633	1,054	1,166					91%
Idaho	\$47,360,808	812	1,422	78	126	179	276	49%
Illinois	\$235,839,601	9,130	8,841			85	117	76%
Indiana	\$124,267,211	4,965	5,647			37	74	72%
Iowa	\$56,337,924	2,741	2,681					70%
Kansas	\$62,884,949	2,186	2,627	0	62			64%
Kentucky	\$134,343,278	5,674	5,741			64	23	63%
Louisiana	\$156,111,422	10,357	5,946					97%
Maine	\$30,437,833	899	1,213	33	27			69%
Maryland	\$80,005,566	4,291	2,607					80%
Massachusetts	\$125,336,851	4,883	4,016			20	36	65%
Michigan	\$280,864,163	11,454	10,427	207	150	183	283	78%
Minnesota	\$113,954,414	3,971	3,859	328	350	106	212	47%
Mississippi	\$168,891,813	8,464	9,155	144	64			98%
Missouri	\$131,937,489	5,748	4,397					85%
Montana	\$39,044,551	1,070	1,266	539	556			59%
Nebraska	\$37,951,068	1,437	1,654	82	137	14	13	70%
Nevada	\$29,047,690	1,082	820	142	220			53%
New Hampshire	\$16,035,191	572	574					60%
New Jersey	\$135,532,557	5,474	5,744			25	25	100%
New Mexico	\$69,311,528	2,480	1,978	773	1,004			79%
New York	\$456,560,559	16,921	17,345	121	22	69	123	89%
North Carolina	\$158,478,775	6,974	8,159	104	40	74	126	97%
North Dakota	\$26,097,701	631	824	294	373			68%
Ohio	\$299,334,888	12,670	14,063			57	123	62%
Oklahoma	\$101,520,764	5,995	3,311	1,170	961	7	6	88%
Oregon	\$120,523,858	1,705	2,240	121	197	626	511	49%
Pennsylvania	\$269,662,571	10,178	11,856			71	71	76%
Rhode Island	\$24,800,399	871	916					61%
South Carolina	\$100,161,230	6,535	3,180	47	33	51	79	98%
South Dakota	\$38,198,762	887	1,227	718	578			47%
Tennessee	\$147,508,405	7,314	6,783			47	79	82%
Texas	\$499,154,600	29,331	24,671	92	42			94%
Utah	\$69,545,311	1,804	2,181	87	145	112	225	66%
Vermont	\$14,210,068	443	418					63%
Virginia	\$111,647,957	5,758	5,439			16	30	89%
Washington	\$170,569,301	3,332	3,981	509	553	481	422	67%
West Virginia	\$61,387,933	2,411	4,291					82%
Wisconsin	\$163,284,156	5,941	3,915	431	272	476	671	68%
Wyoming	\$17,290,245	521	558	107	58			67%
<b>50 States + DC</b>	<b>\$6,965,748,192</b>	<b>5,366,094</b>	<b>268,038</b>	<b>8,089</b>	<b>8,288</b>	<b>5,688</b>	<b>6,746</b>	<b>79%</b>
Guam	\$3,849,883	179	355					45%
Data sources	c	c	c	c	c	d	d	d

**APPENDIX B: HEAD START DATA** (continued)

**AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (PROGRAM YEAR 2021-2022)<sup>4</sup>**

STATE	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	\$33,723	\$29,963	\$27,242	\$37,558	\$40,701	\$22,836
Alaska	\$42,664	\$37,633	\$38,060	\$52,347	\$61,692	\$30,236
Arizona	\$38,039	\$30,568	\$35,482	\$41,765	\$49,109	\$27,871
Arkansas	\$29,627	\$25,036	\$27,294	\$31,264	\$34,110	\$22,670
California	\$43,618	\$34,083	\$38,850	\$46,568	\$52,612	\$32,636
Colorado	\$41,331	\$28,490	\$33,473	\$44,145	\$57,419	\$28,250
Connecticut	\$42,074	\$30,444	\$35,152	\$39,438	\$62,865	\$30,310
Delaware	\$34,498	\$40,268	\$30,979	\$35,368	\$39,601	\$24,984
District of Columbia	\$79,853		\$63,104	\$63,142	\$95,922	\$39,265
Florida	\$37,986	\$23,416	\$31,845	\$42,934	\$47,679	\$25,602
Georgia	\$33,394	\$21,646	\$26,344	\$34,790	\$44,447	\$21,919
Hawaii	\$42,637	\$35,023	\$41,905	\$46,072	\$44,027	\$29,420
Idaho	\$30,977	\$25,953	\$29,263	\$33,451	\$37,669	\$20,919
Illinois	\$38,765	\$23,799	\$30,631	\$41,123	\$50,563	\$28,232
Indiana	\$32,739	\$25,300	\$29,594	\$34,840	\$42,995	\$21,971
Iowa	\$38,462	\$28,179	\$30,011	\$39,139	\$51,112	\$23,554
Kansas	\$40,849	\$36,074	\$33,056	\$41,987	\$51,611	\$21,172
Kentucky	\$33,236	\$23,752	\$25,647	\$31,439	\$47,170	\$20,568
Louisiana	\$35,183	\$23,633	\$30,775	\$37,537	\$40,998	\$20,634
Maine	\$36,194	\$37,508	\$32,817	\$37,251	\$38,744	\$26,575
Maryland	\$44,284	\$34,770	\$35,203	\$42,757	\$64,831	\$27,869
Massachusetts	\$39,076	\$34,038	\$36,924	\$40,967	\$44,067	\$30,302
Michigan	\$36,442	\$22,964	\$31,778	\$39,223	\$44,518	\$26,104
Minnesota	\$43,028	\$38,407	\$41,533	\$44,620	\$52,175	\$29,850
Mississippi	\$26,964		\$24,070	\$28,742	\$30,458	\$21,004
Missouri	\$32,372	\$25,725	\$28,889	\$34,465	\$46,766	\$22,734
Montana	\$30,107	\$26,768	\$28,944	\$34,358	\$32,497	\$21,138
Nebraska	\$39,074	\$23,594	\$29,829	\$38,608	\$51,585	\$22,230
Nevada	\$36,485	\$20,600	\$34,952	\$38,974	\$41,987	\$29,735
New Hampshire	\$32,742		\$30,103	\$34,743	\$44,571	\$26,802
New Jersey	\$53,655	\$30,262	\$32,098	\$51,647	\$68,285	\$28,125
New Mexico	\$32,874	\$25,200	\$31,259	\$39,653	\$50,051	\$22,730
New York	\$42,920	\$29,904	\$31,055	\$38,852	\$53,453	\$28,206
North Carolina	\$34,479	\$29,103	\$28,490	\$36,596	\$42,357	\$24,504
North Dakota	\$37,189	\$23,434	\$34,671	\$38,808	\$52,811	\$22,321
Ohio	\$36,072	\$30,323	\$31,006	\$38,029	\$47,171	\$25,805
Oklahoma	\$35,032	\$22,462	\$28,871	\$38,643	\$46,427	\$23,869
Oregon	\$38,890	\$23,785	\$36,683	\$44,209	\$60,247	\$29,337
Pennsylvania	\$41,626	\$27,440	\$32,893	\$42,370	\$49,999	\$25,386
Rhode Island	\$46,780		\$41,558	\$47,706	\$49,493	\$30,292
South Carolina	\$29,244	\$31,366	\$26,981	\$29,522	\$36,067	\$21,759
South Dakota	\$39,121	\$31,414	\$30,190	\$40,876	\$52,360	\$23,446
Tennessee	\$38,258	\$14,756	\$26,615	\$36,046	\$61,674	\$20,214
Texas	\$43,730	\$26,999	\$32,806	\$45,715	\$51,276	\$23,396
Utah	\$32,336	\$30,673	\$30,335	\$32,755	\$36,470	\$24,888
Vermont	\$41,360	\$31,574	\$32,656	\$42,455	\$46,173	\$29,836
Virginia	\$39,148	\$28,357	\$31,687	\$38,995	\$52,094	\$23,253
Washington	\$42,393	\$38,817	\$41,552	\$49,093	\$45,850	\$32,800
West Virginia	\$45,910	\$23,150	\$30,280	\$40,363	\$54,982	\$26,004
Wisconsin	\$40,146	\$34,935	\$33,265	\$43,253	\$60,365	\$24,005
Wyoming	\$32,312	\$23,868	\$26,386	\$35,357	\$41,395	\$17,571
<b>50 States + DC</b>	<b>\$38,499</b>	<b>\$28,797</b>	<b>\$32,608</b>	<b>\$39,968</b>	<b>\$51,056</b>	<b>\$25,570</b>
Guam	\$39,876		\$38,299	\$38,673	\$58,696	\$27,913
Data sources	d	d	d	d	d	d

## APPENDIX B: HEAD START DATA (continued)

### DATA SOURCES

- a Data are from NIEER's Yearbook survey.
- b Head Start enrollment supported by state match from the Administration for Children and Families (ACF) or as reported in 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 2021-2022 Head Start PIR.
- d Data from Head Start Program Information Reports (PIR) for 2021-2022.

### NOTES

Three state's Head Start state supplements also meet the requirements for inclusion as state-funded pre-K programs in this report: Minnesota Head Start, Oregon Pre-Kindergarten, Pennsylvania Head Start program. The state-funded Head Start enrollment and spending numbers reflected here match those in the state pre-K section of the report for these states with the exception of Oregon's supplemental Head Start spending which is slightly higher than Oregon Pre-Kindergarten spending.

- <sup>1</sup> Some programs in these states meet some or all of the required non-federal share requirement for 20% of the total costs of the program to come from non-federal sources through state funds to support children. This does not represent all state funds that may be used for Head Start but those funds used to meet the federally required match. Some states were not able to separate supplemental funding for Head Start and Early Head Start, and therefore, the combine supplemental amount is reported. Maine supplemented 488 Head Start and Early Head Start slots but could not report slots for 3- and 4-year-olds. When needed, enrollment by age was estimated based on enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2021-2022 Head Start PIR.
- <sup>2</sup> 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 reported in the 2021-2022 Head Start PIR, and the total enrollment 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 \$7,273,932,827.
- <sup>3</sup> The percent of children enrolled in center-based programs for at least 1,020 hours annually includes AIAN and Migrant & Seasonal Head Start.
- <sup>4</sup> National salary averages include data from programs in the U.S. territories, including Puerto Rico, as well as AIAN and Migrant & Seasonal Head Start.

## APPENDIX C: U.S. CENSUS POPULATION ESTIMATES

STATE	NUMBER OF 3- AND 4-YEAR-OLDS, BY STATE, 2021		Total 3- and 4-year-olds
	3-year-olds	4-year-olds	
Alabama	60,065	60,676	120,741
Alaska	9,731	10,172	19,903
Arizona	82,193	84,744	166,937
Arkansas	37,152	37,793	74,945
California	452,329	468,176	920,505
Colorado	63,635	65,517	129,152
Connecticut	36,927	37,457	74,384
Delaware	10,979	11,110	22,089
District of Columbia	8,083	8,088	16,171
Florida	226,533	230,161	456,694
Georgia	129,979	132,464	262,443
Hawaii	16,909	17,367	34,276
Idaho	23,400	24,427	47,827
Illinois	145,576	148,736	294,312
Indiana	84,075	84,598	168,673
Iowa	38,849	39,561	78,410
Kansas	36,494	37,378	73,872
Kentucky	54,404	54,931	109,335
Louisiana	58,384	59,335	117,719
Maine	12,791	13,069	25,860
Maryland	72,798	73,549	146,347
Massachusetts	70,884	71,806	142,690
Michigan	112,763	114,894	227,657
Minnesota	69,239	71,188	140,427
Mississippi	36,144	36,213	72,357
Missouri	73,625	74,288	147,913
Montana	12,027	12,529	24,556
Nebraska	25,813	26,435	52,248
Nevada	36,339	37,355	73,694
New Hampshire	12,760	13,152	25,912
New Jersey	107,438	108,562	216,000
New Mexico	23,604	24,195	47,799
New York	223,961	225,455	449,416
North Carolina	120,273	121,841	242,114
North Dakota	10,410	10,760	21,170
Ohio	138,349	139,903	278,252
Oklahoma	50,467	51,757	102,224
Oregon	43,703	45,243	88,946
Pennsylvania	140,134	142,094	282,228
Rhode Island	11,161	11,284	22,445
South Carolina	57,849	58,587	116,436
South Dakota	12,115	12,236	24,351
Tennessee	82,524	82,555	165,079
Texas	389,989	402,062	792,051
Utah	47,947	49,619	97,566
Vermont	5,808	6,067	11,875
Virginia	100,954	101,858	202,812
Washington	88,914	91,977	180,891
West Virginia	18,285	18,563	36,848
Wisconsin	65,422	67,031	132,453
Wyoming	6,556	6,920	13,476
<b>50 states + DC</b>	<b>3,856,743</b>	<b>3,935,738</b>	<b>7,792,481</b>
Guam	3,108	3,115	6,223

Source: U.S. Census Bureau, Population Division, Annual State Resident Population Estimates for 6 Race Groups: April 1, 2020 to July 1, 2021. Downloaded from: <https://www.census.gov/data/datasets/time-series/demo/popest/2020s-state-detail.html>

## APPENDIX D: PRE-K SPECIAL EDUCATION ENROLLMENT

### NUMBER AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE, 2021-2022

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	1,367	2%	2,286	4%	3,653	3%
Alaska	365	4%	579	6%	944	5%
Arizona	2,956	4%	4,685	6%	7,641	5%
Arkansas	2,678	7%	4,619	12%	7,297	10%
California	16,755	4%	23,238	5%	39,993	4%
Colorado	2,893	5%	4,209	6%	7,102	5%
Connecticut	2,599	7%	3,227	9%	5,826	8%
Delaware	768	7%	1,059	10%	1,827	8%
District of Columbia	347	4%	647	8%	994	6%
Florida	7,077	3%	11,923	5%	19,000	4%
Georgia	3,106	2%	5,157	4%	8,263	3%
Hawaii	609	4%	890	5%	1,499	4%
Idaho	717	3%	1,246	5%	1,963	4%
Illinois	8,015	6%	11,133	7%	19,148	7%
Indiana	4,247	5%	5,762	7%	10,009	6%
Iowa	1,441	4%	2,194	6%	3,635	5%
Kansas	2,708	7%	3,814	10%	6,522	9%
Kentucky	2,953	5%	5,257	10%	8,210	8%
Louisiana	Not reported	Not reported	Not reported	Not reported	Not reported	Not reported
Maine	821	6%	1,262	10%	2,083	8%
Maryland	3,515	5%	4,396	6%	7,911	5%
Massachusetts	3,789	5%	5,639	8%	9,428	7%
Michigan	4,636	4%	5,738	5%	10,374	5%
Minnesota	3,510	5%	5,470	8%	8,980	6%
Mississippi	1,055	3%	2,054	6%	3,109	4%
Missouri	3,312	4%	5,096	7%	8,408	6%
Montana	230	2%	447	4%	677	3%
Nebraska	1,382	5%	2,222	8%	3,604	7%
Nevada	1,307	4%	2,159	6%	3,466	5%
New Hampshire	824	6%	1,056	8%	1,880	7%
New Jersey	5,416	5%	7,025	6%	12,441	6%
New Mexico	1,067	5%	1,676	7%	2,743	6%
New York	17,588	8%	22,470	10%	40,058	9%
North Carolina	3,406	3%	5,676	5%	9,082	4%
North Dakota	516	5%	710	7%	1,226	6%
Ohio	6,092	4%	9,076	6%	15,168	5%
Oklahoma	1,362	3%	2,783	5%	4,145	4%
Oregon	2,463	6%	3,460	8%	5,923	7%
Pennsylvania	9,730	7%	13,197	9%	22,927	8%
Rhode Island	733	7%	976	9%	1,709	8%
South Carolina	2,150	4%	2,950	5%	5,100	4%
South Dakota	518	4%	924	8%	1,442	6%
Tennessee	2,980	4%	4,184	5%	7,164	4%
Texas	9,562	2%	16,455	4%	26,017	3%
Utah	2,569	5%	3,668	7%	6,237	6%
Vermont	437	8%	576	9%	1,013	9%
Virginia	3,722	4%	5,499	5%	9,221	5%
Washington	3,281	4%	5,018	5%	8,299	5%
West Virginia	1,078	6%	1,534	8%	2,612	7%
Wisconsin*	2,970	5%	4,410	7%	7,380	6%
Wyoming	866	13%	1,114	16%	1,980	15%
<b>50 States + DC</b>	<b>165,810</b>	<b>4%</b>	<b>243,809</b>	<b>6%</b>	<b>409,619</b>	<b>5%</b>
Guam	41	1%	42	1%	83	1%

Source: Enrollment information provided by the U.S. Department of Education, Office of Special Education Programs, Number of Children with Disabilities (IDEA) Receiving Special Education and Related Services by Age: Fall 2021. Table generated from 2021 Part B Child Count and Educational Environments data in the EDFacts reporting system. Retrieved 3/20/23 from <https://data.ed.gov/dataset/idea-section-618-state-part-b-child-count-and-educational-environments/resources>.