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# The State of Preschool 2007

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research Sup-  
ported by The Pew Charitable Trusts

RUTGERS  
Graduate School of Education



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# THE STATE OF PRESCHOOL 2007

STATE PRESCHOOL YEARBOOK

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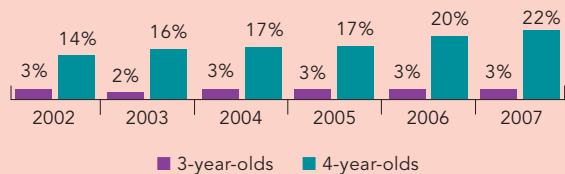
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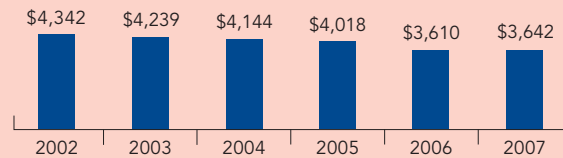
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# United States

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



**I**n 2006-2007, state-funded preschool education halted a troubling trend in per-child funding, achieved important milestones in expanding access, and continued the march toward higher quality standards.

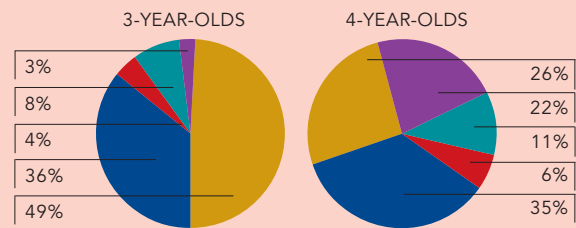
## WHAT'S NEW?

- State spending per child rose to \$3,642 on average, halting, if not reversing, a trend of declining per-child commitment that has persisted for years.
- Total spending by state governments reached an all-time high of more than \$3.7 billion.
- More than a million children attended state-funded preschool education, making states the largest source of public pre-K.
- Thirty of the 38 states with programs increased enrollment.
- Twenty-two percent of all 4-year-olds in the nation attended state-funded pre-K, an increase from 20 percent in the previous year.
- Access for 3-year-olds rose, perhaps signaling a new trend toward expanding services at this age, as well.
- Seven states improved on NIEER's Quality Standards Checklist, indicating that quality standards, while variable across states, continue to improve.
- A new ranking is provided for spending reported from *all sources*, which averaged \$4,134 per child, despite incomplete data for some states. Using these more complete spending per child figures, we estimate that at least 19 of 38 states spend enough to meet all 10 benchmarks.

## NATIONAL ACCESS

Total state program enrollment, all ages .....	1,026,037
States that fund preschool .....	38 states
Income requirement .....	27 state programs have an income requirement
Hours of operation .....	12 full-day, 10 half-day, 27 determined locally
Operating schedule .....	36 academic year, 13 determined locally
Special education enrollment, ages 3 & 4 .....	407,967
Federal Head Start enrollment, ages 3 & 4 .....	753,205 <sup>1</sup>
Total federal Head Start and .....	908,412 <sup>1</sup>
Early Head Start enrollment, ages 0 to 5	
State-funded Head Start enrollment, ages 3 & 4 .....	15,994 <sup>2</sup>

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



■ State Public Pre-K    ■ Head Start    ■ Special Ed  
■ Other\*    ■ No Center-Based Care/Education

\* This includes local public education as well as private child care and other center-based programs.

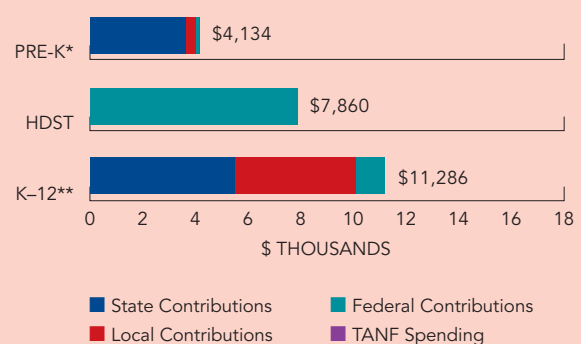
## NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 49 STATE PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards .....	Comprehensive .....	41
Teacher degree .....	BA .....	27
Teacher specialized training .....	Specializing in pre-K .....	36
Assistant teacher degree .....	CDA or equivalent .....	11
Teacher in-service .....	At least 15 hours/year .....	37
Maximum class size .....	20 or lower .....	41
3-year-olds		
4-year-olds		
Staff-child ratio .....	1:10 or better .....	42
3-year-olds		
4-year-olds		
Screening/referral .....	Vision, hearing, health; and .....	35
and support services	at least 1 support service	
Meals .....	At least 1/day .....	24
Monitoring .....	Site visits .....	38

## NATIONAL RESOURCES

Total state preschool spending .....	\$3,724,382,129 <sup>3</sup>
Local match required? .....	14 state programs require a local match
State spending per child enrolled .....	\$3,642 <sup>3</sup>
State Head Start spending .....	\$134,921,487
All reported spending per child enrolled* .....	\$4,134

## SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> The enrollment figure for federal Head Start, ages 3 and 4, is limited to children served in the 50 states and DC. The enrollment figure for total federal Head Start and Early Head Start, ages 0 to 5, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs.

<sup>2</sup> This figure includes 13,501 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

<sup>3</sup> This figure includes federal TANF 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	38	none served	9	8	10
Arizona	30	none served	33	37	4
Arkansas	15	4	12	7	9
California	24	8	18	25	4
Colorado	22	11	36	29	5
Connecticut	18	9	3	2	6
Delaware	27	none served	5	10	8
Florida	2	none served	34	38	4
Georgia	3	none served	15	22	8
Illinois	12	1	22	27	9
Iowa	33	17	26	3	5
Kansas	19	none served	29	33	3
Kentucky	11	5	19	20	8
Louisiana	14	none served	8	18	7.8
Maine	17	none served	37	24	4
Maryland	10	20	27	13	7
Massachusetts	25	6	16	23	6
Michigan	16	none served	14	21	6
Minnesota	37	19	4	6	8
Missouri	32	13	31	35	7
Nebraska	34	15	35	9	8
Nevada	36	26	23	28	7
New Jersey	13	3	1	1	8.5
New Mexico	26	22	25	30	8
New York	9	25	20	26	6.5
North Carolina	21	none served	10	5	10
Ohio	35	18	32	36	4
Oklahoma	1	none served	21	11	9
Oregon	31	12	2	4	7
Pennsylvania	28	14	7	16	5.9
South Carolina	7	24	38	32	8.7
Tennessee	20	21	13	17	9
Texas	5	10	28	31	4
Vermont	6	2	30	34	6.8
Virginia	23	none served	17	15	7
Washington	29	16	6	14	9
West Virginia	4	7	11	12	7
Wisconsin	8	23	24	19	5.1
Alaska	no program	no program	no program	no program	no program
Hawaii	no program	no program	no program	no program	no program
Idaho	no program	no program	no program	no program	no program
Indiana	no program	no program	no program	no program	no program
Mississippi	no program	no program	no program	no program	no program
Montana	no program	no program	no program	no program	no program
New Hampshire	no program	no program	no program	no program	no program
North Dakota	no program	no program	no program	no program	no program
Rhode Island	no program	no program	no program	no program	no program
South Dakota	no program	no program	no program	no program	no program
Utah	no program	no program	no program	no program	no program
Wyoming	no program	no program	no program	no program	no program

# Executive Summary

## STATE-FUNDED PRESCHOOL EDUCATION: A TURN IN THE ROAD

In 2006-2007, state-funded preschool education halted a troubling trend in per-child funding, achieved important milestones in expanding access, and continued the march toward higher quality standards.

### WHAT'S NEW?

- State spending per child rose to \$3,642 on average, halting, if not reversing, a trend of declining per-child commitment that has persisted for years.
- Total spending by state governments reached an all-time high of more than \$3.7 billion.
- More than a million children attended state-funded preschool education, making states the largest source of public pre-K.
- Thirty of the 38 states with programs increased enrollment.
- Twenty-two percent of all 4-year-olds in the nation attended state-funded pre-K, an increase from 20 percent in the previous year.
- Access for 3-year-olds rose, perhaps signaling a new trend toward expanding services at this age, as well.
- Seven states improved on NIEER's Quality Standards Checklist, indicating that quality standards, while variable across states, continue to improve.
- A new ranking is provided for spending reported from *all sources*, which averaged \$4,134 per child, despite incomplete data for some states. Using these more complete spending per child figures, we estimate that at least 19 of 38 states spend enough to meet all 10 benchmarks.

### DISPARITIES

Behind the national averages lie large and growing disparities, making it ever more obvious that the chances for a child to benefit from state pre-K are largely determined by the state where he or she lives. The top 10 states in access now serve more than one-third of all their 4-year-olds. (See Box.) Longtime leader Oklahoma serves more than two-thirds of its 4-year-olds with high-quality state pre-K, and nearly three-quarters when special education is considered. In marked contrast, a dozen states still provide no state-funded preschool education to even their most disadvantaged families other than special education services for young children with disabilities. (See Box.)

State	Percent of 4-Year-Olds Served		No-Program States
	State Pre-K	State Pre-K & Special Education	
Oklahoma	68.4	73.2	Alaska
Florida	56.7	61.8	Hawaii
Georgia	53.3	57.9	Idaho
W. Virginia	45.8	55.3	Indiana
Texas	45.2	48.6	Mississippi
Vermont	44.9	53.9	Montana
S. Carolina	37.8	43.8	New Hampshire
Wisconsin	36.1	44.0	North Dakota
New York	34.6	44.6	Rhode Island
Maryland	34.0	39.6	South Dakota
			Utah
			Wyoming

Other important disparities across the states include:

- State spending ranges from nothing in 12 states to more than \$10,000 per child in New Jersey.
- Degree requirements for teachers range from a bachelor's degree with teaching certificate in early childhood in some states to little more than a high school diploma in a number of other states
- Maximum class sizes and staff-child ratios range from no limit in Texas and Kansas to 15 children with a teacher and full-time assistant in New Jersey's Abbott program.

## GAINS FOR 3-YEAR-OLDS

Access for 3-year-olds in 2006-2007 rose 10 percent over the previous year and only two states serving 3-year-olds had substantive enrollment decreases. Access for this age group has increased 28 percent since NIEER began tracking the data in 2001-2002. This is a welcome development since the effects of poor educational opportunities for children at risk are clearly evident by age 3. Still, provision for 3-year-olds remains modest and concentrated in fewer states compared to programs for 4-year-olds. The new leader in serving 3-year-olds is Illinois, which became the first state committed to serving all 3-year-olds. Illinois now serves 19 percent of its 3-year-olds, matching the national average for 4-year-olds from just a few years ago.

### Top 5 States Serving 3-Year-Olds

Illinois  
Vermont  
New Jersey  
Arkansas  
Kentucky

## MARCH TOWARD QUALITY

The rapid enrollment growth in state pre-K that NIEER has documented over the last six years only retains its value if quality is maintained. While funding and other commitments have not always kept pace with enrollment, it is noteworthy that states have continued their progress toward higher standards. In 2006-2007, improvements in program standards enabled seven states to meet more benchmarks on NIEER's Quality Standards Checklist.

High quality standards are preconditions for attaining educational effectiveness. Alone, they do not guarantee children a highly effective education. However, in conjunction with continuous improvement efforts focused on teaching in the classroom, high standards have helped states to produce substantial learning gains for children from all social and economic backgrounds as several studies now document.<sup>1</sup>

## TOWARD A MORE CERTAIN COMMITMENT

Overall, there is more positive news than negative to report from 2007. For the first time since NIEER began collecting data on state pre-K programs, spending per child rose after adjusting for inflation. This important change occurred despite a rise in enrollment to an all time high. It is important for children and the nation that this trend continues. Fiscal Year 2007 was a relatively good year for state revenues. Future revenue projections are less rosy and a recession that could reduce state revenues even more sharply may loom on the horizon.

Even in a good budget year like 2007, all boats did not rise. Three states (Arizona, Oregon and Nebraska) cut nominal spending and nine failed to keep up with inflation. The result in those states was reduced enrollment, reduced funding per child, or both. In tough budget years there will be more pressure to reduce enrollments and inadequately fund state pre-K. What can be done to prevent this from happening?





## WHAT CAN BE DONE

As states set their fiscal year 2009 budgets, taxpayers and children's champions should ensure that investments in early education have priority over less-productive spending. Just as wise individuals set aside savings before budgeting for discretionary spending, public investments in the future should come first, not last in state budget making. This includes ensuring that states do not rob Peter's prenatal or infant-toddler care to pay for Paul's pre-K.

Attaching pre-K funding to state funding formulas for K-12 education could help ensure that pre-K funding would increase proportionally with enrollment as it expands, so that funding per child is more dependable. This need not mean that pre-K funding follow exactly the same formula as K-12 spending. For example, states like New Jersey have seen fit to bear a larger share of pre-K funding for disadvantaged children. However, the state share should be no less than for K-12.

## GAUGING FUNDING ADEQUACY

The spending increase for 2007 does not erase previous declines. In inflation adjusted dollars, state pre-K funding per child still falls substantially below the level of 2001. We conducted a new analysis for this *Yearbook* that looks at all resources per child enrolled and estimates whether state programs are sufficiently funded to meet the benchmarks on our Quality Standards Checklist. (See Table 8.) We found that 19 states spent enough that they probably could meet all 10 of our benchmarks for minimum standards of quality. For most of the others, we have incomplete data as to local funding sources. Many of the remaining 19 might be allocating enough funds on average to meet all 10 benchmarks, once local funding is taken into account. A key issue is the extent to which local public schools add additional funds. However, even if local sources are making up the difference on average, there may be large variations in financial support depending on local ability to provide additional funding.

## A FEDERAL ROLE?

In 2007, enrollment increased for both 3- and 4-year-olds, signifying renewed interest in states serving children for two years beginning at age 3. Even so, enrollment of 3-year-olds remains low relative to that for 4-year-olds. With the states shouldering a growing share of the cost of preparing the nation's children to succeed in school, it's fair to ask what role the federal government might play to ensure that progress continues. The federal government could play a vital role by providing an inducement to states to expand enrollment, particularly at age 3, and improve quality by offering matching funds. It could also have provisions designed to be counter cyclical—by providing states with more funding for pre-K when state revenues decline or fail to keep up with inflation due to an economic downturn.





## ACCESS: REACHING MORE CHILDREN

---

State-funded prekindergarten reached more children during the 2006-2007 school year than ever before, with total enrollments topping one million for the first time. State pre-K programs served 1,026,037 children in 38 states across the country, of which 1,008,597 were 3- and 4-year-olds. This represents an enrollment increase of more than 80,000 children from the previous year. Pre-K enrollment data for each state are reported in Tables 2 and 3, and additional information about Head Start and special education enrollment is provided in Tables 4 and 5. Key trends in the 2006-2007 program year were:

- Most enrollment increases were modest, but some states made large gains. Enrollment increased by 52 percent in Tennessee, 33 percent in Pennsylvania, and 17 percent in Illinois, Florida and New York.
- Three states with pre-K for all served more than half of the state's 4-year-olds: Oklahoma (68 percent), Florida (58 percent), and Georgia (53 percent). When preschool special education enrollments are taken into account state enrollments were even more impressive. When the federal Head Start program is included, enrollment of 4-year-olds hit 90 percent in Oklahoma, 71 percent in Florida, and 65 percent in Georgia. For the first time, 10 states served more than one-third of their 4-year-olds in regular state pre-K.
- Thirty states increased enrollment of 4-year-olds. Of the seven states that decreased enrollment of 4-year-olds, only Ohio decreased enrollment by more than 5 percent. Enrollment of 4-year-olds has grown by 56 percent since 2001-2002, a gain of more than 300,000 children nationwide.
- In the 26 states serving 3-year-olds, enrollment increased in all but five. Still, only five states served more than 10 percent of their 3-year-olds outside of preschool special education. Since 2005-2006, there was a 10 percent increase in the number of 3-year-olds served. Two-thirds of this increase was due to Illinois' expansion initiative, *Preschool for All*, which took it to first place in providing access for 3-year-olds. Vermont and New Jersey follow closely, with more than 15 percent served.

Overall, enrollment in state prekindergarten programs continued to increase so that 22 percent of 4-year-olds and 3 percent of 3-year-olds were served in state-funded pre-K programs across the country. These increases are encouraging, but uneven growth persists. Children and families in the 12 states with no provision of state pre-K are increasingly disadvantaged relative to those in the rest of the nation.



## QUALITY STANDARDS: ENSURING VALUE

---

The quality of a prekindergarten program plays a critical role in determining its value to the children who attend it and the taxpayers who support it. All states require classrooms to meet some specific quality standards to receive state prekindergarten funds. The *Yearbook* uses a research-based checklist of quality benchmarks to compare quality standards across the states.

Each benchmark represents a different program component, covering broad areas such as staff qualifications, class size, comprehensive services, and early learning standards. (A list of the benchmarks and summary of the supporting research is provided on pages 25-29.) Although each benchmark is important, they are not all equally important and do not encompass every aspect of quality. The benchmarks are best viewed as preconditions for quality and evidence of a state's commitment to ensure that every child enrolled receives an effective education. Standards do not cover everything required to ensure a good education. For example, teachers must be adequately paid and properly supported and supervised. Also, the benchmarks focus on policy requirements rather than actual practice, and some classrooms may exceed or fail to meet state-level requirements. The total number of benchmarks is a rough gauge of a state's commitment to quality, and attention should be paid to the specific benchmarks met and not just the total number.

States improved their prekindergarten quality standards modestly, as the median number of benchmarks met increased from 6.5 to 6.8 for 2006-2007. (The NIEER benchmarks for state quality standards remain unchanged from the previous two school years.) Key findings for the 2006-2007 school year are:

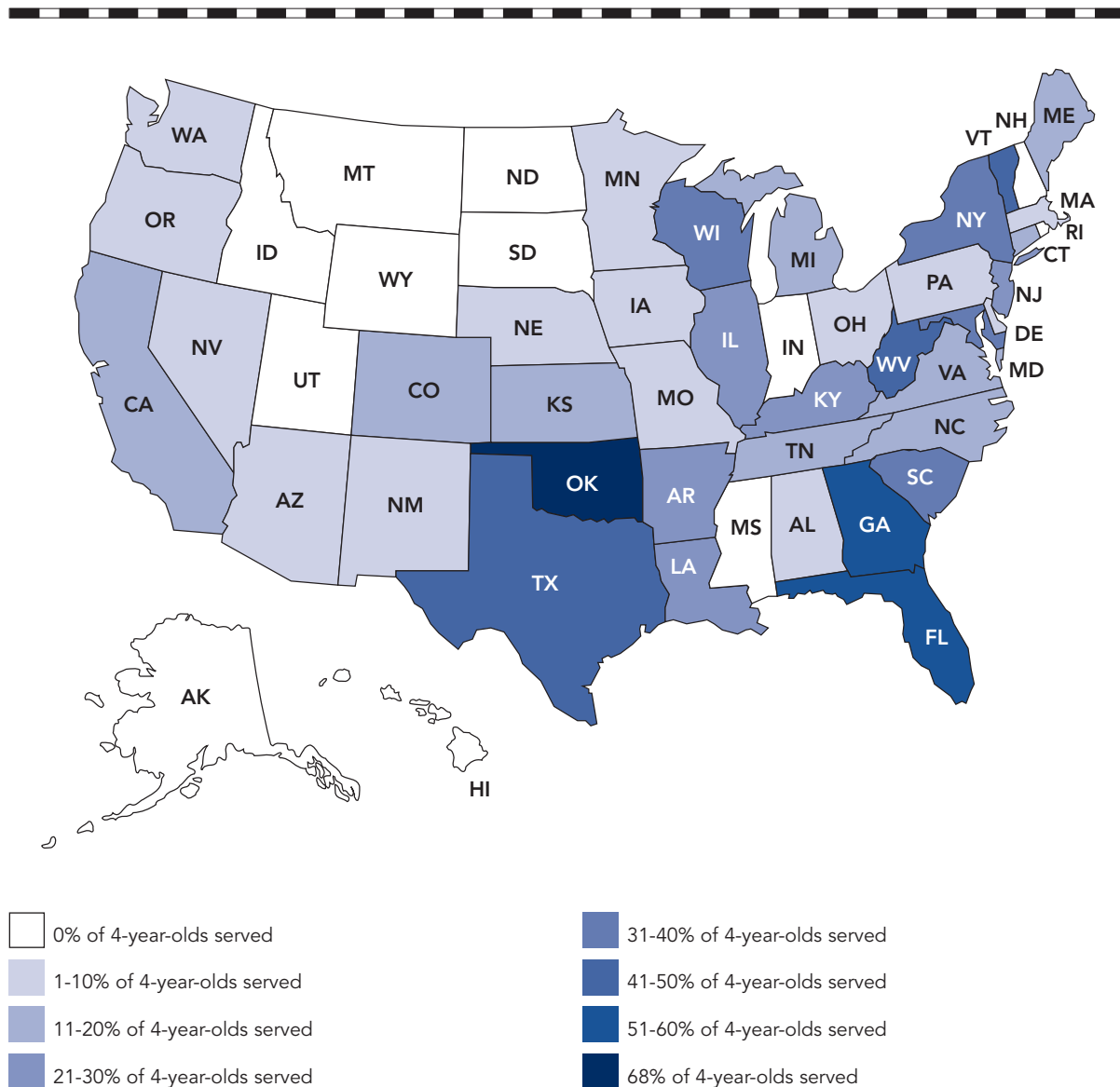
- North Carolina and Alabama met all 10 of the NIEER quality benchmarks. Eight additional states funded pre-K initiatives that met nine of the 10 benchmarks—Arkansas, Illinois, New Jersey, New Mexico, Oklahoma, South Carolina, Tennessee, and Washington.
- Only eight state-funded preschool initiatives met fewer than half of the NIEER benchmarks. Among this shrinking group of states, Arizona, Kansas and Maine have scheduled improvements in their standards to take effect in the next two years.



- Fewer than half the 38 pre-K states required all lead teachers in their programs to hold a bachelor's degree. Most of the others required bachelor's degrees only in certain circumstances, typically in public school settings. Eight states did not require any state prekindergarten teachers to have bachelor's degrees. The lack of progress in this area is particularly disappointing.

Despite continuing room for improvement in teacher education requirements, the overall situation regarding quality standards is positive. More than 80 percent of the states with programs met benchmarks for comprehensive early learning standards and staff-child ratios of 1:10 or better. More than 70 percent of the states met benchmarks for class sizes of 20 or fewer children, prekindergarten specialized training for lead teachers, and site visits. State pre-K initiatives in Colorado, Iowa, Missouri, New Mexico, New York, Pennsylvania, South Carolina, and Washington each met new benchmarks effective with this report. For a complete summary of the benchmarks met by each state prekindergarten initiative during the 2006-2007 school year, see Table 6 on page 19.

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



## RESOURCES: TRACKING THE FUNDING

---

During the 2006-2007 school year states continued to increase funding for state prekindergarten, partly to increase enrollment and partly to maintain or improve quality. Pre-K programs must be sufficiently funded in order to provide children with a quality education. Some states provide adequate funding for their state pre-K programs entirely through the use of state dollars, while others employ additional local and/or federal dollars to reach adequate funding levels. Another group of states does not appear to fund state pre-K at a level consistent with a high-quality education. However, this often is difficult to determine as some states are unable to report the amount of funding provided by local schools and other sources.

- In 2006-2007, states spent \$3.72 billion on preschool initiatives, an increase of \$467 million (without adjusting for inflation), or 14 percent, from the previous year. State pre-K spending ranged from just more than \$3 million in Nevada, a state with about 72,000 3- and 4-year-olds, to \$533 million in Texas, which has about 758,000 3- and 4-year-olds.
- Average state spending per child enrolled was \$3,642. Compared to the previous year, this is an increase of \$175 per child without adjusting for inflation (and an increase of \$32 adjusted for inflation). However, states continued to vary greatly in their per-child spending. New Jersey was the top ranked state, spending \$10,494 per child. Three states, New Jersey, Oregon, and Connecticut, spent more than twice the national average. Twelve states continued to spend nothing on state pre-K. Despite the increase, on average, states still spent much less per child on a year of pre-K than on a year of K-12.
- The national average of per-child spending was \$4,134, when combining state, local, and locally allocated federal funds, despite incomplete data reported.

The good news is that for the first time in *Yearbook* history, there was an increase rather than a decrease in inflation-adjusted per-child state spending. Spending per child enrolled increased in more than half of the states offering state pre-K programs. This one increase does not entirely offset previous declines, and inflation-adjusted per-child state spending is still down \$700 nationally from 2001-2002. Over this time, all but eight states have increased nominal per-child spending, suggesting that states are struggling to maintain spending levels in light of enrollment increases and inflation. Tables 7 and 9 provide more detailed information on state spending.

This *Yearbook* includes two resource rankings for state preschool programs. As in the previous four *Yearbooks*, this fifth edition provides rankings based on the amount of funds states spend for each child enrolled. However, state spending does not account for all money contributed to state prekindergarten initiatives. Some states rely on local and locally allocated federal dollars to adequately fund their programs. In an attempt to paint a more complete picture of the resources employed in state prekindergarten programs, this *Yearbook* presents a new ranking of programs based on all the spending per child that states could report to us. In interpreting this new ranking, it is important to recognize that some states were unable to report spending from other sources. This new ranking will underestimate total spending for some, if not all, of those states. There are few large differences between the states positions on the two resource rankings. The problem of inaccurate rankings on expenditures from all sources is likely to be most severe toward the middle of the distribution. Those states at the very top and very bottom are unlikely to change rank much even with more complete information. The national average of per-child spending from all reported funding was \$4,134, though this figure surely underestimates the true national average if all spending could be identified. Table 8 shows the per-child spending in each state, using all known sources.

Three states serve as examples: Colorado, Maryland, and Florida. In 2006-2007, Colorado spent \$2,047 per child in state dollars and was ranked 36th nationally in per-child spending. However, Colorado also collects information on local spending required by the state school funding formula. Including these mandatory local dollars, Colorado spent \$3,194 per child and is ranked 29th in spending from all known sources. Maryland is another state that benefits from the new resource ranking. Based on state spending alone, Maryland spent \$2,918 per child and was ranked 27th nationally. However, after including local and federal dollars, Maryland spent \$6,132 per child and was ranked 13th in per-child spending from all known sources. The picture is quite different in Florida where the VPK program is funded entirely by state funds. The state spent only \$2,335 per child and was ranked 34th in state per-child spending. Florida's ranking dropped to 38th in per-child spending from all known sources.



The 2007 *Yearbook* also presents an analysis of which states funded their state prekindergarten initiatives sufficiently to be able to meet the NIEER quality benchmarks. Half of the states had pre-K programs that we determined were sufficiently funded to meet all 10 benchmarks, though based on an examination of state policies, nine of these states actually met seven or fewer of the benchmarks. Those states might be able to raise their standards to meet all the benchmarks without incurring added costs. Of the 19 states that did not sufficiently fund their state pre-K to meet all 10 NIEER benchmarks (as judged by all reported spending), only five states met eight or more NIEER benchmarks. Both Alabama and North Carolina, which met all 10 NIEER benchmarks, sufficiently funded their programs.

Some of the 19 states that did not appear to be adequately funded *based on reported spending* are states that also did not provide complete spending information beyond state spending. Those states may come closer to adequately funding their programs than reported in Table 8 if funds from all sources were taken into account. Illinois is an example of such a state. Illinois reported only state spending, although the state pre-K program is also supported by local dollars. By our calculations a half-day pre-K program in Illinois meeting the NIEER quality benchmarks should cost about \$4,520 per child, but the state spent \$3,322 per child. Local spending in Illinois from other sources (donated private facilities and other in-kind contributions, public facilities costs outside the pre-K budget, etc.) may have been sufficient for the program to have been adequately funded. This is especially likely because Illinois meets nine of the NIEER benchmarks. Florida, on the other hand, does not appear to adequately fund its pre-K program and may have little funding besides that from the state. The state currently spends \$2,335 per child, but would need to spend about \$4,055 to meet the NIEER benchmarks. It seems unlikely that most providers in Florida, who are primarily private, could find the additional resources needed to make up the difference on their own.

<sup>1</sup> Gormley, W. T., Gayer, T., Phillips, D., & Dawson, B. (2005). The effects of universal pre-k on cognitive development. *Developmental Psychology*, 41(6), 872-884.  
Wong, V.C., Cook, T.D., Barnett, W.S., Jung, K. (2008). An effectiveness-based evaluation of five state pre-kindergarten programs. *Journal of Policy Analysis and Management*, 27(1), 122-154.



**TABLE 2: STATE RANKINGS BY PRE-K ACCESS FOR 4-YEAR-OLDS**

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2006-2007)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2006-2007)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Oklahoma	68.4%	0.0%	34.2%	34,375	0	34,375
2	Florida	56.7%	0.0%	28.3%	124,390	0	124,390
3	Georgia	53.3%	0.0%	26.6%	74,155	0	74,155
4	West Virginia	45.8%	5.1%	25.5%	9,586	1,073	10,659
5	Texas	45.2%	4.4%	24.7%	170,313	16,925	187,238
6	Vermont	44.9%	15.6%	30.1%	2,908	1,028	3,936
7	South Carolina	37.8%	0.6%	19.3%	21,367	349	21,716
8	Wisconsin	36.1%	0.8%	18.4%	24,878	550	25,428
9	New York	34.6%	0.5%	17.5%	83,505	1,155	84,660
10	Maryland	34.0%	1.2%	17.6%	24,825	849	25,674
11	Kentucky	29.3%	10.7%	19.9%	15,808	5,815	21,623
12	Illinois	26.7%	18.5%	22.6%	47,108	32,711	79,819
13	New Jersey	25.3%	15.1%	20.1%	28,240	17,259	45,499
14	Louisiana	24.4%	0.0%	12.3%	14,543	0	14,543
15	Arkansas	21.4%	10.8%	16.1%	8,148	4,068	12,216
16	Michigan	16.9%	0.0%	8.5%	21,801	0	21,801
17	Maine	16.3%	0.0%	8.1%	2,263	0	2,263
18	Connecticut	15.6%	4.5%	10.0%	6,625	1,907	8,532
19	Kansas	15.6%	0.0%	7.8%	5,971	0	5,971
20	Tennessee	15.6%	1.0%	8.3%	12,293	753	13,046
21	North Carolina	14.8%	0.0%	7.4%	17,961	0	17,961
22	Colorado	14.6%	3.1%	8.8%	9,784	2,084	11,868
23	Virginia	12.5%	0.0%	6.3%	12,501	0	12,501
24	California	10.8%	5.0%	7.9%	56,254	26,318	82,572
25	Massachusetts	10.3%	9.2%	9.8%	8,047	7,153	15,200
26	New Mexico	8.9%	0.9%	4.9%	2,497	242	2,739
27	Delaware	7.6%	0.0%	3.7%	843	0	843
28	Pennsylvania	7.2%	2.2%	4.7%	10,329	3,255	13,584
29	Washington	5.8%	1.4%	3.6%	4,671	1,163	5,834
30	Arizona	5.5%	0.0%	2.7%	5,076	0	5,076
31	Oregon	4.8%	2.6%	3.7%	2,235	1,203	3,438
32	Missouri	4.3%	2.2%	3.3%	3,262	1,710	4,972
33	Iowa	4.0%	1.4%	2.7%	1,515	518	2,033
34	Nebraska	4.0%	2.0%	3.0%	977	496	1,473
35	Ohio	3.4%	1.3%	2.3%	4,979	1,870	6,849
36	Nevada	2.2%	0.4%	1.3%	799	140	939
37	Minnesota	1.9%	1.3%	1.6%	1,245	864	2,109
38	Alabama	1.8%	0.0%	0.9%	1,062	0	1,062
No Program	Alaska	0.0%	0.0%	0.0%	0	0	0
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Rhode Island	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
50 States Population		21.8%	3.2%	12.5%	877,139	131,458	1,008,597 <sup>1</sup>

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

<sup>1</sup> Nationwide, an additional 17,440 children of other ages were enrolled in state prekindergarten, for a total enrollment number of 1,026,037.

**TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME**

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2006-2007				ENROLLMENT CHANGES FROM 2005-2006 TO 2006-2007			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	0	NA	306	40%	0	NA	36	4%
Alaska	0	NA	0	NA	0	NA	0	NA
Arizona	0	NA	799	19%	0	NA	-263	-5%
Arkansas	3,126	332%	5,924	266%	182	5%	1,371	20%
California	15,394	141%	11,720	26%	2,162	9%	3,408	6%
Colorado	1,354	185%	1,464	18%	570	38%	439	5%
Connecticut*	372	24%	2,208	50%	551	41%	749	13%
Delaware	0	NA	0	NA	0	NA	0	NA
Florida	0	NA	124,390	NA	0	NA	18,494	17%
Georgia	0	NA	10,542	17%	0	NA	2,510	4%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	18,613	132%	8,206	21%	7,119	28%	5,587	13%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	7	1%	-41	-3%	22	4%	-60	-4%
Kansas	0	NA	3,741	168%	0	NA	596	11%
Kentucky	943	19%	2,991	23%	18	0%	86	1%
Louisiana	0	NA	7,024	93%	0	NA	752	5%
Maine	0	NA	823	57%	0	NA	175	8%
Maryland	-559	-40%	6,451	35%	122	17%	1,333	6%
Massachusetts*	-2,279	-24%	-1,385	-15%	213	3%	239	3%
Michigan	0	NA	-4,676	-18%	0	NA	230	1%
Minnesota	49	6%	-25	-2%	181	27%	89	8%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-836	-33%	-424	-12%	18	1%	345	12%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	372	301%	621	174%	-3	-1%	116	13%
Nevada	29	26%	478	149%	-75	-35%	41	5%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	4,474	35%	4,359	18%	-21	0%	-741	-3%
New Mexico	-228	-49%	2,127	575%	85	54%	695	39%
New York	-4,680	-80%	20,006	32%	-7	-1%	12,077	17%
North Carolina	0	NA	16,721	1,348%	0	NA	2,734	18%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-7,844	-81%	-8,906	-64%	384	26%	-1,461	-23%
Oklahoma	0	NA	8,496	33%	0	NA	973	3%
Oregon	94	8%	-354	-14%	18	2%	-66	-3%
Pennsylvania*	3,255	NA	7,779	305%	1,046	47%	2,268	28%
Rhode Island	0	NA	0	NA	0	NA	0	NA
South Carolina	-1	0%	5,717	37%	-2,013	-85%	3,612	20%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-89	-11%	10,535	599%	339	82%	4,106	50%
Texas	-2,816	-14%	42,730	33%	461	3%	5,143	3%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	659	179%	2,288	369%	138	16%	-58	-2%
Virginia	0	NA	6,623	113%	0	NA	1,158	10%
Washington	14	1%	-114	-2%	106	10%	-81	-2%
West Virginia	-695	-39%	4,501	89%	177	20%	1,538	19%
Wisconsin*	-138	-20%	11,374	84%	63	13%	3,165	15%
Wyoming	0	NA	0	NA	0	NA	0	NA
<b>50 states</b>	<b>28,590</b>	<b>28%</b>	<b>315,019</b>	<b>56%</b>	<b>11,856</b>	<b>10%</b>	<b>71,332</b>	<b>9%</b>

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

**TABLE 4: 2006-2007 ENROLLMENT OF 3-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL HEAD START**

STATE	Pre-K		Pre-K Special Education		Head Start		Total	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	0	0.0%	1,420	2.4%	6,042	10.2%	7,462	12.7%
Alaska	0	0.0%	429	4.4%	1,091	11.2%	1,520	15.6%
Arizona	0	0.0%	3,205	3.4%	5,248	5.5%	8,453	8.9%
Arkansas	4,068	10.8%	3,177	8.4%	4,601	12.2%	11,846	31.3%
California	26,318	5.0%	15,796	3.0%	34,006	6.4%	76,120	14.3%
Colorado	2,084	3.1%	2,714	4.0%	3,418	5.0%	8,216	12.1%
Connecticut	1,907	4.5%	1,379	3.2%	2,792	6.5%	6,078	14.2%
Delaware	0	0.0%	542	4.7%	780	6.8%	1,322	11.5%
Florida	0	0.0%	6,620	3.0%	13,026	5.9%	19,646	8.9%
Georgia	0	0.0%	3,593	2.6%	11,938	8.6%	15,531	11.2%
Hawaii	0	0.0%	689	4.0%	1,016	5.9%	1,705	9.9%
Idaho	0	0.0%	891	4.0%	793	3.6%	1,684	7.6%
Illinois	32,711	18.5%	8,669	4.9%	14,955	8.4%	56,335	31.8%
Indiana	0	0.0%	4,528	5.3%	3,748	4.4%	8,276	9.7%
Iowa	518	1.4%	1,367	3.6%	2,530	6.6%	4,415	11.6%
Kansas	0	0.0%	2,290	5.9%	3,003	7.7%	5,293	13.7%
Kentucky	5,815	10.7%	4,481	8.2%	5,899	10.8%	16,195	29.8%*
Louisiana	0	0.0%	1,878	3.2%	10,555	17.9%	12,433	21.0%
Maine	0	0.0%	1,094	7.7%	1,225	8.7%	2,319	16.4%
Maryland	849	1.2%	2,826	3.9%	4,396	6.0%	8,071	11.0%
Massachusetts	7,153	9.2%	3,796	4.9%	4,748	6.1%	15,697	20.2%
Michigan	0	0.0%	5,504	4.3%	13,465	10.5%	18,969	14.8%
Minnesota	864	1.3%	3,265	4.8%	4,006	5.8%	8,135	11.9%
Mississippi	0	0.0%	1,230	3.0%	10,047	24.5%	11,277	27.5%
Missouri	1,710	2.2%	3,168	4.2%	6,671	8.8%	11,549	15.2%
Montana	0	0.0%	360	3.1%	1,598	13.9%	1,958	17.0%
Nebraska	496	2.0%	1,304	5.2%	1,796	7.1%	3,596	14.2%
Nevada	140	0.4%	1,124	3.1%	1,057	2.9%	2,321	6.5%
New Hampshire	0	0.0%	762	5.1%	549	3.7%	1,311	8.8%
New Jersey	17,259	15.1%	4,628	4.0%	6,014	5.3%	27,901	24.4%
New Mexico	242	0.9%	1,342	4.8%	2,926	10.4%	4,510	16.0%
New York	1,155	0.5%	18,615	7.6%	19,327	7.9%	39,097	16.1%
North Carolina	0	0.0%	3,967	3.3%	6,702	5.6%	10,669	8.9%
North Dakota	0	0.0%	312	4.1%	1,241	16.1%	1,553	20.2%
Ohio	1,870	1.3%	5,381	3.7%	14,587	10.0%	21,838	14.9%
Oklahoma	0	0.0%	1,345	2.7%	6,609	13.2%	7,954	15.8%
Oregon	1,203	2.6%	2,182	4.7%	3,280	7.0%	6,665	14.3%
Pennsylvania	3,255	2.2%	7,503	5.2%	12,373	8.5%	23,131	15.9%
Rhode Island	0	0.0%	685	5.6%	567	4.6%	1,252	10.2%
South Carolina	349	0.6%	4,973	8.9%	5,775	10.3%	11,097	19.9%
South Dakota	0	0.0%	585	5.5%	1,517	14.3%	2,102	19.8%
Tennessee	753	1.0%	2,239	2.8%	5,616	7.1%	8,608	11.0%
Texas	16,925	4.4%	8,186	2.1%	30,172	7.9%	55,283	14.5%
Utah	0	0.0%	1,887	3.8%	1,571	3.2%	3,458	7.0%
Vermont	1,028	15.6%	421	6.4%	583	8.8%	2,032	30.8%
Virginia	0	0.0%	3,416	3.4%	5,122	5.1%	8,538	8.5%
Washington	1,163	1.4%	2,903	3.6%	4,146	5.1%	8,212	10.1%
West Virginia	1,073	5.1%	1,108	5.3%	2,670	12.8%	4,851	23.3%
Wisconsin	550	0.8%	3,390	4.9%	6,577	9.5%	10,517	15.2%
Wyoming	0	0.0%	757	11.2%	669	9.9%	1,426	21.2%
<b>50 states</b>	<b>131,458</b>	<b>3.2%</b>	<b>163,926</b>	<b>4.0%</b>	<b>313,044</b>	<b>7.7%</b>	<b>608,428</b>	<b>15.0%</b>

\* Kentucky serves many special education children in its state pre-K program; the unduplicated percentage served could be considerably less.

**TABLE 5: 2006-2007 ENROLLMENT OF 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL HEAD START**

STATE	Pre-K		Pre-K Special Education		Head Start		Total	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	1,062	1.8%	2,490	4.2%	9,380	15.7%	12,932	21.6%
Alaska	0	0.0%	709	7.3%	1,464	15.1%	2,173	22.4%
Arizona	5,076	5.5%	4,932	5.3%	11,601	12.5%	21,609	23.2%
Arkansas	8,148	21.4%	4,846	12.8%	5,512	14.5%	18,506	48.7%
California	56,254	10.8%	23,308	4.5%	57,624	11.1%	137,186	26.3%
Colorado	9,784	14.6%	3,932	5.9%	5,530	8.2%	19,246	28.7%
Connecticut	6,625	15.6%	2,514	5.9%	3,454	8.2%	12,593	29.7%
Delaware	843	7.6%	763	6.9%	1,064	9.6%	2,670	24.1%
Florida	124,390	56.7%	11,369	5.2%	20,349	9.3%	156,108	71.1%
Georgia	74,155	53.3%	6,533	4.7%	9,701	7.0%	90,389	64.9%
Hawaii	0	0.0%	834	4.9%	1,637	9.7%	2,471	14.6%
Idaho	0	0.0%	1,398	6.4%	2,305	10.6%	3,703	17.1%
Illinois	47,108	26.7%	12,762	7.2%	18,794	10.7%	78,664	44.6%
Indiana	0	0.0%	6,383	7.5%	7,586	8.9%	13,969	16.5%
Iowa	1,515	4.0%	2,069	5.5%	3,955	10.5%	7,539	20.1%
Kansas	5,971	15.6%	3,312	8.7%	3,621	9.5%	12,904	33.8%
Kentucky	15,808	29.3%	7,684	14.2%	8,956	16.6%	32,448	60.1%*
Louisiana	14,543	24.4%	3,470	5.8%	9,789	16.4%	27,802	46.7%
Maine	2,263	16.3%	1,573	11.3%	1,818	13.1%	5,654	40.8%
Maryland	24,825	34.0%	4,039	5.5%	4,987	6.8%	33,851	46.4%
Massachusetts	8,047	10.3%	5,609	7.2%	6,068	7.8%	19,724	25.3%
Michigan	21,801	16.9%	7,845	6.1%	19,767	15.3%	49,413	38.2%
Minnesota	1,245	1.9%	4,947	7.5%	5,810	8.8%	12,002	18.1%
Mississippi	0	0.0%	2,549	6.2%	14,540	35.6%	17,089	41.8%
Missouri	3,262	4.3%	5,436	7.2%	8,664	11.4%	17,362	22.9%
Montana	0	0.0%	669	5.9%	2,281	20.1%	2,950	26.0%
Nebraska	977	4.0%	1,633	6.7%	2,565	10.5%	5,175	21.1%
Nevada	799	2.2%	2,007	5.6%	1,776	5.0%	4,582	12.8%
New Hampshire	0	0.0%	990	6.5%	835	5.5%	1,825	12.0%
New Jersey	28,240	25.3%	6,276	5.6%	6,739	6.0%	41,255	36.9%
New Mexico	2,497	8.9%	2,385	8.5%	4,826	17.3%	9,708	34.8%
New York	83,505	34.6%	24,165	10.0%	24,454	10.1%	132,124	54.7%
North Carolina	17,961	14.8%	6,815	5.6%	11,036	9.1%	35,812	29.6%
North Dakota	0	0.0%	546	7.2%	1,620	21.5%	2,166	28.7%
Ohio	4,979	3.4%	7,879	5.4%	18,320	12.5%	31,178	21.3%
Oklahoma	34,375	68.4%	2,433	4.8%	8,421	16.8%	45,229	90.0%
Oregon	2,235	4.8%	3,044	6.6%	5,827	12.6%	11,106	24.1%
Pennsylvania	10,329	7.2%	10,171	7.1%	18,693	13.0%	39,193	27.2%
Rhode Island	0	0.0%	1,016	8.4%	1,403	11.6%	2,419	19.9%
South Carolina	21,367	37.8%	3,359	5.9%	5,930	10.5%	30,656	54.3%
South Dakota	0	0.0%	899	8.7%	2,127	20.6%	3,026	29.3%
Tennessee	12,293	15.6%	3,739	4.7%	9,880	12.5%	25,912	32.9%
Texas	170,313	45.2%	12,764	3.4%	35,714	9.5%	218,791	58.1%
Utah	0	0.0%	2,738	5.7%	3,772	7.9%	6,510	13.6%
Vermont	2,908	44.9%	568	8.8%	646	10.0%	4,122	63.7%
Virginia	12,501	12.5%	5,737	5.8%	7,168	7.2%	25,406	25.5%
Washington	4,671	4.8%	4,454	5.5%	7,410	9.2%	16,535	20.5%
West Virginia	9,586	45.8%	1,983	9.5%	4,429	21.2%	15,998	76.5%
Wisconsin	24,878	36.1%	5,447	7.9%	6,459	9.4%	36,784	53.3%
Wyoming	0	0.0%	1,018	15.8%	948	14.7%	1,966	30.5%
<b>50 states</b>	<b>877,139</b>	<b>21.8%</b>	<b>244,041</b>	<b>6.1%</b>	<b>437,256</b>	<b>10.9%</b>	<b>1,558,436</b>	<b>38.8%</b>

\* Kentucky serves many special education children in its state pre-K program; the unduplicated percentage served could be considerably less.



**TABLE 6: 2006-2007 STATE PRE-K QUALITY STANDARDS**

	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Maximum class size ≤ 20	Staff-child ratio 1:10 or better	Vision, hearing, health, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2006-2007
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓					✓	✓			✓	4
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California			✓		✓		✓			✓	4
Colorado			✓		✓	✓	✓			✓	5
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓	✓			✓	4
Georgia	✓		✓		✓	✓	✓	✓	✓	✓	8
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa	✓					✓	✓	✓	✓		5
Kansas		✓		✓				✓			3
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓		8
Louisiana (8g)	✓	✓			✓	✓	✓		✓	✓	7
Louisiana (LA4/SP)	✓	✓			✓	✓	✓	✓	✓	✓	8
Louisiana (NSECD)	✓	✓			✓	✓	✓	✓	✓	✓	8
Maine	✓	✓		✓	✓						4
Maryland	✓	✓	✓		✓	✓	✓	✓			7
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓				6
Minnesota	✓		✓	✓		✓	✓	✓	✓	✓	8
Missouri	✓	✓	✓		✓	✓	✓			✓	7
Nebraska	✓	✓	✓	✓		✓	✓		✓	✓	8
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey (Abbott)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey (ECPA)	✓	✓	✓		✓			✓		✓	6
New Jersey (ELLI)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico (CDP)					✓			✓	✓	✓	4
New Mexico (PreK)	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
New York (TPK)		✓	✓		✓	✓	✓	✓	✓	✓	8
New York (UPK)			✓		✓	✓	✓	✓		✓	6
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio			✓		✓			✓		✓	4
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓			✓	✓	✓	✓	✓	7
Pennsylvania (EABG)	✓				✓	✓	✓			✓	5
Pennsylvania (HSSAP)	✓		✓			✓	✓	✓	✓	✓	7
Pennsylvania (SBPK)	✓	✓			✓	✓	✓				5
South Carolina (4K)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
South Carolina (CDEPP)	✓				✓	✓	✓	✓	✓	✓	7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont (PFP-ADM)	✓	✓	✓		✓	✓	✓	✓			7
Vermont (EEI)	✓	✓	✓			✓	✓	✓			6
Virginia			✓			✓	✓	✓	✓	✓	7
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓		✓	7
Wisconsin (4K)	✓	✓	✓		✓					✓	5
Wisconsin (HdSt)	✓		✓			✓	✓	✓	✓		6
<b>Totals</b>	<b>41</b>	<b>27</b>	<b>36</b>	<b>11</b>	<b>37</b>	<b>41</b>	<b>42</b>	<b>35</b>	<b>24</b>	<b>38</b>	

Note: Alaska, Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah, and Wyoming are not included in this table because they do not fund state prekindergarten initiatives.

Check marks in green show new policy changes effective with the 2006-2007 school year.

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

**TABLE 7: RANKINGS OF STATE PRE-K RESOURCES PER CHILD ENROLLED**

Resources rank based on state spending	State	State \$ per child enrolled enrolled in pre-K
1	New Jersey	\$10,494
2	Oregon	\$7,853
3	Connecticut	\$7,707
4	Minnesota	\$7,251
5	Delaware	\$6,745
6	Washington	\$6,010
7	Pennsylvania*	\$5,519
8	Louisiana	\$5,138
9	Alabama	\$5,056
10	North Carolina	\$4,712
11	West Virginia	\$4,441
12	Arkansas	\$4,316
13	Tennessee	\$4,168
14	Michigan	\$4,167
15	Georgia	\$4,111
16	Massachusetts	\$3,681
17	Virginia	\$3,577
18	California	\$3,486
19	Kentucky	\$3,474
20	New York	\$3,454
21	Oklahoma	\$3,433
22	Illinois	\$3,322
23	Nevada	\$3,322
24	Wisconsin	\$3,178
25	New Mexico	\$2,975
26	Iowa	\$2,966
27	Maryland	\$2,918
28	Texas	\$2,836
29	Kansas	\$2,596
30	Vermont	\$2,577
31	Missouri	\$2,540
32	Ohio	\$2,515
33	Arizona	\$2,379
34	Florida	\$2,335
35	Nebraska	\$2,273
36	Colorado	\$2,047
37	Maine	\$1,877
38	South Carolina	\$1,600
No Program	Alaska	\$0
No Program	Hawaii	\$0
No Program	Idaho	\$0
No Program	Indiana	\$0
No Program	Mississippi	\$0
No Program	Montana	\$0
No Program	New Hampshire	\$0
No Program	North Dakota	\$0
No Program	Rhode Island	\$0
No Program	South Dakota	\$0
No Program	Utah	\$0
No Program	Wyoming	\$0

\* Calculations of per-child state spending in Pennsylvania include the EABG and HSSAP programs only, because the School Based Pre-K program did not provide information on spending. For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

**TABLE 8: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED**

Resource rank based on all reported spending	State	All reported \$ per child enrolled in pre-K	Estimate of per child spending*	Is the program sufficiently funded to meet the NIEER benchmarks?	Additional per child funding needed	Quality benchmark total
1	New Jersey	\$10,494	\$4,947 H	Yes	\$0	8.5
2	Connecticut	\$9,577	\$8,828 F	Yes	\$0	6
3	Iowa	\$8,966	\$3,667 H	Yes	\$0	5
4	Oregon	\$7,853	\$4,002 H	Yes	\$0	7
5	North Carolina	\$7,401	\$7,577 F	Yes	\$0	10
6	Minnesota	\$7,251	\$4,233 H	Yes	\$0	8
7	Arkansas	\$7,194	\$6,607 F	Yes	\$0	9
8	Alabama	\$6,931	\$7,033 F	Yes	\$0	10
9	Nebraska	\$6,888	\$3,704 H	Yes	\$0	8
10	Delaware	\$6,745	\$4,454 H	Yes	\$0	8
11	Oklahoma	\$6,731	\$3,682 H	Yes	\$0	9
12	West Virginia	\$6,724	\$3,708 H	Yes	\$0	7
13	Maryland	\$6,132	\$4,735 H	Yes	\$0	7
14	Washington	\$6,010	\$4,548 H	Yes	\$0	9
15	Virginia	\$5,633	\$8,689 F	No	\$3,056	7
16	Pennsylvania	\$5,519	\$4,173 H	Yes	\$0	5.9
17	Tennessee	\$5,295	\$7,378 F	No	\$2,083	9
18	Louisiana	\$5,275	\$6,960 F	No	\$1,685	7.8
19	Wisconsin	\$4,665	\$4,156 H	Yes	\$0	5.1
20	Kentucky	\$4,637	\$3,868 H	Yes	\$0	8
21	Michigan	\$4,167	\$4,275 H	Yes	\$0	6
22	Georgia	\$4,114	\$7,882 F	No	\$3,768	8
23	Massachusetts	\$3,998	\$4,765 H	No	\$767	6
24	Maine	\$3,575	\$3,656 H	Yes	\$0	4
25	California	\$3,486	\$4,801 H	No	\$1,316	4
26	New York	\$3,454	\$4,899 H	No	\$1,445	6.5
27	Illinois	\$3,322	\$4,520 H	No	\$1,198	9
28	Nevada	\$3,322	\$4,357 H	No	\$1,035	7
29	Colorado	\$3,194	\$4,200 H	No	\$1,006	5
30	New Mexico	\$2,975	\$3,841 H	No	\$856	8
31	Texas	\$2,836	\$4,333 H	No	\$1,497	4
32	South Carolina	\$2,702	\$3,947 H	No	\$1,245	8.7
33	Kansas	\$2,596	\$3,705 H	No	\$1,109	3
34	Vermont	\$2,577	\$3,704 H	No	\$1,127	6.8
35	Missouri	\$2,540	\$3,961 H	No	\$1,421	7
36	Ohio	\$2,515	\$4,194 H	No	\$1,680	4
37	Arizona	\$2,379	\$4,012 H	No	\$1,632	4
38	Florida	\$2,335	\$4,055 H	No	\$1,720	4
No Program	Alaska	\$0	\$4,157 H	No	\$4,157	NA
No Program	Hawaii	\$0	\$4,148 H	No	\$4,148	NA
No Program	Idaho	\$0	\$3,526 H	No	\$3,526	NA
No Program	Indiana	\$0	\$3,889 H	No	\$3,889	NA
No Program	Mississippi	\$0	\$3,637 H	No	\$3,637	NA
No Program	Montana	\$0	\$3,240 H	No	\$3,240	NA
No Program	New Hampshire	\$0	\$4,076 H	No	\$4,076	NA
No Program	North Dakota	\$0	\$3,511 H	No	\$3,511	NA
No Program	Rhode Island	\$0	\$4,425 H	No	\$4,425	NA
No Program	South Dakota	\$0	\$3,331 H	No	\$3,331	NA
No Program	Utah	\$0	\$4,012 H	No	\$4,012	NA
No Program	Wyoming	\$0	\$3,545 H	No	\$3,545	NA

\* For each state, a full-day estimate (F) or half-day estimate (H) of per-child spending was used, based on the operating schedule of the state pre-K program. For states that operated both full- and half-day programs, a half-day estimate was generally used. State estimates were constructed from a national estimate adjusted for state cost of education differences. The national estimate was obtained from Gault, B. Mitchell, A. Williams, E., Dey, J., & Sorokina, O. (2007). Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs. Washington, DC: Institute for Women's Policy Research. The state cost index was obtained from: Taylor, L. & Fowler, W. (2006). A comparable wage approach to geographic cost adjustment. Washington, DC: IES, US Department of Education.

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

**TABLE 9: STATE PRESCHOOL SPENDING DURING 2006-2007 AND CHANGES FROM 2005-2006**

STATE	TOTAL STATE PRESCHOOL SPENDING			STATE SPENDING PER CHILD		
	Total state preschool spending in 2006-2007	Change in total spending from 2005-2006 to 2006-2007, Nominal dollars	Change in total spending from 2005-2006 to 2006-2007, Adjusted dollars	State spending per child in 2006-2007	Change in spending per child from 2005-2006 to 2006-2007, Nominal dollars	Change in spending per child from 2005-2006 to 2006-2007, Adjusted dollars
Alabama	\$5,369,898	\$1,043,848	\$866,480	\$5,056	\$840	\$667
Alaska	\$0	\$0	\$0	\$0	\$0	\$0
Arizona	\$12,077,496	-\$180,992	-\$683,590	\$2,379	\$83	-\$11
Arkansas	\$58,775,935	\$1,618,656	-\$724,792	\$4,316	-\$519	-\$718
California	\$295,104,549	\$29,086,515	\$18,179,776	\$3,486	\$144	\$7
Colorado	\$28,965,099	\$5,371,555	\$4,404,220	\$2,047	\$138	\$60
Connecticut	\$65,755,670	\$13,265,480	\$11,113,382	\$7,707	\$606	\$315
Delaware	\$5,685,800	\$407,500	\$191,090	\$6,745	\$483	\$227
Florida	\$290,406,902	\$61,306,902	\$51,913,802	\$2,335	\$171	\$83
Georgia	\$309,579,383	\$19,684,410	\$7,798,716	\$4,111	\$135	-\$28
Hawaii	\$0	\$0	\$0	\$0	\$0	\$0
Idaho	\$0	\$0	\$0	\$0	\$0	\$0
Illinois	\$283,020,000	\$45,069,419	\$35,313,445	\$3,322	\$24	-\$111
Indiana	\$0	\$0	\$0	\$0	\$0	\$0
Iowa	\$6,800,000	\$0	-\$278,800	\$2,966	\$37	-\$83
Kansas	\$15,500,000	\$1,771,175	\$1,208,293	\$2,596	\$42	-\$63
Kentucky	\$75,127,000	\$23,527,000	\$21,411,400	\$3,474	\$1,077	\$978
Louisiana	\$74,719,738	\$5,604,302	\$2,770,569	\$5,138	\$126	-\$79
Maine	\$4,247,915	\$503,332	\$349,804	\$1,877	\$84	\$10
Maryland	\$74,910,729	\$31,641,363	\$29,867,319	\$2,918	\$1,131	\$1,058
Massachusetts	\$65,816,357	\$3,026,395	\$452,007	\$3,681	\$62	-\$87
Michigan	\$90,850,000	\$6,000,000	\$2,521,150	\$4,167	\$234	\$72
Minnesota	\$19,100,000	\$77,025	-\$702,917	\$7,251	\$48	-\$247
Mississippi	\$0	\$0	\$0	\$0	\$0	\$0
Missouri	\$12,631,001	\$501,731	\$4,430	\$2,540	-\$91	-\$199
Montana	\$0	\$0	\$0	\$0	\$0	\$0
Nebraska	\$3,677,596	-\$2,875	-\$153,774	\$2,273	-\$209	-\$311
Nevada	\$3,152,479	\$120,307	-\$4,012	\$3,322	\$206	\$78
New Hampshire	\$0	\$0	\$0	\$0	\$0	\$0
New Jersey	\$477,466,737	\$21,623,489	\$2,933,916	\$10,494	\$640	\$236
New Mexico	\$8,149,234	\$3,704,727	\$3,522,502	\$2,975	\$706	\$613
New York	\$292,413,929	\$37,463,839	\$27,010,885	\$3,454	-\$58	-\$202
North Carolina	\$84,635,709	\$25,378,472	\$22,948,925	\$4,712	\$821	\$661
North Dakota	\$0	\$0	\$0	\$0	\$0	\$0
Ohio	\$19,002,195	\$0	-\$779,090	\$2,515	\$169	\$73
Oklahoma	\$118,003,070	\$5,650,099	\$1,043,627	\$3,433	\$69	-\$69
Oregon	\$27,000,000	-\$650,000	-\$1,783,650	\$7,853	-\$78	-\$404
Pennsylvania	\$55,648,261	\$16,217,272	\$14,600,601	\$5,519	\$439	\$231
Rhode Island	\$0	\$0	\$0	\$0	\$0	\$0
South Carolina	\$34,747,844	\$12,915,166	\$12,020,026	\$1,600	\$515	\$470
South Dakota	\$0	\$0	\$0	\$0	\$0	\$0
Tennessee	\$55,000,000	\$20,000,000	\$18,565,000	\$4,168	\$106	-\$60
Texas	\$532,687,148	\$48,977,816	\$29,145,733	\$2,836	\$183	\$74
Utah	\$0	\$0	\$0	\$0	\$0	\$0
Vermont	\$10,206,693	\$611,484	\$218,080	\$2,577	\$138	\$38
Virginia	\$44,713,471	\$6,194,597	\$4,615,323	\$3,577	\$181	\$42
Washington	\$35,083,000	\$888,048	-\$513,945	\$6,010	\$125	-\$116
West Virginia	\$47,338,791	\$6,827,781	\$5,166,830	\$4,441	-\$88	-\$274
Wisconsin	\$81,012,500	\$11,400,000	\$8,545,888	\$3,178	\$70	-\$57
Wyoming	\$0	\$0	\$0	\$0	\$0	\$0
<b>50 states</b>	<b>\$3,724,382,129</b>	<b>\$466,645,837</b>	<b>\$333,078,649</b>	<b>\$3,642</b>	<b>\$175</b>	<b>\$32</b>

## WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

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Our *Yearbook* focuses on state-funded preschool initiatives meeting these criteria:

- The initiative is funded, controlled, and directed by the state.
- The initiative serves children of prekindergarten age, usually 3 and/or 4. Although initiatives in some states serve broader age ranges, programs that serve only infants and toddlers are excluded.
- Early childhood education is the primary focus of the initiative. This does not exclude programs that offer parent education but does exclude programs that mainly focus on parent education.
- The initiative offers a group learning experience to children at least two days per week.
- State-funded preschool education initiatives must be distinct from the state's system for subsidized child care. However, preschool initiatives may be coordinated and integrated with the subsidy system for child care.
- The initiative is not primarily designed to serve children with disabilities but may include 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 the state assumes some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements and that expand enrollment minimally are not considered equivalent to a state preschool program.

While ideally this report would identify all prekindergarten funding streams at the state, local, and federal levels, there are a number of limitations on the data that make this extremely difficult to do. For example, prekindergarten is only one of several types of educational 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 the extent to which they are spent on prekindergarten. Another challenge involves tracking total state spending for child care, using a variety of available sources, such as CCDF dollars, TANF funds, and any state funding above and beyond the required matches for federal funds. Also, 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 prekindergarten initiatives, it is nearly impossible to determine what proportion of the funds are spent this way.

### AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2006–2007 school year are those who were eligible to enter kindergarten two years later, during the 2008–2009 school year. Children considered to be 4 years old during the 2006–2007 school year were eligible to enter kindergarten one year later, during the 2007–2008 school year. Children considered to be 5 years old during the 2006–2007 school year were already eligible for kindergarten at the beginning of the 2006–2007 program year.

# Roadmap to the State Profile Pages

## How to interpret data on the individual state profiles:

For each state that has a prekindergarten initiative, we present one page with a description of the state's program followed by a page with data on the program's key features.

On the top of the first page for each state are 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 program.
- The second set shows the state's spending per child enrolled in the state prekindergarten initiative.

Both sets of bar graphs depict changes in state prekindergarten over time, from fiscal year 2002 (which corresponds to the 2001–2002 school year) through fiscal year 2007 (the 2006–2007 school year). Most of the 2002–2006 data used for comparison purposes come from NIEER's previous *Yearbooks*, although spending figures are adjusted for inflation and represent 2007 dollars. There are also some exceptions in cases where states revised data or reported data differently. In such cases we adjusted data to ensure comparability across program years.



The bar graphs are followed by a narrative describing the main features of the state's initiative, with details such as the initiative's origins, the types of settings in which prekindergarten can be offered, and eligibility criteria for children. The narrative also notes unique or particularly interesting aspects of the state initiative that may not be highlighted elsewhere in the report, along with relevant new developments. Some descriptive information in the narratives was originally included in *Seeds of Success* from the Children's Defense Fund and the *Quality Counts 2002* issue of *Education Week*.

At the bottom of the first page of each state profile are 4 numbers showing how the 38 states with prekindergarten rank on the following measures:

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

For the first time, two rankings on resources are included. The Resources Ranking–State Spending corresponds to resources rankings in previous *Yearbooks*. The Resources Ranking–All Reported Spending is new, and provides a more complete picture of spending in states employing local and federal funding sources. However, because states vary in their ability to report spending from these other sources, the new ranking is imperfect and sometimes underestimates total spending.

Information for states that have more than one prekindergarten initiative is presented slightly differently and is explained in the individual state profiles. Louisiana, New Jersey, New Mexico, New York, Pennsylvania, South Carolina, Vermont, and Wisconsin each have more than one distinct initiative.

The 12 states that did not fund state prekindergarten initiatives in 2006–2007 are also given state profile pages. For most of these states, the space usually filled by a description of a state's initiative is left blank, and the table on the quality standards is omitted. However, these profiles provide information on special education enrollment, federally funded Head Start enrollment, and state-funded Head Start enrollment. Information on K–12 spending and federal Head Start spending is also provided. Where applicable, state Head Start spending is reported.



The sections below provide an overview of information contained in data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2006–2007 program year, except when noted.

## ACCESS

The first item in the Access data table is total state program enrollment. This is the number of children enrolled at a specific point in time. Following that is the percentage of school districts (or in some cases, counties or communities) offering state prekindergarten. This information shows the extent of the initiative's geographic coverage. Next, the table shows what, if any, income requirement is used in determining eligibility for the program.

Data on the hours of operation (hours per day and days per week) and operating schedule (academic or calendar year) are shown as additional measures of access. Parents working full time may find it difficult to get their children to and from a program that operates only a few hours a day. The number of hours children participate in preschool also matters for other reasons—for example, it can influence how much impact a program has on children's development and learning.

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded prekindergarten programs outside the state prekindergarten initiative: preschool special education and Head Start. The final item in the table reports how many children are participating in Head Start slots funded by the state.

Two Access pie charts illustrate the percentages of 3-year-olds and 4-year-olds in the state enrolled in the state prekindergarten initiative, special education, and Head Start. The remaining children are categorized as enrolled in "Other/None." These children may be enrolled in another type of private or publicly funded program (e.g., state-subsidized child care) or may not be attending a center-based program at all. For the purposes of these charts, it was assumed that there was no overlap across the three types of programs. In fact, children may be enrolled in more than one program, although there is no way to determine the extent to which this occurs. Therefore, the proportion of children enrolled in one of these three major programs may be overestimated.



## QUALITY STANDARDS CHECKLIST

State policies in 10 critical areas related to quality are shown. For each area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. On the right-hand side of the page, a box displays the total number of benchmarks met by the state. The Quality Standards Checklist represents a set of minimum criteria needed to ensure effective prekindergarten programs, especially when serving disadvantaged children, but is not intended as an exhaustive catalog of all features of a high-quality program. Meeting all 10 standards is not necessarily sufficient for ensuring high quality. However, each of these standards is essential, and no state's prekindergarten policies should be considered fully satisfactory unless all 10 benchmarks are met.

The limitations of research are such that judgment inevitably plays a role in setting specific benchmarks based on evidence. As studies find that the potential benefits from strong preschool education programs exceed costs by 7 to 17 times, we gave more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of raising costs by setting benchmarks too high.<sup>1</sup> Currently, costs of many programs are quite low. Thus, benchmarks steer closer to the characteristics of programs demonstrated to produce reasonably large educational benefits for children in randomized trials and the strongest quasi-experimental studies (e.g., High/Scope Perry Preschool and Chicago Child Parent Centers) and farther from the characteristics of programs found to have weak effects in rigorous studies.<sup>2</sup>

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

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist. States are expected to limit class sizes to 20 at most<sup>6</sup>, and to have no more than 10 children per teacher.<sup>7</sup> With smaller classes and fewer children per teacher, children have greater opportunities for interaction with adults and can receive more individualized attention. The importance of class size and staff-child ratios in determining the quality of programs has been confirmed by several studies.

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

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

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

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

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

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

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





Early learning standards are critical to quality,<sup>8</sup> because they offer programs guidance and ensure that they cover the full range of areas essential to children’s learning and development. States should have comprehensive early learning standards covering all areas identified as fundamental by the National Education Goals Panel<sup>9</sup>—children’s physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development, and should be required by the state or actively promoted for use in state prekindergarten classrooms.

The Quality Standards Checklist also addresses the comprehensive services that prekindergarten programs should be expected to offer. Programs should provide at least one meal<sup>10</sup>; vision, hearing, and health screenings and referrals<sup>11</sup>; and additional parent involvement opportunities such as parent conferences, or support services such as parent education.<sup>12</sup> These items are included because preparing children for success in school involves not only their cognitive development but also their physical health and social/emotional wellbeing.

The Quality Standards Checklist focuses on state prekindergarten policy requirements rather than practice. A state with good policies may have some programs that fail to comply with these policies; conversely, a state with weak policies may have many programs that exceed state standards. While evaluating implementation of standards is outside the scope of this report, the checklist does include an indicator of whether states are taking steps to monitor programs’ implementation of the quality standards. Policies requiring strong state quality standards are essential, but it is also necessary to have a means of ensuring that programs meet those standards.<sup>13</sup>

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

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

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

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

<sup>12</sup> Families are the primary source of support for child development and the most effective programs have partnered with parents. Bowman et al. (2001). Frede (1998).

<sup>13</sup> Monitoring of program quality and external accountability for pre-K are essential components of program standards. Bowman et al. (2001).



## RESOURCES

A table in the Resources section shows total state spending for the prekindergarten initiative, whether a local match is required, amount of state Head Start spending (if applicable), state spending per child enrolled in the program, and all reported (state, local, and federal) spending per child enrolled in the program. These measures offer different views of a state's resources for prekindergarten that together provide a more complete picture. For example, total spending by a small state may appear relatively low, but may prove to be fairly high relative to the number of children enrolled. A state with a high total funding level for its prekindergarten initiative may have a low per-pupil spending level if it enrolls a large number of children. As a result, children may not be receiving the extent or intensity of services they need for the prekindergarten program to have a substantial impact. In some states, local communities contribute substantial additional funds to state pre-K. 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 spending is available.

A bar chart in the resources section compares prekindergarten spending to federal Head Start spending and K–12 spending. Different colors indicate different funding sources—state, local, and federal. A separate color is used to indicate any TANF funds that a state directs toward its prekindergarten initiative. While TANF funds are federal dollars, it is the state's decision to devote these funds to prekindergarten as opposed to other purposes. Finally, data on the amounts of local and federal pre-K funds used are included in the bar chart when available.

## ACCESS

Total state program enrollment .....	Number of children in state pre-K program
School districts that offer state program .....	Percentage of school districts in state where program is offered (may include programs not provided by district itself)
Income requirement.....	Maximum family income for participants
Hours of operation .....	Hours per day and days per week programs operate
Operating schedule .....	Annual schedule of operation (academic year or entire calendar year)
Special education enrollment .....	Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education Act
Federally funded Head Start enrollment.....	Number of slots for 3- and 4-year-olds in Head Start funded with federal money
State-funded Head Start enrollment .....	Number of slots for 3- and 4-year-olds in Head Start funded with state money

## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT
Early learning standards .....	National Education Goals Panel content areas covered by state learning standards for preschool-age children must be comprehensive
Teacher degree.....	Lead teacher must have a BA, at minimum
Teacher specialized training .....	Lead teacher must have specialized training in a pre-K area
Assistant teacher degree .....	Assistant teacher must have a CDA or equivalent, at minimum
Teacher in-service .....	Teacher must receive at least 15 hours/year of in-service professional development and training
Maximum class size .....	Maximum number of children per classroom must be 20 or lower
3-year-olds	
4-year-olds	
Staff-child ratio .....	Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better
3-year-olds	
4-year-olds	
Screening/referral and support services .....	Screenings and referrals for vision, hearing, and health must be required; at least one additional support service must be provided to families
Meals.....	At least one meal must be required daily
Monitoring .....	Site visits must be used to demonstrate ongoing adherence to state program standards

## RESOURCES

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

## GLOSSARY OF ABBREVIATIONS

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<b>AA</b>	Associate of Arts
<b>BA</b>	Bachelor of Arts
<b>BS</b>	Bachelor of Science
<b>CC</b>	Child Care
<b>CCDBG</b>	Child Care and Development Block Grant
<b>CCDF</b>	Child Care and Development Fund
<b>CD</b>	Child Development
<b>CDA</b>	Child Development Associate credential
<b>COR</b>	Child Observation Record
<b>DHHS</b>	Department of Health and Human Services
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills
<b>DOE</b>	Department of Education
<b>EC</b>	Early Childhood
<b>ECE</b>	Early Childhood Education
<b>ECERS(-R)</b>	Early Childhood Environment Rating Scale (-Revised)
<b>ECSE</b>	Early Childhood Special Education
<b>EE</b>	Elementary Education
<b>ELL</b>	English Language Learner
<b>ESL</b>	English as a Second Language
<b>Exp.</b>	Experience
<b>FPL</b>	Federal Poverty Level
<b>FTE</b>	Full-time Equivalent
<b>FY</b>	Fiscal Year
<b>GED</b>	General Equivalency Diploma
<b>HdSt</b>	Head Start
<b>HSD</b>	High School Diploma
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Plan
<b>IFSP</b>	Individualized Family Service Plan
<b>K</b>	Kindergarten
<b>LEA</b>	Local Education Agency
<b>LEP</b>	Limited English Proficiency
<b>MA</b>	Master of Arts
<b>MOE</b>	Maintenance of Effort
<b>Mos.</b>	Months
<b>N-</b>	Denotes that the age range covered by a teaching license begins at nursery (e.g., N-4 = nursery–grade 4)
<b>NA</b>	Not Applicable
<b>NAEYC</b>	National Association for the Education of Young Children
<b>NCLB</b>	No Child Left Behind
<b>NEGP</b>	National Education Goals Panel
<b>P-</b>	Denotes that the age range covered by a teaching license begins at preschool (e.g., P-4 = preschool–grade 4)
<b>PIR</b>	Program Information Report (Head Start)
<b>Pre-K</b>	Prekindergarten
<b>RFP</b>	Request for Proposal
<b>SES</b>	Socio-economic Status
<b>SMI</b>	State Median Income
<b>SpEd</b>	Special Education
<b>TA</b>	Technical Assistance
<b>TANF</b>	Temporary Assistance to Needy Families
<b>T.E.A.C.H.</b>	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)
<b>USDA</b>	United States Department of Agriculture

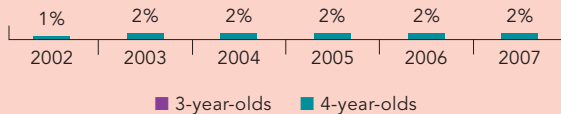
# State Profiles



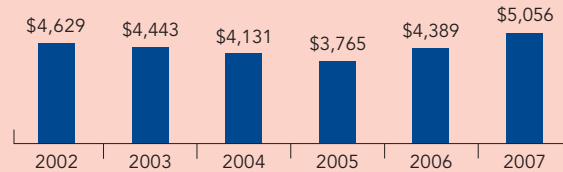


# Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Alabama began offering state-funded preschool through the Alabama Pre-Kindergarten Program in 2000. This initiative serves 4-year-olds and does not have any specific requirements for eligibility beyond meeting the age criteria and being a resident of Alabama. However, statewide enrollment numbers have remained low due to limited resources. Alabama Pre-Kindergarten Program sites are selected through a competitive grant process, with the goal of having at least one classroom per county. Currently, classrooms are offered by grantees in 78 percent of the state's counties. Settings for these classrooms include public schools, Head Start centers, private child care centers, and faith-based centers. All grantees are expected to provide a local match representing 50 percent of their grant award.

Effective with the 2005-2006 school year, the Alabama Pre-Kindergarten Program revised its teacher certification standards by requiring newly hired teachers to have specialized training in early childhood. This resulted in the program meeting all 10 of the NIEER quality benchmarks for the first time. The state had initially exempted teachers hired under the previous set of requirements (which allowed for a degree in elementary education rather than preschool education) from this new standard. However, all teachers in the program will be required to earn a preschool-third grade add-on to their degree or complete additional early childhood coursework by 2009.

Other recent developments in the Alabama Pre-Kindergarten Program include the creation of a new system for state prekindergarten program monitors, the availability of additional technical assistance from the state, and the use of a developmental checklist to document children's growth.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9*	8

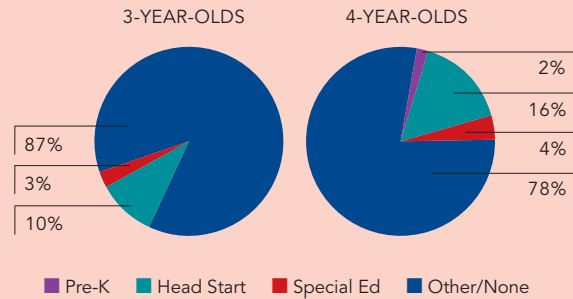
\* In previous Yearbooks, only state spending was ranked.

# ALABAMA PRE-KINDERGARTEN PROGRAM

## ACCESS

Total state program enrollment.....	1,062
School districts that offer state program.....	78% (counties)
Income requirement .....	None
Hours of operation .....	6.5 hours/day, 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	3,910
Federally funded Head Start enrollment.....	15,422
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

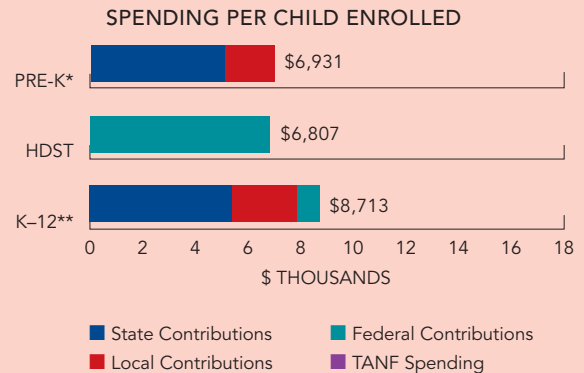
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	Degree in CD, ECE, or EE with P-3 add-on <sup>1</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service .....	40 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	18		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	1:9		
Screening/ referral and support services .....	Vision, hearing, health, dental; and support services <sup>2</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

**TOTAL BENCHMARKS MET**

**10**

## RESOURCES

Total state pre-K spending.....	\$5,369,898
Local match required? .....	Yes, 50% of granted amount
State spending per child enrolled.....	\$5,056
All reported spending per child enrolled* .....	\$6,931



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Teachers with degrees in elementary education who were hired before the 2005-2006 school year were grandfathered through the 2006-2007 school year, and did not need to have a P-3 add on. However, teachers hired before May 2006 must obtain the P-3 add-on or complete additional early childhood coursework within 3 years.

<sup>2</sup> Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities.

# Alaska

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## NO PROGRAM

**A**laska does not have a state-funded prekindergarten initiative, although the state has provided a supplement to federal Head Start programs since the 1980s. State funding through Alaska's Head Start supplement is available to any federally recognized Head Start program in the state, and totaled more than \$6 million during the 2006-2007 school year. These funds are targeted toward quality improvement through professional development and school readiness activities, and wherever possible, funds are used to serve additional children and families. In 2006-2007, approximately 500 additional children were served in both Early Head Start and Head Start settings.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

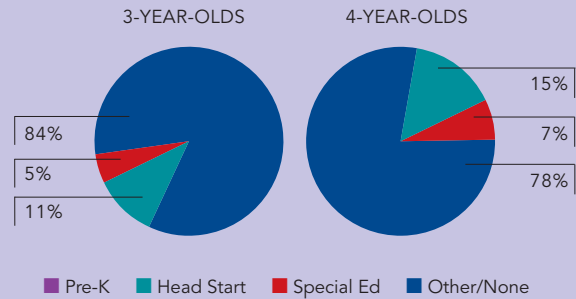
\* In previous Yearbooks, only state spending was ranked.



## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	1,138
Federally funded Head Start enrollment.....	2,555
State-funded Head Start enrollment .....	470 <sup>1</sup>

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

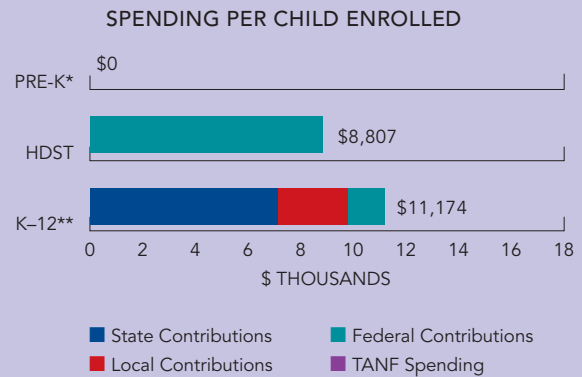


## QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET  
**No Program**

## RESOURCES

Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$6,084,100
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.

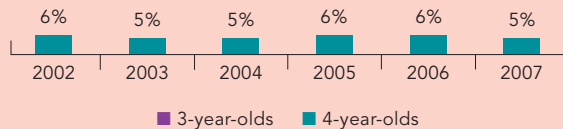
\*\*K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '06-'07 school year, unless otherwise noted.

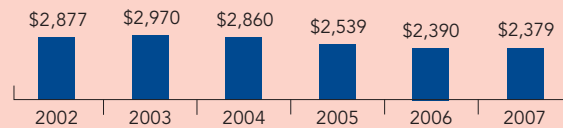
<sup>1</sup> This figure is based on an estimated total number of non-ACF-funded children served and the percentage of 3- and 4-year-olds as reported in the 2006-2007 Head Start PIR.

# Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Arizona funded state prekindergarten for the first time in 1991. Starting in 1996, the Arizona Early Childhood Block Grant (ECBG) has been used to fund prekindergarten in Arizona. ECBG is also used to fund supplemental services for full-day kindergarten and first through third grades. School districts receive funding from ECBG and can provide funding to Head Start or private child care providers if parents elect to send their children to preschool in one of those settings. Children must be 4 years old by September 1 to be eligible for an ECBG prekindergarten program. They must also be from a family with an income at or below 185 percent of the federal poverty level. Preschool programs that receive ECBG funding must be accredited by organizations approved by the state, such as the National Association for the Education of Young Children.

Currently ECBG teachers are only required to have a high school diploma or GED. However, all new pre-K teachers will be required to have an Early Childhood Certification by July 1, 2009. Arizona's Early Childhood Certification, which became available in 2005, requires passing a written assessment of early childhood subject knowledge and holding a BA degree.

Increased funding for full-day kindergarten enabled Arizona to serve nearly all of its kindergartners during the 2006-2007 school year. As a result, more classroom space in the public schools was devoted to kindergarten programs and enrollment of preschoolers in public school programs decreased.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33*	37

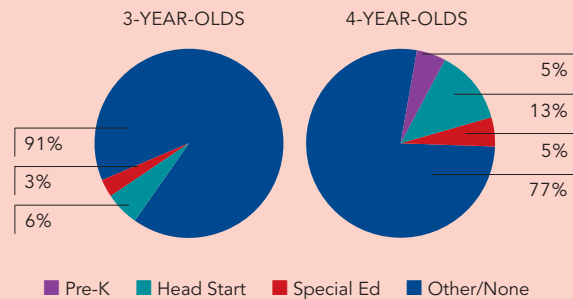
\* In previous Yearbooks, only state spending was ranked.

# ARIZONA EARLY CHILDHOOD BLOCK GRANT - PREKINDERGARTEN COMPONENT

## ACCESS

Total state program enrollment.....	5,076
School districts that offer state program .....	12%
Income requirement.....	185% FPL
Hours of operation .....	Determined locally <sup>1</sup>
Operating schedule .....	Academic year
Special education enrollment .....	8,137
Federally funded Head Start enrollment.....	16,850
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

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

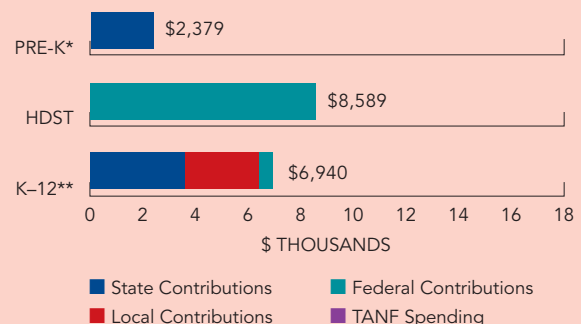
**TOTAL BENCHMARKS MET**

4

## RESOURCES

Total state pre-K spending.....	\$12,077,496
Local match required?.....	No
State spending per child enrolled.....	\$2,379
All reported spending per child enrolled* .....	\$2,379

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Programs operate 2.5-4 hours per day, 4 or 5 days per week for the academic year. It is recommended that programs operate at least 12 hours per week.

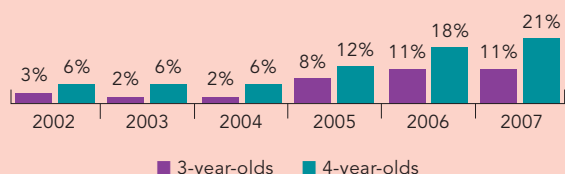
<sup>2</sup> As of July 1, 2009, all pre-K teachers in settings funded by ECBG must hold an Early Childhood Certification, which requires a bachelor's degree. Since 2005, most programs have hired new staff who have or are eligible for the ECE certification or endorsement. The Arizona Department Of Education is working closely with the community colleges and universities to offer scholarships and onsite classes to allow current teachers to work toward a BA in ECE.

<sup>3</sup> Assistant teachers must have at least a high school diploma. The two exceptions are for assistants in Title I schools who must have an AA per NCLB and assistants in nonpublic schools who can be working toward a GED or high school diploma.

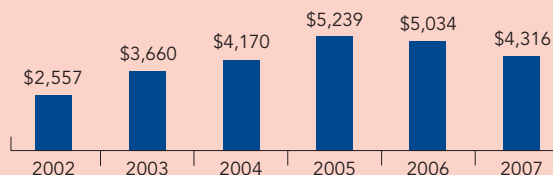
<sup>4</sup> The state licensing agency requires licensed programs, including all ECBG pre-K programs, to provide meals depending on the length of time and the time of day a child attends.

# Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The Arkansas Better Chance (ABC) program provides services for children from birth to age 5. It began in 1991 as part of a state education reform initiative. Children from low-income families are eligible for ABC. Other specific risk factors, such as having a teen parent, developmental delay, low birth weight, limited English proficiency, being in foster care, having a parent on active military duty, and family violence are used to determine eligibility for the program. Most ABC programs are run by public schools or educational cooperatives. However, the state also permits and funds programs through Head Start and other private organizations. A dedicated sales tax has been used to fund ABC since its inception, and since 2001 it has also been partially funded by an excise tax on package beer. The program receives some federal funding but local contributions must cover at least 40 percent of the total program funding.

In recent years state funding for prekindergarten has increased steadily, rising 18 percent from 2004-2005 to the 2005-2006 program year. This increase in funding has resulted in greater access to the program. During the 2004-2005 program year, the Arkansas Better Chance for School Success (ABCSS) program was created using new state funds. ABCSS and ABC have the same quality standards but ABCSS is a more targeted program. Three- and 4-year-old children in families below 200 percent of the federal poverty level and who live in school districts that have school improvement status, or in which at least 75 percent of children perform poorly on state benchmark exams in math and literacy, are eligible for the program. This report combines enrollment and spending figures for the ABC and ABCSS programs.

The ABC initiative provides financial resources to its programs for professional development, including college degrees. Arkansas state administrators are drafting regulations that would promote a rule change so that all teachers, including those in multi-classroom sites, will be required to hold a bachelor's degree with specialization in early childhood education or child development. The earliest these new regulations would be effective would be for the 2008-2009 school year.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12*	7

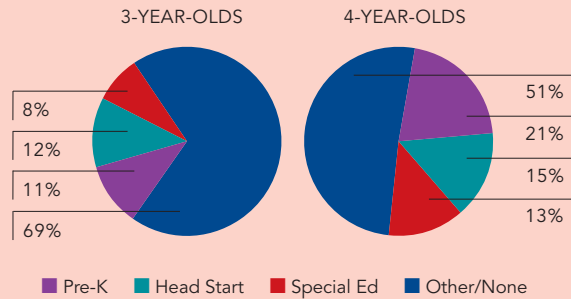
\* In previous Yearbooks, only state spending was ranked.

# ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

## ACCESS

Total state program enrollment.....	13,617 <sup>1</sup>
School districts that offer state program ....	100% (counties)
Income requirement.....	200% FPL
Hours of operation.....	7 hours/day, 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	8,023
Federally funded Head Start enrollment.....	10,113
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA/BS (single classroom sites); AA/AS (multiple classroom sites) <sup>2</sup>	BA	<input type="checkbox"/>
Teacher specialized training .....	Degree in EC with P-4 cert. (public single classroom sites); Degree in EC area (nonpublic single classroom sites & multiple classroom sites) <sup>2</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	CDA .....	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service.....	60 clock hours (certified staff); 30 clock hours (other staff)	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	20		
4-year-olds .....	20		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	1:10		
4-year-olds .....	1:10		
Screening/ referral and support services .....	Vision, hearing, health, developmental, and dental; and support services <sup>3</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

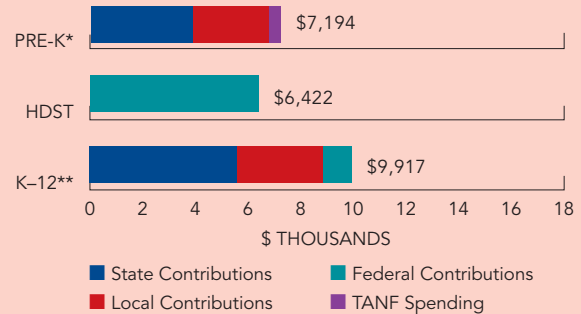
**TOTAL BENCHMARKS MET**

**9**

## RESOURCES

Total state pre-K spending.....	\$58,775,935 <sup>4,5</sup>
Local match required? .....	Yes, 40% of total funding
State spending per child enrolled.....	\$4,316 <sup>5</sup>
All reported spending per child enrolled* .....	\$7,194

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> This figure includes some infants and toddlers. It represents center-based enrollment only, and does not include 5,351 children who received home-visiting services during 2006-2007.

<sup>2</sup> The P-4 teacher certification license covers Pre-K – Grade 4. In multiple classroom sites, one teacher for every 3 classrooms must have a BA and P-4 certification (public settings) or a BA in early childhood education or child development (nonpublic settings). In the other classrooms, teachers must have an AA in early childhood education or child development.

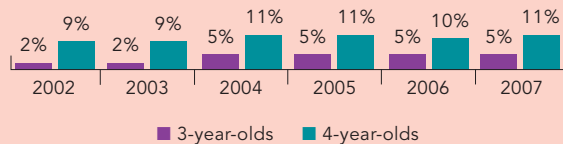
<sup>3</sup> Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten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

<sup>4</sup> Additional state, TANF, and local funds totaling \$14,005,620 were allocated to a home-based program option and are not included in this figure.

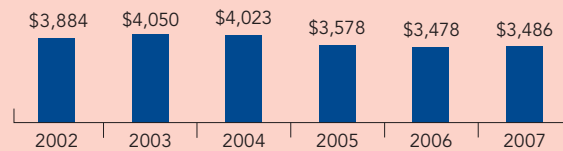
<sup>5</sup> These figures include both state and TANF funds.

# California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



When California began offering the California State Preschool Program in 1965, it was among one of the first states to make state-funded prekindergarten available. Children, from 3 to 5 years old, who have experienced or are at risk for abuse, neglect, or exploitation, or who are from families with an income below 75 percent of the state median income are eligible to participate in the program. Through a competitive application process, the preschool program provides funding to school districts, private child care providers, and Head Start agencies. The California State Preschool Program typically funds part-day programs but also offers a full-day program and works with other federal and state-funded child care assistance programs to provide extended hours of care for parents who work full time.

In addition to the State Preschool Program, California runs other state-funded programs that deliver developmental services and child care. These programs, however, are not distinct state prekindergarten programs. The General Child Care Programs offer full-day services for 3- and 4-year-olds with working parents, and follow the same requirements and curriculum as the State Preschool Program. The First 5 initiative uses a tobacco tax to fund programs that promote early childhood development from prenatal care to age 5. Established in 1998, First 5 provides services including child health care, parent education, family support, or early care and education. County commissions receive First 5 funds to support these programs. California also provides \$200 million for a four-year School Readiness Initiative. Beginning during the 2007-2008 school year, the Prekindergarten and Family Literacy Program (PKFLP) will provide preschool services with a literacy component to more than 12,000 children. The legislature and governor approved \$50 million to fund this program. An additional \$5 million was reserved to provide full-day child development services for families who need it. This report focuses solely on the State Preschool Program.

The Desired Results for Children and Families system is used by all State Preschool Programs to record children's development and to then plan the curriculum and other developmentally appropriate activities. California does not currently have early learning standards. However, the state anticipates adopting its Preschool Learning Foundations in social-emotional development, language and literacy, English language development, and mathematics, for use beginning with the 2008-2009 school year.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18*	25

\* In previous Yearbooks, only state spending was ranked.

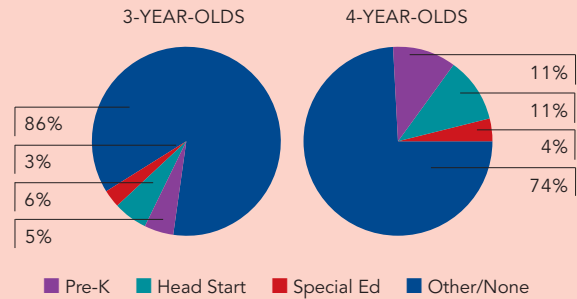


# CALIFORNIA STATE PRESCHOOL PROGRAM

## ACCESS

Total state program enrollment.....84,666  
 School districts that offer state program .....97% (counties)  
 Income requirement .....90% of children must be at or below 75% SMI<sup>1</sup>  
 Hours of operation.....3 hours/day (part-day), or 6.5 hours/day (full-day); 5 days/week  
 Operating schedule.....Determined locally<sup>2</sup>  
 Special education enrollment .....39,104  
 Federally funded Head Start enrollment.....91,630  
 State-funded Head Start enrollment .....0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None <sup>3</sup>	Comprehensive	<input type="checkbox"/>
Teacher degree	CDA <sup>4</sup>	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements <sup>4</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CD Asst. Teacher Permit <sup>5</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	105 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	No limit <sup>6</sup>		
4-year-olds	No limit <sup>6</sup>		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds		1:8 <sup>6</sup>	
4-year-olds		1:8 <sup>6</sup>	
Screening/referral and support services	Health; and support services <sup>7</sup>	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day <sup>8</sup>	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

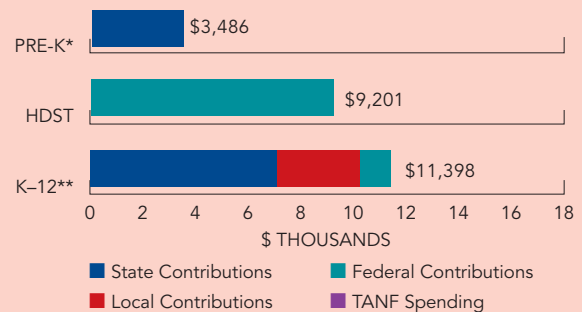
**TOTAL BENCHMARKS MET**

**4**

## RESOURCES

Total state pre-K spending.....\$295,104,549  
 Local match required?.....No  
 State spending per child enrolled.....\$3,486<sup>9</sup>  
 All reported spending per child enrolled\* .....\$3,486<sup>9</sup>

### SPENDING PER CHILD ENROLLED



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

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

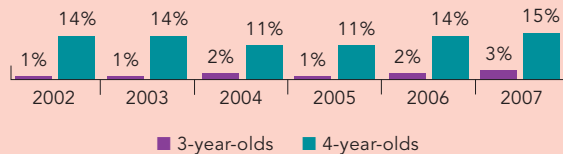
Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> The income cutoff applies to all children except those who receive protective services or who are at risk for abuse, neglect, or exploitation.  
<sup>2</sup> Programs typically operate for a school or academic year (175 to 180 days). However, some programs operate fewer than 175 days and some programs operate a full calendar year.  
<sup>3</sup> The Preschool Learning Foundations that include early learning standards in social-emotional development, language and literacy, English language development, and mathematics, will be adopted in 2007-2008 and implemented in 2008-2009.  
<sup>4</sup> The Child Development Associate Teacher permit is the minimum requirement for an individual who may function as a lead teacher in the classroom. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. It may be renewed one time for a 5-year period. A CDA credential issued in California may be substituted for the unit requirements. The full Child Development Teacher permit requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or child development, and 175 days of work experience.

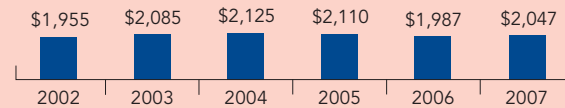
<sup>5</sup> The Child Development Assistant Teacher Permit requires 6 credits in ECE or child development.  
<sup>6</sup> While class size is not statutorily controlled, it is typically limited to 24 children. There is at least one teacher and two other adults in the classroom. The other two adults could be teachers, assistant teachers, or aides. One of the adults may be a parent.  
<sup>7</sup> Decisions regarding developmental screenings are made at the local level. A physical exam is required for program entry. Health and social services referral and follow-up to meet family needs are required. Other support services include two annual parent conferences or home visits, parent education or job training, parent involvement activities, and transition to kindergarten activities.  
<sup>8</sup> Licensing laws and regulations require that all part-day programs provide at least a snack that includes two food groups, but do not require lunch or breakfast. Lunch and two snacks are required but breakfast is optional for all full-day programs.  
<sup>9</sup> These figures reflect state spending for preschool programs only and do not reflect spending for General Child Care programs.

# Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The Colorado Preschool and Kindergarten Program (CPKP) began in 1988 as a state effort to reduce school dropout rates. A number of different eligibility criteria are used for entry into CPKP. Three-year-olds must have at least three risk factors in order to participate, while 4-year-olds need only one. Risk factors that are used include eligibility for free or reduced-price lunch, low parental education levels, parental substance abuse, homelessness, or participation in the foster care system. State legislation permits 15 percent of the CPKP slots to be used to offer full-day kindergarten. During the 2006-2007 school year more than 2,000 children were served in the second half of their kindergarten day. Legislation also allows 5 percent of the slots to be used for full-day preschool programs. About 200 children were funded by CPKP to participate in full-day preschool programs during the 2006-2007 school year.

All state funding for CPKP is provided to public schools through Colorado's school finance funding formula. Public schools may offer services directly or subcontract with Head Start or community-based agencies. Prekindergarten programs may utilize additional funding sources, such as federal Head Start money, to supplement CPKP services, extend the program day, or to provide wrap-around care.

Starting with the 2006-2007 school year, CPKP sites began implementing and reporting outcomes on approved assessment systems identified in Results Matter. The development of Results Matter was initially funded through a federal grant. It involves collecting outcomes data for children from birth to age 5 in early childhood programs, to build a comprehensive system for reporting data for 30,000 children across a range of programs in Colorado. This project encourages programs to implement quality improvement strategies, such as using the ECERS, family outcomes surveys, NAEYC accreditation, or the Qualistar rating system. Another recent development in Colorado is the establishment of a new P-20 Education Coordinating Council. One of its areas of focus involves identifying options to expand, monitor and coordinate education of preschool through third grade students in the state.

The CPKP initiative is expected to grow during the upcoming years. Effective with the 2007-2008 school year, 2,000 new slots were approved to serve preschool- or kindergarten-age children. An additional 3,500-slot expansion has been authorized for the 2008-2009 school year. This is anticipated to be the largest expansion in CPKP history.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
22	11

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36*	29

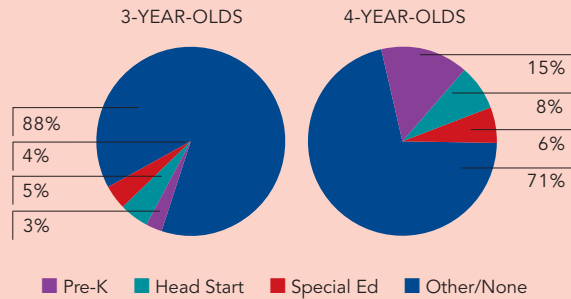
\* In previous Yearbooks, only state spending was ranked.

# COLORADO PRESCHOOL AND KINDERGARTEN PROGRAM

## ACCESS

Total state program enrollment.....	14,147 <sup>1</sup>
School districts that offer state program .....	95%
Income requirement.....	185% FPL <sup>2</sup>
Hours of operation .....	2.5 hours/day, 4 days/week <sup>3</sup>
Operating schedule .....	Academic year
Special education enrollment .....	1,138
Federally funded Head Start enrollment.....	8,948
State-funded Head Start enrollment .....	0

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



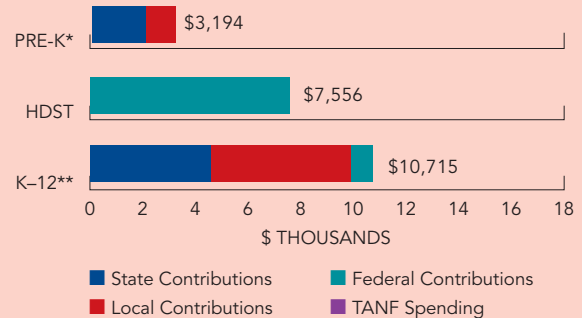
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET
Early learning standards .....	Not comprehensive <sup>4</sup>	Comprehensive	<input type="checkbox"/>	
Teacher degree .....	CDA <sup>5</sup>	BA	<input type="checkbox"/>	
Teacher specialized training .....	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree .....	None <sup>6</sup>	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service .....	15 clock hours <sup>7</sup>	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds .....	16 <sup>8</sup>			
4-year-olds .....	16 <sup>8</sup>			
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds .....	1:8			
4-year-olds .....	1:8			
Screening/referral.....	Health and developmental; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals .....	Depend on length of program day <sup>10</sup>	At least 1/day	<input type="checkbox"/>	
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

## RESOURCES

Total state pre-K spending .....	\$28,965,099 <sup>11</sup>
Local match required?.....	No
State spending per child enrolled.....	\$2,047
All reported spending per child enrolled* .....	\$3,194

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> This total includes 2,153 children served in the second half of their kindergarten day.

<sup>2</sup> Seventy percent of enrolled children qualified under income guidelines. Children may also qualify based on other risk factors.

<sup>3</sup> Programs must operate the equivalent of 2.5 hours per day, 4 days per week, though there is flexibility in the length of the program day. Five days per week are funded. Children attend 4 days per week, with the fifth day used for home visits, teacher planning time, completion of child assessments, or staff training.

<sup>4</sup> The Building Blocks to Colorado's Content Standards document has been revised and expanded. The updated standards were in place at the beginning of the 2007-2008 school year.

<sup>5</sup> Teachers must have coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education.

<sup>6</sup> Although there is no educational requirement, assistant teachers must meet Colorado Department of Human Services licensing requirements.

<sup>7</sup> The requirement was changed from 10 clock hours per year as of May 2007.

<sup>8</sup> The maximum class size increased from 15 to 16 for the 2006-2007 school year.

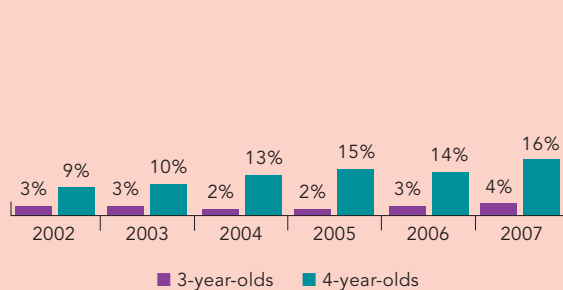
<sup>9</sup> Support services include one annual parent conference or home visit, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and information for referral to immunization and dental care.

<sup>10</sup> Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.

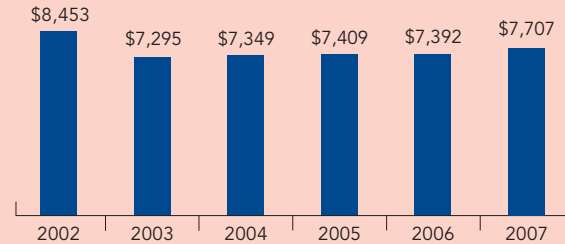
<sup>11</sup> These figures do not include a contribution of \$16,268,890 from local sources, which is required by the School Finance Formula.

# Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



**I**n 1997, Connecticut established the School Readiness program to improve access to prekindergarten. The program serves both 3- and 4-year-old children in priority school districts (any town with a priority school) and competitive districts (any town ranked in the bottom 50 towns in the state in town wealth). School Readiness funds are allocated by the state directly to priority districts, and through competitive grants to the competitive districts. In participating communities, the chief elected official and school superintendent establish a School Readiness Council to provide direction to the local programs. Head Start centers, public schools, and private child care centers can provide School Readiness services. Most School Readiness programs are required to offer full-day, full-year slots. However, programs are allowed to provide some part-day, part-year; extended-day; or school-day, school-year slots for families with varying scheduling needs. Enrollment in School Readiness is based on an income requirement: at least 60 percent of children enrolled in the program must have a family income at or below 75 percent of the state median income. With the exception of families providing foster care to the child or receiving TANF, all families pay a sliding scale fee for the School Readiness program.

In October 2006, Connecticut's Early Childhood Cabinet issued a report, "Ready by 5 & Fine by 9," recommending a birth-to-age-8 approach to early education and supporting access to high-quality programs for all 3- and 4-year-olds from low-income families. Connecticut plans to implement a Quality Rating and Improvement System for the 2007-2008 school year.

State funds are also used to supplement Head Start. These additional funds are used to provide additional part-day, full-day, and extended-day slots, as well as to support quality enhancements.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
18	9

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3*	2

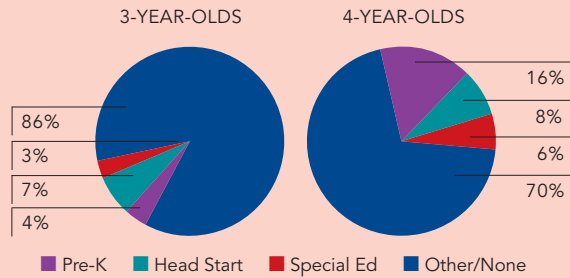
\* In previous Yearbooks, only state spending was ranked.

# CONNECTICUT SCHOOL READINESS

## ACCESS

Total state program enrollment.....	8,532 <sup>1</sup>
School districts that offer state program .....	35% (communities)
Income requirement.....	60% of children must be at or below 75% SMI <sup>2</sup>
Hours of operation .....	Determined by type of slot <sup>3</sup>
Operating schedule .....	Determined by type of slot <sup>3</sup>
Special education enrollment .....	3,893
Federally funded Head Start enrollment.....	6,246
State-funded Head Start enrollment .....	503 <sup>4</sup>

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA, or CDA + 12 credits in EC (public); <sup>5</sup> CDA + 12 credits in EC (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized.....	Cert. in EE w/ pre-K endorsement, or SpEd w/ pre-K-12 endorsement (public); <sup>5</sup> Meets CDA requirements (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	None <sup>6</sup> .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	12 clock hours <sup>7</sup> .....	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....20		
4-year-olds .....	.....20		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....1:10		
4-year-olds .....	.....1:10		
Screening/referral .....	Vision, hearing, health, dental; and support services .....	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Depend on length of program day <sup>9</sup> .....	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring .....	Site visits	<input checked="" type="checkbox"/>

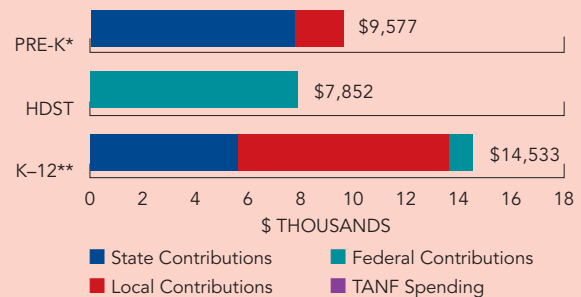
**TOTAL BENCHMARKS MET**

**6**

## RESOURCES

Total state pre-K spending .....	\$65,755,670
Local match required?.....	No
State Head Start spending .....	\$4,521,150
State spending per child enrolled.....	\$7,707
All reported spending per child enrolled* .....	\$9,577

SPENDING PER CHILD ENROLLED



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

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

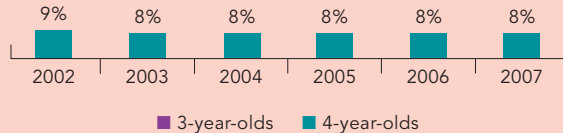
Data are for the '06-'07 school year, unless otherwise noted.

1 The state did not break enrollment into specific numbers of 3- or 4-year-olds, so all age breakdowns are estimates using averages from state programs that did have age counts.  
 2 Also, 60 percent of children served must be in need of full-day, full-year care.  
 3 There are four types of slots, including full-day (10 hours)/ full-year; school-day (7 hours)/ school-year; part-day (2.5 hours)/school-year ; and extended day (slots that extend the hours, days, and weeks of a non-School Readiness program to meet full-day, full-year requirements). All programs operate 5 days per week.  
 4 This figure is based on the federal PIR total of non-ACF-funded enrollment and the proportion of all enrollees who were age 3 or 4.  
 5 A certified teacher must be present at least 2.5 hours per day. For the rest of the day, teachers in public schools must meet the nonpublic school requirements of a CDA plus 12 credits in early childhood.  
 6 Assistant teachers must meet teacher requirements if acting in the capacity of lead teacher for part of the day. In full-day programs, assistant teachers generally act in a lead capacity for half of the program day and must meet the qualifications for lead teachers. There are no minimum degree requirements for assistant teachers who do not function as a lead teacher. However, during the

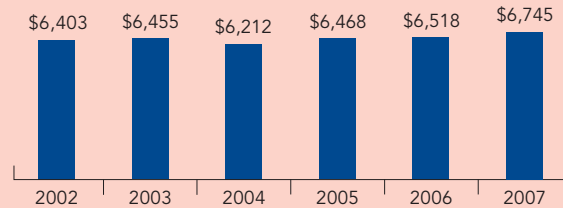
2006-2007 school year, they all had at least a high school diploma.  
 7 All School Readiness staff must complete 2 annual trainings in early childhood education or child development and 1 annual training in serving children with disabilities. They must also document training in emerging literacy, diversity in the classroom, the Preschool Curriculum Framework, the Preschool Assessment Framework, and licensing requirements for training in nutrition, safety, CPR, first aid, and health.  
 8 All children must have an annual well-child checkup by their health care provider. Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, mental health services for children, and ESL for parents.  
 9 Programs are required to serve one snack to children who attend less than 5 hours per day and one snack plus one meal to children in class for 5 to 9 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.

# Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



**D**elaware began the Early Childhood Assistance Program (ECAP), modeled after Head Start, in 1994. The goal of ECAP is to increase access to comprehensive early childhood services for Head Start-eligible 4-year-olds in the state. ECAP programs are required to follow federal Head Start Performance Standards. In addition to Head Start agencies, ECAP funds go to public schools and other private agencies. ECAP only serves 4-year-olds but other eligibility requirements are the same as the federal Head Start program. All ECAP participants must have risk factors or disabilities identified through local community assessments and 90 percent of enrolled children must come from families with an income below 100 percent of the federal poverty level.

Delaware is currently piloting a quality rating system for its early care and education programs. The state is also focusing on a pre-K professional development system that will be aligned with the state's K-12 professional development system. In 2003, Delaware began using the Delaware Early Learning Foundations, a mandatory curriculum framework for state-funded pre-K. It is aligned with K-12 performance indicators and standards and is currently being revised.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5*	10

\* In previous Yearbooks, only state spending was ranked.

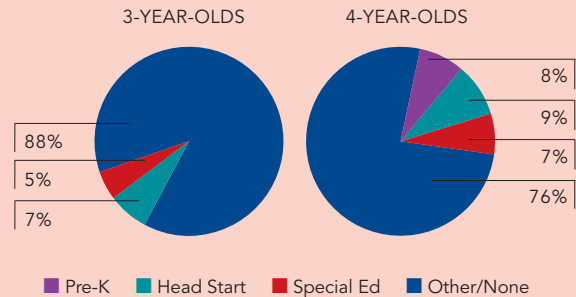


## DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

### ACCESS

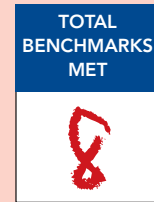
Total state program enrollment .....	843
School districts that offer state program ....	100% (counties)
Income requirement.....	90% of children must be below 100% FPL
Hours of operation .....	At least 3.5 hours/day, 5 days/week <sup>1</sup>
Operating schedule .....	Determined locally <sup>1</sup>
Special education enrollment .....	1,305
Federally funded Head Start enrollment.....	1,844
State-funded Head Start enrollment .....	843 <sup>2</sup>

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



### QUALITY STANDARDS CHECKLIST

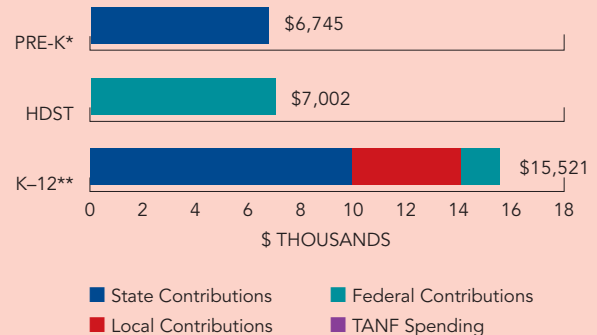
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	CDA <sup>3</sup> .....	BA	<input type="checkbox"/>
Teacher specialized training .....	Meets CDA requirements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



### RESOURCES

Total state pre-K spending .....	\$5,685,800
Local match required? .....	No
State Head Start spending.....	\$5,685,800 <sup>6</sup>
State spending per child enrolled.....	\$6,745
All reported spending per child enrolled* .....	\$6,745

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Half-day programs are funded to operate a minimum of 3.5 hours per day, and operate 4 hours per day on average. Most programs align with public school operating schedules.

<sup>2</sup> This number represents ECAP enrollment. All state-funded Head Start enrollment is through ECAP.

<sup>3</sup> Some school districts require a BA to be consistent with K-12 requirements. For these teachers (in public schools), Birth to Grade 2 certification, Birth to Grade 2 Special Education certification, or passing the Praxis II for special education can be used instead of a CDA.

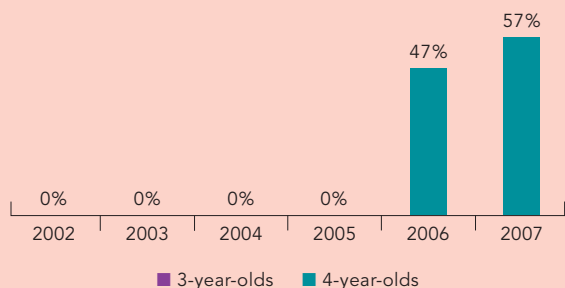
<sup>4</sup> This represents the requirement to meet state child care licensing standards. There is no specific ECAP requirement.

<sup>5</sup> Support services include 4 annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and medical and dental services.

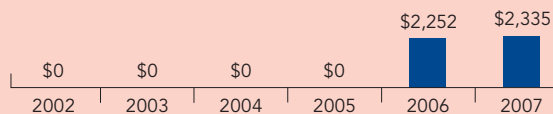
<sup>6</sup> ECAP is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

# Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2007 DOLLARS)



Florida's Voluntary Prekindergarten (VPK) Education program began in 2005, in response to a 2002 state constitutional amendment requiring universal availability of preschool programs for all 4-year-olds whose parents want them to attend. In its first year of operation, VPK was available across the entire state and served more than 100,000 children.

Participating local providers meeting the minimum requirements receive a fixed per-child amount of funding through early learning coalitions, which are the local administrators of the program. Services are offered in a variety of settings, including licensed child care centers, licensed family child care homes, accredited nonpublic schools, accredited faith-based providers, and public schools. Families may enroll children in any participating program with available space, and are required to choose between a school-year program totaling 540 instructional hours or a summer program totaling 300 instructional hours. There are some differences between the programs. The 540-hour program takes place during the school year and teachers are required to have a Child Development Associate (CDA) or equivalent credential. The 300-hour program occurs during the summer and teachers are required to hold at least a bachelor's degree.

During the 2006-2007 school year, the number of providers increased by 15 percent and the number of participating children increased by nearly 20,000. For the 2007-2008 school year, VPK will receive a 4.6 percent increase in the base student allocation.

Another Florida initiative, the School Readiness Program, started in 1999 and grew in 2001 when it incorporated two other state programs, the State Migrant Prekindergarten Program and the Prekindergarten Early Intervention Program. Through this initiative, early learning coalitions distribute federal and state dollars to support a broad range of early childhood programs and services. Data in this report focus only on the VPK program.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34*	38

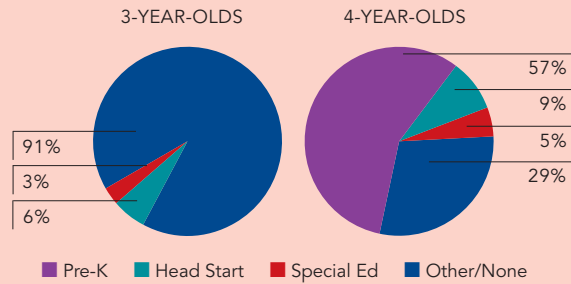
\* In previous Yearbooks, only state spending was ranked.

# FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

## ACCESS

Total state program enrollment.....	124,390 <sup>1</sup>
School districts that offer state program ....	100% (counties)
Income requirement .....	None
Hours of operation .....	Determined locally <sup>2</sup>
Operating schedule .....	Determined locally <sup>2</sup>
Special education enrollment .....	17,989
Federally funded Head Start enrollment.....	33,375
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA (summer); CDA or equivalent (academic year) <sup>3</sup>	BA	<input type="checkbox"/>
Teacher specialized training .....	See footnotes (summer); Meets CDA requirements (academic year) <sup>3</sup>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree .....	40 clock hours <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	None <sup>5</sup>	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	10 (summer); 18 (academic year)		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	1:10 <sup>6</sup>		
Screening/referral .....	Determined locally <sup>7</sup>	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals .....	Depend on length of program <sup>8</sup>	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

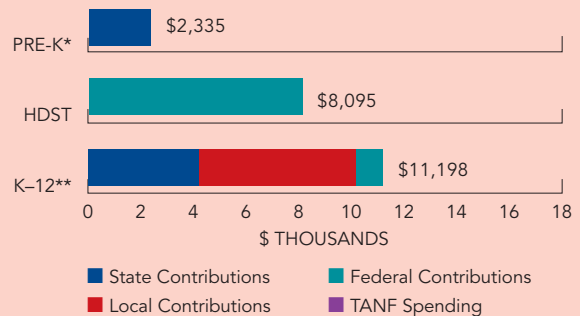
**TOTAL BENCHMARKS MET**

**4**

## RESOURCES

Total state pre-K spending.....	\$290,406,902
Local match required?.....	No
State spending per child enrolled.....	\$2,335
All reported spending per child enrolled* .....	\$2,335

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> The total may contain a duplicate count of children served if a child enrolled at more than one coalition during the course of the year (e.g., a child moving location).

<sup>2</sup> VPK programs may choose to operate a summer program, totaling at least 300 hours of service, or an academic year program, totaling at least 540 hours of service. The operating schedule and hours are determined locally, but the average number of hours per day for a 180-day, 540-hour program is 3 and the average number of hours per day for the 300-hour summer program is 7.5.

<sup>3</sup> Teacher qualification requirements are different for the summer and academic year programs. Teachers in the summer programs are required either to be certified teachers in any area (with preference given to early childhood coursework or experience) or to have a BA in early childhood, primary or preschool education, family and consumer science, or elementary education. Teachers in the academic year programs are required to have a CDA or equivalent and have completed a Department of Education course on emergent literacy.

<sup>4</sup> Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.

<sup>5</sup> There are no specified in-service requirements for teachers. However, teachers with a CDA must have 10 hours of in-service per year for CDA renewal, and certified teachers must have 120 hours of in-service every 5 years.

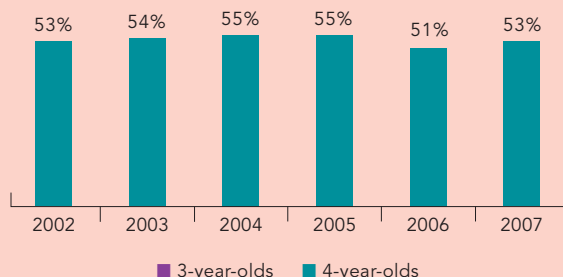
<sup>6</sup> Summer programs have a maximum class size of 10 with one teacher. Academic year programs have one teacher for classes of up to 10 students, and must have a second staff member in classes of 11 students up to the maximum of 18 students.

<sup>7</sup> Public school programs are required to provide vision, hearing, and health screenings and referrals as well. Requirements for screenings and referrals for private providers are determined locally. Some comprehensive support services are required but specific services are determined locally.

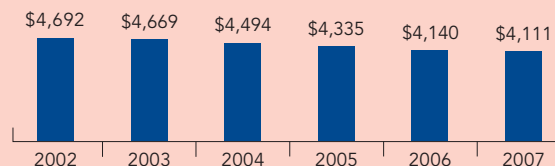
<sup>8</sup> Meals or snacks are required to meet the nutritional needs of children.

# Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



**I**n 1995, Georgia became the first state to offer a pre-K program universally available to all 4-year-olds. The program had previously operated for two years but had not been available to all 4-year-olds in the state. Georgia's Pre-K Program provides services through a variety of settings including public schools, Head Start programs, private child care centers, state colleges and universities, faith-based organizations, and military facilities. The Pre-K Program is funded through Georgia Lottery funds. Funding is determined by the number of students in the class, teacher credentials, and the program zone (metropolitan or non-metropolitan area).

All Georgia Pre-K programs, regardless of setting, must follow the Bright from the Start Pre-K Operating Guidelines. Instruction is guided by Georgia's Pre-K Content Standards. These are aligned with the Georgia Performance Standards for Kindergarten and the Georgia Early Learning Standards for birth through age 3. Adherence to quality standards is assured through on-site program monitoring.

The Georgia Pre-K Child Assessment Program is based on the Work Sampling System developed by Dr. Samuel J. Meisels. The assessment was implemented statewide during the 2006-2007 school year. Teachers have been trained to effectively use the pre-K assessment to document and inform parents of children's progress and to individualize instruction. A progress report was also developed to use along with the assessment program and is given out to parents twice a year.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15*	22

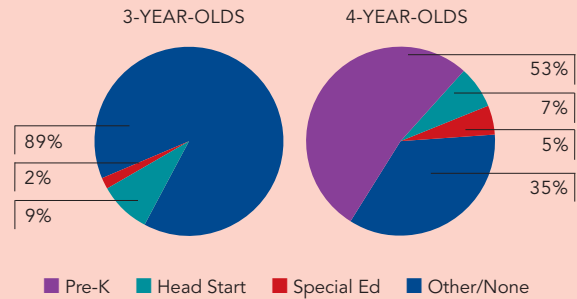
\* In previous Yearbooks, only state spending was ranked.

## GEORGIA PRE-K PROGRAM

### ACCESS

Total state program enrollment.....	75,299
School districts that offer state program ....	100% (counties)
Income requirement .....	None
Hours of operation .....	6.5 hours/day, 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	10,126
Federally funded Head Start enrollment.....	21,639
State-funded Head Start enrollment .....	0

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



### QUALITY STANDARDS CHECKLIST

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

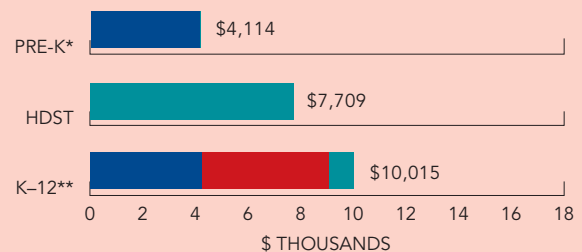
**TOTAL BENCHMARKS MET**

8

### RESOURCES

Total state pre-K spending .....	\$309,579,333
Local match required?.....	No
State spending per child enrolled.....	\$4,111
All reported spending per child enrolled* .....	\$4,114

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Local school systems typically require that Pre-K teachers be certified.

<sup>2</sup> Beginning in the 2009 program year, the minimum requirement for teacher assistants will be a CDA.

<sup>3</sup> Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, transition to kindergarten activities, and special education through the Department of Education.

<sup>4</sup> Snack requirements depend on the meal schedule used by each school. Breakfast is permissible.

# Hawaii

## NO PROGRAM

**D**uring the 2006-2007 school year, Hawaii did not have a state-funded preschool initiative meeting the criteria set forth in this report. However, the state does offer funding for initiatives that provide some support for early childhood education.

Since the early 1980s, the Preschool Open Doors Project has provided low-income parents with subsidy payments allowing them to purchase preschool for their 4-year-olds (or, in limited cases, 3-year-olds with special needs). Parents select their own program but the subsidy is delivered directly to the chosen provider. The Preschool Open Doors Project determines eligibility using the same income requirements as the child care subsidy program, but differs from that program in that it does not have a specific parent work requirement. Children are eligible if their family income is below 85 percent of the state median income. Until the 2006-2007 school year, income eligibility was reassessed on a monthly basis; beginning in 2006-2007, family income was reassessed every 6 months. Although this is a positive change, the Preschool Open Doors Project still does not necessarily offer continuous enrollment to children once they initially qualify. As a result, this initiative is best viewed as a type of support for working families rather than as a dedicated preschool educational program.

Hawaii started a separate initiative, the Pre-Plus Program, in 2002. The Pre-Plus Program supports construction of prekindergarten facilities at public school sites, but does not directly fund educational services for children. All 13 Pre-Plus facilities have been constructed and there are no additional funds available currently.

A third initiative, Junior Kindergarten, got its start during the 2006-2007 school year. Junior Kindergarten offers educational services for children who meet the state's kindergarten entry age but turn 5 later than July 31—making them younger than most children in the regular kindergarten program. Districts may also place children in Junior Kindergarten if the results of school assessments show that they are not developmentally ready for kindergarten, despite being age eligible. After completing a year of Junior Kindergarten, some children begin first grade and others attend a regular kindergarten class, depending on the child's readiness and individual program practices.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

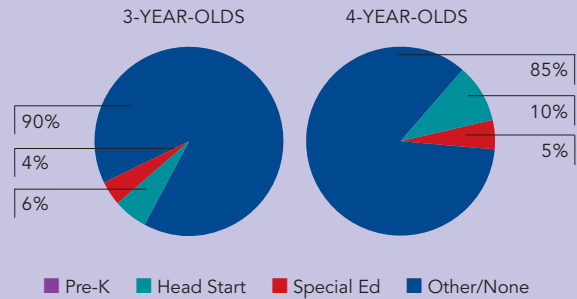
\* In previous Yearbooks, only state spending was ranked.



## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	1,523
Federally funded Head Start enrollment.....	2,653
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

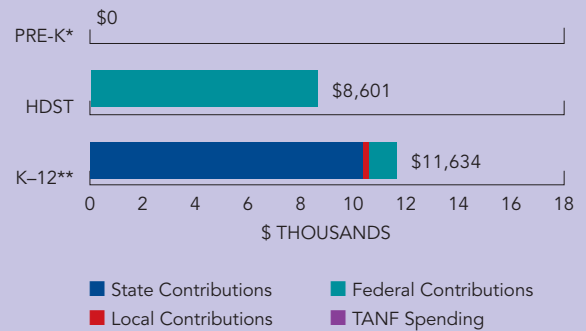
TOTAL BENCHMARKS MET

No Program

## RESOURCES

Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$548,716
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

# Idaho

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# NO PROGRAM

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

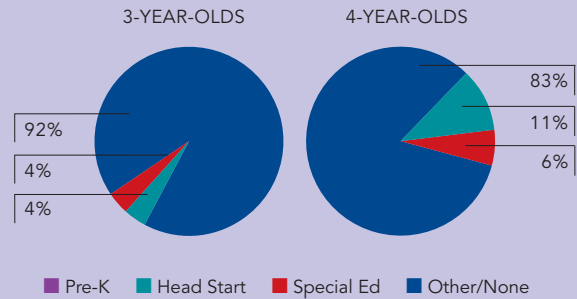
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

\* In previous Yearbooks, only state spending was ranked.

## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	2,289
Federally funded Head Start enrollment.....	3,098
State-funded Head Start enrollment .....	183 <sup>1</sup>

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



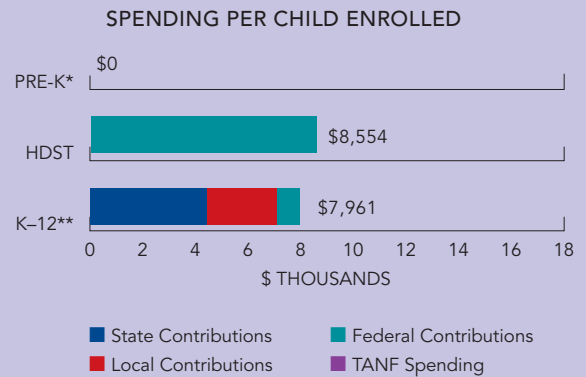
## QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

## RESOURCES

Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$1,500,000
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.

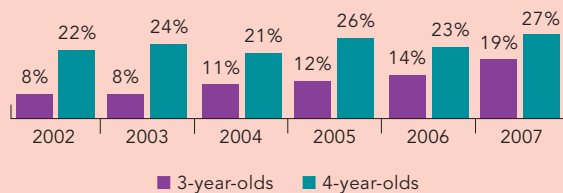
\*\*K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '06-'07 school year, unless otherwise noted.

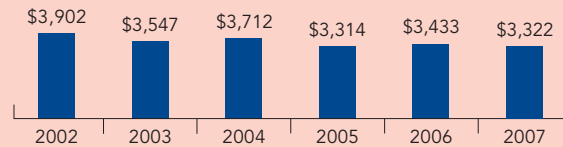
<sup>1</sup> Idaho was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Idaho who were 3 or 4 years old.

# Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Illinois' first preschool initiative began as the Prekindergarten Program for At-Risk Children in 1985, in response to calls for education reform in the state. Since 1998, funds for the program have been provided through the state's Early Childhood Block Grant (ECBG), which supports prekindergarten and provides parent training and coordinated services for at-risk infants and toddlers. At least 11 percent of the block grant must be used to serve children age 3 and under. A new preschool initiative, Preschool for All, was established in 2006 with the goal of offering access to preschool for all 3- and 4-year-olds in the state.

Preschool for All is available in all counties in Illinois. All public school districts and private providers are encouraged to apply for grants. During expansion, programs serving children at risk for school failure are the first priority for new funding, followed by programs serving families earning up to four times the federal poverty level. Individual programs determine criteria for at-risk status, based on needs identified by districts or agencies in their grant proposals. Among the types of risk factors considered by districts are developmental delay, low parental education, poverty, history of abuse, neglect, or family violence, and exposure to drug or alcohol abuse in the family.

The Fiscal Year 2007 budget included a \$45 million increase in state funding and provided 10,000 additional slots for 3- to 5-year-olds. Over the next five years, Preschool for All is expected to expand to serve all 3- and 4-year-olds in the state whose parents wish them to attend. When Preschool for All is fully funded, it is expected that a total of 190,000 children will be served annually.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	1

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22*	27

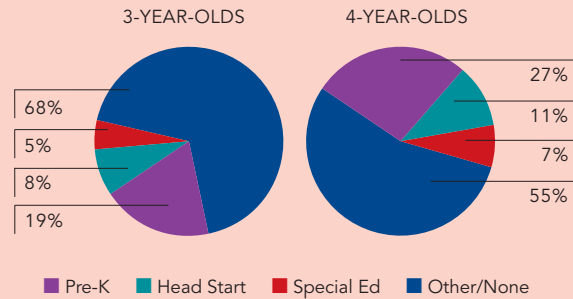
\* In previous Yearbooks, only state spending was ranked.

# ILLINOIS PRESCHOOL FOR ALL

## ACCESS

Total state program enrollment.....	85,186
School districts that offer state program.....	78% <sup>1</sup>
Income requirement .....	None <sup>2</sup>
Hours of operation .....	2.5 hours/day, 5 days/week <sup>3</sup>
Operating schedule .....	Academic year
Special education enrollment .....	21,431
Federally funded Head Start enrollment.....	33,749
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

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

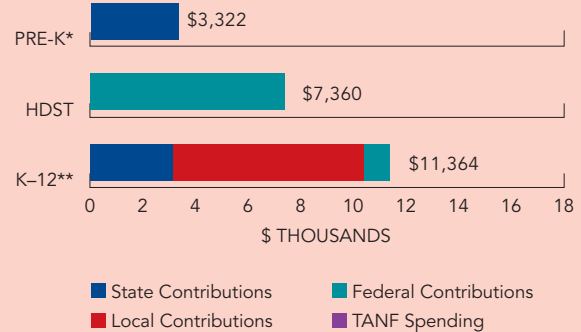
**TOTAL BENCHMARKS MET**

9

## RESOURCES

Total state pre-K spending .....	\$283,020,000 <sup>6</sup>
Local match required?.....	No
State spending per child enrolled.....	\$3,322
All reported spending per child enrolled* .....	\$3,322

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> In addition to 78% of districts, programs are offered in 91 nonpublic school entities throughout the state.

<sup>2</sup> Eligibility criteria are determined locally, but low-income status may be one of the risk factors considered.

<sup>3</sup> Some extended-day programs are located in child care centers.

<sup>4</sup> The early childhood certificate covers ages 3 through 8.

<sup>5</sup> Support services include education services or job training for parents, parenting support or training, parent involvement activities, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is locally determined.

<sup>6</sup> This figure is an estimate of Early Childhood Block Grant spending directed toward prekindergarten services. The total amount of the block grant was \$318,000,000.

# Indiana

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# NO PROGRAM

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

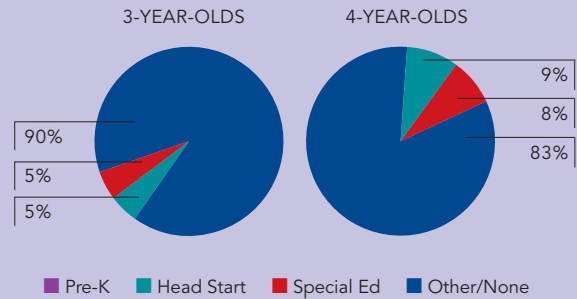
\* In previous Yearbooks, only state spending was ranked.



## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	10,911
Federally funded Head Start enrollment.....	11,333
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

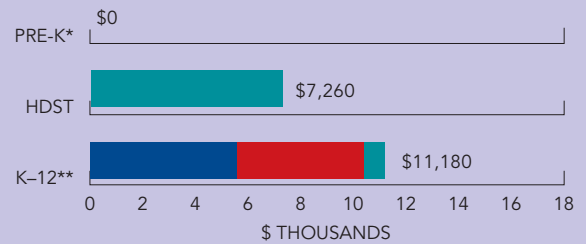
TOTAL BENCHMARKS MET

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

### SPENDING PER CHILD ENROLLED



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

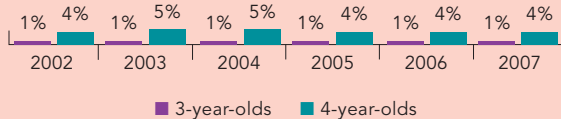
\*\*K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '06-'07 school year, unless otherwise noted.

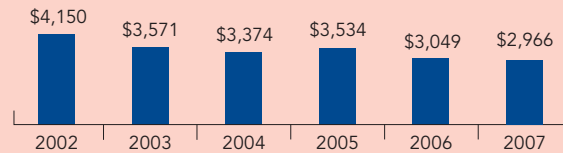
State Contributions      Federal Contributions  
Local Contributions      TANF Spending

# Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



In 1989, Iowa began offering the comprehensive *Shared Visions* prekindergarten initiative. *Shared Visions* serves 3-, 4-, and 5-year-olds in full- or part-day programs. Funds are distributed through a competitive grant process to public schools as well as Head Start and private agencies. Agencies that receive state funding may then choose to subcontract with public schools, Head Start, private agencies, or faith-based centers to offer services. Family income is the primary risk factor used to determine eligibility, and at least 80 percent of children in each classroom must be eligible to receive free lunch. Up to 20 percent of children in a classroom may be enrolled based on secondary eligibility requirements, including risk factors such as low birth weight, developmental delay, homelessness, or having a parent who has a substance abuse problem or is incarcerated. The services in *Shared Visions* classrooms are tailored to meet local needs—for example, each grantee determines operating schedules and how sliding payment scales will be used for children from over-income families. Beginning with the 2006-2007 program year, grantees were encouraged to use the new Iowa Early Learning Standards in their classrooms.

Historically from 1995 until 2007, funding for the *Shared Visions* initiative was flat, leading to service cuts or shorter program days for some grantees. Grantees have also needed to increase their use of local funds beyond the required 20 percent local match. However, Iowa deepened its commitment to state-funded preschool for fiscal year 2008. State funding levels for *Shared Visions* increased for the first time in more than a decade. Also, the state started an additional initiative for 4-year-olds known as the Statewide Voluntary Preschool Program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	17

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26*	3

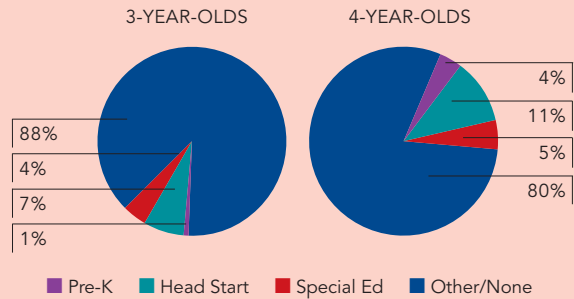
\* In previous Yearbooks, only state spending was ranked.

# IOWA SHARED VISIONS

## ACCESS

Total state program enrollment.....	2,293
School districts that offer state program .....	10% <sup>1</sup>
Income requirement.....	80% of children must be below 130% FPL
Hours of operation .....	Determined locally <sup>2</sup>
Operating schedule .....	Determined locally <sup>2</sup>
Special education enrollment .....	3,436
Federally funded Head Start enrollment.....	6,485
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

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

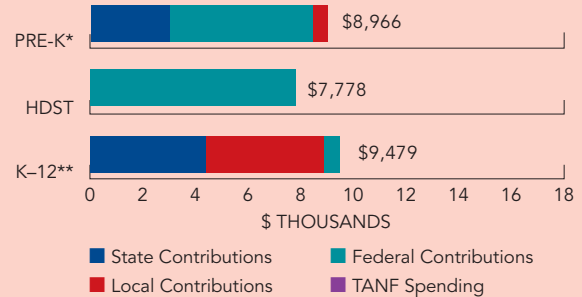
**TOTAL BENCHMARKS MET**

5

## RESOURCES

Total state pre-K spending.....	\$6,800,000
Local match required? .....	Yes, 20% of total grant amount <sup>9</sup>
State spending per child enrolled.....	\$2,966
All reported spending per child enrolled* .....	\$8,966

## SPENDING PER CHILD ENROLLED



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

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

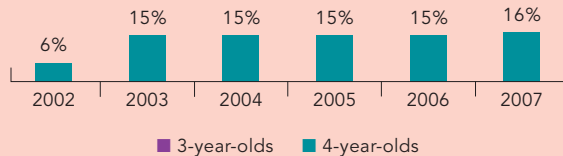
Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> In addition, 36 Shared Visions programs are offered by Head Start grantees, and 14 are offered in child care centers.  
<sup>2</sup> Programs operate an average of 4 hours per day, 4.5 days per week, and generally operate during the academic year.  
<sup>3</sup> The Iowa Early Learning Standards were finalized in November 2005, and were in use at the beginning of the 2006-2007 school year.  
<sup>4</sup> Required endorsements cover children from birth to age 5 or from birth to age 8.  
<sup>5</sup> Teachers employed in school district programs must renew their license every 5 years, including 6 credit hours of training. There is no specific requirement for the amount of in-service training for the remaining grantees, although most do provide at least 15 clock hours per year.  
<sup>6</sup> Although Shared Visions does not have specific requirements for screening and referral, applicants are required to address the types of screening and

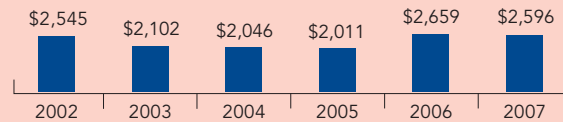
referral that will be provided. All Shared Visions programs provide screening and referral for vision, hearing, and health. The number of required parent conferences is not specified in state regulations. Additional support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, and referral to social services.  
<sup>7</sup> Applicants for Shared Visions funding are required through their grant applications to address meals and meet the requirements of NAEYC accreditation. The specific meals offered depend on the hours of operation, but are required by NAEYC criteria.  
<sup>8</sup> Monitoring information is collected through periodic program evaluation by an outside agency.  
<sup>9</sup> While the local match requirement is 20 percent, local contributions have exceeded the required amount in recent years.

# Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



**K**ansas' At-Risk Four-Year-Old Children Preschool Program, which operates exclusively in public schools, began in 1998. Children are eligible for the program if they are deemed at-risk and not eligible for Head Start or if they are eligible but not enrolled. Risk status is based on the following criteria: English Language Learner or migrant status, having a single parent, having a parent lacking a high school diploma or GED, free lunch eligibility, developmental or academic delay based upon validated assessment, or referral from the Social and Rehabilitative Services agency. The At-Risk Four-Year-Old Children Preschool Program is funded by state dollars. Each local School District receives a base allocation per child enrolled based upon the September 20th state count.

Kansas also serves children birth to age 3 and their families through a separate Parents as Teachers initiative. The various state agencies serving young children collaborate with each other by sharing space and resources and working together to develop core competencies for staff and programs as well as early learning standards.

During the 2006-2007 school year, Kansas began a small pilot of a prekindergarten program, serving 563 children in six counties. Kansas is training teachers on the state's new Early Learning Standards during the 2007-2008 school year.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29*	33

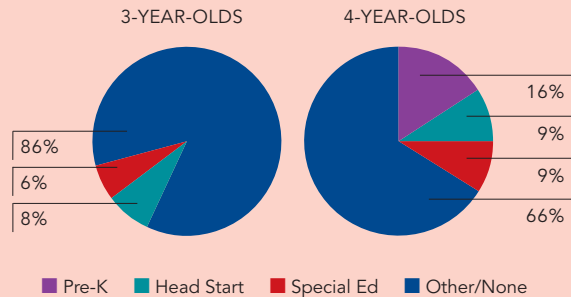
\* In previous Yearbooks, only state spending was ranked.

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

## ACCESS

Total state program enrollment.....	5,971
School districts that offer state program .....	53%
Income requirement.....	130% FPL <sup>1</sup>
Hours of operation .....	At least 2.5 hours/day, 4 or 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	5,602
Federally funded Head Start enrollment.....	6,624
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

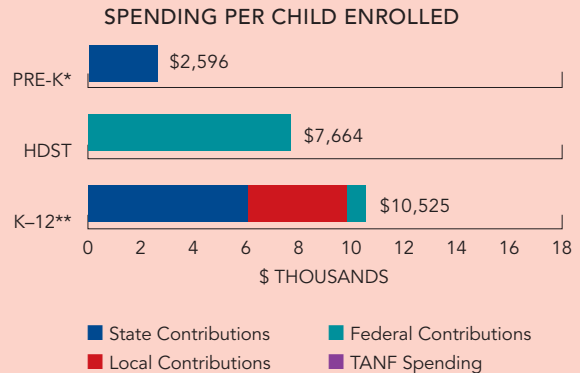
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	None <sup>2</sup>	Comprehensive	<input type="checkbox"/>
Teacher degree .....	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	EE teaching certificate <sup>3</sup>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree .....	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service .....	Amount not specified	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....		20 or lower	<input type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	No limit <sup>4</sup>		
Staff-child ratio .....		1:10 or better	<input type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	No limit <sup>4</sup>		
Screening/referral .....	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Snack	At least 1/day	<input type="checkbox"/>
Monitoring .....	Other monitoring	Site visits	<input type="checkbox"/>

**TOTAL BENCHMARKS MET**

3

## RESOURCES

Total state pre-K spending .....	\$15,500,000
Local match required?.....	No
State spending per child enrolled.....	\$2,596
All reported spending per child enrolled* .....	\$2,596

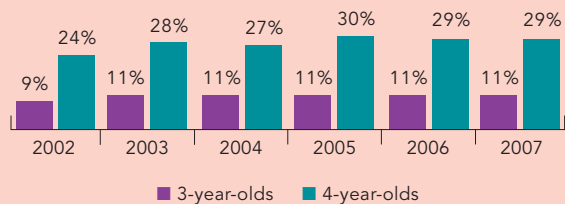


\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\*K-12 expenditures include capital spending as well as current operating expenditures.  
 Data are for the '06-'07 school year, unless otherwise noted.

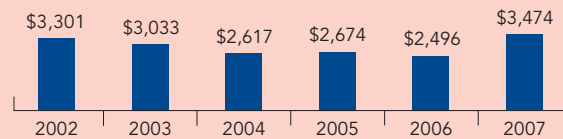
<sup>1</sup> Eligibility for free lunch is one of several risk factors used to determine eligibility for this program. Every child must have at least one risk factor.  
<sup>2</sup> The state has now adopted comprehensive early learning standards. Training on the Kansas Early Learning Standards is occurring during the 2007-2008 school year.  
<sup>3</sup> Early childhood certification is recommended.  
<sup>4</sup> A class size of 17-18 children and a staff-child ratio of 1:10 is recommended but not required.  
<sup>5</sup> Support services include two annual parent conferences or home visits, parenting support or training, referral to social services, and transition to kindergarten activities.

# Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The Kentucky Preschool Program was started in response to the Kentucky Education Reform Act of 1990. All of Kentucky's 4-year-olds from low-income families may participate, as well as all 3- and 4-year-olds who have disabilities. As in previous years, children who do not meet the eligibility requirements may also participate, although they are served using district funds or tuition rather than state funds. Effective with the 2006-2007 school year, the income eligibility criterion for the Kentucky Preschool Program was raised from 130 percent of the federal poverty level (FPL) to 150 percent of FPL, extending eligibility to more of the state's children.

Funding is provided to all school districts through a school funding formula. Local school districts may then contract with Head Start, private child care centers, and special education providers to offer services through the Kentucky Preschool Program. Kentucky increased its budget for state prekindergarten by \$23.5 million for the 2006-2007 school year, leading to notable increases in spending.

The Kentucky Department of Education has established a process to identify high-quality state-funded preschool classrooms, which are known as Classrooms of Excellence. This program was first implemented during the 2006-2007 school year. To qualify, preschool teachers must complete an application process that includes intensive self-study, early childhood certification, regional or national accreditation, and implementation of the early childhood standards.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19*	20

\* In previous Yearbooks, only state spending was ranked.

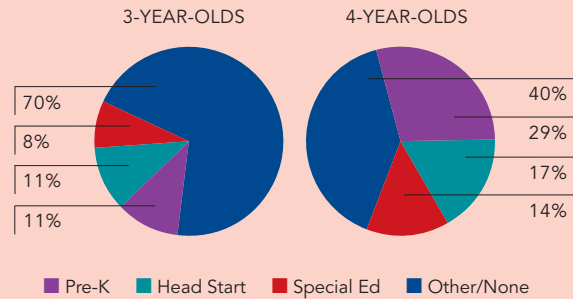


# KENTUCKY PRESCHOOL PROGRAM

## ACCESS

Total state program enrollment.....	21,623 <sup>1</sup>
School districts that offer state program .....	100%
Income requirement.....	150% FPL <sup>2</sup>
Hours of operation .....	2.5 hours/day + meal time, 4 or 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	12,165 <sup>3</sup>
Federally funded Head Start enrollment.....	14,856
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA <sup>4</sup> .....	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	Birth to primary (K) w/ general ed. and SpEd training	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	HSD .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	4 days/year (certified teachers); 18 clock hours/year (CDAs and AAs) <sup>4</sup>	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....20		
4-year-olds .....	.....20		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....1:10		
4-year-olds .....	.....1:10		
Screening/ referral and support services .....	Vision, hearing, health, and support services <sup>5</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Breakfast or lunch <sup>6</sup> .....	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Other monitoring .....	Site visits	<input type="checkbox"/>

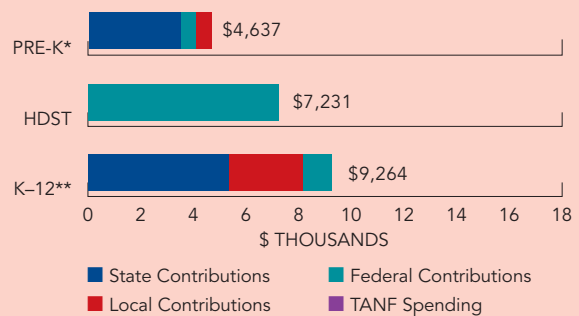
**TOTAL BENCHMARKS MET**

8

## RESOURCES

Total state pre-K spending.....	\$75,127,000
Local match required?.....	No
State spending per child enrolled.....	\$3,474
All reported spending per child enrolled* .....	\$4,637

SPENDING PER CHILD ENROLLED



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

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

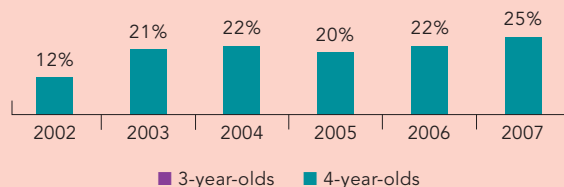
Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> This total includes a supplemental count of 1,146 3-year-olds who received preschool special education services after reaching their third birthday later than December 1. An additional 1,499 children who were not eligible for state funding were served using district funds or tuition; they are not counted here.  
<sup>2</sup> Effective with the 2006-2007 school year, the eligibility requirement was raised from 130 percent to 150 percent of poverty.  
<sup>3</sup> Because the state pre-K program is interrelated with the state special education program, it is not possible to provide a unique special education enrollment count for Kentucky. The estimates for special education enrollment include some children also counted in the totals for state pre-K.

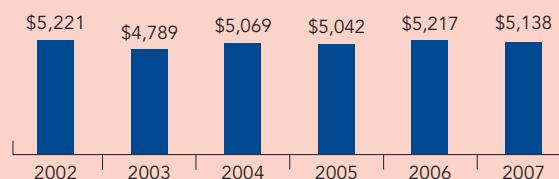
<sup>4</sup> Teachers hired as lead teachers before 2004-2005 could hold a CDA or AA in child development. These teachers have been allowed to remain in their current positions, but may not transfer to other districts.  
<sup>5</sup> Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and other services based on local need.  
<sup>6</sup> Programs with longer daily schedules may offer more than one meal.

# Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Louisiana has four state-funded preschool initiatives currently in operation. The first prekindergarten program offered in Louisiana was the Model Early Childhood program, started in 1988. After the state stopped making annual appropriations to the initiative in 1993, local school districts began providing prekindergarten for at-risk children using the 8(g) Student Enhancement Block Grant program. Children are eligible to participate if they are considered at risk of being “insufficiently ready for the regular school program,” and priority is given to children from low-income families. All school districts offer services to at-risk 4-year-olds through the 8(g) Student Enhancement Block Grant program.

Two other state prekindergarten initiatives, LA4 and Starting Points, are very similar and submit combined data for this report, although there are slight differences between them. Starting Points began in 1992 and funds a 6-hour program day. LA4 began in 2001, has a higher per-child funding level than Starting Points, and offers up to 4 hours of before- and after-school programming per day in addition to the 6 hours of regular instruction. Although Starting Points does not offer the additional wrap-around hours, some children enrolled in Starting Points may receive before- and after-school services supported by LA4. The programs are available in 52 out of 69 Louisiana school districts (plus one charter school) and are funded through state funds and TANF dollars to serve 4-year-olds who qualify for free or reduced-price lunch. Four-year-olds from higher-income families may also participate through local funding or by paying tuition. Services are provided by public or charter schools, although as the program expands, school districts may opt to contract with Head Start or private providers to offer various services.

Louisiana’s fourth prekindergarten initiative, the Nonpublic Schools Early Childhood Development Program (NSECD), was started in 2001. This program provides tuition reimbursements to parents who wish to send their 4-year-olds to state-approved private preschools. Approved programs must offer at least 6 hours of instruction and up to 4 hours of before- and after-school services per day. Participating families with incomes below 200 percent of the federal poverty level are eligible for NSECD reimbursement. In addition to the four initiatives profiled in this report, Louisiana used approximately \$25 million in Title I funding to support preschool services for more than 7,500 students.

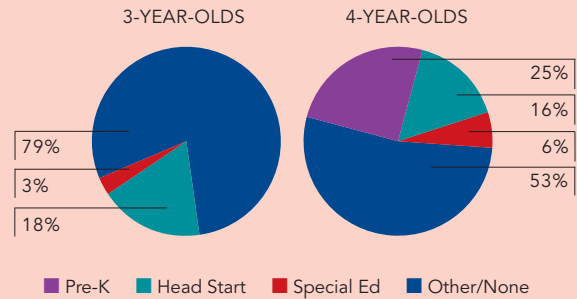
As a result of Hurricanes Katrina and Rita, major shifts in student populations have occurred across the state of Louisiana. Enrollment increased for the 2006-2007 program year in both the LA4 and Starting Points programs and NSECD, but enrollment in 8(g) dropped slightly.

In order to document the contributions Louisiana makes to prekindergarten through its four separate initiatives, we first present summary information reflecting the state’s overall commitment to prekindergarten. Enrollment and state spending for the 8(g), LA4, Starting Points, and NSECD programs are taken into account. Next, we present specific details about each initiative. The third page of this profile focuses exclusively on the 8(g) program; the fourth page focuses exclusively on the LA4 and Starting Points programs with differences between the two initiatives noted; and the final page focuses exclusively on the NSECD program.

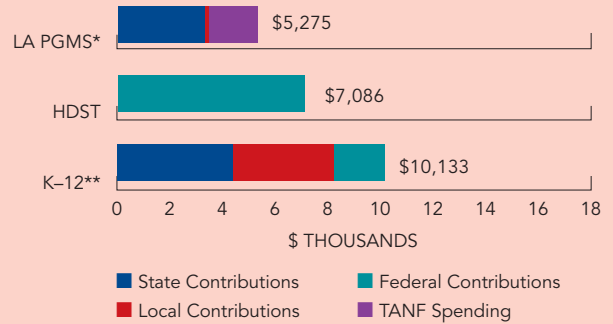
## STATE OVERVIEW

Total state program enrollment.....14,543  
 Total state spending .....\$74,719,738  
 State spending per child enrolled.....\$5,138  
 All reported spending per child enrolled .....\$5,275

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



### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8*	18

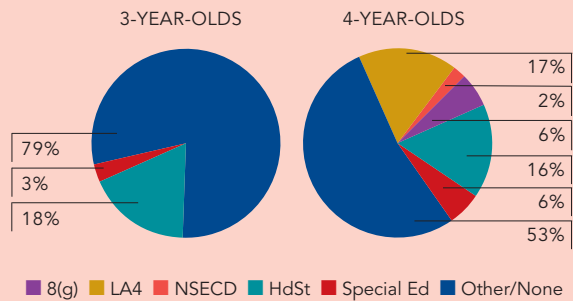
\* In previous Yearbooks, only state spending was ranked.

# LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

## ACCESS

Total state program enrollment.....	3,327
School districts that offer state program .....	100%
Income requirement .....	None <sup>1</sup>
Hours of operation.....	6 hours/day, 5 days/week <sup>2</sup>
Operating schedule .....	Academic year
Special education enrollment .....	5,348
Federally funded Head Start enrollment.....	20,344
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

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

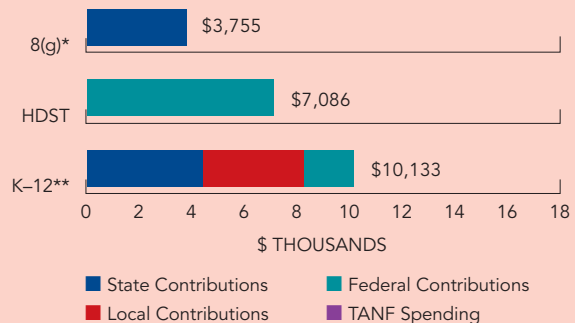
**TOTAL BENCHMARKS MET**

**7**

## RESOURCES

Total state pre-K spending.....	\$12,494,431
Local match required?.....	No
State spending per child enrolled.....	\$3,755
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.

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

Data are for the '06-'07 school year, unless otherwise noted.

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

<sup>2</sup> Programs must offer at least 63,720 minutes of instructional time per year. The 8(g) program funds a 6-hour instructional day, 5 days per week (the typical operating schedule), but not wrap-around/extended-day services. However, these services may be provided through other funding sources to children served in 8(g)-funded classrooms.

<sup>3</sup> Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, dental, and general physical health screening is determined at the local level. The 8(g) program follows the referral process and policies established by the state Board of Elementary and Secondary Education.

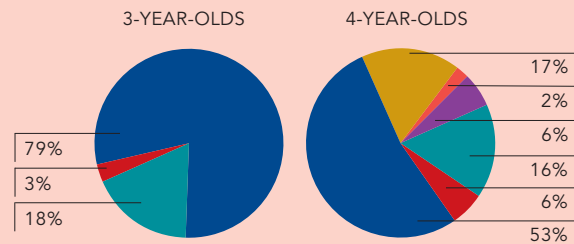
<sup>4</sup> Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is determined locally.

## LOUISIANA LA4 AND STARTING POINTS PROGRAMS

### ACCESS

Total state program enrollment.....	10,063 <sup>1</sup>
School districts that offer state program .....	75%
Income requirement.....	185% FPL
Hours of operation.....	6 hours/day, 5 days/week <sup>2</sup>
Operating schedule .....	Academic year
Special education enrollment .....	5,348
Federally funded Head Start enrollment.....	20,344
State-funded Head Start enrollment .....	0

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



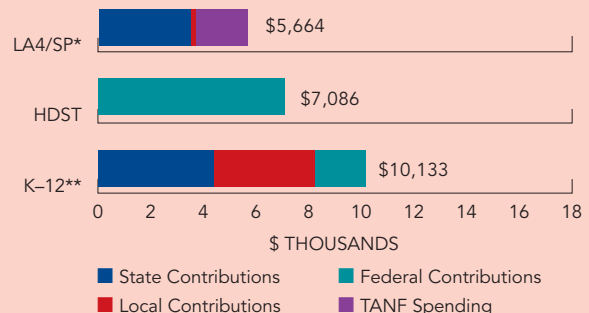
### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>TOTAL BENCHMARKS MET</b>  <span style="font-size: 2em; color: red;">8</span> </div>
Teacher degree .....	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized training .....	Certification in Nursery, K, Pre-K, Pre-K-3, Elementary, or Early Intervention <sup>3</sup>	Specializing in pre-K	<input type="checkbox"/>	
Assistant teacher degree .....	HSD	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service .....	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds .....	NA			
4-year-olds .....	20			
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds .....	NA			
4-year-olds .....	1:10			
Screening/referral and support services .....	Vision, hearing, health, developmental; and support services <sup>4</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals .....	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

### RESOURCES

Total state pre-K spending .....	\$55,000,000 <sup>5</sup>
Local match required?.....	No
State spending per child enrolled.....	\$5,466 <sup>6</sup>
All reported spending per child enrolled* .....	\$5,664

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> The state-funded enrollment total does not include children whose before- and after-school enrichment services were funded by LA4. The total also does not include 408 tuition-paying students from families with income above the income requirement and 429 students served through other funding sources.

<sup>2</sup> Most districts offer 5 days, however, a few districts operate a 4-day school week. School days are longer for these programs. LA4/Starting Points funds also support before- and after-school services.

<sup>3</sup> Accepted certifications include: Nursery, Kindergarten, Non-categorical Pre-K, Pre-K-3, or Early Intervention. Teachers may also qualify with any of the following: Elementary certificate and an Out-of-Field Authorization to Teach, a BA and a Temporary Employment Permit, or an Out-of-State Provisional Certificate.

Teachers qualifying under these conditions must be working toward obtaining a Louisiana teaching certificate specified in program requirements.

<sup>4</sup> Support services include two parent conferences, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and referral for mental health issues, child development knowledge, parenting skills, adult literacy and employment counseling.

<sup>5</sup> LA4 and Starting Points programs were supported by a total of \$35 million in state funds, as well as \$20 million in federal TANF funds that the state chose to direct toward prekindergarten.

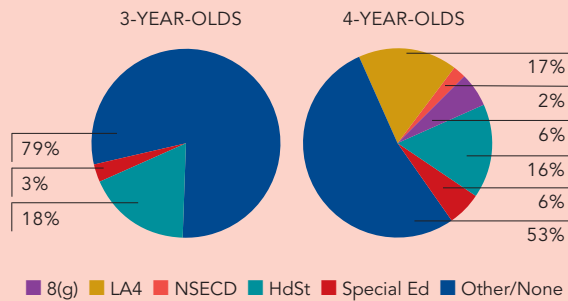
<sup>6</sup> This estimate includes both state and TANF funds.

# LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

## ACCESS

Total state program enrollment.....	1,153
School districts that offer state program .....	100% (parishes)
Income requirement.....	200% FPL
Hours of operation.....	10 hours/day, 5 days/week
Operating schedule .....	Academic year <sup>1</sup>
Special education enrollment .....	5,348
Federally funded Head Start enrollment.....	20,344
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

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

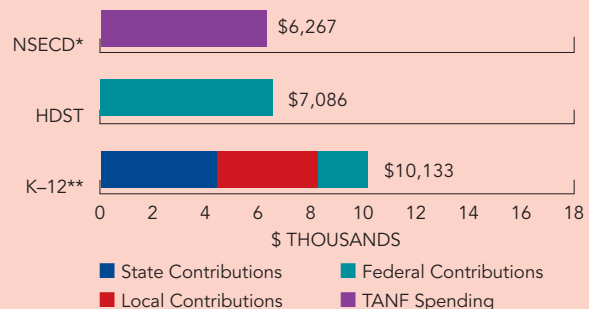
**TOTAL BENCHMARKS MET**

8

## RESOURCES

Total state pre-K spending.....	\$7,225,307 <sup>6</sup>
Local match required?.....	No
State spending per child enrolled.....	\$6,267 <sup>7</sup>
All reported spending per child enrolled* .....	\$6,267

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> There is also an optional summer program when the budget permits.

<sup>2</sup> Accepted certifications include: Pre-K-3, Early Intervention, Nursery, Kindergarten, Non-categorical Pre-K, or Elementary Education. However, effective with the 2005-2006 program year, teachers who do not hold early childhood-level certification must enroll in courses required to add the Pre-K-3 or Early Interventionist certification, and must also participate in a 3-day training in early childhood. Teachers must be enrolled by January 2007 and incumbent teachers must complete their early childhood certification within 3 years. New teachers must complete the certification within 3 years of their hire date.

<sup>3</sup> Assistant teachers must be working toward and enrolled in a CDA program or associate degree level early childhood education program. New hires have two years to complete a CDA or AA in ECE. Current teachers have until 2009 to

meet this requirement. By 2007, only assistant teachers with at least a CDA will be hired.

<sup>4</sup> Vision and hearing screening and referral are a component of the services offered directly by the NSECD program. In addition, all NSECD participants are offered health screening and referral through KidMed, a service of the state's Medicaid agency. Dental screening and referrals are determined locally.

<sup>5</sup> Support services include two parent conferences, parenting support and training, parent involvement activities, health services for children, referral to social services, transition to kindergarten activities, and educational field trips.

<sup>6</sup> This funding total consists of federal TANF funds that the state has chosen to direct toward prekindergarten. There are no additional state funds.

<sup>7</sup> This estimate is based on the state's use of federal TANF funds.

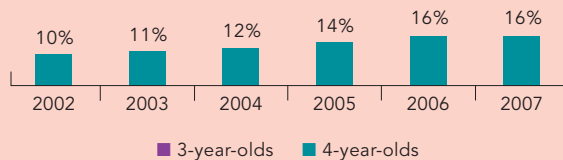




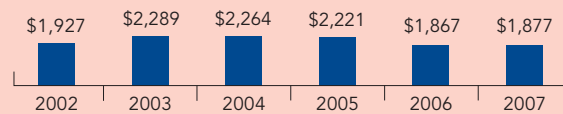


# Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The Two-Year Kindergarten initiative was created in 1983 to support early childhood programs for 4-year-olds by providing reimbursement to districts. School districts volunteering to provide such programs obtain approval from the Department of Education and work with local providers in the planning process. Districts are eligible to receive a full per-pupil subsidy when a minimum of 10 hours a week of programming is offered. In 2005-2006, Maine began providing an additional “weighted” subsidy to supplement the regular per-pupil allocation for grades K-2, including programs for 4-year-olds. Effective with the 2007-2008 school year, the Two-Year Kindergarten Program is now called Public Preschool.

Thirty percent of the state’s school districts have chosen to offer programs, and the state Department of Education is actively encouraging more districts to offer prekindergarten services for 4-year-olds. While the majority of prekindergarten programs operate in public schools, districts can form partnerships with Head Start and contract with private child care centers or family child care homes to provide services. Fifty-seven percent of new programs opened in 2006-2007 were partnership programs with a community agency, most often a local Head Start program.

In addition to providing funds for the Two-Year Kindergarten Program, Maine also provided \$3,781,282 as a supplement to the federal Head Start program during fiscal year 2007.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37*	24

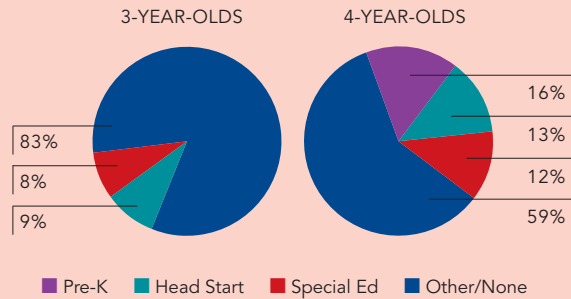
\* In previous Yearbooks, only state spending was ranked.

# MAINE TWO-YEAR KINDERGARTEN PROGRAM

## ACCESS

Total state program enrollment.....	2,263
School districts that offer state program.....	31%
Income requirement .....	None
Hours of operation.....	Determined locally <sup>1</sup>
Operating schedule .....	Academic year <sup>1</sup>
Special education enrollment .....	2,667
Federally funded Head Start enrollment.....	3,043
State-funded Head Start enrollment .....	416 <sup>2</sup>

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	EC or elem. certification <sup>3</sup>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree.....	Ed Tech II (30 credit hours)	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service.....	90 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	No limit		
Staff-child ratio .....		1:10 or better	<input type="checkbox"/>
3-year-olds.....	NA		
4-year-olds .....	1:15		
Screening/referral .....	Vision, hearing, and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals.....	None <sup>5</sup>	At least 1/day	<input type="checkbox"/>
Monitoring .....	Other monitoring	Site visits	<input type="checkbox"/>

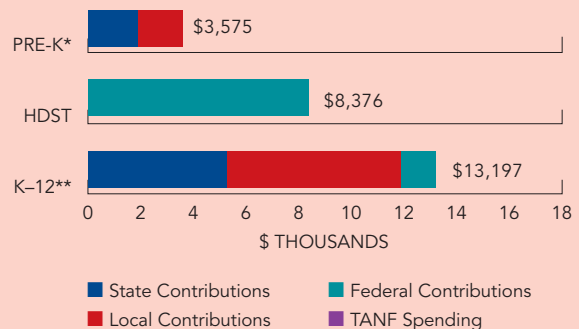
**TOTAL BENCHMARKS MET**

**4**

## RESOURCES

Total state pre-K spending.....	\$4,247,915 <sup>6</sup>
Local match required? .....	Yes, tied to school funding formula
State Head Start spending.....	\$3,781,282
State spending per child enrolled.....	\$1,877
All reported spending per child enrolled* .....	\$3,575

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Programs must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula. Some districts provide a full school day program, some provide a part-day program, and some offer the program within a longer child care day. Programs operating within a child care setting may offer services on a year-round basis.

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

<sup>3</sup> Beginning with the 2007-2008 school year, teachers must have the state's new Birth-Five endorsement.

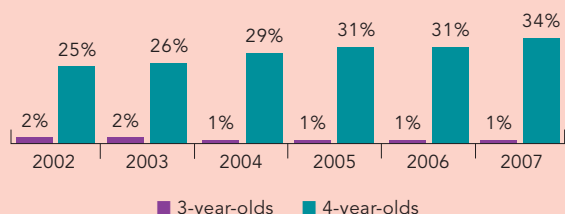
<sup>4</sup> The number of annual parent conferences or home visits is determined locally. Programs are required to provide some comprehensive services, but specific services are determined locally.

<sup>5</sup> While not required, most programs offer a snack and others offer either breakfast or lunch. Programs that partner with Head Start must follow Head Start requirements for meals.

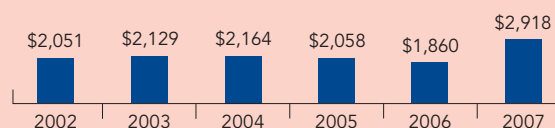
<sup>6</sup> In addition to Two-Year Kindergarten program funding, a total of \$22,093,119 in weighted funds were available for pre-K through grade 2, including a state share of \$11,599,943. It is not possible to estimate the amount used to serve 4-year-olds.

# Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Since 1979, Maryland has been providing preschool for at-risk 4-year-olds. Initially a pilot program in Baltimore, the Prekindergarten Program eventually expanded to a full state initiative. As a result of the 2002 Bridge to Excellence in Public Schools Act, the program is undergoing a phased-in expansion that aims to serve all eligible 4-year-old applicants by the 2007-2008 school year. Currently, services are provided to 4-year-olds who are from families with economically disadvantaged backgrounds. Once all children meeting those criteria are enrolled, districts may also enroll other children who exhibit a lack of readiness in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, or physical development and health.

All school districts in Maryland receive funding, and although districts may subcontract with Head Start and private child care centers, few districts currently do. The state expects to make greater use of settings outside of public schools as the program expands. As a result of the expansion, the state has significantly increased funding to districts in order to meet the goal of serving all 4-year-olds from economically disadvantaged backgrounds by 2007-2008.

Maryland also uses state funds to supplement Head Start, providing extended-year and extended-day services as well as quality improvement. The state funds another initiative, the Judith P. Hoyer Early Care and Education Enhancement Program, to support comprehensive early childhood centers that are based in or linked to schools. Also, the state has implemented a 5-Year Action Plan to improve school readiness for all children entering kindergarten.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27*	13

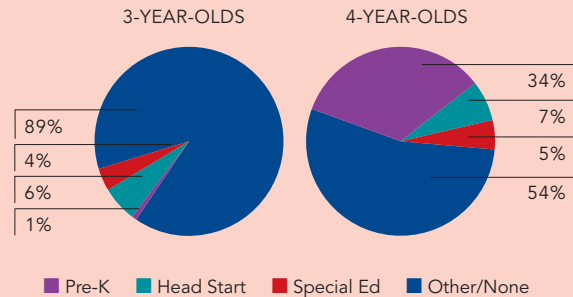
\* In previous Yearbooks, only state spending was ranked.

# MARYLAND PREKINDERGARTEN PROGRAM

## ACCESS

Total state program enrollment.....	25,674 <sup>1</sup>
School districts that offer state program.....	100%
Income requirement.....	185% FPL
Hours of operation .....	2.5 hours/day (part-day) or 6.5 hours/day (full-day); 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	6,865
Federally funded Head Start enrollment.....	9,382
State-funded Head Start enrollment.....	Not available

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA .....	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	Certification in N-3, or -8 .....	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	HSD .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	6 credit hours/5 years .....	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	NA <sup>2</sup>		
4-year-olds .....	20		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	NA <sup>2</sup>		
4-year-olds .....	1:10		
Screening/ referral and support services .....	Vision, hearing, health, immunization, lead screening, and support services <sup>3</sup> .....	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Depend on length of program day <sup>4</sup> .....	At least 1/day	<input type="checkbox"/>
Monitoring .....	Determined locally <sup>5</sup> .....	Site visits	<input type="checkbox"/>

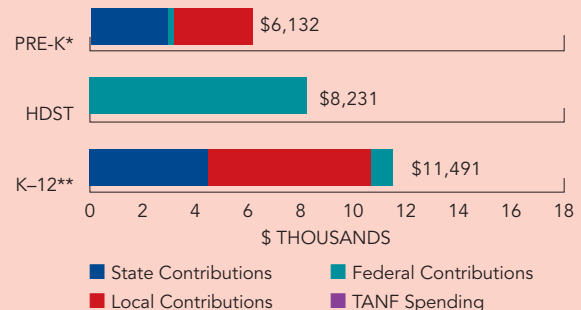
**TOTAL BENCHMARKS MET**

7

## RESOURCES

Total state pre-K spending.....	\$74,910,729 <sup>6</sup>
Local match required?.....	No
State Head Start spending.....	\$3,000,000
State spending per child enrolled.....	\$2,918
All reported spending per child enrolled* .....	\$6,132

### SPENDING PER CHILD ENROLLED



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

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

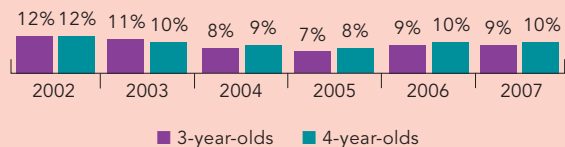
Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> The enrollment total includes 3- and 4-year-olds participating in the Judith P. Hoyer Early Care and Education Enhancement Program.  
<sup>2</sup> By policy, 3-year-olds are not eligible, but state child care regulations require a maximum class size of 24 and a staff to child ratio of 1:10.  
<sup>3</sup> Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children enrolled. Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities (as specified by NCLB), health services for children, transition to kindergarten activities, and other locally determined services.

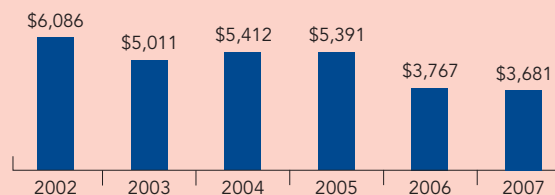
<sup>4</sup> Children in full-day programs are offered breakfast and lunch. In half-day programs, meal requirements are determined locally.  
<sup>5</sup> Local boards of Education are accountable for meeting standards, reviewing all programs and records, and providing annual updates regarding prekindergarten for their comprehensive Master Plans. The Maryland state Department of Education reviews and approves programmatic strategies for improving prekindergarten and providing program support in terms of professional development and technical assistance.  
<sup>6</sup> The mandate to provide services also requires local spending as necessary to serve enrolled children.

# Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Since its inception in July 2006, the Massachusetts Department of Early Education and Care (EEC) has focused on quality, access, and affordability of prekindergarten. With the creation of EEC, Massachusetts changed the name of its existing prekindergarten initiative from Community Partnerships for Children (CPC) to Preschool Direct and added the Universal Pre-Kindergarten initiative. The CPC initiative was established by the Massachusetts School Improvement Act of 1985 and by 1996 its focus was on serving 3- and 4-year-old children with working parents. The Preschool Direct program continues to use state funds to expand and coordinate preschool services, distributing funds to local preschool providers that demonstrate compliance with the Early Childhood Program Standards and the Guidelines for Preschool Learning Experiences. Agencies eligible to receive funding include private child care centers, public school prekindergarten programs, Head Start agencies, and family child care homes.

The 2006-2007 school year was the first year of operation for Massachusetts' Universal Pre-Kindergarten (UPK) initiative, which promotes school readiness and positive outcomes for children. The program was supported by \$4.6 million in state funds awarded in grants to 130 private child care centers, public school prekindergarten programs, Head Start agencies, and family child care providers across 63 cities/towns in the state. More than \$1 million was distributed as planning grants. Programs that receive UPK funding must operate or provide access to full-day, full-year services, follow specific standards for child assessment, and use the Early Childhood Program Standards and the Guidelines for Preschool Learning Experiences. During the 2007-2008 school year, Massachusetts plans to increase spending on UPK to \$7.1 million and will begin an evaluation of the program.

Children ages 2 years, 9 months are eligible to participate in Preschool Direct and UPK until they reach the locally determined kindergarten eligibility age. Preschool Direct serves children from families with incomes up to 100 percent of the state median income (SMI) with a priority for children from families at or below 50 percent of SMI. There is a sliding scale fee for Preschool Direct and most families do pay some tuition. However, children in legal custody of grandparents or other adult guardians, in foster care, who are homeless, or have other risk factors are exempt from these fees. All children are eligible for UPK funding at participating programs, but additional funding is provided for children from families with incomes at or below 85 percent of the state median income.

Massachusetts also supplements federal funding for Head Start as a separate initiative. This profile focuses on Preschool Direct and UPK, which are reported together because both programs have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
25	6

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16*	23

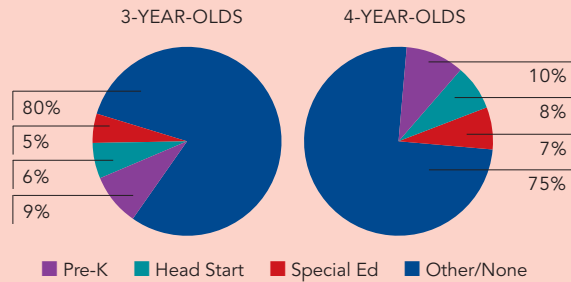
\* In previous Yearbooks, only state spending was ranked.

# MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK) AND PRESCHOOL DIRECT ACCESS

## ACCESS

Total state program enrollment.....	17,882
School districts that offer state program .....	96% (towns)
Income .....	100% SMI with priority at or below requirement 50% SMI (Preschool Direct); none (UPK) <sup>1</sup>
Hours of operation.....	Determined locally <sup>2</sup>
Operating schedule.....	Determined locally <sup>2</sup>
Special education enrollment .....	9,405
Federally funded Head Start enrollment.....	10,816
State-funded Head Start enrollment .....	221

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



## QUALITY STANDARDS CHECKLIST

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

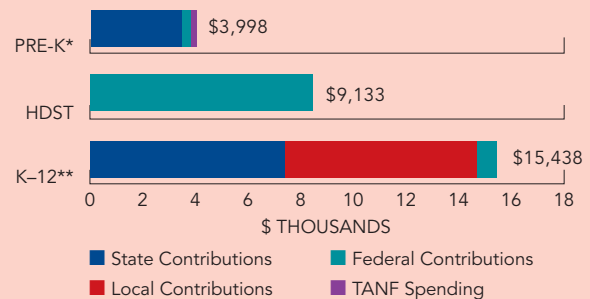
**TOTAL BENCHMARKS MET**

**6**

## RESOURCES

Total state pre-K spending .....	\$65,816,375 <sup>8</sup>
Local match required?.....	No
State Head Start spending .....	\$8,500,000
State spending per child enrolled.....	\$3,681
All reported spending per child enrolled* .....	\$3,998

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Preschool Direct grants provide funding for children up to 100 percent of SMI under certain circumstances, with priority for children at or below 50 percent of SMI. UPK quality grants provide funding for all children enrolled, with additional funding for children in families with incomes at or below 85 percent SMI.

<sup>2</sup> Preschool Direct programs operate 2.5 to 10 hours per day, 2 to 5 days per week, 9 to 12 months per year, depending on families' needs and preferences. At least one-third of children served statewide must be served in full-day, full-year programs. UPK quality grantees are required to provide or facilitate access to full-day and full-year programs.

<sup>3</sup> Nonpublic school teachers must be certified by the Department of Early Education and Care. Teachers must either be 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development. Family child care providers receiving funding through the Preschool Direct program must have or acquire a CDA, AA, BA or NAFCC accreditation. Nonpublic teachers in Preschool Direct-funded classrooms must hold an AA degree by 2010 and a BA by 2017. All classrooms funded through the UPK quality program must have at least one BA teacher or be accredited by NAEYC or NAFCC (with CDA substitute for NAFCC accreditation). Public schools participating in both the UPK and Preschool Direct programs require teachers to have a BA degree.

<sup>4</sup> Assistant teachers in nonpublic settings must complete a 3-credit child development course and be at least 18 years old. A CDA may be substituted for these requirements.

<sup>5</sup> In addition to the class size requirement, the proportion of children with IEPs must be less than 50 percent. In classes larger than 15, no more than 5 children may have an IEP.

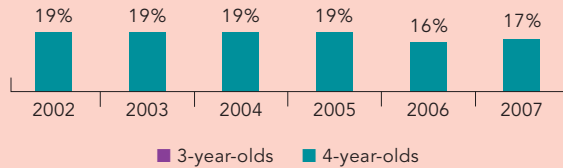
<sup>6</sup> All LEAs are required to provide screenings under "child find" and evaluations upon referral for all 3-, 4-, and 5-year-olds. Required support services include two annual parent conferences or home visits, and additional support services are determined locally.

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

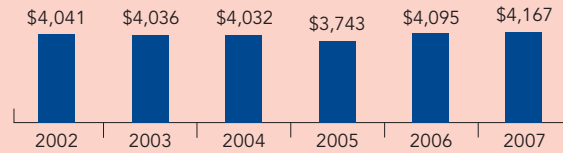
<sup>8</sup> This figure includes \$4,631,237 in TANF funds.

# Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Michigan began offering prekindergarten services to at-risk 4-year-olds in 1985, through the Michigan School Readiness Program (MSRP). At least half of the children served by MSRP must come from families with an income under 250 percent of the federal poverty level. This cutoff increased in 2005-2006 from 185 percent. Children who meet the income requirement must also have at least one of 24 other risk factors for educational disadvantage. Children who do not meet the income requirement must have at least two of these risk factors. Public schools receive funding based on a school funding formula that calculates the level of need in the district. Head Start agencies, private child care centers, and mental health and social service agencies are awarded funding through competitive grants. School districts receiving funding may subcontract with other providers. Since the 2003-2004 program year, public school districts have been allowed to use some MSRP funding for parent involvement and education programs. During the 2006-2007 school year, more children were served in full-day programs, which decreased the total number of children that could have been served given the level of funding.

Efforts to integrate Michigan's system of early childhood and related family services have led to the creation of the new Early Childhood Investment Corporation (ECIC). The goal of ECIC is to establish standards and guidelines for early childhood development activities, thereby promoting a statewide high-quality system. There is a proposal to triple funding for MSRP and another proposal to allocate funds for programs for children from before birth through age 3. This increase in funding would also allow Michigan to tie the reimbursement rate for pre-K to that of K-12 so that funding for pre-K will increase as funding for K-12 increases.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14*	21

\* In previous Yearbooks, only state spending was ranked.

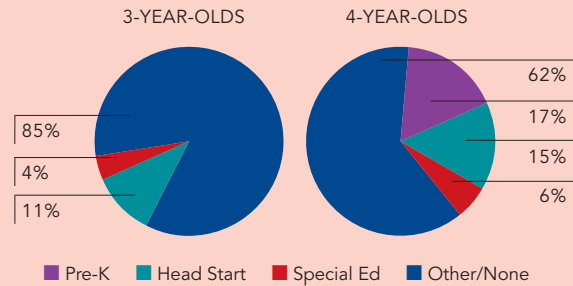


# MICHIGAN SCHOOL READINESS PROGRAM

## ACCESS

Total state program enrollment.....	21,801 <sup>1</sup>
School districts that offer state program.....	81%
Income requirement.....	50% of children must be below 250% FPL
Hours of operation .....	At least 2.5 hours/day (half-day), 6-7 hours/day (full-day), 4 days/week
Operating schedule .....	At least 30 weeks/year
Special education enrollment .....	13,349
Federally funded Head Start enrollment.....	33,233
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA <sup>2</sup> .....	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	EE certification + ECE endorsement (public); EE certification + either ECE endorsement or CDA, or BA in CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	CDA or equivalent <sup>3</sup> .....	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service .....	12 clock hours/year <sup>4</sup> .....	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....	20 or lower	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	18		
Staff-child ratio .....	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	1:8 <sup>5</sup>		
Screening/referral .....	Support services only <sup>6</sup> .....	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals .....	Snack <sup>7</sup> .....	At least 1/day	<input type="checkbox"/>
Monitoring .....	Other monitoring <sup>8</sup> .....	Site visits	<input type="checkbox"/>

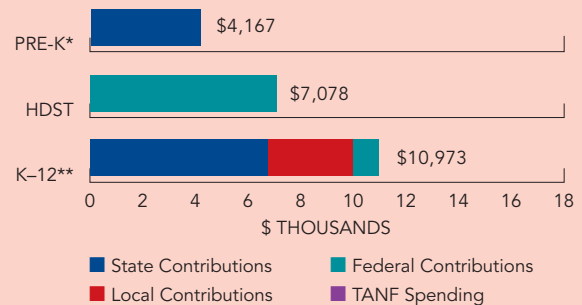
**TOTAL BENCHMARKS MET**

**6**

## RESOURCES

Total state pre-K spending.....	\$90,850,000
Local match required? .....	Yes <sup>9</sup>
State spending per child enrolled.....	\$4,167
All reported spending per child enrolled* .....	\$4,167

SPENDING PER CHILD ENROLLED



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

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

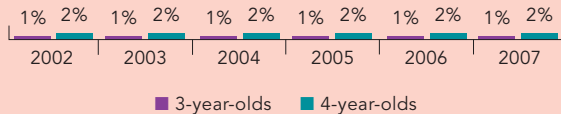
Data are for the '06-'07 school year, unless otherwise noted.

1 This total includes 3,896 children served in full-day programs, who use 2 half-day slots.  
 2 The minimum teacher degree requirement in nonpublic settings changed from an AA plus a CDA for 2004-2005 to a BA in 2005-2006. Programs that cannot find a person who meets these requirements are considered out of compliance and must file a plan to meet the requirement.  
 3 An associate's degree in early childhood education/child development or training equivalent to a CDA and approved by the State Board of Education is also permissible. Programs that cannot find a person who meets these requirements can hire someone out of compliance who has at least one course in child development and plans to complete the requirements within 2 years.  
 4 All classroom staff must have 12 clock hours of in-service professional development per year, not including CPR, first aid, and blood pathogen training. Certified teachers need 60 hours of professional development every five years to renew their certificates.  
 5 A qualified teacher and associate teacher must be present in classes of 9-16 children. If more than 16 children are in a class, a third adult must be present.

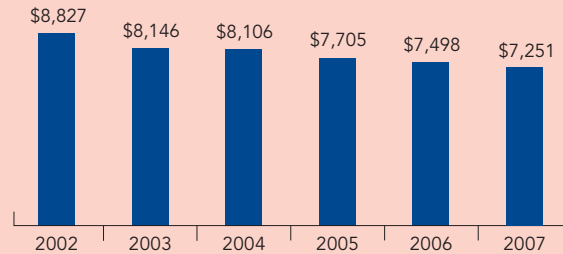
6 Programs must make referrals but are not required to conduct screenings. Programs must have a medical form on file for each child regarding vision, hearing, general health, and dental screenings. Support services include four parent conferences or home visits, parent involvement activities, referral to social services, and transition to kindergarten activities.  
 7 Part-day programs must provide at least a snack. They are encouraged to provide breakfast or lunch in lieu of or in addition to a snack, and must extend the day to 3 hours if providing a full meal. School-day programs must provide lunch and two snacks or breakfast, lunch, and one snack.  
 8 The MSRP office protocol includes site visits to programs, but the visits are not written into state policy requirements. State administrators estimate that site visits occur for competitive grantee agencies once during each 3-year funding cycle. Site visits for school district programs are more limited.  
 9 There is not a monetary local match, but programs are not allowed to charge for space and local funds must be used for that.

# Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Children from birth to age 5 in Minnesota are served by the federal Head Start and Early Head Start programs receiving supplemental state funding. Agencies currently receiving Head Start grants are eligible for this funding and may partner with other agencies such as private child care centers, family child care homes, and public schools. Programs using these state funds are required to follow the federal Head Start Performance Standards, and training and technical assistance is available to program staff on use of the Early Childhood Indicators of Progress, the state's early learning standards.

Another state initiative, the School Readiness Program, is offered through school districts, subcontracted charter schools and community-based organizations. The services provided promote kindergarten readiness, but specific services are determined locally. Programs are required to assess children's cognitive skills upon entering and leaving the program, provide research-based program content, ensure that appropriate screenings and referrals occur, involve parents, and coordinate with other local programs. The School Readiness Program is not the focus of data in this profile because program enrollment and funding data for center-based preschool education services are not tracked at the state level.

New initiatives in Minnesota for the 2007-2008 program year will provide additional services for families and children. A mixture of public and private funding will provide low-income families the opportunity to purchase high-quality early care and education services for their 3- and 4-year-old children.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
37	19

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4*	6

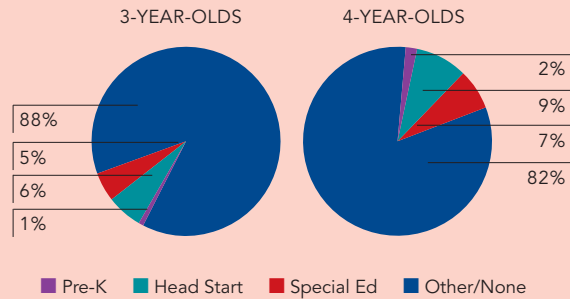
\* In previous Yearbooks, only state spending was ranked.

# MINNESOTA HEAD START

## ACCESS

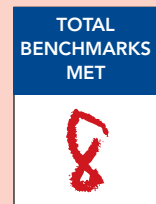
Total state program enrollment.....	2,634 <sup>1</sup>
School districts that offer state program.....	100% (counties)
Income requirement .....	90% of children must be at or below 100% FPL or receiving TANF
Hours of operation .....	At least 3.5 hours/day, 4 days/week <sup>2</sup>
Operating schedule .....	At least 32 weeks/year <sup>2</sup>
Special education enrollment .....	8,212
Federally funded Head Start enrollment.....	9,815
State-funded Head Start enrollment.....	2,109 <sup>3</sup>

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



## QUALITY STANDARDS CHECKLIST

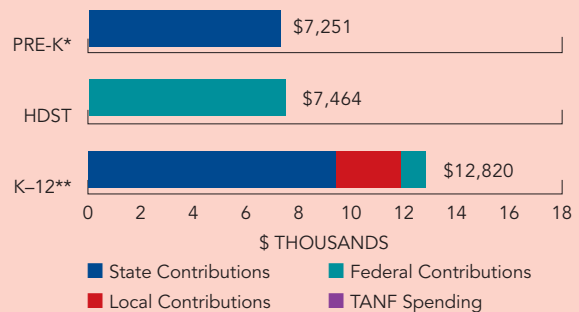
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	CDA or AA <sup>4</sup> .....	BA	<input type="checkbox"/>
Teacher specialized training .....	Meets CDA requirements .....	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	Meets child care regs. <sup>5</sup> .....	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service .....	1.5% or 2% of total work hours <sup>6</sup> .....	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....	17	
4-year-olds .....	.....	20	
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....	2:17	
4-year-olds .....	.....	1:10	
Screening/referral .....	Vision, hearing, health, developmental, dental; and support services <sup>7</sup> .....	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	Lunch and/or breakfast <sup>8</sup> .....	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Site visits and other monitoring .....	Site visits	<input checked="" type="checkbox"/>



## RESOURCES

Total state pre-K spending.....	\$19,100,000 <sup>9</sup>
Local match required?.....	No
State Head Start spending.....	\$19,100,000 <sup>9</sup>
State spending per child enrolled.....	\$7,251
All reported spending per child enrolled* .....	\$7,251

## SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> This is the number of funded slots and includes an estimated 390 children under age 3 and an estimated 135 5-year-olds.  
<sup>2</sup> Schedules are determined locally but must be in compliance with federal Head Start regulations. Programs must operate at least 3.5 hours per day, 4 days per week, and 32 weeks per year.  
<sup>3</sup> This is an estimate of the total number of 3- and 4-year-olds served in state-funded Head Start.  
<sup>4</sup> Programs must comply with the Head Start Act, which requires that at least 50 percent of all Head Start teachers nationwide in center-based programs have at least an AA in a field related to early childhood education with experience teaching preschoolers. The majority of teachers employed in Minnesota Head Start programs have at least an AA and a certificate/licensure/endorsement for preschool education.  
<sup>5</sup> Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as a high school diploma, 12 quarter units in early childhood or a related field, and 2,080 hours of experience.

<sup>6</sup> Non-degreed staff are required to complete 2% of their total working hours for in-service training, and degreed staff are required to complete 1.5% of total working hours for in-service training.  
<sup>7</sup> Programs are also required to provide screenings and referrals for nutrition, social emotional and behavioral issues. Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.  
<sup>8</sup> Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs, and full-day programs to provide one-half to two-thirds of daily nutritional needs.  
<sup>9</sup> This spending total represents the state appropriation for fiscal year 2007, as final spending figures were not yet available.

# Mississippi

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# NO PROGRAM

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

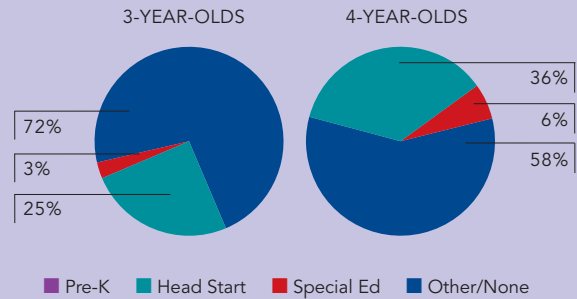
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

\* In previous Yearbooks, only state spending was ranked.

## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	3,779
Federally funded Head Start enrollment.....	24,587
State-funded Head Start enrollment .....	0

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



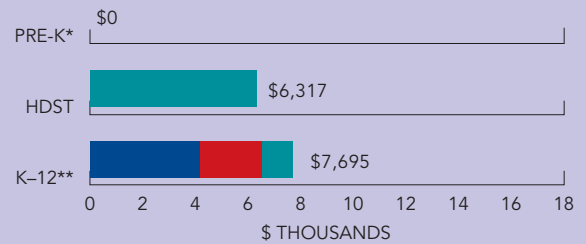
## QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET  
**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

### SPENDING PER CHILD ENROLLED



■ State Contributions    ■ Federal Contributions  
■ Local Contributions    ■ TANF Spending

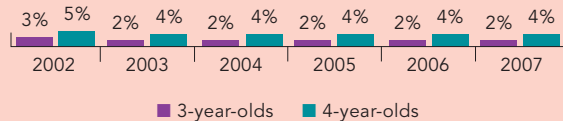
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

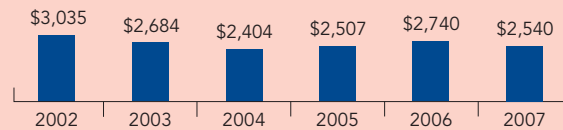
Data are for the '06-'07 school year, unless otherwise noted.

# Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The Missouri Preschool Project (MPP) serves 3- and 4-year-olds in programs operating in public schools, private child care centers, and nonprofit agencies. Since 1998, funds have been provided from gaming revenues through the Early Childhood Development Education and Care Fund. A competitive grant process is used to award funds, and programs serving children with special needs or from low-income families are prioritized for grant awards. Local programs develop sliding payment scales, based on criteria such as free or reduced-price lunch eligibility, with the goal of providing access to all families, regardless of income.

New teachers hired after July 1, 2005 must have a bachelor's degree and specialization in early childhood, regardless of setting. In order to receive funding after fiscal year 2006, new grantees must also meet this requirement for their teachers. In addition, grantees are required to set aside at least 10 percent of their MPP funding to provide professional development opportunities for teachers working for other licensed programs within the same community.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	13

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31*	35

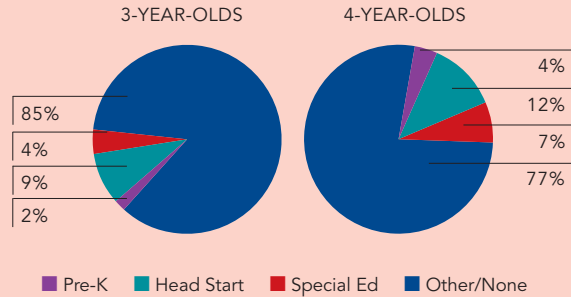
\* In previous Yearbooks, only state spending was ranked.

# MISSOURI PRESCHOOL PROJECT

## ACCESS

Total state program enrollment.....	4,972
School districts that offer state program .....	34%
Income requirement .....	None <sup>1</sup>
Hours of operation .....	3 hours/day (half-day), 6.5 hours/day (full-day); 5 days/week <sup>2</sup>
Operating schedule .....	Determined locally <sup>2</sup>
Special education enrollment .....	8,604
Federally funded Head Start enrollment.....	15,335
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA .....	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	EC or ECSE certification in birth-grade 3, or 4-year CD degree .....	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	HSD + voc. cert. in ECE .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	22 clock hours .....	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....	20	
4-year-olds .....	.....	20	
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....	1:10	
4-year-olds .....	.....	1:10	
Screening/referral and support services .....	Support services only <sup>3</sup> .....	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals .....	Depend on length of program day <sup>4</sup> .....	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring <sup>5</sup> .....	Site visits	<input checked="" type="checkbox"/>

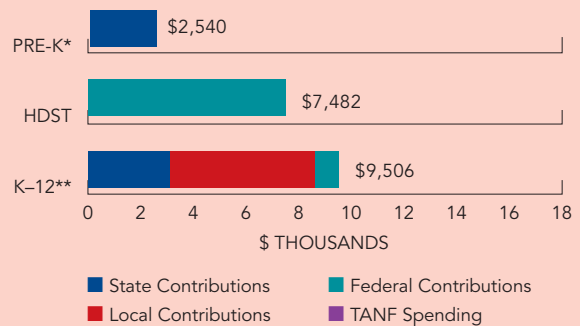
**TOTAL BENCHMARKS MET**

7

## RESOURCES

Total state pre-K spending.....	\$12,631,001
Local match required?.....	No
State spending per child enrolled.....	\$2,540
All reported spending per child enrolled* .....	\$2,540

### SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\*K-12 expenditures include capital spending as well as current operating expenditures.  
 Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.  
<sup>2</sup> Programs apply as either a full-day or half-day program. Programs operate on a school year or full year calendar.  
<sup>3</sup> Support services include parent involvement activities and transition to kindergarten activities.  
<sup>4</sup> Child care licensing requires full-day programs to offer lunch and two snacks and half-day programs to offer morning or afternoon snacks.  
<sup>5</sup> Annual site visits are provided by consultants employed by the state.



# Montana

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# NO PROGRAM

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

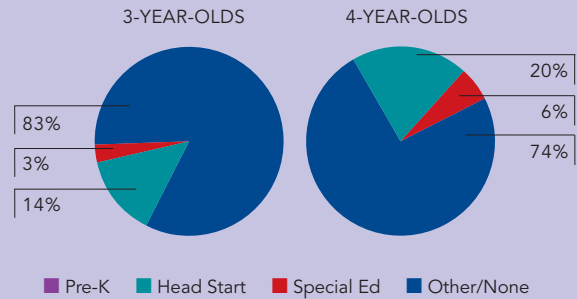
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

\* In previous Yearbooks, only state spending was ranked.

## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	1,029
Federally funded Head Start enrollment.....	3,879
State-funded Head Start enrollment .....	0

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

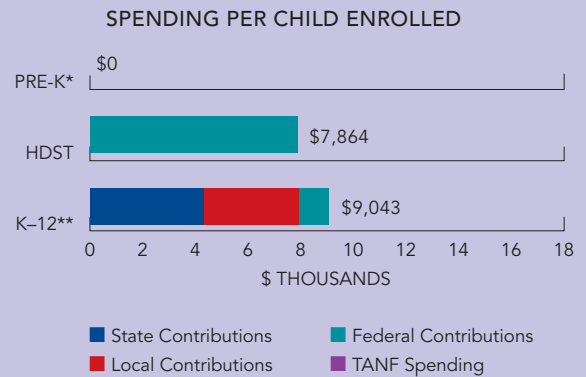


## QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET  
**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



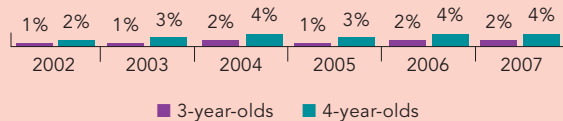
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

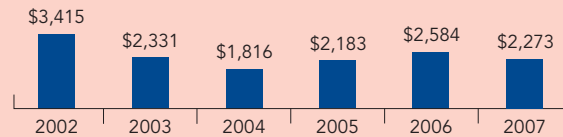
Data are for the '06-'07 school year, unless otherwise noted.

# Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Nebraska's Early Childhood Grant Program began as a pilot program in 1992 and was expanded through legislation in 2001. The program serves mostly 3- and 4-year-old children, although children may be enrolled as early as 6 weeks of age. Funding is provided directly to public schools and educational service units, but services are also offered through partnerships in settings such as private child care centers, family resource centers, and Head Start agencies. Collaborative funding efforts are required by the state, and all grantees must cover at least half of their program costs using other federal, state or local sources.

At least 70 percent of each program's funding must be used to serve children meeting at least one of four criteria set by the state. These priority areas are: children eligible for free or reduced-price lunch, English Language Learners, children born prematurely or with low birth weight, and children of teen parents who have not completed high school. A sliding payment scale is used for children who do not meet these risk factors.

Nebraska passed legislation in 2005 allowing 4-year-olds in approved school-based prekindergarten programs to be included in the K-12 state aid formula. As a result, \$1.7 million was available in new or expansion grants for the 2006-2007 program year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	15

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35*	9

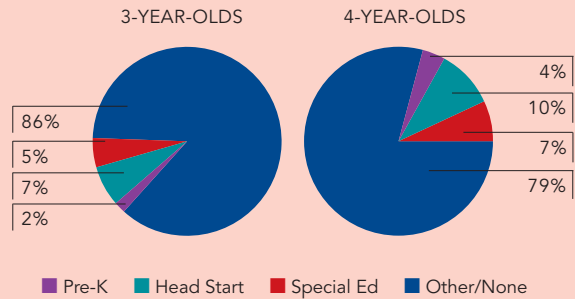
\* In previous Yearbooks, only state spending was ranked.

# NEBRASKA EARLY CHILDHOOD EDUCATION GRANT PROGRAM

## ACCESS

Total state program enrollment.....	1,618 <sup>1</sup>
School districts that offer state program .....	15% <sup>2</sup>
Income requirement.....	185% FPL
Hours of operation .....	Determined locally <sup>3</sup>
Operating schedule .....	Academic year
Special education enrollment .....	2,937
Federally funded Head Start enrollment.....	4,361
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

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

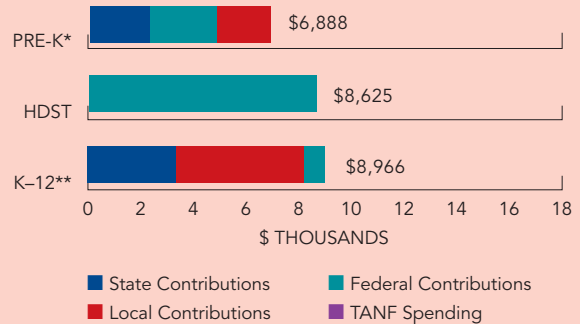
**TOTAL BENCHMARKS MET**

**8**

## RESOURCES

Total state pre-K spending .....	\$3,677,596
Local match required? .....	Yes, 50% of total funding
State spending per child enrolled.....	\$2,273
All reported spending per child enrolled* .....	\$6,888

SPENDING PER CHILD ENROLLED

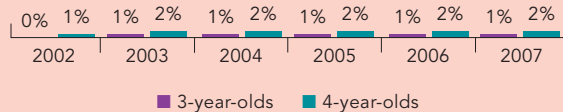


\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\*K-12 expenditures include capital spending as well as current operating expenditures.  
 Data are for the '06-'07 school year, unless otherwise noted.

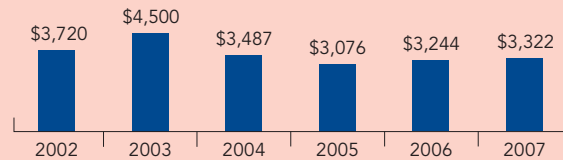
<sup>1</sup> This total includes 145 children younger than age 3.  
<sup>2</sup> The number of districts offering the state program has not changed, but due to redistricting, the total number of districts in the state decreased from 460 to 254. This caused an increase in the reported percentage of districts offering the program.  
<sup>3</sup> Part-day programs are required to operate a minimum of 3.5 hours per day, 4 days per week. Full-day programs operate a minimum of 6 hours per day, but most full-day programs operate 10 hours per day and 5 days per week.  
<sup>4</sup> Support services include two parent conferences and two home visits, parenting support or training, parent involvement activities, transition to kindergarten activities, and referrals for other services based on need. Vision, hearing, health, developmental, and dental screenings and referrals are determined locally.

# Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Nevada's Early Childhood Education Comprehensive Plan (ECE) began in 2002, providing funds to start new center-based prekindergarten programs and expand programs that already existed. Beginning in 2003, quality standards from the ECE program were also applied to the Classroom on Wheels (COW) initiative, through which buses refurbished as preschool classrooms make stops at sites across the state. COW had started as a grassroots effort and later began receiving state funding. In 2005, a guaranteed set-aside with funding for COW was eliminated, and COW programs were required to compete for funding along with ECE programs. Although the COW model continues to exist, it is no longer a distinct initiative, as COW was absorbed into the ECE program as one of its components effective with the 2006-2007 school year.

The state controls the quality of the ECE program primarily through the requirements of a competitive grant process rather than through explicit program policy. Competitive grants are available to public schools, Head Start centers, private agencies, faith-based centers, and family child care homes. Subcontracting with other agencies is allowed for programs using the COW model. Though ECE primarily serves 3- and 4-year-olds, children become eligible for the program at birth. Eligibility criteria are determined by individual grantees, but programs must identify needs in their communities. Typically the grantees define the need for services on the basis of low-income or English Language Learner status.

Starting with the 2007-2008 school year, the name of Nevada's state-funded preschool initiative changed from the Early Childhood Education Comprehensive Plan to the Nevada Pre-Kindergarten Education Program. Also, the age range for children in the program narrowed to children from ages 3 to 5.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	26

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23*	28

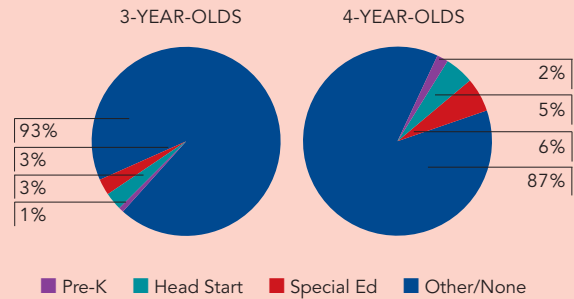
\* In previous Yearbooks, only state spending was ranked.

# NEVADA EARLY CHILDHOOD EDUCATION COMPREHENSIVE PLAN

## ACCESS

Total state program enrollment .....	949
School districts that offer state program.....	71%
Income requirement .....	None <sup>1</sup>
Hours of operation.....	Determined locally <sup>2</sup>
Operating schedule .....	Academic year
Special education enrollment .....	3,131
Federally funded Head Start enrollment.....	2,834
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA <sup>3</sup>	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	ECE license (36 units in ECE) <sup>3,4</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	5 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	16		
4-year-olds .....	20		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	1:8		
4-year-olds .....	1:10		
Screening/referral .....	Support services only <sup>5</sup>	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals.....	None	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

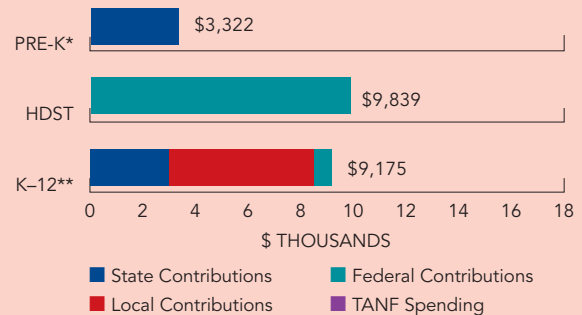
**TOTAL BENCHMARKS MET**

**7**

## RESOURCES

Total state pre-K spending.....	\$3,152,479
Local match required?.....	No
State spending per child enrolled.....	\$3,322
All reported spending per child enrolled* .....	\$3,322

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Although there is no income requirement, all programs must indicate that there is a need for pre-K services in their communities. Typically, programs define the need in their communities by low-income or ELL status.

<sup>2</sup> Most programs operate 2.5-3 hours per day, 4 or 5 days per week. Programs must operate at least 10 hours per week.

<sup>3</sup> COW teachers already employed as of 2003-2004 were grandfathered in and do not have to meet current teacher training requirements, but are expected to work toward meeting them.

<sup>4</sup> The requirement for specialized training may be met with a Birth-Kindergarten license or a Birth-Grade 2 license.

<sup>5</sup> Screening and referral requirements are decided at the local level. Support services include parenting support or training and parent involvement activities that typically encompass parent conferences.



# New Hampshire

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# NO PROGRAM

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

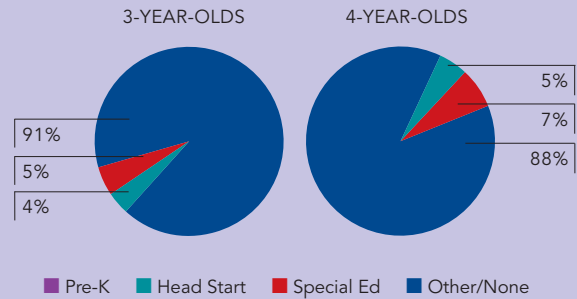
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

\* In previous Yearbooks, only state spending was ranked.

## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	1,752
Federally funded Head Start enrollment.....	1,384
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

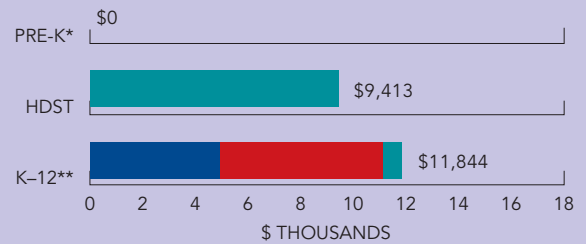
TOTAL BENCHMARKS MET

**No Program**

## RESOURCES

Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$241,337
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

### SPENDING PER CHILD ENROLLED



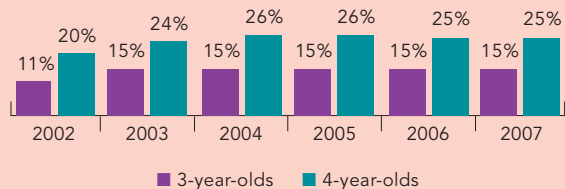
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

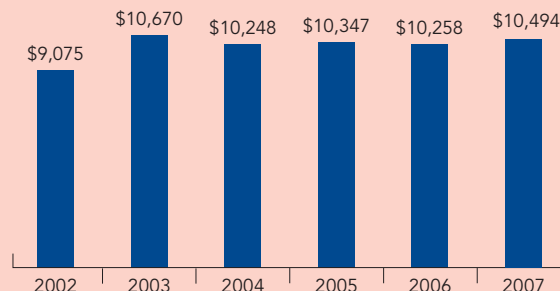
Data are for the '06-'07 school year, unless otherwise noted.

# New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The Abbott Preschool Program was developed in response to a 1998 mandate from New Jersey's Supreme Court, requiring the provision of preschool for all 3- and 4-year-olds in the state's highest poverty districts. Currently, the program is offered in the 31 districts where at least 40 percent of children qualify for free or reduced-price lunch. School districts receive funds directly from the state Department of Education and are permitted to serve students directly or contract with Head Start or private child care providers to offer services. Funding is also used to provide teachers in public and nonpublic settings with salaries comparable to those received by public school teachers. Abbott districts receive additional funds from the state Department of Human Services (DHS) for extended-day, extended-year services. Starting with the 2006-2007 school year, DHS moved to a voucher system that continued to provide all Abbott children with wrap-around care and summer programming. In 2007-2008, the vouchers will only be available for Abbott families with incomes up to 300 percent of poverty.

Through a separate New Jersey initiative, districts in which 20 to 40 percent of children qualify for free or reduced-price lunch are eligible to receive Non-Abbott Early Childhood Program Aid (ECPA). Funds help districts operate a full-day kindergarten program, offer at least a half-day preschool program for 4-year-old children, and improve services for children up to grade 3. Most preschool programs operate in public schools, but some districts contract with private child care centers or Head Start to provide services.

New Jersey's third prekindergarten program, the Early Launch to Learning Initiative (ELLI), began in 2004 as part of the state's effort to provide access to high-quality preschool for all 4-year-olds by 2010. All non-Abbott school districts are encouraged to apply for funding, including districts already providing preschool that need additional funding to cover all income-eligible children. Also, districts receiving ECPA funding may apply for ELLI funds to improve program quality or extend the program hours to a full day. The level of ELLI funding is based on the number of low-income children to be served in the district and the length of the program day.

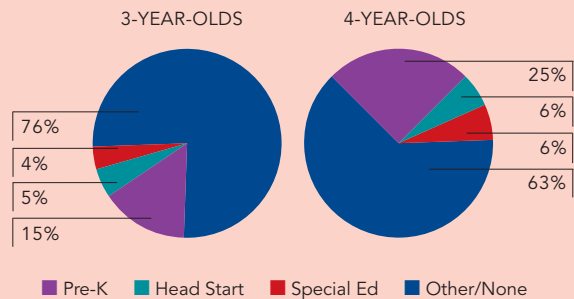
The Department of Education is currently working on a new statewide funding formula to begin during the 2008-2009 program year, with a goal of increasing access to high-quality preschool programs throughout the state. The proposal includes full state funding for all at-risk 3- and 4-year-olds to attend full-day preschool programs in every district. The proposal would also fund all 3- or 4-year-olds, regardless of income, who live in districts with a high concentration of at-risk students. The proposed expansion would be phased in over time.

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

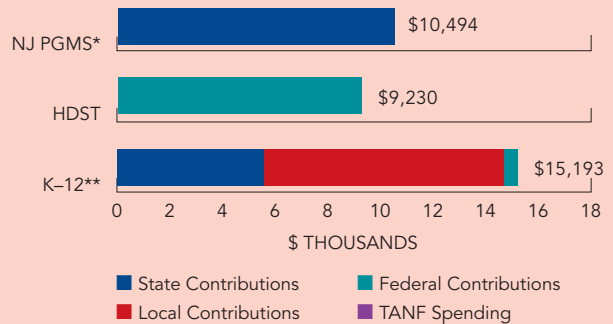
## STATE OVERVIEW

Total state program enrollment.....	45,499
Total state spending .....	\$477,466,737
State spending per child enrolled.....	\$10,494 <sup>1</sup>
All reported spending per child enrolled .....	\$10,494

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



### SPENDING PER CHILD ENROLLED<sup>1</sup>



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

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

Data are for the '06-'07 school year, unless otherwise noted.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1*	1

\* In previous Yearbooks, only state spending was ranked.

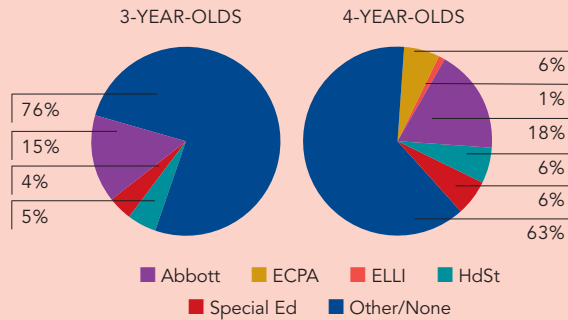
<sup>1</sup> State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K-12 in the Abbott districts.

# NEW JERSEY ABBOTT PRESCHOOL PROGRAM

## ACCESS

Total state program enrollment.....	37,638
School districts that offer state program.....	5%
Income requirement .....	None <sup>1</sup>
Hours of operation .....	10 hours/day, 5 days/week <sup>2</sup>
Operating schedule.....	Determined locally <sup>2</sup>
Special education enrollment .....	10,904
Federally funded Head Start enrollment.....	12,753
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

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

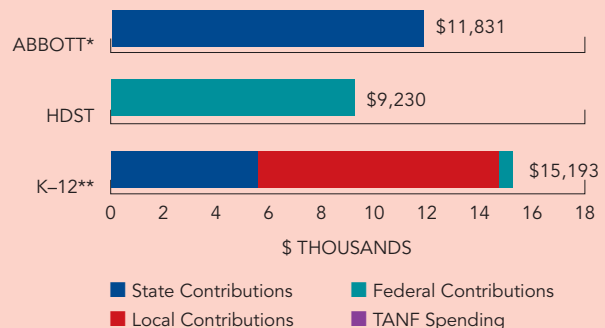
**TOTAL BENCHMARKS MET**

**9**

## RESOURCES

Total state pre-K spending.....	\$445,309,362 <sup>4</sup>
Local match required? .....	Yes, amount determined locally
State spending per child enrolled.....	\$11,831
All reported spending per child enrolled* .....	\$11,831

SPENDING PER CHILD ENROLLED<sup>5</sup>



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

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

Data are for the '06-'07 school year, unless otherwise noted.

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

<sup>2</sup> Funds from the Department of Human Services (DHS) are combined with Department of Education (DOE) funds to operate programs for 10 hours per day and 245 days per year. At least 180 days must include the 6-hour educational day plus 4 hours of wrap-around services. Some districts may choose to provide 10 hours of service per day for more than 180 days.

<sup>3</sup> Dental screenings and referrals are determined locally. Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

<sup>4</sup> This figure reflects DOE funds only, and does not include additional funds from the DHS. The DOE mandates and pays for a 6-hour educational day, and the DHS provides funds to extend operation to a 10-hour day.

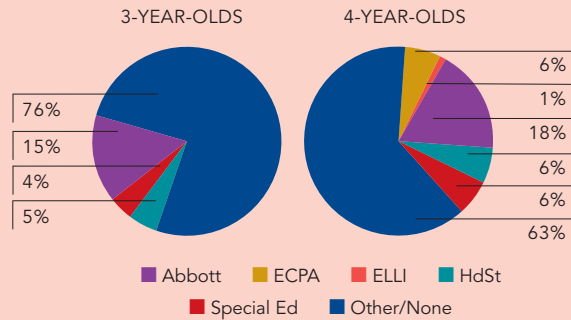
<sup>5</sup> State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K-12 in the Abbott districts.

# NEW JERSEY NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

## ACCESS

Total state program enrollment.....	7,336
School districts that offer state program.....	17%
Income requirement .....	None <sup>1</sup>
Hours of operation ....At least 2.75 hours/day, 5 days/week <sup>2</sup>	
Operating schedule .....	Academic year
Special education enrollment .....	10,904
Federally funded Head Start enrollment.....	12,753
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA .....	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	Certification in pre-K-3 .....	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	HSD <sup>3</sup> .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	100 clock hours/5 years .....	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input type="checkbox"/>
3-year-olds .....	.....25		
4-year-olds .....	.....25		
Staff-child ratio .....	.....	1:10 or better	<input type="checkbox"/>
3-year-olds .....	.....1:25 <sup>4</sup>		
4-year-olds .....	.....1:25 <sup>4</sup>		
Screening/ .....	Vision, hearing, health, .....	Vision, hearing, health; and	<input checked="" type="checkbox"/>
referral and .....	and developmental; .....	at least 1 support service	
support services .....	and support services <sup>5</sup>		
Meals .....	Depend on length of program day <sup>6</sup> .....	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring .....	Site visits	<input checked="" type="checkbox"/>

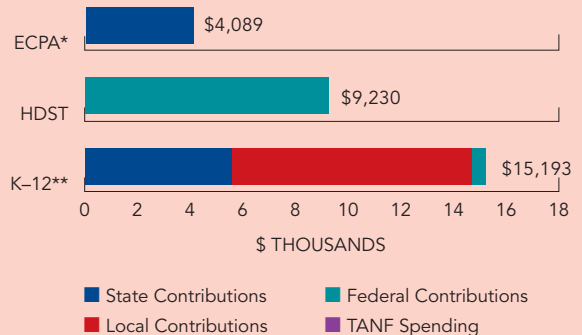
**TOTAL BENCHMARKS MET**

6

## RESOURCES

Total state pre-K spending .....	\$30,000,000 <sup>7</sup>
Local match required?.....	No
State spending per child enrolled.....	\$4,089
All reported spending per child enrolled* .....	\$4,089

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

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

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

<sup>3</sup> Higher requirements apply in Title I public schools.

<sup>4</sup> This teacher-child ratio requirement is the same as is mandated for kindergarten classrooms. Beginning in July 2008, the ratio requirement for ECPA will be 2:18.

<sup>5</sup> Dental screenings and referrals are determined locally. Support services include education services or job training for parents, parent involvement activities, transition to kindergarten activities, and other locally determined services.

<sup>6</sup> Meals are required in full-day programs.

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

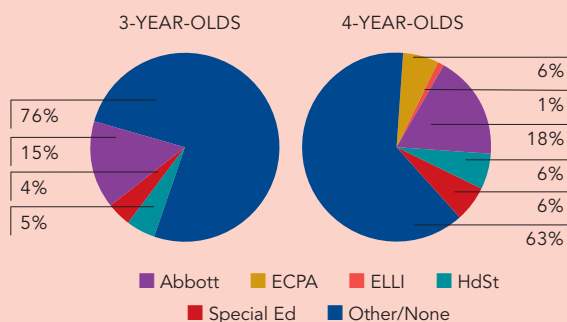


# NEW JERSEY EARLY LAUNCH TO LEARNING INITIATIVE

## ACCESS

Total state program enrollment .....	525
School districts that offer state program.....	5%
Income requirement.....	185% FPL <sup>1</sup>
Hours of operation .....	2.75 hours/day (part-day), 6 hours/day (full-day), 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	10,904
Federally funded Head Start enrollment.....	12,753
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

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

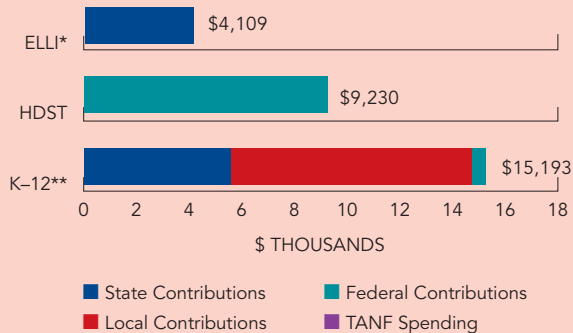
**TOTAL BENCHMARKS MET**

8

## RESOURCES

Total state pre-K spending.....	\$2,157,375
Local match required? .....	Yes <sup>4</sup>
State spending per child enrolled.....	\$4,109
All reported spending per child enrolled* .....	\$4,109

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Districts have the opportunity to make a case for eligibility of children who do not meet the income criteria but who have extenuating circumstances.

<sup>2</sup> Dental screenings and referrals are determined locally. Support services include parent involvement activities and transition to kindergarten activities.

<sup>3</sup> Full-day programs must offer breakfast and lunch.

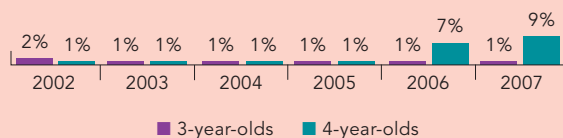
<sup>4</sup> Special education and local funding or tuition must be used to meet costs beyond DOE funding.



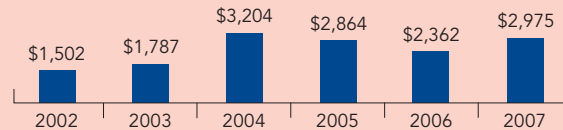


# New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The 2006-2007 school year was the second year of operation for New Mexico PreK, the state's first prekindergarten program with the sole purpose of providing center-based early childhood services to 4-year-olds. There are no specific income requirements for eligibility for the New Mexico PreK initiative. However, two-thirds of children enrolled at each site must live in the attendance zone of a Title I elementary school. New Mexico also prioritizes funding to programs in areas with schools with the largest percentages of children failing to meet No Child Left Behind's adequate yearly progress in reading and math. Half of the children served are in public school programs and half are in other settings including family child care homes, community and municipal child care providers, Head Start programs, universities, and a Bureau of Indian Affairs school. Funding is awarded on a competitive basis and half-day slots are funded based on half of the funding for kindergarten children. During its second year of operation, the New Mexico PreK initiative continued to be entirely state funded, using a budget of \$6.7 million to serve more than 2,000 children. Funding for 2007-2008 increased to serve an additional 1,375 children. During the 2006-2007 school year, all staff were trained to use the New Mexico PreK Observational Assessment and it was implemented program-wide.

The Child Development Program is New Mexico's other state-funded prekindergarten initiative. In 1991, this initiative began offering prekindergarten and other services, including family support services and home visits, to children from birth to age 5. At-risk children who do not qualify for other eligibility-based programs can enroll in the Child Development Program. However, local programs can specify risk factors for eligibility based on locally determined needs such as homelessness, poverty, or having a teen parent. Private child-care programs and public schools are eligible to receive funding. Teachers use the Focused Portfolio System to assess children's growth and development and to plan individualized curricula based on each child's needs, strengths, and interests.

The Child Development Program is unique in that funding can be used to provide a variety of services other than prekindergarten. Cuts in funding over the past few years have resulted in a decrease in the number of prekindergarteners served by this program until 2006-2007. Beginning in the 2007-2008 school year, the Child Development Program will only serve infants, toddlers, and 3-year-olds. Four-year-olds will be served by the New Mexico PreK initiative.

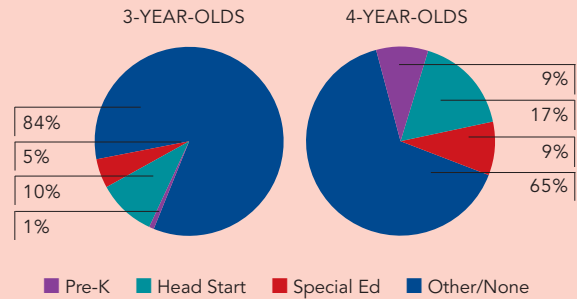
New Mexico also dedicated \$1,589,915 in state funds to enhance services in federal Head Start classrooms.

The first two pages of this state profile document New Mexico's overall contributions and commitment to prekindergarten, including state spending and enrollment for both the New Mexico PreK and Child Development initiatives. The third page focuses exclusively on the New Mexico PreK initiative and the final page presents specific details about the Child Development Program.

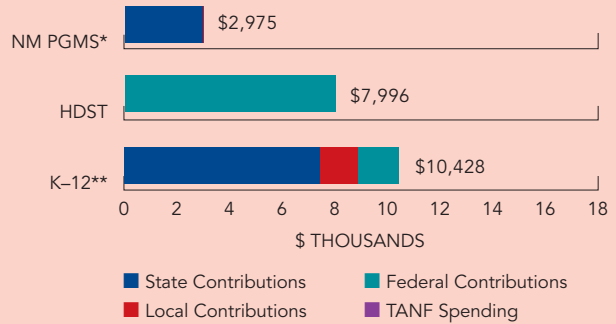
## STATE OVERVIEW

Total state program enrollment.....	2,739
Total state spending.....	\$8,149,234
State Head Start spending.....	\$1,589,915
State spending per child enrolled.....	\$2,975
All reported spending per child enrolled .....	\$2,975

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



### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
26	22

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25*	30

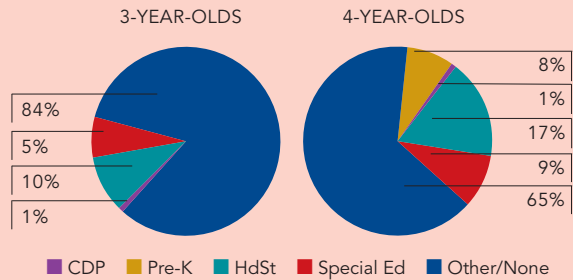
\* In previous Yearbooks, only state spending was ranked.

# NEW MEXICO PREK

## ACCESS

Total state program enrollment.....	2,194
School districts that offer state program.....	31%
Income requirement .....	None
Hours of operation.....	Determined locally <sup>1</sup>
Operating schedule .....	Academic year
Special education enrollment .....	3,727
Federally funded Head Start enrollment.....	7,752
State-funded Head Start enrollment .....	300

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA <sup>2</sup>	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	Licensure in ECE Birth-Grade 3 <sup>3</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	AA + education assistant certification (public); 45-hour entry-level certificate (nonpublic) <sup>4</sup>	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service .....	At least 45 clock hours <sup>5</sup>	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	20		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	1:10		
Screening/ referral and support services .....	Vision, hearing, health, developmental, dental; and support services <sup>6</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Snack <sup>7</sup>	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

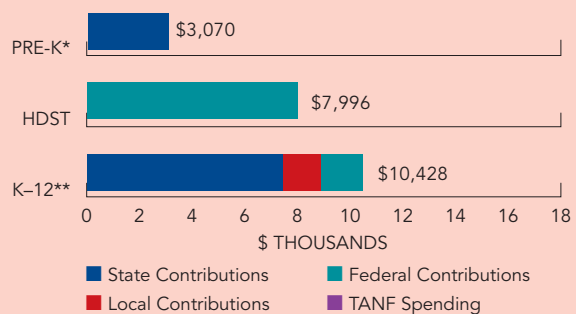
**TOTAL BENCHMARKS MET**

9

## RESOURCES

Total state pre-K spending.....	\$6,735,568 <sup>8</sup>
Local match required?.....	No
State Head Start spending.....	\$1,541,000
State spending per child enrolled.....	\$3,070
All reported spending per child enrolled* .....	\$3,070

## SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Schedules are determined locally but the majority of programs operate 2.5-3 hours daily for 5 days per week. Programs must provide 450 hours of classroom instruction plus 90 hours of parent/family activities.

<sup>2</sup> For each classroom, the lead teacher must hold a New Mexico Early Childhood Teacher License: Birth through Third Grade within 5 years of the program starting. During the 2006-2007 program year, nearly two-thirds of teachers held a BA.

<sup>3</sup> Currently, lead teachers in a public school setting may work in PreK with Elementary School (K-8) licensure while receiving additional training and coursework in early childhood education. This is being phased in over five years.

<sup>4</sup> Educational assistants in public school programs must have the education assistant certification, which requires either an AA, passage of the instructional assistant's exam, or 48 hours of college course work with at least 12 hours in math, reading, and writing. Staff in nonpublic programs must have the 45-hour entry-level course certificate in early care and education. Assistant teachers in public and nonpublic schools are expected to obtain an AA in Early Childhood Education within five years of a program starting.

<sup>5</sup> All teachers in public and nonpublic settings are required to have 24 clock hours of in-service per year to meet New Mexico Child Care licensing regulations. All teachers also attend an additional institute, which is two days plus an evening session. They also receive training in using observational assessment tools. All staff also receive mentoring throughout the year. Staff in public school settings also receive additional local training.

<sup>6</sup> Support services include four annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

<sup>7</sup> All programs must offer a snack. If operating more than 3.5 hours per day, programs must also offer a meal. While not required, in practice, programs provide either breakfast and/or lunch and snack.

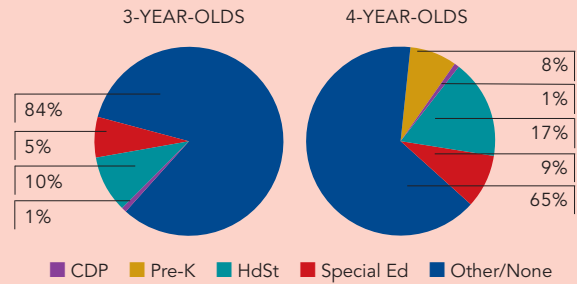
<sup>8</sup> Additional funds not counted in these figures are \$209,306 for a program evaluation, \$1,046,530 for professional development including training and technical assistance, TEACH scholarships, a statewide Institute, and \$1,500,000 for program start-up equipment.

# NEW MEXICO CHILD DEVELOPMENT PROGRAM

## ACCESS

Total state program enrollment .....	545 <sup>1</sup>
School districts that offer state program.....	17%
Income requirement .....	None
Hours of operation.....	Determined locally <sup>2</sup>
Operating schedule.....	Determined locally <sup>2</sup>
Special education enrollment .....	3,727
Federally funded Head Start enrollment.....	7,752
State-funded Head Start enrollment .....	300

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	None <sup>3</sup>	Comprehensive	<input type="checkbox"/>
Teacher degree .....	BA (public), 45-hour entry-level course within 6 mos of employment (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized.....	Birth-3 or K-8 license (public); None (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree .....	Educational Assistant License (public); None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	24 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input type="checkbox"/>
3-year-olds .....	Based on square footage <sup>4</sup>		
4-year-olds .....	Based on square footage <sup>4</sup>		
Staff-child ratio .....		1:10 or better	<input type="checkbox"/>
3-year-olds .....	1:12 <sup>5</sup>		
4-year-olds .....	1:12 <sup>5</sup>		
Screening/referral .....	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	At least 1 meal and snack <sup>7</sup>	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

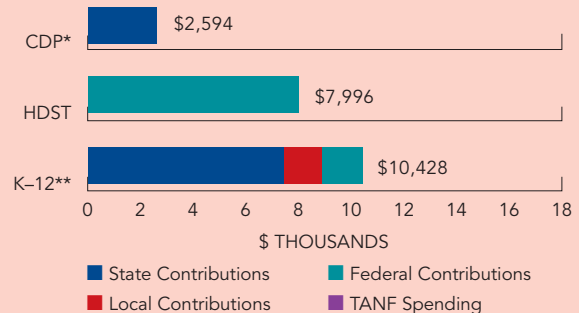
**TOTAL BENCHMARKS MET**

**4**

## RESOURCES

Total state pre-K spending .....	\$1,413,666 <sup>8</sup>
Local match required?.....	No
State Head Start spending.....	\$1,541,000
State spending per child enrolled.....	\$2,594
All reported spending per child enrolled* .....	\$2,594

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

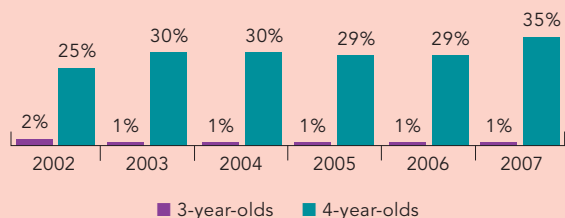
<sup>1</sup> This figure does not include the 129 children from birth to age 3 who are also served in Child Development programs.  
<sup>2</sup> Most programs are full-day (6-9 hours/day), full-week, although two school-based rural programs operate 4 days per week. School-based programs operate during the academic year, while other programs typically operate year round.  
<sup>3</sup> Comprehensive early learning standards were introduced in 2005. These standards are used by the New Mexico PreK initiative but not by the Child Development Program. The Child Development Program is contractually obligated to use New Mexico's Best Practices: Essential Elements of Quality, but this document does not contain early learning standards.  
<sup>4</sup> Maximum class size is determined by the square footage of the individual classroom. Accredited programs must adhere to specific accreditation standards for classroom size.

<sup>5</sup> This ratio represents state child care licensing requirements. Accredited programs must adhere to standards of the accrediting organization.  
<sup>6</sup> Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.  
<sup>7</sup> Center-based programs that meet for at least a half-day session must provide a meal and snack. This applies to all Child Development programs that serve 3- and 4-year-olds.  
<sup>8</sup> This figure represents an estimate of funding for center-based programs only, some of which served children younger than age 3. This estimate includes \$92,060 in state dollars for the TANF maintenance of effort.

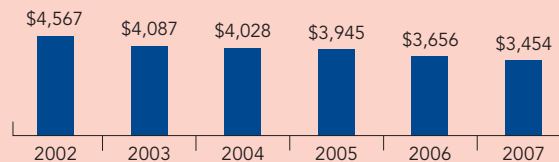


# New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



**I**n 1966, New York established the Experimental Prekindergarten (EPK) program, one of the earliest state prekindergarten programs. In 2006-2007, this program was known as the Targeted Prekindergarten (TPK) Program and served 4-year-olds in 14 percent of the state's school districts. Local districts can choose a measure of low-income status for TPK eligibility. For the 2006-2007 school year, all districts enrolled children eligible for free or reduced-price lunch. Public schools received TPK funding to provide half-day prekindergarten as well as family activities and social services. TPK teachers were required to have a New York State teaching certification in early childhood, which requires a bachelor's degree.

New York established a second state prekindergarten initiative in 1997, the Universal Prekindergarten (UPK) program. The goal of this program is to serve all 4-year-olds in New York State. However, the program does not receive adequate funding to meet this goal. Instead, UPK serves about one-fourth of age-eligible children, primarily in the state's larger school districts. Children in districts offering UPK are selected for enrollment based on a random lottery. School districts receive UPK funding to operate preschool programs but must subcontract at least 10 percent of their funding with private child care centers, Head Start, or other community agencies. In 2006-2007, more than half of UPK funding was subcontracted to these other providers. Public school UPK teachers must have a New York State teaching certification. However teachers in nonpublic school settings currently do not need to meet this requirement if they are supervised by a certified teacher.

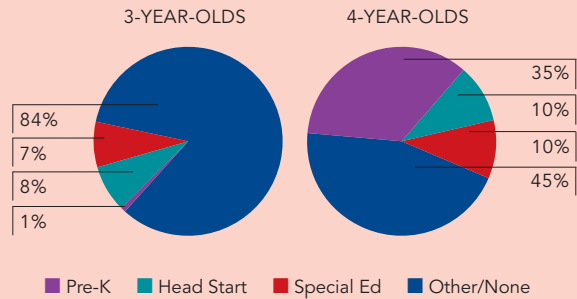
The New York State Board of Regents recommended in January 2006 that the UPK and TPK programs be combined and that the resulting program be funded adequately to serve all interested 4-year-olds. As a result, the 2006-2007 school year was the last year of operation for the TPK program. The UPK program received an increase in funding of more than 50 percent for the 2007-2008 school year resulting in a 57 percent increase in the number of districts offering the program and expansion in districts already offering the program.

The first two pages of this state profile present information on New York's overall commitment and contribution to state prekindergarten, including state spending and enrollment for both TPK and UPK. The third page focuses exclusively on the UPK program and the last page provides specific details about the TPK program.

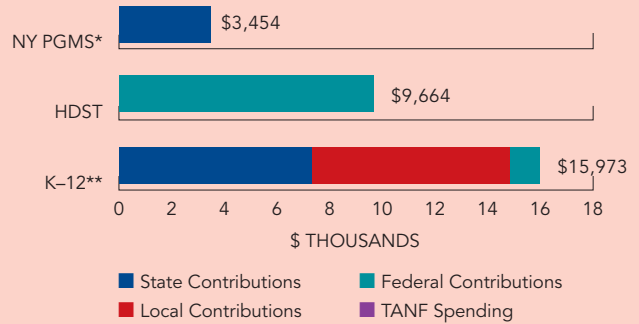
## STATE OVERVIEW

Total state program enrollment.....	84,660
Total state spending.....	\$292,413,929
State spending per child enrolled.....	\$3,454
All reported spending per child enrolled .....	\$3,454

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



### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	25

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20*	26

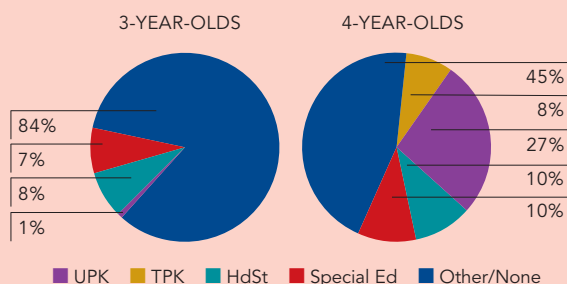
\* In previous Yearbooks, only state spending was ranked.

# NEW YORK UNIVERSAL PREKINDERGARTEN

## ACCESS

Total state program enrollment.....	64,772
School districts that offer state program.....	32%
Income requirement .....	None
Hours of operation .....	2.5 hours/day (part-day), 5 hours/day (full-day), 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	42,780
Federally funded Head Start enrollment.....	43,781
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree .....	BA prior to 1978, MA after (public); AA or CDA (nonpublic) <sup>1</sup>	BA	<input type="checkbox"/>
Teacher specialized training .....	Certification in Birth-Grade 2 (public); AA in ECE or meets CDA requirements (nonpublic) <sup>2</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	Level I certification <sup>3</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	175 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	20		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	1:9		
Screening/referral and support services .....	Vision, hearing, health, developmental, dental; and support services <sup>4</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Depend on length of program day <sup>5</sup>	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

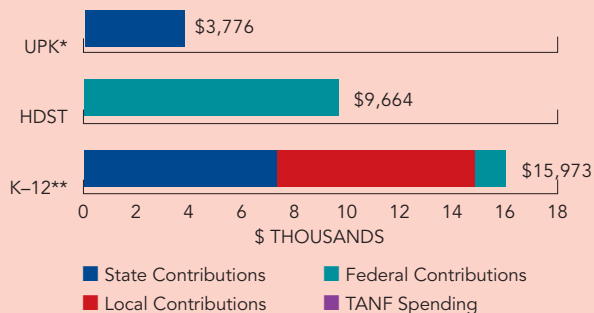
**TOTAL BENCHMARKS MET**

6

## RESOURCES

Total state pre-K spending.....	\$244,605,812
Local match required?.....	No
State spending per child enrolled.....	\$3,776
All reported spending per child enrolled* .....	\$3,776

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Since 2004, programs in nonpublic school settings have been required to meet the same certification requirements as those in public settings. However, a legislative amendment allowed certain community-based organizations to be exempted from this requirement until at least 2008-2009, as long as uncertified teachers receive on-site supervision by certified teachers.

<sup>2</sup> Teachers in community-based organizations are currently exempt from certification if they have on-site supervision by a certified teacher.

<sup>3</sup> Level I certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test.

<sup>4</sup> All children in UPK are considered new entrants to a school district, and are therefore required to have a full diagnostic screening. Screenings include vision, hearing, health, developmental, dental, language, motor development, cognitive skills, and articulation skills. Support services include parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is determined locally.

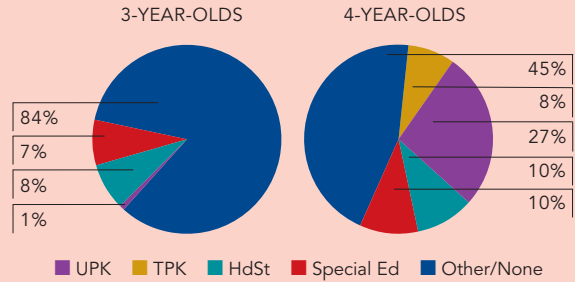
<sup>5</sup> Programs operating less than 3 hours must provide a nutritional meal or snack. Programs operating more than 3 hours must provide appropriate meals and snacks to ensure that nutritional needs of children are met.

# NEW YORK TARGETED PREKINDERGARTEN

## ACCESS

Total state program enrollment.....	19,888
School districts that offer state program.....	14%
Income requirement .....	At least 80% of children must be economically disadvantaged <sup>1</sup>
Hours of operation.....	Determined locally <sup>2</sup>
Operating schedule .....	Academic year
Special education enrollment .....	42,780
Federally funded Head Start enrollment.....	43,781
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree .....	BA prior to 1978; MA after <sup>3</sup>	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	Certification in Birth-Grade 2 <sup>3</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	Level I certification <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	175 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	20		
4-year-olds .....	20		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	1:9		
4-year-olds .....	1:9		
Screening/referral .....	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Breakfast or lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

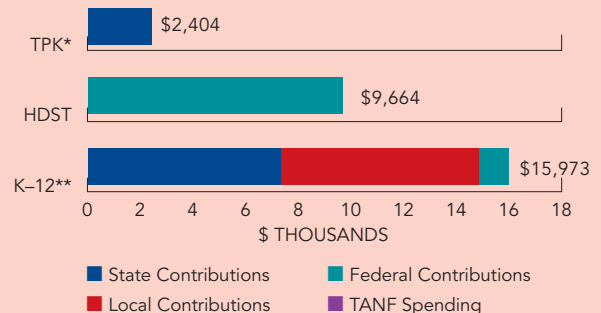
**TOTAL BENCHMARKS MET**

8

## RESOURCES

Total state pre-K spending.....	\$47,808,117
Local match required? .....	Yes, 11% of total funding
State spending per child enrolled.....	\$2,404
All reported spending per child enrolled* .....	\$2,404

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Economically disadvantaged children are those from families eligible for some form of assistance such as TANF, free or reduced-price lunch, food stamps, Medicaid, or unemployment or disability compensation. All districts currently use measures of free (130% FPL) or reduced-price (185% FPL) lunch status as their measure of economic disadvantage.

<sup>2</sup> Programs are required to provide a minimum of 12 hours per week and 4 days per week during the academic year. The length of the program day is determined locally, and programs may operate 5 days per week. Typically, programs operate 2.5 hours per day and 5 days per week.

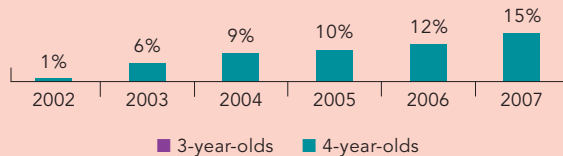
<sup>3</sup> Teachers must obtain their master's degree within 3 years of procuring their initial certification. Prior to February 2004, the required teacher certification was Pre-K-Grade 6.

<sup>4</sup> Level I certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test.

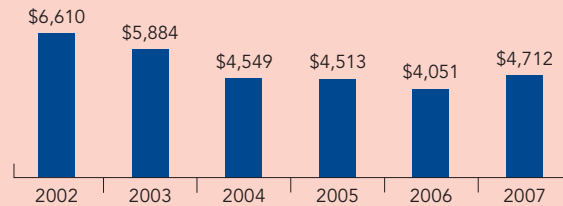
<sup>5</sup> All children in TPK are considered new entrants to a school district, and are therefore required to have a full diagnostic screening. Screenings include vision, hearing, health, developmental, dental, language, motor development, cognitive skills, and articulation skills. Support services include parenting support or training, parent involvement activities, health services for children, transition to kindergarten activities, and other services to meet family needs. The number of required annual parent conferences or home visits is determined locally.

# North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



In 2001, North Carolina began offering its *More at Four* Pre-Kindergarten Program targeted to at-risk 4-year-old children. Public schools, Head Start agencies, and private child care centers can offer *More at Four* programs. Programs operated in nonpublic settings are only eligible to receive funding if they receive top quality ratings of four or five stars under North Carolina's child care licensing system. These programs also must match the teacher credentialing requirements of public schools (bachelor's degree and Birth-K license). They have four years to phase in these high-quality standards. Program eligibility is based on an income cutoff of 75 percent of the state median income and other risk factors such as an educational or developmental delay, limited English proficiency, an identified disability, or a chronic health condition.

In the 2006-2007 school year, a new state lottery began funding *More at Four*, creating more than 3,000 additional slots. An increase in per-child spending has made the high-quality program more sustainable. As the program continues to grow rapidly, *More at Four* anticipates a 10,000 slot expansion during the 2007-2008 school year.

Since in 2005-2006 *More at Four* programs have been required to follow early learning standards. A validation study is underway to ensure that the early learning standards are aligned with the K-2 course of study. North Carolina is currently working toward developing the North Carolina Pre-Kindergarten Program Standards. These standards are similar to *More at Four's* standards and will help ensure high-quality pre-kindergarten across various early childhood settings in the state.

In 1993, North Carolina began Smart Start, a program for children birth to age 5. The purpose of Smart Start is to support local planning and collaboration to provide comprehensive early childhood services. Smart Start funds are allocated based on local need with the goal of improving child health outcomes, supporting early care and education programs, providing family support services, and increasing the overall quality of child care. This report focuses only on *More at Four*.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10*	5

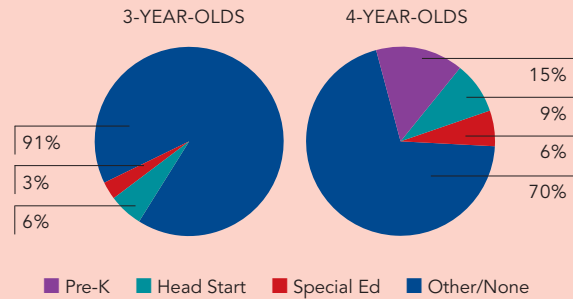
\* In previous Yearbooks, only state spending was ranked.

## NORTH CAROLINA MORE AT FOUR

### ACCESS

Total state program enrollment.....	17,961
School districts that offer state program ..	100% (counties)
Income requirement.....	80% of children must be at or below 75% SMI
Hours of operation .....	6-6.5 hours/day, 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	10,782
Federally funded Head Start enrollment.....	17,738
State-funded Head Start enrollment .....	0

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



### QUALITY STANDARDS CHECKLIST

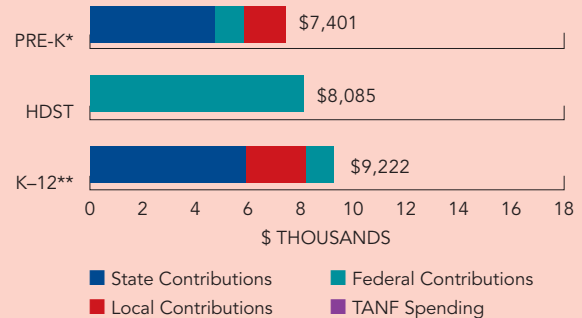
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA <sup>1</sup> .....	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	Birth-K license <sup>1</sup> .....	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher .....	CDA or meets NCLB requirements (public), CDA (nonpublic) <sup>2</sup>	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service .....	150 clock hours/5 years or 15 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	18		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	1:9		
Screening/ .....	Vision, hearing, health, dental, developmental; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	Lunch and either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

**TOTAL BENCHMARKS MET**  
**10**

### RESOURCES

Total state pre-K spending .....	\$84,635,709
Local match required? .....	Yes, amount not specified
State spending per child enrolled.....	\$4,712
All reported spending per child enrolled* .....	\$7,401

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> All lead teachers in a *More at Four* classroom are required to hold a bachelor's degree in early childhood education or a related field and a North Carolina Birth-Kindergarten Teacher Licensure. Teachers in nonpublic settings must have a minimum of an associate's degree and work to obtain a bachelor's degree and Birth-Kindergarten license within 4 years of the program being recognized as a *More at Four* Program. In some circumstances, exceptions to this timeline may be granted if the provider appears to be working in good faith to reach this level of credential.

<sup>2</sup> NCLB generally requires assistant teachers to have a 2-year degree. *More at Four* requires that assistant teachers who meet NCLB requirements but do not hold a CDA have 6 semester hours of EC coursework or 2 years experience in an early childhood classroom.

<sup>3</sup> Support services include parent involvement activities and transition to kindergarten activities. Programs must also provide information on medical homes and health insurance. Parent conferences and home visits are recommended, but are not required.

# North Dakota

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# NO PROGRAM

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

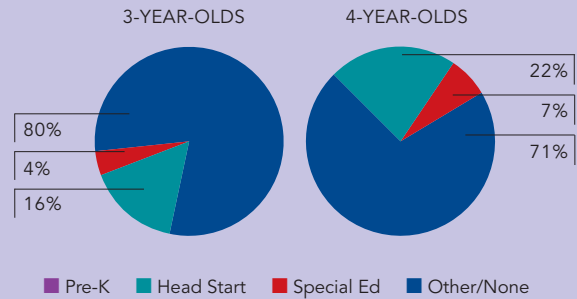
\* In previous Yearbooks, only state spending was ranked.



## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	858
Federally funded Head Start enrollment.....	2,862
State-funded Head Start enrollment .....	0

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

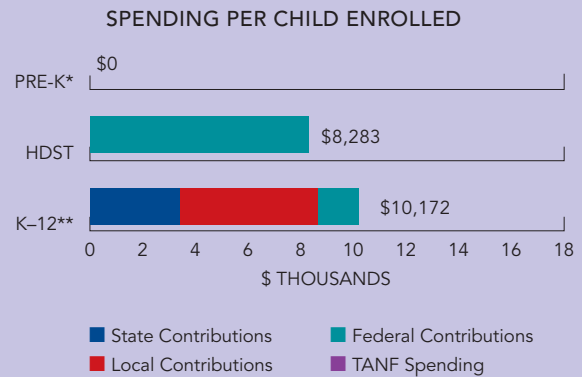


## QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET  
**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



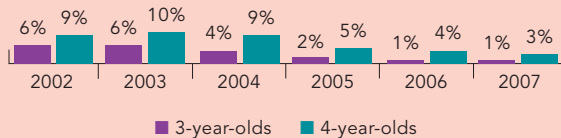
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

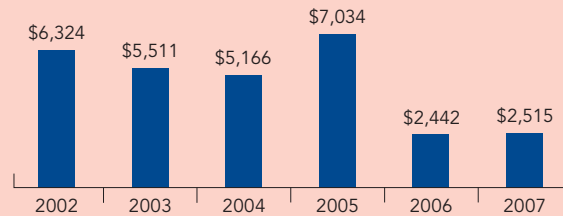
Data are for the '06-'07 school year, unless otherwise noted.

# Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The Ohio Public School Preschool Program (PSP) was established in 1990 after a four-year pilot of the program was successful. PSP is now titled Early Childhood Education (ECE) and serves 3- and 4-year-olds. Children from families with incomes up to 200 percent of the federal poverty level are eligible for ECE but those from families above 100 percent of the federal poverty level pay fees on a sliding scale determined by the district. Children from families above 200 percent of the federal poverty level can attend the program if space permits with funding for services from parent tuition or district funds. Public schools are eligible to receive ECE funding and may subcontract with private child care centers or Head Start agencies to offer services. When ECE began, programs followed the federal Head Start Performance Standards. Ohio now requires programs to follow its Early Learning Program Guidelines, which address program management and comprehensive services. An increase in per-child spending contributed to a decrease in the number of children funded during the 2006-2007 school year. An increase in funding for the 2007-2009 biennium is anticipated to improve access both in terms of the number of children served and the number of school districts offering the program.

Beginning in 2005, Ohio moved from state-funded Head Start to the Early Learning Initiative (ELI). For state fiscal years 2006 and 2007, children were eligible for the program if their family income was below 195 percent of the federal poverty level, with eligibility reassessed every six months. If a child's family was found to be no longer eligible, services were discontinued unless other funding was available. Over time, state supplemental funding for the federal Head Start program decreased significantly. ELI is viewed as a companion program to ECE and includes the same educational and comprehensive services requirements. The purpose of ELI is twofold: to provide full-day, full-year service to working families and to provide educational experiences that address school readiness. Beginning in 2007-2008, there will no longer be a parent work requirement for ELI eligibility and children are assured of continuous enrollment for a full year of service. However, during the 2006-2007 school year, ELI did not meet NIEER's criteria for a prekindergarten education program because of the potential for continual fluctuation in children's eligibility status. Therefore, this report focuses only on the ECE program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	18

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32*	36

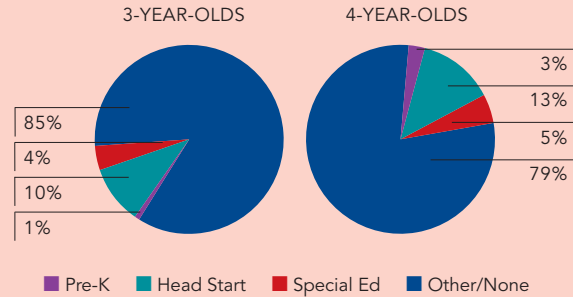
\* In previous Yearbooks, only state spending was ranked.

# OHIO EARLY CHILDHOOD EDUCATION

## ACCESS

Total state program enrollment.....	7,557 <sup>1</sup>
School districts that offer state program.....	18%
Income requirement.....	200% FPL
Hours of operation.....	Determined locally <sup>2</sup>
Operating schedule .....	Academic year <sup>2</sup>
Special education enrollment .....	13,260
Federally funded Head Start enrollment.....	32,908
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Not comprehensive <sup>3</sup>	Comprehensive	<input type="checkbox"/>
Teacher degree .....	AA (public), CDA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training .....	Pre-K Associate level teaching cert., Pre-K, K, or EC license (public); Meets CDA requirements (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	20 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input type="checkbox"/>
3-year-olds .....	24		
4-year-olds .....	28		
Staff-child ratio .....		1:10 or better	<input type="checkbox"/>
3-year-olds .....	1:12		
4-year-olds .....	1:14		
Screening/referral and support services .....	Vision, hearing, health, developmental, dental; and support services <sup>4</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Depend on length of program day <sup>5</sup>	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

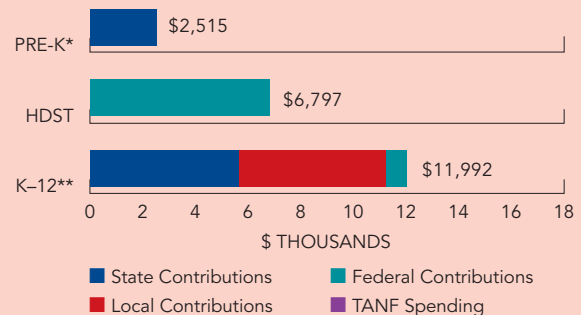
**TOTAL BENCHMARKS MET**

**4**

## RESOURCES

Total state pre-K spending .....	\$19,002,195
Local match required?.....	No
State spending per child enrolled.....	\$2,515
All reported spending per child enrolled* .....	\$2,515

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> An additional 1,478 children from families with income above 200% FPL paid full tuition; these children are not counted in the enrollment total.

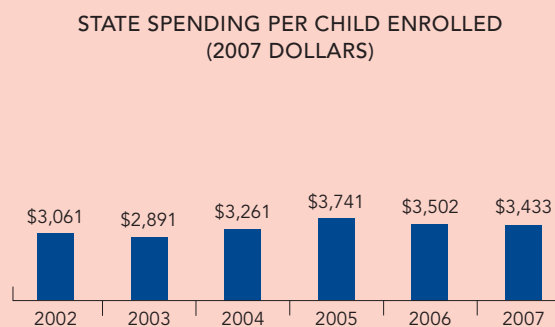
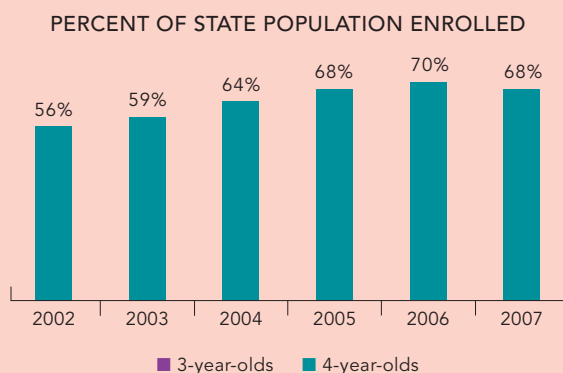
<sup>2</sup> Most programs operate between 3 and 3.5 hours per day. The funded annual operating schedule is technically the academic year but schools may choose year-long services.

<sup>3</sup> In addition to its Early Learning Content Standards, Ohio also has Program Guidelines that address child health and development, which have been reviewed and sanctioned by the State Board of Education.

<sup>4</sup> Screening and referrals for lead and hematocrit are also required. Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, information about nutrition, referral to social services, and transition to kindergarten activities.

<sup>5</sup> Lunch must be provided for children in attendance beyond part-day hours. Snack is provided for children who attend full-day.

# Oklahoma



The Early Childhood Four-Year-Old Program got its start in 1980 when Oklahoma created a pilot preschool program with the goal of eventually serving all the state's 4-year-olds. In 1990, the pilot program received statewide funding. At the same time, the state limited preschool funding to 4-year-olds eligible for Head Start, although districts could continue serving additional 4-year-olds using local funds. In 1998, Oklahoma became the second state in the U.S. to offer free, voluntary access to prekindergarten for all of its 4-year-old children. Although school districts are not required to offer the Early Childhood Four-Year-Old Program, 97 percent of districts choose to do so. The number of children participating in the program has grown over the years, and Oklahoma ranked first in the nation for the percentage of 4-year-olds enrolled during the 2003-2004, 2004-2005, and 2005-2006 school years.

State funding for the Early Childhood Four-Year-Old Program is provided directly to public school districts through the state school finance formula. School districts that offer the program are reimbursed at the district's per-pupil rate, but specific funding amounts are based on whether a district uses a full- or half-day model. Public schools receiving prekindergarten funds may coordinate with other providers, including Head Start programs and other community-based programs, to serve children in collaboration settings. Even in collaboration programs, all students are considered public school enrollees. Children in collaboration programs receive the same services as children served on-site at public schools and are matched with a site elementary school. More than 4,000 children were served in collaboration programs during the 2006-2007 school year.

During the 2006-2007 school year, Oklahoma established an additional initiative known as the Pilot Early Childhood Program, available to children from birth through age 3. Although a limited number of 3-year-olds were served in the first year, this is likely to change as the program expands. The pilot program is supported through a blend of public and private funds. Oklahoma also supplements Head Start through a separate initiative, through which existing federal Head Start grantees receive funds to support additional enrollment, expanded services, and extended hours. In Fiscal Year 2007, Head Start programs received \$2,905,602 in state funds.

Other recent developments with the Early Childhood Four-Year-Old Program involve new partnerships between public schools and child care facilities receiving the highest rating in the state's quality rating system for child care (three stars). Three-star facilities may now purchase learning materials for the state's Four-Year-Old Program tax-free through these partnerships. It is anticipated that the availability of additional incentives will encourage more three-star facilities to enter into these partnerships in the future.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21*	11

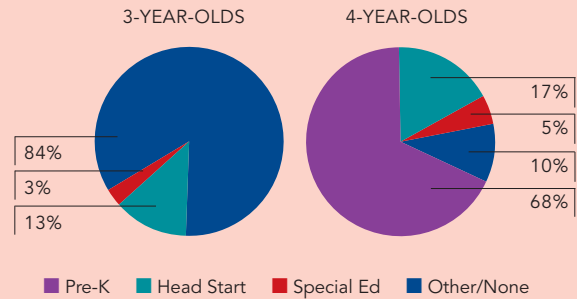
\* In previous Yearbooks, only state spending was ranked.

# OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

## ACCESS

Total state program enrollment.....	34,375
School districts that offer state program.....	97%
Income requirement .....	None
Hours of operation .....	2.5 hours/day (part-day) or 6 hours/day (full-day); 5 days/week <sup>1</sup>
Operating schedule .....	Academic year
Special education enrollment .....	3,778
Federally funded Head Start enrollment.....	15,030
State-funded Head Start enrollment .....	0 <sup>2</sup>

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



## QUALITY STANDARDS CHECKLIST

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

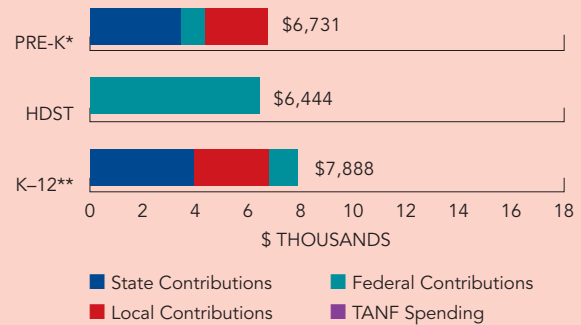
**TOTAL BENCHMARKS MET**

**9**

## RESOURCES

Total state pre-K spending .....	\$118,003,070 <sup>6</sup>
Local match required?.....	No
State Head Start spending .....	\$2,905,602
State spending per child enrolled.....	\$3,433
All reported spending per child enrolled* .....	\$6,731

## SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Providers may choose from either of two program options: a half-day program with 2.5 instructional hours daily, a full-day program with 6 instructional hours daily, or a combination of both options. All operate 5 days per week.

<sup>2</sup> State Head Start funds are primarily used to provide extended programs and intervention services and to improve quality of the federal Head Start program. A few additional slots may have been created using the state supplements, but the number is unknown.

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

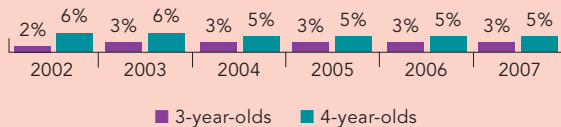
<sup>4</sup> Support services include two parent conferences or home visits annually, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. Programs must also offer or make referrals for other services including mental health services (counselors) and all other typical public school program services (such as early intervention or literacy coaches).

<sup>5</sup> At least one meal is provided through the Federal Child Nutrition Program, but specific meals depend on the length of the program day. This federal program does not provide snacks for students, so availability of snacks is determined locally.

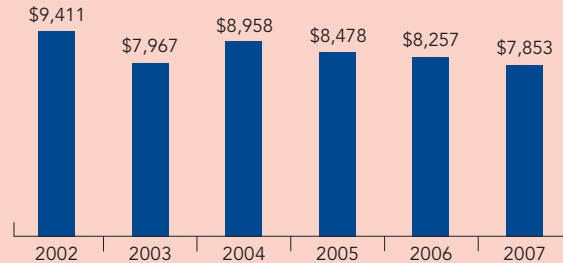
<sup>6</sup> This is an estimate of fiscal year 2007 spending, reflecting actual spending for fiscal year 2006. Fiscal year 2007 data were not yet available at press time.

# Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The Oregon Head Start Prekindergarten program was established in 1987 and provides comprehensive child development services to at-risk 3- and 4-year-olds. All federal Head Start grantees in Oregon receive state funding, as well as private agencies, public schools, and universities that meet the standards for Head Start programs but do not receive federal Head Start funding. All funded programs must follow the federal Head Start Performance Standards and monitoring requirements, which have been adopted in state law. The state has a formal intergovernmental agreement between the Oregon Department of Education and the Region X Head Start Office, forming a state/federal partnership that supports a collaborative prekindergarten system.

As a result of fluctuating funding in recent years, the Oregon Head Start Prekindergarten program faced reductions in enrollment. However, during the 2007-2009 biennium, a \$39 million expansion will provide an additional 3,000 to 3,200 slots for eligible preschool children, in an attempt to move toward access for all 3- and 4-year-old children in Oregon whose families wish them to attend.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
31	12

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2*	4

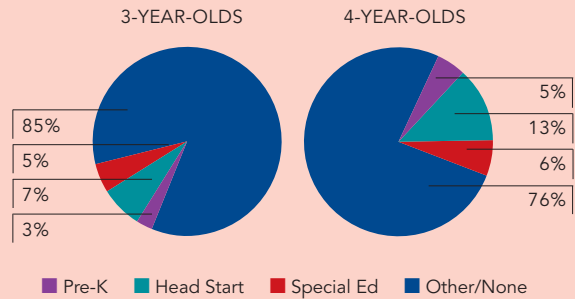
\* In previous Yearbooks, only state spending was ranked.

# OREGON HEAD START PREKINDERGARTEN

## ACCESS

Total state program enrollment.....	3,438
School districts that offer state program.....	100% (counties)
Income requirement.....	80% of children must be below 100% FPL
Hours of operation.....	Determined locally <sup>1</sup>
Operating schedule.....	Determined locally <sup>1</sup>
Special education enrollment.....	5,226
Federally funded Head Start enrollment.....	9,107
State-funded Head Start enrollment.....	3,438 <sup>2</sup>

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



## QUALITY STANDARDS CHECKLIST

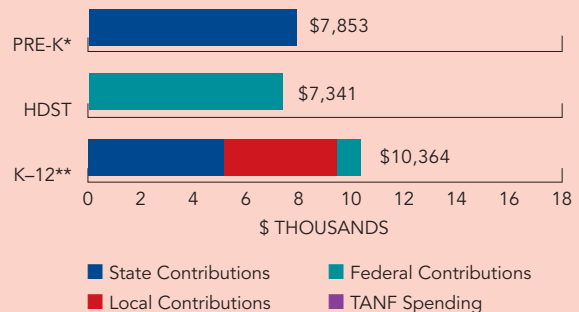
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA (public), CDA (nonpublic) .....	BA	<input type="checkbox"/>
Teacher specialized.....	License + 15 hrs. ECE cr. (public); Meets CDA requirements (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	HSD or GED .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	None <sup>3</sup> .....	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	17		
4-year-olds .....	20		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	2:17		
4-year-olds .....	1:10		
Screening/ referral and support services .....	Vision, hearing, health, developmental, dental, and immunization; and support services <sup>4</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	Lunch and either breakfast or snack <sup>5</sup>	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



## RESOURCES

Total state pre-K spending .....	\$27,000,000 <sup>6</sup>
Local match required?.....	No
State Head Start spending.....	\$27,000,000 <sup>6</sup>
State spending per child enrolled.....	\$7,853
All reported spending per child enrolled* .....	\$7,853

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Programs operate 3.5-4 hours per day and 3 or 4 days per week. All programs must operate a minimum of 32 weeks and 474 hours per year.  
<sup>2</sup> This number represents enrollment in the Oregon Head Start Prekindergarten program. All state-funded Head Start enrollment is through this program.  
<sup>3</sup> Federal Head Start Performance Standards require in-service professional development but do not specify the number of clock or credit hours.  
<sup>4</sup> Support services include four annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, mental health services, and community partnerships.

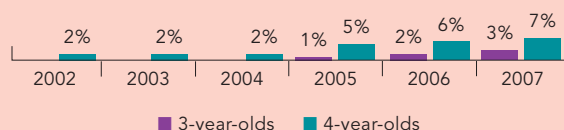
<sup>5</sup> Programs are required to offer meals and snacks that provide at least one-third of the child's daily nutritional needs. Programs offer breakfast to all children who want it and also provide lunch for morning classes. For afternoon classes, programs provide lunch and a snack.

<sup>6</sup> This figure represents the state contribution to the Oregon Head Start Prekindergarten program, which is a state-funded Head Start model. All state Pre-K spending is therefore directed toward Head Start programs.

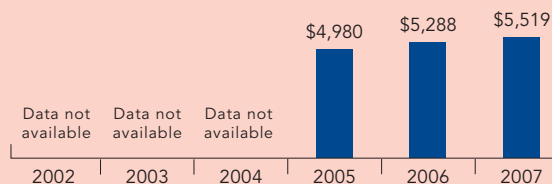


# Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



**P**rior to 2004, Pennsylvania did not have a program considered by state law to be a state-funded prekindergarten program. However, school districts could voluntarily offer prekindergarten services to 4-year-olds through the School Based Pre-K program. Children enrolled in School Based Pre-K are partially funded through the state's basic instructional subsidy formula and are included in the districts' daily membership counts for public school attendance. Funding for School Based Pre-K comes from a combination of local taxes, Title I, public school funds, and Head Start partnerships, but data on funding levels is not collected.

The Education Accountability Block Grant (EABG) began in Pennsylvania during the 2004-2005 school year with the primary purpose of improving early childhood programs. EABG funds can be used for a variety of reasons including prekindergarten, full-day kindergarten, and reducing class sizes in kindergarten through third grade. School districts decide how to allocate their EABG funds. EABG funding allocated to prekindergarten increased to \$15.6 million for the 2006-2007 school year. Generally, children are eligible for EABG prekindergarten programs two years before the locally determined kindergarten eligibility age. However, districts can implement other locally determined eligibility requirements such as low income or other family risk factors. Beginning in 2006-2007, EABG programs received at least one site visit per year and were asked to use the ECERS to assess classroom quality.

New requirements went into effect in December 2006, for both the School Based Pre-K and EABG prekindergarten programs. Revisions to the school code include prekindergarten regulations limiting class size to 20 children with a teacher-child ratio of 1:10 and strategic planning for prekindergarten that includes transition and teacher credentials for community providers.

A third prekindergarten initiative in Pennsylvania is the Head Start Supplemental Assistance Program (HSSAP). These supplemental funds are primarily used to create new Head Start slots but can also be used to provide extended-day services. The state began supplementing Head Start in 2004-2005 with an initial investment of \$11.5 million and funding has increased each year to \$40 million in 2006-2007. Enrollment has also increased each year. Programs are required to follow the federal Head Start Performance Standards, and beginning in 2006-2007, child care partners must be participating in Keystone STARS continuous quality improvement system at a level of STAR 2 or higher.

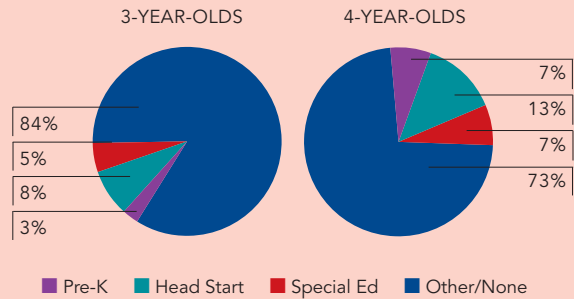
Currently, all guidance for School Based Pre-K, EABG and state Head Start funding includes reference to the Keystone STARS standards. Combined with the new Early Learning Standards, these documents serve as a framework for quality service delivery.

The first two pages of this state profile present information on Pennsylvania's overall commitment and contribution to prekindergarten, including state spending and enrollment for all three of Pennsylvania's state prekindergarten programs. The third page focuses exclusively on EABG, the fourth page describes School Based Pre-K, and the last page provides specific details about HSSAP.

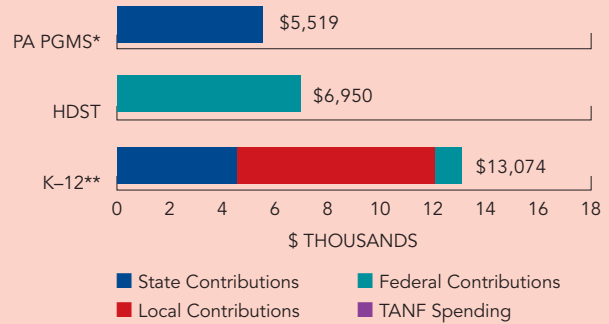
## STATE OVERVIEW

Total state program enrollment.....	13,584
Total state spending.....	\$55,648,261 <sup>1</sup>
State Head Start spending.....	\$40,000,000
State spending per child enrolled.....	\$5,519 <sup>1</sup>
All reported spending per child enrolled .....	\$5,519 <sup>1</sup>

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



### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7*	16

\* In previous Yearbooks, only state spending was ranked.

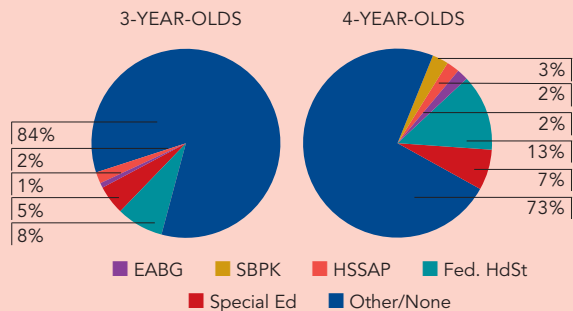
<sup>1</sup> These calculations do not include the School Based Pre-K program, as the state was unable to provide funding information for this program.

# PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

## ACCESS

Total state program enrollment.....	4,303
School districts that offer state program.....	9%
Income requirement .....	None <sup>1</sup>
Hours of operation.....	Determined locally <sup>2</sup>
Operating schedule.....	Determined locally <sup>2</sup>
Special education enrollment .....	17,674
Federally funded Head Start enrollment.....	31,067
State-funded Head Start enrollment.....	5,780

STATE PRE-K AND HEAD START ENROLLMENT<sup>3</sup>  
AS PERCENTAGE OF TOTAL POPULATION



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA (public); See footnote (community partners) <sup>4</sup>	BA	<input type="checkbox"/>
Teacher specialized training .....	Certification in ECE (public); None (community partners) <sup>4</sup>	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree .....	Meets NCLB requirements (public); Determined locally (community partners) <sup>5</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	20 <sup>6</sup>		
4-year-olds .....	20 <sup>6</sup>		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	1:10 <sup>6</sup>		
4-year-olds .....	1:10 <sup>6</sup>		
Screening/referral and support services .....	Determined locally	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals.....	None	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring <sup>7</sup>	Site visits	<input checked="" type="checkbox"/>

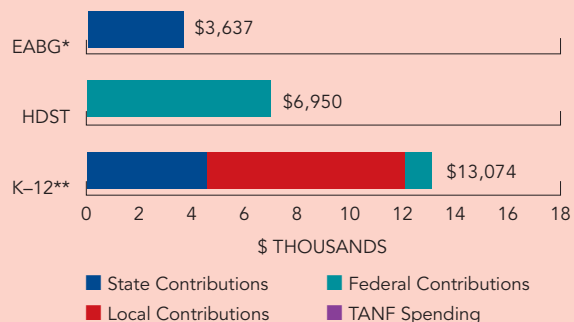
**TOTAL BENCHMARKS MET**

**5**

## RESOURCES

Total state pre-K spending.....	\$15,648,261
Local match required?.....	No
State Head Start spending.....	\$40,000,000
State spending per child enrolled.....	\$3,637
All reported spending per child enrolled* .....	\$3,637

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Eligibility requirements are locally determined, but most districts focus on children who are at risk academically or economically. State guidance specifies that EABG programs should target children at risk.

<sup>2</sup> Most programs operate 2.5 hours or 5 hours per day, 5 days per week, for the academic year. New regulations finalized in December 2006 require prekindergarten programs in all districts to meet this minimum schedule.

<sup>3</sup> The state did not break EABG enrollment into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were also estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2006-2007.

<sup>4</sup> Prior to December 2006, nonpublic settings followed the relevant program's regulatory requirements (e.g., Head Start, child care) for the year in question. Regulations finalized in December 2006 mandate that teachers in programs operated by community providers must have at least an AA. In 2011, all teachers regardless of setting will need ECE certification.

<sup>5</sup> In public school settings, assistant teachers must meet the requirements to be highly qualified for NCLB. For non-public settings, programs follow relevant regulatory requirements. By 2009-2010 all aides (in non-public settings) will be required to meet the highly qualified requirements of NCLB.

<sup>6</sup> Beginning December 2006, programs were required to limit class size to 20 and maintain a staff-child ratio of 1:10 or better.

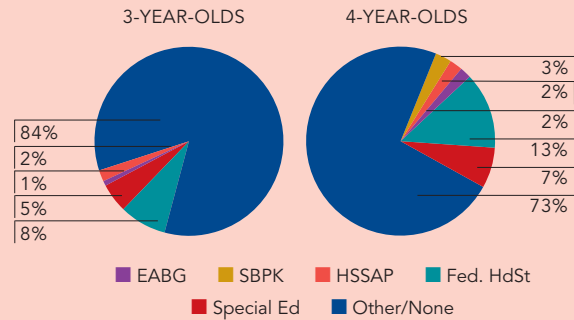
<sup>7</sup> As of 2006-2007, EABG required site visits at least once per year.

## PENNSYLVANIA SCHOOL BASED PRE-K

### ACCESS

Total state program enrollment.....	3,501
School districts that offer state program.....	13%
Income requirement .....	None
Hours of operation.....	Determined locally <sup>1</sup>
Operating schedule .....	Academic year
Special education enrollment .....	17,674
Federally funded Head Start enrollment.....	31,067
State-funded Head Start enrollment.....	5,780

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



### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	EE or ECE certification	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree .....	Determined locally <sup>2</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	20 or lower		<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	20 <sup>3</sup>		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	1:10 <sup>3</sup>		
Screening/referral .....	Determined locally	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals.....	None	At least 1/day	<input type="checkbox"/>
Monitoring .....	None	Site visits	<input type="checkbox"/>

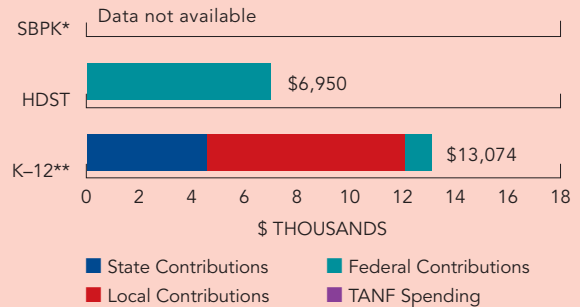
**TOTAL BENCHMARKS MET**

**5**

### RESOURCES

Total state pre-K spending .....	Not available
Local match required?.....	No
State Head Start spending.....	\$40,000,000
State spending per child enrolled .....	Not available
All reported spending per child enrolled* .....	Not available

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Students may attend either a half-day or full-day program but the minimum requirement is 2.5 hours/day, 5 days/week.

<sup>2</sup> New regulations finalized in December 2006 require a second adult in classrooms with more than 10 children. Assistant teachers in Title I schools must meet the NCLB requirements for highly qualified teachers. There are no specific degree requirements for assistant teachers in other schools, and these requirements are determined at the local level. By 2009-2010 all assistant teachers will be required to meet the highly qualified requirements of NCLB.

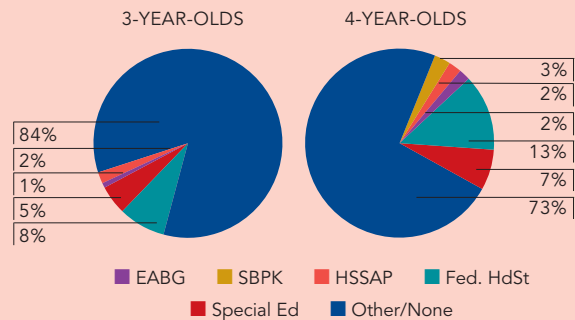
<sup>3</sup> Beginning December 2006, programs were required to limit class size to 20 and maintain a staff-child ratio of 1:10 or better.

# PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

## ACCESS

Total state program enrollment.....5,780  
 School districts that offer state program.....86% (Head Start grantees)  
 Income requirement.....90% of children must be at or below 100% FPL  
 Hours of operation.....Determined locally <sup>1</sup>  
 Operating schedule.....Determined locally <sup>1</sup>  
 Special education enrollment .....17,674  
 Federally funded Head Start enrollment.....31,067  
 State-funded Head Start enrollment.....5,780

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA <sup>2</sup>	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements <sup>2</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	Determined locally	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	2:17		
Screening/referral and support services	Vision, hearing, health, developmental, dental; and support services <sup>3</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring <sup>4</sup>	Site visits	<input checked="" type="checkbox"/>

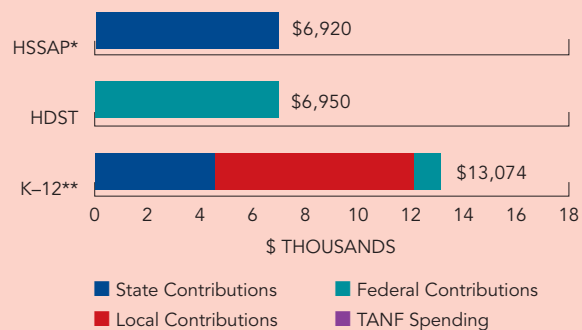
**TOTAL BENCHMARKS MET**

**7**

## RESOURCES

Total state pre-K spending.....\$40,000,000  
 Local match required?.....Yes, following Head Start performance standards  
 State Head Start spending.....\$40,000,000 <sup>5</sup>  
 State spending per child enrolled.....\$6,920  
 All reported spending per child enrolled\*.....\$6,920

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> The operating schedule is determined locally, but the minimum follows federal Head Start requirements of 3.5 hours per day, 4 days per week, and 128 days per year.

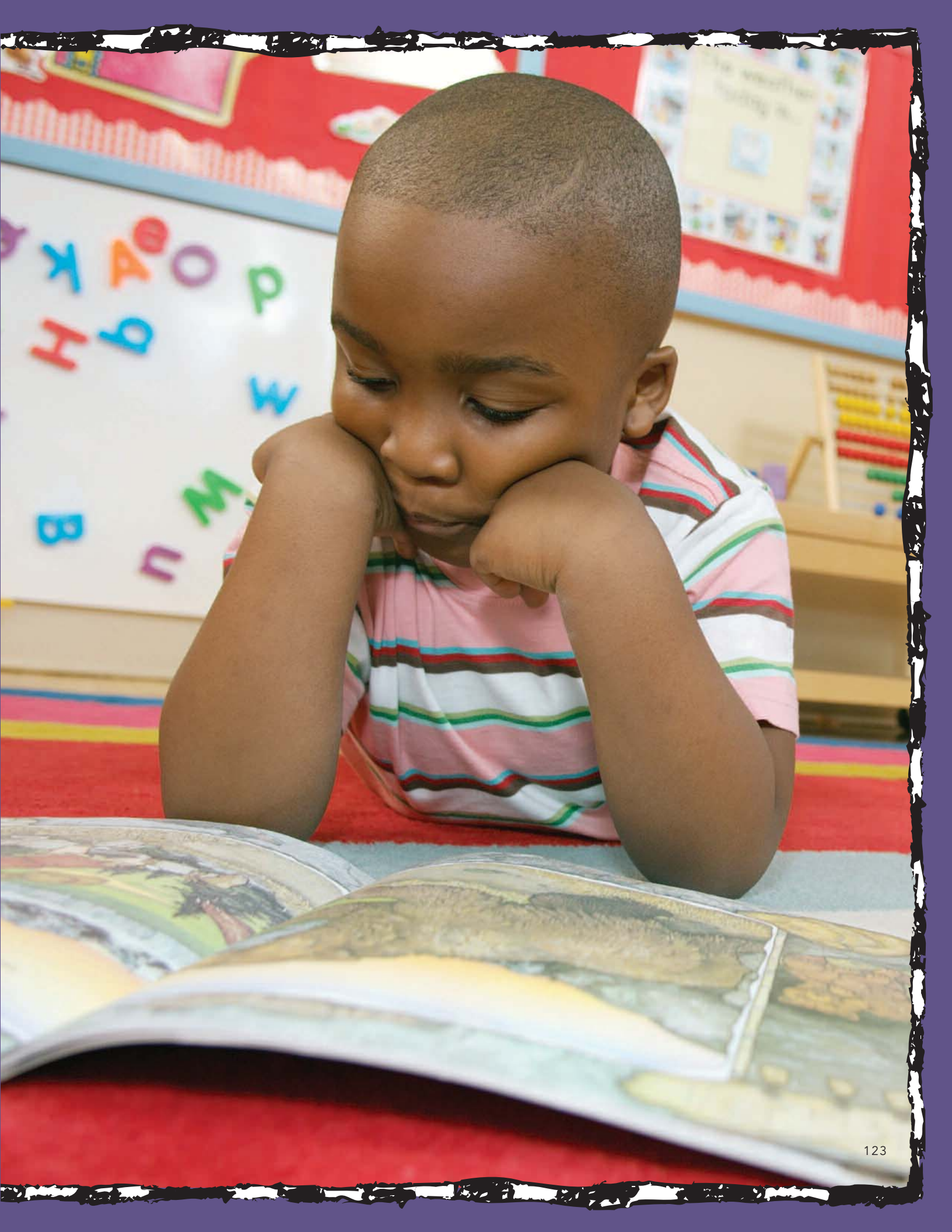
<sup>2</sup> Federal Head Start requirements indicate that 50 percent of teachers must have an AA in ECE. If teachers are employed by a school district, ECE certification is required.

<sup>3</sup> Support services include two annual parent conferences or home visits and comprehensive services as required by federal Head Start Performance Standards that include parenting education or job training, parenting support or training, parent involvement activities, information about nutrition, referral to social services, and transition to kindergarten activities.

<sup>4</sup> For 2006-2007, site visits were written into the grantee letters of agreement, and were conducted by consultants employed by the state.

<sup>5</sup> All spending through this initiative is directed toward Head Start programs.





# Rhode Island

## NO PROGRAM

**A**lthough it has a few state initiatives with the goal of expanding access to early childhood education, Rhode Island does not have a distinct state-funded preschool program meeting the criteria used in this report.

Since 2001, Rhode Island's Comprehensive Child Care Services Program (CCCSP) has provided funds for comprehensive services in child care settings for children from low-income families. Three- and 4-year-olds with family incomes below 108 percent of poverty are eligible for CCCSP, which operates in state-approved child care centers or state-certified family child care homes. Regulations include maximum class sizes of 18 for 3-year-olds and 20 for 4-year-olds, with staff-child ratios of 1:9 and 1:10, respectively. Teachers must have a Child Development Associate credential, with 15 credits in early childhood education. Comprehensive services through CCCSP are the same as those required by Head Start, including health screenings and referrals, services for parents, and meals. Programs use the comprehensive Rhode Island Early Learning Standards as guidance, but are not required to follow them. Program staff receive training in using the standards, which are specific to prekindergarten children.

The CCCSP is closely coordinated with Rhode Island's Child Care Assistance Program (CCAP). CCAP is funded using federal and state CCDF dollars, and provides additional subsidies for full-day services for most children served through CCCSP. CCAP also provides child care subsidies for children from low-income families who do not qualify for CCCSP or child care subsidies, specifically those with family incomes between 108 and 180 percent of poverty. The children in this slightly higher income group are served in the same classrooms as children who qualify for CCCSP, and thereby benefit from the CCCSP-funded quality enhancements. Most CCCSP classrooms also serve children who do not qualify for either program and pay tuition.

Rhode Island dedicates supplemental funding to the federal Head Start program. In 2006-2007, the state provided \$3.3 million to fund 400 additional Head Start slots. The state also offers the Early Childhood Investment Fund, a flexible financing stream that school districts can use for a variety of services, including prekindergarten. Finally, Rhode Island offers an entitlement to child care assistance for low-income families, primarily using state funds.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

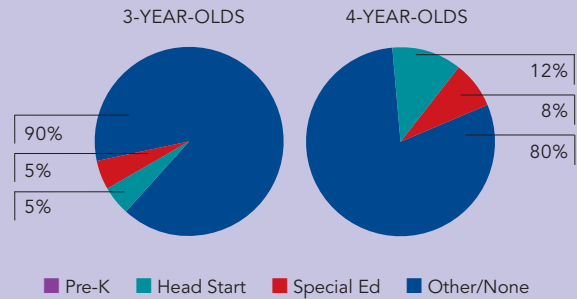
\* In previous Yearbooks, only state spending was ranked.



## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	1,701
Federally funded Head Start enrollment.....	1,970
State-funded Head Start enrollment .....	400 <sup>1</sup>

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



## QUALITY STANDARDS CHECKLIST

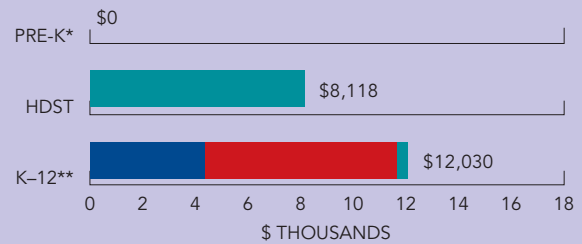
TOTAL BENCHMARKS MET

No Program

## RESOURCES

Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$3,300,000
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

### SPENDING PER CHILD ENROLLED



State Contributions      Federal Contributions  
Local Contributions      TANF Spending

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

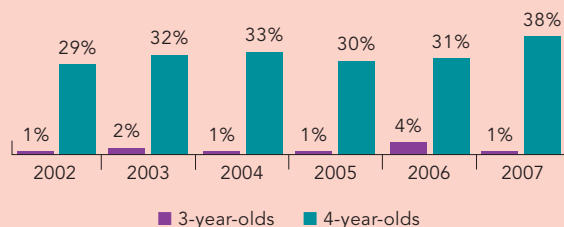
\*\*K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '06-'07 school year, unless otherwise noted.

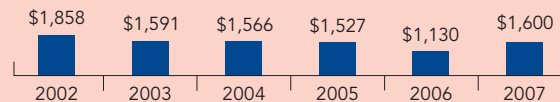
<sup>1</sup> Rhode Island was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Rhode Island who were 3 or 4 years old.

# South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The Half-Day Child Development Program, known as 4K, has been operating since established in 1984 by the South Carolina Education Improvement Act. The program provides half-day prekindergarten to at-risk 4-year-olds in each district in the state, with the goal of improving school readiness. Each district is required to have at least one 4K class, and the state distributes funds based on the number of kindergarteners eligible for free or reduced-price lunch. About 15 percent of programs use additional funding sources to provide full-day services.

The majority of children are served in public school settings, although some districts partner with Head Start centers or private child care programs to provide services. Specific child eligibility requirements are selected according to local need, based on a list of state-specified risk factors. Examples of risk factors include having single parents or parents with low educational attainment, being homeless, or having a low family income.

A separate initiative, the Child Development Education Pilot Program (CDEPP) was established in 2006 as a result of the lawsuit *Abbeville County School District v. South Carolina*. The decision from this case requires that when counties named in the lawsuit choose to provide 4K services, they must provide full-day preschool for children residing in the county eligible for free or reduced-price lunch or Medicaid. Programs in public schools must be approved by the state Department of Education and programs in private child care centers must be approved by the Office of First Steps.

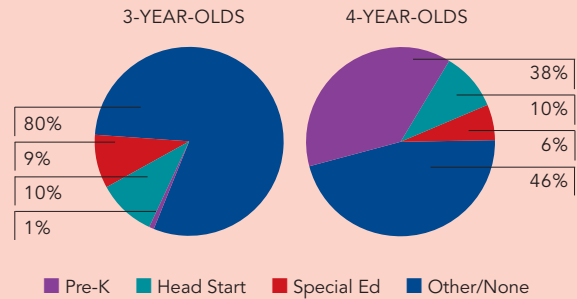
South Carolina funds an additional state early childhood initiative, the First Steps to School Readiness program, although First Steps is not the focus of this report. First Steps County Partnerships distribute funds that may be used at the local level for a variety of services for children and families. Although the initiative is separate from 4K and CDEPP, some communities use First Step funds in collaboration with 4K and CDEPP for purposes such as extending services to a full day or providing additional slots in existing programs.

The first two pages of this state profile document South Carolina's overall contributions and commitment to prekindergarten, including state spending and enrollment for both the South Carolina Half-Day Child Development Program (4K) and the South Carolina Child Development Education Pilot Program (CDEPP). The third page focuses exclusively on 4K and the final page provides specific details about CDEPP.

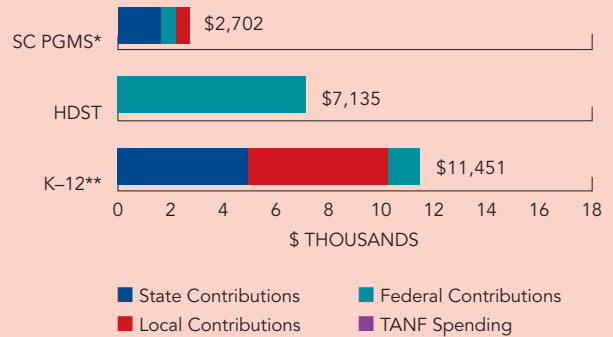
## STATE OVERVIEW

Total state program enrollment.....21,716  
 Total state spending.....\$34,747,844  
 State spending per child enrolled.....\$1,600  
 All reported spending per child enrolled .....\$2,702

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



### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	24

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38*	32

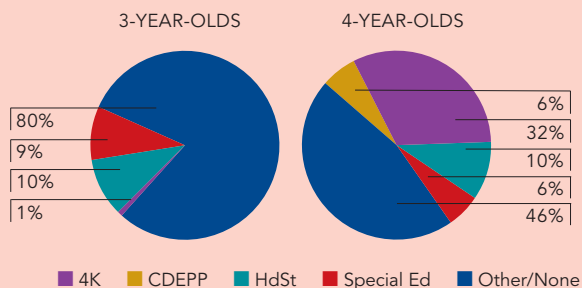
\* In previous Yearbooks, only state spending was ranked.

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

### ACCESS

Total state program enrollment.....	18,475
School districts that offer state program.....	100%
Income requirement.....	185% FPL <sup>1</sup>
Hours of operation .....	2.5 hours/day, 5 days/week
Operating schedule.....	Determined locally <sup>2</sup>
Special education enrollment .....	8,332
Federally funded Head Start enrollment.....	11,705
State-funded Head Start enrollment .....	0

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



### QUALITY STANDARDS CHECKLIST

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

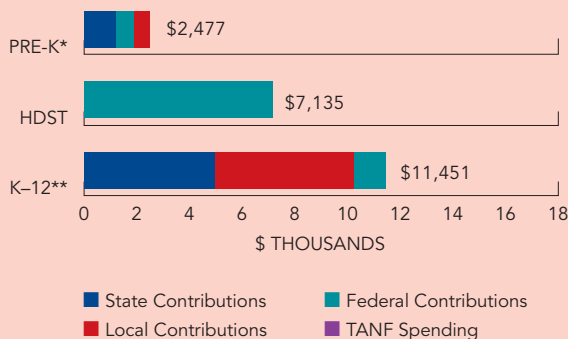
**TOTAL BENCHMARKS MET**

9

### RESOURCES

Total state pre-K spending.....	\$21,832,678
Local match required?.....	No
State spending per child enrolled.....	\$1,182
All reported spending per child enrolled* .....	\$2,477

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Children are eligible for the program if they are deemed educationally at-risk. In 2006-2007, 95 percent of the children served met the income requirement.

<sup>2</sup> Most programs operate for the academic year but a few schools operate year round.

<sup>3</sup> South Carolina implemented new early learning standards, Good Start Grow Smart, for the 2006-2007 school year.

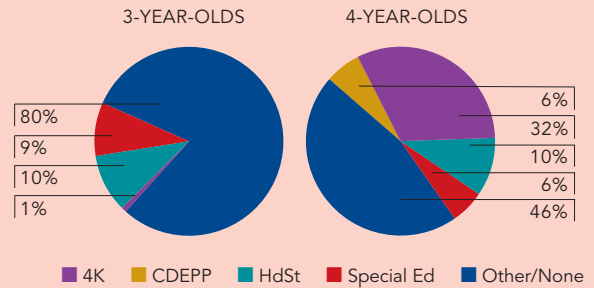
<sup>4</sup> Support services include four annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, referral to social services, transition to kindergarten activities, and other locally determined services.

# SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

## ACCESS

Total state program enrollment.....	3,241 <sup>1</sup>
School districts that offer state program.....	34%
Income requirement.....	185% FPL
Hours of operation .....	6.5 hours/day, 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	8,332
Federally funded Head Start enrollment.....	11,705
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

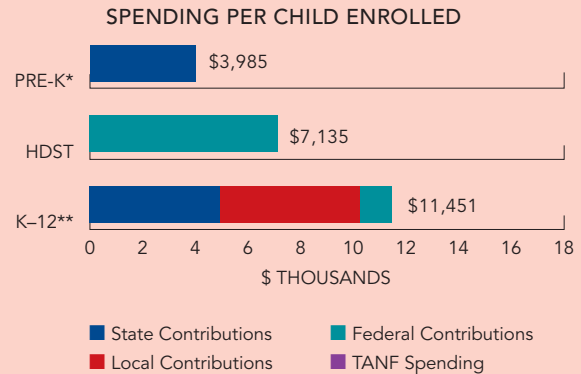
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive <sup>2</sup>	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA (public), HSD (nonpublic) <sup>3</sup>	BA	<input type="checkbox"/>
Teacher specialized training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

**TOTAL BENCHMARKS MET**

**7**

## RESOURCES

Total state pre-K spending.....	\$12,915,166
Local match required?.....	No
State spending per child enrolled.....	\$3,985
All reported spending per child enrolled* .....	\$3,985



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> This number includes 2,932 children served in public schools and 309 served in nonpublic settings through the First Steps program.

<sup>2</sup> South Carolina implemented new early learning standards, Good Start Grow Smart, for the 2006-2007 school year.

<sup>3</sup> In First Steps settings the requirement for the AA degree may be waived. In public school settings all teachers must have a BA or higher, and certification in early childhood is recommended.

<sup>4</sup> The teaching assistant must complete one course in early childhood within the calendar year if they do not have an AA degree.

<sup>5</sup> Dental screenings and referrals are determined locally. Support services include four annual parent conferences or home visits, parenting support or training, and parent education. In the public schools only, support services also include parent job training and referral to social services.

# South Dakota

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# NO PROGRAM

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

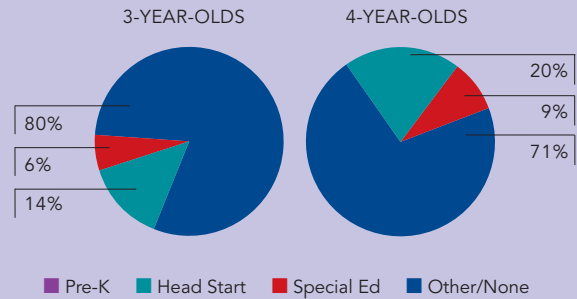
\* In previous Yearbooks, only state spending was ranked.



## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	1,484
Federally funded Head Start enrollment.....	3,644
State-funded Head Start enrollment .....	0

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

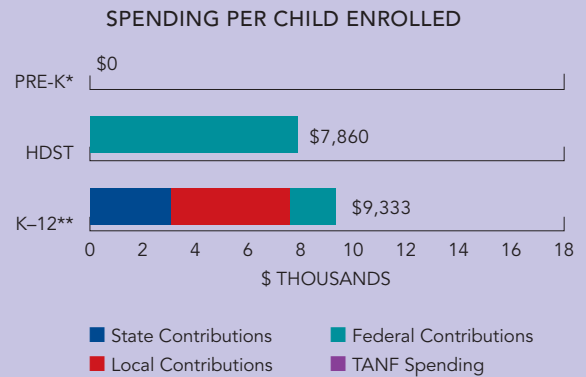


## QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET  
**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



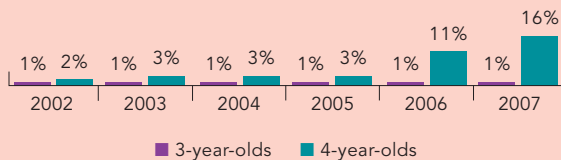
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

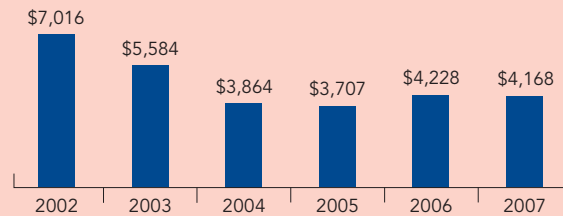
Data are for the '06-'07 school year, unless otherwise noted.

# Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Tennessee began funding the Early Childhood Education (ECE) Pilot Project in 1998. Public schools, private child care agencies, Head Start agencies, public housing authorities, and institutes of higher education competed for state grants to fund their programs. Beginning with the 2005-2006 school year, the state created the Tennessee Voluntary Pre-K (VPK) program, which includes the pilot pre-K program. Under the new VPK program, only school systems were allowed to compete for state grants. The school systems in turn, have opportunities to subcontract with private child care agencies, Head Start agencies, public housing authorities, and institutes of higher education. Tennessee’s preschool program relied partially on TANF funding until 2003, at which time TANF funding was no longer available. Three- and 4-year-old children who are eligible for free or reduced-price lunch (185 percent of the federal poverty level) are prioritized to enroll in the program. Children who meet other state-specified risk factors are also eligible to enroll in the program. These risk factors include having an IEP, English Language Learner status, state custody, history of abuse or neglect, and locally determined risk factors such as having a parent on active military duty.

Tennessee has been using excess lottery funds to support recent expansions of state prekindergarten. As a result of these additional funds, Tennessee was able to serve an additional 6,000 at-risk children in 2005-2006. In 2006-2007, the state tripled its general revenue allocation for prekindergarten, which enabled VPK to create an additional 232 programs and serve more than 4,500 additional at-risk children. The VPK and ECE pilot programs follow similar standards and are profiled together in this report. VPK classrooms are allocated more funding than the ECE pilot programs and are also required to obtain local matches.

In 2005, legislation created the Office of Early Learning (OEL) to administer the VPK program. The OEL also includes the Head Start State Collaboration Office, Even Start State Coordinator Office, School Administered Child Care Program Evaluation and Family Resources Centers. The duties of OEL encompass program administration, oversight, monitoring, data collection, technical assistance and training. The OEL coordinates and collaborates with intra-state agencies, local school systems and community providers to provide information and best practices in support and promotion of the pre-K program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	21

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13*	17

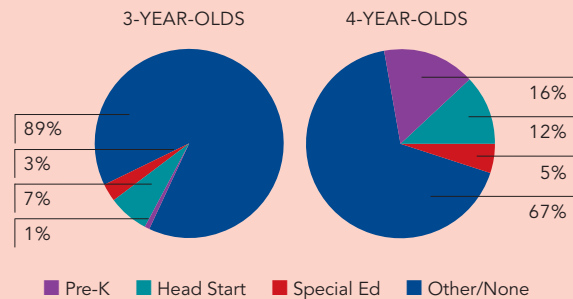
\* In previous Yearbooks, only state spending was ranked.

## TENNESSEE VOLUNTARY PRE-K

### ACCESS

Total state program enrollment.....	13,197
School districts that offer state program.....	98%
Income requirement.....	185% FPL <sup>1</sup>
Hours of operation .....	5.5 hours/day, 5 days/week <sup>2</sup>
Operating schedule .....	Academic year
Special education enrollment .....	5,978
Federally funded Head Start enrollment.....	15,496
State-funded Head Start enrollment .....	0

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



### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA .....	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	Teacher license with pre-K endorsement <sup>3</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	CDA (ECE pilot); HSD + pre-K experience (VPK) <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	18 clock hours .....	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....16		
4-year-olds .....	.....20		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....1:8		
4-year-olds .....	.....1:10		
Screening/referral .....	Vision, hearing, health, and support developmental; and support services <sup>5</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	Lunch and either breakfast or snack .....	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Site visits and other monitoring .....	Site visits	<input checked="" type="checkbox"/>

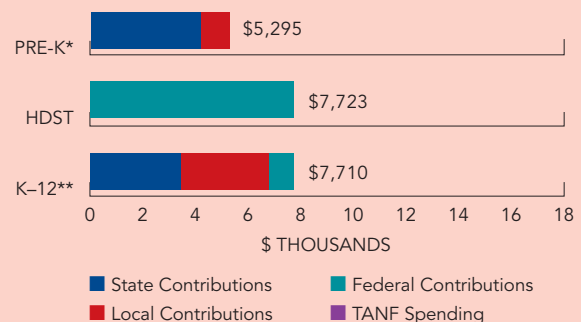
**TOTAL BENCHMARKS MET**

9

### RESOURCES

Total state pre-K spending.....	\$55,000,000
Local match required? .....	Yes <sup>6</sup>
State spending per child enrolled.....	\$4,168
All reported spending per child enrolled* .....	\$5,295

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

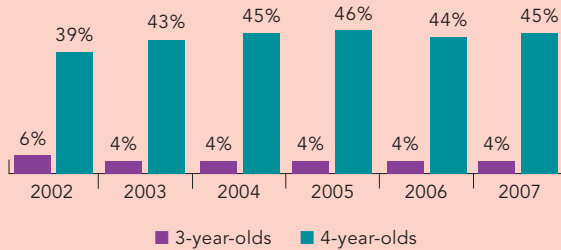
<sup>1</sup> Children who meet the income criteria receive highest priority for enrollment.  
<sup>2</sup> Additional time is determined locally. Naptime cannot be counted in the 5.5 hour minimum.  
<sup>3</sup> Permissible types of Pre-K endorsements include: Pre-K3, Pre-K4, Pre-K3 Special Education, Pre-K 1 Special Education, and Pre-K-K.  
<sup>4</sup> Assistant teacher degree requirements differ between the ECE pilot program and the statewide expansion of this program, VPK. In the ECE pilot, all assistant teachers are required to have a CDA. In the VPK program, the LEA is required to hire an assistant teacher with a CDA if one is available, but if not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs.

<sup>5</sup> Dental screening and referrals are locally determined. Support services include two annual parenting conferences or home visits, parenting support or training, parent involvement activities, referral for social services, and transition to pre-K and kindergarten activities. Some other comprehensive services are required, but specific services are determined locally.

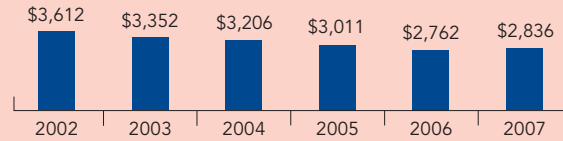
<sup>6</sup> Funding allocations are set on an annual basis. The LEA must identify a local funding match to add to its Basic Education Plan funds, in order to reach the set funding amount per unit.

# Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The Texas Public School Prekindergarten initiative began during the 1985-1986 school year, providing half-day prekindergarten to at-risk 4-year-old children. All districts with 15 or more eligible 4-year-olds are required to offer the Public School Prekindergarten program. Children who have limited English proficiency, are homeless, or qualify for free or reduced-price lunch are eligible to participate in the program. Children whose parents are on active military duty or have been injured or killed on duty were eligible for the Texas prekindergarten program for the first time during the 2006-2007 program year. Children who are or were in foster care are eligible for Texas' prekindergarten program for the first time during the 2007-2008 school year. Districts are allowed to serve children who do not meet eligibility requirements if families pay tuition. They can also serve 3-year-olds through the use of additional district and state funds. The Texas Public School Prekindergarten program is supported by local and state funds using the Foundation School Program and is part of the K-12 system. Funding flows directly to the school districts but they are encouraged to offer services through private child care centers or Head Start. Enrollment in the Texas Public School Prekindergarten program has increased steadily for the past several years.

The Foundation School Program provides funding for half-day services but programs can apply for funding for full-day services from the Prekindergarten Expansion Grant Program. These competitive expansion grants are awarded annually and priority is given to school districts with low third grade reading scores.

More than 30,000 preschool children and their teachers participated in the Texas Early Education Model (TEEM) in 2006-2007. The State Center for Early Childhood Development administers the program and grants competitive funding to programs that use a research-based, scientific, pre-reading instructional program and serve at least 75 percent of low-income students. The Texas Early Education Model encourages public school districts, nonprofit and for-profit childcare centers, and Head Start agencies to share resources and coordinate services with each other.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	10

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28*	31

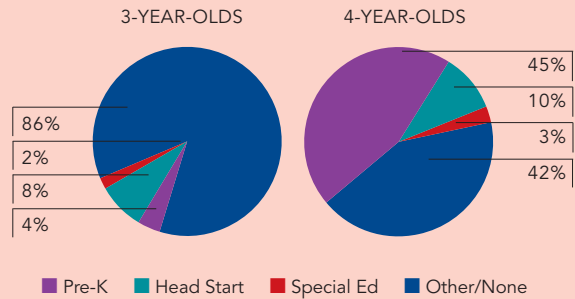
\* In previous Yearbooks, only state spending was ranked.

# TEXAS PUBLIC SCHOOL PREKINDERGARTEN

## ACCESS

Total state program enrollment.....	187,824
School districts that offer state program.....	78%
Income requirement.....	185% FPL <sup>1</sup>
Hours of operation .....	3 hours/day, 5 days/week <sup>2</sup>
Operating schedule .....	Academic year
Special education enrollment .....	20,950
Federally funded Head Start enrollment.....	65,886
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA .....	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	Generalist (EC-Grade 4) Teaching Certificate <sup>3</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	HSD .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	150 clock hours/5 years .....	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input type="checkbox"/>
3-year-olds .....	No limit <sup>4</sup>		
4-year-olds .....	No limit <sup>4</sup>		
Staff-child ratio .....	.....	1:10 or better	<input type="checkbox"/>
3-year-olds .....	No limit		
4-year-olds .....	No limit		
Screening/referral .....	Vision, hearing, developmental; and support services .....	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals .....	Depend on length of program day <sup>6</sup>	At least 1/day	<input type="checkbox"/>
Monitoring .....	None .....	Site visits	<input type="checkbox"/>

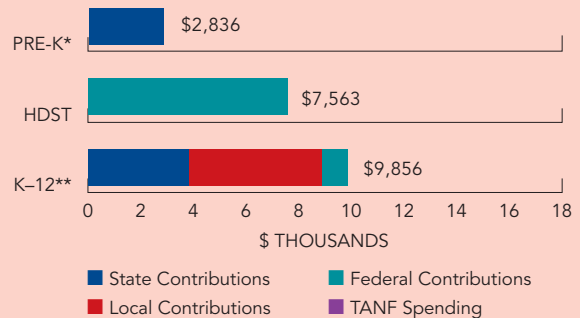
**TOTAL BENCHMARKS MET**

4

## RESOURCES

Total state pre-K spending .....	\$532,687,148 <sup>7</sup>
Local match required?.....	No
State spending per child enrolled.....	\$2,836
All reported spending per child enrolled* .....	\$2,836

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> During the 2006-2007 program year, 72 percent of children enrolled qualified based on income. Children may also qualify if they are homeless, have a parent on active military duty, or have non-English speaking family members.

<sup>2</sup> School districts that receive Prekindergarten Expansion Grant funding are required to offer 6 hours of services per day.

<sup>3</sup> The Generalist Teaching Certificate covers early childhood through fourth grade. The pedagogy is based on developmental levels for children and appropriate teaching methods for each grade level. Texas standards no longer specify a number of semester hours in early childhood education.

<sup>4</sup> Prekindergarten classes no larger than 15 (for 3-year-olds) or 18 (for 4-year-olds) are preferred but not required.

<sup>5</sup> Dental screening and referrals are determined locally. Some support services are required, but specific services are determined locally. The number of annual parent conferences or home visits is also determined locally.

<sup>6</sup> School districts are not required to serve meals to prekindergarten students. However, most school districts do serve either breakfast or lunch, and some offer both meals. All districts offering full-day programs provide lunch.

<sup>7</sup> State funding under the Foundation School Program, distributed on the basis of aggregated Average Daily Attendance, totaled \$447,056,500, including TANF MOE funds. The Prekindergarten Expansion Grant Program contributed an additional \$85,630,648.

Utah

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# NO PROGRAM

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

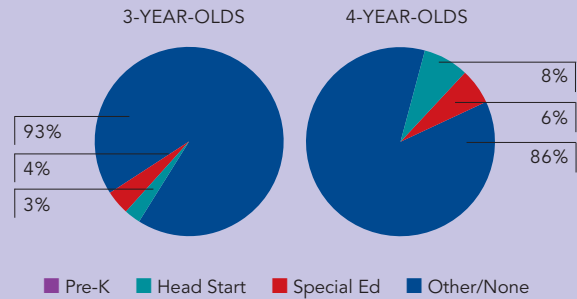
\* In previous Yearbooks, only state spending was ranked.



## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	4,625
Federally funded Head Start enrollment.....	5,342
State-funded Head Start enrollment .....	0

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



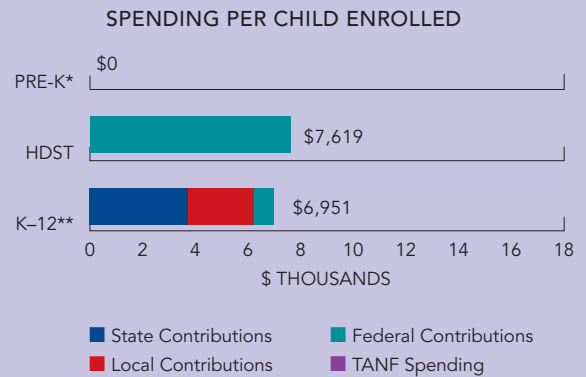
## QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

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



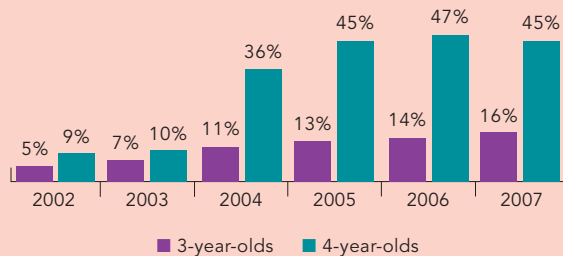
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

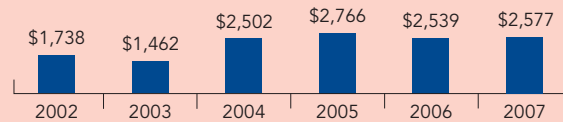
Data are for the '06-'07 school year, unless otherwise noted.

# Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Vermont's Early Education Initiative (EEI) was established in 1987 with the goal of increasing access to preschool programs for 3- and 4-year-old at-risk children. Grants are awarded to public schools, parent-child centers, private child care programs, and Head Start to accomplish this goal. EEI programs collaborate with other community resources to use funding and provide services. EEI funding remained stable over the past several fiscal years but is still below Fiscal Year 1996 levels. When accounting for inflation, the value of the grants has decreased steadily and considerably since the program began. The Vermont Early Learning Standards (VELS) provide guidelines for the curricula for all EEI programs. Children can enroll in the EEI program if their family income is below 185 percent of the federal poverty level, or if they have certain risk factors including social isolation, developmental delays, abuse or neglect, or limited English proficiency.

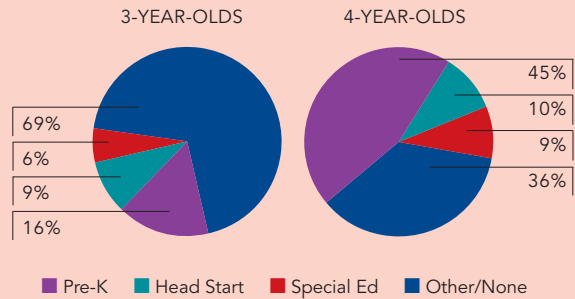
In Fiscal Year 2003, Vermont increased support and funding for a second state preschool initiative, the Vermont Publicly Funded Prekindergarten using Average Daily Membership (PFP-ADM) census data. About 80 percent of Vermont's local education agencies receive state education funds to provide preschool education for up to 10 hours per week. A funding formula allocates 40 percent of the K-6 education funding level to the preschool programs. Local education agencies can supplement that budget with funds from other sources to support their programs and services. All 3- and 4-year-old children whose communities choose to participate are eligible to attend the program. Funding for PFP-ADM must pass through the local schools, but they can contract with other providers including private child care centers and Head Start. Teachers receive support, including professional development, to help them meet the Vermont Early Learning Standards. Beginning in the 2008-2009 school year, PFP-ADM programs in non-public settings will be required to have one BA teacher at each center, rather than in every classroom.

The first two pages of Vermont's profile describe the state's overall contribution and commitment to prekindergarten through its two initiatives. Enrollment and state spending for both the PFP-ADM and EEI programs are presented on these two pages. The next two pages document specific details about each of Vermont's preschool initiatives. The PFP-ADM program is detailed on the third page and the EEI program is detailed on the fourth page.

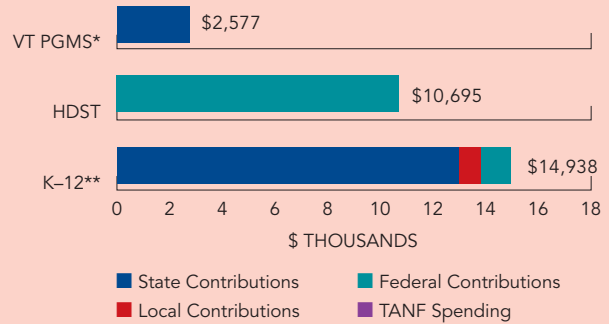
## STATE OVERVIEW

Total state program enrollment.....3,961  
 Total state spending.....\$10,206,693  
 State spending per child enrolled.....\$2,577  
 All reported spending per child enrolled .....\$2,577

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



### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	2

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30*	34

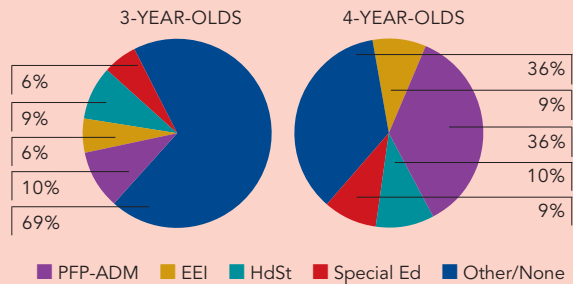
\* In previous Yearbooks, only state spending was ranked.

# VERMONT PUBLICLY FUNDED PREKINDERGARTEN USING AVERAGE DAILY MEMBERSHIP

## ACCESS

Total state program enrollment.....	3,037 <sup>1</sup>
School districts that offer state program.....	81%
Income requirement .....	None
Hours of operation.....	Determined locally <sup>2</sup>
Operating schedule .....	Academic year
Special education enrollment .....	989
Federally funded Head Start enrollment.....	1,228
State-funded Head Start enrollment .....	0

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



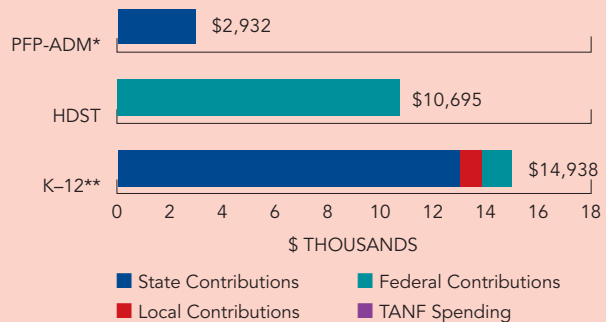
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>TOTAL BENCHMARKS MET</b>   <span style="font-size: 2em; color: red;">7</span> </div>
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree .....	BA <sup>3</sup>	BA	<input checked="" type="checkbox"/>	
Teacher specialized training ....	ECE or ECSE endorsement	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree .....	Determined locally <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service .....	9 credit hours/7 years	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds .....	20			
4-year-olds .....	20			
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds .....	1:10			
4-year-olds .....	1:10			
Screening/referral .....	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals .....	Depend on length of program day <sup>6</sup>	At least 1/day	<input type="checkbox"/>	
Monitoring .....	None	Site visits	<input type="checkbox"/>	

## RESOURCES

Total state pre-K spending.....	\$8,904,484 <sup>7</sup>
Local match required?.....	No
State spending per child enrolled.....	\$2,932
All reported spending per child enrolled* .....	\$2,932

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> This figure is an estimate and has been adjusted to reflect a full-time equivalent PFP-ADM figure.  
<sup>2</sup> Programs are funded to operate 10 hours per week, though funds may be prorated for less than 10 hours of service. The most common school-based model is 3 days/week. The most common school-linked contracted program model is 5 days/week with other funding sources.  
<sup>3</sup> New requirements related to Act 62 will take effect in July 2008, and are expected to remove the BA requirement for lead teachers in PFP-ADM programs in nonpublic settings. Nonpublic centers will be permitted to have one licensed teacher per center rather than one per classroom, and registered child care homes will require only brief supervision by a licensed teacher.

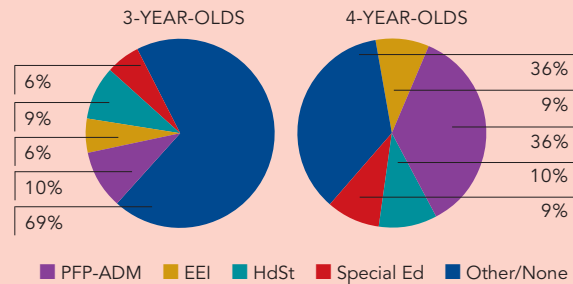
<sup>4</sup> Programs are expected but not required to follow NCLB requirements for highly qualified paraeducators.  
<sup>5</sup> Dental screenings and referrals are determined locally. Support services include two annual home visits or parent conferences, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.  
<sup>6</sup> Programs operating fewer than 4 hours per day must offer a snack; programs operating more than 4 hours per day must offer snack and lunch.  
<sup>7</sup> This figure is an estimate.

# VERMONT EARLY EDUCATION INITIATIVE

## ACCESS

Total state program enrollment .....	924
School districts that offer state program.....	53%
Income requirement.....	185% FPL <sup>1</sup>
Hours of operation.....	Determined locally <sup>2</sup>
Operating schedule .....	Academic year <sup>2</sup>
Special education enrollment .....	989
Federally funded Head Start enrollment.....	1,228
State-funded Head Start enrollment .....	0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA <sup>3</sup> .....	BA	<input checked="" type="checkbox"/>
Teacher specialized .....	ECE or ECSE endorsement (public); Degree in early education (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	Determined locally <sup>4</sup> .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	9 credit hours/7 years (public); 9 clock hours/year (nonpublic)	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....	16	
4-year-olds .....	.....	16	
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....	1:8	
4-year-olds .....	.....	1:8	
Screening/ referral and support services .....	Vision, hearing, health, developmental; and support services <sup>5</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Depend on length of program day <sup>6</sup> .....	At least 1/day	<input type="checkbox"/>
Monitoring .....	None .....	Site visits	<input type="checkbox"/>

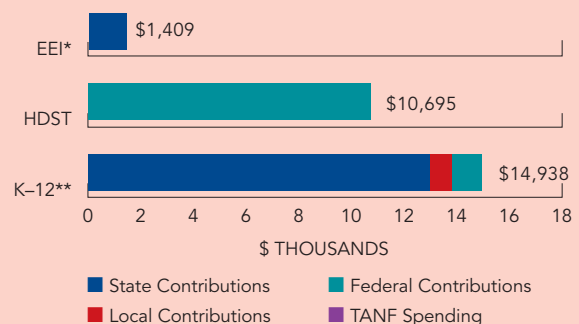
**TOTAL BENCHMARKS MET**

6

## RESOURCES

Total state pre-K spending .....	\$1,302,209
Local match required?.....	No
State spending per child enrolled.....	\$1,409
All reported spending per child enrolled* .....	\$1,409

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Children may also qualify based on other risk factors such as developmental delay; risk for abuse or neglect; limited English proficiency; exposure to violence or substance abuse; social isolation; homelessness; having a teen parent, or parents who are on active military duty, incarcerated, or who have low educational attainment. In 2006-2007, 54 percent of children met the income requirement.

<sup>2</sup> Programs operate an average of 3.6 hours/day and an average of 3.5 days/week during the academic year, but some programs are year round.

<sup>3</sup> State policy does not explicitly require teachers in nonpublic settings to hold a BA, but this standard is enforced as a mandatory component of the grant review process.

<sup>4</sup> Public schools use NCLB highly qualified teacher status in setting educational expectations for paraeducators, but this is not a requirement. Private programs use CDA status in setting educational expectations, but again it is not a requirement.

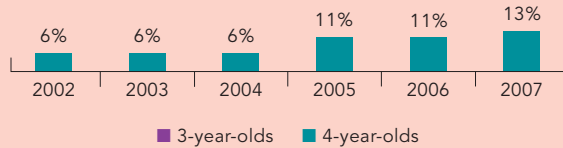
<sup>5</sup> Dental screenings and referrals are determined locally. Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

<sup>6</sup> Programs operating for 3 hours must provide a snack, while programs operating for at least 4 hours must provide a meal plus a snack.

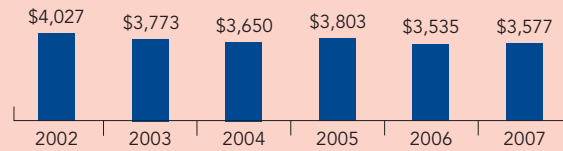
<sup>7</sup> State policy does not formally require monitoring but in standard practice includes documentation of children's learning and/or child outcomes, documentation of program-level outcomes, review of program facilities and safety procedures, results of program self-assessments, and review of program records.

# Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



**I**n 1995, the Virginia Preschool Initiative began serving at-risk 4-year-old children who were not enrolled in existing preschool programs. Eligibility for the program is determined locally and is based on risk factors such as poverty, homelessness, having parents with limited education, family underemployment, parent incarceration, and limited English proficiency. Funding is allocated directly to public school districts and local departments of social services, which may provide services directly or subcontract with Head Start or private child care programs. Programs may choose to operate on a half-day schedule at 50 percent of the full-day funding allocation. Funded communities are required to contribute matching funds to the program, based on a local composite index of districts' resources.

In 2004-2005, funding allocations increased to serve 90 percent of unserved at-risk children. Most recently, the state General Assembly increased per-pupil funding for the 2006-2007 program year to provide services to all unserved at-risk 4-year-olds.

Beginning in 2004, the state began developing early learning standards, starting with literacy and mathematics. As of 2007, the standards have been expanded to include science, history, social science, personal and social development, and physical and motor standards.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17*	15

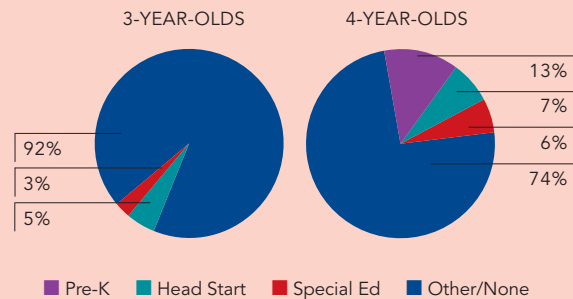
\* In previous Yearbooks, only state spending was ranked.

# VIRGINIA PRESCHOOL INITIATIVE

## ACCESS

Total state program enrollment.....	12,501
School districts that offer state program.....	74%
Income requirement .....	None
Hours of operation .....	3 hours/day (half-day), 6 hours/day (full-day); 5 days/week <sup>1</sup>
Operating schedule .....	Academic year
Special education enrollment .....	9,153
Federally funded Head Start enrollment.....	12,290
State-funded Head Start enrollment .....	0

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



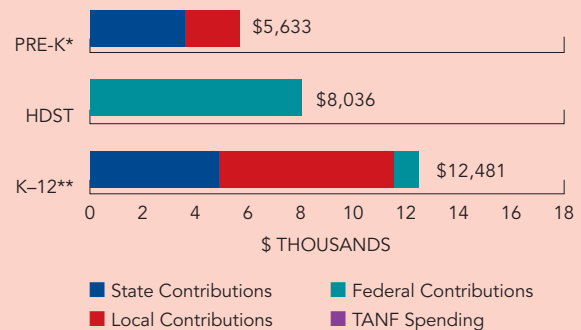
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>TOTAL BENCHMARKS MET</b>   <span style="font-size: 2em; color: red;">7</span> </div>
Early learning standards.....	Not comprehensive	Comprehensive	<input type="checkbox"/>	
Teacher degree .....	BA (public), CDA (nonpublic)	BA	<input type="checkbox"/>	
Teacher specialized training .....	License + endorsement in pre-K (public), Meets CDA requirements (nonpublic) <sup>2</sup>	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree .....	HSD or GED	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service .....	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size .....		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds .....	NA			
4-year-olds .....	18			
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds .....	NA			
4-year-olds .....	1:9			
Screening/referral and support services .....	Vision, hearing, health; and support services <sup>3</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals .....	Breakfast and snack <sup>4</sup>	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring .....	Site visits and other monitoring <sup>5</sup>	Site visits	<input checked="" type="checkbox"/>	

## RESOURCES

Total state pre-K spending.....	\$44,713,417
Local match required? .....	Yes; based on composite index of local ability to pay
State spending per child enrolled.....	\$3,577
All reported spending per child enrolled* .....	\$5,633

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Most programs operate on a full-day schedule.

<sup>2</sup> Teachers in public schools are required to hold a license with endorsements in the areas in which they are working. Teachers not located in public schools are required to have specialized training in early childhood education as determined by the fiscal agent.

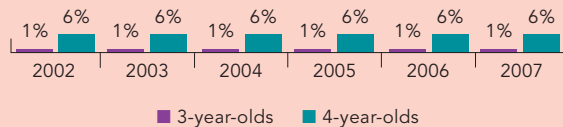
<sup>3</sup> Developmental and dental screenings and referrals are determined locally. Support services include parenting support or training, parent involvement activities, health services for children, and referral to social services. Other comprehensive services and the number of required annual parent conferences or home visits are determined locally.

<sup>4</sup> Half-day programs must provide breakfast and snack. Full-day programs must provide lunch in addition to breakfast and snack.

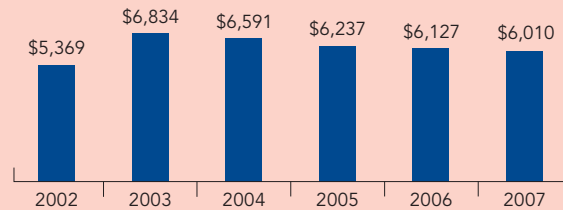


# Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Washington's Early Childhood Education and Assistance Program (ECEAP) was created in 1985 in response to calls for early childhood education reform. Overseen by the state Department of Early Learning (DEL), ECEAP is designed to improve school readiness by offering education, health, nutrition and family support services to assist parents in raising healthy children. The program primarily serves 4-year-olds from families with incomes at or below 110 percent of the federal poverty guidelines. Three-year-olds are enrolled based on additional risk factors. Up to 10 percent of the ECEAP slots can be allotted to children in families over the income cutoff if there are developmental or environmental risk factors. DEL funds public or private non-sectarian organizations—school districts, educational service districts, community and technical colleges, local governments, or nonprofit organizations—to provide ECEAP services.

In 2007 the state increased its investment in ECEAP. The additional funding means 2,250 more children (and the adults in their lives) will be served by this program during the 2007-2009 biennium. In addition, a rate increase allowed for program quality improvements such as increased hours of preschool and reinforcement of teacher qualification standards. About 8,200 children and their families in 36 counties will take advantage of this comprehensive learning program in 2008.

Established in 2006, DEL is a cabinet-level state agency. With its private partner, Thrive by Five Washington, DEL works to fund programs and coordinate efforts to improve school readiness among children.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	16

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6*	14

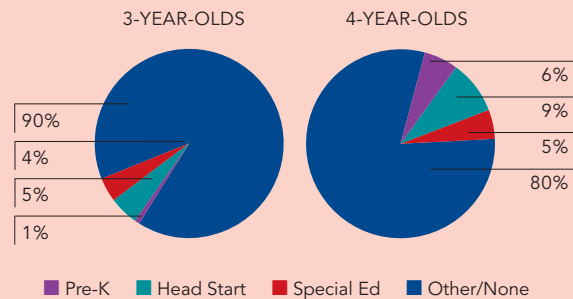
\* In previous Yearbooks, only state spending was ranked.

# WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM

## ACCESS

Total state program enrollment.....5,837  
 School districts that offer state program ....92% (counties)  
 Income requirement.....90% of children must be at or below 110% FPL  
 Hours of operation.....Determined locally <sup>1</sup>  
 Operating schedule .....30 weeks/year  
 Special education enrollment .....7,357  
 Federally funded Head Start enrollment.....11,556  
 State-funded Head Start enrollment .....0

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive <sup>2</sup>	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	30 quarter units in ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 12 quarter credits in ECE	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours <sup>3</sup>	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20 <sup>4</sup>		
4-year-olds	20 <sup>4</sup>		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9		
4-year-olds	1:9		
Screening/ referral and support services	Vision, hearing, health, developmental, dental; and support services <sup>5</sup>	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least 1 meal <sup>6</sup>	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

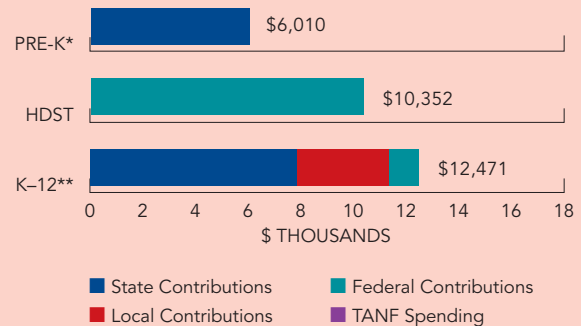
**TOTAL BENCHMARKS MET**

**9**

## RESOURCES

Total state pre-K spending .....\$35,083,000  
 Local match required?.....No  
 State spending per child enrolled.....\$6,010  
 All reported spending per child enrolled\* .....\$6,010

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> All programs operate at least 2.5 hours per session. Most programs operate 2.5 to 6 hours per day, 3 to 4 days per week.

<sup>2</sup> The Washington State Early Learning Benchmarks were in use for the entire 2006-2007 school year.

<sup>3</sup> Beginning in July 2006, 15 hours per year of teacher professional development are required.

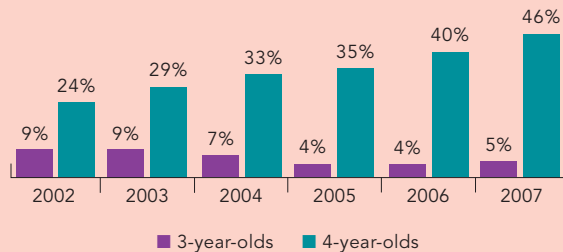
<sup>4</sup> Beginning in July 2006, the maximum class size is 20.

<sup>5</sup> Support services include 3 hours of parent conferences, 3 hours of family support services, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, mental health consultation, services of a dietician, and oral/dental health services.

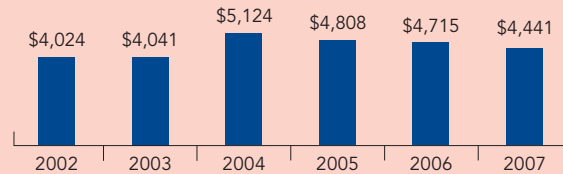
<sup>6</sup> Programs of less than 3 hours must provide breakfast or lunch. Programs lasting more than 3 hours must provide breakfast or lunch and a snack.

# West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



Revisions to West Virginia's school code in 1983 established the Public School Early Childhood Education initiative, which allowed local school boards to establish preschool programs for 3- and 4-year-olds. In 2000, West Virginia passed legislation that requires the state to expand access to prekindergarten, working toward making prekindergarten available to all the state's 4-year-olds by the 2012-2013 school year. The push for increased access for 4-year-olds has resulted in decreased access for 3-year-olds in the past few years. Effective July 2004, only 3-year-olds with a documented disability are eligible to participate in the Public School Early Childhood Education initiative. West Virginia has been successful in serving increasing numbers of 4-year-olds and offers programs in all school districts. The state is also working with counties to make sure they have enough classrooms and that these classrooms meet the state's quality benchmarks. Each year, every county must submit a plan to the state explaining how it will expand access to prekindergarten. The program is now called the West Virginia Universal Pre-K System.

During the 2006-2007 school year, approximately 85 percent of the West Virginia Universal Pre-K System programs used the Creative Curriculum in their classrooms. West Virginia also maintains a web-based portfolio based on the Creative Curriculum for all children, which allows the state to track student assessment results. The West Virginia Early Learning Standards Framework requires that the state track progress for all students.

Public schools receive all the funding for the West Virginia Universal Pre-K System initiative. However public schools may subcontract with other types of agencies to offer services. In order to facilitate expansion of the West Virginia Universal Pre-K System initiative, the state requires that half of the programs operate in collaborative settings with child care, private prekindergarten, or Head Start. Federal Head Start, IDEA, and Title I funding are used to significantly supplement state funding for prekindergarten.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11*	12

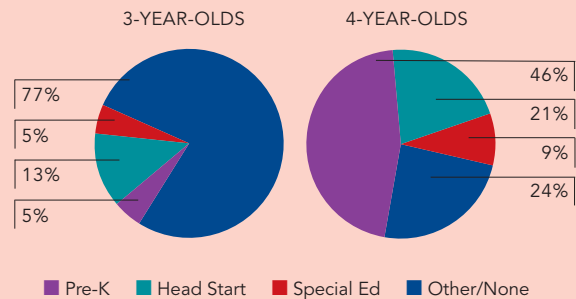
\* In previous Yearbooks, only state spending was ranked.

## WEST VIRGINIA UNIVERSAL PRE-K

### ACCESS

Total state program enrollment.....	10,659
School districts that offer state program.....	100%
Income requirement .....	None
Hours of operation.....	Determined locally <sup>1</sup>
Operating schedule .....	Academic year <sup>1</sup>
Special education enrollment .....	3,091
Federally funded Head Start enrollment.....	7,098
State-funded Head Start enrollment .....	0

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



### QUALITY STANDARDS CHECKLIST

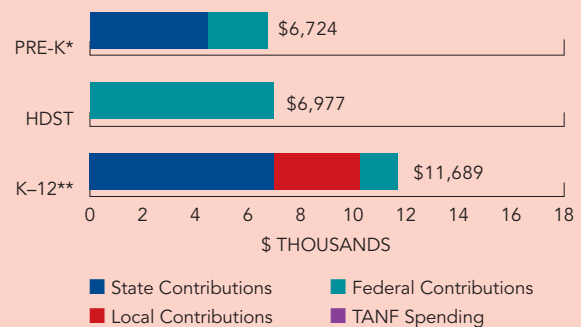
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA (pre-K only programs); AA (blended programs) <sup>2</sup>	BA	<input type="checkbox"/>
Teacher specialized training .....	See footnotes <sup>3</sup> .....	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	HSD .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	15 clock hours .....	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	20	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	20		
4-year-olds .....	20		
Staff-child ratio .....	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	1:10		
4-year-olds .....	1:10		
Screening/referral .....	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Depend on length of program day <sup>5</sup> .....	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring .....	Site visits	<input checked="" type="checkbox"/>

**TOTAL BENCHMARKS MET**  
**7**

### RESOURCES

Total state pre-K spending.....	\$47,338,791
Local match required?.....	No
State spending per child enrolled.....	\$4,441
All reported spending per child enrolled* .....	\$6,724

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Hours of operation are determined locally, but programs must operate for at least 12 hours per week, with a maximum of 30 hours per week and at least 108 instructional days.

<sup>2</sup> If the classroom is in a community collaborative (supported by two or more funding sources and located in a public school or community-based setting), the teacher may be on permit, provided that the teacher has at least an Associate's degree in an approved field and is working toward certification. Teachers may be on permit for up to 5 years.

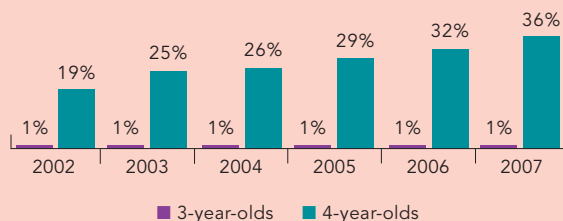
<sup>3</sup> Teachers in public school settings that are not collaboratives must be certified in Birth-5, Early Childhood Education, Preschool Special Needs, or Elementary Education (with a Pre-K/K endorsement). Teachers in community collaborative settings must have a degree in Child Development/ Early Childhood or in Occupational Development with an emphasis in Child Development/Early Childhood.

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

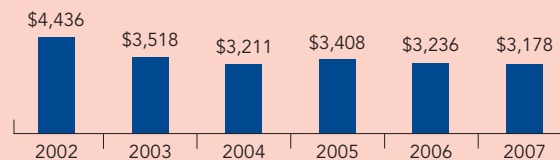
<sup>5</sup> Meals must be offered if the program operates for more than 4 hours per day.

# Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



When Wisconsin became a state in 1848, its constitution established a commitment to provide a free education for 4-year-old children. The Four-Year-Old Kindergarten (4K) program was established in 1873 and continues to operate today despite a suspension in funding between 1957 and 1984. Public schools receive funding and may either offer prekindergarten programs or contract with private child care centers or Head Start to do so. Over the past few years, the state has successfully increased enrollment in its Four-Year-Old Kindergarten program both by beginning new programs in districts that did not previously offer 4K and by serving more children in districts with existing 4K programs. During the 2006-2007 school year, 4K was offered in 62 percent of school districts and the state plans additional expansion for the 2007-2008 school year. Districts receive 50 percent of their state per-pupil K-12 funding amount for half-day slots for 4-year-olds. They can receive 60 percent if they also offer parent support programs. While not required, Wisconsin encourages state-funded programs to follow the Wisconsin Model Early Learning Standards.

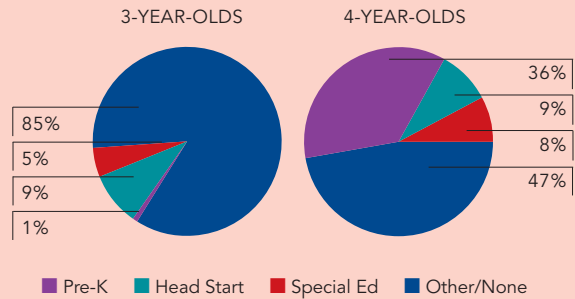
Wisconsin Head Start State Supplement is a separate state preschool initiative. Wisconsin provides state funding to federal Head Start grantees in the state, enabling them to increase access to their programs. Wisconsin Head Start offers comprehensive early education to 3- and 4-year-olds with a disability or from a low-income family. The programs are required to follow federal Head Start Performance Standards. Head Start grantees have often collaborated with local school districts to implement the 4K program and these partnerships increased during the 2006-2007 school year.

The first two pages of the Wisconsin profile summarize the state's overall contribution and commitment to prekindergarten, including enrollment and spending for both state-financed Head Start and 4K. The third page presents specific details on the 4K program and the fourth page focuses on the Head Start State Supplement program.

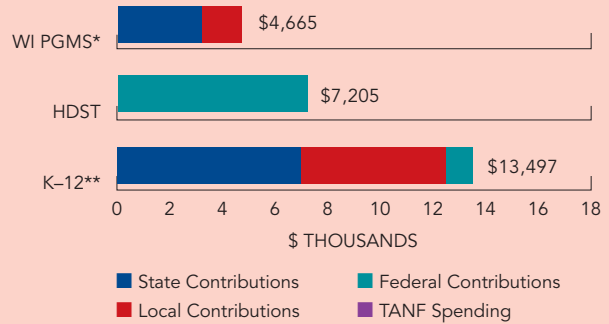
## STATE OVERVIEW

Total state program enrollment.....	25,488
Total state spending.....	\$81,012,500
State Head Start spending.....	\$7,212,500
State spending per child enrolled.....	\$3,178
All reported spending per child enrolled .....	\$4,665

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



### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	23

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24*	19

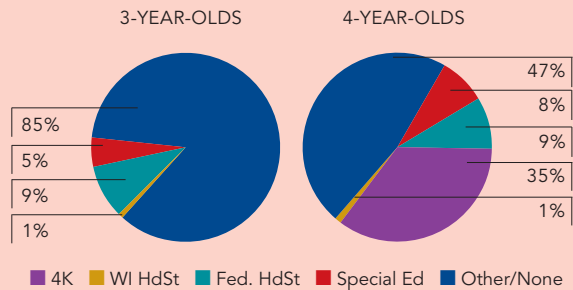
\* In previous Yearbooks, only state spending was ranked.

# WISCONSIN FOUR-YEAR-OLD KINDERGARTEN PROGRAM (4K)

## ACCESS

Total state program enrollment.....	24,097
School districts that offer state program.....	62%
Income requirement .....	None
Hours of operation.....	Determined locally <sup>1</sup>
Operating schedule .....	Academic year <sup>1</sup>
Special education enrollment .....	8,837
Federally funded Head Start enrollment.....	13,036
State-funded Head Start enrollment.....	1,331 <sup>2</sup>

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA <sup>3</sup> .....	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	EC-level license <sup>3</sup> .....	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher .....	Teacher asst. license or AA (public), 1 course in EC (nonpublic) <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	180 clock hours or 6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input type="checkbox"/>
3-year-olds .....	.....NA		
4-year-olds .....	Determined locally		
Staff-child ratio .....	.....	1:10 or better	<input type="checkbox"/>
3-year-olds .....	.....NA		
4-year-olds .....	Determined locally		
Screening/referral .....	Support services only <sup>5</sup> .....	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals .....	Depend on length of program day <sup>6</sup> .....	At least 1/day	<input type="checkbox"/>
Monitoring .....	Site visits and other monitoring .....	Site visits	<input checked="" type="checkbox"/>

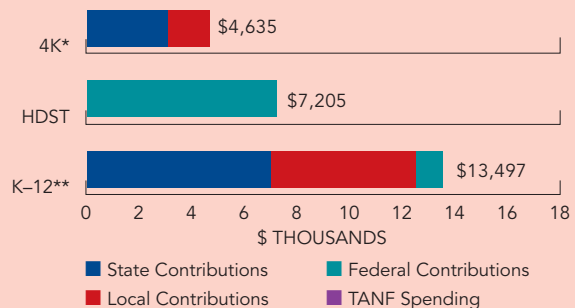
**TOTAL BENCHMARKS MET**

5

## RESOURCES

Total state pre-K spending.....	\$73,800,000
Local match required? ..Yes, local share of school revenue generated through property tax	
State Head Start spending.....	\$7,212,500
State spending per child enrolled.....	\$3,063
All reported spending per child enrolled* .....	\$4,635

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Programs must operate for a minimum of 437 hours per year. Programs may add 87.5 hours per year for parent outreach. Most programs operate 5 days per week; some have parent outreach on the fifth day and some have classroom experiences.

<sup>2</sup> Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were also estimated, using proportions of federal Head Start enrollees in each age category.

<sup>3</sup> Teachers must hold an appropriate early childhood teacher license with the Department of Public Instruction. These licenses all require that the BA program addresses early childhood birth to third grade and include field work and a practicum with this age level. Some licenses go beyond third grade but still require early childhood-specific work.

<sup>4</sup> Assistant teachers are required to have a license from the Department of Public Instruction. In public schools, assistant teachers may be required to have an AA if Title I standards are applicable. The minimum requirement for assistant teachers in nonpublic settings reflects child care licensing regulations, which also require that assistant teachers be at least 18 years old.

<sup>5</sup> State law supports vision, hearing, and health screenings prior to enrollment. The number of annual parent conferences or home visits is determined locally. Support services include parent involvement activities, health services for children, referral to social services, and school counseling.

<sup>6</sup> Snack and/or lunch may be provided based on the length of the program day and requirements of other community programs.

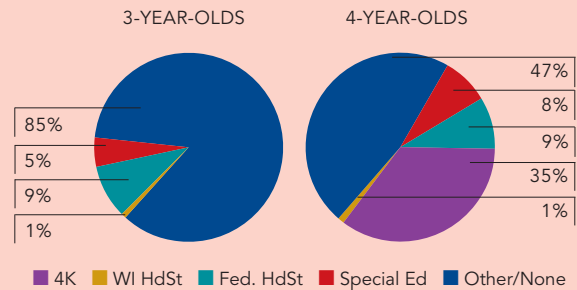


# WISCONSIN HEAD START STATE SUPPLEMENT

## ACCESS

Total state program enrollment.....	1,391 <sup>1</sup>
School districts that offer .....	92% (federal state program Head Start grantees)
Income requirement.....	90% of children must be at or below 100% FPL
Hours of operation.....	Determined locally <sup>2</sup>
Operating schedule .....	Determined locally <sup>2</sup>
Special education enrollment .....	8,837
Federally funded Head Start enrollment.....	13,036
State-funded Head Start enrollment.....	1,331 <sup>1</sup>

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



## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA (public); CDA (nonpublic) <sup>3</sup> .....	BA	<input type="checkbox"/>
Teacher specialized training .....	License in birth to at least age 6 (public); Meets CDA requirements (nonpublic) <sup>3</sup> .....	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	Determined locally (public), 1 course in EC (nonpublic) <sup>4</sup> .....	CDA or equivalent	<input type="checkbox"/>
Teacher in-service .....	Amount not specified .....	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....17		
4-year-olds .....	.....20		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....2:17		
4-year-olds .....	.....1:10		
Screening/referral and support services .....	Vision, hearing, health, developmental, dental; and support services <sup>5</sup> .....	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	Lunch and/or breakfast <sup>6</sup> .....	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	None <sup>7</sup> .....	Site visits	<input type="checkbox"/>

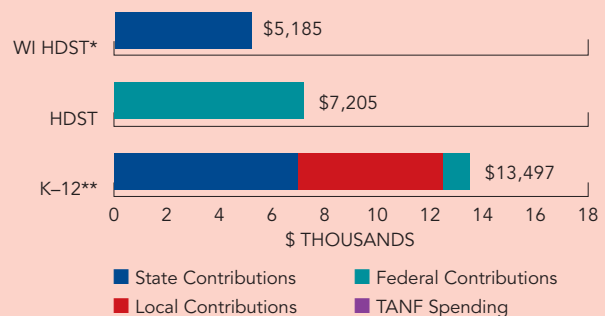
**TOTAL BENCHMARKS MET**

**6**

## RESOURCES

Total state pre-K spending.....	\$7,212,500
Local match required?.....	No
State Head Start spending.....	\$7,212,500 <sup>8</sup>
State spending per child enrolled.....	\$5,185
All reported spending per child enrolled* .....	\$5,185

SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart and Resources section were also estimated, using proportions of federal Head Start enrollees in each age category.

<sup>2</sup> As required by federal Head Start Performance Standards, programs must operate a minimum of 3.5 hours per day, 4 days per week, and 32 weeks per year, unless approved as a federal Head Start alternative. Programs may partner with child care or 4K to extend hours, days, or weeks.

<sup>3</sup> School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. The federal Head Start program requires teachers to have at least a CDA.

<sup>4</sup> This requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

<sup>5</sup> Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or education, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and others as per federal Head Start Performance Standards.

<sup>6</sup> The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs, and full-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.

<sup>7</sup> The state mandates that all programs follow federal Head Start monitoring requirements. The state itself does not conduct monitoring of these programs.

<sup>8</sup> All spending through this initiative is directed toward Head Start programs.

# Wyoming

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# NO PROGRAM

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

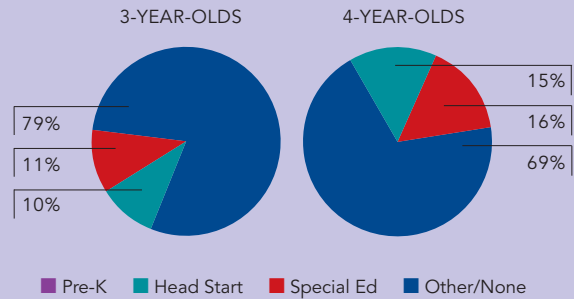
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program*	

\* In previous Yearbooks, only state spending was ranked.

## ACCESS

Total state program enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment .....	1,775
Federally funded Head Start enrollment.....	1,618
State-funded Head Start enrollment .....	0

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

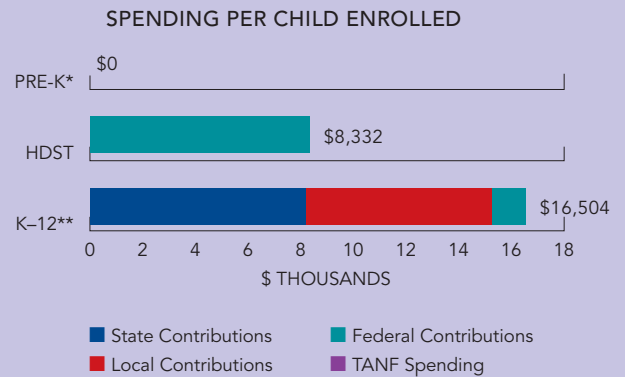


## QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET  
**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



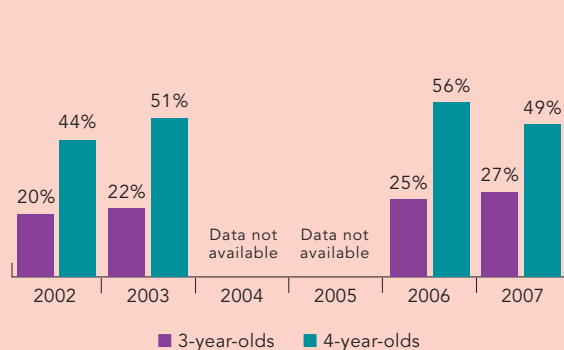
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

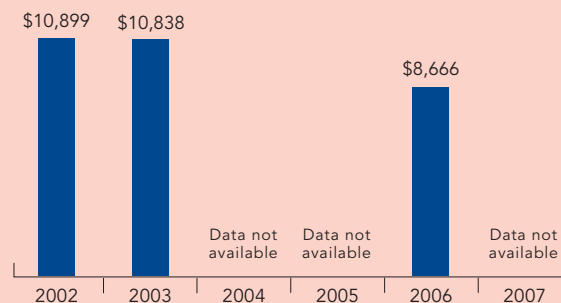
Data are for the '06-'07 school year, unless otherwise noted.

# District of Columbia

PERCENT OF DISTRICT POPULATION ENROLLED



DISTRICT SPENDING PER CHILD ENROLLED  
(2007 DOLLARS)



The District of Columbia has been funding preschool since the 1960s. During the 2006-2007 school year, all District of Columbia public elementary schools offered the Public School Preschool program and had either a Head Start or non-Head Start program. All 3- and 4-year-old children in the District are eligible for Public School Preschool but actual enrollment is limited by the number of available slots. The District of Columbia is working to expand access by increasing the number of prekindergarten programs. Slots for Public School Preschool are funded through the school funding formula on a per pupil basis.

The 2006-2007 school year was the second year of operation for the Pre-K Incentive Program, a component of the District's prekindergarten effort that serves 3- and 4-year-olds in community settings. The program is operated by the Early Care and Education Administration, which receives funding from the District of Columbia Public Schools. This year, the Pre-K Incentive Program served 352 3- and 4-year-olds in 24 classes at 11 different sites. The initiative offers comprehensive support services such as health, dental, mental health, vision, and hearing screenings, with the goal of helping children enter school ready to learn. Pre-K Incentive Program providers have monthly meetings with parents and the sites are monitored quarterly.

During the 2006-2007 school year, the District of Columbia collaborated with the Children's Literacy Initiative to begin a model literacy program in select preschools, and the number of schools participating in the initiative increased for the 2007-2008 school year. Since September of 2006, the Executive Director of School Readiness and Early Childhood Programs has been working to build a comprehensive service system for children ages 3 to 5, define school readiness, and develop a school readiness assessment instrument.

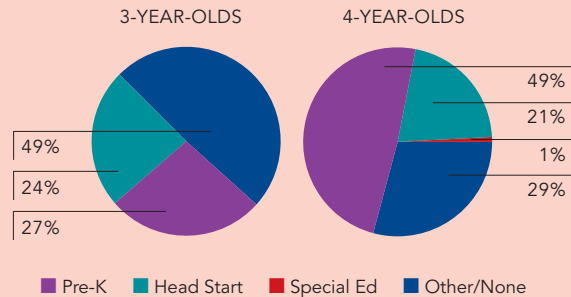
The District of Columbia has the unique situation of being a city that is not within a state. This report includes information about the District's preschool initiatives because, unlike other cities, it has not been included in any state profile. Due to the differences between city-level and statewide programs, the District's preschool initiatives cannot be directly compared to state programs. Therefore, the District is not ranked among the states according to resources or enrollment. The Public School Preschool and Pre-K Incentive programs are profiled together because they have similar standards and requirements.

## D.C. PUBLIC SCHOOL PRESCHOOL / PRE-K INCENTIVE PROGRAM

### ACCESS

Total district program enrollment .....	4,927 <sup>1,2</sup>
School districts that .....100% (elementary schools) <sup>3</sup> offer program	
Income requirement .....	None
Hours of operation .....	7 hours/day, 5 days/week
Operating schedule .....	Academic year
Special education enrollment .....	93 <sup>4</sup>
Federally funded Head Start enrollment.....	2,906 <sup>2</sup>
District-funded Head Start enrollment.....	0

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



### QUALITY STANDARDS CHECKLIST

POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA <sup>5</sup>	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	Degree in EC	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree .....	60 college units or AA <sup>6</sup>	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service .....	33.75 clock hours <sup>7</sup>	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	20 or lower		<input checked="" type="checkbox"/>
3-year-olds .....	15 <sup>8</sup>		
4-year-olds .....	20 <sup>8</sup>		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	2:15 <sup>8</sup>		
4-year-olds .....	1:10 <sup>8</sup>		
Screening/referral .....	Health; support services <sup>9</sup>	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals .....	Breakfast, lunch and snack <sup>10</sup>	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

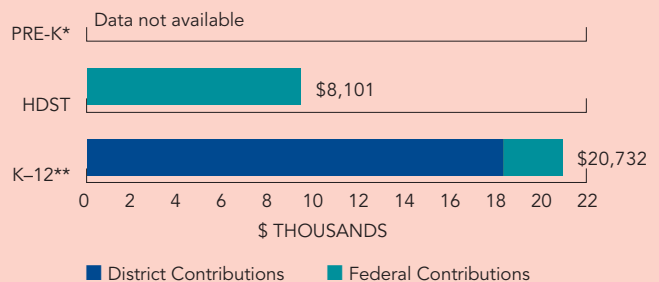
**TOTAL BENCHMARKS MET**

**9**

### RESOURCES

Total district pre-K spending.....	Not available
Local match required? .....	NA
District spending per child enrolled .....	Not available
All reported spending per child enrolled* .....	Not available

### SPENDING PER CHILD ENROLLED



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

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

Data are for the '06-'07 school year, unless otherwise noted.

<sup>1</sup> This enrollment total includes 352 children in the Pre-K Incentive program and 4,575 children in the District of Columbia Public School Preschool program. It does not include children served in charter schools because this information was not available at press time.

<sup>2</sup> Some duplication may exist in the enrollment counts for city preschool and federal Head Start.

<sup>3</sup> Every elementary school in the District of Columbia's school district has at least one pre-K class. The Pre-K Incentive program had pre-K classes at 11 sites.

<sup>4</sup> This figure represents data from the 2003-2004 school year, as more recent data are not available.

<sup>5</sup> Teachers in the Public School Preschool program are required to have a BA. Teachers in nonpublic schools (Pre-K Incentive Program) are required to have an AA. During the 2006-2007 school year, there were 24 lead teachers in the Pre-K Incentive Program; 2 had an MA, 14 had a BA, 4 had a BS, and 4 had an AA and were working toward a BS.

<sup>6</sup> In the Public School Preschool program an assistant teacher must have an associate's degree or the equivalent number of units and the emphasis should be in early childhood education. In the Pre-K Incentive program, there is no specific degree requirement, although all assistant teachers have at least a CDA.

<sup>7</sup> Teachers in the Public School Preschool program are provided with ½ a day of professional development each month during the school year. This is an average of 33.75 hours per year. They are also required to attend four days of district mandated professional development activities per year, two days before the start of the school year and two days before the beginning of the winter term. Teachers and assistant teachers in the Pre-K Incentive program are provided with one day per month of professional development.

<sup>8</sup> In the Pre-K Incentive program, the requirements are a maximum class size of 16 and a minimum class size of 15 for 3- and 4-year-olds. The required staff to child ratio is 1:8 for 3- and 4-year-olds.

<sup>9</sup> The Public School Preschool program requires health screenings and up-to-date immunizations for enrollment. The Pre-K Incentive program offers additional screenings. Support services include four annual parent conferences (plus one annual home visit for Head Start programs), parent involvement activities, information about nutrition, referral to social services, and transition to kindergarten activities. Additional services may be offered at local discretion.

<sup>10</sup> Breakfast and morning and afternoon snacks are required to be provided for free. Lunch is not required to be provided for free but all children must have lunch while at school.

## METHODOLOGY

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The data in this report were collected primarily through surveys of state prekindergarten administrators and focus on the 2006–2007 program year. During August of 2007, links to a web-based survey were sent to administrators of the state-funded preschool initiatives covered in NIEER's 2006 *State Preschool Yearbook*. We also checked with other sources to determine whether any comparable new initiatives had been started since the 2005–2006 program year or whether we had omitted any initiatives in our previous report. All initiatives included in the current report meet the criteria outlined in the survey, which define state prekindergarten 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 23.



This report covers all the same initiatives as our 2006 report, with one addition. In 2006, South Carolina launched the Child Development Education Pilot Program (CDEPP). The CDEPP initiative grew out of the decision in the lawsuit *Abbeville County School District v. South Carolina*, which in some circumstances requires the state to offer full-day prekindergarten in a number of counties for all 4-year-olds eligible for free or reduced-price lunch or Medicaid. South Carolina's 4K initiative remained as a distinct state preschool program in 2006–2007 and is profiled separately from the CDEPP initiative in this report.

Our survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. Where data were already available from the 2006 *State Preschool Yearbook* we provided the answer in our previous report and asked them to verify that the information was still accurate during the 2006–2007 program year.

The survey included questions on the topics of access, child eligibility and retention, program standards, statewide early learning standards, personnel, resources, quality improvement and accountability, and important changes to the program since the last survey. Most of the questions addressed the same issues as last year's survey. Administrators were asked to report policies that were in place for 2006–2007. The wording of some questions—such as those on quality improvement and accountability—was revised to make them clearer and to gather more precise data. Due to formatting revisions to the survey, in some cases the data gathered this year are not completely comparable to data in last year's report, although largely similar information was collected.

After the surveys were completed, we followed up with state administrators to clarify any questions about their responses. Later, we contacted them again to provide an opportunity to verify the data we had gathered. At that time, we asked them to review a table with all of the data from their state survey, as well as a narrative about their program. Administrators' responses to our survey, including answers for items not covered in the state profiles, are shown in Appendix A.



Although most of the data in this report were collected through the surveys, there are a few exceptions. The Head Start Bureau in the U.S. Department of Health and Human Services was the source of data on federal Head Start spending and enrollment. Additional Head Start data are provided in Appendix B.

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 2006–2007.

Total federal, state and local expenditures on K–12 education in 2006–2007 were calculated by NIEER based on data from the National Education Association’s report, “Rankings and Estimates: Rankings of the States 2006 and Estimates of School Statistics 2007.” Total K–12 spending for each state includes current operating expenditures as well as annual capital outlays and interest on school debt. This provides a more complete picture of the full cost of K–12 than including only current operating expenditures, which underestimate the full cost. Our estimate of K–12 expenditures is also more comparable to total prekindergarten spending per child because this funding generally must cover all costs, including facilities. Total cost per child was calculated for each state by dividing expenditures by fall 2006 enrollment. We estimated the breakdown of total cost by source, using percentages of revenue receipts from federal, state and local sources in each state.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau’s Population Estimates Data Sets, and are shown in Appendix D. July estimates of populations at each single year of age are available for each year from 2002–2006. Estimates for the July immediately preceding the program year (e.g., July 2006 for the 2006–2007 program year) were used to calculate percentages of 3- and 4-year-olds enrolled in state preschool, federal Head Start, and special education.







States are given rankings in four areas: the percentage of 4-year-olds enrolled in state prekindergarten (Access Ranking–4s), the percentage of 3-year-olds enrolled (Access Ranking–3s), 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 prekindergarten initiatives and Census population data. When a state did not report separate enrollment numbers for 3-year-olds and 4-year-olds, the age breakdown was estimated by other means, such as using the proportion of children at each age in states that served both 3- and 4-year-olds and did provide data by age. State per child spending was calculated by dividing state prekindergarten spending (including TANF spending directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported state, federal, and local spending (including TANF) by enrollment. All states that provided data are ranked, starting with “1” for the state with the greatest percentage of its children enrolled in the state prekindergarten program or the most spent per participant. States that did not serve children at age 3 receive notations of “none served” on the ranking of access for 3-year-olds. The 12 states that did not fund a preschool initiative are omitted from all rankings, and instead receive notations of “no program” on their state profile pages.

In the 2007 *Yearbook*, we piloted a look at whether states were funding their state prekindergarten initiatives at adequate levels to meet the NIEER quality benchmarks. For this analysis, state estimates were constructed from a national estimate in the Institute for Women’s Policy Research’s “Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs”<sup>1</sup> and adjusted for state cost of education differences using the state cost index from the Institute of Education Sciences’ “A Comparable Wage Approach to Geographic Cost Adjustment.”<sup>2</sup> A state’s per-child spending from all reported sources was compared to the per-child spending estimate for a full- or half-day program depending on the operating schedule of the state’s program. If the program’s operating schedule was determined locally, the half-day estimate was typically used. For programs that were determined to not adequately fund their pre-K initiative, we also provide an estimate of how much more money they would need to spend. This estimate was calculated by subtracting per-child spending from all reported sources from the estimate of how much it would cost to adequately fund pre-K in that state.

<sup>1</sup> Gault, B. Mitchell, A. Williams, E., Dey, J., & Sorokina, O. (2007). *Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs*. Washington, DC: Institute for Women’s Policy Research.

<sup>2</sup> Taylor, L. & Fowler, W. (2006). *A Comparable Wage Approach to Geographic Cost Adjustment*. Washington, DC: IES, US Department of Education.

# Appendices



## APPENDIX A: STATE SURVEY DATA 2006-2007

STATE	ACCESS	
	State agency with administrative authority over state pre-K	Administrative authority for pre-K is shared with local entities?
Alabama	Department of Children's Affairs: Office of School Readiness Division	No
Arizona	Early Childhood Education	No
Arkansas	Arkansas Department of Education and Department of Human Services	No
California	California Department of Education	No
Colorado	Colorado Department of Education	No
Connecticut	State Department of Education and Department of Social Services in a joint approval process and Governor's Early Childhood Education Cabinet <sup>1</sup>	Yes, local School Readiness Councils
Delaware	Delaware Department of Education	No
Florida	Florida Department of Education, Office of Early Learning & Agency for Workforce Innovation, Office of Early Learning & Department of Children and Families Child Care Services Office	Yes, 31 early learning coalitions
Georgia	Bright from the Start: Georgia Department of Early Care and Learning	No
Illinois	Illinois State Board of Education	No
Iowa	Iowa Department of Education	No
Kansas	Kansas State Department of Education	No
Kentucky	Kentucky Department of Education	No
Louisiana 8(g)	Louisiana State Board of Elementary and Secondary Education	No
LA4 & Starting Points	Louisiana Department of Education	No
Louisiana NSECD	Governor's Office of Community Programs	No
Maine	Maine Department of Education	No
Maryland	Maryland State Department of Education	No
Massachusetts	Department of Early Education and Care	No
Michigan	Michigan Department of Education Office of Early Childhood Education and Family Services	No
Minnesota HdSt	Minnesota Department of Education	No
Missouri	Missouri Department of Elementary and Secondary Education	No
Nebraska	Nebraska Department of Education, Office of Early Childhood <sup>1</sup>	No
Nevada	Nevada Department of Education	No
New Jersey Abbott	Department of Education, Department of Human Services and Department of Children and Families <sup>1</sup>	Yes, school districts <sup>2</sup>
New Jersey ECPA	Department of Education, Department of Human Services and Department of Children and Families <sup>1</sup>	Yes, school districts <sup>2</sup>
New Jersey ELLI	Department of Education, Department of Human Services and Department of Children and Families <sup>1</sup>	Yes, school districts <sup>2</sup>
New Mexico CDP	Children, Youth and Families Department	No
New Mexico State PK	Early Childhood Education Bureau and Children, Youth and Families Department	No
New York TPK	Office of Early Education and Reading Initiatives	No
New York UPK	Office of Early Education and Reading Initiatives	No
North Carolina	The Office of School Readiness within the Department of Public Instruction	Yes <sup>1</sup>
Ohio PSP	Ohio Department of Education and Office of Early Learning and School Readiness	No
Oklahoma	Oklahoma State Department of Education	No <sup>1</sup>
Oregon	Oregon Department of Education <sup>1</sup>	No
Pennsylvania EABG	Department of Education, Department of Public Welfare and Office of Child Development and Learning <sup>1</sup>	No
Pennsylvania HSSAP	Department of Education, Department of Public Welfare and Office of Child Development and Learning <sup>1</sup>	No
Pennsylvania SBPK	Department of Education, Department of Public Welfare and Office of Child Development and Learning <sup>1</sup>	No
South Carolina K4	South Carolina Department of Education	No
South Carolina CDEPP	South Carolina Department of Education and South Carolina First Steps to Readiness	No
Tennessee	Office of Early Learning	No
Texas	Texas Education Agency	No
Vermont PFP-ADM	State Department of Education and State Human Services Agency <sup>1</sup>	Yes, regional early childhood councils <sup>2</sup>
Vermont EEI	State Department of Education and State Human Services Agency <sup>1</sup>	Yes, regional early childhood councils <sup>2</sup>
Virginia	Virginia Department of Education	No
Washington	Department of Early Learning <sup>1</sup>	No
West Virginia	West Virginia Department of Education, Head Start Collaboration and West Virginia Department of Health and Human Resources <sup>1</sup>	No
Wisconsin 4K	Wisconsin Department of Public Instruction	Yes, local school districts <sup>1</sup>
Wisconsin HdSt	Wisconsin Department of Public Instruction	No
District of Columbia	District of Columbia Public Schools <sup>1</sup>	Yes

STATE	ACCESS		
	Availability of program	Are districts/towns/etc. required to offer programs?	Does program have home-based option?
Alabama	52 out of 67 counties (78%)	No, Optional/Competitive <sup>1</sup>	No
Arizona	54 out of 450 school districts (12%) <sup>1</sup>	No, Optional/Competitive <sup>2</sup>	No
Arkansas	75 out of 75 counties (100%)	Required for some <sup>1</sup>	Yes
California	56 out of 58 counties (97%) <sup>1</sup>	No, Optional/Competitive <sup>2</sup>	No
Colorado	169 out of 178 school districts (95%)	No, Optional/Competitive	No
Connecticut	58 out of 165 communities (35%) <sup>2</sup>	Required for some <sup>2</sup>	No
Delaware	3 out of 3 counties (100%)	No, Optional/Competitive	No
Florida	67 out of 67 counties (100%)	Required for all <sup>1</sup>	No
Georgia	159 out of 159 counties (100%)	No, Optional/Competitive <sup>1</sup>	No
Illinois	680 out of 871 school districts (78%) <sup>1</sup>	No, Optional/Competitive	No
Iowa	37 out of 364 school districts (10%) <sup>1</sup>	No, Optional/Competitive	No
Kansas	157 out of 296 school districts (53%)	No, Optional/Competitive	No
Kentucky	175 out of 175 school districts (100%) <sup>1</sup>	Required for all	Yes
Louisiana 8(g)	68 out of 68 school districts (100%)	No, Optional/Competitive	No
LA4 & Starting Points	52 out of 69 school districts (75%) <sup>1</sup>	No, Optional/Competitive	No
Louisiana NSECD	64 out of 64 parishes (statewide) (100%)	No, Optional/Competitive	No
Maine	88 out of 288 school districts (31%) <sup>1</sup>	No, Optional/Competitive	No
Maryland	24 out of 24 school districts (100%)	Required for all	No
Massachusetts	336 out of 351 towns (96%)	No, Optional/Competitive	No
Michigan	448 out of 552 school districts (81%); 19 out of 229 public school academies (charter schools) (8%) <sup>1</sup>	No, Optional/Competitive <sup>2</sup>	Yes
Minnesota HdSt	87 out of 87 counties (100%)	NA <sup>1</sup>	Yes
Missouri	178 out of 524 school districts (34%)	No, Optional/Competitive	No
Nebraska	38 out of 254 school districts (15%)	No, Optional/Competitive	No
Nevada	12 out of 17 school districts (71%)	No, Optional/Competitive	No
New Jersey Abbott	31 out of 593 school districts (5%)	Required for some <sup>3</sup>	No
New Jersey ECPA	101 out of 593 school districts (17%)	Required for some <sup>3</sup>	No
New Jersey ELLI	27 out of 593 school districts (5%)	No, Optional/Competitive	No
New Mexico CDP	15 out of 89 school districts (17%)	No, Optional/Competitive	Yes
New Mexico State PK	28 out of 89 school districts (31%)	No, Optional/Competitive	No
New York TPK	96 out of 677 school districts (14%)	No, Optional/Competitive	No
New York UPK	219 out of 677 school districts (32%)	No, Optional/Competitive <sup>1</sup>	No
North Carolina	100 out of 100 counties (100%)	No, Optional/Competitive	No
Ohio PSP	112 out of 612 school districts (18%)	No, Optional/Competitive	No
Oklahoma	521 out of 539 school districts (97%)	No, Optional/Competitive <sup>2</sup>	No
Oregon	36 out of 36 counties (100%)	No, Optional/Competitive <sup>2</sup>	Yes
Pennsylvania EABG	44 out of 501 school districts (9%)	No, Optional/Competitive	No
Pennsylvania HSSAP	48 out of 56 Head Start grantees (86%)	No, Optional/Competitive <sup>2</sup>	Yes
Pennsylvania SBPK	66 out of 501 school districts (13%)	No, Optional/Competitive	No
South Carolina K4	85 out of 85 school districts (100%) <sup>1</sup>	Required for all	No
South Carolina CDEPP	29 out of 85 school districts (34%) <sup>1</sup>	No, Optional/Competitive	No
Tennessee	133 out of 136 school districts (98%) <sup>1</sup>	No, Optional/Competitive	No
Texas	990 out of 1,262 school districts (78%)	Required for some <sup>1</sup>	No
Vermont PFP-ADM	203 out of 251 school districts (81%)	No, Optional/Competitive	No
Vermont EEI	133 out of 251 school districts (53%)	No, Optional/Competitive	No
Virginia	101 out of 136 school districts (74%)	No, Optional/Competitive	No
Washington	36 out of 39 counties (92%)	No, Optional/Competitive	No
West Virginia	55 out of 55 school districts (100%)	Required for all	No
Wisconsin 4K	257 out of 416 school districts (62%)	No, Optional/Competitive <sup>2</sup>	No
Wisconsin HdSt	34 out of 37 federal Head Start programs (92%)	No, Optional/Competitive <sup>1</sup>	Yes
District of Columbia	1 out of 1 school districts (100%) <sup>2</sup>	No, Optional/Competitive	No

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	ACCESS		
	Number of children in home-based option	Program enrollment-Fall 2006, total	Program enrollment-Fall 2006, by age
Alabama	NA	1,062	1,062 4-year-olds
Arizona	NA	5,076	5,074 4-year-olds
Arkansas	5,351	13,617	1,164 under age 3; 4,068 3-year-olds; 8,148 4-year-olds; 217 5-year-olds <sup>2</sup>
California	NA	84,666	26,318 3-year-olds; 56,254 4-year-olds; 2,094 5-year-olds
Colorado	NA	14,147	76 under age 3; 2,084 3-year-olds; 9,784 4-year-olds; 50 5-year-olds <sup>1</sup>
Connecticut	NA	8,532	Unknown
Delaware	NA	843	843 4-year-olds
Florida	NA	124,390	124,390 4-year-olds
Georgia	NA	75,299	74,155 4-year-olds; 1,144 5-year-olds
Illinois	NA	85,186	32,711 3-year-olds; 47,108 4-year-olds; 5,367 5-year-olds
Iowa	NA	2,293	518 3-year-olds; 1,515 4-year-olds; 260 5-year-olds
Kansas	NA	5,971	5,971 4-year-olds
Kentucky	65	21,623	5,818 3-year-olds; 15,808 4-year-olds <sup>2</sup>
Louisiana 8(g)	NA	3,327	3,327 4-year-olds
LA4 & Starting Points	NA	10,063 <sup>3</sup>	10,063 4-year-olds
Louisiana NSECD	NA	1,153 <sup>1</sup>	1,153 4-year-olds
Maine	NA	2,263	2,263 4-year-olds
Maryland	NA	25,674	849 3-year-olds; 24,825 4-year-olds <sup>1</sup>
Massachusetts	NA	17,882	Unknown
Michigan	335	21,801 <sup>2</sup>	21,801 4-year-olds
Minnesota HdSt	Not reported	2,634	390 under age 3; 864 3-year-olds; 1,245 4-year-olds; 390 5-year-olds <sup>2</sup>
Missouri	NA	4,972	1,710 3-year-olds; 3,262 4-year-olds
Nebraska	NA	1,618	145 under age 3; 496 3-year-olds; 977 4-year-olds
Nevada	NA	949	10 under age 3; 140 3-year-olds; 799 4-year-olds <sup>1</sup>
New Jersey Abbott	NA	37,638	17,117 3-year-olds; 20,521 4-year-olds <sup>4</sup>
New Jersey ECPA	NA	7,336	142 3-year-olds; 7,194 4-year-olds <sup>4</sup>
New Jersey ELLI	NA	525	525 4-year-olds
New Mexico CDP	501	545	242 3-year-olds; 303 4-year-olds
New Mexico State PK	NA	2,194	2,194 4-year-olds
New York TPK	NA	19,888	1,155 3-year-olds; 18,733 4-year-olds
New York UPK	NA	64,772	64,772 4-year-olds
North Carolina	NA	17,961	17,961 4-year-olds <sup>2</sup>
Ohio PSP	NA	7,557	1,870 3-year-olds; 4,979 4-year-olds; 708 5-year-olds <sup>1</sup>
Oklahoma	NA	34,375	34,375 4-year-olds <sup>3</sup>
Oregon	48	3,438	1,203 3-year-olds; 2,235 4-year-olds
Pennsylvania EABG	NA	4,303	Unknown
Pennsylvania HSSAP	Not reported	5,780	2,293 3-year-olds; 3,487 4-year-olds
Pennsylvania SBPK	NA	3,501	3,501 4-year-olds
South Carolina K4	NA	18,475	349 3-year-olds; 18,126 4-year-olds <sup>2</sup>
South Carolina CDEPP	NA	3,241	3,241 4-year-olds
Tennessee	NA	13,197	753 3-year-olds; 12,293 4-year-olds; 107 5-year-olds <sup>2</sup>
Texas	NA	187,824	16,925 3-year-olds; 170,313 4-year-olds; 586 5-year-olds
Vermont PFP-ADM	NA	3,037 <sup>3</sup>	Unknown <sup>3</sup>
Vermont EEI	NA	924	4 under age 3; 348 3-year-olds; 550 4-year-olds; 21 5-year-olds
Virginia	NA	12,501	12,501 4-year-olds <sup>1</sup>
Washington	NA	5,837	3 under age 3; 1,163 3-year-olds; 4,671 4-year-olds
West Virginia	NA	10,659	1,073 3-year-olds; 9,586 4-year-olds
Wisconsin 4K	NA	24,097	24,097 4-year-olds
Wisconsin HdSt	Not reported	1,391	Unknown <sup>2</sup>
District of Columbia	NA	4,927	1,757 3-year-olds; 3,170 4-year-olds <sup>3</sup>

STATE	ACCESS	Enrollment explanation, if not unduplicated Fall 2006 count	Number of English Language Learners
Alabama		NA	27
Arizona		NA	Exact number unknown
Arkansas		NA	1,080
California		NA	Exact number unknown
Colorado		NA	Exact number unknown
Connecticut		NA	Exact number unknown
Delaware		NA	Exact number unknown
Florida		May contain a duplicate count if a child is enrolled in more than one coalition during the course of the year	Exact number unknown
Georgia		The enrollment total is based on final roster data from May 2007	7,535
Illinois		NA	Exact number unknown <sup>2</sup>
Iowa		NA	Exact number unknown
Kansas		NA	Exact number unknown
Kentucky		NA	948
Louisiana 8(g)		This is the final count from Spring 2007	Exact number unknown
LA4 & Starting Points		The enrollment count is from March 31, 2007	Exact number unknown
Louisiana NSECD		NA	1,153
Maine		NA	Exact number unknown
Maryland		NA	2,090
Massachusetts		NA	Exact number unknown
Michigan		Planned enrollment <sup>3</sup>	2,889
Minnesota HdSt		Number of funded slots	Exact number unknown
Missouri		This is the final enrollment as reported May 15, 2007	Exact number unknown
Nebraska		NA	357
Nevada		NA	560 <sup>2</sup>
New Jersey Abbott		NA	Exact number unknown
New Jersey ECPA		NA	Exact number unknown
New Jersey ELLI		Enrollment is from mid-year report submitted by each ELLI district	Exact number unknown
New Mexico CDP		NA	Exact number unknown
New Mexico State PK		These are funded enrollment slots	Exact number unknown <sup>2</sup>
New York TPK		NA	2,690
New York UPK		NA	9,467
North Carolina		NA	3,140
Ohio PSP		NA	Exact number unknown
Oklahoma		NA	2,812
Oregon		The enrollment count is from January 2007	1,100
Pennsylvania EABG		Mid-year data	Exact number unknown
Pennsylvania HSSAP		NA	Exact number unknown
Pennsylvania SBPK		NA	Exact number unknown
South Carolina K4		NA	Exact number unknown
South Carolina CDEPP		The number represents funded children	795
Tennessee		NA	360 <sup>3</sup>
Texas		NA	78,914
Vermont PFP-ADM		NA	Exact number unknown
Vermont EEI		NA	38
Virginia		NA	Exact number unknown
Washington		These are actively served children as of December 15, 2006	2,088
West Virginia		NA	Exact number unknown
Wisconsin 4K		NA	Exact number unknown
Wisconsin HdSt		This is the number of funded slots	Exact number unknown
District of Columbia		NA	Exact number unknown

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	ACCESS
Program enrollment – Fall 2006, by type of school	
Alabama	Public, 522; HdSt, 126; Private CC, 324; Faith-based 36; College/University Lab schools, 36; Housing Authority, 18
Arizona	Public, 4,561; HdSt, 321; Private CC, 194
Arkansas	Public, 7,753; HdSt, 875; Private CC, 2,896; Faith-based, 401; Family CC, 161; Education cooperative, 1,531
California	Public, 62,397; Private CC, 20,312; Other Public Agencies, 1,957 <sup>3</sup>
Colorado	Public, 8,005; HdSt, 1,846; Private CC, 2,346; Family CC, 5; Full-day Kindergarten, 2,153 <sup>2</sup>
Connecticut	Public, 2,078; HdSt, 1,562; Private CC, 4,122; Faith-based, 770
Delaware	Public, 387; HdSt, 321; Private CC, 135
Florida	Public, 25,836; Private CC, 99,396; Family CC, 962 <sup>2</sup>
Georgia	Public, 32,446; Private CC, 42,853 <sup>2</sup>
Illinois	Not reported
Iowa	Public, 1,279; HdSt, 718; Private CC, 296
Kansas	Public, 5,971
Kentucky	Not reported <sup>3</sup>
Louisiana 8(g)	Public, 3,327
LA4 & Starting Points	Public, 10,524; Public Charter Schools, 376
Louisiana NSECD	Nonpublic schools including religious, 1,153
Maine	Public, 2,025; HdSt, 94; Private CC, 14; Adult Education Learning Center, 67; Other, 63 <sup>2</sup>
Maryland	Operated by LEAs, 25,674; HdSt, 1,039; Private CC, 60 <sup>2</sup>
Massachusetts	Public, 2,940; HdSt, 1,421; Private CC, 12,907; Family CC, 614
Michigan	Public, 17,542; HdSt, 2,490; Private CC, 1,733; Faith-based, 36
Minnesota HdSt	HdSt, 2,634
Missouri	Public, 3,933; Private CC, 1,039
Nebraska	Public, 1,136; HdSt, 95; Private CC, 367; Faith-based, 20
Nevada	Public, 756; Private CC, 317 <sup>2</sup>
New Jersey Abbott	Public, 12,727; Private CC, 24,879 <sup>2</sup>
New Jersey ECPA	Public, 7,020; Private CC, 316 <sup>5</sup>
New Jersey ELLI	Public, 378; Private CC, 147
New Mexico CDP	Public, 41; Private CC, 587; Faith-based, 46
New Mexico State PK	Public, 1,097; HdSt, 385; Private CC, 463; Faith-based, 90; Family CC 18; Municipalities, 140 <sup>3</sup>
New York TPK	Public Schools, 19,888
New York UPK	Public Schools, 25,381; HdSt, 5,794; Daycare Centers, 18,555; BOCES, 315; Nonpublic Schools, 2,649; Family/Group Family Day Care, 773; Nursery Schools, 6,570; 4410 (preschool special education programs), 3,365; Other, 1,370
North Carolina	Public, 9,738; HdSt, 1,710; Private CC, 6,513; Faith-based, exact number unknown <sup>3</sup>
Ohio PSP	Public, 6,233; HdSt, 338; Joint vocational and education service centers, 986
Oklahoma	Public, 34,375; HdSt, 2,849; Private CC, 634; Faith-based, 200; Other, 593 <sup>4</sup>
Oregon	Public, 704; HdSt, 2,573; Private CC, 122; Family CC, 12; Higher Education, 27
Pennsylvania EABG	Public, 4,303 <sup>2</sup>
Pennsylvania HSSAP	Not reported <sup>3</sup>
Pennsylvania SBPK	Public, 3,501 <sup>2</sup>
South Carolina K4	Public, 18,475
South Carolina CDEPP	Public, 66; HdSt, 2; Private CC, 31; Faith-based, 3; Other, 102 <sup>2</sup>
Tennessee	Public, 11,369; HdSt, 772; Private CC, 688; Faith-based, 117; Institutes of Higher Education, 154; Even Start, 20; Housing Authority, 57; Children's Hospital, 20
Texas	Not reported <sup>2</sup>
Vermont PFP-ADM	Not reported
Vermont EEI	Public, 527; HdSt, 65; Private CC, 332 <sup>2</sup>
Virginia	Not reported <sup>2</sup>
Washington	Public, 3,466; HdSt, 108; Private CC, 1,842; Faith-based, 204; Family CC, 31; College/University CC, 204
West Virginia	Not reported
Wisconsin 4K	Not reported
Wisconsin HdSt	HdSt, 1,391 <sup>3</sup>
District of Columbia	Public, 3,394; HdSt, 1,081; Pre-K Incentive (community based), 352; Consolidated HdSt, 100 <sup>3</sup>



STATE	ACCESS	
	Are children receiving special education services counted in enrollment total?	Are children receiving special education services in state pre-K classrooms paid for by state pre-K funds?
Alabama	Yes, 78	Funds from state pre-K and other sources are blended <sup>2</sup>
Arizona	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment	Funds from state pre-K and other sources are blended <sup>3</sup>
Arkansas	Yes, 1,790	Funds from state pre-K and other sources are blended <sup>3</sup>
California	Yes, 2,447 <sup>4</sup>	Funds from state pre-K and other sources are blended <sup>4</sup>
Colorado	No, children in state pre-K classrooms do not receive special education services <sup>3</sup>	NA
Connecticut	Yes (number unknown) <sup>3</sup>	Funds from state pre-K and other sources are blended <sup>3</sup>
Delaware	Yes (number unknown)	Funds from state pre-K and other sources are blended <sup>1</sup>
Florida	Yes (number unknown) <sup>3</sup>	Funds from state pre-K and other sources are blended <sup>3</sup>
Georgia	Yes, 3,481	Funds from state pre-K and other sources are blended <sup>3</sup>
Illinois	Yes (number unknown) <sup>2</sup>	Funds from state pre-K and other sources are blended <sup>2</sup>
Iowa	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment	No, supported entirely by other funds
Kansas	No, children in state pre-K classrooms do not receive special education services <sup>1</sup>	NA
Kentucky	Yes, 12,960 <sup>4</sup>	Funds from state pre-K and other sources are blended <sup>4</sup>
Louisiana 8(g)	Yes (number unknown)	Funds from state pre-K and other sources are blended <sup>1</sup>
LA4 & Starting Points	Yes, 687	Funds from state pre-K and other sources are blended <sup>3</sup>
Louisiana NSECD	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment	Not reported
Maine	Yes (number unknown)	Funds from state pre-K and other sources are blended <sup>3</sup>
Maryland	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment <sup>2</sup>	Yes, supported entirely by state pre-K funds <sup>3</sup>
Massachusetts	No, children who receive special education services may attend state pre-K but are not counted in state pre-K enrollment	Funds from state pre-K and other sources are blended
Michigan	Yes, 6,633 <sup>4</sup>	Funds from state pre-K and other sources are blended <sup>4</sup>
Minnesota HdSt	Yes, (number unknown)	Funds from state pre-K and other sources are blended <sup>3</sup>
Missouri	Yes, 686	No, supported entirely by other funds
Nebraska	Yes, 185	Funds from state pre-K and other sources are blended <sup>2</sup>
Nevada	Yes, 132 <sup>3</sup>	Funds from state pre-K and other sources are blended <sup>3</sup>
New Jersey Abbott	No, children who receive special education services may attend state pre-K but are not counted in state pre-K enrollment	No, supported entirely by other funds
New Jersey ECPA	No, children who receive special education services may attend state pre-K but are not counted in state pre-K enrollment	No, supported entirely by other funds
New Jersey ELLI	No, enrollment includes only students funded through the ELLI program <sup>3</sup>	NA <sup>3</sup>
New Mexico CDP	Yes (number unknown)	No, supported entirely by other funds
New Mexico State PK	No, children who receive special education services may attend state pre-K but are not counted in state pre-K enrollment <sup>4</sup>	No, supported entirely by other funds <sup>4</sup>
New York TPK	Yes, (number unknown)	No, supported entirely by other funds
New York UPK	Not reported	NA
North Carolina	Yes, 786	Funds from state pre-K and other sources are blended <sup>4</sup>
Ohio PSP	No, children who receive special education services may attend state pre-K but are not counted in state pre-K enrollment	No, supported entirely by other funds
Oklahoma	Yes, (number unknown)	Funds from state pre-K and other sources are blended <sup>5</sup>
Oregon	Yes, 543	Funds from state pre-K and other sources are blended <sup>3</sup>
Pennsylvania EABG	Yes (number unknown)	Funds from state pre-K and other sources are blended <sup>3</sup>
Pennsylvania HSSAP	Yes, (number unknown)	Funds from state pre-K and other sources are blended <sup>4</sup>
Pennsylvania SBPK	Yes (number unknown) <sup>3</sup>	Funds from state pre-K and other sources are blended <sup>3</sup>
South Carolina K4	Yes (number unknown) <sup>3</sup>	Funds from state pre-K and other sources are blended
South Carolina CDEPP	Yes (number unknown) <sup>3</sup>	Funds from state pre-K and other sources are blended
Tennessee	Yes, 1,293 <sup>4</sup>	Funds from state pre-K and other sources are blended
Texas	Yes (number unknown)	Funds from state pre-K and other sources are blended
Vermont PFP-ADM	Yes, 888 <sup>4</sup>	Funds from state pre-K and other sources are blended <sup>4</sup>
Vermont EEI	Yes, 105	Funds from state pre-K and other sources are blended <sup>4</sup>
Virginia	Yes (number unknown)	Funds from state pre-K and other sources are blended <sup>3</sup>
Washington	Yes, 289	Funds from state pre-K and other sources are blended <sup>2</sup>
West Virginia	Yes, 3,027 <sup>2</sup>	Funds from state pre-K and other sources are blended <sup>2</sup>
Wisconsin 4K	Yes, 2,370	Funds from state pre-K and other sources are blended <sup>3</sup>
Wisconsin HdSt	Yes (number unknown) <sup>4</sup>	Funds from state pre-K and other sources are blended <sup>4</sup>
District of Columbia	Yes (number unknown) <sup>4</sup>	Funds from state pre-K and other sources are blended <sup>4</sup>

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	ACCESS		
	Hours of operation per day	Days of operation per week	Yearly operating schedule
Alabama	School day, 6.5 hours/day	5 days/week	Academic/School Year
Arizona	Determined locally <sup>4</sup>	Determined locally <sup>4</sup>	Academic/School Year
Arkansas	Full day, 7 hours/day	5 days/week	Academic/School Year
California	Part-day, 3 hours/day; Full day, 6.5 hours/day <sup>5</sup>	5 days/week <sup>5</sup>	Determined locally <sup>5</sup>
Colorado	Part day, 2.5 hours/day <sup>4</sup>	5 days/week <sup>4</sup>	Academic/School Year <sup>4</sup>
Connecticut	Full day, 10 hours/day; School day, 7 hours/day; Part day, 2.5 hours/day <sup>4</sup>	5 days/week	Determined locally <sup>4</sup>
Delaware	Part day, at least 3.5 hours/day <sup>2</sup>	5 days/week	Determined locally <sup>3</sup>
Florida	Determined locally <sup>4</sup>	Determined locally <sup>4</sup>	Determined locally <sup>4</sup>
Georgia	Full day, 6.5 hours/day	5 days/week	Academic/School Year
Illinois	Part day, 2.5 hours/day	5 days/week	Academic/School Year
Iowa	Determined locally <sup>2</sup>	Determined locally <sup>2</sup>	Determined locally <sup>2</sup>
Kansas	Part day, at least 2.5 hours/day <sup>2</sup>	Determined locally <sup>2</sup>	Academic/School Year
Kentucky	Part day, 2.5 hours/day plus one meal	4 or 5 days/week	Academic/School Year
Louisiana 8(g)	School day, 6 hours/day	5 days/week <sup>2</sup>	Academic/School Year
LA4 & Starting Points	Full day, 6 hours/day	4 or 5 days/week <sup>4</sup>	Academic/School Year
Louisiana NSECD	Full day, 10 hours/day	5 days/week	Academic/School Year <sup>2</sup>
Maine	Determined locally <sup>4</sup>	Determined locally	Academic/School Year <sup>4</sup>
Maryland	Part day, 2.5 hours/day; Full day, 6.5 hours/day	5 days/week	Academic/School Year
Massachusetts	Determined locally <sup>1</sup>	Determined locally <sup>1</sup>	Determined locally <sup>1</sup>
Michigan	Part day, 2.5 hours/day; Full day, 6-7 hours/day	4 days/week (minimum)	Minimum 30 weeks/year
Minnesota HdSt	Determined locally <sup>4</sup>	Determined locally <sup>4</sup>	Determined locally <sup>4</sup>
Missouri	Part day, 3 hours/day; School day 6.5 hours/day <sup>1</sup>	5 days/week	Determined locally <sup>2</sup>
Nebraska	Determined locally <sup>3</sup>	4 or 5 days/week <sup>3</sup>	Academic/School Year <sup>3</sup>
Nevada	Determined locally <sup>4</sup>	Determined locally <sup>4</sup>	Academic/School Year
New Jersey Abbott	Full day, 10 hours/day	5 days/week	245 days/year
New Jersey ECPA	Part day, 2.75 hours/day; Full day, 6 hours/day <sup>4</sup>	5 days/week	Academic/School Year
New Jersey ELLI	School day 6 hours/day	5 days/week	Academic/School Year
New Mexico CDP	Full day, 6-9 hours/day <sup>1</sup>	Determined locally <sup>1</sup>	Determined locally <sup>1</sup>
New Mexico State PK	Part day, 2.5-3 hours/day <sup>5</sup>	Determined locally <sup>5</sup>	Academic/School Year
New York TPK	Determined locally <sup>1</sup>	Determined locally <sup>1</sup>	Academic/School Year
New York UPK	Part day, 2.5 hours/day; Full day, 5 hours/day	5 days/week	Academic/School Year
North Carolina	School day, 6-6.5 hours/day	5 days/week	Academic/School Year
Ohio PSP	Part day, 3-3.5 hours/day	Determined locally	Academic/School Year <sup>2</sup>
Oklahoma	Part day, 2.5 hours/day; Full day, 6 hours/day <sup>8</sup>	5 days/week	Academic/School Year
Oregon	Part day, 3.5-4 hours/day	Determined locally <sup>4</sup>	Academic/School Year
Pennsylvania EABG	Determined locally <sup>4</sup>	5 days/week <sup>4</sup>	Determined locally <sup>4</sup>
Pennsylvania HSSAP	Determined locally <sup>5</sup>	Determined locally <sup>5</sup>	Determined locally <sup>5</sup>
Pennsylvania SBPK	Determined locally <sup>4</sup>	5 days/week	Academic/School Year
South Carolina K4	Half day, 2.5 hours/day	5 days/week	Determined locally <sup>4</sup>
South Carolina CDEPP	Full day, 6.5 hours/day	5 days/week	Academic/School Year
Tennessee	Full day 5.5 hours/day <sup>4</sup>	5 days/week	Academic/School Year
Texas	Part day, 3 hours/day	5 days/week	Academic/School Year
Vermont PFP-ADM	Determined locally <sup>5</sup>	Determined locally <sup>5</sup>	Academic/School Year
Vermont EEI	Determined locally <sup>5</sup>	Determined locally <sup>5</sup>	Academic/School Year
Virginia	Determined locally <sup>4</sup>	5 days/week	Academic/School Year
Washington	Determined locally <sup>3</sup>	Determined locally <sup>3</sup>	Minimum 30 weeks/year <sup>3</sup>
West Virginia	Determined locally <sup>3</sup>	Determined locally <sup>3</sup>	Academic/School Year
Wisconsin 4K	Determined locally <sup>4</sup>	Determined locally <sup>4</sup>	Academic/School Year
Wisconsin HdSt	Determined locally <sup>5</sup>	Determined locally <sup>5</sup>	Determined locally <sup>5</sup>
District of Columbia	School day, 7 hours/day	5 days/week	Academic/School Year

STATE	ACCESS	Do children receive services that extend beyond standard hours of operation?
	Minimum operating schedule	
Alabama	6.5 hours/day, 175 days/year	Yes (number unknown)
Arizona	None <sup>4</sup>	No
Arkansas	7 hours/day, 178 days/year	Yes (number unknown)
California	3 hours/day, 5 days/week, 175 days/year <sup>5</sup>	Yes, 3,261 <sup>6</sup>
Colorado	360 hours/year	Yes (number unknown) <sup>5</sup>
Connecticut	Determined by type of slot <sup>4</sup>	Yes, 6% <sup>4</sup>
Delaware	160 days/year	Yes (number unknown)
Florida	540 hours/year (school-year program); 300 hours/year (summer program) <sup>4</sup>	Yes (number unknown)
Georgia	6.5 hours/day, 5 days/week, 36 weeks/year	Yes (number unknown)
Illinois	2.5 hours/day, 5 days/week, 180 days/year	Yes (number unknown) <sup>3</sup>
Iowa	None	Yes (number unknown) <sup>3</sup>
Kansas	465 hours/year	No
Kentucky	2.5 hours/day plus meal time (breakfast or lunch)	Yes (number unknown) <sup>5</sup>
Louisiana 8(g)	63,720 minutes of instructional time/year	Yes (number unknown)
LA4 & Starting Points	360 instructional minutes/day, 177 days/year	Yes, 1,915 <sup>5</sup>
Louisiana NSECD	180 days/year	Yes, 100% <sup>3</sup>
Maine	10 hours/week	Yes, 7%
Maryland	2.5 hours/day, 5 days/week	Yes
Massachusetts	Determined by type of slot <sup>1</sup>	Yes (number unknown)
Michigan	2.5 hours/day, 4 days/week, 30 weeks/year <sup>5</sup>	Yes (number unknown)
Minnesota HdSt	3.5 hours/day, 4 days/week, 32 weeks/year	Yes (number unknown)
Missouri	5 days/week, 9 months/year	Yes (number unknown)
Nebraska	3.5 hours/day, 4 days/week	Yes, 8%
Nevada	10 hours/week	No
New Jersey Abbott	10 hours/day, 245 days/year	Yes, 64% <sup>6</sup>
New Jersey ECPA	2.75 hours/day, 180 days/year	Yes (number unknown)
New Jersey ELLI	2.75 hours/day, 180 days/year	Yes (number unknown)
New Mexico CDP	None	No
New Mexico State PK	450 hours of instructional time plus 90 hours of parent/family activities	Yes (number unknown)
New York TPK	12 hours/day, 4 days/week, academic year	No
New York UPK	2.5 hours/day, 5 days/week, 180 days/year	Yes (number unknown)
North Carolina	180 days (10 months)/year	Yes (number unknown)
Ohio PSP	448 hours/academic year	No
Oklahoma	2.5 or 6 instructional hours/day, 180 days/year <sup>6</sup>	Yes (number unknown)
Oregon	474 contact hours/year, 32 weeks/year	Yes, 438
Pennsylvania EABG	None	Yes (number unknown) <sup>5</sup>
Pennsylvania HSSAP	3.5 hours/day, 4 days/week, 128 days/year <sup>5</sup>	Yes, 1,246
Pennsylvania SBPK	2.5 hours/day, 180 days/year	Yes (number unknown)
South Carolina K4	2.5 hours/day, 180 days/year	Yes, 25%
South Carolina CDEPP	6.5 hours/day	Yes, in 36 centers
Tennessee	5.5 hours/day, 5 days/week, 180 days/year	Yes, 38% <sup>5</sup>
Texas	3 hours/day, 5 days/week, 180 days/year <sup>3</sup>	Yes (number unknown)
Vermont PFP-ADM	175 days/year or 35 weeks/year	Yes (number unknown)
Vermont EEI	10 hours/day or 35 weeks/year	Yes (number unknown)
Virginia	3 hours/day, 5 days/week, academic year	Yes (number unknown)
Washington	240 hours in at least 30 weeks	Yes (number unknown) <sup>4</sup>
West Virginia	12 hours/week, 180 days/year <sup>3</sup>	Yes (number unknown)
Wisconsin 4K	437 hours/year or 437 hours plus 87.5 hours of parent outreach or 349.5 hours plus 87.5 hours of parent outreach	Yes (number unknown) <sup>5</sup>
Wisconsin HdSt	3.5 hours/day, 4 days/week, 32 weeks/year, unless approved federal HdSt alternative	Yes (number unknown) <sup>5</sup>
District of Columbia	180 days/year (Public School Preschool); 180 days/year plus 10 professional development days (Pre-K Incentive)	Yes (number unknown)

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	ACCESS
	Support for extended services
Alabama	Services may be provided at state pre-K sites, other state agency pays for these services
Arizona	NA
Arkansas	Services may be provided at state pre-K sites, other state agency pays for these services, state pre-K offers other supports, CCDF (voucher subsidy) funds can be used to fund wrap-around care for eligible families
California	Services may be provided at state pre-K sites, state pre-K funds can be used to offer these services, other state agency pays for these services <sup>4</sup>
Colorado	Services may be provided at state pre-K sites, funds from state pre-K or another state agency are used to offer these services, transportation is provided by state pre-K, state pre-K offers other supports for these services
Connecticut	Services may be provided at state pre-K sites, state pre-K funds can be used to offer these services
Delaware	Wrap-around/extended-day services may be provided at state pre-K sites; other state agency pays for wrap-around/extended-day services
Florida	Wrap-around services may be provided but they are not funded by state VPK funding
Georgia	Services may be provided at state pre-K sites, other state agency pays for these services
Illinois	Services may be provided at state pre-K sites, other state agency pays for these services, transportation is provided by state pre-K
Iowa	Services may be provided at state pre-K sites, other state agency pays for these services
Kansas	NA
Kentucky	Services may be provided at state pre-K sites, other state agency pays for these services, transportation is provided by state pre-K, state pre-K offers other supports for these services such as state-funded Family Resource Centers
Louisiana 8(g)	Services may be provided at state pre-K sites <sup>3</sup>
LA4 & Starting Points	Services may be provided at state pre-K sites, state pre-K funds can be used to offer these services
Louisiana NSECD	Services may be provided at state pre-K sites
Maine	Services may be provided at state pre-K sites, transportation is provided by state pre-K
Maryland	Services may be provided at state pre-K sites, state pre-K funds can be used to offer these services
Massachusetts	Services may be provided at state pre-K sites, state pre-K funds can be used to offer these services, transportation is provided by state pre-K <sup>2</sup>
Michigan	Services may be provided at state pre-K sites, funds from state pre-K or other state agency are used to offer these services, transportation is provided by state pre-K, tuition may be charged, Title I can be used
Minnesota HdSt	State pre-K funds may be used to offer services <sup>5</sup>
Missouri	Services may be provided at state pre-K sites
Nebraska	Services may be provided at state pre-K sites, state pre-K funds may be used to offer these services
Nevada	NA
New Jersey Abbott	Services may be provided at state pre-K sites, other state agency pays for these services, transportation is provided by state pre-K or by some districts
New Jersey ECPA	Services may be provided at state pre-K sites, other state agency pays for these services, transportation is provided by state pre-K or by some districts
New Jersey ELLI	Services may be provided at state pre-K sites, other state agency pays for these services, transportation is provided by state pre-K or by some districts
New Mexico CDP	NA
New Mexico State PK	Services may be provided at state pre-K sites, state pre-K offers other supports for these services <sup>6</sup>
New York TPK	NA
New York UPK	Services may be provided at state pre-K sites, transportation is provided by state pre-K in some districts
North Carolina	Services may be provided at state pre-K sites, other state agency pays for these services
Ohio PSP	NA
Oklahoma	Services may be provided at state pre-K sites, other state agency pays for these services, transportation is provided by state pre-K, state pre-K offers other supports for these services <sup>7</sup>
Oregon	Services may be provided at state pre-K sites, other state agency pays for these services, transportation is provided by state pre-K
Pennsylvania EABG	Services may be provided at state pre-K sites, funds from state pre-K or other state agency are used to offer services, transportation is provided by state pre-K
Pennsylvania HSSAP	Services may be provided at state pre-K sites, funds from state pre-K or other state agency are used to offer services, transportation is provided by state pre-K
Pennsylvania SBPK	Services may be provided at state pre-K sites, funds from state pre-K or other state agency are used to offer services, transportation is provided by state pre-K
South Carolina K4	Services may be provided at state pre-K sites, other state agency pays for these services, transportation is provided by state pre-K
South Carolina CDEPP	Services may be provided at state pre-K sites, other state agency pays for these services, transportation is provided by state pre-K
Tennessee	Services may be provided at state pre-K sites, other state agency pays for these services <sup>5</sup>
Texas	Services may be provided at state pre-K sites
Vermont PFP-ADM	Services may be provided at state pre-K sites, funds from state pre-K or another state agency are used to offer these services, transportation is provided by state pre-K
Vermont EEI	State pre-K funds may be used to offer services, other state agency pays for these services, transportation is provided by state pre-K <sup>6</sup>
Virginia	Services may be provided at state pre-K sites, state pre-K funds can be used to offer services, state pre-K offers other supports for these services, transportation may be provided
Washington	Services may be provided at state pre-K sites, other state agency pays for these services, transportation is provided by state pre-K <sup>1</sup>
West Virginia	Services may be provided at state pre-K sites, funds from state pre-K or another state agency are used to offer services
Wisconsin 4K	Services may be provided at state pre-K sites, transportation is provided by state pre-K, state pre-K offers other supports for these services, programs partner with child care or Head Start to provide extended-day services
Wisconsin HdSt	State pre-K offers other supports for these services, Head Start programs may partner with child care or 4K to extend hours, days or weeks
District of Columbia	Services may be provided at state pre-K sites, other agency pays for these services

STATE	ELIGIBILITY		
	Minimum age for eligibility	Maximum age for eligibility	Kindergarten eligibility age
Alabama	4 by Sept. 1	5 by Sept. 1 <sup>3</sup>	5 by Sept. 1
Arizona	4 by Sept. 1	5 by Sept. 1	5 by Sept. 1
Arkansas	3 by Sept. 15 <sup>4</sup>	5 by Sept. 15	5 by Sept. 15
California	3 by Dec. 2	5 by Dec. 2	5 by Dec. 2
Colorado	3 by Oct. 1 <sup>6</sup>	No cut-off <sup>6</sup>	5 by Oct. 1 <sup>7</sup>
Connecticut	2 years, 9 months by Sept. 1	5 by Jan. 1 <sup>5</sup>	5 by Jan. 1
Delaware	4 by Aug. 31	5 by Aug. 31	5 by Aug. 31
Florida	4 by Sept. 1	5 by Sept. 1	5 by Sept. 1
Georgia	4 by Sept. 1	5 by Sept. 1 <sup>4</sup>	5 by Sept. 1
Illinois	3 by Sept. 1	5 by Sept. 1	5 by Sept. 1
Iowa	3 by Aug. 15	5 by Sept. 15	5 by Sept. 15
Kansas	4 by Aug. 31	5 by Aug. 31	5 by Aug. 31
Kentucky	3 by Oct. 1 <sup>6</sup>	5 by Sept. 30	5 by Oct. 1
Louisiana 8(g)	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30
LA4 & Starting Points	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30
Louisiana NSECD	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30
Maine	4 by Oct. 15	Determined locally <sup>3</sup>	5 by Oct. 15
Maryland	4 by Sept. 1	5 by Sept. 1	5 by Sept. 1
Massachusetts	2 years, 9 months	Determined locally <sup>3</sup>	Determined locally <sup>3</sup>
Michigan	4 by Dec. 1	5 by Dec. 1	5 by Dec. 1
Minnesota HdSt	Birth	5 by Sept. 1	5 by Sept. 1
Missouri	3 by July 31	5 by July 31	5 by July 31
Nebraska	3 by locally determined date <sup>4</sup>	5 by Oct. 15 <sup>4</sup>	5 by Oct. 15 <sup>5</sup>
Nevada	Birth	5 by Sept. 30	5 by Sept. 30
New Jersey Abbott	3 by locally determined date	5 by locally determined date	5 by locally determined date
New Jersey ECPA	3 by locally determined date	5 by locally determined date	5 by locally determined date
New Jersey ELLI	4 by locally determined date	5 by locally determined date	5 by locally determined date
New Mexico CDP	Determined locally <sup>2</sup>	5 by Aug. 31	5 by Aug. 31
New Mexico State PK	4 by Sept. 1	5 by Sept. 1	5 by Sept. 1
New York TPK	3 by Dec. 1 <sup>2</sup>	5 by Dec. 1 <sup>2</sup>	5 by Dec. 1 <sup>2</sup>
New York UPK	4 by Dec. 1 <sup>1</sup>	5 by Dec. 1	5 by Dec. 1 <sup>1</sup>
North Carolina	4 by Oct. 16	5 by Oct. 16	5 by Oct. 16
Ohio PSP	3 by locally determined date	5 by locally determined date (Aug. 1 or Sept. 30)	5 by locally determined date (Aug. 1 or Sept. 30)
Oklahoma	4 by Sept. 1 <sup>8</sup>	5 by Sept. 1 <sup>8</sup>	5 by Sept. 1 <sup>8</sup>
Oregon	3 by Sept. 1	5 by Sept. 1	5 by Sept. 1
Pennsylvania EABG	Determined locally <sup>6</sup>	Determined locally	Determined locally
Pennsylvania HSSAP	Determined locally <sup>6</sup>	Determined locally <sup>6</sup>	Determined locally
Pennsylvania SBPK	Determined locally	Determined locally	Determined locally
South Carolina K4	4 by Sept. 1	5 by Sept. 1	5 by Sept. 1
South Carolina CDEPP	4 by Sept. 1	5 by Sept. 1	5 by Sept. 1
Tennessee	4 by Sept. 30 <sup>2</sup>	5 by Sept. 30 <sup>2</sup>	5 by Sept. 30
Texas	3 by Sept. 1	5 by Sept. 1	5 by Sept. 1
Vermont PFP-ADM	3 by locally determined date <sup>6</sup>	5 by locally determined date <sup>6</sup>	5 by locally determined date (Sept. 1 to Dec. 31) <sup>6</sup>
Vermont EEI	3 by locally determined date (Sept. 1 to Dec. 31) <sup>7</sup>	5 by locally determined date <sup>7</sup>	5 by locally determined date (Sept. 1 to Dec. 31) <sup>7</sup>
Virginia	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30
Washington	3 by Aug. 31	5 by Aug. 31	5 by Aug. 31
West Virginia	4 by Sept. 1 <sup>4</sup>	5 by Sept. 1 <sup>4</sup>	5 by Sept. 1
Wisconsin 4K	4 by Sept. 1 <sup>4</sup>	Determined locally	5 by Sept. 1 <sup>4</sup>
Wisconsin HdSt	3 by Sept. 1	5 by Sept. 1	5 by Sept. 1
District of Columbia	4 by Sept. 30 <sup>5</sup>	5 by Sept. 30 <sup>6</sup>	5 by Sept. 30

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	ELIGIBILITY
	Exceptions to age requirements?
Alabama	None
Arizona	None
Arkansas	Yes, for children with special needs <sup>5</sup>
California	Yes <sup>7</sup>
Colorado	None <sup>6</sup>
Connecticut	Yes <sup>5</sup>
Delaware	None <sup>4</sup>
Florida	None
Georgia	Yes, for children with special needs, on a case-by-case basis
Illinois	Yes, children IEPs may remain in preschool until age 6
Iowa	Yes, children with IEPs may participate based on their IEPs
Kansas	None
Kentucky	Yes, children with IEPs <sup>7</sup>
Louisiana 8(g)	None
LA4 & Starting Points	Yes, children IEPs may participate based on their IEPs <sup>4</sup>
Louisiana NSECD	None
Maine	Yes, children with IEPs who turn 5 between July 15 and Oct. 15 <sup>6</sup>
Maryland	Yes, determined locally <sup>4</sup>
Massachusetts	Yes, for children with special needs <sup>4</sup>
Michigan	Yes <sup>6</sup>
Minnesota HdSt	None
Missouri	Yes, children with documented disabilities may participate based on their IEPs or IFSP
Nebraska	Yes, children with IEPs may participate based on their IEPs
Nevada	None
New Jersey Abbott	Yes, children with IEPs may participate based on their IEPs
New Jersey ECPA	Yes, children with IEPs may participate based on their IEPs
New Jersey ELLI	None
New Mexico CDP	Yes, determined locally
New Mexico State PK	None
New York TPK	None
New York UPK	None
North Carolina	None
Ohio PSP	None
Oklahoma	Yes, determined locally <sup>8</sup>
Oregon	None
Pennsylvania EABG	Yes, determined locally
Pennsylvania HSSAP	Yes, determined locally
Pennsylvania SBPK	Yes, determined locally
South Carolina K4	Yes <sup>5</sup>
South Carolina CDEPP	None
Tennessee	Yes, children with IEPs may participate based on their IEPs <sup>2</sup>
Texas	Yes <sup>4</sup>
Vermont PFP-ADM	None
Vermont EEI	Yes <sup>8</sup>
Virginia	None
Washington	None <sup>5</sup>
West Virginia	None
Wisconsin 4K	Yes, determined locally <sup>6</sup>
Wisconsin HdSt	Yes, determined locally
District of Columbia	None <sup>7</sup>

STATE	ELIGIBILITY
State policy on enrolling children in state pre-K when they are eligible for kindergarten	
Alabama	Kindergarten-eligible children with documented disabilities may enroll in pre-K; Kindergarten-eligible children may enroll in pre-K at the request of parents
Arizona	Kindergarten-eligible children may enroll in pre-K at local program's discretion
Arkansas	Kindergarten-eligible children with documented disabilities may enroll in pre-K <sup>6</sup>
California	State policy does not regulate the enrollment of kindergarten-eligible children in pre-K <sup>7</sup>
Colorado	Kindergarten-eligible children may enroll in pre-K at local program's discretion <sup>7</sup>
Connecticut	Kindergarten-eligible children may enroll in pre-K at local program's discretion <sup>5</sup>
Delaware	Children may not enroll in pre-K if they are age-eligible for kindergarten
Florida	Children may not enroll in pre-K if they are age-eligible for kindergarten
Georgia	Kindergarten-eligible children with documented disabilities may enroll in pre-K; Kindergarten-eligible children may enroll in pre-K at the request of parents <sup>1</sup>
Illinois	Children may not enroll in pre-K if they are age-eligible for kindergarten; Kindergarten-eligible children with documented disabilities may enroll in pre-K
Iowa	Kindergarten-eligible children with documented disabilities may enroll in pre-K; Kindergarten-eligible children may enroll in pre-K at local program's discretion; Kindergarten-age children may enroll in pre-K at the request of parents
Kansas	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kentucky	Children may not enroll in pre-K if they are age-eligible for kindergarten; Kindergarten-eligible children with documented disabilities may enroll in pre-K
Louisiana 8(g)	State policy does not regulate the enrollment of kindergarten-eligible children in pre-K
LA4 & Starting Points	Children may not enroll in pre-K if they are age-eligible for kindergarten <sup>7</sup>
Louisiana NSECD	Children may not enroll in pre-K if they are age-eligible for kindergarten
Maine	Kindergarten-eligible children may enroll in pre-K at local program's discretion
Maryland	Children may not enroll in pre-K if they are age-eligible for kindergarten <sup>5</sup>
Massachusetts	Children may not enroll in pre-K if they are age-eligible for kindergarten
Michigan	Children may not enroll in pre-K if they are age-eligible for kindergarten
Minnesota HdSt	Children may not enroll in pre-K if they are age-eligible for kindergarten
Missouri	Kindergarten-eligible children with documented disabilities may enroll in pre-K provided the IEP or IFSP requires this classroom setting
Nebraska	Children may not enroll in pre-K if they are age-eligible for kindergarten; Kindergarten-eligible children with documented disabilities may enroll in pre-K
Nevada	Children may not enroll in pre-K if they are age-eligible for kindergarten
New Jersey Abbott	Children may not enroll in pre-K if they are age-eligible for kindergarten; Kindergarten-eligible children with documented disabilities may enroll in pre-K based on their IEP
New Jersey ECPA	Children may not enroll in pre-K if they are age-eligible for kindergarten; Kindergarten-eligible children with documented disabilities may enroll in pre-K based on their IEP
New Jersey ELLI	Children may not enroll in pre-K if they are age-eligible for kindergarten <sup>4</sup>
New Mexico CDP	Kindergarten-eligible children may enroll in the child development programs at the local program's discretion
New Mexico State PK	Children may not enroll in pre-K if they are age-eligible for kindergarten
New York TPK	Children may not enroll in pre-K if they are age-eligible for kindergarten
New York UPK	Children may not enroll in pre-K if they are age-eligible for kindergarten
North Carolina	Children may not enroll in pre-K if they are age-eligible for kindergarten
Ohio PSP	Children may not enroll in pre-K if they are age-eligible for kindergarten
Oklahoma	Kindergarten-eligible children may enroll in pre-K at local program's discretion <sup>8</sup>
Oregon	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania EABG	State policy does not regulate the enrollment of kindergarten-eligible children in pre-K
Pennsylvania HSSAP	Kindergarten-eligible children with documented disabilities may enroll in pre-K; Kindergarten-eligible children may enroll in pre-K at local program's discretion <sup>6</sup>
Pennsylvania SBPK	State policy does not regulate the enrollment of kindergarten-eligible children in pre-K <sup>5</sup>
South Carolina K4	Children may not enroll in pre-K if they are age-eligible for kindergarten
South Carolina CDEPP	Children may not enroll in pre-K if they are age-eligible for kindergarten
Tennessee	Children may not enroll in pre-K if they are age-eligible for kindergarten; Kindergarten-eligible children with documented disabilities may enroll in pre-K
Texas	Children may not enroll in pre-K if they are age-eligible for kindergarten <sup>4</sup>
Vermont PFP-ADM	Kindergarten-eligible children may enroll in pre-K at local program's discretion
Vermont EEI	Children may not enroll in pre-K if they are age-eligible for kindergarten; Kindergarten-eligible children with documented disabilities may enroll in pre-K <sup>9</sup>
Virginia	Children may not enroll in pre-K if they are age-eligible for kindergarten
Washington	Children may not enroll in pre-K if they are age-eligible for kindergarten
West Virginia	Kindergarten-eligible children with documented disabilities may enroll in pre-K; Kindergarten-eligible children may enroll in pre-K at local program's discretion <sup>4</sup>
Wisconsin 4K	State policy does not regulate the enrollment of kindergarten-eligible children in pre-K <sup>7</sup>
Wisconsin HdSt	State policy does not regulate the enrollment of kindergarten-eligible children in pre-K <sup>6</sup>
District of Columbia	Children may not enroll in pre-K if they are age-eligible for kindergarten



**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	Kindergarten entry assessment	ELIGIBILITY Besides age, how is eligibility determined for individual children?
Alabama	None	All children in districts offering the program, or in the entire state, may enroll
Arizona	None	Eligibility is determined by individual child or family characteristics
Arkansas	Qualls Early Learning Inventory	Eligibility is determined by individual child or family characteristics
California	None	Eligibility is determined by individual child or family characteristics
Colorado	None	Eligibility is determined by individual child or family characteristics
Connecticut	Kindergarten Inventory <sup>6</sup>	Eligibility is determined by individual child or family characteristics <sup>7</sup>
Delaware	None	Eligibility is determined by individual child or family characteristics <sup>5</sup>
Florida	The Florida Kindergarten Readiness Screener (FLKRS) <sup>5</sup>	All children in districts offering the program, or in the entire state, may enroll
Georgia	Georgia Kindergarten Assessment Program	All children in districts offering the program, or in the entire state, may enroll
Illinois	Child Development Screening	Eligibility is determined by individual child or family characteristics
Iowa	Literacy Assessment <sup>4</sup>	Eligibility is determined by individual child or family characteristics
Kansas	None <sup>3</sup>	Eligibility is determined by individual child or family characteristics
Kentucky	None	Eligibility is determined by individual child or family characteristics
Louisiana 8(g)	None	Eligibility is determined by individual child or family characteristics <sup>4</sup>
LA4 & Starting Points	Districts choose one of the following: Brigrance, Chicago, DSC, DIAL, ESR <sup>8</sup>	All children in districts offering the program, or in the entire state, may enroll <sup>9</sup>
Louisiana NSECD	None	Eligibility is determined by individual child or family characteristics <sup>4</sup>
Maine	None <sup>7</sup>	All children in districts offering the program, or in the entire state, may enroll <sup>8</sup>
Maryland	None	Eligibility is determined by individual child or family characteristics
Massachusetts	None	Eligibility is determined by individual child or family characteristics
Michigan	None <sup>7</sup>	Eligibility is determined by individual child or family characteristics <sup>8</sup>
Minnesota HdSt	None <sup>6</sup>	Eligibility is determined by individual child or family characteristics
Missouri	None	All children in districts offering the program, or in the entire state, may enroll <sup>3</sup>
Nebraska	None <sup>6</sup>	Eligibility is determined by individual child or family characteristics <sup>7</sup>
Nevada	None	All children in districts offering the program, or in the entire state, may enroll <sup>5</sup>
New Jersey Abbott	None	All children in districts offering the program, or in the entire state, may enroll
New Jersey ECPA	None	All children in districts offering the program may enroll
New Jersey ELLI	None	Eligibility is determined by individual child or family characteristics <sup>5</sup>
New Mexico CDP	DIBELS	All children in districts offering the program, or in the entire state, may enroll <sup>3</sup>
New Mexico State PK	DIBELS	Eligibility is determined by individual child or family characteristics <sup>7</sup>
New York TPK	None <sup>3</sup>	Eligibility is determined by individual child or family characteristics
New York UPK	None <sup>2</sup>	All children in districts offering the program, or in the entire state, may enroll
North Carolina	None	Eligibility is determined by individual child or family characteristics
Ohio PSP	Kindergarten Readiness Assessment-Literacy	Eligibility is determined by individual child or family characteristics
Oklahoma	None <sup>9</sup>	All children in districts offering the program, or in the entire state, may enroll <sup>2</sup>
Oregon	None	Eligibility is determined by individual child or family characteristics
Pennsylvania EABG	None	Eligibility is determined by individual child or family characteristics <sup>7</sup>
Pennsylvania HSSAP	None	Eligibility is determined by individual child or family characteristics
Pennsylvania SBPK	None <sup>6</sup>	All children in districts offering the program, or in the entire state, may enroll <sup>7</sup>
South Carolina K4	DIAL 3	Eligibility is determined by individual child or family characteristics <sup>6</sup>
South Carolina CDEPP	DIAL 3	Eligibility is determined by individual child or family characteristics
Tennessee	None <sup>6</sup>	Eligibility is determined by individual child or family characteristics
Texas	Determined locally <sup>5</sup>	Eligibility is determined by individual child or family characteristics
Vermont PFP-ADM	None	All children in districts offering the program, or in the entire state, may enroll <sup>7</sup>
Vermont EEI	None	Eligibility is determined by individual child or family characteristics
Virginia	Phonological Awareness Literacy Screening (PALS Pre-K)	Eligibility is determined by individual child or family characteristics
Washington	None	Eligibility is determined by individual child or family characteristics
West Virginia	None	Eligibility is determined by individual child or family characteristics <sup>5</sup>
Wisconsin 4K	None	All children in districts offering the program, or in the entire state, may enroll
Wisconsin HdSt	None	Eligibility is determined by individual child or family characteristics <sup>7</sup>
District of Columbia	None	All children in districts offering the program, or in the entire state, may enroll

STATE	ELIGIBILITY	
	Income requirement	To whom does the income requirement apply?
Alabama	None	NA
Arizona	Eligibility for free or reduced-price lunch (185% FPL)	All children
Arkansas	200% FPL	Income is only one of the risk factors for eligibility
California	75% SMI	A minimum of 90% of children, except those who received protective services or are at risk for abuse, neglect or exploitation
Colorado	Eligibility for free or reduced-price lunch (185% FPL)	70% of children qualified under income guidelines
Connecticut	75% SMI	60% of children
Delaware	100% FPL <sup>5</sup>	90% of children
Florida	None	NA
Georgia	None	NA
Illinois	None	NA
Iowa	Eligibility for free lunch (130% FPL)	80% of children
Kansas	Eligibility for free lunch (130% FPL)	Every child must have at least one risk factor
Kentucky	150% FPL <sup>8</sup>	At-risk children <sup>9</sup>
Louisiana 8(g)	None	NA
LA4 & Starting Points	185% FPL	All children
Louisiana NSECD	200% FPL	All children
Maine	None	NA
Maryland	Eligibility for free or reduced-price lunch (185% FPL)	All children <sup>6</sup>
Massachusetts	100% of SMI with a priority of at or below 50% of SMI (Preschool Direct); funding for all children, higher levels of funding for at or below 85% of SMI (UPK)	All children (Preschool Direct) <sup>5,6</sup>
Michigan	250% FPL	At least 50% in each grantee/agency
Minnesota HdSt	100% FPL <sup>7</sup>	At least 90% of children must meet income requirement or be receiving TANF
Missouri	None	NA
Nebraska	Eligibility for free or reduced-price lunch (185% FPL)	Approximately 35% of the student population meet the income requirement <sup>5</sup>
Nevada	None	NA
New Jersey Abbott	None	NA
New Jersey ECPA	None	NA
New Jersey ELLI	Eligibility for free or reduced-price lunch (185% FPL) <sup>5</sup>	Determined locally
New Mexico CDP	None	NA
New Mexico State PK	None	NA
New York TPK	A measure of low-income status determined locally <sup>4</sup>	At least 80% of children
New York UPK	None	NA
North Carolina	75% SMI	At least 80% of children
Ohio PSP	200% FPL	All children
Oklahoma	None	NA
Oregon	100% FPL	80% of children
Pennsylvania EABG	None	NA
Pennsylvania HSSAP	100% FPL <sup>6</sup>	90% of children
Pennsylvania SBPK	None	NA
South Carolina K4	Eligibility for free or reduced-price lunch (185% FPL)	95% meet the income requirement
South Carolina CDEPP	Eligibility for free or reduced-price lunch (185% FPL) <sup>4</sup>	100% of children
Tennessee	Eligibility for free or reduced-price lunch (185% FPL)	Children who meet the income criteria receive highest priority <sup>7</sup>
Texas	Eligibility for free or reduced-price lunch (185% FPL)	72% of children met the income requirement
Vermont PFP-ADM	None	NA
Vermont EEI	Eligibility for free or reduced-price lunch (185% FPL)	54% of children met the income requirement
Virginia	None	NA
Washington	110% FPL	90% of enrolled children
West Virginia	None	NA
Wisconsin 4K	None	NA
Wisconsin HdSt	None <sup>7</sup>	NA <sup>7</sup>
District of Columbia	None	NA

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	ELIGIBILITY
Risk factors besides income that can be used to determine eligibility	
Alabama	NA
Arizona	None
Arkansas	Child disability or developmental delay, low parental education level, history of abuse, neglect or family violence, non-English speaking family members, parental substance abuse, teen parents, low birth weight or other child health risk, child history of foster care, parental active military duty
California	History of abuse, neglect or family violence <sup>8</sup>
Colorado	Low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, parental substance abuse, teen parents, child history of foster care, locally determined risk factors, other state-specified risk factors <sup>8</sup>
Connecticut	Other state-specified risk factors <sup>8</sup>
Delaware	Child disability or developmental delay, economic disadvantage or poverty, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, the risk that the child will not be ready for kindergarten, teen parents, low birth weight or other child health risk, child history of foster care, parental active military duty, locally determined risk factors <sup>5</sup>
Florida	NA
Georgia	NA
Illinois	Child disability or developmental delay, economic disadvantage or poverty, low parental education, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, risk that the child will not be ready for kindergarten, teen parents, low birth weight or other child health risk, child history of foster care, parental active military duty, locally determined risk factors
Iowa	Child disability or developmental delay, economic disadvantage or poverty, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, teen parents, low birth weight or other child health risk, child history of foster care
Kansas	Low parental education level, non-English speaking family members, teen parents, state-specified risk factors <sup>4</sup>
Kentucky	Child disability or developmental delay
Louisiana 8(g)	Economic disadvantage or poverty, locally determined risk factors <sup>5</sup>
LA4 & Starting Points	None
Louisiana NSECD	None
Maine	NA <sup>2</sup>
Maryland	Homelessness or unstable housing, other state-specified risk factors <sup>6</sup>
Massachusetts	Child disability or developmental delay, economic disadvantage or poverty, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, risk that the child will not be ready for Kindergarten, teen parents, low birth weight or other child health risk, child history of foster care, parental active military duty (Preschool Direct)
Michigan	Child disability or developmental delay, economic disadvantage or poverty, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, risk that the child will not be ready for Kindergarten, teen parents, low birth weight or other child health risk, child history of foster care, parental active military duty, locally determined risk factors, other state-specified risk factors <sup>8</sup>
Minnesota HdSt	Child disability or developmental delay, child history of foster care <sup>7</sup>
Missouri	NA
Nebraska	Non-English speaking family members, teen parents, low birth weight or other child health risk
Nevada	NA

STATE	ELIGIBILITY
	Risk factors besides income that can be used to determine eligibility
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	Locally determined risk factors <sup>5</sup>
New Mexico CDP	NA
New Mexico State PK	Other state-specified risk factors <sup>7</sup>
New York TPK	None
New York UPK	NA
North Carolina	Child disability or developmental delay, non-English speaking family members, other state-specified risk factors, such as chronic health condition <sup>5</sup>
Ohio PSP	None
Oklahoma	NA
Oregon	None <sup>5</sup>
Pennsylvania EABG	Locally determined risk factors <sup>7</sup>
Pennsylvania HSSAP	Child disability or developmental delay, economic disadvantage or poverty, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, risk that the child will not be ready for Kindergarten, teen parents, low birth weight or other child health risk, child history of foster care, parental active military duty, locally determined risk factors <sup>7</sup>
Pennsylvania SBPK	NA
South Carolina K4	Child disability or developmental delay, economic disadvantage or poverty, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, risk that the child will not be ready for Kindergarten, teen parents, low birth weight or other child health risk, child history of foster care
South Carolina CDEPP	Child disability or developmental delay, economic disadvantage or poverty, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, risk that the child will not be ready for Kindergarten, teen parents, low birth weight or other child health risk, child history of foster care
Tennessee	Child disability or developmental delay, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, risk that the child will not be ready for Kindergarten, teen parents, low birth weight or other child health risk, child history of foster care, parental active military duty, other state-specified risk factors, such as low scores on screening tool <sup>8</sup>
Texas	Homelessness or unstable housing, non-English speaking family members, parental active military duty <sup>6</sup>
Vermont PFP-ADM	NA
Vermont EEI	Child disability or developmental delay, economic disadvantage or poverty, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, risk that the child will not be ready for Kindergarten, teen parents, child history of foster care, parental active military duty, locally determined risk factors, such as incarcerated parent or social isolation, other research-based state-specified risk factors
Virginia	Child disability or developmental delay, economic disadvantage or poverty, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, risk that the child will not be ready for Kindergarten, teen parents, low birth weight or other child health risk, child history of foster care, parental active military duty, locally determined risk factors <sup>5</sup>
Washington	Child disability or developmental delay, economic disadvantage or poverty, low parental education level, history of abuse, neglect or family violence, homelessness or unstable housing, non-English speaking family members, parental substance abuse, risk that the child will not be ready for Kindergarten, teen parents, low birth weight or other child health risk, child history of foster care <sup>6</sup>
West Virginia	None <sup>4</sup>
Wisconsin 4K	NA
Wisconsin HdSt	Other state-specified risk factors <sup>7</sup>
District of Columbia	NA

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	ELIGIBILITY	
	Number of risk factors tied to eligibility	How do risk factors relate to income criteria?
Alabama	NA	NA
Arizona	NA	NA
Arkansas	1	Meeting the income criteria can count as one of the risk factors <sup>7</sup>
California	1	Meeting the income criteria can count as one of the risk factors
Colorado	1 <sup>9</sup>	Meeting the income criteria can count as one of the risk factors
Connecticut	1 <sup>8</sup>	Meeting the income criteria can count as one of the risk factors
Delaware	Not a specific number	Meeting the income criteria can count as one of the risk factors
Florida	NA	NA
Georgia	NA	NA
Illinois	Multiple risk factors	Meeting the income criteria can count as one of the risk factors
Iowa	1	Income is the primary eligibility criterion <sup>5</sup>
Kansas	1	Meeting the income criteria can count as one of the risk factors
Kentucky	1	Meeting the income criteria can count as one of the risk factors
Louisiana 8(g)	Determined locally	Meeting the income criteria can count as one of the risk factors
LA4 & Starting Points	None	NA
Louisiana NSECD	NA	NA
Maine	NA <sup>9</sup>	NA
Maryland	1	Programs must serve income-eligible children first <sup>4</sup>
Massachusetts	1 (Preschool Direct) <sup>6,7</sup>	Another risk factor may be used as a substitute for income (Preschool Direct)
Michigan	2	Meeting the income criteria can count as one of the risk factors
Minnesota HdSt	1 <sup>8</sup>	Meeting the income criteria can count as one of the risk factors
Missouri	NA	NA
Nebraska	1	Meeting the income criteria can count as one of the risk factors
Nevada	NA	NA
New Jersey Abbott	NA	NA
New Jersey ECPA	NA	NA
New Jersey ELLI	Not specified	Determined locally <sup>6</sup>
New Mexico CDP	NA	NA
New Mexico State PK	NA	NA
New York TPK	NA	NA
New York UPK	NA	NA
North Carolina	1	80% must meet income requirement; 20% may meet another risk factor
Ohio PSP	NA	NA
Oklahoma	NA	NA
Oregon	NA	NA
Pennsylvania EABG	Determined locally	NA
Pennsylvania HSSAP	Determined locally	Children must have the specified number of risk factors and meet income criteria
Pennsylvania SBPK	NA	NA
South Carolina K4	Not specified <sup>6</sup>	Children must have the specified number of risk factors and meet income criteria
South Carolina CDEPP	Not specified <sup>5</sup>	Income requirement must be met first <sup>4</sup>
Tennessee	One or more, determined locally	Meeting the income criteria can count as one of the risk factors <sup>7</sup>
Texas	1	Meeting the income criteria can count as one of the risk factors
Vermont PFP-ADM	NA	NA
Vermont EEI	1	Meeting the income criteria can count as one of the risk factors
Virginia	Determined locally <sup>5</sup>	NA
Washington	1 <sup>7</sup>	Meeting the income criteria can count as one of the risk factors
West Virginia	NA	NA
Wisconsin 4K	NA	NA
Wisconsin HdSt	Determined locally	NA
District of Columbia	NA	NA

STATE	ELIGIBILITY	
	Is there a sliding scale based on income?	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	No	No
Arizona	No	No
Arkansas	Yes, for children whose gross family income is 200-250% FPL	No
California	No	No
Colorado	No	No
Connecticut	Yes, for all children <sup>9</sup>	No
Delaware	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa	Yes, for 20% of children	No
Kansas	No	No
Kentucky	Determined locally <sup>10</sup>	No
Louisiana 8(g)	No	No
LA4 & Starting Points	Determined locally <sup>10</sup>	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts	Yes, for children whose parent(s) is participating in an approved TANF activity, or foster children, or children in temporary guardianship (Preschool Direct) <sup>5</sup>	Yes, every 12 months at the beginning of the program year <sup>8</sup>
Michigan	No	No
Minnesota HdSt	No	Yes <sup>9</sup>
Missouri	Determined locally <sup>4</sup>	Yes, determined locally <sup>5</sup>
Nebraska	Yes, for children who do not meet one of the four risk factors	No
Nevada	No	No
New Jersey Abbott	No	Yes, to determine if children still live in the district <sup>7</sup>
New Jersey ECPA	No	Yes, to determine if children still live in the district <sup>7</sup>
New Jersey ELLI	Determined locally <sup>7</sup>	No
New Mexico CDP	No	No
New Mexico State PK	No	No
New York TPK	No	No
New York UPK	No	No
North Carolina	No	No
Ohio PSP	Yes, for children of families between 101 and 200% FPL <sup>1</sup>	No
Oklahoma	No	No
Oregon	No	No
Pennsylvania EABG	No	No
Pennsylvania HSSAP	No	No
Pennsylvania SBPK	No	No
South Carolina K4	No	No
South Carolina CDEPP	No	No
Tennessee	No	No
Texas	No	No
Vermont PFP-ADM	No	No
Vermont EEI	No	No
Virginia	No	No
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	Yes, at the beginning of each year of enrollment
District of Columbia	No	No

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	ELIGIBILITY
	Does state policy permit programs to expel children from state pre-K?
Alabama	Yes, for behavioral and non-behavioral reasons <sup>4</sup>
Arizona	State policy does not regulate expulsions from pre-K
Arkansas	No, state policy prohibits expulsion from pre-K for any reason
California	Yes, for behavioral and non-behavioral reasons <sup>9</sup>
Colorado	Yes, for parent behavioral reasons only <sup>10</sup>
Connecticut	State policy does not regulate expulsions from pre-K
Delaware	State policy does not regulate expulsions from pre-K
Florida	State policy does not regulate expulsions from pre-K <sup>6</sup>
Georgia	Yes, for behavioral and non-behavioral reasons <sup>5</sup>
Illinois	State policy does not regulate expulsions from pre-K
Iowa	State policy does not regulate expulsions from pre-K <sup>6</sup>
Kansas	State policy does not regulate expulsions from pre-K
Kentucky	No, state policy prohibits expulsion from pre-K for any reason
Louisiana 8(g)	State policy does not regulate expulsions from pre-K
LA4 & Starting Points	Yes, for behavioral and non-behavioral reasons <sup>11</sup>
Louisiana NSECD	Yes, for behavioral and non-behavioral reasons <sup>5</sup>
Maine	Yes, for behavioral reasons only <sup>10</sup>
Maryland	State policy does not regulate expulsions from pre-K
Massachusetts	State policy does not regulate expulsions from pre-K
Michigan	State policy does not regulate expulsions from pre-K <sup>9</sup>
Minnesota HdSt	State policy does not regulate expulsions from pre-K
Missouri	State policy does not regulate expulsions from pre-K
Nebraska	State policy does not regulate expulsions from pre-K
Nevada	State policy does not regulate expulsions from pre-K
New Jersey Abbott	No, state policy prohibits expulsion from pre-K for any reason
New Jersey ECPA	No, state policy prohibits expulsion from pre-K for any reason
New Jersey ELLI	No, state policy prohibits expulsion from pre-K for any reason
New Mexico CDP	State policy does not regulate expulsions from pre-K
New Mexico State PK	State policy does not regulate expulsions from pre-K
New York TPK	State policy does not regulate expulsions from pre-K
New York UPK	State policy does not regulate expulsions from pre-K
North Carolina	No, state policy prohibits expulsion from pre-K for any reason
Ohio PSP	State policy does not regulate expulsions from pre-K
Oklahoma	No, state policy prohibits expulsion from pre-K for any reason
Oregon	No, state policy prohibits expulsion from pre-K for any reason
Pennsylvania EABG	State policy does not regulate expulsions from pre-K
Pennsylvania HSSAP	State policy does not regulate expulsions from pre-K
Pennsylvania SBPK	State policy does not regulate expulsions from pre-K
South Carolina K4	Yes, for behavioral reasons only <sup>7</sup>
South Carolina CDEPP	Yes, for behavioral reasons only <sup>7</sup>
Tennessee	Yes, for behavioral and non-behavioral reasons <sup>9</sup>
Texas	No, state policy prohibits expulsion from pre-K for any reason
Vermont PFP-ADM	State policy does not regulate expulsions from pre-K
Vermont EEI	State policy does not regulate expulsions from pre-K
Virginia	State policy does not regulate expulsions from pre-K
Washington	No, state policy prohibits expulsion from pre-K for any reason
West Virginia	State policy does not regulate expulsions from pre-K
Wisconsin 4K	State policy does not regulate expulsions from pre-K
Wisconsin HdSt	State policy does not regulate expulsions from pre-K
District of Columbia	State policy does not regulate expulsions from pre-K



STATE	ELIGIBILITY
Reporting requirements for programs that expel children	
Alabama	Documentation of all actions regarding student behavior must be sent to the state Office of School Readiness for approval prior to dismissal <sup>5</sup>
Arizona	NA
Arkansas	NA
California	No reporting requirements
Colorado	Not specified
Connecticut	No reporting requirements
Delaware	Programs must identify in their quarterly reports the reason any child leaves their program
Florida	Children who are dismissed from a VPK provider have the right to re-enroll in another VPK provider
Georgia	Bright from the Start requires documentation that indicates every effort has been made to provide both child and parent with resources and support prior to disenrollment
Illinois	NA
Iowa	No reporting requirements
Kansas	NA
Kentucky	NA
Louisiana 8(g)	NA
LA4 & Starting Points	Survey submitted by districts
Louisiana NSECD	The provider must comply with all NSECD Program Provider Responsibilities for reporting classroom attendance <sup>6</sup>
Maine	Schools must follow due process proceedings
Maryland	NA
Massachusetts	NA
Michigan	NA
Minnesota HdSt	NA <sup>10</sup>
Missouri	Annual completion report
Nebraska	NA
Nevada	NA
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico CDP	NA
New Mexico State PK	NA
New York TPK	NA
New York UPK	NA
North Carolina	NA
Ohio PSP	NA
Oklahoma	NA
Oregon	NA
Pennsylvania EABG	NA
Pennsylvania HSSAP	Grantees must follow federal performance standards for this requirement
Pennsylvania SBPK	NA
South Carolina K4	Disenrollment requires prior approval by the local school board and notification of the state Department of Education
South Carolina CDEPP	The programs must convey the information to the state agency prior to expelling the child
Tennessee	Prior to dismissing the child, programs must share with the Office of Early Learning the plan that documents attempts to work with the family to resolve the issue <sup>7</sup>
Texas	NA
Vermont PFP-ADM	NA <sup>8</sup>
Vermont EEI	NA <sup>9</sup>
Virginia	NA
Washington	NA
West Virginia	NA <sup>6</sup>
Wisconsin 4K	Reporting requirements do not apply to 4K at this time
Wisconsin HdSt	None
District of Columbia	Usually reported to the Office of School Readiness and Early Childhood Programs <sup>8</sup>

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	PROGRAM STANDARDS		
	Maximum class size	Staff-child ratio requirement	Meal requirement
Alabama	4-year-olds, 18	4-year-olds, 1:9	Lunch and snack
Arizona	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day <sup>5</sup>
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Breakfast, lunch and snack
California	3- and 4-year-olds, No limit <sup>10</sup>	3- and 4-year-olds, 1:8	Depends on length of program day <sup>11</sup>
Colorado	3- and 4-year-olds, 16 <sup>11</sup>	3- and 4-year-olds, 1:8	Depends on length of program day <sup>12</sup>
Connecticut	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day <sup>10</sup>
Delaware	4-year-olds, 20	4-year-olds, 1:10	At least one meal and snack <sup>6</sup>
Florida	4-year-olds, 18 (540-hour program); 10 (300-hour program)	4-year-olds, 1:10 or 2:11-18 (540-hour program); 1:10 (300-hour program)	Depends on length of program day <sup>7</sup>
Georgia	4-year-olds, 20	4-year-olds, 1:10	Lunch <sup>6</sup>
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Snack
Iowa	3- and 4-year-olds, 20	3- and 4-year-olds, 1:8	Lunch and snack <sup>7</sup>
Kansas	4-year-olds, No limit <sup>5</sup>	4-year-olds, No limit <sup>5</sup>	Snack
Kentucky	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	At least one meal a day, breakfast or lunch
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10	Breakfast, lunch and snack
LA4 & Starting Points	4-year-olds, 20	4-year-olds, 1:10	Lunch and snack <sup>12</sup>
Louisiana NSECD	4-year-olds, 20	4-year-olds, 1:10	Breakfast, lunch and snack
Maine	4-year-olds, No limit <sup>11</sup>	4-year-olds, 1:15 <sup>11</sup>	No meals are required <sup>12</sup>
Maryland	4-year-olds, 20 <sup>7</sup>	4-year-olds, 1:10	Breakfast, lunch (full-day); determined locally (half-day)
Massachusetts	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day <sup>9</sup>
Michigan	4-year-olds, 18	4-year-olds, 1:8	Depends on length of program day <sup>10</sup>
Minnesota HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Depends on length of program day <sup>11</sup>
Missouri	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day <sup>6</sup>
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Breakfast, lunch and snack <sup>9</sup>
Nevada	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10	No meals are required
New Jersey Abbott	3- and 4-year-olds, 15	3- and 4-year-olds, 2:15	Breakfast, lunch and snack
New Jersey ECPA	3- and 4-year-olds, 25	3- and 4-year-olds, 1:25	Depends on length of program day <sup>8</sup>
New Jersey ELLI	4-year-olds, 20	4-year-olds, 2:20	Depends on length of program day <sup>8</sup>
New Mexico CDP	3- and 4-year-olds, based on square footage <sup>4</sup>	3- and 4-year-olds, 1:12 <sup>5</sup>	At least one meal and snack <sup>6</sup>
New Mexico State PK	4-year-olds, 20	4-year-olds, 1:10	Snack <sup>9</sup>
New York TPK	3- and 4-year-olds, 20	3- and 4-year-olds, 1:9	Breakfast or lunch and snack
New York UPK	4-year-olds, 20	4-year-olds, 1:9	Depends on length of program day <sup>3</sup>
North Carolina	4-year-olds, 18	4-year-olds, 1:9	Lunch and either breakfast or snack
Ohio PSP	3-year-olds, 24; 4-year-olds, 28 <sup>3</sup>	3-year-olds, 1:12; 4-year-olds, 1:14	Depends on length of program day <sup>4</sup>
Oklahoma	4-year-olds, 20 <sup>10</sup>	4-year-olds, 1:10	Depends on length of program day <sup>11</sup>
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch <sup>6</sup>
Pennsylvania EABG	3- and 4-year-olds, 20 <sup>8</sup>	3- and 4-year-olds, 1:10 <sup>8</sup>	No meals are required
Pennsylvania HSSAP	3-year-olds, 17; 4-year-olds, 20 <sup>6</sup>	3- and 4-year-olds, 2:17 <sup>6</sup>	Lunch <sup>8</sup>
Pennsylvania SBPK	3- and 4-year-olds, 20 <sup>8</sup>	3- and 4-year-olds, 1:10 <sup>8</sup>	No meals are required
South Carolina K4	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Breakfast, lunch and snack
South Carolina CDEPP	4-year-olds, 20	3- and 4-year-olds, 1:10	Breakfast and lunch
Tennessee	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10	Lunch and either breakfast or snack <sup>10</sup>
Texas	3- and 4-year-olds, No limit <sup>7</sup>	3- and 4-year-olds, No limit	Depends on length of program day <sup>8</sup>
Vermont PFP-ADM	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day <sup>9</sup>
Vermont EEI	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8	Depends on length of program day <sup>10</sup>
Virginia	4-year-olds, 18	4-year-olds, 1:9	Breakfast and snack <sup>6</sup>
Washington	3- and 4-year-olds, 20 <sup>8</sup>	3- and 4-year-olds, 1:9	At least one meal <sup>9</sup>
West Virginia	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day <sup>7</sup>
Wisconsin 4K	4-year-olds, determined locally	4-year-olds, determined locally	Depends on length of program day <sup>8</sup>
Wisconsin HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Depends on length of program day <sup>8</sup>
District of Columbia	3-year-olds, 15; 4-year-olds, 20 <sup>9</sup>	3-year-olds, 2:15; 4-year-olds, 1:10 <sup>9</sup>	Breakfast, lunch and snack <sup>10</sup>

STATE	PROGRAM STANDARDS
	Screening and referral requirements
Alabama	Vision, hearing, health, dental; developmental - determined locally
Arizona	Determined locally
Arkansas	Vision, hearing, health, developmental, dental
California	Health and developmental - determined locally <sup>12</sup>
Colorado	Health and developmental; vision, hearing, dental - determined locally
Connecticut	Vision, hearing, health, dental <sup>11</sup>
Delaware	Vision, hearing, health, developmental, dental, behavioral
Florida	Determined locally <sup>8</sup>
Georgia	Vision, hearing, health, developmental, dental
Illinois	Vision, hearing, health, developmental
Iowa	Vision, hearing, health, developmental, dental <sup>6</sup>
Kansas	Vision, hearing, health, developmental, dental
Kentucky	Vision, hearing, health, developmental
Louisiana 8(g)	Developmental; vision, hearing, health, dental - determined locally <sup>2</sup>
LA4 & Starting Points	Vision, hearing, health, developmental, dental and mental health - determined locally
Louisiana NSECD	Vision, hearing, health, developmental; dental - determined locally <sup>7</sup>
Maine	Vision, hearing, developmental; health and dental - determined locally
Maryland	Vision, hearing, health, immunization, lead screening; developmental and dental - determined locally <sup>8</sup>
Massachusetts	Vision, hearing, health <sup>10</sup>
Michigan	None <sup>11</sup>
Minnesota HdSt	Vision, hearing, health, developmental, dental, nutrition, social-emotional, behavioral
Missouri	None <sup>7</sup>
Nebraska	Vision, hearing, health, developmental, dental - determined locally; other <sup>10</sup>
Nevada	Determined locally
New Jersey Abbott	Vision, hearing, health, developmental; dental - determined locally
New Jersey ECPA	Vision, hearing, health, developmental; dental - determined locally
New Jersey ELLI	Vision, hearing, health, developmental; dental - determined locally
New Mexico CDP	Vision, hearing, health, developmental, dental
New Mexico State PK	Vision, hearing, health, developmental, dental
New York TPK	Vision, hearing, health, developmental, dental, language, motor development, cognitive skills, articulation skills
New York UPK	Vision, hearing, health, developmental, dental, language, motor development, cognitive skills, articulation skills
North Carolina	Vision, hearing, health, developmental, dental
Ohio PSP	Vision, hearing, health, developmental, dental, lead, hematocrit
Oklahoma	Vision, hearing, health, developmental; dental - determined locally <sup>12</sup>
Oregon	Vision, hearing, health, developmental, dental, immunizations
Pennsylvania EABG	Determined locally
Pennsylvania HSSAP	Vision, hearing, health, developmental, dental
Pennsylvania SBPK	Determined locally
South Carolina K4	Vision, hearing, health, developmental, dental
South Carolina CDEPP	Vision, hearing, health, developmental; dental - determined locally
Tennessee	Vision, hearing, health, developmental; dental - determined locally
Texas	Vision, hearing, developmental; dental - determined locally
Vermont PFP-ADM	Vision, hearing, health, developmental; dental - determined locally
Vermont EEI	Vision, hearing, health, developmental; dental - determined locally
Virginia	Vision, hearing, health; developmental and dental - determined locally
Washington	Vision, hearing, health, developmental, dental
West Virginia	Vision, hearing, health, developmental, dental
Wisconsin 4K	Determined locally <sup>9</sup>
Wisconsin HdSt	Vision, hearing, health, developmental, dental
District of Columbia	Health <sup>11</sup>

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	PROGRAM STANDARDS
	Support services for English Language Learner and families
Alabama	Bilingual or monolingual non-English classes are permitted in pre-K
Arizona	State policy does not regulate services for English Language Learners
Arkansas	Bilingual or monolingual non-English classes are permitted in pre-K <sup>8</sup>
California	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language <sup>13</sup>
Colorado	State policy does not regulate services for English Language Learners
Connecticut	State policy does not regulate services for English Language Learners <sup>12</sup>
Delaware	Information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English <sup>7</sup>
Florida	State policy does not regulate services for English Language Learners
Georgia	Bilingual or monolingual non-English classes are permitted in pre-K; other supports are required for families that do not speak English as their primary language, such as parent handbooks and registration forms in Spanish <sup>7</sup>
Illinois	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English
Iowa	State policy does not regulate services for English Language Learners
Kansas	Information must be presented to parents in their primary language; other supports are required for families that do not speak English as their primary language, such as a certified ESL teacher
Kentucky	Bilingual or monolingual non-English classes are permitted in pre-K <sup>11</sup>
Louisiana 8(g)	State policy does not regulate services for English Language Learners
LA4 & Starting Points	State policy does not regulate services for English Language Learners, but districts must meet all federal mandates and requirements
Louisiana NSECD	Bilingual or monolingual non-English classes are permitted in pre-K
Maine	Information must be presented to parents in their primary language
Maryland	Bilingual or monolingual non-English classes are permitted in pre-K
Massachusetts	State policy does not regulate services for English Language Learners <sup>11</sup>
Michigan	Bilingual or monolingual non-English classes are permitted in pre-K <sup>12</sup>
Minnesota HdSt	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English <sup>12</sup>
Missouri	State policy does not regulate services for English Language Learners
Nebraska	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English <sup>11</sup>
Nevada	Determined locally <sup>6</sup>
New Jersey Abbott	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English - district staff or other parents may assist as necessary
New Jersey ECPA	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English
New Jersey ELLI	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English
New Mexico CDP	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language <sup>7</sup>
New Mexico State PK	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language <sup>7</sup>
New York TPK	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English <sup>5</sup>
New York UPK	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English <sup>4</sup>
North Carolina	State policy does not regulate services for English Language Learners
Ohio PSP	State policy does not regulate services for English Language Learners
Oklahoma	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; other supports are required for families that do not speak English as their primary language - Home Language Survey is distributed to all families and screening is required through a pre-K screener. <sup>12</sup>
Oregon	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English <sup>7</sup>
Pennsylvania EABG	Determined locally <sup>9</sup>
Pennsylvania HSSAP	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English - follows the Head Start Performance Standards
Pennsylvania SBPK	Determined locally <sup>9</sup>
South Carolina K4	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language
South Carolina CDEPP	State policy does not regulate services for English Language Learners <sup>8</sup>
Tennessee	Bilingual or monolingual non-English classes are permitted in pre-K
Texas	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language; translators or bilingual staff must be available at all times for children that do not speak English <sup>9</sup>
Vermont PFP-ADM	State policy does not regulate services for English Language Learners
Vermont EEI	State policy does not regulate services for English Language Learners <sup>11</sup>
Virginia	State policy does not regulate services for English Language Learners <sup>7</sup>
Washington	Bilingual or monolingual non-English classes are permitted in pre-K <sup>10</sup>
West Virginia	Information must be presented to parents in their primary language
Wisconsin 4K	Determined locally
Wisconsin HdSt	State policy does not regulate services for English Language Learners
District of Columbia	Bilingual or monolingual non-English classes are permitted in pre-K; information must be presented to parents in their primary language

## STATE

## PROGRAM STANDARDS

## Support services required for all programs

Alabama	Parenting support or training, parent involvement activities, child health services, transition to K activities
Arizona	Some comprehensive services are required, but specific services are determined locally
Arkansas	Parent education or job training, parenting support or training, parent involvement activities, child health services, nutrition information, referral for social services, transition to K activities
California	Parent education or job training, parent involvement activities, child health services, referral for social services, transition to K activities <sup>14</sup>
Colorado	Parent education or job training, parenting support or training, parent involvement activities, parent health services, child health services, nutrition information, referral for social services, transition to K activities, information for referral for immunization, dental care
Connecticut	Parent education or job training, parenting support or training, parent involvement activities, child health services, nutrition information, referral for social services, transition to K activities, ESL for parents, mental health services
Delaware	Parent education or job training, parenting support or training, parent involvement activities, parent health services, nutrition information, referral for social services, transition to K activities, medical and dental services
Florida	Some comprehensive services are required, but specific services are determined locally
Georgia	Parenting support or training, parent involvement activities, child health services, nutrition information, transition to K activities, referrals for other services <sup>8</sup>
Illinois	Parent education or job training, parenting support or training, parent involvement activities, referral for social services, transition to K activities
Iowa	Parenting support or training, parent involvement activities, child health services, nutrition information, referral for social services
Kansas	Parenting support or training, referral for social services, transition to K activities
Kentucky	Parent education or job training, parenting support or training, parent involvement activities, parent health service, child health services, nutrition information, referral for social services, transition to K activities, referral for other services based on local need including activities and training that parents develop
Louisiana 8(g)	Parenting support or training, parent involvement activities, child health services, nutrition information, referral for social services, transition to K activities
LA4 & Starting Points	Parent education or job training, parenting support or training, parent involvement activities, child health services, nutrition information, referral for social services, referral to mental health services, child development knowledge, parenting skills, adult literacy, employment counseling
Louisiana NSECD	Parenting support or training, parent involvement activities, child health services, referral for social services, transition to K activities, educational field trips
Maine	Some comprehensive services are required, but specific services are determined locally
Maryland	Parenting support or training, parent involvement activities, child health services, transition to K activities, referral to other services
Massachusetts	Some comprehensive services are required, but specific services are determined locally
Michigan	Parent involvement activities, child health services, referral for social services, transition to K activities
Minnesota HdSt	Parent education or job training, parenting support or training, parent involvement activities, parent health services, child health services, nutrition information, referral for social services, transition to K activities
Missouri	Parent involvement activities, transition to K activities
Nebraska	Parenting support or training, parent involvement activities, transition to K activities, referral for other services
Nevada	Parenting support or training, parent involvement activities, referral for other services <sup>7</sup>
New Jersey Abbott	Parenting support or training, parent involvement activities, child health services, nutrition information, referral for social services, transition to K activities
New Jersey ECPA	Parent education or job training, parent involvement activities, transition to K activities, referral for other services
New Jersey ELLI	Parent involvement activities, transition to K activities
New Mexico CDP	Parenting support or training, parent involvement activities, child health services, nutrition information, referral for social services, transition to K activities
New Mexico State PK	Parent education or job training, parenting support or training, parent involvement activities, parent health services, child health services, nutrition information, referral for social services, transition to K activities
New York TPK	Parenting support or training, parent involvement activities, child health services, transition to K activities, referral to other services to meet family needs
New York UPK	Parent involvement activities, child health services, referral for social services, transition to K activities, referral for other services, such as special education referrals for evaluation and services as indicated
North Carolina	Parent involvement activities, transition to K activities, information on medical home and health insurance
Ohio PSP	Parenting support or training, parent involvement activities, nutrition information, referral for social services, transition to K activities
Oklahoma	Parent involvement activities, child health services, nutrition information, referral for social services, transition to K activities, mental health services (counselor), other typical public school programs services (such as early intervention, transition programs, and/or literacy coaches)
Oregon	Parenting support or training, parent involvement activities, parent health services, child health services, nutrition information, referral for social services, transition to K activities, mental health, community partnerships
Pennsylvania EABG	Comprehensive services are encouraged, but not required. They are determined locally.
Pennsylvania HSSAP	Parent education or job training, parenting support or training, parent involvement activities, nutrition information, referral for social services, transition to K activities, referral for other services <sup>9</sup>
Pennsylvania SBPK	None
South Carolina K4	Parent education or job training, parenting support or training, parent involvement activities, child health services, referral for social services, transition to K activities; other services are required but determined locally
South Carolina CDEPP	Parenting support or training <sup>9</sup>
Tennessee	Parenting support or training, parent involvement activities, referral for social services, transition to K activities, transition to pre-K activities, other activities determined locally
Texas	Some comprehensive services are required, but specific services are determined locally
Vermont PFP-ADM	Parenting support or training, parent involvement activities, child health services, nutrition information, referral for social services, transition to K activities
Vermont EEI	Parent education or job training, parenting support or training, parent involvement activities, child health services, nutrition information, referral for social services, transition to K activities
Virginia	Parent involvement activities, child health services, referral for social services, other services are required, but determined locally
Washington	Parenting support or training, parent involvement activities, child health services, nutrition information, referral for social services, transition to K activities, mental health consultation, dietician, oral/dental health
West Virginia	Transition to K activities; other locally determined services
Wisconsin 4K	Parent involvement activities, child health services, referral for social services, school counseling
Wisconsin HdSt	Parent education or job training, parenting support or training, parent involvement activities, parent health services, child health services, nutrition information, referral for social services, transition to K activities, other comprehensive services as required by Head Start
District of Columbia	Parent involvement activities, nutrition information, referral for social services, transition to K activities, other services determined locally <sup>12</sup>

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	PROGRAM STANDARDS	
	Number of parent conferences or home visits required annually	Accreditation requirements
Alabama	2	None
Arizona	None	NAEYC, National Early Childhood Program Accreditation Commission (NECPA), National Accreditation Commission for Early Care and Education, Assoc. for Christian Schools Int'l, Assoc. Montessori Int'l, or American Montessori Society
Arkansas	2	Arkansas Child Care Approval System
California	2	None
Colorado	1	None
Connecticut	2	NAEYC, New England Assoc. of Schools and Colleges (NEASC), Head Start or Montessori
Delaware	4	None
Florida	None	National Council for Private School Accreditation, Commission on International and Trans-Regional Accreditations, Florida Association of Academic Nonpublic Schools, or an accrediting organization recognized by the state under the Gold Seal Quality Care Program
Georgia	2	None
Illinois	Determined locally	None
Iowa	None	NAEYC
Kansas	2	None
Kentucky	2	None
Louisiana 8(g)	Determined locally	None
LA4 & Starting Points	2	None
Louisiana NSECD	2	Louisiana Board of Elementary and Secondary Education (BESE), Brumfield Dodd, Class A Licensed Child Care accredited by NAEYC Class A - Daycare Accreditation
Maine	Determined locally	None
Maryland	2	None
Massachusetts	2	NAEYC (center-based ), NAFCC (family child care, with CDA substitute)
Michigan	4	None
Minnesota HdSt	2	None
Missouri	None	Missouri Accreditation Center (MoA) or NAEYC <sup>8</sup>
Nebraska	2 parent conference and 2 home visits <sup>12</sup>	None
Nevada	None <sup>7</sup>	None
New Jersey Abbott	Number is not mandated	None
New Jersey ECPA	Number is not mandated	None
New Jersey ELLI	Number is not mandated	None
New Mexico CDP	2	Must have or be working toward NACPA or NAEYC
New Mexico State PK	4	None
New York TPK	Determined locally	None
New York UPK	Determined locally	None
North Carolina	None	None
Ohio PSP	2	None
Oklahoma	2	State Public School Accreditation through the state DOE
Oregon	4	None
Pennsylvania EABG	Determined locally	None
Pennsylvania HSSAP	2	None
Pennsylvania SBPK	Determined locally	None
South Carolina K4	4	None
South Carolina CDEPP	4	State accreditation is required
Tennessee	2	None
Texas	Determined locally	State-level accreditation by Texas Education Agency
Vermont PFP-ADM	2	None
Vermont EEI	2	None
Virginia	Determined locally	State school accreditation (public); Standards for Licensed Child Day Centers (nonpublic)
Washington	3 hours of parent-teacher conferences and 3 hours of individualized family support services per year	None
West Virginia	2	None
Wisconsin 4K	Determined locally <sup>10</sup>	State school accreditation
Wisconsin HdSt	2	None
District of Columbia	4 (Head Start also requires 1 home visit)	None

## STATE

## STATEWIDE EARLY LEARNING STANDARDS

Name of state early learning document

STATE	STATEWIDE EARLY LEARNING STANDARDS
Name of state early learning document	
Alabama	Alabama Performance Standards for 4-year-olds
Arizona	Arizona Department of Education Early Learning Standards
Arkansas	Arkansas Early Childhood Education Framework
California	None <sup>15</sup>
Colorado	Building Blocks to Colorado's Content Standards
Connecticut	The Connecticut Preschool Curriculum Framework
Delaware	Early Learning Foundation for School Success
Florida	Florida's Voluntary Prekindergarten Education Program Standards
Georgia	Pre-K Content Standards
Illinois	Illinois Early Learning Standards
Iowa	Iowa Early Learning Standards
Kansas	None <sup>6</sup>
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Louisiana Standards for Programs Serving Four-Year-Old Children
LA4 & Starting Points	Louisiana Standards for Programs Serving Four-Year-Old Children
Louisiana NSECD	Louisiana Standards for Programs Serving Four-Year-Old Children
Maine	State of Maine Early Childhood Learning Guidelines
Maryland	Maryland Model for School Readiness/Voluntary State Curriculum for Prekindergarten
Massachusetts	Guidelines for Preschool Learning Experiences
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota HdSt	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Missouri	Missouri Early Childhood Standards
Nebraska	Nebraska Early Learning Guidelines for Ages 3 to 5
Nevada	Nevada Pre-Kindergarten Content Standards
New Jersey Abbott	Preschool Teaching and Learning Expectations: Standards of Quality
New Jersey ECPA	Preschool Teaching and Learning Expectations: Standards of Quality
New Jersey ELLI	Preschool Teaching and Learning Expectations: Standards of Quality
New Mexico CDP	Program does not use state early learning standards <sup>8</sup>
New Mexico State PK	New Mexico Early Learning Outcomes - Full Version
New York TPK	Physical Education, Mathematics, Science, Social Studies and Early Literacy, Creative Arts Pre-Kindergarten Core curriculum <sup>6</sup>
New York UPK	Physical Education, Mathematics, Science, Social Studies and Early Literacy, Creative Arts Pre-Kindergarten Core curriculum <sup>5</sup>
North Carolina	Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies to Guide Their Success
Ohio PSP	Early Learning Content Standards and Program Guidelines <sup>5</sup>
Oklahoma	Pre-Kindergarten Curriculum Guidelines
Oregon	Head Start Child Outcomes Framework
Pennsylvania EABG	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania SBPK	Pennsylvania Learning Standards for Early Childhood
South Carolina K4	Good Start Grow Smart Early Learning Standards <sup>8</sup>
South Carolina CDEPP	Good Start Grow Smart Early Learning Standards <sup>10</sup>
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Prekindergarten Curriculum Guidelines
Vermont PFP-ADM	Vermont Early Learning Standards
Vermont EEI	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	2006 ECEAP Performance Standards and Washington State Early Learning Benchmarks
West Virginia	West Virginia Early Learning Standards Framework
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards
District of Columbia	District of Columbia Pre-K Learning Standards



**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	STATEWIDE EARLY LEARNING STANDARDS
Web address of (most recently revised) early learning standards document	
Alabama	<a href="http://www.children.alabama.gov/osr">www.children.alabama.gov/osr</a>
Arizona	<a href="http://www.ade.az.gov/earlychildhood/downloads/EarlyLearningStandards.pdf">http://www.ade.az.gov/earlychildhood/downloads/EarlyLearningStandards.pdf</a>
Arkansas	<a href="http://www.arkansas.gov/childcare/programsupport/pdf/aeceframework.pdf">http://www.arkansas.gov/childcare/programsupport/pdf/aeceframework.pdf</a>
California	NA
Colorado	<a href="http://www.cde.state.co.us/resultsmatter/el_guidelines.htm">http://www.cde.state.co.us/resultsmatter/el_guidelines.htm</a>
Connecticut	<a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a>
Delaware	<a href="http://www.doe.k12.de.us/programs/earlychildhood/preschool.shtml">www.doe.k12.de.us/programs/earlychildhood/preschool.shtml</a>
Florida	<a href="http://www.fl DOE.org/earlylearning/perform.asp">http://www.fl DOE.org/earlylearning/perform.asp</a>
Georgia	<a href="http://www.dec.state.ga.us/Documents/PreK/Content_Standards_Full.pdf">www.dec.state.ga.us/Documents/PreK/Content_Standards_Full.pdf</a>
Illinois	<a href="http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf">www.isbe.net/earlychi/pdf/early_learning_standards.pdf</a>
Iowa	<a href="http://www.iowa.gov/educate/content/view/681/805/1/2/">http://www.iowa.gov/educate/content/view/681/805/1/2/</a>
Kansas	NA
Kentucky	<a href="http://kidsnow.ky.gov">kidsnow.ky.gov</a>
Louisiana 8(g)	<a href="http://www.doe.state.la.us/lde/uploads/3014.pdf">http://www.doe.state.la.us/lde/uploads/3014.pdf</a>
LA4 & Starting Points	<a href="http://www.doe.state.la.us/lde/uploads/3014.pdf">http://www.doe.state.la.us/lde/uploads/3014.pdf</a>
Louisiana NSECD	<a href="http://www.doe.state.la.us/lde/uploads/3014.pdf">http://www.doe.state.la.us/lde/uploads/3014.pdf</a>
Maine	<a href="http://www.maine.gov/education/fouryearold/guidelines.html">http://www.maine.gov/education/fouryearold/guidelines.html</a>
Maryland	<a href="http://www.mdk12.org/instruction">www.mdk12.org/instruction</a>
Massachusetts	<a href="http://www.eec.state.ma.us/docs/taguidelinesforpreschoollarningexperiences.pdf">http://www.eec.state.ma.us/docs/taguidelinesforpreschoollarningexperiences.pdf</a>
Michigan	<a href="http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.pdf">http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.pdf</a>
Minnesota HdSt	<a href="http://education.state.mn.us/mdeprod/groups/EarlyLearning/documents/Publication/009530.pdf">http://education.state.mn.us/mdeprod/groups/EarlyLearning/documents/Publication/009530.pdf</a>
Missouri	<a href="http://dese.mo.gov/divimprove/fedprog/earlychild/PreK_Standards/Index.html">http://dese.mo.gov/divimprove/fedprog/earlychild/PreK_Standards/Index.html</a>
Nebraska	<a href="http://www.nde.state.ne.us/ECH/ELGuidelines/ELG.htm">www.nde.state.ne.us/ECH/ELGuidelines/ELG.htm</a>
Nevada	<a href="http://www.doe.nv.gov/standards/standprek/prek.html">http://www.doe.nv.gov/standards/standprek/prek.html</a>
New Jersey Abbott	<a href="http://www.nj.gov/education/ece/code/expectations/">http://www.nj.gov/education/ece/code/expectations/</a>
New Jersey ECPA	<a href="http://www.nj.gov/education/ece/code/expectations/">http://www.nj.gov/education/ece/code/expectations/</a>
New Jersey ELLI	<a href="http://www.nj.gov/education/ece/code/expectations/">http://www.nj.gov/education/ece/code/expectations/</a>
New Mexico CDP	NA
New Mexico State PK	<a href="http://www.newmexicoprek.org">www.newmexicoprek.org</a>
New York TPK	<a href="http://www.emsc.nysed.gov">http://www.emsc.nysed.gov</a>
New York UPK	<a href="http://www.emsc.nysed.gov">http://www.emsc.nysed.gov</a>
North Carolina	<a href="http://www.ncpublicschools.org/success/downloads/foundations.pdf">www.ncpublicschools.org/success/downloads/foundations.pdf</a>
Ohio PSP	<a href="http://www.ode.state.oh.us">www.ode.state.oh.us</a>
Oklahoma	<a href="http://sde.state.ok.us">http://sde.state.ok.us</a> ; under PASS link
Oregon	Not available
Pennsylvania EABG	<a href="http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Pre-K_standards_2007.pdf">http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Pre-K_standards_2007.pdf</a>
Pennsylvania HSSAP	<a href="http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Pre-K_standards_2007.pdf">http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Pre-K_standards_2007.pdf</a>
Pennsylvania SBPK	<a href="http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Pre-K_standards_2007.pdf">http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Pre-K_standards_2007.pdf</a>
South Carolina K4	<a href="http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/">http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/</a>
South Carolina CDEPP	<a href="http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/">http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/</a>
Tennessee	<a href="http://www.tennessee.gov/education/ci/standards/earlychildhood/eldsacknowledgements.pdf">http://www.tennessee.gov/education/ci/standards/earlychildhood/eldsacknowledgements.pdf</a>
Texas	<a href="http://www.tea.state.tx.us/curriculum/early/prekguide.html">www.tea.state.tx.us/curriculum/early/prekguide.html</a>
Vermont PFP-ADM	<a href="http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf">http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf</a>
Vermont EEI	<a href="http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf">http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf</a>
Virginia	<a href="http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf">www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf</a>
Washington	<a href="http://www.del.wa.gov/word/eceap/2006ECEAPPerformanceStandardsFINAL.doc">http://www.del.wa.gov/word/eceap/2006ECEAPPerformanceStandardsFINAL.doc</a> and <a href="http://www.k12.wa.us/EarlyLearning/Benchmarks.aspx">http://www.k12.wa.us/EarlyLearning/Benchmarks.aspx</a>
West Virginia	<a href="http://www.wvdhhr.org/oss/pieces/ta/documents/wv%20elsf.pdf">http://www.wvdhhr.org/oss/pieces/ta/documents/wv%20elsf.pdf</a>
Wisconsin 4K	<a href="http://www.collaboratingpartners.com/EarlyLS.htm">http://www.collaboratingpartners.com/EarlyLS.htm</a>
Wisconsin HdSt	<a href="http://www.collaboratingpartners.com/EarlyLS.htm">http://www.collaboratingpartners.com/EarlyLS.htm</a>
District of Columbia	<a href="http://www.k12.dc.us/dcps/standards2005/pk.htm">www.k12.dc.us/dcps/standards2005/pk.htm</a>

## STATE

## STATEWIDE EARLY LEARNING STANDARDS

	Year standards adopted	Year standards last revised	Application of (most recently revised) standards to program
Alabama	2004	Not revised	Programs are required to follow state standards
Arizona	2003	2005	State standards are offered as guidance but not required
Arkansas	1996	Not revised	Programs are required to follow state standards
California	NA	NA	NA
Colorado	2000	2007	State standards are offered as guidance but not required
Connecticut	1999	2005	Programs are required to follow state standards
Delaware	2003	Under revision	Programs are required to follow state standards
Florida	2005	Under revision	Programs are required to follow state standards
Georgia	1996	2005	Programs are required to follow state standards
Illinois	2003	Not revised	Programs are required to follow state standards
Iowa	2006	Not revised	State standards are offered as guidance but not required
Kansas	NA	NA	NA
Kentucky	2003	Under revision	State standards are offered as guidance but not required
Louisiana 8(g)	2003	2003	Programs are required to follow state standards
LA4 & Starting Points	2003	2006	Programs are required to follow state standards
Louisiana NSECD	2003	Under revision	Programs are required to follow state standards
Maine	2005	Not revised	State standards are offered as guidance but not required <sup>13</sup>
Maryland	2004	2004	Programs are required to follow state standards
Massachusetts	2003	2003	Programs are required to follow state standards
Michigan	1986	2005	Programs are required to follow state standards
Minnesota HdSt	2003	2005	State standards are offered as guidance but not required
Missouri	2001	2005	State standards are offered as guidance but not required
Nebraska	2005	Under revision	State standards are offered as guidance but not required
Nevada	2004	Not revised	Programs are required to follow state standards
New Jersey Abbott	2002	2004	Programs are required to follow state standards
New Jersey ECPA	2002	2004	State standards are offered as guidance but not required
New Jersey ELLI	2002	2004	Programs are required to follow state standards
New Mexico CDP	2002	2002	NA
New Mexico State PK	2005	2007	Programs are required to follow state standards
New York TPK	2001	Under revision <sup>6</sup>	Programs are required to follow state standards
New York UPK	2001	2007 <sup>5</sup>	Programs are required to follow state standards
North Carolina	2005	2004	Programs are required to follow state standards
Ohio PSP	2003	Not revised	Programs are required to follow state standards
Oklahoma	1996	2005	Programs are required to follow state standards
Oregon	2000	Not revised	State standards are offered as guidance but not required
Pennsylvania EABG	2005	2007	Programs are required to follow state standards
Pennsylvania HSSAP	2005	2007	State standards are offered as guidance but not required
Pennsylvania SBPK	2005	2007	State standards are offered as guidance but not required
South Carolina K4	2007 <sup>8</sup>	2007 <sup>8</sup>	Programs are required to follow state standards
South Carolina CDEPP	2007 <sup>10</sup>	2007 <sup>10</sup>	Programs are required to follow state standards
Tennessee	2004	2004	Programs are required to follow state standards
Texas	1999	Not revised	State standards are offered as guidance but not required
Vermont PFP-ADM	2003	Revision planned for 2008	State standards are offered as guidance but not required
Vermont EEI	2003	Revision planned for 2008	Programs are required to follow state standards
Virginia	2003	2007	Programs are required to follow state standards
Washington	ECEAP Standards adopted 2006. Benchmarks adopted 2005.	Not revised	State standards are offered as guidance but not required
West Virginia	2004	Not revised	Programs are required to follow state standards
Wisconsin 4K	2003	2007	State standards are offered as guidance but not required
Wisconsin HdSt	2003	2007	State standards are offered as guidance but not required
District of Columbia	2005	Under revision and expansion	Programs are required to follow state standards

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	STATEWIDE EARLY LEARNING STANDARDS
Supports for early learning standards in state pre-K provided by states	
Alabama	Trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
Arizona	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
Arkansas	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
California	NA
Colorado	Trainings or workshops, technical assistance, state monitoring or reporting assesses program alignment with ELS
Connecticut	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
Delaware	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS
Florida	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS state monitoring or reporting assesses program alignment with ELS
Georgia	Trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS, ELS are aligned birth through 12th grade
Illinois	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
Iowa	Trainings or workshops
Kansas	NA
Kentucky	Trainings or workshops, technical assistance, state monitoring or reporting assesses program alignment with ELS, other efforts are made to encourage use of ELS <sup>2</sup>
Louisiana 8(g)	Trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
LA4 & Starting Points	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS, other efforts are made to encourage use of ELS <sup>13</sup>
Louisiana NSECD	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS, mandatory regional workshops and continuing education
Maine	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS
Maryland	Align curricula and assessments with ELS <sup>9</sup>
Massachusetts	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS
Michigan	Higher education courses, attend trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS, other efforts are made to encourage use of ELS
Minnesota HdSt	Trainings or workshops, technical assistance
Missouri	Technical assistance
Nebraska	Higher education courses, trainings or workshops, technical assistance, other efforts are made to encourage use of ELS <sup>13</sup>
Nevada	Trainings or workshops, technical assistance, state monitoring or reporting assesses program alignment with ELS, higher education incorporates the Pre-K Content standards in their curriculum
New Jersey Abbott	Trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
New Jersey ECPA	Trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
New Jersey ELLI	Trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
New Mexico CDP	NA
New Mexico State PK	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
New York TPK	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
New York UPK	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS
North Carolina	Higher education courses, trainings or workshops, technical assistance, other efforts are made to encourage use of ELS <sup>4</sup>
Ohio PSP	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
Oklahoma	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, other efforts are made to encourage use of ELS <sup>13</sup>
Oregon	Trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
Pennsylvania EABG	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
Pennsylvania HSSAP	Higher education courses, trainings or workshops, technical assistance, state monitoring or reporting assesses program alignment with ELS
Pennsylvania SBPK	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS
South Carolina K4	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS, other efforts are made to encourage use of ELS <sup>7</sup>
South Carolina CDEPP	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
Tennessee	Trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
Texas	Trainings or workshops, programs receiving grant funding are required to apply the early learning standards
Vermont PFP-ADM	Higher education courses, trainings or workshops, technical assistance, state monitoring or reporting assesses program alignment with ELS
Vermont EEI	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS
Virginia	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS
Washington	Trainings or workshops, technical assistance, align curricula and assessments with ELS, other efforts are made to encourage use of ELS <sup>11</sup>
West Virginia	Higher education courses, trainings or workshops, technical assistance, align curricula and assessments with ELS
Wisconsin 4K	Trainings or workshops, technical assistance, align curricula and assessments with ELS, other efforts are made to encourage use of ELS <sup>11</sup>
Wisconsin HdSt	Trainings or workshops, work with the Wisconsin Head Start Collaboration Project and Wisconsin Head Start Association
District of Columbia	Trainings or workshops, technical assistance, align curricula and assessments with ELS, state monitoring or reporting assesses program alignment with ELS

STATE	STATEWIDE EARLY LEARNING STANDARDS Are (most recently revised) standards linked to child assessments?	Standards specific to pre-K?
Alabama	No	Yes
Arizona	Yes, required on-going progress monitoring assessment must be aligned to early learning standards	Yes
Arkansas	Yes, state pre-K assessment (Work Sampling System) was correlated to the Early Childhood Framework prior to implementation	Yes
California	NA	NA
Colorado	Yes <sup>13</sup>	Yes
Connecticut	Yes, Preschool Assessment Framework <sup>13</sup>	Yes
Delaware	No	Yes
Florida	Yes, kindergarten readiness screening is based on early learning standards for state pre-K	Yes
Georgia	Yes, used to document progress, communicate with parents, and assist in guiding instruction	Yes
Illinois	No	Yes
Iowa	No	Yes
Kansas	NA	NA
Kentucky	Yes, districts must choose assessments from the Kentucky Early Childhood Continuous Assessment Guide, all of which are aligned with state standards	Yes
Louisiana 8(g)	Yes, portfolio assessment	Yes
LA4 & Starting Points	Yes, portfolio assessment	Yes
Louisiana NSECD	Yes, pre- and post-assessment of developing skills checklist	Yes
Maine	No	Yes
Maryland	Yes, alignment to the kindergarten assessment (modified Work Sampling System)	Yes
Massachusetts	Yes, all EEC-approved assessment tools can be implemented through the Guidelines for Preschool Learning Experiences	Yes
Michigan	Yes <sup>13</sup>	Yes
Minnesota HdSt	No	Yes
Missouri	Yes, observational assessment conducted in March or April	Yes
Nebraska	Yes, High/Scope COR, Creative Curriculum Developmental Continuum, or AEPS	Yes
Nevada	No	Yes
New Jersey Abbott	Yes, developmental screenings, documentation/assessment for teachers, professional development, portfolio assessment	Yes
New Jersey ECPA	No	Yes
New Jersey ELLI	No	Yes
New Mexico CDP	NA	NA
New Mexico State PK	Yes, New Mexico PreK Observational Assessment	Yes
New York TPK	Yes, all New York State learning standards are linked to grade 3 and 4 statewide testing programs	Yes
New York UPK	Yes, all New York State learning standards are linked to grade 3 and 4 statewide testing programs	Yes
North Carolina	Yes, ongoing instructional assessment	Yes
Ohio PSP	Yes, linked to literacy assessment	Yes
Oklahoma	Yes, teachers must assess their students using assessments aligned to the learning standards	Yes
Oregon	Yes, programs are required to use a developmentally appropriate assessment determined by the local grantee <sup>8</sup>	Yes
Pennsylvania EABG	Yes <sup>10</sup>	Yes
Pennsylvania HSSAP	Yes <sup>10</sup>	Yes
Pennsylvania SBPK	Yes <sup>10</sup>	Yes
South Carolina K4	No	Yes
South Carolina CDEPP	Yes	Yes
Tennessee	No	Yes
Texas	No	Yes
Vermont PFP-ADM	No	Yes
Vermont EEI	Yes, approved assessment instruments must align or be very closely linked to VELs	Yes
Virginia	Yes, the Phonological Awareness Literacy Screening aligns with the literacy preschool standards	Yes
Washington	No	Yes
West Virginia	Yes, through online Creative Curriculum and COR	Yes
Wisconsin 4K	No	Yes
Wisconsin HdSt	No	Yes
District of Columbia	No	Yes

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	STATEWIDE EARLY LEARNING STANDARDS
	NEGP domains addressed in (most recently revised) standards
Alabama	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Arizona	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Arkansas	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
California	NA
Colorado	Approaches toward learning, language development, cognition and general knowledge
Connecticut	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Delaware	Physical well-being/motor development, social/emotional development, approaches toward learning, <sup>4</sup> language development, cognition and general knowledge
Florida	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Georgia	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Illinois	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Iowa	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Kansas	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Kentucky	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Louisiana 8(g)	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
LA4 & Starting Points	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Louisiana NSECD	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Maine	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Maryland	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Massachusetts	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Michigan	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Minnesota HdSt	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Missouri	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Nebraska	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Nevada	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Jersey Abbott	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Jersey ECPA	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Jersey ELLI	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Mexico CDP	NA
New Mexico State PK	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New York TPK	Social/emotional development, approaches toward learning, language development, cognition and general knowledge
New York UPK	Social/emotional development, approaches toward learning, language development, cognition and general knowledge
North Carolina	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Ohio PSP	Approaches toward learning, language development, cognition and general knowledge <sup>5</sup>
Oklahoma	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Oregon	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Pennsylvania EABG	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Pennsylvania HSSAP	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Pennsylvania SBPK	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
South Carolina K4	Approaches toward learning, language development, cognition and general knowledge
South Carolina CDEPP	Approaches toward learning, language development, cognition and general knowledge
Tennessee	Physical well-being/motor development, social/emotional development, approaches toward learning, language development (early literacy), cognition and general knowledge
Texas	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Vermont PFP-ADM	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Vermont EEI	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Virginia	Language development, cognition and general knowledge
Washington	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
West Virginia	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Wisconsin 4K	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Wisconsin HdSt	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
District of Columbia	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge

STATE	PERSONNEL
	Minimum teacher degree requirement
Alabama	BA (public and nonpublic)
Arizona	HSD (public and nonpublic) <sup>6</sup>
Arkansas	Lead teacher (one for every three classrooms), BA and EC (P-4) certification (public), BA in ECE or CD (nonpublic); other classrooms, AA in ECE or CD
California	CDA (public and nonpublic) <sup>16</sup>
Colorado	CDA (public and nonpublic) <sup>14</sup>
Connecticut	BA with endorsement in pre-K or CDA + 12 credits in EC (public); CDA + 12 credits in EC or an AA or 4-year degree with 12 credits EC (nonpublic) <sup>14</sup>
Delaware	CDA (public and nonpublic) <sup>9</sup>
Florida	BA (summer); CDA or equivalent (academic year) <sup>9</sup>
Georgia	AA (public and nonpublic) <sup>9</sup>
Illinois	BA (public and nonpublic) <sup>4</sup>
Iowa	BA (public); HSD (nonpublic)
Kansas	BA (public)
Kentucky	BA (public and nonpublic) <sup>13</sup>
Louisiana 8(g)	BA (public)
LA4 & Starting Points	BA (public and nonpublic)
Louisiana NSECD	BA (nonpublic) <sup>8</sup>
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic)
Massachusetts	BA (public); EC certification (nonpublic) <sup>12</sup>
Michigan	BA (public and nonpublic) <sup>14</sup>
Minnesota HdSt	CDA (public and nonpublic) <sup>13</sup>
Missouri	BA (public and nonpublic) <sup>9</sup>
Nebraska	Nebraska teaching certificate with ECE endorsement, which requires a BA (public and nonpublic)
Nevada	BA (public and nonpublic) <sup>8</sup>
New Jersey Abbott	BA and EC certification (public and nonpublic) <sup>8</sup>
New Jersey ECPA	BA and EC certification (public and nonpublic)
New Jersey ELLI	BA and EC certification (public and nonpublic)
New Mexico CDP	BA (public); 45-hour entry level course within 6 months of employment (nonpublic)
New Mexico State PK	BA (public and nonpublic) <sup>10</sup>
New York TPK	BA and NYS teaching certificate for pre-K-grade 6 before 2004; N-6 or Early Childhood Certification birth-grade 2 after 2004 (public) <sup>7</sup>
New York UPK	BA prior to 1978, MA after 1978 and NYS teaching certificate for pre-K-grade 6; N-6 or EC certification birth-grade 2 after 2004 (public), AA or CDA (nonpublic) <sup>6</sup>
North Carolina	BA (public); AA and working toward BA and birth-K license within 4 years (nonpublic) <sup>7</sup>
Ohio PSP	AA (public); CDA (nonpublic)
Oklahoma	BA/BS and EC certification (public and nonpublic)
Oregon	BA and teaching license plus 15 ECE credits (public); CDA (nonpublic)
Pennsylvania EABG	BA (public); relevant program's regulatory requirements (nonpublic) <sup>11</sup>
Pennsylvania HSSAP	CDA (public and nonpublic) <sup>11</sup>
Pennsylvania SBPK	BA and teacher certification in ECE
South Carolina K4	BA (public); NA (nonpublic)
South Carolina CDEPP	BA (public); HSD (nonpublic) <sup>11</sup>
Tennessee	BA and endorsement in pre-K (public and nonpublic)
Texas	BA (public and nonpublic)
Vermont PFP-ADM	BA (public and nonpublic) <sup>10</sup>
Vermont EEI	BA (public and nonpublic) <sup>12</sup>
Virginia	BA (public); CDA (nonpublic)
Washington	AA (public and nonpublic)
West Virginia	BA in ECE, pre-K special education (pre-K only programs); AA (blended programs) <sup>8</sup>
Wisconsin 4K	BA and early childhood teacher license <sup>12</sup>
Wisconsin HdSt	BA (public); per federal Head Start standards (nonpublic)
District of Columbia	BA (public); AA (nonpublic) <sup>13</sup>

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	PERSONNEL	
	Required teacher certification/licensure/endorsement	Educational level of teachers during 2006-2007
Alabama	Pre-K - elem. specialization (public and nonpublic) <sup>6</sup>	BA, 78%; MA, 22%
Arizona	None (public and nonpublic)	Not available
Arkansas	EC Certification covers pre-K - 4 (public and nonpublic)	CDA, 10%; AA, 12%; BA, 58%; MA, 13%; Post-graduate work or Ph.D., 6%
California	Associate teacher permit (public and nonpublic) <sup>16</sup>	Not available
Colorado	None (public and nonpublic)	Not available
Connecticut	EE with endorsement in pre-K-grade 3 or special education pre-K-12 (public); None (nonpublic)	Not available <sup>15</sup>
Delaware	Birth to grade 2 certification, birth-grade 2 SpEd certification or passing the Praxis II for special education for a SpEd Teacher (public); None (nonpublic) <sup>8</sup>	CDA, 16%; AA, 29%; BA, 45%; MA, 10% <sup>7</sup>
Florida	None (academic year programs); Any certification (summer programs) <sup>9</sup>	Not available
Georgia	Degree in ECE or Montessori (public and nonpublic)	AA, 20%; BA, 79%; Montessori, 1%
Illinois	Ages 3-8 (public and nonpublic)	Not available
Iowa	Endorsement in birth-5 or birth-8 (public); None (nonpublic)	Less than BA, 21%; BA 79%
Kansas	EE certification (public); None (nonpublic) <sup>7</sup>	BA, 66%; MA, 33%; Specialist degree, 1% <sup>8</sup>
Kentucky	Birth to primary (kindergarten) with general and special education (public and nonpublic)	CDA and AA, 28%; BA and MA, 72%
Louisiana 8(g)	Nursery, K, pre-K-3, or early intervention (public)	BA or higher, 100%
LA4 & Starting Points	Certification in nursery school, kindergarten, PK-3, or early intervention (public)	BA, 100% <sup>7</sup>
Louisiana NSECD	Pre-K-3, Early Intervention, N, K, Non categorical Pre-K, or EE + additional training for teachers without an EC-level certificate (nonpublic)	BA, 100%
Maine	EC or elementary certificate (public and nonpublic) <sup>14</sup>	Not available
Maryland	Certification in N-3 or -8 (public or nonpublic)	BA, 100%
Massachusetts	Early childhood teachers of students with and without disabilities, pre-K to grade 2 (public and nonpublic) <sup>13</sup>	Not available
Michigan	EE certification with ECE endorsement (public); EE certification with ECE endorsement, EE certification with CDA, or BA in child development focused on pre-K teaching (nonpublic)	CDA, 1%; AA, 9%; BA, 48%; MA, 42%
Minnesota HdSt	None (public and nonpublic)	Not available
Missouri	ECE, birth-grade 3; EC SpEd, birth-grade 3; 4-year child development degree (public and nonpublic)	CDA, 2%; AA, 1%; BA, 94%; one-year certificate of proficiency in child development, 1%; 60 college hours and experience, 1%
Nebraska	ECE Endorsement: birth-grade 3; Early Childhood Special Education: birth-age 5; ECE Unified Endorsement: birth-grade 3 (public and nonpublic)	BA, 100%
Nevada	36 units in ECE; ECE teacher license is either birth-K or birth-grade 2 (public and nonpublic)	HSD, 7%; AA, 7%; BA, 56%; MA, 27%; other, 3% <sup>7</sup>
New Jersey Abbott	P-3 endorsement <sup>9</sup>	Less than BA, 0.2%; BA, 83.8%; MA, 16% <sup>10</sup>
New Jersey ECPA	P-3 endorsement <sup>9</sup>	Not available
New Jersey ELLI	P-3 endorsement <sup>9</sup>	Not available
New Mexico CDP	BA license for K-grade 8 or BA license birth to grade 3 (public)	Not available
New Mexico State PK	ECE license birth to grade 3 (public and nonpublic) <sup>10</sup>	CDA, 18%; AA, 13%; BA, 47%; MA, 15%; other, 7% <sup>11</sup>
New York TPK	Certification in pre-K-6 or N-6 (public) <sup>8</sup>	Not available
New York UPK	Certification in pre-K-6 or N-6 (public), AA in ECE or meets CDA requirements (nonpublic) <sup>7</sup>	Not available
North Carolina	Birth to kindergarten (public and nonpublic)	HSD, 2%; AA, 15%; BA, 72%; MA, 10%; Ph.D., .1% <sup>8</sup>
Ohio PSP	Age 3 through grade 3 for BA, Pre-K Associate, Pre-K, K or EC license (public)	AA, 10%; BA, 44%; MA, 37%; education specialist or doctorate, 8%
Oklahoma	Birth through grade 3 (public and nonpublic)	BA/BS, 100%
Oregon	ECE endorsement in pre-K through grades 3-9 (public)	CDA, 23%; AA, 29%; BA, 39%; MA, 9%
Pennsylvania EABG	ECE certification (public); None (nonpublic) <sup>11</sup>	Not available
Pennsylvania HSSAP	ECE certification (public); None (nonpublic)	CDA, 7%; AA, 21%; BA, 61%; MA, 11%
Pennsylvania SBPK	EE or ECE certification (public) <sup>11</sup>	Not available
South Carolina K4	EC certification is for prekindergarten through grade 3 (public); NA (nonpublic)	BA, 63%; MA, 37%
South Carolina CDEPP	None (public and nonpublic) <sup>11</sup>	HSD, 1%; AA, 8%; BA, 90%; MA, 84% <sup>12</sup>
Tennessee	Pre-K-3, Pre-K-4, Pre-K-3 Special Education, Pre-K-1 Special Education, or Pre-K-K (public and nonpublic)	BA, 100%
Texas	Generalist EC-4 (early childhood through fourth grade) teaching certificate (public and nonpublic) <sup>10</sup>	Not available
Vermont PFP-ADM	ECE endorsement in birth-grade 3 or early childhood special educator endorsement in ages 3-6 (public and nonpublic)	Not available
Vermont EEI	ECE endorsement in birth-grade 3 or early childhood special educator endorsement in ages 3-6 (public) <sup>13</sup>	AA, 24%; BA, 45%; MA, 31% <sup>14</sup>
Virginia	License with endorsement in pre-K (public); specialized training in ECE (nonpublic) <sup>8</sup>	CDA, 1%; BA or higher, 98%
Washington	None (public and nonpublic) <sup>12</sup>	HSD, 2%; CDA, 3%; AA, 42%; BA, 35%; MA, 7%
West Virginia	Certification in birth-5, ECE, preschool special needs, or EE with Pre-K/K endorsement (public); None (nonpublic) <sup>9</sup>	Not available
Wisconsin 4K	Pre-K, K, or EC license (public and nonpublic) <sup>12</sup>	BA, 100%
Wisconsin HdSt	License in birth to at least age 6 (public); None (nonpublic) <sup>9</sup>	Not available
District of Columbia	EC training and education, specifically related to children ages birth through age 8 (public and nonpublic)	BA, 100%, MA, 64% (public) <sup>14</sup>



STATE	PERSONNEL	
	Minimum assistant teacher degree requirement	Teacher in-service requirement
Alabama	CDA (public and nonpublic)	40 clock hours per year
Arizona	HSD (public and nonpublic) <sup>7</sup>	12 clock hours per year
Arkansas	CDA (public and nonpublic)	60 clock hours per year (certified staff); 30 clock hours per year (other staff)
California	Child Development Assistant Teacher permit (public and nonpublic) <sup>17</sup>	105 clock hours per 5 years
Colorado	No educational requirement, but must meet Colorado Department of Human Services Licensing Requirements (public and nonpublic)	15 clock hours per year <sup>15</sup>
Connecticut	HSD (public and nonpublic)	12 clock hours per year
Delaware	HSD (public and nonpublic)	15 clock hours per year
Florida	40-hour training for licensed child care providers <sup>10</sup>	10 clock hours per year for CDA renewal; 120 clock hours per 5 year for certified teachers
Georgia	HSD (public and nonpublic) <sup>10</sup>	15 clock hours per year
Illinois	AA (public and nonpublic)	120 clock hours per 5 years
Iowa	HSD (public and nonpublic)	6 credit hours per 5 years (public); None (nonpublic)
Kansas	CDA (public)	Amount not specified
Kentucky	HSD (public and nonpublic)	4 days/year (certified teachers); 18 clock hours per year (CDAs and AAs)
Louisiana 8(g)	Determined locally (public)	150 clock hours per 5 years
LA4 & Starting Points	HSD (public and nonpublic)	18 clock hours per year
Louisiana NSECD	HSD (nonpublic) <sup>9</sup>	18 clock hours per year
Maine	Ed Tech II, which requires 30 college credit hours beyond a high school degree (public and nonpublic)	90 clock hours per 5 years
Maryland	HSD (public and nonpublic)	6 credit hours per 5 years
Massachusetts	HSD (public); At least 18 years of age plus 3 credit child development course or CDA (nonpublic)	20 clock hours per year
Michigan	CDA (public and nonpublic) <sup>15</sup>	12 clock hours per year
Minnesota HdSt	Meets child care regulations (public and nonpublic) <sup>14</sup>	1.5% of total work hours (degreed staff), 2% of total work hours (non-degreed staff)
Missouri	High school vocational certificate in early childhood care and education and HSD (public and nonpublic)	22 clock hours per year
Nebraska	Minimum of 12 semester credit hours in CD or EC or equivalent (public and nonpublic)	12 clock hours per year
Nevada	HSD (public and nonpublic)	5 credit hours per 5 years
New Jersey Abbott	HSD, unless Title I school (public); HSD (nonpublic) <sup>11</sup>	100 clock hours per 5 years
New Jersey ECPA	HSD, unless Title I school (public); HSD (nonpublic)	100 clock hours per 5 years
New Jersey ELLI	HSD, unless Title I school (public); HSD (nonpublic)	100 clock hours per 5 years
New Mexico CDP	Educational Assistant License for public school settings	24 clock hours per year
New Mexico State PK	AA + education assistant certification (public); 45-hour entry level course certificate in early care and education (nonpublic) <sup>2</sup>	At least 45 hours per year <sup>13</sup>
New York TPK	HSD + passing Assessment of Teaching Assistant Skills Test (public)	175 clock hours per 5 years
New York UPK	HSD + passing Assessment of Teaching Assistant Skills Test (public and nonpublic) <sup>8</sup>	175 clock hours per 5 years
North Carolina	CDA or NCLB requirements (public); CDA (nonpublic) <sup>9</sup>	150 clock hours per 5 year or 15 credit hours per 5 years
Ohio PSP	HSD (public and nonpublic)	20 clock hours per year
Oklahoma	Meet NCLB requirements (public and nonpublic) <sup>14</sup>	15 clock hours per year
Oregon	HSD (public and nonpublic)	None
Pennsylvania EABG	NCLB requirements (public); Determined locally (nonpublic) <sup>12</sup>	180 clock hours per 5 years
Pennsylvania HSSAP	HSD (public and nonpublic)	Determined locally
Pennsylvania SBPK	Determined locally <sup>12</sup>	180 clock hours per 5 years
South Carolina K4	HSD (public); NA (nonpublic)	6 credit hours per 5 years
South Carolina CDEPP	HSD (public and nonpublic) <sup>13</sup>	20 clock hours per year
Tennessee	CDA (public); HSD + pre-K experience (nonpublic) <sup>11</sup>	18 clock hours per year
Texas	HSD (public and nonpublic)	150 clock hours per 5 years
Vermont PFP-ADM	Determined locally (public and nonpublic) <sup>11</sup>	9 credit hours per 7 years
Vermont EEI	Determined locally (public and nonpublic) <sup>15</sup>	9 credit hours per 7 years (public); 9 clock hours per year (nonpublic)
Virginia	HSD (public and nonpublic)	15 clock hours per year
Washington	12 quarter credits in ECE or a CDA (public and nonpublic)	15 clock hours per year
West Virginia	HSD (public and nonpublic)	15 clock hours per year
Wisconsin 4K	License (public); 18 years old plus one course in EC (nonpublic) <sup>13</sup>	180 clock hours per 5 years or 6 credit hours per 5 years
Wisconsin HdSt	Determined locally (public); one course in EC (nonpublic) <sup>10</sup>	Amount not specified
District of Columbia	AA (public); No minimum degree required (nonpublic) <sup>5</sup>	33.75 clock hours per year

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	PERSONNEL
	Are teachers required to be paid on public school salary scale? State supports for teacher education
Alabama	Yes <sup>7</sup> Mentors, technical assistance
Arizona	No Scholarships, mentors
Arkansas	Yes <sup>9</sup> Scholarships, mentors
California	No Scholarships, mentors, stipends for staff retention based on school or training classes attended
Colorado	No Scholarships, loan forgiveness
Connecticut	No <sup>16</sup> Scholarships <sup>17</sup>
Delaware	Yes (public); No (nonpublic) Scholarships, mentors
Florida	Yes, (public); No, (nonpublic) Scholarships
Georgia	No <sup>11</sup> Scholarships, incentive programs
Illinois	Yes Scholarships, loan forgiveness, mentors
Iowa	Yes (public); No (nonpublic) Scholarships
Kansas	Yes (public) Determined locally
Kentucky	Yes (public); No (nonpublic) Scholarships, mentors, regional training centers for professional development and technical assistance
Louisiana 8(g)	Yes (public) Mentors, tuition assistance for certification
LA4 & Starting Points	Yes (public); No (nonpublic) <sup>15</sup> Scholarships, tuition exemption
Louisiana NSECD	No (nonpublic) <sup>10</sup> Scholarships, mentors, online support services, such as webinars and tutorials
Maine	Yes (public); No (nonpublic) <sup>7</sup> Scholarships
Maryland	Yes Scholarships, loan forgiveness, mentors, literacy coaches <sup>10</sup>
Massachusetts	Yes (public); No (nonpublic) Scholarships, professional development <sup>14</sup>
Michigan	No <sup>16</sup> Mentors
Minnesota HdSt	No <sup>15</sup> Scholarships
Missouri	Yes (public); No (nonpublic) <sup>10</sup> Scholarships, T.E.A.C.H. Missouri
Nebraska	No Scholarships, T.E.A.C.H. <sup>14</sup>
Nevada	Yes None
New Jersey Abbott	Yes Scholarships, loan forgiveness, mentors
New Jersey ECPA	Yes (public); No (nonpublic) Mentors
New Jersey ELLI	Yes (public); No (nonpublic) Mentors
New Mexico CDP	Yes (public); No (nonpublic) Scholarships
New Mexico State PK	Yes (public); No (nonpublic) <sup>14</sup> Scholarships, loan forgiveness, mentors
New York TPK	Yes (public) Scholarships, mentors, Education Incentive Program, Teacher Recruitment Tuition Reimbursement Program, Certification Stipends, Summer in the City Internships, New York State Master Teacher Program <sup>9</sup>
New York UPK	Yes (public); No (nonpublic) Scholarships, mentors <sup>9</sup>
North Carolina	Yes Scholarships, mentors, Beginning Teacher Support Program <sup>10</sup>
Ohio PSP	No None
Oklahoma	Yes <sup>15</sup> Scholarships, loan forgiveness, mentors <sup>16</sup>
Oregon	Yes, (public); No (nonpublic) Scholarships, mentors
Pennsylvania EABG	Yes, (public); No (nonpublic) Scholarships, loan forgiveness, mentors, coaches
Pennsylvania HSSAP	No Scholarships, loan forgiveness, mentors, coaches
Pennsylvania SBPK	No Scholarships, loan forgiveness, mentors, coaches
South Carolina K4	Yes, (public); No (nonpublic) Loan forgiveness, mentors
South Carolina CDEPP	Yes, (public); No (nonpublic) Scholarships, loan forgiveness
Tennessee	Yes (public); No (nonpublic) Mentors, summer seminar <sup>13</sup>
Texas	Yes, (public and nonpublic) <sup>12</sup> TxBESS <sup>11</sup>
Vermont PFP-ADM	Yes (public); No (nonpublic) Scholarships, mentors, special programs to obtain licensure <sup>12</sup>
Vermont EEI	Yes (public); No (nonpublic) Scholarships, mentors, free course tuition, alternative licensure preparation assistance
Virginia	Yes (public); No (nonpublic) Scholarships, mentors
Washington	No <sup>13</sup> Scholarships, training, conferences
West Virginia	Yes (public); No (nonpublic) <sup>10</sup> Scholarships, mentors
Wisconsin 4K	Yes (public); No (nonpublic) <sup>14</sup> Scholarships, mentors, T.E.A.C.H. <sup>15</sup>
Wisconsin HdSt	No Scholarships, mentors
District of Columbia	Yes Mentors for teachers of 3-year-olds, premiums to attend professional development

## STATE

## RESOURCES

	Total 2006-2007 spending	How much of total spending came from...
Alabama	\$7,361,148	State, \$5,369,898; Required local, \$1,991,250 <sup>9</sup>
Arizona	\$12,077,496	State, \$12,077,496
Arkansas	\$97,963,558 <sup>10</sup>	State, \$52,213,869; Federal, \$6,562,066; Required Local, \$39,186,623 <sup>10</sup>
California	\$295,104,549	State, \$295,104,549
Colorado	\$45,192,193	State, \$28,965,099; Required local, \$16,227,094 <sup>16</sup>
Connecticut	\$81,713,130 <sup>18</sup>	State, \$65,755,670; Required local, \$15,957,460 <sup>18</sup>
Delaware	\$5,685,800	State, \$5,685,800
Florida	\$290,406,902	Not reported
Georgia	\$309,749,512	State, \$309,579,333; Federal, \$170,129; TANF, \$50
Illinois	\$283,020,000 <sup>5</sup>	State, \$283,020,000
Iowa	\$20,560,000	State, \$6,800,000; Federal, \$12,400,000; Required local, \$1,360,000
Kansas	\$15,500,000	State, \$15,500,000
Kentucky	\$100,272,730	State, \$75,127,000; Federal, \$12,200,000; Non-required local, \$12,945,730
Louisiana 8(g)	\$12,494,431	State, \$12,494,431
LA4 & Starting Points	\$57,000,000	State, \$35,000,000; Federal, \$20,000,000; Non-required local, \$2,000,000 <sup>16</sup>
Louisiana NSECD	\$7,225,307	Federal, \$7,225,307
Maine	\$8,090,532 <sup>16</sup>	State, \$4,247,915; Required local, \$3,842,617 <sup>16</sup>
Maryland	\$157,445,193 <sup>11</sup>	State, \$74,910,729; Federal, \$6,108,358; Required local, \$76,426,106 <sup>11</sup>
Massachusetts	\$71,495,506	State, \$61,185,120; Federal, \$10,310,386 <sup>15</sup>
Michigan	\$90,850,000 <sup>17</sup>	State, \$90,850,000 <sup>17</sup>
Minnesota HdSt	\$19,100,000	State, \$19,100,000
Missouri	\$12,631,001	State, \$12,631,001
Nebraska	\$11,144,230	State, \$3,677,596; Required local, \$3,343,269; Federal, \$4,123,365
Nevada	\$3,152,479 <sup>10</sup>	State, \$3,152,479 <sup>10</sup>
New Jersey Abbott	\$445,309,362 <sup>12</sup>	State, \$445,309,362
New Jersey ECPA	\$30,000,000 <sup>10</sup>	State, \$30,000,000
New Jersey ELLI	\$2,157,375	State, \$2,157,375
New Mexico CDP	\$1,431,666 <sup>9</sup>	State, \$1,431,666 <sup>9</sup>
New Mexico State PK	\$6,735,568 <sup>15</sup>	State, \$6,735,568 <sup>15</sup>
New York TPK	\$47,808,117	State, \$47,808,117
New York UPK	\$244,605,812	State, \$244,605,812
North Carolina	\$132,921,576	State, \$84,635,709; Federal, \$19,649,655; Non-required local, \$28,636,212 <sup>11</sup>
Ohio PSP	\$190,021,956	State, \$190,021,956 <sup>6</sup>
Oklahoma	\$231,378,569	State, \$118,003,070; Federal, \$30,079,214; Required local, \$83,296,285
Oregon	\$27,000,000	State, \$27,000,000
Pennsylvania EABG	\$15,648,261 <sup>13</sup>	State, \$15,648,261 <sup>13</sup>
Pennsylvania HSSAP	\$40,000,000	State, \$40,000,000
Pennsylvania SBPK	Fiscal data not available	Fiscal data not available
South Carolina K4	\$45,761,031	State, \$21,832,678; Federal, \$8,203,913; Required local, \$11,885,330; Preschool children with disabilities, \$3,839,110
South Carolina CDEPP	\$12,915,166	State, \$12,915,166
Tennessee	\$69,883,126 <sup>17</sup>	State, \$55,000,000; Required local, \$14,883,126 <sup>14</sup>
Texas	\$532,687,148 <sup>12</sup>	State, \$532,687,148 <sup>12</sup>
Vermont PFP-ADM	\$8,904,484	State, \$8,904,484
Vermont EEI	\$1,302,209	State, \$1,302,209
Virginia	\$70,420,275	State, \$44,713,471; Required Local, \$25,706,804
Washington	\$35,083,000	State, \$35,083,000 <sup>14</sup>
West Virginia	\$71,669,116 <sup>11</sup>	State, \$47,338,791; Federal, \$24,330,325 <sup>11</sup>
Wisconsin 4K	\$111,700,000	State, \$73,800,000; Required Local, \$37,900,000 <sup>16</sup>
Wisconsin HdSt	\$7,212,500	State, \$7,212,500
District of Columbia	Fiscal data not available <sup>16</sup>	Fiscal data not available <sup>16</sup>

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	RESOURCES	
	TANF, federal, or local sources reported	School funding or state aid formula?
Alabama	Required local funds, \$1,991,2509	No
Arizona	NA	Yes
Arkansas	Required local match, \$39,186,623; TANF \$6,562,066 <sup>10</sup>	No <sup>11</sup>
California	NA	No
Colorado	Local share of school finance spending, \$16,227,094	Yes <sup>16</sup>
Connecticut	Parent fees, \$8,294,306; Care4Kids (child subsidies), \$6,562,066	Yes
Delaware	NA	No
Florida	NA	Yes <sup>11</sup>
Georgia	Non-TANF federal, \$170,079; TANF, \$50	No
Illinois	NA	No
Iowa	Not reported	No
Kansas	NA	Yes
Kentucky	IDEA, \$10,200,000; Title I, \$2,000,000; Even Start and Head Start enhanced funds (amounts unknown)	Yes <sup>14</sup>
Louisiana 8(g)	NA	Yes <sup>8</sup>
LA4 & Starting Points	TANF, \$20,000,000; Title I (amount unknown) <sup>17</sup>	No <sup>18</sup>
Louisiana NSECD	TANF, \$7,225,307	No
Maine	Local match, \$3,842,617 <sup>17</sup>	Yes <sup>18</sup>
Maryland	Local education spending, \$76,426,106 <sup>11</sup>	Yes <sup>12</sup>
Massachusetts	CCDF, \$5,679,149; TANF, \$4,631,237	No
Michigan	NA	Yes <sup>18</sup>
Minnesota HdSt	NA	No
Missouri	NA	No
Nebraska	Local - District funds, \$1,783,077; Parent fees, \$334,327; Local special education flexible funds, \$222,884; other local, \$1,002,981; Federal - Head Start, \$1,671,635; IDEA, \$1,560,192; Title I, \$780,096; HHS child care subsidy, \$111,442	Yes <sup>15</sup>
Nevada	NA	No
New Jersey Abbott	Head Start, TANF (amounts unknown)	No
New Jersey ECPA	Head Start (amount unknown)	Yes
New Jersey ELLI	NA <sup>10</sup>	No <sup>11</sup>
New Mexico CDP	TANF MOE, \$92,060 (included in total state spending)	No
New Mexico State PK	NA	Yes <sup>16</sup>
New York TPK	NA	Yes
New York UPK	NA	Yes
North Carolina	NA	No
Ohio PSP	Not reported	Yes
Oklahoma	Federal funds, \$30,079,214; Local funds through equity based formula, \$83,296,285	Yes
Oregon	NA	No
Pennsylvania EABG	NA	Yes
Pennsylvania HSSAP	Federal Head Start, \$375,70012	No
Pennsylvania SBPK	NA	Yes <sup>13</sup>
South Carolina K4	Local dollars, \$11,885,330; Federal Title I, \$8,203,913; Preschool Children with Disabilities, \$3,839,110	Yes
South Carolina CDEPP	NA	Yes <sup>14</sup>
Tennessee	NA	Yes <sup>15</sup>
Texas	TANF MOE <sup>13</sup> (included in total state spending)	Yes <sup>14</sup>
Vermont PFP-ADM	NA	Yes <sup>13</sup>
Vermont EEI	NA	No
Virginia	NA	Yes
Washington	NA	No
West Virginia	Head Start, \$15,576,425; Title I, \$8,508,367; IDEA, \$245,533	Yes
Wisconsin 4K	Local property taxes, \$37,900,000	Yes
Wisconsin HdSt	NA	No
District of Columbia	NA	Yes <sup>17</sup>

STATE	RESOURCES
	Agencies eligible to receive funding directly
Alabama	Public schools, Head Start, Private CC, Faith-based centers, Colleges/universities, Community organizations
Arizona	Public schools
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Education cooperatives
California	Public schools, Head Start, Private CC, Faith-based centers without religious content
Colorado	Public schools
Connecticut	Municipality <sup>9</sup>
Delaware	Public schools, Head Start, Private CC, Faith-based centers without religious content, Post-secondary education child care programs, Community-based organizations
Florida	Early learning coalitions <sup>2</sup>
Georgia	Public schools, Head Start, Private CC, Faith-based centers, Military bases, Technical schools and colleges
Illinois	Public Schools, Head Start, Private CC, Faith-based centers
Iowa	Public schools, Head Start, Private CC, Faith-based centers
Kansas	Public schools
Kentucky	Public schools
Louisiana 8(g)	Public schools
LA4 & Starting Points	Public schools, Public charter schools
Louisiana NSECD	Head Start, Private CC, Faith-based centers, Nonpublic and charter schools <sup>11</sup>
Maine	Public schools
Maryland	Public schools
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Community mental health agencies
Minnesota HdSt	Head Start <sup>6</sup>
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Public schools, Educational Service Units
Nevada	Public schools, Head Start, Private CC, Faith-based centers, Family CC
New Jersey Abbott	Public schools
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico CDP	Public schools, Private CC, Faith-based centers
New Mexico State PK	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Municipalities, University child care Programs, Tribal programs, Bureau of Indian Affairs schools
New York TPK	Public schools
New York UPK	Public schools
North Carolina	Public schools, Head Start, Local Smart Start agencies, other non-profit organizations
Ohio PSP	Public schools
Oklahoma	Public schools
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Higher education, Community colleges, Government agencies
Pennsylvania EABG	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania SBPK	Public schools <sup>14</sup>
South Carolina K4	Public schools
South Carolina CDEPP	Public schools, Office of First Steps
Tennessee	Public schools only (VPK); Public schools, Head Start, Community CC, Private CC, Faith-based CC, Institutes of higher education (ECE Pilot Program) <sup>16</sup>
Texas	Public schools, Charter schools
Vermont PFP-ADM	Public schools
Vermont EEI	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Parent-child centers, Social services agencies
Virginia	Public schools, other state or local government
Washington	Public schools, Head Start, Private CC, Local governments <sup>15</sup>
West Virginia	Public schools
Wisconsin 4K	Public schools
Wisconsin HdSt	Head Start
District of Columbia	Public schools, Private CC, Other <sup>18</sup>

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	RESOURCES
	Agencies with which subcontracting is permitted
Alabama	None
Arizona	Public schools, Head Start, Private CC, Faith-based centers
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Education cooperatives
California	Public schools, Head Start, Private CC, Faith-based centers without religious content
Colorado	Head Start, Private CC, Faith-based centers without religious content, Public agencies (city recreation centers or university and college lab school programs), Even Start programs
Connecticut	Public schools, Head Start, Private CC, Faith-based centers
Delaware	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Post-secondary education CC, Community-based organizations
Florida	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Georgia	None
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Iowa	Public schools, Head Start, Private CC, Faith-based centers
Kansas	Public schools
Kentucky	Public schools, Head Start, Private CC, Faith-based centers, Special education providers
Louisiana 8(g)	None
LA4 & Starting Points	Technical colleges, Head Start, licensed CC
Louisiana NSECD	Public schools, Head Start, Private CC
Maine	Public schools, Head Start, Private CC, Family CC
Maryland	Public schools, Head Start, Private CC, Faith-based centers
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Michigan	Public schools, Head Start, Private CC, Faith-based centers without religious content
Minnesota HdSt	Public schools, Head Start, Private CC, Faith-based centers, Family CC <sup>17</sup>
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Head Start, Private CC, Faith-based centers, Other
Nevada	Public schools, Head Start, Private CC, Faith-based centers, Family CC <sup>11</sup>
New Jersey Abbott	Head Start, Private CC, Faith-based centers, Family CC
New Jersey ECPA	Head Start, Private CC, Faith-based centers, Family CC
New Jersey ELLI	Public schools, Head Start, Private CC, Faith-based centers, Family CC
New Mexico CDP	None
New Mexico State PK	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Municipalities, University child care programs, Bureau of Indian Affairs schools, Tribal programs, Early childhood consultants
New York TPK	None
New York UPK	Head Start, Private CC, Faith-based centers, Nursery schools, Approved special education programs, BOCES, Non-public schools
North Carolina	Public schools, Head Start, Private CC, Faith-based centers
Ohio PSP	Public schools, Head Start, Private CC, Faith-based centers
Oklahoma	Head Start, Private CC, Faith-based centers, Family CC
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Higher education, Community colleges, Government agencies
Pennsylvania EABG	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Pennsylvania HSSAP	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Pennsylvania SBPK	Public schools, Head Start, Private CC, Faith-based centers, Family CC <sup>14</sup>
South Carolina K4	Public schools, Head Start centers, Private CC, and Faith-based centers
South Carolina CDEPP	Head Start, Private CC, Faith-based centers
Tennessee	Head Start, Private CC, Faith-based centers, Family CC, Institutes of higher education, Housing authority, Churches, Businesses
Texas	Public schools, Head Start, Private CC, Faith-based centers
Vermont PFP-ADM	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Vermont EEI	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Parent child centers, Social services agencies
Virginia	Public schools, Head Start, Private CC
Washington	Public schools, Head Start, Private CC, Family CC, Local governments <sup>15</sup>
West Virginia	Head Start, Private CC, Faith-based centers
Wisconsin 4K	Head Start, Private CC, Faith-based centers
Wisconsin HdSt	Public schools, Private CC, Faith-based centers, Family CC
District of Columbia	Private CC <sup>18</sup>

STATE	RESOURCES		
	Is there a required local match?	Do HdSt programs participating in state pre-K receive the same amount of per child funding as other provider types?	Do programs receive different amounts of funding based on a quality rating system?
Alabama	Yes, 50% of granted amount	Yes	No
Arizona	No	Yes	No
Arkansas	Yes, 40% of funding	Yes	No
California	No	Yes	No
Colorado	No	Yes	No
Connecticut	No	Yes	No <sup>20</sup>
Delaware	No	Yes	No <sup>10</sup>
Florida	No	Yes	No
Georgia	No	Yes	No
Illinois	No	Yes	No
Iowa	Yes, 20% of total grant amount <sup>10</sup>	No <sup>11</sup>	No
Kansas	No	Head Start programs do not participate in the state pre-K initiative	No
Kentucky	No	No <sup>15</sup>	No <sup>16</sup>
Louisiana 8(g)	No	Head Start programs do not participate in the state pre-K initiative	No
LA4 & Starting Points	No	No <sup>19</sup>	No <sup>20</sup>
Louisiana NSECD	No	No <sup>12</sup>	Yes, based on teacher and teacher assistant credentials
Maine	Yes, tied to school funding formula	Yes <sup>19</sup>	No
Maryland	No	Yes	No
Massachusetts	No	Yes	No <sup>16</sup>
Michigan	Yes <sup>19</sup>	Yes	No
Minnesota HdSt	No	NA <sup>18</sup>	No
Missouri	No	Yes	Yes, accredited programs are eligible for higher funding
Nebraska	Yes <sup>16</sup>	Yes	No
Nevada	No	Head Start programs do not participate in the state pre-K initiative	No
New Jersey Abbott	Yes, amount determined locally	No <sup>13</sup>	No
New Jersey ECPA	No	Yes	No
New Jersey ELLI	Yes <sup>12</sup>	Yes	No
New Mexico CDP	No	Head Start programs do not participate in the Child Development Program	No
New Mexico State PK	No	Yes	No
New York TPK	Yes, 11% of total funding	Head Start programs do not participate in the state pre-K initiative	No
New York UPK	No	Yes	No
North Carolina	Yes, amount not specified	Yes	No <sup>12</sup>
Ohio PSP	No	Yes	No
Oklahoma	No	Yes	No <sup>17</sup>
Oregon	No	Yes	No
Pennsylvania EABG	No	Locally determined via agreement with Head Start and the school district	No
Pennsylvania HSSAP	Yes <sup>13</sup>	Yes <sup>14</sup>	No
Pennsylvania SBPK	No	Head Start programs do not participate in the state pre-K initiative <sup>14</sup>	No
South Carolina K4	No	Yes	No
South Carolina CDEPP	No	Yes	No
Tennessee	Yes <sup>15</sup>	Yes	No
Texas	No	No <sup>15</sup>	No
Vermont PFP-ADM	No	Yes	No <sup>14</sup>
Vermont EEI	No	No <sup>16</sup>	No
Virginia	Yes <sup>9</sup>	Head Start programs do not participate in the state pre-K initiative	No
Washington	No	Yes	No
West Virginia	No	Yes	No
Wisconsin 4K	Yes <sup>17</sup>	Yes	No
Wisconsin HdSt	No	No	No
District of Columbia	No	No <sup>19</sup>	No



**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	MONITORING
Information collected for monitoring purposes	
Alabama	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records
Arizona	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Arkansas	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records; Other information, such as verification of professional development activities and staff qualifications
California	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Colorado	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records; Other information, such as reports on audited revenue and expenditures for district level programs, documentation of family outcomes, longitudinal data on children’s performance in statewide assessment in grades 3-12, graduation rates, retention rates and placement in special education in grades K-12 <sup>17</sup>
Connecticut	Structured observations of classroom quality; Program facilities and safety procedures; Results of program self-assessments; Program records, such as annual report on the Accreditation Status, Adherence to Quality Components, Teacher Qualifications and Parent Satisfaction Survey
Delaware	Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records; Other information for monitoring purposes, such as triennially monitoring per Head Start Performance Standards
Florida	Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records; Other information, such as site visits <sup>13</sup>
Georgia	Documentation of children’s learning and/or child outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records; Other information <sup>12</sup>
Illinois	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records
Iowa	Documentation of program-level outcomes; Program records
Kansas	Documentation of children’s learning and/or child outcomes; Program records
Kentucky	Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program records; Other information, such as parental satisfaction survey of services provided <sup>17</sup>
Louisiana 8(g)	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records; Other information, such as audited financial records <sup>9</sup>
LA4 & Starting Points	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Louisiana NSECD	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Maine	Other information <sup>19</sup>
Maryland	Other information <sup>13</sup>
Massachusetts	Program facilities and safety procedures; Program records; Other information <sup>17</sup>
Michigan	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records <sup>20</sup>
Minnesota HdSt	Program facilities and safety procedures; Results of program self-assessments; Program records; Other information, such as state staff review PIR information, enrollment data, and conduct additional surveys throughout the year as well as reviewing and approving program work plans
Missouri	Structured observations of classroom quality; Program facilities and safety procedures; Results of program self-assessments; Program records
Nebraska	Structured observations of classroom quality; Documentation of children’s learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records

## STATE

## MONITORING

## Information collected for monitoring purposes

Nevada	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program records
New Jersey Abbott	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
New Jersey ECPA	Program records <sup>11</sup>
New Jersey ELLI	Structured observations of classroom quality; Program records
New Mexico CDP	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records
New Mexico State PK	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records; Other information, such as staff qualifications, experience and training, reported primary home language, program descriptions, parent involvement plans, transition plans, child demographic information
New York TPK	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records <sup>10</sup>
New York UPK	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records <sup>10</sup>
North Carolina	Structured observations of classroom quality; Results of program self-assessments; Participation in a state quality rating system; Other information, such as contracted external evaluation with FPG that measures program characteristics as well as outcomes for children served
Ohio PSP	Documentation of program-level outcomes; Program facilities and safety procedures; Program records
Oklahoma	Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records
Oregon	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Pennsylvania EABG	Documentation of children's learning and/or child outcomes; Other information <sup>14</sup>
Pennsylvania HSSAP	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records; Other information, such as Federal PRISM <sup>15</sup>
Pennsylvania SBPK	State does not require collection of information for monitoring purposes.
South Carolina K4	Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments <sup>10</sup>
South Carolina CDEPP	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Program facilities and safety procedures; Program records <sup>15</sup>
Tennessee	Structured observations of classroom quality; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records; Teacher license records
Texas	State does not require collection of information for monitoring purposes
Vermont PFP-ADM	State does not require collection of information for monitoring purposes <sup>15</sup>
Vermont EEI	State does not require collection of information for monitoring purposes <sup>17</sup>
Virginia	Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records
Washington	Program facilities and safety procedures; Results of program self-assessments; Program records; Other information, such as data on the Devereux early childhood assessment and detailed staff qualifications data
West Virginia	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Results of program self-assessments <sup>12</sup>
Wisconsin 4K	Other information, such as 4K model, number of children served, teacher licenses
Wisconsin HdSt	Other information, such as Head Start PIR and questions from Head Start State Supplement Application
District of Columbia	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records <sup>20</sup>

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	MONITORING
How is monitoring information collected by the state?	
Alabama	Site visits by staff of the state oversight agency, one per year; Site visits by consultants employed by the state, three to six per year
Arizona	Site visits by staff of the state oversight agency, one per 6 years; Submission of information by program or local entity, two per year
Arkansas	Site visits by staff of the state oversight agency, one per program year plus follow-up; Site visits by consultants employed by the state, one per program year (ECERS); Submission of information by program or local entity, two expenditure reports, full audit and desk audit information required annually
California	Site visits by staff of the state oversight agency, one per 3 years; Site visits by consultants employed by the state, one per 3 years; Submission of information by program or local entity, at least one per year
Colorado	Site visits by staff of the state oversight agency, every 3 years; Submission of information by program or local entity, annually; Monitoring information is collected through other means, Department of Human Services licensing visits and annual financial records submissions <sup>17</sup>
Connecticut	Site visits by staff of the state oversight agency, one per 5 years; Site visits by consultants employed by the state, quarterly; Submission of information by program or local entity, RFP submitted by PSD on a biannual basis and competitive schools on an annual basis; Monitoring information is collected through other means - programs submit monthly data reports <sup>21</sup>
Delaware	Site visits by staff of the state oversight agency, one per year; Site visits by consultants employed by the state, based on TA plan and need; Submission of information by program or local entity, quarterly and annual reports; Monitoring information is collected through other means - triennial monitoring for compliance with Head Start Performance Standards
Florida	Site visits by staff of the state oversight agency, one per year or one per 3 years; Site visits by consultants employed by the state, licensed child-care facilities are visited regularly by DCF or local licensing agency; Submission of information by program or local entity, annually
Georgia	Site visits by staff of the state oversight agency, minimum of two per year; Site visits by consultants employed by the state, minimum of two per year; Submission of information by program or local entity, financial reconciliations are submitted by each pre-K provider
Illinois	Site visits by consultants employed by the state, one per year for the first 3 years, then one per 3 years; Submission of information by program or local entity - expenditure reports, data collection
Iowa	Monitoring information is collected through other means - participation in periodic program evaluation conducted by an outside agency
Kansas	Submission of information by program or local entity, annually
Kentucky	Submission of information by program or local entity, annually and ongoing via student data collection system <sup>18</sup>
Louisiana 8(g)	Site visits by staff of the state oversight agency, 50 to 75%; Site visits by consultants employed by the state, 50 to 75%; Submission of information by program or local entity, 100%
LA4 & Starting Points	Site visits by staff of the state oversight agency, annually; Site visits by consultants employed by the state, annually; Submission of information by program or local entity, monthly; Monitoring information is collected through other means, some quarterly and semester reports
Louisiana NSECD	Site visits by staff of the state oversight agency, minimum of two per year; Site visits by consultants employed by the state, minimum of two per year; Monitoring information is collected through other means, NSECD end of year report <sup>13</sup>
Maine	Submission of information by program or local entity; Monitoring information is collected through other means <sup>20</sup>
Maryland	Monitoring information is collected through other means, local boards of education review all programs and records <sup>14</sup>
Massachusetts	Submission of information by program or local entity, annually; Monitoring information is collected through other means, monitoring of fiscal and programmatic practices at the local level <sup>17</sup>
Michigan	Site visits by staff of the state oversight agency, one per 3 year funding cycle for competitive agencies and as possible for school districts; Submission of information by program or local entity, Data are collected four times per year - in a pre-application, an application, mid-year (individual child data and classroom quality data) and end of year report
Minnesota HdSt	Site visits by staff of the state oversight agency, annually; Submission of information by program or local entity, monthly
Missouri	Site visits by staff of the state oversight agency, frequency varies; Site visits by consultants employed by the state, annually; Submission of information by program or local entity, annually <sup>11</sup>
Nebraska	Site visits by staff of the state oversight agency - at least two per year with additional visits as needed for technical assistance; Site visits by consultants employed by the state - one or two per year; Submission of information by program or local entity - annual ECE program report, annual continuation application, annual enrollment report, and annual personnel report <sup>17</sup>

## STATE

## MONITORING

How is monitoring information collected by the state?

Nevada	Site visits by staff of the state oversight agency, each program is visited annually (except some classes in two school districts); Site visits by consultants employed by the state, each program and classroom model visited annually; Submission of information by program or local entity, ongoing <sup>12</sup>
New Jersey Abbott	Site visits by staff of the state oversight agency, one per year; Site visits by consultants employed by the state, one per year; Submission of information by program or local entity, annually
New Jersey ECPA	Site visits by staff of the state oversight agency, one per year; Submission of information by program or local entity, annually <sup>11</sup>
New Jersey ELLI	Site visits by staff of the state oversight agency, one per year (randomly selected districts/sites); Site visits by consultants employed by the state, one per year (randomly selected districts/sites)
New Mexico CDP	Site visits by staff of the state oversight agency, at least two per year; Site visits by consultants employed by the state, one per year
New Mexico State PK	Site visits by staff of the state oversight agency, at least two per year; Submission of information by program or local entity, monthly and quarterly
New York TPK	Site visits by staff of the state oversight agency, determined by a desk review of the program; Submission of information by program or local entity, annually
New York UPK	Site visits by staff of the state oversight agency, determined by a desk review of the program; Submission of information by program or local entity, annually
North Carolina	Site visits by staff of the state oversight agency, annually; Submission of information by program or local entity, annually; Monitoring information is collected through other means, sites selected for the evaluation sample are visited three to four times in the program year.
Ohio PSP	Site visits by staff of the state oversight agency, at least one per year; Submission of information by program or local entity, varies
Oklahoma	Site visits by staff of the state oversight agency, four per year; Site visits by consultants employed by the state, as needed; Submission of information by program or local entity, at least one per year
Oregon	Site visits by staff of the state oversight agency, as needed; Site visits by consultants employed by the state, as needed; Submission of information by program or local entity, annually; Monitoring information is collected through other means, annual submission of monitoring reports by RX Office of Head Start, Submission of annual continuation grants that are reviewed and approved
Pennsylvania EABG	Site visits by staff of the state oversight agency, minimum one per year; Submission of information by program or local entity, three per year
Pennsylvania HSSAP	Site visits by consultants employed by the state; Submission of information by program or local entity, Child outcomes and programmatic data reported quarterly; fiscal data reported monthly; Monitoring information is collected through other means, data is accessed through the Head Start federal PIR
Pennsylvania SBPK	NA
South Carolina K4	Site visits by staff of the state oversight agency - SDE Early Childhood; Site visits by consultants employed by the state - by ECE consultants; Submission of information by program or local entity <sup>11</sup>
South Carolina CDEPP	Site visits by staff of the state oversight agency, three per year; Site visits by consultants employed by the state, three per year; Submission of information by program or local entity, four per year <sup>16</sup>
Tennessee	Site visits by staff of the state oversight agency, two per year; Site visits by consultants employed by the state, minimum of two per year; Submission of information by program or local entity, minimum of end of the year report <sup>17</sup>
Texas	NA
Vermont PFP-ADM	NA
Vermont EEI	NA
Virginia	Site visits by staff of the state oversight agency, one per 2 years; Site visits by consultants employed by the state, one per 2 years <sup>10</sup>
Washington	Site visits by staff of the state oversight agency, one per 4 years - intensive review process similar to Head Start; Submission of information by program or local entity, monthly and annually
West Virginia	Site visits by staff of the state oversight agency, as needed; Site visits by consultants employed by the state, as needed; Submission of information by program or local entity, annually
Wisconsin 4K	Site visits by local school boards and administrators; Submission of information by program or local entity, annually; Monitoring information is collecting through other means, local school boards provide monitoring and supervision of individual programs
Wisconsin HdSt	Submission of information by program or local entity, annually
District of Columbia	Site visits by staff of the state oversight agency, two per year (Public School Preschool), quarterly (Pre-K Incentive); Submission of information by program or local entity, one per year

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	MONITORING
What program records are reviewed for monitoring purposes?	
Alabama	Program financial records, Child administrative records, Classroom records
Arizona	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Arkansas	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, staff training records, transcripts
California	Program financial records, Staff records and documentation, Child administrative records, Classroom records
Colorado	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Connecticut	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed for adherence to required quality components
Delaware	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed - screening, disability records, family engagement documentation
Florida	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed <sup>14</sup>
Georgia	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Illinois	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Iowa	Program financial records, Staff records and documentation
Kansas	Other records are reviewed, programs send in results for locally determined outcomes
Kentucky	Program financial records, Staff records and documentation, Child administrative records
Louisiana 8(g)	Program financial records; Staff records and documentation; Classroom records (child folios, curriculum, etc.)
LA4 & Starting Points	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed for compliance with program guidelines and regulations
Louisiana NSECD	Program financial records, Staff records and documentation, Child administrative records, Classroom records, NSECD end of year report including budgets, field trips, continuing education
Maine	None
Maryland	None <sup>14</sup>
Massachusetts	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed <sup>18</sup>
Michigan	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, staff qualifications, anonymous child eligibility data, program quality
Minnesota HdSt	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Missouri	Program financial records, Staff records and documentation, Child administrative records, Classroom records, licensing and accreditation certificates, parent involvement, parent education, program evaluation, 10% community set-aside records
Nebraska	Program financial records, Program safety record, Staff records and documentation, Child administrative records, Classroom records, all records are subject to review at monitoring visits
Nevada	Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed, Database that contains all program and participant data
New Jersey Abbott	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records are reviewed
New Jersey ECPA	Program financial records, Staff records and documentation, Child administrative records, Classroom records
New Jersey ELLI	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed
New Mexico CDP	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
New Mexico State PK	Program financial records, Staff records and documentation, Child administrative records, Classroom records <sup>17</sup>
New York TPK	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
New York UPK	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
North Carolina	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Ohio PSP	Program financial records, Program safety records, Child administrative records, Classroom records
Oklahoma	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Oregon	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed, family and health records
Pennsylvania EABG	None
Pennsylvania HSSAP	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Pennsylvania SBPK	NA
South Carolina K4	None
South Carolina CDEPP	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records <sup>17</sup>
Tennessee	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Texas	NA
Vermont PFP-ADM	NA
Vermont EEI	NA
Virginia	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Washington	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed, such as family support documentation, health documentation, program policies and procedures
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	None
District of Columbia	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records

STATE	MONITORING
	How is information collected through monitoring used for program improvement?
Alabama	Teacher professional development; corrective action/sanctions; funding decisions about programs; technical assistance
Arizona	Teacher professional development; corrective action/sanctions; adjustments to curricula; technical assistance; mentoring
Arkansas	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring
California	Teacher professional development; corrective action/sanctions; adjustments to curricula; technical assistance; mentoring; other purposes <sup>18</sup>
Colorado	Teacher professional development; corrective action/sanctions; funding decisions about programs; technical assistance; adjustments to curriculum based on the assessment data are done at the local level
Connecticut	Teacher professional development; corrective action/sanctions; adjustments to curricula; technical assistance; mentoring
Delaware	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring
Florida	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring <sup>15</sup>
Georgia	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance <sup>13</sup>
Illinois	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring
Iowa	Teacher professional development
Kansas	Monitoring information is used to review local results
Kentucky	Teacher professional development; technical assistance, based on need
Louisiana 8(g)	Teacher professional development; corrective action/sanctions; technical assistance; to guide professional development opportunities
LA4 & Starting Points	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance <sup>21</sup>
Louisiana NSECD	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring
Maine	Teacher professional development; technical assistance
Maryland	Monitoring information is used to validate programmatic strategies from Master Plan updates <sup>15</sup>
Massachusetts	Corrective action/sanctions; funding decisions about programs; Monitoring information is used to inform grant awards
Michigan	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; Monitoring information is used to determine state priorities for funding and program improvement <sup>21</sup>
Minnesota HdSt	Teacher professional development; corrective action/sanctions; funding decisions about programs; technical assistance, dissemination of information on effective systems and best practices; other purposes
Missouri	Teacher professional development; corrective action/sanctions; funding decisions about programs; technical assistance; other purposes
Nebraska	Teacher professional development; corrective action/sanctions; funding decisions about programs; technical assistance <sup>18</sup>
Nevada	Teacher professional development; corrective action/sanctions; adjustments to curricula; technical assistance; mentoring, other purposes <sup>13</sup>
New Jersey Abbott	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring <sup>14</sup>
New Jersey ECPA	Funding decisions about programs; technical assistance <sup>12</sup>
New Jersey ELLI	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring <sup>13</sup>
New Mexico CDP	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; other purposes
New Mexico State PK	Teacher professional development; funding decisions about programs; adjustments to curriculum; technical assistance; mentoring; other purposes <sup>18</sup>
New York TPK	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring, for new teachers; Monitoring is used for other purposes, such as field memos, presentations at conferences, regional meetings, conference calls, face-to-face TA, site visits
New York UPK	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring, for new teachers; Monitoring is used for other purposes, such as field memos, presentations at conferences, regional meetings, conference calls, face-to-face TA, site visits
North Carolina	Teacher professional development; corrective action/sanctions; funding decisions about programs; technical assistance; other purposes <sup>13</sup>
Ohio PSP	Teacher professional development; corrective action/sanctions; funding decisions about programs; technical assistance
Oklahoma	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance, mentoring <sup>18</sup>
Oregon	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance, TA is provided as needed by pre-K program specialists; mentoring <sup>7</sup>
Pennsylvania EABG	Teacher professional development; technical assistance
Pennsylvania HSSAP	Teacher professional development; funding decisions about programs; technical assistance, identifies statewide areas for focus such as fiscal reporting
Pennsylvania SBPK	NA
South Carolina K4	Teacher professional development; technical assistance
South Carolina CDEPP	Teacher professional development; corrective action/sanctions; funding decisions about programs; technical assistance; mentoring
Tennessee	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring <sup>18</sup>
Texas	NA
Vermont PFP-ADM	NA
Vermont EEI	NA
Virginia	Teacher professional development; corrective action/sanctions; curricula; technical assistance, offered if requested on program and budget issues; mentoring, offered if requested
Washington	Teacher professional development; corrective action/sanctions; funding decisions about programs; technical assistance; mentoring <sup>16</sup>
West Virginia	Teacher professional development; adjustments to curricula
Wisconsin 4K	Teacher professional development; state training; technical assistance
Wisconsin HdSt	State training; technical assistance
District of Columbia	Teacher professional development; corrective action/sanctions; funding decisions about programs; adjustments to curricula; technical assistance; mentoring <sup>21</sup>

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	MONITORING	Was the most recent formal formal evaluation of state pre-K mandated by the state?
	Most recent formal evaluation of state pre-K program	
Alabama	Classroom quality, parent satisfaction, early literacy, and receptive vocabulary were assessed during the 2005-2006 school year	Yes
Arizona	An evaluation is ongoing or planned	No <sup>8</sup>
Arkansas	ABC/ABCSS is in year three of a longitudinal evaluation	Yes <sup>12</sup>
California	This pre-K initiative has not been evaluated, and there are no current plans to do so	NA
Colorado	This pre-K initiative was evaluated from 1990-1992	No <sup>18</sup>
Connecticut	An evaluation is ongoing or planned	Yes <sup>22</sup>
Delaware	An evaluation is ongoing or planned - annual reports on child and family outcomes	Yes <sup>11</sup>
Florida	An evaluation is ongoing or planned	Yes <sup>15</sup>
Georgia	This pre-K initiative has been evaluated in the past	No <sup>14</sup>
Illinois	An evaluation is planned for fiscal years 2008 and 2009	No
Iowa	An evaluation is ongoing or planned, examining the relationship between program quality and child outcomes	Yes
Kansas	A state-level evaluation is in place, the results have been collected, and statistical review is now occurring	No
Kentucky	The Kentucky Preschool Evaluation Project in 1999	Yes <sup>19</sup>
Louisiana 8(g)	An evaluation is ongoing or planned	Yes <sup>7</sup>
LA4 & Starting Points	Child assessments and demographic data and longitudinal research data were collected in 2005-2006	Yes <sup>22</sup>
Louisiana NSECD	An evaluation is ongoing or planned	No <sup>13</sup>
Maine	This pre-K initiative has not been evaluated, and there are no current plans to do so	NA
Maryland	An evaluation is ongoing or planned	Yes <sup>16</sup>
Massachusetts	Planned for the 2007-2008 school year	No
Michigan	An evaluation is ongoing or planned	Yes <sup>22</sup>
Minnesota HdSt	This pre-K initiative has not been evaluated, and there are no current plans to do so	NA
Missouri	This pre-K initiative was evaluated in July 2003	Yes
Nebraska	An evaluation is ongoing or planned	Yes <sup>19</sup>
Nevada	An evaluation is ongoing since 2002	Yes <sup>14</sup>
New Jersey Abbott	An evaluation is ongoing or planned	Yes <sup>15</sup>
New Jersey ECPA	This pre-K initiative has not been evaluated, and there are no current plans to do so	NA
New Jersey ELLI	This pre-K initiative has not been evaluated, and there are no current plans to do so	NA
New Mexico CDP	This pre-K initiative has not been evaluated, and there are no current plans to do so	NA
New Mexico State PK	An evaluation began in 2005 and is ongoing, measuring child outcomes in literacy and math and assessing classroom environment	Yes <sup>19</sup>
New York TPK	An evaluation is ongoing or planned	Yes <sup>11</sup>
New York UPK	An evaluation is ongoing or planned	Yes <sup>12</sup>
North Carolina	An evaluation is ongoing, annually, focusing on program characteristics and child outcomes	Yes <sup>14</sup>
Ohio PSP	An evaluation is ongoing or planned, Early Language and literacy classroom observation by sampling method	No
Oklahoma	This pre-K initiative was evaluated in 2003, 2005, and 2006	No
Oregon	An evaluation is planned for the 2007-2008 school year	No <sup>10</sup>
Pennsylvania EABG	This pre-K initiative has not been evaluated, and there are no current plans to do so	NA
Pennsylvania HSSAP	This pre-K initiative has not been evaluated, and there are no current plans to do so	NA
Pennsylvania SBPK	This pre-K initiative has not been evaluated, and there are no current plans to do so	NA
South Carolina K4	This pre-K initiative was evaluated in 2005 by NIEER and in 2006 by SERVE	No
South Carolina CDEPP	An evaluation is ongoing or planned for this pre-K initiative - child outcomes, program outcomes, and overall effectiveness	Yes
Tennessee	An evaluation is ongoing or planned to examine the short and long term academic impacts of the program on children's learning	Yes <sup>19</sup>
Texas	Texas Evaluation Study of Prekindergarten Programs in July 1995	No <sup>16</sup>
Vermont PFP-ADM	An evaluation of developmental assessments and fiscal accountability measures is planned	Yes <sup>16</sup>
Vermont EEI	An evaluation is ongoing or planned	No <sup>18</sup>
Virginia	An evaluation is ongoing or planned	Yes <sup>11</sup>
Washington	Longitudinal study completed in 2001	Yes <sup>17</sup>
West Virginia	An evaluation is ongoing or planned	No
Wisconsin 4K	This pre-K initiative has been evaluated in the past	No <sup>18</sup>
Wisconsin HdSt	This pre-K initiative has not been evaluated, and there are no current plans to do so	NA
District of Columbia	A comprehensive review of all programs is planned for 2007-2008	No



## STATE

## MONITORING

## Required assessment for pre-K

Alabama	ECERS, ELLCO, program-developed assessment
Arizona	High/Scope Child Observation Record (COR); the Creative Curriculum Developmental Continuum; Work Sampling System; Galileo Preschool
Arkansas	Work Sampling System
California	Desired Results Developmental Profile <sup>19</sup>
Colorado	Work Sampling System, the High/Scope Child Observation Record, or the Creative Curriculum Developmental Continuum
Connecticut	Preschool Assessment Framework (aligned to the standards), other curriculum based assessments
Delaware	Creative Curriculum and Work Sampling
Florida	None
Georgia	Georgia Pre-K Assessment <sup>15</sup>
Illinois	Work Sampling, assessment associated with approved curricula such as Creative Curriculum, High Scope
Iowa	Assessments are determined locally
Kansas	Assessments are determined locally
Kentucky	Programs may choose an assessment from the Kentucky Early Childhood Continuous Assessment Guide
Louisiana 8(g)	The Developing Skills Checklist and portfolios <sup>10</sup>
LA4 & Starting Points	The Developing Skills Checklist and portfolios
Louisiana NSECD	The Developing Skills Checklist <sup>14</sup>
Maine	Locally designed as per the school's comprehensive education plan
Maryland	There is no required assessment tool, but this has been proposed.
Massachusetts	Work Sampling, High/Scope Child Observation Record (COR), Creative Curriculum Developmental Continuum, and Ages and Stages
Michigan	Required, High/Scope Child Observation Record (COR), Creative Curriculum Developmental Checklist, Work Sampling are recommended <sup>23</sup>
Minnesota HdSt	None
Missouri	Preschool Exit Observational Assessment
Nebraska	High/Scope Child Observation Record (COR), Creative Curriculum Developmental Continuum, and/or (beginning in 2007-2008) AEPS
Nevada	PPVT-III and the Expressive One-Word Picture Vocabulary Test (EOWPVT) <sup>15</sup>
New Jersey Abbott	Performance-based assessments
New Jersey ECPA	None
New Jersey ELLI	None
New Mexico CDP	Focused Portfolios System <sup>10</sup>
New Mexico State PK	New Mexico PreK Observational Assessment based on New Mexico PreK Early Learning Outcomes
New York TPK	Required, assessment instruments are determined locally
New York UPK	Required, assessment instruments are determined locally
North Carolina	Required, High/Scope Child Observation Record (COR), Work Sampling System, Creative Curriculum Developmental Continuum, Galileo On-line Assessment System, and Learning Accomplishment Profile are recommended
Ohio PSP	Get It, Got It, Go <sup>7</sup>
Oklahoma	Required, assessment instruments are determined locally
Oregon	Required, assessment instruments are determined locally <sup>8</sup>
Pennsylvania EABG	Required, assessment instruments are determined locally <sup>10</sup>
Pennsylvania HSSAP	Required, assessment instruments are determined locally <sup>16</sup>
Pennsylvania SBPK	Required, assessment instruments are determined locally
South Carolina K4	Work Sampling, local assessments, and DIAL-3
South Carolina CDEPP	Work Sampling, and the Dial-3
Tennessee	None
Texas	None
Vermont PFP-ADM	Currently a menu of state-approved assessments is being prepared, including both performance-based and standardized options.
Vermont EEI	Work Sampling System, Child Observation Record, Creative Curriculum Developmental Continuum, Battelle, Brigance, Minnesota Child Developmental Inventory
Virginia	Phonological Awareness Literacy Screening for Pre-K (PALS Pre-K)
Washington	Required, assessment instruments are determined locally <sup>18</sup>
West Virginia	Online assessment for Creative Curriculum
Wisconsin 4K	None
Wisconsin HdSt	None
District of Columbia	None

**APPENDIX A: STATE SURVEY DATA 2006-2007** (continued)

STATE	MONITORING
	Required assessment for kindergarten
Alabama	DIBELS
Arizona	State Academic Standards (Kindergarten)
Arkansas	Harcourt
California	None
Colorado	DIBELS (Dynamic Indicators of Early Literacy Skills), PALS (Phonological Awareness Literacy Screening), DRA 2 (Developmental Reading Assessment) <sup>19</sup>
Connecticut	Kindergarten Inventory <sup>23</sup>
Delaware	None
Florida	The Florida Kindergarten Readiness Screener (FLKRS) <sup>5</sup>
Georgia	The Georgia Kindergarten Assessment Program.
Illinois	None
Iowa	DIBELS, Phonetic Awareness Test, Basic Reading Inventory, or other approved assessment
Kansas	Assessments are determined locally
Kentucky	None
Louisiana 8(g)	DRA and DIBELS
LA4 & Starting Points	DRA and DIBELS
Louisiana NSECD	The Developing Skills Checklist
Maine	Assessments are determined locally
Maryland	Maryland Model for School Readiness (MMSR) kindergarten assessment system (modified Work Sampling System).
Massachusetts	None
Michigan	None
Minnesota HdSt	None
Missouri	None
Nebraska	Required, assessment instruments are determined locally
Nevada	None
New Jersey Abbott	Early Learning Assessment System (ELAS)
New Jersey ECPA	Early Learning Assessment System (ELAS)
New Jersey ELLI	Early Learning Assessment System (ELAS)
New Mexico CDP	DIBELS
New Mexico State PK	DIBELS, Dynamic Indicators of Early Language Skills
New York TPK	Required, assessment instruments are determined locally
New York UPK	Required, assessment instruments are determined locally
North Carolina	The North Carolina K-2 Literacy and Math Assessment <sup>15</sup>
Ohio PSP	Kindergarten Readiness Assessment-Literacy
Oklahoma	Required, assessment instruments are determined locally
Oregon	None
Pennsylvania EABG	Required, assessment instruments are determined locally
Pennsylvania HSSAP	Required, assessment instruments are determined locally
Pennsylvania SBPK	Required, assessment instruments are determined locally
South Carolina K4	South Carolina Readiness Assessment (SCRA), DIBELS or DOMINE, or OHIO
South Carolina CDEPP	South Carolina Readiness Assessment
Tennessee	None
Texas	Texas Primary Reading Inventory (TPRI) <sup>17</sup>
Vermont PFP-ADM	Required, assessment instruments are determined locally
Vermont EEI	Required, assessment instruments are determined locally
Virginia	None
Washington	None
West Virginia	Required, in process of finalizing a tool
Wisconsin 4K	None
Wisconsin HdSt	None
District of Columbia	Required, assessment instruments are determined locally <sup>22</sup>

**ALABAMA – Alabama Pre-Kindergarten Program 2006-2007**

- <sup>1</sup> Pre-K is voluntary. The state sends out an RFP and selects grantees through a competitive process. Proposals are selected with the goal of having a least one classroom per county, to have a presence statewide.
- <sup>2</sup> Each child in state-funded pre-K is given the same amount of money from the state pre-K initiative; additional costs are incurred by LEAs.
- <sup>3</sup> Children who are age 5 and not enrolled in kindergarten may be eligible on a case-by-case basis.
- <sup>4</sup> A child can be expelled if he/she is not benefiting from the program, is chronically disruptive, is putting other children in danger, or is excessively tardy or absent.
- <sup>5</sup> Parents must sign the Notice of Receipt of Pre-K Code of Student Behavior and parents must receive written warning of potential dismissal. Second offenses must be addressed by local pre-K administration and the parent during a conference. Third offenses may result in dismissal. Documentation of all actions regarding student behavior must be sent to the state Office of School Readiness for approval prior to dismissal.
- <sup>6</sup> The BS in Child Development covers birth through school-age children. The BS in Early Childhood Education covers K-3, and a P-3 add-on covers pre-K. Teachers hired before May 2006 must meet this requirement or complete additional early childhood coursework within 3 years.
- <sup>7</sup> Only certified teachers are required to be paid on the public school salary scale.
- <sup>8</sup> The non-required local sources amount is unknown.
- <sup>9</sup> Local sites must each contribute \$33,750; there were a total of 59 sites.

**ARIZONA – Early Childhood Block Grant (ECBG) – Prekindergarten Component 2006-2007**

- <sup>1</sup> Arizona has approximately 450 public school districts, plus additional charter schools.
- <sup>2</sup> LEAs are not required to apply for their funding allotment. Once applied for, funds may be spent for pre-K, full-day kindergarten, or Grade 1-3 supplementary services.
- <sup>3</sup> Children with an IEP may participate in ECBG inclusion classrooms and be supported by IDEA funding.
- <sup>4</sup> Programs operate 2.5 to 4 hours per day, 4 or 5 days per week. The state recommends that programs operate at least 12 hours per week.
- <sup>5</sup> The state licensing agency requires licensed programs, including all ECBG pre-K programs, to provide meals depending on the length of time and the time of day a child attends. A child present at or before 8 am must be served breakfast; a child present between 11 am and 1 pm must be served lunch; and a child present at or after 5 pm must be served dinner. Children present between 2 and 4 hours must be served at least one snack; if present between 4 and 8 hours, one meal and at least one snack; and if present for 9 or more hours, at least one meal and two snacks.
- <sup>6</sup> As of July 1, 2009, all pre-K teachers in settings funded by ECBG must hold an Early Childhood Certification, which requires a bachelor's degree. This applies to all teachers in classrooms receiving state or federal dollars. Since 2005, most programs have hired only those who have or are eligible for the ECE certification or endorsement. The Arizona Department of Education is working closely with the community colleges and universities in the state to offer scholarships and on-site classes for credit to allow current teachers to work toward college degrees in ECE.
- <sup>7</sup> There are two exceptions made. Assistants in Title I schools must have an AA per NCLB and assistants in nonpublic schools can be working toward a GED or HSD.
- <sup>8</sup> All programs are involved in an Early Childhood Quality Improvement Practices process, which ensures through annual ECBG applications that the program is engaging in ongoing quality enhancement efforts. Each district or school receiving state or federal dollars follows a plan where they convene a diverse group of early childhood educators to internally assess their strengths and needs, and to address those areas that they choose. In the annual grant review process, Arizona Department of Education specialists look to ensure programs are moving ahead in this ongoing process.

**ARKANSAS – Arkansas Better Chance/Arkansas Better Chance for School Success 2006-2007**

- <sup>1</sup> School districts in which more than 75% of fourth graders score below proficient on benchmark exams must establish a pre-K program, in addition to any school district whose elementary school(s) are in school improvement status.
- <sup>2</sup> The 1,164 children under 3 years of age are served in the original Arkansas Better Chance program, which was established in 1991 serving children from birth to age 5.
- <sup>3</sup> State pre-K funds pay for 100% of classroom instructional time. Additional therapy services are covered by federal special education funds or state insurance.
- <sup>4</sup> A limited number of programs have original Arkansas Better Chance funding to serve children from birth to 3 years of age.
- <sup>5</sup> Special needs waivers may be requested through the local school district and the Division of Child Care and Early Childhood Education.
- <sup>6</sup> Approval must be granted through the Division of Child Care and Early Childhood Education on a case-by-case basis.
- <sup>7</sup> Foster children, children in the custody of someone other than their biological parent, military families, and families with substance abuse are income-exempt. Other risk factors may only count with programs serving children birth to 5 under the original Arkansas Better Chance program. All other children must meet income requirements.
- <sup>8</sup> State pre-K funds may be used to fund translators and materials for non-English speaking families.
- <sup>9</sup> Certified teachers and teachers with bachelor's degrees (in public and nonpublic schools) are paid on the public school scale. Associate degree teachers are paid on another scale.
- <sup>10</sup> Mandated local spending is 40% of the total program amount. An additional \$14,005,620, not included in these totals, was spent on home-based programs.
- <sup>11</sup> Funding is determined by an early education core model for pre-K.
- <sup>12</sup> Arkansas Act 49 of 2003 mandated this evaluation.

**CALIFORNIA – State Preschool Program 2006-2007**

- <sup>1</sup> There are 481 State Preschool contractors including LEAs, public, and private agencies.
- <sup>2</sup> It is optional for Child Development programs to submit a competitive application when funding is available.
- <sup>3</sup> The number of children included in the public school count and in the “other public agencies” count could include Head Start. The number of children included in the private child care count includes faith-based centers without religious content and could also include Head Start.
- <sup>4</sup> The number of children receiving special education is an estimate. Some children in the State Preschool program receiving special education are funded exclusively with State Preschool funds, some are supported with special education funds, and some receive services with blended funding.
- <sup>5</sup> Part-day programs are funded to operate a minimum of 3 hours per day and full-day programs are funded to operate a minimum of 6.5 hours per day. Programs typically operate for a school or academic year. However, some programs operate fewer than 175 days and some programs operate a full calendar year. Full-day programs operate 6.5 hours/day, 246 days/year unless they have approval to operate fewer days.
- <sup>6</sup> Approximately 3,261 children were served in the full-day, full-year State Preschool program in October 2006. Most children in the full-day program are in school for more than 6.5 hours. Wrap around is offered to extend the day to 7am - 6pm. Educational activities occur throughout the entire day.
- <sup>7</sup> If all eligible children have been enrolled, up to 10 percent of children in the State Preschool program may be over-age or 5 years old after December 2, or over-income by no more than 15 percent.
- <sup>8</sup> Children are eligible if they have a CPS referral or are at risk of abuse, neglect, or exploitation as determined by a legally qualified professional.
- <sup>9</sup> Services can be terminated for behavioral reasons that endanger the health and safety of other children or staff, for late pick-ups, or for excessive unexcused absences.
- <sup>10</sup> While class size is not controlled through statute or regulation, classes are typically limited to 24 children.
- <sup>11</sup> For a 3.5 hour program, licensing laws and regulations require that all programs provide at least a snack that includes two food groups, but do not require lunch or breakfast. For a full-day program lunch and two snacks are required and breakfast is optional.
- <sup>12</sup> A physical exam is required for program entry. Health and social services referrals and follow-up to meet family needs are required.
- <sup>13</sup> California Education Code requires all child development programs to provide activities and services that meet the cultural and linguistic needs of children and families.
- <sup>14</sup> Parent involvement activities must include a program orientation, parent meetings with program staff, and a Parent Advisory Committee.
- <sup>15</sup> The Preschool Learning Foundations, which include early learning standards in social-emotional development, language and literacy, English language development, and mathematics, will be adopted in 2007-2008 and will be implemented in 2008-2009.
- <sup>16</sup> The Associate Teacher permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. A CDA credential issued in California may be substituted for the unit requirement. The associate level teacher may function as the lead teacher in a classroom and the permit may be renewed one time for a five-year period. The Child Development Teacher permit requires a minimum of 40 semester units of education of which a minimum of 24 units must be in ECE or child development. A CDA may be used as nine semester units toward the required 24.
- <sup>17</sup> The Child Development Assistant Teacher permit requires 6 credits in ECE or child development.
- <sup>18</sup> Technical assistance is provided regarding program policies and procedures, individual program quality and compliance with laws and regulations, all components of Desired Results for Children and Families, and best practices in developmentally appropriate practices. Consultants provide technical assistance based on the use of the environmental rating scale for purposes of refinement and ongoing program improvement of the classroom environment.
- <sup>19</sup> All State Preschool programs are required to use the Desired Results Developmental Profile as the standardized assessment tool for all children.

## COLORADO – Colorado Preschool and Kindergarten Program (CPKP) 2006-2007

- <sup>1</sup> In 2006-2007, the Colorado Preschool and Kindergarten Program was allowed to serve 2,153 children in the second half of their kindergarten day. These children are reflected in the total number of children served. In addition, under the Early Childhood Councils three school districts have waivers to serve children younger than 3 in CPKP. Finally, state statute allows 5% of the preschool slots to fund a child to participate in a full-day preschool program using two slots. Two hundred and eight children were served in this manner.
- <sup>2</sup> Enrollment counts by program location are based on numbers of slots. Children funded for a full day of services using two slots are counted twice. State statute requires that children be served in licensed child care centers or preschools but five children are served in a family child care home under a waiver.
- <sup>3</sup> If children are eligible for .5 PPOR (per pupil operating revenue) state funding as an early childhood special education student they cannot be funded in the CPKP. Instead they are eligible for funding as an early childhood special education student. Programs are encouraged to blend CPKP funding, early childhood special education funding, and other funding to create inclusive classrooms.
- <sup>4</sup> State statute indicates there can be some flexibility in the length of the program day and states the program should operate the equivalent of 2.5 hours per day for 4 days per week. Though the program is funded for 5 days per week, the children attend 4 days with the fifth being funded for home visits, teacher planning, completion of child assessments, or staff training. Programs must provide at least 360 hours of teacher-pupil contact time per school year.
- <sup>5</sup> State statute encourages programs to use additional funding sources to provide wrap-around or extended-day services. Individual district councils determine how these services are supported.
- <sup>6</sup> Colorado does not have uniform cut-off dates for entry into preschool. Districts establish cut-off dates for kindergarten entry, and preschool eligibility dates are aligned with kindergarten eligibility dates. Due to state statute, districts do not establish cut-off dates for preschool or kindergarten later than October 1. Cut-off dates for the maximum preschool eligibility age are locally determined, though there is a limitation on the number of years a child can be funded. Though there are no exceptions to the minimum age rule in order to be funded through the School Finance Formula, districts may serve children in prekindergarten without per pupil operating revenue funding. In such cases, the maximum age at which children can be served is locally determined. These children are not included in the enrollment totals provided here.
- <sup>7</sup> Districts may establish cut-off dates as early as June 1. CPKP Rules and Regulations state that a child may only be funded for one year as a 4-year-old, in the year before they attend kindergarten.
- <sup>8</sup> Locally determined risk factors include: parent is incarcerated, parent is on active military duty, developmental delay raises concerns for school readiness but does not require special education services. Other state-specified risk factors include: child is in need of language development and poor social skills of the child.
- <sup>9</sup> Three-year-olds must have three or more risk factors. Four-year-olds can qualify with only one risk factor. However, the need for slots is so great that CPKP children average more than three risk factors regardless of their age.
- <sup>10</sup> Children may only be expelled because of their parent's behavior, not due to the child's behavior. Children are not accepted into the program unless one or both parents agrees to assume responsibilities established by the Department of Education. Failure to fulfill the responsibilities will result in dismissal. District councils have asked a child to leave a program in two cases where the parents were viewed as creating a risk to other children in the program.
- <sup>11</sup> The maximum class size increased from 15 to 16 for the 2006-2007 school year.
- <sup>12</sup> Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.
- <sup>13</sup> Programs are required to implement one of three assessment systems to measure children's outcomes: Work Sampling, the High/Scope Child Observation Record, or the Creative Curriculum Developmental Continuum.
- <sup>14</sup> Teachers must have coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They also must be supervised by someone with a bachelor's degree in early childhood education or child development.
- <sup>15</sup> The requirement was changed to 15 clock hours per year as of May 2007.
- <sup>16</sup> Funding is provided based on the School Finance Formula used to calculate funding for the K-12 system. The state share of school finance funding is approximately 64% and the local share is 36%. This total funding amount includes full-day kindergarten students.
- <sup>17</sup> Districts may also choose to submit other effectiveness data in the annual Reapplication and Annual Report. Not all programs provide the same measures of quality or effectiveness data. CPKP District Advisory Council members must visit each program at least twice per year and assess compliance with quality standards.
- <sup>18</sup> A three-year study of the program during its pilot phase was performed by the University of Colorado during fiscal years 1990-1992. The program was also audited in 1996 and 2000 by the State Auditor's Office at the request of the Legislative Audit Committee. With the implementation of Results Matter the process for evaluating the program's effectiveness will be ongoing. Districts must provide effectiveness data to the DOE. Results Matter ensures this data is consistently measured, reliable and valid.
- <sup>19</sup> In May 2007 the State Board of Education identified and approved three assessments for the annual Colorado Basic Literacy Act outcome measure for grades K-3, from which districts may choose one. The assessments are: DIBELS, PALS (Phonological Awareness Literacy Screening), and DRA 2 (Developmental Reading Assessment).

**CONNECTICUT – Connecticut School Readiness 2006-2007**

- <sup>1</sup> The Governor's Early Childhood Education Cabinet advises the State Department of Education on policies and initiatives to meet the goals of the School Readiness program, conduct a longitudinal evaluation, develop budget requests and promote consistency of quality and comprehensiveness of the early childhood services. New legislation passed in June 2007 gives more authority to the Cabinet for all early childhood programs.
- <sup>2</sup> Eligible communities are Priority School Districts as defined by legislation and Competitive School Districts (those with one or more schools in which 40% or more of the children are eligible for free or reduced-price lunch, or one of the communities receiving the 50 lowest wealth rankings in the state). During 2006-2007, there were School Readiness programs in 19 Priority School Districts and 39 Competitive School Districts.
- <sup>3</sup> Children who have an IEP that does not call for a special education program and who are eligible for the program type are enrolled as School Readiness students. In May 2007 there were 369 students that had an IEP calling for services. If a child does not need a special education program, School Readiness funds support the program and the special education-related services are paid by special education funds.
- <sup>4</sup> Hours are determined by program type. Full-day programs operate 10 hours, 50 weeks/year. School-day programs operate 7 hours, 180 days/year. Part-day programs operate a minimum of 2.5 hours, 180 days/year. Extended-day programs provide the hours, days and weeks to make an existing program, funded by another source, equivalent to a full-day program.
- <sup>5</sup> That is the kindergarten entry age. Communities may allow a small number of kindergarten-eligible children to remain in the program (up to 5% of the total number served) if the child has been enrolled in the program for one year and the parent has confirmed they do not want their child to go to kindergarten. Children may spend up to 2 years in the school readiness program.
- <sup>6</sup> The Kindergarten Inventory was given in 2006 as a pilot for the first time. It is strictly an inventory of kindergartners' skills for curriculum planning purposes.
- <sup>7</sup> All age-eligible children can enroll if there is an opening. However, each community must serve children at or below 75% of the state median income for a minimum of 60% of their total number of children served.
- <sup>8</sup> Beyond the income requirement, the only other requirement is that 60% must be in need of full-day/full-year care. Data show that 86% of enrolled children are at or below 75% SMI and 72% are below 50% SMI.
- <sup>9</sup> Exemptions may be available for part-time programs if the community establishes a policy.
- <sup>10</sup> Programs are required to serve one snack to children who attend less than 5 hours per day and one snack plus one meal to children in class for 5 to 9 hours per day. Children on the premises more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent can provide food for meals.
- <sup>11</sup> Health screening and referral is required but is done by the child's health care provider.
- <sup>12</sup> It is strongly suggested that programs provide a staff member or volunteer who speaks the child's language.
- <sup>13</sup> Programs may use another assessment such as the Creative Curriculum Assessment if it is aligned with the state's framework.
- <sup>14</sup> Teachers are defined as any staff person who has responsibility for the classroom at any time in the day. In public schools, the certified teacher must be present at least 2.5 hours per day. In longer programs, the additional teacher must meet the School Readiness requirement of a CDA with 12 credits in early childhood. In nonpublic schools the requirement is a CDA with 12 credits in early childhood or an AA or four-year degree with 12 credits in early childhood.
- <sup>15</sup> For 2005-2006, more than 76% of the teachers had an AA or higher.
- <sup>16</sup> Only certified preschool teachers in public schools are paid on the public school salary scale.
- <sup>17</sup> Communities may use Quality Enhancement funds to pay for college credit courses for School Readiness program staff.
- <sup>18</sup> A total of \$8,294,306 in parent fees and \$7,663,154 in Care 4 Kids subsidies were collected at the local level and used in the program.
- <sup>19</sup> All School Readiness funds are paid to the community, which chooses the fiscal agent (can be the school district or town treasurer) and then (through a competitive process) contracts with the providers as subcontractors.
- <sup>20</sup> There are different reimbursement rates depending on the type of program (full-day, part-day, school-day or extended-day). The state is in the process of developing a Quality Rating Scale that is intended to be in place by the summer of 2008.
- <sup>21</sup> All Priority Schools have received at least one complete monitoring visit over the last five years and Competitive Schools are in the process of being visited. Community Liaisons hired by the grant funds in each community are required to monitor all programs on a quarterly basis. All programs submit monthly data reports of capacity, utilization, health insurance, family income level, race, gender, parent fees, Care 4 Kids subsidies, primary care physician status, and children with disabilities.
- <sup>22</sup> The Early Childhood Education Cabinet is charged with conducting a longitudinal evaluation of preschool through third grade. They will form a work group for the design of the longitudinal evaluation, which is expected to be completed by July 2008.
- <sup>23</sup> Kindergarten Inventory is administered in the first six weeks of school and is based on the skills and knowledge outlined in the Connecticut Preschool Curriculum Framework.

**DELAWARE – Early Childhood Assistance Program (ECAP) 2006-2007**

- <sup>1</sup> State Pre-K funds and IDEA funds may be used to support services.
- <sup>2</sup> Half-day programs are funded to operate a minimum of 3.5 hours per day. On average, they are funded to operate 4 hours per day.
- <sup>3</sup> Most programs align with public school schedules.
- <sup>4</sup> There are no exceptions to the minimum age requirements. Some exceptions have been made for children with special needs to spend some portion of the day in a pre-K setting if prescribed by an IEP.
- <sup>5</sup> Age and income determine eligibility. Programs are permitted to use 10% of their funded enrollment for children whose families are above the FPL. Additional factors are considered when the number of income-eligible children exceeds the number of slots available. Risk factors (other than poverty) are used to identify those children at greatest risk. That information is used to select children when there are more applicants than there are spaces in a program. Programs should identify risk factors that are specific to their communities through their community assessments.
- <sup>6</sup> At a minimum, programs provide breakfast and snack or lunch and snack. Many provide breakfast and lunch.
- <sup>7</sup> The state follows Head Start Performance Standards. Requirements for bilingual staff depend on percentage of ELLs in a classroom.
- <sup>8</sup> Head Start Performance Standards require a minimum of a CDA for lead teachers. Some school districts have required a minimum of a BA to be consistent with K-12 requirements. Over 81% of all teachers have CDA or higher. More than half of all teaching assistants have CDA or higher.
- <sup>9</sup> These numbers are for non-federal grantees only.
- <sup>10</sup> The state is currently piloting a quality rating and improvement system.
- <sup>11</sup> The evaluation was mandated by the Interagency Resource Management Council that has oversight for the program.

## FLORIDA – Voluntary Prekindergarten Program (VPK) 2006-2007

- <sup>1</sup> School districts are required to offer the 300-hour VPK program during the summer months (May-August).
- <sup>2</sup> Duplication exists because children receiving VPK services can transfer among different providers within limits allowed by Office of Early Learning policies. Public school and private agency totals may include children in Head Start settings. The private CC number includes children in faith-based settings.
- <sup>3</sup> While state pre-K funds do not support special education services, in some school district-operated programs, VPK and programs for children with disabilities may be blended in order to provide opportunities with non-disabled peers.
- <sup>4</sup> The average number of hours per day for a 180-day, 540-hour program is 3 and the average number of hours per day for the 300-hour summer program is 7.5. VPK providers have the flexibility to determine their specific program schedule as long as the total number of hours is provided.
- <sup>5</sup> The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the DIBELS for kindergarten (Letter Naming Fluency and Initial Sound Fluency). FLKRS is administered to all students entering kindergarten in public schools and those students in nonpublic schools who attended VPK in the previous year. It is used to assess the readiness of each child for kindergarten and to calculate a readiness rate for VPK providers.
- <sup>6</sup> Children who are dismissed from a VPK provider have the right to re-enroll with another VPK provider.
- <sup>7</sup> At a minimum, meals or snacks must be provided to assure that the nutritional needs of the child are met.
- <sup>8</sup> Public school programs are required to provide vision, hearing, and general physical health screening and do provide referrals as well. The local coalitions also can require both the screenings and referrals for private providers.
- <sup>9</sup> Teachers in summer programs are required to be certified (with preference given to early childhood coursework or experience) or to have a BA in early childhood, primary or preschool education; or family and consumer science; or elementary education. Teachers in academic year programs must have a CDA or equivalent and have completed a Department of Education course on emergent literacy. The CDA or CDA equivalent credential includes 120 hours of specific core curriculum, 480 hours of classwork and observations covering birth through age 5.
- <sup>10</sup> Five hours on early literacy and language, and 10 hours of annual in-service are required for licensed child care providers. Additionally, a staff credential is also required for every 20 children in care. Such a credential includes formal education, a Child Development Associate or equivalent.
- <sup>11</sup> The base student allocation for VPK in 2006-2007 was \$2,560, which is adjusted for cost differences in each county plus a 5% administrative factor per child.
- <sup>12</sup> Funding for public and private VPK providers flows through the state's 31 early learning coalitions.
- <sup>13</sup> Site visits are conducted by early learning coalitions and public school districts to verify program compliance. Site visits and record reviews are also conducted on a statewide basis by the Agency for Workforce Innovation and the Department of Children and Families.
- <sup>14</sup> Annual reviews are conducted by the Agency for Workforce Innovation, the Department of Children and Families, local early learning coalitions, and school districts.
- <sup>15</sup> The results of the reviews are provided to each coalition/provider in writing. They must review the findings and propose appropriate actions to address deficiencies and improve program quality. Additionally, the Florida Department of Education/State Board of Education is required to calculate a kindergarten readiness rate every year for each VPK provider. The State Board of Education sets a minimum readiness rate so that no more than 15 percent of all VPK providers would fall below the minimum. Low performing providers must submit and implement an improvement plan.
- <sup>16</sup> The Department of Education provides information related to the performance of VPK providers. The Legislature, through the Office of Program Policy and Governmental Accountability, is conducting an evaluation of the program.

## GEORGIA – Georgia Pre-K Program 2006-2007

- <sup>1</sup> It is a voluntary program for providers and participants.
- <sup>2</sup> Pre-K programs may be housed in public schools, private centers, both for-profit and nonprofit, faith-based centers (without religious content), military bases, technical schools and YMCAs.
- <sup>3</sup> Inclusion classes, which include some resources from pre-K and Title I, are operated throughout the state.
- <sup>4</sup> If a child is age eligible for kindergarten but has not attended pre-K, he/she is allowed to enroll. Such instances are considered on a case-by-case basis.
- <sup>5</sup> Disenrollment can only occur with Bright from the Start approval and documentation must be presented that every effort has been made to provide support to the child and parent prior to this action. Circumstances could include the child not benefiting from the program; or children who are chronically disruptive, causing physical harm, or chronically tardy or absent.
- <sup>6</sup> Snack requirements depend on the meal schedule used by each provider.
- <sup>7</sup> Depending on the local need, additional services may be provided at specific locations.
- <sup>8</sup> An optional grant process to provide resource coordinator services is available for programs that serve a high number of at-risk children. Services include additional resources and support to the child and the family. This program utilizes the Strengthening Families model.
- <sup>9</sup> A Montessori diploma is also accepted. Although the minimum requirement for lead teachers is an AA, 79% of the lead teachers in Georgia have a BA or higher and 59% are certified.
- <sup>10</sup> Beginning in the 2009 program year, the minimum requirement for teacher assistants will be a CDA.
- <sup>11</sup> Teachers in public schools may be paid on the public school salary scale at the districts' discretion.
- <sup>12</sup> In the 2006-2007 program year, the Georgia Pre-K Assessment Program, which is based on the Work Sampling System, was implemented statewide. A Program Quality Assessment (POA) instrument is used by Bright from the Start staff annually to evaluate programs.
- <sup>13</sup> State program consultants will work with each provider to develop a plan to meet specific program needs.
- <sup>14</sup> Bright from the Start has funded two major studies of the Georgia Pre-K program. The first study in 1996 followed a group of Georgia Pre-K children for five years and showed the importance of child-centered instruction. The second study, which began in 2001, followed a group of pre-K children and children in comparable programs for three years. This second study provided evidence as to the effectiveness of the pre-K program, as children enrolled in Georgia Pre-K made gains relative to their same-aged peers on three out of four norm-referenced tests. The results held through the end of kindergarten.
- <sup>15</sup> This is based on the Work Sampling System and is used to measure child progress, communicate with parents, and guide instruction.



**ILLINOIS – Preschool for All 2006-2007**

- <sup>1</sup> In addition to 78% of districts, programs are offered in 91 nonpublic school entities throughout the state.
- <sup>2</sup> Services required on an IEP are covered by IDEA funds.
- <sup>3</sup> Some extended-day programs are located in child care centers.
- <sup>4</sup> Teachers in all settings must have an early childhood teaching certificate.
- <sup>5</sup> This figure is an estimate of Early Childhood Block Grant spending directed toward prekindergarten services. The total amount of the block grant was \$318,000,000. Eleven percent of this was directed toward services for children under age 3.

**IOWA – Shared Visions 2006-2007**

- <sup>1</sup> In addition, 36 programs are offered by Head Start grantees out of 415 total Head Start programs and 14 are offered in child care centers.
- <sup>2</sup> Most programs operate on a school calendar. The average length of day is 4 hours. The average program operates 4.5 days per week. The grantees determine the operating schedule based on funding.
- <sup>3</sup> These children are served through Child Care Wrap-Around Grants.
- <sup>4</sup> Many districts use DIBELS, the Phonetic Awareness Test, or the Basic Reading Inventory.
- <sup>5</sup> A program may enroll 20% of its children based on the secondary risk factors.
- <sup>6</sup> Iowa has several initiatives addressing social-emotional and behavioral concerns as well as providing special education services as soon as possible. *Shared Visions* programs have not expelled children and, as a result, do not have a specific policy.
- <sup>7</sup> Applicants for *Shared Visions* funding are required through their grant applications to address meals and meet the requirements of NAEYC accreditation. Meals are dependent on the hours of operation but are required by NAEYC criteria.
- <sup>8</sup> Although *Shared Visions* does not have specific requirements for screening and referral, applicants are required to address the types of screening and referral that will be provided. All *Shared Visions* programs provide screening and referral for vision, hearing, and health.
- <sup>9</sup> Grantees may use Head Start, TANF or local funds to satisfy the local match requirement.
- <sup>10</sup> Local contributions have exceeded the required amount in recent years.
- <sup>11</sup> Each grantee's funding is dependent on the original budget request. Head Start grantees typically have a higher cost.

**KANSAS – At-Risk Four-Year-Old Children Preschool Program 2006-2007**

- <sup>1</sup> Children funded through the At-Risk Four-Year-Old Children Preschool Program do not receive special education services. Children funded through various programs may be in the same physical classroom. Therefore, children receiving special education services may be in the same classroom as children funded by the At-Risk Four-Year-Old Preschool Program.
- <sup>2</sup> The number of funded days per week is a local decision. The state requires programs to operate 465 hours per year but how those hours are met is a local decision. Typically programs operate 4 or 5 days per week.
- <sup>3</sup> Kansas collects data through a voluntary (teacher level and child level) statewide sample of kindergarten entry skills.
- <sup>4</sup> State-specified risk factors include: having a single parent, academic or developmental delay (not special education), or migrant status. Children must meet at least one of eight criteria.
- <sup>5</sup> A class size of 17-18 and staff:child ratio of 1:10 is recommended, but not required.
- <sup>6</sup> The Kansas Early Learning document was sent out to programs in the spring of 2007. Training on standards began in the fall of 2007.
- <sup>7</sup> Early childhood certification is recommended.
- <sup>8</sup> Data are from a survey of all teachers in the program.

## **KENTUCKY – Kentucky Preschool Program 2006-2007**

- <sup>1</sup> In 2005-2006, there were 176 districts in Kentucky. In 2006-2007, there were 175, as two districts merged. There is an increasing trend for independent districts to work more closely with larger districts.
- <sup>2</sup> This total includes a count of 1,146 supplemental 3-year-olds not initially counted at the fall cut-off date. This group of children is counted on June 15 based on being enrolled after turning 3 later than December 1 and receiving special education services in the preschool program. An additional 1,499 children were served using district funds or tuition, but did not meet program eligibility requirements, and thus are not counted here. Most of those children were 4 years old.
- <sup>3</sup> The state does not collect the number of children at each type of location. An estimated 21,548 children were served in classroom settings; 65 were served in home-based settings, and 443 were served in itinerant programs.
- <sup>4</sup> The special education enrollment total includes the supplemental count of 1,146 3-year-olds with disabilities. Children with special needs receive a higher amount of funds for preschool allocations depending on the severity of the disability. Additionally, the districts receive IDEA Part B funds for support of these children.
- <sup>5</sup> Family Resource Centers may provide extended-day or wrap-around services.
- <sup>6</sup> Children who are diagnosed with a disability are eligible to attend as of their third birthday. At-risk preschool children must be 4 years old on or before October 1.
- <sup>7</sup> Kindergarten-eligible children placed in preschool programs (through the IEP process) are counted as kindergarten students and do not receive preschool funds.
- <sup>8</sup> This is an increase from 2005-2006 when the income eligibility was 130% FPL.
- <sup>9</sup> The income requirement applies to all children with and without disabilities. Approximately 46% of the children enrolled do not have a disability.
- <sup>10</sup> If the district decides to enroll other children who are not eligible, they may do so if there is space. If they decide to charge tuition, they may have a sliding scale (most do not).
- <sup>11</sup> Title III funds for professional development and materials may be used for pre-K services.
- <sup>12</sup> Classrooms of Excellence are required to use the standards and the other documents in the Building a Strong Foundation series.
- <sup>13</sup> Teachers hired as lead teachers before 2004-2005 could hold a CDA or AA in child development. These teachers have been allowed to remain in their current positions, but may not transfer to other districts.
- <sup>14</sup> Preschool rates are set (based on numbers of at-risk children, and using three levels of disabilities) depending on the amount available in the legislative budget.
- <sup>15</sup> The children in enhanced or blended settings could receive established pre-K funding in addition to enhanced Head Start funds.
- <sup>16</sup> There is a state quality rating system for child care, although state-funded prekindergarten programs currently do not participate in this system.
- <sup>17</sup> Programs submit information to the state through performance reports. For all state pre-K programs, child information (e.g., details about screening and follow-up) and parent involvement reports are reviewed.
- <sup>18</sup> Kentucky does not currently use site visits for monitoring purposes but the state is in the process of creating an on-site monitoring system that will be piloted.
- <sup>19</sup> The Kentucky Preschool Evaluation Project showed that children who were further behind at the beginning of preschool made more progress than peers who were doing better at the beginning of preschool. Also, regardless of progress during preschool, preschool participants continue to do as well as peers who were not eligible for the program. In a survey of middle school students who attended the preschool program, those children continued to do as well as (and in some cases, better than) a random group of peers.

## **LOUISIANA – 8(g) Student Enhancement Block Grant Program 2006-2007**

- <sup>1</sup> It is a local decision as to what funding streams are used and or blended to support children receiving special education services.
- <sup>2</sup> In fiscal year 2006-2007, two school districts operated 4 days per week, but were still required to provide 63,720 minutes of instructional time.
- <sup>3</sup> The 8(g) program provides funding for the 6-hour instructional day and no wrap-around/extended-day services. Students served with 8(g) funding may be served in LA4 extended-day services in those districts participating in the LA4 program.
- <sup>4</sup> If a participating LA4 agency is not providing universal access (serving all 4-year-olds in the district), the agency must use screening within the 8(g) selection process to identify those 4-year-olds who are at-risk of being insufficiently ready for school. Priority is given to children from low-income families.
- <sup>5</sup> Beyond the required developmental screening required for those districts not providing universal access, many different eligibility factors could apply. This would be determined at the local level and those specific factors would be listed in the grant application.
- <sup>6</sup> Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, dental, and general physical health screening is determined at the local level. The 8(g) program follows the referral process and policies established by the state Board of Elementary and Secondary Education.
- <sup>7</sup> Many teachers have an MA but the percentage is not known.
- <sup>8</sup> The Board allocated \$15,700,000 for FY 2006-2007 to the 8(g) Student Enhancement Block Grant program. Of that amount, approximately \$14,000,000 was available to public systems to provide pre-K programs for at-risk 4-year-olds. Public systems targeted a total of \$12,494,431 of their available allocations to provide pre-K. The 8(g) Student Enhancement Block Grant allocation for each public system was calculated using a \$75,000 base with a per-pupil amount of \$13.72. The per-pupil amount was based on the prior year October 1st K-12 student count.
- <sup>9</sup> Independent evaluators contracted by the State Board make site visits, interview program administrators, and complete the necessary data collection. Evaluators then rate each project in the areas of design, personnel, participants, activities, evaluation, purpose, objectives, and timeliness of implementation. Programs also receive on-site audits by the State Board's compliance officers at the end of their funding cycles, including a review of both fiscal and programmatic procedures. Evaluator assignments were made in November 2006 and final evaluation reports were submitted to the Board of Elementary and Secondary Education in September 2007.
- <sup>10</sup> The Developing Skills Checklist is used to guide instruction and as a measure of program impact. Portfolios are also used to document student growth.

**LOUISIANA – LA4 and Starting Points Programs 2006-2007**

- <sup>1</sup> One charter school operates a program under its own allocation.
- <sup>2</sup> This enrollment total does not include before/after school enrichment programs. Enrollment figures include: 9,928 LA4 and 135 Starting Points children eligible for free/reduced-price lunch; 408 students served by tuition; and 429 students served by other funding sources.
- <sup>3</sup> Special education supports and services are provided through IDEA funds.
- <sup>4</sup> Most districts offer 5 days, however, a few districts operate a 4-day school week. School days are longer for these programs. A school day is defined as a minimum of 360 minutes of instruction.
- <sup>5</sup> This total represents 1,796 free/reduced-price lunch students and 119 students served through tuition.
- <sup>6</sup> Some 3- and 5-year-old students with special needs receive some services for a portion of the day in the prekindergarten program. This must be indicated on the child's IEP. These students are not counted on the LA4 or Starting Points rolls. There is also a provision in state statute for identified gifted students to enter kindergarten earlier.
- <sup>7</sup> Kindergarten children may participate in some of the activities in the prekindergarten classrooms but are not allowed to enroll in the LA4/Starting Points programs.
- <sup>8</sup> Assessment does not determine program entry, but is used only for classroom planning at kindergarten entry.
- <sup>9</sup> All age-eligible children may enroll in the district (or partial district). Funds are provided only for students receiving free/reduced-price lunch.
- <sup>10</sup> Children who do not meet the income criteria may enroll. Fees are determined locally.
- <sup>11</sup> Districts have the ability to determine the circumstances of expulsion. Expulsion is not recommended.
- <sup>12</sup> All districts offer breakfast, but district schedules determine whether or not breakfast is included in the school day.
- <sup>13</sup> State monitoring or reporting assesses prekindergarten program alignment with the Prekindergarten Grade-Level Expectations.
- <sup>14</sup> Teachers who are only elementary certified must enroll in courses required to add one of the other accepted certifications within three years in order to continue to teach in the LA4 or Starting Points Programs.
- <sup>15</sup> If the school system contracts with a center (child care or Head Start) to provide the services and provides the teacher, then the teacher is paid on the public school salary scale. If the teacher is an employee of the center, salary is determined by the interagency agreement or the center.
- <sup>16</sup> Funding from local sources is not required. However, many districts do provide funding. The average amount of non-required local sources is approximately \$3,500 per student. During the 2006-2007 school year, approximately 600 students were served using local funds.
- <sup>17</sup> Districts were required to maintain the level of Title I prekindergarten funding in the year prior to coming into the LA4 program.
- <sup>18</sup> Districts are provided an allocation of \$5,000 for the 6-hour instructional program and \$1,125 for the before/after school program.
- <sup>19</sup> Head Start programs may participate as subcontractors of the local school district. The amount of funding per child is determined by an interagency agreement between the Head Start Center and the local districts.
- <sup>20</sup> School districts may contract with child care centers with a 3-star or higher rating. Funding is determined through interagency agreement between the school system and the center.
- <sup>21</sup> Technical assistance includes help in developing high-quality programs and information on strengths/recommendations for program improvement.
- <sup>22</sup> Child assessment, demographic, and longitudinal research data have been collected, and reports are available.

**LOUISIANA – Nonpublic Schools Early Childhood Development Program (NSECD) 2006-2007**

- <sup>1</sup> By October 1, 2006, 1,153 out of 1,400 slots were filled. Providers may recruit children year round without a cut-off. The average enrollment was 1,213.
- <sup>2</sup> Some programs operate for an optional summer program when budgets permit.
- <sup>3</sup> The state considers the 10-hour standard program day to be extended, so children who stay for the full day are the ones receiving extended-day services. Some parents opted to pick up their children at dismissal rather than have them stay the extended day but the option was always available to them.
- <sup>4</sup> A child's family must be receiving assistance (e.g., Medicaid, food stamps, disability) or fall below 200% FPL.
- <sup>5</sup> An NSECD student who has not transferred to another NSECD school may be disenrolled after his attendance results in no NSECD program reimbursement for two consecutive months. Future eligibility for the child's enrollment will be dependent upon the parent/guardian making a new application and maintaining the obligations set forth in the Parental Choice Certification document. Disenrollment may allow for subsequent prekindergarten enrollees to be placed in the vacated position.
- <sup>6</sup> The provider must comply with all regulations for reporting classroom attendance and must develop an appropriate intervention plan with parents/guardians of any child having social/emotional issues, chronic absenteeism or chronic tardiness. A meeting with the parent/guardian, prekindergarten teacher, and the resource coordinator determines whether extenuating circumstances or other problems resulted in the irregular attendance, and an intervention plan is developed and implemented.
- <sup>7</sup> Louisiana Medicaid has adopted a Medical Home approach to extend screening and referral services to at-risk children. Because the key is to be sure that NSECD children have such a medical home, every NSECD child's social security number is cross-referenced with Louisiana Medicaid; Medicaid nurses contact and, when appropriate, recruit the parents of NSECD children to be sure that they have been given the opportunity to have appropriate health screening.
- <sup>8</sup> All teachers must have an SAT score of 1030 or ACT score of 22 or pass the Praxis I exam. Incumbent or new NSECD teachers must be certified in early childhood or working toward certification; those who are not already state certified must have passed the Praxis I and taken all prerequisites to enroll in a PK-3 or Early Interventionist alternate certification program by June 2006, be enrolled by January 2007, and agree to work toward meeting these requirements. They must be continually enrolled and complete certification requirements within three years after their NSECD teacher hire date in order to continue qualifying as an NSECD teacher.
- <sup>9</sup> Assistant teachers must be working toward and enrolled in a CDA program or associate's degree level early childhood education program. New hires have two years to complete a CDA or AA in ECE. Current teachers have until 2009 to meet this requirement.
- <sup>10</sup> Nonpublic providers must compete with public school salaries and benefits in order to recruit and retain professional staff that adhere to NSECD standards.
- <sup>11</sup> Nonpublic and charter schools must be licensed by the Louisiana Department of Education and adhere to program standards.
- <sup>12</sup> Nonpublic sponsored Head Start programs are welcome to but do not currently participate in NSECD.
- <sup>13</sup> The NSECD end-of-year report includes details about budgets, field trips, continuing education, collaboration, support services, and other compliance requirements. These reports are used for the purpose of data analysis and cost/benefit correlative research and must be submitted to the Governor's Office of Community Programs by June 15.
- <sup>14</sup> NSECD students are tested using the same Developing Skills Checklist pre- and post-testing methodology that is used for public pre-K, and assessed by the same third party using the same methodology.

## MAINE – Two-Year Kindergarten Program 2006-2007

- <sup>1</sup> For 2006-2007 there were 110 individual programs. There are 545 elementary schools in Maine. Programs are approved on an individual school basis. Maine will be consolidating school districts over the next two years, with a target of 80 School Administrative Units.
- <sup>2</sup> Other settings include a school-owned community building that houses only a 4-year-old program and a Boys and Girls Club that includes a child care program. Some children counted as served in a public school location attend a child care center located within the school setting that integrates the 4-year-old program within its day. Other programs are partnered with Head Start within an elementary school setting. In some instances, a community agency is subcontracted to run the program in the public school setting.
- <sup>3</sup> Other funds (IDEA) pay for supporting special services beyond those funded by state prekindergarten.
- <sup>4</sup> Programs must operate a minimum of 10 hours/week to receive the per-pupil subsidy. Some districts provide a full school day, some a part day, and some offer the program within a longer child care day. Programs that operate within a child care setting can offer care on a year-round basis.
- <sup>5</sup> There is no cut-off date determined by state statute. Some schools focus on providing space to serve all 4-year-olds before serving school age 5-year-olds in preschool.
- <sup>6</sup> These children are eligible to enroll in a 4-year-old program and continue receiving services through IDEA Part B based on local school district policy.
- <sup>7</sup> As part of their Comprehensive Education Plan, all districts are required to administer screenings to identify students who may be exceptional or at risk of school failure. Some districts may choose to administer screenings that gather extra data.
- <sup>8</sup> Although state policy allows all children in districts offering the program to enroll, some districts do not have enough slots to serve all eligible children. In these cases, schools use a first-come, first-serve policy, a lottery, or risk factors to determine eligibility.
- <sup>9</sup> Districts may create a list of risk factors to use as criteria for enrollment, though only a small percentage of schools do this. It is a local district decision and they are asked to have a plan to increase enrollment to provide access for all eligible children. Some programs partner with Head Start and a certain percent of enrolled children meet Head Start eligibility guidelines.
- <sup>10</sup> Maine education statute for all students specifies that children may be expelled, under certain conditions and after due process proceedings, to ensure “the peace and usefulness of the school.”
- <sup>11</sup> Maine is working on standards that will mirror NAEYC recommendations.
- <sup>12</sup> Pre-K programs that partner with Head Start are required to follow Head Start requirements. While not required, most programs offer a snack and others offer either breakfast or lunch.
- <sup>13</sup> As of 2007-2008, programs are required to use the Early Childhood Learning Guidelines to inform curriculum practice.
- <sup>14</sup> Beginning with the 2007-2008 school year, the requirement changed, and teachers must now have the state’s new Birth-Five endorsement.
- <sup>15</sup> Teachers employed by a community agency are paid on that agency’s salary scale even if the program is physically located in a public school.
- <sup>16</sup> In addition to the subsidy specific to 4-year-old programs, there are weighted funds for pre-K to grade 2, allocated as a sum total for pre-K to grade 2. There is no way to break out spending particular to only 4-year-olds. The amount for fiscal year 2007 was: \$11,599,943 state share, \$10,493,176 local share, and \$22,093,119, total pre-K through grade 2 weighted allocation. A school could also choose to use Title I; Title V; Title I Part C; Title II; IDEA Part B, 611, or 619; or Federal Impact Aid Funds to help support a public preschool program.
- <sup>17</sup> State aid includes a combination of state and local funds.
- <sup>18</sup> In addition to a per-pupil subsidy, Maine has a ‘weighted fund’ formula for pre-K-grade 2. Districts receive varying amounts of per-pupil allocation based on the state aid funding formula.
- <sup>19</sup> Schools must meet all the requirements of basic school approval. Those requirements include a school comprehensive education plan with information about how some monitoring activities are implemented.
- <sup>20</sup> There is a program approval application that asks for specific information about program implementation, coordination, collaboration, enrollment criteria, quality standards, and budget information. As part of their comprehensive education plan (CEP), each school administrative unit must make professional support available for teachers and administrators. The CEP addresses student services, identifying children at risk, school organization, development and review of curriculum aligned with the Maine Learning Results, a local assessment system, personnel areas, staff evaluation and development, technology use, and school facilities needs. This is an overall framework of accountability for school districts.

## MARYLAND – Prekindergarten Program 2006-2007

- <sup>1</sup> The enrollment total includes 3- and 4-year-olds participating in the Judith P. Hoyer Early Care and Education Enhancement Program.
- <sup>2</sup> All children enrolled in the Maryland Prekindergarten Program attend programs operated by local education agencies that are considered part of state regulation and fall under the Bridge to Excellence in Public Schools Act requirement.
- <sup>3</sup> Special education is paid for by pre-K funds for children in inclusive settings in the Maryland Prekindergarten Program.
- <sup>4</sup> Local Boards of Education have established regulations for early admission to prekindergarten.
- <sup>5</sup> Local Boards of Education may grant waivers on a case-by-case basis.
- <sup>6</sup> Remaining slots are filled by enrolling 4-year-old applicants who are not from families with economically disadvantaged backgrounds but who represent a student population that exhibits a lack of readiness in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, physical education, or health education.
- <sup>7</sup> By policy, 3-year-olds are not eligible, but state child care regulations require a maximum class size of 24 and a staff-child ratio of 1:10.
- <sup>8</sup> Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children.
- <sup>9</sup> All pre-K programs are required to adopt or align a local school system curriculum with Maryland content standards, indicators, and objectives that are identified in the Maryland Model for School Readiness Framework and Standards for Pre-K/Voluntary State Curriculum for Pre-K.
- <sup>10</sup> Scholarship programs are available through the Maryland Higher Education Commission. Mentors and literacy coaches are supplied by local school systems.
- <sup>11</sup> The mandate to provide services requires local spending as necessary to serve enrolled children.
- <sup>12</sup> There are two components to the state aid formula: base-level funding that has increased gradually over time, and compensatory education funding. Localities must contribute additional funds as needed to provide required services.
- <sup>13</sup> Local Boards of Education are accountable for meeting standards and for reviewing all program records.
- <sup>14</sup> Local Boards of Education must provide annual updates regarding prekindergarten for their comprehensive master plan.
- <sup>15</sup> The Maryland Department of Education reviews and approves programmatic strategies for improving prekindergarten and providing program support in terms of professional development and technical assistance.
- <sup>16</sup> The longitudinal study of the Extended Elementary Education Program (EEEEP) was conducted in 1994. Beginning in 2001, children matriculating from pre-K to kindergarten are assessed using the Maryland Model for School Readiness (MMSR) kindergarten assessment. The assessment uses a modified Work Sampling System for the domains of Social and Personal Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, The Arts, and Physical Development and Health.

**MASSACHUSETTS – Universal Pre-Kindergarten (UPK) and Preschool Direct 2006-2007**

- <sup>1</sup> Programs that receive Preschool Direct funding may operate 2.5 to 10 hours per day, 2 to 5 days per week, 9 to 12 months a year. At least one-third of the children served through Preschool Direct statewide must be served in full-day, full-year programs. (The percentage of Preschool Direct children participating in full-day, full-year programs is high.) UPK quality grantees are required to provide or facilitate access to full-day and full-year programs.
- <sup>2</sup> Preschool Direct funds may be used to provide wrap around/extended day at Head Start or public school programs. UPK funds can be used to extend the hours of operation or support full-day, full-year services.
- <sup>3</sup> Children are no longer eligible for prekindergarten when they are age eligible to enter kindergarten in the city/town in which they live. Districts determine kindergarten age eligibility.
- <sup>4</sup> Children with special needs can remain in the program longer, based on a state-approved waiver.
- <sup>5</sup> Income limitations for the Preschool Direct grants apply to all children except those in legal custody of grandparents or other adult guardians, foster children, and children served with the portion of funding targeted to at-risk families.
- <sup>6</sup> Any child may participate in a program that receives UPK quality grant funding.
- <sup>7</sup> Children must meet at least one of the eligibility criteria in order to qualify for funding from the Preschool Direct program.
- <sup>8</sup> For children subsidized by Preschool Direct grants, income is assessed at the beginning of the program year and enrollment is guaranteed for the entire preschool program year.
- <sup>9</sup> Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide 2 meals and 2 snacks. Programs or parents may provide snacks.
- <sup>10</sup> Preschool Direct program standards require programs to have a plan for referring families to dental, vision, and hearing screenings, public school preschool screening, mental health, educational, and medical services. However, all LEAs are required to provide screenings under "child find" and evaluation upon referrals for all 3-, 4-, and 5-year-olds.
- <sup>11</sup> When possible, communication with parents is translated or interpreted.
- <sup>12</sup> Nonpublic school teachers must be certified by the Department of Early Education and Care (EEC). Teachers must either be 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development. Family child care providers receiving Preschool Direct funds must have or acquire a CDA, AA, BA or NAFCC accreditation. Nonpublic teachers in Preschool Direct-funded classrooms must hold an AA by 2010 and a BA by 2017. All classrooms funded through the UPK quality program must have at least one BA teacher or be accredited by NAEYC or NAFCC (with CDA substitute for a NAFCC accreditation).
- <sup>13</sup> All teachers must meet either EEC or public school education/experience qualifications in order to teach in an early education setting.
- <sup>14</sup> Some communities pay for courses for teachers who work in programs that receive Preschool Direct funding. EEC administers a professional development program for early educators, and in conjunction with the Board of Higher Education, provides financial assistance for early childhood practitioners pursuing college degrees.
- <sup>15</sup> Of the total spending, \$66,856,767 went to Preschool Direct and \$4,638,739 went to UPK.
- <sup>16</sup> EEC is currently developing a quality rating system for implementation in the 2008-2009 program year.
- <sup>17</sup> EEC conducts regular monitoring of fiscal and programmatic practices at the lead agency level. These include semi-annual data reports and an extensive annual grant review application process. Individual program monitoring is handled at the local level. Programs funded through the UPK quality grants are subject to annual reauthorization and monitoring to assure adherence to program standards. Additionally, all UPK quality programs must submit child-level assessment data twice annually. All licensed programs, regardless of funding source, receive regular licensing monitoring visits from EEC.
- <sup>18</sup> For programs funded through Preschool Direct grants, local lead agencies conduct the record reviews of the grantee programs. For programs funded through the UPK quality program, EEC directly collects information on staff qualifications, child information, child assessment, and program curriculum. All EEC-funded programs are subject to periodic financial reviews and all licensed programs receive routine site visits by EEC staff to verify that health and safety standards are met.

## MICHIGAN – School Readiness Program 2006-2007

- <sup>1</sup> Charter schools must get their charters altered to be able to apply for MSRP. Some charter schools are high schools. Sixty-four non-school district non-profit agencies also competed successfully for grants.
- <sup>2</sup> Almost all traditional local K-12 school districts with a sufficient number of at-risk 4-year-olds participate.
- <sup>3</sup> The enrollment figure represents the number of children that districts and agencies planned to serve in their applications. Enrollment may seem to be decreasing, although total funding for the program increased. This is because 3,896 of the children were served in 2006-2007 with full-day programs (using two slots). Also, \$4,930,200 (representing services to possibly 1,494 additional 4-year-olds) was used at local district discretion for a parenting education option serving parents or guardians of children birth through age 5. The total available funding was for 27,530 half-day slots at \$3,300/slot.
- <sup>4</sup> The number of children receiving special education is not an unduplicated count. Children may be enrolled in MSRP, which covers the basic cost of their preschool education, and then receive special education services from IDEA federal funds and state and local education funds. However, children who received special education funds to cover the basic costs of their classroom program cannot be enrolled in MSRP classrooms.
- <sup>5</sup> School-day programs operate on the same schedule as a district's first grade program.
- <sup>6</sup> Districts may enroll children in kindergarten who are not yet 5 by December 1 without state funding.
- <sup>7</sup> While there is no statewide instrument, many districts have developed or adopted their own instruments. Children may not be denied entrance to regular kindergarten programs unless they are eligible for special education programs, based on entry assessment. There is a proposal to sample children's development at kindergarten entry but it has not been implemented.
- <sup>8</sup> The State Board of Education has identified 25 personal, familial, or environmental factors that put children at-risk of school failure. The list of factors is being revised to indicate that a deployed parent is reasonable under parental loss or lack of a stable support system. Grantees may choose to prioritize enrollment based on local risk factors, but each child must exhibit two of the specified factors. Factor #25 is "other," which can be used when there is one factor and suspicion of others or locally-determined priorities. Examples of additional state-specified risk factors include: language deficiency, destructive or violent temperament, lack of a stable support system, and housing in a rural or segregated area.
- <sup>9</sup> Very few children are expelled. A few children are referred to special education for a more intense program with a lower class size and specific therapies.
- <sup>10</sup> Part-day programs must provide at least a snack and are encouraged to provide breakfast or lunch, but must extend the day to three hours if providing a full meal. School-day programs must provide lunch and two snacks or breakfast, lunch and one snack. Meals must be free to families and they cannot be asked to provide the meals.
- <sup>11</sup> Each grantee must join an advisory committee that has various requirements, including to "review the health screening program for all participants" and to "review the mechanisms in place for the referral of families to community social service agencies, as appropriate." MSRP funding is not sufficient to require that the programs conduct the health screening themselves, but they must have on file a form for each child completed by medical personnel that includes vision, hearing, general health and date of last dental appointment. Then they are expected to refer children who need further support. The standards also require that programs address the need for mental, oral, physical health, and fitness of children. They are required to "periodically review and update health records," and "provide information and referral for parents of children to health care partners for preventive and primary health and mental health care needs and coverage."
- <sup>12</sup> The standards require that program policies and procedures promote support and respect for the home language, culture and family composition of each child. It is preferable to hire at least some staff who speak each child's home language, but if that is impossible, then staff are expected to learn key words from the child's home language and English equivalents and to provide translators or other ways to communicate with parents.
- <sup>13</sup> Programs are required to assess children's progress utilizing instruments that address the standards. Michigan Department of Education staff focused on child assessment last year, aligning MSRP and Early Childhood Special Education (ECSE) assessment guidelines and guidance. MSRP staff reviewed grantee plans to promote use of appropriate assessment of children's progress in meeting the early learning expectations.
- <sup>14</sup> An associate's degree plus a CDA is no longer acceptable. Programs that cannot meet the new BA requirements are considered "out of compliance" and must file a plan for the person to become compliant.
- <sup>15</sup> Options for the associate teacher are: CDA, or equivalent as approved by the State Board of Education, or an associate's degree in early childhood education/child development. If a suitable person cannot be hired, someone can start and be "out of compliance," but must have completed at least one course in child development and have a plan to complete the requirements in two years.
- <sup>16</sup> Fifty-nine percent of MSRP teachers are paid on the teacher salary scale.
- <sup>17</sup> The total spending figure does not include state administrative funding, nor does it include the \$300,000 spent on the evaluation. It also does not include funds districts may have carried over from the previous year. MSRP does not collect any data on funds spent locally other than state funds, although most districts do need to supplement state funding.
- <sup>18</sup> For districts, there is a categorical funding formula in the state school aid act that determines the number of slots. For competitive agencies, there is a cap on slots for any agency. Each slot is worth \$3,300.
- <sup>19</sup> Programs are not allowed to charge for space, so a local match is at least used for providing space.
- <sup>20</sup> MSRP collects program self-assessments and aggregated data on child assessments for program improvement purposes. The state collects data electronically about programs and their improvement plans, but is limited in the ability to do on-site monitoring. Competitive agencies receive site visits once per 3-year funding cycle, but site visits are much more limited for school district programs.
- <sup>21</sup> MSRP provides technical assistance based on electronic program plans. The monitoring report of the Program Quality Assessment (developed by High/Scope to match the program standards) is used for the competitive agencies as part of the funding process.
- <sup>22</sup> Michigan participated in NIEER's multistate evaluation and has a long-standing longitudinal evaluation conducted by the High/Scope Educational Research Foundation. The state continues to monitor and improve data collection and program implementation based on annual reports. Program quality data is evaluated annually. Program evaluation is funded by the state.
- <sup>23</sup> MSRP requires tools that assess children according to the Early Learning Expectations.

**MINNESOTA – Minnesota Head Start 2006-2007**

- <sup>1</sup> State Head Start funding is allocated by statute to all federally designated Head Start grantees in Minnesota. This includes one school district, seven tribal governments, and 28 private, nonprofit agencies, each serving one or more counties.
- <sup>2</sup> The age breakdown is an estimate based on the PIR number of state-funded children served by age as of September 1, 2006.
- <sup>3</sup> Early Childhood Special Education and other locally identified funds, especially through Inter-Agency Early Intervention Councils, are combined with Head Start funds to serve children eligible for special education.
- <sup>4</sup> Programs must comply with federal Head Start requirements of at least 3.5 hours per day, 4 days per week, 32 weeks per year, which is the most common operating schedule.
- <sup>5</sup> Minnesota Head Start Programs may, with state approval, use Head Start funds to offer wrap-around/extended-day services, but the extended hours are primarily supported with non-Head Start funds.
- <sup>6</sup> Minnesota does a random sample study at kindergarten entrance of approximately 6,000 children.
- <sup>7</sup> The Minnesota Head Start program must follow federal regulations. At least 10% of a program's enrollment must be available to children with disabilities and up to 10% of the enrolled children may come from "over-income" families but these two provisions are not directly related.
- <sup>8</sup> Either income or another type of risk factor is used to determine eligibility. In addition to eligibility factors and enrollment priorities specified at the federal level, local programs may identify other risk factors approved by the Parent Policy Council to select which children and families are most in need of Head Start services.
- <sup>9</sup> Program eligibility and priority for enrollment must be reassessed every two years or when transitioning from Early Head Start to Head Start. Eligibility and priority for enrollment may be reassessed when significant changes in circumstances are apparent. Once determined eligible, children and families are generally allowed to complete the program year. If family circumstances have changed substantially, a program is expected to make a judgment about whether another child from the waiting list may substantially benefit more from program services. In most cases a program will continue services through the remainder of the school year but will not re-enroll a child the following year.
- <sup>10</sup> State statute requires programs to follow federal regulations for Head Start, which prohibit expulsion.
- <sup>11</sup> Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide one-half to two-thirds of their daily nutritional needs.
- <sup>12</sup> A translator is required if at least 50% of children in the class speak a language other than English.
- <sup>13</sup> Programs must comply with the Head Start Act, which requires that at least 50% of all Head Start teachers nationwide in center-based programs have at least an AA in a field related to ECE, with experience teaching preschoolers. The majority of teachers employed in Minnesota Head Start programs have at least an AA and a certificate, licensure, or endorsement in preschool education.
- <sup>14</sup> Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as a high school diploma, 12 quarter units in early childhood or a related field, or 2,080 hours of experience.
- <sup>15</sup> Union provisions may require Head Start teachers in programs operated by a public school to be paid on public school salary scale.
- <sup>16</sup> Federally designated Head Start grantees include specified nonprofit corporations, school districts, and tribal governments.
- <sup>17</sup> Head Start grantees can subcontract with any appropriate provider of health, education, nutrition, and social services.
- <sup>18</sup> State per-child funding is consistent with the federal per-child funding that each program receives. This amount ranges from \$5,800 to \$8,800 for Head Start programs serving 3- and 4-year-olds in Minnesota.

**MISSOURI – Missouri Preschool Project (MPP) 2006-2007**

- <sup>1</sup> School-day programs operate 6.5 hours per day. Part-day programs operate two separate 3-hour sessions per day.
- <sup>2</sup> Programs operate on either a school year or full calendar year schedule.
- <sup>3</sup> Programs may determine additional eligibility criteria as needed.
- <sup>4</sup> Free/reduced-price lunch, Department of Social Services subsidy eligibility, or other locally determined scales are used.
- <sup>5</sup> Students would not become ineligible but fees could change.
- <sup>6</sup> Child care licensing requires full-day programs to offer lunch and two snacks or breakfast, lunch and snack, and half-day programs to offer morning and afternoon snacks.
- <sup>7</sup> MPP programs partner with Parents as Teachers to provide screenings. Parents as Teachers provides screening and referral for children 6 months old to kindergarten entry.
- <sup>8</sup> Funding is decreased for programs that are not accredited or fail to maintain accreditation, and programs are no longer eligible for funding after 4 years if they do not attain or maintain accreditation.
- <sup>9</sup> Teachers in private and nonprofit programs started before fiscal year 2006 could have an associate's degree, one-year certificate of proficiency, or a Child Development Associate. They must continue their education through the T.E.A.C.H. Missouri scholarship program.
- <sup>10</sup> Programs not located in public schools are encouraged to pay at the public school salary scale level.
- <sup>11</sup> Site visits by staff are prioritized based on greatest need as determined by consultant referral, ECERS-R scores, concerns from other agencies, or during school accreditation.



## NEBRASKA – Early Childhood Education Grant Program 2006-2007

- <sup>1</sup> Local programs are expected to be collaborative. The Nebraska Department of Education (NDE) works with the state Head Start Collaboration Office (housed within NDE) and the state Department of Health and Human Services to facilitate local partnerships.
- <sup>2</sup> Special education funds plus state grant funds and other matches are used. In collaborative classrooms, funding may come from Head Start, Title I, or special education.
- <sup>3</sup> Part-day programs are required to operate a minimum of 3.5 hours per day. Full-day programs must operate a minimum of 6 hours per day, but most operate 10 hours per day. A minimum of 4 days per week is required. Most programs are school year, with some calendar year programs.
- <sup>4</sup> NDE continued to fund the six infant/toddler programs previously funded; however, new grants awarded for 2006-2007 were for programs targeting at-risk 4-year-olds. Programs were encouraged to have a mixed-age program of 3- and 4-year-olds.
- <sup>5</sup> Nebraska public schools are required to offer kindergarten and to accept kindergarten age-eligible children. However, the compulsory attendance age is age 6 by January 1.
- <sup>6</sup> NDE prohibits screening/assessment to determine entry to kindergarten.
- <sup>7</sup> The ECE Grant Program currently targets 4-year-olds who meet “at-risk” criteria, with the expectation that the classroom population represents community demographics. The program is not intended to create a categorical program for the at-risk population.
- <sup>8</sup> The assumption is that the prekindergarten population would mirror the public school data, which reports that 35% of the student population is eligible for free or reduced-price lunch.
- <sup>9</sup> Effective August 2007, all school-based and grant programs are required to provide meals and/or snacks in accordance with the requirements of the USDA Child Nutrition Program.
- <sup>10</sup> The program is expected to facilitate access to comprehensive services but is not required to be the direct provider of the services. As such, the services are typically provided by one of the collaborating partners.
- <sup>11</sup> Translators or bilingual staff must be in the classroom if the majority of the children do not speak English. If there is a minority of children who do not speak English, the program must have someone available to call upon to provide translation.
- <sup>12</sup> Home visits may take place in a location other than the home, if mutually agreed upon.
- <sup>13</sup> Programs are highly encouraged to align practices with Early Learning Guidelines (ELG). Grant applicants are required annually to report how the ELG are used in program planning and implementation.
- <sup>14</sup> T.E.A.C.H. scholarships support pre-service education, which helps to increase the pool of eligible applicants.
- <sup>15</sup> The state budget allocation for the ECE Grant Program is determined by the legislature and governor bi-annually, with annual reconsideration.
- <sup>16</sup> Fifty percent of the total program operating budget must be provided locally. This means the local program must provide a 100% match to the grant.
- <sup>17</sup> Fall evaluation visits are conducted by an external, trained observer, with the follow-up visit in the spring if ECERS scores fall below the state-identified level in any of the areas.
- <sup>18</sup> NDE staff assist programs in planning to meet their needs. NDE and the Early Childhood Training Center provide or assist in arranging staff development.
- <sup>19</sup> The ECE Grant Program is evaluated annually. Statute requires an evaluation report to the state legislature bi-annually; however, NDE provides the report annually. The report includes evaluation of program quality using the ECERS and ELLCO, and child outcomes based on fall and spring data using High/Scope COR or Creative Curriculum Developmental Continuum. In addition, programs are financially supported to achieve national NAEYC accreditation and accredited programs are identified in the annual evaluation.

## NEVADA – Early Childhood Education Comprehensive Plan 2006-2007

- <sup>1</sup> The counts of children served in each age group are from a duplicated count of all children served during the school year, and do not total the December 15 enrollment figure of 949. A total of 1,073 children enrolled and participated in services at some point during the 2006-2007 school year, including 903 4-year-olds, 158 3-year-olds, 12 children under age 3, and one child for whom age data was not available.
- <sup>2</sup> This is based on the duplicated enrollment count of 1,073 children.
- <sup>3</sup> There were 105 students who had IEPs upon enrollment and 132 students who had IEPs upon exit. Often, special education services are provided by an ECSE teacher (and, as appropriate, related service providers such as physical therapists, occupational therapists, or speech/language pathologist) in the pre-K classroom.
- <sup>4</sup> Typically, programs operate 2.5 to 3 hours/day, 4 to 5 days/week.
- <sup>5</sup> All programs must indicate that there is a need for pre-K services in their community. Typically, programs define the need in their communities by low-income or ELL status.
- <sup>6</sup> Through the competitive grant process, programs provide a detailed description of their ECE program, which must be based on best practices (supported by research). Programs that anticipate or target ELL students and families provide services that support that population while ensuring program goals and objectives are achieved.
- <sup>7</sup> Parent conferences (although not required) are offered by most of the programs as part of their parent involvement activities.
- <sup>8</sup> Teachers hired by former Classroom on Wheels programs by 2003-2004 were grandfathered in and do not have to meet these requirements currently but are expected to work toward meeting them.
- <sup>9</sup> One teacher has a Ph.D. Additionally, even though at a minimum a BA is required, six teachers were “grandfathered” in so as not to jeopardize their employment status.
- <sup>10</sup> This figure reflects the amount the legislature allocated toward competitive grants to initiate or expand pre-K programs and does not include all costs of implementing the state pre-K initiative, especially as they relate to costs such as facilities or how much other programs such as Title I or childcare subsidies off-set costs.
- <sup>11</sup> One program was the fiscal agent for programs following the COW model and distributed the funding to the various sites.
- <sup>12</sup> Once a year, each program is visited and each classroom model is visited. If the same model is replicated in different sites, then only one site of that model is visited. A web-based data collection site is used on an ongoing basis and contains all program and participant data; there are specific “check-point” dates (January 15 and June 15) where all programs are asked to have all the data entered into the system.
- <sup>13</sup> Monitoring may indicate that mentoring would assist a site in meeting program goals, e.g., an existing site already successful in that area would assist the struggling site so that they could improve and meet their goals. Sites are required to use program outcome and other data to create program improvement plans. These plans, including details about progress, are submitted twice a year.
- <sup>14</sup> Nevada has conducted (and continues to conduct) an annual evaluation since the inception of the program and added a longitudinal component beginning in 2004-2005. The annual evaluation looks at the performance of the programs relative to the established outcome indicators. The longitudinal evaluation looks at the performance of past pre-K participants throughout their elementary careers.
- <sup>15</sup> Programs are required to use the PPVT-III and the EOWPVT as part of the program evaluation. In addition, programs must report what other assessments they use in order to inform instruction and determine the developmental levels of their students. Programs are allowed to determine these additional assessments.

**NEW JERSEY – Abbott Preschool Program 2006-2007**

- <sup>1</sup> The Head Start Collaboration Office works with the DOE and Department Human Services (DHS) on the preschool initiative, but does not have administrative authority. DHS oversees the wrap-around initiative and the Department of Children and Families oversees licensing for private preschool providers.
- <sup>2</sup> School districts oversee their own program as well as programs operating in any contracting private preschool provider.
- <sup>3</sup> Only designated "Abbott" districts receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate.
- <sup>4</sup> Special education students are not included in the enrollment count.
- <sup>5</sup> Head Start, faith-based providers, and family child care homes (if any) are all considered private providers.
- <sup>6</sup> This is a Department of Education estimate.
- <sup>7</sup> Districts attempt to track whether students have moved from the district. If a student is no longer a resident of the district, he/she is not longer eligible to participate in the program.
- <sup>8</sup> Teachers who worked in center-based programs before the degree requirement was implemented had until September 2006 to meet the requirement.
- <sup>9</sup> Other endorsements (N-8 and N-K, which are being phased-out) cover teachers for preschool through grade eight and preschool through kindergarten, respectively.
- <sup>10</sup> In November of 2005, 0.2% held less than a BA. All were required to hold BA by September 2006.
- <sup>11</sup> Information on teacher assistant experience, education, and credentials is currently being collected across Abbott districts in an attempt to work toward requiring certification.
- <sup>12</sup> This is a DOE estimate based on actual enrollment and budget data, and includes only DOE funding.
- <sup>13</sup> State funds are used to supplement existing Head Start funds to increase program quality.
- <sup>14</sup> Targeted professional development/resources may be directed toward districts with financial or program issues. Individualized support is provided to districts based on monitoring information.
- <sup>15</sup> The statewide program is evaluated for quality and child outcomes on an ongoing basis.

**NEW JERSEY – Non-Abbott Early Childhood Program Aid (ECPA) 2006-2007**

- <sup>1</sup> The Head Start Collaboration Office works with the DOE and the Department of Human Services on the preschool initiative, but does not have administrative authority over the program. The Department of Children and Families oversees licensing for private preschool providers.
- <sup>2</sup> School districts oversee their own program as well as programs operating in any contracting private preschool provider.
- <sup>3</sup> Only districts where 20% to 40% of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day kindergarten to all age-eligible children and either half- or full-day preschool to all 4-year-olds.
- <sup>4</sup> Special education students are not included in this count.
- <sup>5</sup> Head Start, faith-based programs, and family child care homes (if any) are all considered private providers.
- <sup>6</sup> Districts attempt to track whether students have moved from the district. If a student is no longer a resident of the district, he/she is not longer eligible to participate in the program.
- <sup>7</sup> Meals are required in full-day programs.
- <sup>8</sup> Other endorsements (N-8 and N-K, which are being phased-out) cover teachers for preschool through grade eight and preschool through kindergarten, respectively.
- <sup>9</sup> Funding for non-Abbott ECPA districts has been frozen for several years. Only DOE funding is included in the spending total.
- <sup>10</sup> Site visits to all programs are also conducted every seven years by county specialists (certain aspects of the Quality Assurance Annual Report are reviewed annually). Program records including operational plans, enrollment projections, and budget projections are reviewed annually.
- <sup>11</sup> Targeted professional development/resources may be directed toward districts with financial or program issues. The state uses information collected from monitoring to target professional development to administrative staff of ECPA districts.

**NEW JERSEY – Early Launch to Learning Initiative (ELLI) 2006-2007**

- <sup>1</sup> The Department of Children and Families oversees licensing for private preschool providers.
- <sup>2</sup> School districts oversee their own program as well as programs operating in any contracting private preschool provider.
- <sup>3</sup> ELLI funding must be used for low-income, general education students. Students receiving special education services must be included in classrooms with ELLI students, but also must be funded through other resources.
- <sup>4</sup> However, state policy does not preclude a student from being enrolled as a non-ELLI preschooler if the child has an IEP specifying that this is necessary.
- <sup>5</sup> Students must be eligible for free/reduced-price lunch. However, districts may make a case for other students in unusual/extenuating circumstances. Those circumstances are not specified, but rather evaluated on a case-by-case basis.
- <sup>6</sup> There is an income cutoff, except in cases where the district argues that the student has extenuating circumstances for eligibility.
- <sup>7</sup> Students funded through ELLI may not be charged a fee for the program. However, non-ECPA districts participating in the program have the option to assess fees to students who are not funded by ELLI or special education.
- <sup>8</sup> Full-day programs must offer breakfast and lunch.
- <sup>9</sup> Other endorsements (N-8 and N-K, which are being phased-out) cover teachers for preschool through grade eight and preschool through kindergarten, respectively.
- <sup>10</sup> Districts are required to blend funding from special education, local resources, and tuition (if allowable) to fund preschoolers who are not already funded by the ELLI program. Those students must be included in classrooms with ELLI-funded students.
- <sup>11</sup> Funding is based on a set per-pupil amount depending upon the length of the program day.
- <sup>12</sup> Special education and local funding/tuition must be used to fund the rest of the program.
- <sup>13</sup> Technical assistance helps adjust applications to meet standards and helps districts collaborate on professional development activities. Mentoring is used by the DOE to determine the areas of professional development needed.

## NEW MEXICO – Child Development Program 2006-2007

- <sup>1</sup> Most programs operate 5 days per week. Center-based programs operate full-day, full-year and two rural school districts operate 4 full days per week for a 9-month period. School districts operate on the school calendar and other programs operate for a full year.
- <sup>2</sup> Children are eligible from birth if the program elects to serve infants and toddlers. Some programs serve children ages 3 to 5 and others offer infant and toddler care.
- <sup>3</sup> All age-eligible children are able to enroll. Each program handles its prioritization and waiting lists according to their own policy. The state does not have a mandated prioritization policy.
- <sup>4</sup> Maximum class size is determined by square footage of the individual classroom. Accredited programs must adhere to specific accreditation standards for classroom size.
- <sup>5</sup> New Mexico Child Care Licensing Regulations require a teacher to child ratio of 1:12. Accredited programs must adhere to accreditation standards for staff-child ratio. For example, NAEYC requires a ratio of 1:10.
- <sup>6</sup> At least one meal and one snack are required for programs serving 3- and 4-year-olds. Infants are fed on an on-demand schedule. Toddlers are served a meal and snack, as required for 3- and 4-year-olds.
- <sup>7</sup> These are contractual requirements for programs.
- <sup>8</sup> Comprehensive early learning standards were introduced in 2005. These standards are used by the New Mexico Pre-K initiative but not by the Child Development Program. The Child Development Program is contractually obligated to use New Mexico's Best Practices: Essential Elements of Quality, but this document does not contain early learning standards.
- <sup>9</sup> Total spending is \$1,585,461 and includes home-visiting programs and neo-natal intensive care unit follow-up for families. The total for center-based services is \$1,413,666, including \$92,060 in TANF MOE funds.
- <sup>10</sup> This is a contractual requirement for programs, which also must participate in extensive training on the use of the tool.

## NEW MEXICO – New Mexico PreK 2006-2007

- <sup>1</sup> The Office of Educational Accountability in the Department of Finance and Administration conducts by contract a statewide evaluation on an annual basis.
- <sup>2</sup> Information on home language is available only by self report. There were 523 children with a reported home language other than English: 1 Apache, 6 Korean, 14 Navajo, 497 Spanish, and 5 Vietnamese.
- <sup>3</sup> Of the 1,097 children reported as being served in public schools, 154 were served in Head Start settings through contracts with public school districts.
- <sup>4</sup> Children who receive special education ancillary services only may attend pre-K. Children in special education center-based programs are supported entirely by other funds.
- <sup>5</sup> Programs are required to provide 540 hours of service per year. The most common operating schedule is 5 days per week.
- <sup>6</sup> The most common sources of support for extended-day services are parent pay, child care subsidies, or in some cases public school funding from other sources.
- <sup>7</sup> Sixty-six percent of the children attending each program must live within the attendance zone of a Title I elementary school. Priority funding is given to programs feeding into schools with the highest percentages of children failing to meet the NCLB Adequate Yearly Progress proficiency requirements in math and reading.
- <sup>8</sup> If operating more than 3.5 hours per day, programs must also offer a meal. While not required, all programs provide either breakfast and/or lunch in addition to a snack.
- <sup>9</sup> Program standards state: "To the extent possible, programs serving children and families who do not speak English or who are English Language Learners have adults working in the classroom that speak the language of the child and family." The New Mexico Early Learning Outcomes and Observational Assessment tools are provided in Spanish to the programs.
- <sup>10</sup> A 45-hour entry-level early care and education certificate is required for licensed providers. Currently, lead teachers in public school settings may work in pre-K with elementary school (K-8) licensure while receiving additional training and coursework in early childhood education. The lead teacher must hold a New Mexico Early Childhood Teacher License: Birth through Third Grade within five years of beginning work with a New Mexico PreK program. Programs that do not meet this requirement must show continual progress toward it.
- <sup>11</sup> The 7% in the "other" category includes staff with a High School Diploma, Ph.D., and/or 45-hour entry-level course certificate. Of the teachers with a BA, 40% have a degree in early childhood, 34% have a degree in elementary education, and 26% have a degree in another field.
- <sup>12</sup> Educational assistants in public school programs must have the education assistant certification, which requires either an AA, passage of the instructional assistant's exam, or 48 hours of college course work with at least 12 hours in math, reading, and writing. Assistant teachers in public and nonpublic schools are expected to obtain an AA in Early Childhood Education within five years of a program starting.
- <sup>13</sup> All teachers in public and nonpublic settings are required to have 24 clock hours of in-service per year to meet New Mexico child care licensing regulations.
- <sup>14</sup> If teachers in nonpublic school settings have licensure in early childhood education, New Mexico PreK programs are required to make efforts to compensate teachers at the public school salary schedule for the hours teachers work as New Mexico PreK staff.
- <sup>15</sup> There are no required local sources. The amount from non-required local sources or other funding sources is not known. This spending does not include \$1,046,530 for technical assistance and professional development or \$209,306 for program evaluation. An additional \$1.5 million was spent on program start-up equipment.
- <sup>16</sup> The full-day funding formula for kindergarten children is divided by two to determine the per-child rate for New Mexico PreK. An instructional material amount of \$170 per child was added to this amount.
- <sup>17</sup> Children, Youth and Families Department programs are monitored by the Child Care Licensing Bureau for compliance with Child Care Facilities Regulations.
- <sup>18</sup> Mentors visit each program on a scheduled basis to assist with implementation of the observational assessment process and implementation of program standards based upon individual program need and request.
- <sup>19</sup> The NIEER statewide assessment is ongoing. It was initiated in 2005 at the beginning of New Mexico PreK. The assessment uses a battery of standardized instruments to sample child outcomes in literacy and math. An additional set of standardized tools measure aspects of classroom environment and teacher-child interactions especially with regard to literacy, numeracy, and overall early childhood learning environments.

**NEW YORK – Targeted Prekindergarten (TPK) 2006-2007**

- <sup>1</sup> Typically, programs operate 2.5 hours per day and 5 days per week during the academic year.
- <sup>2</sup> Children are eligible to participate in the TPK program during the year before their kindergarten eligibility year. State law sets a cut-off date of December 1 for kindergarten eligibility, but local districts have the authority to set the cut-off date between December 1 and December 31. As a result, minimum and maximum eligibility ages for the TPK program may vary by district between the December 1 and December 31 cutoff dates. When all low-income 4-year-olds have been served, the program may be offered to 3-year-olds if space allows.
- <sup>3</sup> The state does not require any specific assessment tools for kindergarten. This is at the discretion of local school boards.
- <sup>4</sup> Economically disadvantaged children are those from families eligible for some form of assistance such as TANF, free or reduced-price lunch, food stamps, Medicaid, or unemployment or disability compensation. All districts currently use measures of free and reduced-price lunch program status.
- <sup>5</sup> TPK regulations require all teachers to possess a teaching license. They must have a bilingual certification extension when instruction is provided to students with limited English proficiency.
- <sup>6</sup> Per regulatory changes effective November 2007, each school district operating a prekindergarten program shall adopt and implement curricula, aligned with the state learning standards, that ensures continuity with instruction in the early elementary grades and is integrated with the district's instructional program in kindergarten through grade 12. The state is currently writing comprehensive prekindergarten standards.
- <sup>7</sup> New teacher certification requires that a bachelor's degree and a master's degree must be obtained within 3 years of procuring the initial certificate.
- <sup>8</sup> In February 2004, the required certification changed to cover birth to grade 2. Students choosing an early childhood program typically take a broad background of course work to prepare them for teaching young children and complete fieldwork on at least two levels from preschool through grade 2. Those successfully completing this program earn a Bachelor of Science in Education and are qualified to receive teaching certification from the State Education Department for children birth through second grade. Teachers in community-based organizations are currently exempt from certification if they have on-site supervision by a certified teacher.
- <sup>9</sup> New teachers must complete a mentored experience in their first year of teaching. The state Office of Children and Family Services uses federal child care funds to support the Education Incentive Program (EIP). This program enables those working in licensed early childhood programs to enroll in credit-bearing programs, as well as participate in early childhood education training that does not issue credit.
- <sup>10</sup> Evaluation of professional staff is provided by an appropriate administrator at least yearly and/or additionally as negotiated contracts specify. Other monitoring activities include data analysis, desk audits, application review, and final reports.
- <sup>11</sup> The program was required to be evaluated by an independent evaluator to determine long-term and short-term success, outcomes, and effects of the programs based on relevant and measurable performance. The state participated in a multi-state longitudinal study by the University of North Carolina.

**NEW YORK – Universal Prekindergarten (UPK) 2006-2007**

- <sup>1</sup> UPK uses a non-competitive, allocation grant program.
- <sup>2</sup> New York does not require any specific assessment tools for kindergarten. This is at the discretion of local school boards.
- <sup>3</sup> Programs operating less than 3 hours must provide a nutritional meal or snack. Programs operating more than 3 hours must provide appropriate meals and snacks to ensure that the nutritional needs of children are met.
- <sup>4</sup> UPK regulations require all teachers to possess a teaching license. They must have a bilingual certification extension when instruction is provided to students with limited English proficiency.
- <sup>5</sup> Per regulatory changes effective November 2007, each school district operating a prekindergarten program shall adopt and implement curricula, aligned with the state learning standards, that ensures continuity with instruction in the early elementary grades and is integrated with the district's instructional program in kindergarten through grade 12. The state is currently writing comprehensive prekindergarten standards.
- <sup>6</sup> Since 2004, programs in nonpublic school settings have been required to meet the same certification requirements as those in public settings. However, a legislative amendment allowed certain community-based organizations to be exempted from this requirement until 2008-2009, as long as uncertified teachers receive on-site supervision by certified teachers.
- <sup>7</sup> In February 2004, the required certification changed to cover birth to grade 2. Students choosing an early childhood program typically take a broad background of course work to prepare them for teaching young children and to complete fieldwork on at least two levels from preschool through grade 2. Those successfully completing this program earn a Bachelor of Science in Education and are qualified to receive teaching certification from the State Education Department for children birth through second grade. Teachers in community-based organizations are currently exempt from certification if they have on-site supervision by a certified teacher.
- <sup>8</sup> Effective February 2004, assistant teachers must have a Level I certification, which requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test. The entry-level certificate for teacher assistants permits the holder to provide direct instructional services to students under the general supervision of a licensed or certified teacher. It is valid for three years, with the possibility of renewal for three additional years to meet the experience requirement for the Level II teaching assistant certificate.
- <sup>9</sup> New teachers must complete a mentored experience in their first year of teaching. The state Office of Children and Family Services uses federal child care funds to support the Education Incentive Program (EIP), which enables those working in licensed early childhood programs to enroll in credit-bearing programs, as well as participate in early childhood education training that does not issue credit.
- <sup>10</sup> Evaluation of professional staff is provided by an appropriate administrator at least yearly and/or additionally as negotiated contracts specify. Other monitoring activities include data analysis, desk audits, application review, and final reports.
- <sup>11</sup> The program was required to be evaluated by an independent evaluator to determine long-term and short-term success, outcomes, and effects of the programs based on relevant and measurable performance.

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## **NORTH CAROLINA – *More at Four* 2006-2007**

- <sup>1</sup> The state contracts with one entity within each county/region to administer the program locally.
- <sup>2</sup> *More at Four* had 18,655 child slots funded for 2006-2007. Enrollment as of October 2006 was 17,961. At that time, many expansion slots were being placed and not yet filled. By January 31, 2007 all 18,655 slots were full.
- <sup>3</sup> Children served in Head Start programs administered by the public schools are reflected as children served in public schools. There are faith-based programs that participate in *More at Four* and they are counted as child care.
- <sup>4</sup> IDEA 619 funds are blended with state pre-K funds to serve these children.
- <sup>5</sup> In addition any age-eligible child of active duty military personnel or a deployed National Guard member or reservist, is eligible for the program and does not count against the 20% of a county's slots that can be filled by children above the income threshold.
- <sup>6</sup> North Carolina is conducting a validation study with SERVE to ensure alignment between Foundations and the current K-2 standard course of study.
- <sup>7</sup> All lead teachers in a *More at Four* classroom are required to hold a bachelor's degree in early childhood education or a related field and a North Carolina Birth-Kindergarten Teacher Licensure. Teachers in non-public settings must have a minimum of an associate's degree and work to obtain a bachelor's degree and birth-kindergarten license within four years of the program being recognized as a *More at Four* program.
- <sup>8</sup> The 1.7% of teachers with a high school diploma are currently pursuing a BA, with more than 48 semester hours complete.
- <sup>9</sup> Teacher assistants in the public schools may meet NCLB requirements in lieu of a CDA but must have 6 semester hours of EC coursework or 2 years experience in an early childhood classroom.
- <sup>10</sup> The Beginning Teacher Support Program operates a Teacher Licensure Unit to assist teachers in the private sector that are pursuing Birth-K licensure. The Unit offers evaluators and mentors and individualized growth plans.
- <sup>11</sup> The *More at Four* budget for 2006-2007 was \$84,635,709. Title I, Head Start, and Exceptional Children Preschool funds comprise federal spending. Local funds coupled with Smart Start (state resource controlled at the local level) comprise non-required local sources.
- <sup>12</sup> *More at Four* slots are only placed in the highest rated sites, thus there is no distinction in amount of funding received.
- <sup>13</sup> Consultants work with programs to ensure compliance with standards by addressing needs exposed through program monitoring and evaluation.
- <sup>14</sup> The program has been evaluated each year of its existence by the Frank Porter Graham Child Development Institute. The external evaluation has focused upon program characteristics as well as outcomes for children served. Every other year, a cohort of children has been followed into kindergarten to measure their continued progress. Evaluations are done on an annual basis.
- <sup>15</sup> The NC K-2 Literacy and Math Assessment was developed by the Department of Public Instruction to assess child learning in kindergarten-second grade. It is offered as an optional tool to LEAs to meet this mandate.

## **OHIO – Early Childhood Education 2006-2007**

- <sup>1</sup> The state provided complete funding for 3,734 children. A total of 3,823 children from families with incomes between 101 and 200% FPL paid partial tuition on the sliding scale. There were an additional 1,478 children above 200% of the federal poverty level who paid full tuition and were not included in the enrollment count.
- <sup>2</sup> The funded annual operating schedule is technically the academic year but schools may choose to operate year round.
- <sup>3</sup> If the ECE program is also operating an Early Learning Initiative (ELI), the group size must be 20.
- <sup>4</sup> Lunch must be provided for children in attendance beyond part-day hours. Snack is provided for children who attend full-day sessions. Breakfast is provided to children in the ELI morning classes.
- <sup>5</sup> Program guidelines that address child health and development have been reviewed and sanctioned by the State Board of Education.
- <sup>6</sup> Districts may supplement state spending as needed but additional local sources are not reported.
- <sup>7</sup> Teachers are to use the selected assessment to determine progress in curriculum areas.

**OKLAHOMA – Early Childhood Four-Year-Old Program 2006-2007**

- <sup>1</sup> Administrative authority and instructional leadership lies with the Department of Education. In the case of collaboration programs, a contract specifies the responsibilities of each organization. However, instructional leadership and accountability for the Early Childhood Four-Year-Old Program remains with the public school as long as it is drawing state aid for children served.
- <sup>2</sup> The program is voluntary for school districts to offer and for families to attend. The only eligibility requirement is age.
- <sup>3</sup> Oklahoma also has a pilot early childhood program for at-risk children from birth through age 3. The Department of Education received \$5 million to be awarded to a grantee. The grantee (the Tulsa Community Action Project) provided a two-to-one match (\$10 million).
- <sup>4</sup> All students in the Early Childhood Four-Year-Old Program are considered public school enrollees. Collaboration is a key part of the initiative. When children are served at nonpublic school sites, those sites are matched with a site elementary school. Children enrolled in collaboration programs receive the same services as on-site public school students. In these enrollment totals, children served in collaboration programs are counted in both the public school total and in the appropriate off-site location total.
- <sup>5</sup> State, local and federal funds impact state pre-K children as they would in any other public school program. This is not considered blending, as it is important for the state to be able to identify all funds.
- <sup>6</sup> Providers may choose from either of two program options: a half-day program with 2.5 instructional hours daily, a full-day program with 6 instructional hours daily, or a combination of both options. The number of hours in the instructional day does not include meals or recess.
- <sup>7</sup> Districts may choose to offer a longer day, but will not receive additional state funds through the state aid formula.
- <sup>8</sup> Districts may choose to accept children under the age of 4, but will not receive state aid funding for doing so. Such children are funded by district funds, Title I dollars, or through a tuition basis. Children who are age 5 may also attend, but districts receive funding for such children based on their age. A 4-year-old or a 6-year-old may attend kindergarten; however, the funding a district receives relates to children's ages. Retention or delayed entry is handled locally.
- <sup>9</sup> State law requires all kindergarten students to be assessed prior to first grade. The type of assessment is left to district discretion.
- <sup>10</sup> Three-year-olds are served through the Pilot Early Childhood Program, a separate state-funded grant program for at-risk children.
- <sup>11</sup> At least one meal is provided through the Federal Child Nutrition Program. The federal government does not provide snacks for students, so snacks are determined locally.
- <sup>12</sup> Federal law requires information to be presented to parents in their primary language, as well as language screening for eligibility of bilingual education services. Bilingual 4-year-olds receive the same services as public school students in grades K through 12.
- <sup>13</sup> Early learning standards are aligned with standards for kindergarten through grade 12. Local school administrators ensure program alignment with pre-K standards.
- <sup>14</sup> Assistant teachers must meet federal requirements to be highly qualified under NCLB. They must have an AA, or 48 credit hours of college coursework, or pass one of two state-approved tests that do not have specific educational requirements. One test is the Oklahoma General Education Test (an exam required for pre-K-12 public school teachers) and the other is a national test for para-professional status.
- <sup>15</sup> State law requires equivalent salary and benefits of onsite public school teachers for offsite teachers.
- <sup>16</sup> Scholarships are offered to pre-service teachers in shortage areas. Federal loan forgiveness in Title I schools, scholarships for National Board Certification and a Master Teacher program are also available. In addition, the Department of Human Services offers a STARS program scholarship to teachers in the child care industry who want to further their education.
- <sup>17</sup> Districts typically choose a three-star facility, although this is not articulated by state policy.
- <sup>18</sup> Technical assistance is provided to help raise student outcomes and increase school performance. The state also provides technical assistance for programs that need to expand services to a larger or more specific population.

**OREGON – Oregon Head Start Prekindergarten 2006-2007**

- <sup>1</sup> The State Head Start Collaboration Office is not considered a state agency.
- <sup>2</sup> Any non-sectarian organization can apply for funding.
- <sup>3</sup> Children receiving special education access IDEA to support their Individual Family Service Plans and also receive all state pre-K comprehensive services that other children receive.
- <sup>4</sup> Programs operate 3 or 4 days per week.
- <sup>5</sup> Eighty to 90 percent of families must meet the income guidelines, with priority going to lowest income and highest need based on local priority rating scales that include many risk factors. At least 10% of local enrollment slots must be for children with diagnosed disabilities. Children with disabilities do not need to meet income guidelines.
- <sup>6</sup> Programs are required to offer meals and snacks that provide at least one-third of a child's daily nutritional needs. Programs offer breakfast to all children who want it and also provide lunch for morning classes. For afternoon classes, programs provide lunch and a snack.
- <sup>7</sup> If at least 50% of the children in a class speak a language other than English, translators and/or bilingual staff must be available.
- <sup>8</sup> Most programs use the Creative Curriculum Developmental Continuum. Some programs use Galileo.
- <sup>9</sup> Grantees with new directors and/or other staff are matched with experienced directors to serve as mentors.
- <sup>10</sup> The Oregon Department of Education is working with the Northwest Regional Education Lab and the University of Oregon to initiate and implement an evaluation during 2007-2008 program year.

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### **PENNSYLVANIA – Education Accountability Block Grant (EABG) 2006-2007**

- <sup>1</sup> The Office of Child Development and Early Learning (OCDEL) administers the early childhood work from both the Departments of Education and Public Welfare. The funding and administration of the Accountability Block Grants falls under the Department of Education side of OCDEL.
- <sup>2</sup> Although all students are funded through school districts, some of these district-sponsored programs may be in partnership with Head Start or child care where the other agency is the lead. Numbers of children served in such programs are not available.
- <sup>3</sup> EABG funding can be blended with early intervention funding to provide a full range of services for children within their pre-K setting.
- <sup>4</sup> Most programs operate 2.5 hours or 5 hours/day for 180 days/year. New state Board of Education pre-K regulations provide definitions of these terms for the districts.
- <sup>5</sup> Districts may partner with child care or Head Start to offer wrap-around services, but this is not required.
- <sup>6</sup> The cut-off date for pre-K is locally determined, based on each district's kindergarten eligibility date.
- <sup>7</sup> Depending on the amount of funding, some programs may offer pre-K through the EABG to targeted groups of students. The district determines the eligibility requirements. Most districts focus on children who are at risk academically or economically.
- <sup>8</sup> Beginning in December 2006, programs were required to limit class size to 20 and to maintain a staff-child ratio of 1:10.
- <sup>9</sup> Policy requires provision of services for English Language Learners but does not define how this should be done.
- <sup>10</sup> Publishers of assessments have cross-walked their instruments to the standards. EABG guidance states that programs must use assessments that are linked to the standards.
- <sup>11</sup> In 2011, all teachers regardless of setting must have ECE certification.
- <sup>12</sup> In public school settings, assistant teachers must meet the requirements to be highly qualified for NCLB. For nonpublic settings, programs follow relevant regulatory requirements. By 2009-2010 all aides (in nonpublic settings) will be required to meet the highly qualified requirements of NCLB.
- <sup>13</sup> Spending totals represent mid-year figures.
- <sup>14</sup> Reporting occurs three times a year and includes enrollment and fiscal data, and program level information such as professional development and teacher qualifications.

### **PENNSYLVANIA – Head Start Supplemental Assistance Program (HSSAP) 2006-2007**

- <sup>1</sup> HSSAP is administered by the Office of Child Development and Early Learning (OCDEL), which is part of the Departments of Education and Public Welfare. The appropriation for HSSAP is part of the Department of Education.
- <sup>2</sup> Federal Head Start grantees are permitted to compete for these funds. They may form partnerships with others to implement the program but the applicant must be a federal Head Start grantee.
- <sup>3</sup> Child enrollment is not broken down by setting. There are 206 classrooms in child care settings, 166 classrooms in school district settings, and 146 classrooms in Head Start-only settings.
- <sup>4</sup> Children receiving special education services are funded with both state and federal resources.
- <sup>5</sup> Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours/day, 4 days/week for center-based classrooms, 128 days/year.
- <sup>6</sup> Programs use federal Head Start Performance Standards to guide eligibility.
- <sup>7</sup> Grantees determine their own selection criteria.
- <sup>8</sup> The length of the program day and time of the program determine which meals will be offered, according to Head Start Performance Standards. Lunch and either snack or breakfast are offered depending on the time of the program.
- <sup>9</sup> All services are offered as required by the Head Start Performance Standards. Programs offer health service referrals and facilitation if not offered by the grantee itself.
- <sup>10</sup> Pennsylvania has cross-walked its learning standards to the outcomes framework for Head Start.
- <sup>11</sup> This is locally decided according to the federal Head Start Performance Standards. Federal requirements indicate that 50% of teachers need an AA in ECE. If the teachers are employed by a school district, ECE certification is required.
- <sup>12</sup> Federal funds in the amount of \$65 per child are provided to grantees, specifically for technical assistance.
- <sup>13</sup> HSSAP follows the Head Start Performance Standards in determining local matches.
- <sup>14</sup> Grantees determine the cost per child based on individual program designs. This can vary from classroom to classroom, but the allocation is based on grantees' calculations for specific HSSAP classrooms.
- <sup>15</sup> Grantees provide results of annual self assessment and federal PRISM reviews that include safety, program records and program-level outcomes. Child outcomes are reported separately. Grantees voluntarily participated in Keystone Stars Quality Initiative in 2006-2007, which included ECERS observation.
- <sup>16</sup> The federally required Head Start outcomes framework is used as a basis for selecting assessments.



**PENNSYLVANIA – School Based Pre-K 2006-2007**

- <sup>1</sup> Both departments are joined together in the Office of Child Development and Early Learning (beginning December 2006) to administer all state early childhood programs, including School Based Pre-K. Fiscal and program administration fall to the Department of Education.
- <sup>2</sup> Although an LEA could contract out its pre-K program, this is not currently occurring in School Based Pre-K.
- <sup>3</sup> Early intervention is a service, not a place. The state focuses on inclusion, in an effort to serve more children with IEPs in typically developing classrooms including district-based pre-K and Pennsylvania Pre-K Counts programs. Some children receive special education services funded through both state and federal funds. Local districts decide to offer School Based Pre-K. If parents are using School Based Pre-K and the child is in preschool early intervention (EI), the IEP can be written to provide services to the child in the School Based Pre-K classroom.
- <sup>4</sup> Students may attend either half-day or full-day programs, but the minimum requirement is 2.5 hours/day.
- <sup>5</sup> If a child was in the preschool EI program and the parent elects to continue the child in the preschool EI program, the district must pay for this. This is not necessarily the same as a pre-K program. Also, since School Based Pre-K is technically kindergarten, the districts decide the kindergarten cut-off date.
- <sup>6</sup> Districts may choose to use a locally determined instrument.
- <sup>7</sup> Districts are not required to offer pre-K as a district-wide initiative, and may set targeting criteria.
- <sup>8</sup> Beginning in December 2006, programs were required to limit class size to 20 and to maintain a staff-child ratio of 1:10.
- <sup>9</sup> State policy requires service provision for English Language Learners but does not specify how this should be done.
- <sup>10</sup> A variety of published assessment and curriculum instruments can be used.
- <sup>11</sup> A School Based Pre-K teacher can be teaching kindergarten. Until the state implements its new scope of teacher certificates, the K-6 certificate is sufficient.
- <sup>12</sup> New regulations finalized in December 2006 require a second adult in classrooms with more than 10 children. Assistant teachers in Title I schools must meet the NCLB requirements for highly qualified teachers. There are no specific degree requirements for assistant teachers in other schools, and these requirements are determined at the local level. By 2009-2010 all assistant teachers will be required to meet the highly qualified requirements of NCLB.
- <sup>13</sup> Districts may elect to offer School Based Pre-K and may use their state funds to do so.
- <sup>14</sup> Public schools in Pennsylvania are eligible to receive funds directly but LEAs are often more inclusive than public schools. Public schools may contract with any other type of agency, including Head Start.

**SOUTH CAROLINA – Half-Day Child Development Program (4K) 2006-2007**

- <sup>1</sup> All school districts are required to have at least one half-day 4K program.
- <sup>2</sup> Enrollment figures for 3- and 4-year-olds include 4K children who received special education services.
- <sup>3</sup> Some children with a speech IEP are enrolled in the 4K programs that fund their educational services.
- <sup>4</sup> A few schools operate year round.
- <sup>5</sup> If all 4-year-olds are served and there is still available space, 3-year-olds that are educationally at-risk may be served. They must be 3 years old by September 1.
- <sup>6</sup> 4K is for children deemed educationally at-risk. The criteria for eligibility include age, income, mother's education level, and other risk factors within the home. There is not a specific number of risk factors required. There is a weighted scale for enrollment.
- <sup>7</sup> Expulsion is allowed only if the child is causing harm to him/herself or others. Programs must report action to the state before releasing the child from the program. It is not expected that children will be released from the program, except on very rare occasions.
- <sup>8</sup> Although the standards were not adopted until 2007, the revised standards were in effect and required for the 2006-2007 academic year.
- <sup>9</sup> The Department of Education produced, in partnership with the Department of Social Services and South Carolina Educational Television, a nine-part video series on the early learning standards.
- <sup>10</sup> Each district must complete an Early Childhood Asset Review, which provides an environmental review.
- <sup>11</sup> Sites provide electronic data through the SASI system.

**SOUTH CAROLINA – Child Development Education Pilot Program (CDEPP) 2006-2007**

- <sup>1</sup> This program was established for economically at-risk children who live in the 36 plaintiff districts in the lawsuit *Abbeville County School District v. South Carolina*.
- <sup>2</sup> These are numbers of programs for each type of auspice and not numbers of children.
- <sup>3</sup> Some children had IEPs for speech. The exact number is unknown.
- <sup>4</sup> Children eligible for Medicaid may participate.
- <sup>5</sup> School districts have a weighted risk factor scale that they must use to determine which children can participate after they have all met the income guidelines. The First Steps program does not have a weighted scale for risk factors.
- <sup>6</sup> Income requirements must be met first, then additional risk factors are reviewed to determine which children are most in need of the services.
- <sup>7</sup> Expulsion is allowed only when the child presents a significant risk to him/herself or others.
- <sup>8</sup> In the public school settings bilingual classes are permitted. All information must be presented to parents in their primary language. This is not a requirement in the First Steps private child care programs.
- <sup>9</sup> Public school programs must provide educational services for the parent, referrals to social services, and job training if needed. First Steps programs in nonpublic settings are only required to provide parenting support services.
- <sup>10</sup> Although the standards were not adopted until 2007, the revised standards were in effect and required for the 2006-2007 academic year.
- <sup>11</sup> In the First Steps program, the requirement for an AA may be waived. In public schools all teachers must have a BA or higher, and early childhood certification is recommended.
- <sup>12</sup> In public school settings, 100% of the teachers had a BA; out of that number, 76% had a bachelor's degree plus 18 to 30 hours above the masters' degree.
- <sup>13</sup> Teaching assistants must complete one early childhood course within the calendar year if they do not have an AA.
- <sup>14</sup> A state formula determined funding based on how many kindergarteners in the plaintiff districts were eligible for free/reduced-priced lunch and Medicaid.
- <sup>15</sup> First Steps programs use the ECERS, and the public school system uses the South Carolina environmental and instructional review documents.
- <sup>16</sup> All reviews are by the two state agencies and the South Carolina Oversight Committee.

## TENNESSEE – Voluntary Pre-K (VPK) 2006-2007

- <sup>1</sup> One of these school districts does not have an official school system but, rather, offers support services for the school districts within the county. Tennessee has 95 counties and 136 school systems. All counties except for one have a Voluntary Pre-K program.
- <sup>2</sup> The Pilot Pre-K Program, which is part of the Voluntary Pre-K program, may serve children who are 3 or 4 years old by September 30. These pilot programs may also enroll children turning 3 years of age after September if these children were served through the Early Intervention Services program. Approval for these children to enroll is made on a case-by-case basis and accounts for children who were only 2 years old on September 30. These children did not enroll until after their third birthday. Children who turned 5 prior to September 30 are also students with IEPs that identified pre-K as the most appropriate environment to receive the services identified in the IEP. These requests are also done on a case-by-case basis. Due to encoding errors, there are 44 children for whom birthdates were unavailable.
- <sup>3</sup> Due to encoding errors, the home language for 275 students was unknown.
- <sup>4</sup> Additional time, which may include naptime, is a local decision. Naptime cannot be counted in the 5.5 hour minimum.
- <sup>5</sup> No state funds may be used for wrap-around services. However, these services may be offered at the LEA's discretion. In some collaborative partnerships with Head Start, wrap-around services may be offered as an additional service when blending funds from two different funding sources. Fees for these services are collected from families unless they qualify and receive subsidized funds from Families First or other sources.
- <sup>6</sup> A child with an IEP may choose to take an entry assessment but cannot be denied entry to kindergarten if he or she meets the legal birth date cutoff.
- <sup>7</sup> Fifty-two percent of children born in Tennessee are born into poverty. The free or reduced-price lunch eligibility requirement is the first enrollment requirement for all children and is followed by enrollment of children with an IEP, who are ELLs, who are in state custody, or who are at risk for abuse or neglect. If space is available, after an agreed upon time frame, other children may enroll who do not meet income guidelines.
- <sup>8</sup> If space still exists after enrolling children who are eligible based on family income or having an IEP, risk factors ranked at the local level are used to determine eligibility.
- <sup>9</sup> Children may be dismissed for two reasons: poor attendance or uncontrollable behavior. School systems must develop a plan of action with the family if there are issues around attendance or behavior that cause problems for the child or the classroom staff or other children. School and family examine barriers that contribute to the child's poor attendance and look for solutions to improve it. If the family refuses to cooperate and the school documents that the family is unwilling to follow the policy, the school may choose to dismiss the child and serve another child on the waiting list. If the child's behavior is a danger to himself, to others, or to the classroom, school and family work together to identify strategies to help the child develop self-regulating behaviors. If the family does not follow through with the agreed upon plan, the school may dismiss the child if the behaviors continue to be a threat to the child or others.
- <sup>10</sup> Lunch is required. Either breakfast and/or snack are offered, depending on the beginning and ending time of the program. The other meal/snack offered is in compliance with food service requirements related to time in the program.
- <sup>11</sup> Voluntary Pre-K recommends that an applicant with a CDA be hired or given priority for working as an educational assistant. If someone with a CDA cannot be found, then someone with a high school diploma and experience working with young children can be considered.
- <sup>12</sup> A teacher's salary in a nonpublic school setting is a local decision based on who hires the teacher. In most instances, a teacher hired by a public school to work in a nonpublic school setting receives the same salary and benefits as a teacher working in the public school.
- <sup>13</sup> A summer seminar was held to assist kindergarten-endorsed teachers add the pre-K endorsement. A week-long summer institute was held in summer 2006 for 100 teachers.
- <sup>14</sup> A total of 148 ECE pilot classrooms were funded at a flat rate of \$65,000. Twenty-three of these pilot classes were direct contracts with community-based organizations and were not required to show a local match. The remaining 125 LEA classes plus 529 additional VPK classes were funded at a per classroom unit cost of \$104,569. Two likely federal sources are Head Start and IDEA. The total amount under required local sources includes all local match dollars without separating by state or federal funding sources.
- <sup>15</sup> The state provides each LEA with its Basic Education Plan (BEP) amount of the cost per classroom unit. The BEP amount varies by county. The LEA is required to provide a local match. The local match plus the BEP amount equals the total cost per classroom unit.
- <sup>16</sup> VPK programs that began during the 2005-2006 school year are funded directly through LEAs only. The LEA may choose to partner or subcontract with any of the programs listed. Prior to the 2005-2006 school year, pilot programs were funded directly from the DOE through the various entities listed. There are 15 agencies that continue this contractual agreement.
- <sup>17</sup> The Office of Early Learning (OEL) makes visits to programs on an as-needed basis or per invitation. The OEL also sends out surveys throughout the year to assist with future planning for growth and program development.
- <sup>18</sup> Education consultants and program evaluators use all data collected to help LEAs identify resources and training available (including mentoring) to strengthen their program.
- <sup>19</sup> The law states that the Office of Education Accountability shall coordinate a study of the effectiveness of the Voluntary Pre-K program.

**TEXAS – Public School Prekindergarten 2006-2007**

- <sup>1</sup> School districts are required to offer a prekindergarten program if they have identified 15 or more eligible 4-year-olds.
- <sup>2</sup> The number of children served in each setting is unknown, although the majority of children were served in public schools. Children are also served in Head Start, child care, for-profit settings, nonprofit settings, faith-based settings, and charter schools.
- <sup>3</sup> School districts that receive Prekindergarten Expansion Grant funding are required to offer 6 hours of services per day. Foundation funding covers half-day services only.
- <sup>4</sup> It is the Texas Education Agency's position that children who reach age 5 on September 1 are most appropriately served in kindergarten. The law specifically established the prekindergarten program to serve students who have not reached age 5. A 5-year-old child does not receive state funding for pre-K and the school district would have to pay.
- <sup>5</sup> Each school district administers an approved reading diagnostic instrument. Most kindergarten students are screened using the Texas Primary Reading Inventory (TPRI) and Tejas LEE (Spanish version) at the middle and end of the school year. Exceptions have been for Reading First campuses and Texas Early Education Model (TEEM) participants that have administered TPRI/Tejas LEE at the beginning of kindergarten as a grant requirement. All districts using TPRI/Tejas LEE in 2007-2008 and beyond will conduct the beginning-of-the-year administration at the end of the first six weeks, or in October.
- <sup>6</sup> Beginning in 2007-2008, eligibility can be determined based on a history of foster care as a risk factor.
- <sup>7</sup> Class size is mandated for kindergarten through fourth grade only. Pre-K classes no larger than 15 (3-year-olds) and 18 (4-year-olds) are preferred but not required.
- <sup>8</sup> School districts are not required to serve meals to pre-K students. However, most school districts do serve either breakfast or lunch and some offer both meals. All districts offering a full-day program provide lunch.
- <sup>9</sup> Each district with 20 or more students of limited English proficiency in any language at the same grade level must offer a bilingual education or special language program.
- <sup>10</sup> Texas uses a standards-based system for certification. The pedagogy is based on developmental levels for children and appropriate teaching methods for the grade level. The content subjects are aligned with the Texas Essential Knowledge and Skills (TEKS) for the subjects at the appropriate grade level. Texas standards no longer specify a certain number of semester hours in the area. Since there is a variety of certification programs, methods of delivery of instruction also vary.
- <sup>11</sup> TxBESS is a systemic initiative to support beginning teachers that includes standards-based trainings involving mentoring, professional development, and formative assessment.
- <sup>12</sup> The amount of \$532,687,148 represents the sum of the funding attributable to prekindergarten ADA within the Foundation School Program (including TANF MOE funds) and the \$85,630,648 provided by the state for the Prekindergarten Expansion Grant Program. District level expenditure data is not disaggregated by grade level. There is no reliable means of extracting the amount of additional local funding or tuition revenue used to support prekindergarten.
- <sup>13</sup> If federal resources received by districts are used to provide prekindergarten, there is no reliable means of extracting the data from state data sources.
- <sup>14</sup> The bulk of state prekindergarten funding is delivered through the Foundation School Program (FSP) on an ADA basis. School districts are entitled to approximately \$5,500 per ADA. The FSP limits prekindergarten funding to half-day attendance. The Prekindergarten Expansion Grant is available on application to districts to extend the program to full-day attendance.
- <sup>15</sup> Head Start Programs may co-operate with local school districts. However, this is done at the local level.
- <sup>16</sup> The Texas Evaluation Study of Prekindergarten Programs (July 1995) examined the developmental quality of pre-K for 4-year-old children in Texas. It was a 5-year longitudinal study initiated by the Texas Education Agency in 1989 to examine the general state of pre-K programs from both an implementation and outcome point of view.
- <sup>17</sup> The Texas Education Code (TEC) Section 28.006 (c) requires that each school district administer an approved reading instrument, such as Fox in a Box; Gates-MacGinite-4th edition; Star Early Literacy; Diagnostic Assessment of Reading-2nd edition (DAR), Dynamic Indicator of Basic Early Literacy Skills DIBELS-K, Phonemic Awareness and Phonics Inventory (PAPI), or Vital Indicators of Progress VIP-K and one of the following: Gates-MacGinite-4th edition, Fox in a Box, or Star Early Literacy.

**VERMONT – Publicly Funded Prekindergarten using Average Daily Membership (PPF-ADM) 2006-2007**

- <sup>1</sup> The state Department of Education has primary responsibility for PFP-ADM, including funding. The state human services agency plays a secondary role, with responsibility for program licensure.
- <sup>2</sup> There is an advisory role played by regional early childhood councils, but this is not administrative authority. The state encourages all grant applications to be reviewed and approved by the councils.
- <sup>3</sup> The enrollment total is an estimate and has been adjusted to reflect a full-time equivalent PFP-ADM figure. Enrollment is not reported by age.
- <sup>4</sup> It is not known whether this is a duplicated or unduplicated count. Pre-K ADM is combined with other funding sources such as IDEA-Part B, Medicaid, and state and local funds.
- <sup>5</sup> Ten hours/week are required for full ADM pre-K funding. The most common school-based model is 3 days/week. The most common school-linked contracted program model is 5 days/week with other funding sources.
- <sup>6</sup> Children may not be younger than 3 years, but towns may require children to be 4 years old in order to participate. Children must exit the program at the locally determined kindergarten entry date.
- <sup>7</sup> Some communities do not have sufficient space to serve all eligible children, and others may limit enrollment to serve only 4-year-olds.
- <sup>8</sup> K-12 permits the expulsion of children provided they do not qualify as protected as per special needs status. Pre-K is considered subject to the same expectations and protocol as K-12, though the State Department of Education discourages expulsion. School-based pre-K programs do not expel, and expulsion is rare in other settings.
- <sup>9</sup> Snack is required for programs operating fewer than 4 hours, and for longer programs lunch is required in addition to the snack.
- <sup>10</sup> New requirements related to Act 62 will take effect in July 2008 and are expected to remove the BA requirement for lead teachers in PFP-ADM programs in nonpublic settings. Nonpublic centers will be permitted to have one licensed teacher per center rather than one per classroom, and registered child care homes will require only brief supervision by a licensed teacher.
- <sup>11</sup> Programs are expected but not required to follow NCLB highly qualified paraeducator requirements.
- <sup>12</sup> Supports for teacher education include special programs to obtain licensure through a professional portfolio development service and courses through the Higher Education Collaborative.
- <sup>13</sup> The formula allocates approximately 40% of the school districts' K-6 base pupil cost to prekindergarten.
- <sup>14</sup> Programs must meet the basic criteria of 3 STARS on the state quality rating system or NAEYC accreditation to participate.
- <sup>15</sup> Rules are currently being developed following passage of authorizing legislation. They will address many monitoring items. The rules are to take effect on July 1, 2008.
- <sup>16</sup> The evaluation will be effective July 1, 2008.

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## VERMONT – Early Education Initiative (EEI) 2006-2007

- <sup>1</sup> The state human services agency has responsibility for program licensure but the State Department of Education is fully responsible for EEI administration.
- <sup>2</sup> There is an advisory role played by regional early childhood councils but technically it is not administrative authority.
- <sup>3</sup> Some children are in collaborative programs (e.g., Head Start in a public school). Numbers are based on grantee setting rather than actual point of services.
- <sup>4</sup> Blending occurs, but specific details are not available, as different grantees use different approaches. Often, special education funding is limited, addressing only specialized services such as speech and language. EEI supplements these services to provide a more well-rounded early education experience.
- <sup>5</sup> Programs operate an average of 3.6 hours/day, 3.5 days/week.
- <sup>6</sup> Funding for transportation is permitted although it is not always provided by state pre-K programs.
- <sup>7</sup> Children must be 3 years of age by the kindergarten eligibility date to enter the program, and must exit the program based on the kindergarten entry date as well.
- <sup>8</sup> Some districts permit waivers for age requirements, based on factors including available space, previous early education experience, and developmental status. Children with special needs may enroll in pre-K through EEI provided they are also enrolled in kindergarten (part-day) and their IEP specifically states that pre-K attendance is beneficial.
- <sup>9</sup> K-12 permits the expulsion of children provided they do not qualify as protected as per special needs status. Pre-K is considered subject to the same expectations and protocol as K-12, though the State Department of Education discourages expulsion. School-based pre-K programs do not expel, and expulsion is rare in other settings.
- <sup>10</sup> Three-hour programs provide a snack, and programs of at least 4 hours provide a meal and a snack.
- <sup>11</sup> Translators/bi-lingual staff are strongly encouraged but not specifically mandated in state policy.
- <sup>12</sup> State policy does not explicitly require teachers in nonpublic settings to hold a BA, but this standard is enforced as a mandatory component of the grant review process.
- <sup>13</sup> The specialized training requirement is addressed through licensure for teachers in public schools and by requiring teachers in nonpublic settings to have a degree in early education. For the public school teachers, the Early Childhood Education endorsement covers birth-grade 3 and the Early Childhood Special Educator endorsement covers children ages 3-6.
- <sup>14</sup> These percentages include both lead teachers and assistant teachers. Teachers with the AA degree are assistant teachers.
- <sup>15</sup> Public schools use NCLB highly qualified teacher status in setting educational expectations for paraeducators, but this is not a requirement. Private programs use CDA status in setting educational expectations, but again it is not a requirement.
- <sup>16</sup> Funding is not based on a per-child cost. Funding is based on block grants only.
- <sup>17</sup> Monitoring activities that are standard practice but not required in state policy include: documentation of children's learning and/or child outcomes, documentation of program-level outcomes, review of program facilities and safety procedures, results of program self-assessments, and review of program records.
- <sup>18</sup> Annual reports include information about staff qualifications, age distribution of children, eligibility criteria, curriculum approaches, and developmental results from norm- and criterion-referenced assessments.

## VIRGINIA – Virginia Preschool Initiative 2006-2007

- <sup>1</sup> The Virginia Preschool Initiative is targeted to at-risk 4-year-olds; however, date of birth is not collected by the state at this time.
- <sup>2</sup> The majority of students are in public school settings, though student-level information is not collected by specific program location.
- <sup>3</sup> Funds from federal, state and local sources may be used to support preschool classrooms. The state encourages the use of single point of entry enrollment and use of blended classrooms.
- <sup>4</sup> Programs may serve children for a half or full day. Most programs operate on a full-day schedule.
- <sup>5</sup> Each locality selects risk factors that are used to determine eligibility.
- <sup>6</sup> All children receive breakfast and snack regardless of full- or half-day service. All children in full-day programs receive lunch.
- <sup>7</sup> State law provides for preschool programs for at-risk 4-year-olds. One risk factor that may be considered is whether the student is an English Language Learner. State law does not mandate ELL services for pre-K; however, services are generally provided.
- <sup>8</sup> Teachers not located in public schools must have specialized training as determined by the fiscal agent.
- <sup>9</sup> The local match is based on a composite index of local ability to pay.
- <sup>10</sup> Each program is visited once every biennium by either staff of the state oversight agency or paid consultants.
- <sup>11</sup> The General Assembly directed the Joint Legislative Audit and Review Commission to study the Virginia Preschool Initiative. The Commission must submit its executive summary and report to the 2008 regular session of the General Assembly.

**WASHINGTON – Early Childhood Education and Assistance Program (ECEAP) 2006-2007**

- <sup>1</sup> This is a new cabinet-level state agency, which began July 1, 2006.
- <sup>2</sup> Some children receiving special education services are only funded by ECEAP, and some receive school district support as well as ECEAP. Other children receiving special education services are served in the same room with only special education funding and are not counted as ECEAP children.
- <sup>3</sup> ECEAP standards require a minimum 2.5 hours/day. The range is 2.5 to 6 hours/day. Programs operate 2 to 5 days/week. Most operate 3 or 4 days. Programs typically operate for the academic year.
- <sup>4</sup> The availability of extended-day services varies by site. Licensed child care subsidies can pay for wrap-around care. Sometimes, transportation is provided to wrap-around care.
- <sup>5</sup> There are no exceptions. Three children under 3 years old were enrolled at the beginning of the school year. That was a mistake in a rural community, in violation of eligibility. Four-year-olds are given priority over 3-year-olds.
- <sup>6</sup> Statewide, up to 10% of funded slots may be filled by children from families who are not income-eligible. The state ECEAP office establishes each contractor's over-income percentage. The over-income children must be impacted by either developmental factors such as developmental delay or disability, or environmental factors, such as domestic violence.
- <sup>7</sup> Local programs determine which over-income children are served, based on developmental or environmental risk factors, with the goal of enrolling the children in their community most in need of services. Statute allows up to 10% of ECEAP children to be from families above 110% FPL. In 2006-2007, only 5.3% were over this income level.
- <sup>8</sup> This was a new policy for 2006-2007.
- <sup>9</sup> Contractors offering sessions lasting fewer than 3 hours must provide breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. Contractors providing sessions lasting 3 or more hours must provide breakfast or lunch and also provide a snack.
- <sup>10</sup> Contractors must ensure a culturally relevant curriculum that reflects the cultures of enrolled children and supports ongoing development of each child's home language, while helping each child learn English.
- <sup>11</sup> The ECEAP standards require curriculum content specifically in the sub-domains listed in the benchmarks. Some staff have received training and technical assistance, but not all.
- <sup>12</sup> Teachers are not required to have the state teaching certification. They are required to have specialized coursework.
- <sup>13</sup> The state does not determine ECEAP teacher pay.
- <sup>14</sup> Many local programs receive additional financial support from public or private sources, or receive facilities or transportation from an agency such as a school district. There is non-required local spending but accurate data on non-required local sources is not collected.
- <sup>15</sup> All programs must be non-sectarian.
- <sup>16</sup> Specialists from the state office are available. Assistance is provided after a program review every 4 years.
- <sup>17</sup> Every two years, the Department of Early Learning must submit a report to the governor and legislature measuring the effectiveness of its programs in improving early childhood education. The first report will include program objectives and identified valid performance measures for evaluating progress toward achieving the objectives. It will also include a plan for commissioning a longitudinal study comparing the kindergarten readiness of children participating in the department's programs with the readiness of other children, in areas including achievement.
- <sup>18</sup> Contractors must perform ongoing observations of individual children's activities, interactions, behavior, language, learning, and development; maintain objective, confidential observation notes; assess children's social-emotional, physical, and cognitive development a minimum of two times each school year, using a written assessment instrument; and use observation and assessment information to plan individualized curriculum and guidance.

**WEST VIRGINIA – West Virginia Universal Pre-K 2006-2007**

- <sup>1</sup> West Virginia Universal Pre-K is a West Virginia Board of Education policy, administered through county level boards of education. However, Head Start and the West Virginia Department of Health and Human Resources collaborate with the West Virginia Department of Education and local county boards of education in regard to classrooms in collaborative and community settings.
- <sup>2</sup> The number of pre-K children receiving special education includes 1,073 3-year-olds and 1,954 4-year-olds. In collaborative classrooms the funding is combined and may include Head Start, Title I, and/or special education.
- <sup>3</sup> Counties must provide a minimum of 12 hours per week with a maximum of 30 hours per week and at least 108 instructional days. Six days are used for home visits.
- <sup>4</sup> As of July 2004, 3-year-olds are eligible only if they have an IEP. Five-year-olds may remain in the program based on assessment and evaluation information.
- <sup>5</sup> Counties have the discretion to establish how children are accepted into the program until 2012, when the program will be available to all children in all counties.
- <sup>6</sup> West Virginia has implemented an early childhood Positive Behavior Support initiative in several counties.
- <sup>7</sup> Meals must be offered if the program operates more than 4 hours per day.
- <sup>8</sup> Teachers in blended programs with an AA are on permit and must be working toward certification.
- <sup>9</sup> Teachers in public school settings that are not collaboratives must have one of the listed certifications. Teachers in community collaborative settings must have a degree in Child Development/Early Childhood or in Occupational Development with an emphasis in Child Development/Early Childhood.
- <sup>10</sup> Salary enhancement may be part of the collaborative process.
- <sup>11</sup> This figure represents the state funding allocation.
- <sup>12</sup> Monitoring may occur through Head Start, special education, and Title I.

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## **WISCONSIN – Four-Year-Old Kindergarten Program (4K) 2006-2007**

- <sup>1</sup> School districts share the administrative authority over individual local 4K programs.
- <sup>2</sup> Local school districts have the option to offer 4K. When a district offers the program, it must be open to all age-eligible children.
- <sup>3</sup> School districts collect equalization aid for all 4K students. IDEA funding is also provided for 4K children who have IEPs.
- <sup>4</sup> Programs operate for 437 hours per year; 437 hours plus 87.5 hours of parent outreach; or 349.5 hours plus 87.5 hours of parent outreach. Most programs operate 5 days per week; some have parent outreach on the fifth day and some have classroom experiences on the fifth day. A few districts operate 2 or 3 days per week with longer class time.
- <sup>5</sup> School districts may operate the program in partnership with child care or Head Start to expand the hours, days, or weeks of programming.
- <sup>6</sup> School districts may elect to have early enrollment policies.
- <sup>7</sup> Districts make decisions about enrolling kindergarten-age children in pre-K based on local policies.
- <sup>8</sup> Snack and/or lunch may be provided based on the length of day and requirements with other community programs.
- <sup>9</sup> State law supports vision, hearing, and health screening prior to enrollment.
- <sup>10</sup> Some programs offer parent outreach on the fifth day of weekly operations. When school districts use the parent outreach funding model, they are required to provide services well beyond home visits.
- <sup>11</sup> Statewide training is a partnership at the state and local level among schools, child care, and Head Start. School districts may use the Wisconsin Model Early Learning or Wisconsin Model Academic Standards.
- <sup>12</sup> Teachers must also hold an appropriate early childhood teacher license with the Department of Public Instruction. The Pre-K, K, or EC license all require that the BA program covers early childhood birth to third grade and includes field work and a practicum with this age level.
- <sup>13</sup> Assistant teachers are required to have a license from the Department of Public Instruction. Title I standards may also apply (AA). In nonpublic settings, child care or Head Start requirements may apply. Child care requirements represent the minimum standard.
- <sup>14</sup> When districts contract with child care or Head Start settings, the setting determines the salary scale.
- <sup>15</sup> The state's T.E.A.C.H. program may be available for child care and/or Head Start teachers working in programs partnering with 4K. Mentors are part of the school district requirement for teachers with an initial teacher license. Wisconsin has regional centers that can support teachers as they work to renew their licenses and progress from the initial teacher level to the professional teacher level.
- <sup>16</sup> The state does not collect data on the amount of IDEA funding supporting children in 4K or on other non-required local sources.
- <sup>17</sup> The local share of school revenue is generated through property tax.
- <sup>18</sup> Wisconsin participated in the SWEEP study by the Frank Porter Graham Institute. Some local districts also conduct evaluations.

## **WISCONSIN – Head Start State Supplement 2006-2007**

- <sup>1</sup> Existing federal Head Start grantees may receive funding.
- <sup>2</sup> Enrollment data are not collected by age.
- <sup>3</sup> While Head Start programs may partner with child care or school district 4K programs, the number of children enrolled in these settings is not known.
- <sup>4</sup> Children who receive IDEA special education services in Head Start locations would be counted by Head Start and the school district for its IDEA child count. School districts receive IDEA funding for all children with IEPs. If the children are enrolled in Head Start, the district may provide special education and related services in Head Start settings.
- <sup>5</sup> Local programs determine operating hours and schedules based on their approved federal Head Start grants. Programs may partner with child care or the state 4K program to extend hours, days, or weeks.
- <sup>6</sup> The state promotes the enrollment of age-eligible children in kindergarten rather than in Head Start.
- <sup>7</sup> There is a federally-specified income requirement but not a state-specified income requirement. Eligibility is based on federal Head Start income guidelines and local Head Start eligibility criteria.
- <sup>8</sup> Programs may provide snack, lunch and/or breakfast.
- <sup>9</sup> A variety of teacher licenses apply. The range must include birth to age 6 but can go higher. For teachers in nonpublic schools, a certain percentage (per Head Start requirements) must have at least a CDA.
- <sup>10</sup> Assistant teachers in nonpublic settings must meet the federal Head Start requirements but local programs may add requirements. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

## DISTRICT OF COLUMBIA – Public School Preschool / Pre-K Incentive Program 2006-2007

- <sup>1</sup> All early childhood programs are overseen by the Office of School Readiness and Early Childhood Programs in the District of Columbia Public Schools.
- <sup>2</sup> Prekindergarten is offered in every public elementary school in the District of Columbia.
- <sup>3</sup> The number of 5-year-olds in pre-K and the number of children who were not yet 3 at the beginning of the school year is not known. The total enrollment for both 3- and 4-year-olds includes Head Start and non-Head Start children. It includes children in the Public School Preschool Program and the Pre-K Incentive Program, but does not include children served in charter schools. The number of 3-year-olds in the Pre-K Incentive Program was 107 and the number of 4-year-olds was 245. The number of 3-year-olds in consolidated Head Start was 51 and the number of 4-year-olds was 49.
- <sup>4</sup> Pre-K children with special needs are funded in the same manner as school-aged children in the District. Local schools receive the weighted student formula for the children with IEPs in inclusive settings, which is the amount provided for general education students. For those children who require a more intensive self-contained setting, salaries for classroom teachers and educational aides are funded through the Office of Special Education. The funding is blended for children in collaborative classrooms. The funding may come from Head Start, Title I, or special education funds.
- <sup>5</sup> For Public School Preschool, children must be 4 on or before September 30 to enter pre-K and must be 3 at the time of entrance to a 3-year-old program. For the Pre-K Incentive Program, children must be 3 or 4 years old at the time of enrollment.
- <sup>6</sup> Kindergarten is mandatory in the District of Columbia, so if a child is 5 on or before September 30 they would go to kindergarten instead of prekindergarten.
- <sup>7</sup> During the 2006-2007 school year, 4- and 5-year-olds could use the previous entry date of December 31 or the new entry date of September 30. For the 2007-2008 school year, only 4-year-old children have this option. The 2007-2008 school year is the last year this option will be available.
- <sup>8</sup> If a teacher or a principal is having difficulty with a child they have usually reported the situation.
- <sup>9</sup> This represents the requirements for Public School Preschool classrooms. In the Pre-K Incentive Program, the maximum class size is 16 with a staff-child ratio of 1:8.
- <sup>10</sup> Breakfast and morning and afternoon snacks must be provided for free. Lunch is not required to be free but all children must have lunch while at school.
- <sup>11</sup> Health screenings and up-to-date immunizations are required for enrollment in Public School Preschool. Health screenings, immunizations, dental screening, vision, hearing, review of health records, behavioral health, and speech and language screenings are provided in Pre-K Incentive programs.
- <sup>12</sup> Locally determined services include, but are not limited to, vision, hearing, and dental screenings for Public School Preschool programs.
- <sup>13</sup> Teachers in the Public School Preschool program are required to have a BA. Teachers in nonpublic schools (Pre-K Incentive Program) are required to have an AA. During the 2006-2007 school year, there were 24 lead teachers in the Pre-K Incentive Program; two had an MA, 14 had a BA, four had a BS, and four had an AA and were working toward a BS.
- <sup>14</sup> One hundred percent of public school teachers have a BA and 64% of teachers in public schools have an MA. In the Pre-K Incentive Program, 8% have an MA, 75% have a BA/BS, 17% have an AA.
- <sup>15</sup> In the public schools an assistant teacher must have an associate's degree or the equivalent number of units and the emphasis should be in early childhood education. In the Pre-K Incentive Program (nonpublic), there were 22 assistant teachers; two had a BA, four had an AA, and 16 had a CDA and were working toward an AA.
- <sup>16</sup> Funding for the pre-K and 3-year-old programs are loaded directly into each school's budget. It is difficult to provide an accurate figure as to actual spending for these programs for 2006-2007.
- <sup>17</sup> Funding is based on the weighted student funding formula per child, which is \$6,037 per pre-K child.
- <sup>18</sup> Community-based programs may be funded through subcontract, using funds allocated to the Department of Human Services.
- <sup>19</sup> Head Start receives federal funding for specific federal Head Start requirements. Federal Head Start funds the operation of these programs, including furniture, equipment, materials, supplies, field trips, comprehensive services, meals, parent education, and some professional development.
- <sup>20</sup> For the Pre-K Incentive Program, the Early Care and Education Administration Pre-K program has the responsibility for monitoring and evaluating funded projects. The monitor makes periodic scheduled and quarterly unscheduled visits to classrooms. During the visits, the preschool program must provide access to its facilities, records, clients, and staff as may be necessary for monitoring purposes.
- <sup>21</sup> Mentoring may occur for room environment, classroom management, curriculum, assessment, and parent involvement.
- <sup>22</sup> A specific assessment tool for kindergarten is not being used. Teachers assess children based on their ability to meet the District Learning Standards for Kindergarten.



## APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START		FEDERAL HEAD START						
	State funding (Fiscal Year 2007)	State enrollment: additional funded slots for 3- and 4-year-olds (2007) <sup>1</sup>	Federal actual spending (Fiscal Year 2007)	Funded enrollment by state (Program Year 2006-2007) <sup>2</sup>		Indian/Alaska Native enrollment (Program Year 2006-2007) <sup>3</sup>		Estimated migrant enrollment (Program Year 2006-2007) <sup>4</sup>	
				3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama			\$107,069,710	6,021	9,365	0	0	21	15
Alaska	\$6,084,100	470 <sup>5</sup>	\$12,524,123	574	770	517	694	0	0
Arizona			\$103,928,297	3,415	7,699	1,598	3,603	235	300
Arkansas			\$64,793,182	4,506	5,403	0	0	94	110
California			\$835,094,425	32,387	56,117	203	352	1,416	1,155
Colorado			\$68,621,163	3,161	5,180	135	221	121	129
Connecticut	\$4,521,150	503 <sup>6</sup>	\$52,112,641	2,792	3,454	0	0	0	0
Delaware	\$5,685,800	843	\$13,290,490	766	1,050	0	0	14	14
District of Columbia			\$25,211,331	1,576	1,330	0	0	0	0
Florida			\$264,221,005	12,075	19,486	7	12	943	851
Georgia			\$169,203,527	11,866	9,636	0	0	72	65
Hawaii	\$548,716 <sup>7</sup>	0	\$22,980,561	1,016	1,637	0	0	0	0
Idaho	\$1,500,000	183	\$22,907,992	627	2,025	48	154	119	126
Illinois			\$271,880,496	14,864	18,708	0	0	92	86
Indiana			\$96,596,956	3,748	7,586	0	0	0	0
Iowa			\$51,762,241	2,530	3,955	0	0	0	0
Kansas			\$51,136,866	2,976	3,587	28	33	0	0
Kentucky			\$108,290,595	5,879	8,937	0	0	20	20
Louisiana			\$146,504,237	10,555	9,789	0	0	0	0
Maine	\$3,781,282 <sup>8</sup>	416	\$27,724,725	1,203	1,786	22	32	0	0
Maryland	\$3,000,000 <sup>9</sup>	Not available	\$78,356,161	4,396	4,987	0	0	0	0
Massachusetts	\$8,500,000	221 <sup>10</sup>	\$108,797,056	4,731	6,061	0	0	17	7
Michigan			\$235,517,531	13,081	19,342	131	193	254	232
Minnesota	\$19,100,000	2,109	\$72,300,453	3,616	5,286	250	365	140	159
Mississippi			\$162,356,794	9,966	14,423	81	117	0	0
Missouri			\$119,482,617	6,671	8,664	0	0	0	0
Montana			\$21,035,544	1,026	1,464	572	817	0	0
Nebraska			\$36,207,292	1,689	2,418	91	130	17	17
Nevada			\$24,380,031	922	1,550	135	226	0	0
New Hampshire	\$241,337	0	\$13,441,195	549	835	0	0	0	0
New Jersey			\$129,545,483	5,988	6,713	0	0	26	25
New Mexico	\$1,541,000	300	\$52,515,381	2,401	3,959	525	866	0	0
New York			\$434,979,286	19,156	24,267	61	77	110	110
North Carolina			\$141,857,656	6,444	10,793	65	108	193	135
North Dakota			\$17,245,660	881	1,151	360	470	0	0
Ohio			\$247,914,736	14,587	18,320	0	0	0	0
Oklahoma	\$2,905,602 <sup>11</sup>	0	\$81,384,010	5,507	7,017	1,102	1,404	0	0
Oregon	\$27,000,000	3,438	\$59,714,535	2,676	5,156	100	193	503	478
Pennsylvania	\$40,000,000	5,780	\$229,113,424	12,293	18,617	0	0	80	76
Rhode Island	\$3,300,000	400	\$22,105,950	567	1,403	0	0	0	0
South Carolina			\$82,842,414	5,722	5,873	0	0	53	57
South Dakota			\$18,902,974	939	1,316	578	811	0	0
Tennessee			\$119,832,346	5,560	9,830	0	0	56	50
Texas			\$480,685,049	27,550	33,645	15	18	2,607	2,050
Utah			\$37,920,068	1,420	3,529	61	152	89	90
Vermont			\$13,615,255	583	646	0	0	0	0
Virginia			\$99,506,637	5,078	7,107	0	0	43	61
Washington			\$100,776,184	3,182	6,156	351	680	613	574
West Virginia			\$50,851,993	2,670	4,429	0	0	0	0
Wisconsin	\$7,212,500	1,331	\$91,252,718	6,117	6,005	367	360	93	93
Wyoming			\$12,422,337	590	837	79	112	0	0
50 States + DC <sup>12</sup>	\$134,921,487	15,994	\$5,912,713,332 <sup>13</sup>	299,097	419,300	7,481	12,202	8,041	7,084
Data sources	a	a	b	b	b	b	b	b	b

**APPENDIX B: HEAD START DATA** (continued)

STATE	AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (2006-2007)						
	Percent of children enrolled full-day 5 days per week, all ages (Program Year 2006-2007)	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	82%	\$19,251	\$17,315	\$18,699	\$22,847	\$26,261	\$13,931
Alaska	4%	\$23,815	\$23,076	\$26,202	\$26,506	\$32,500	\$16,295
Arizona	5%	\$25,692	\$24,616	\$25,676	\$27,362	\$25,293	\$16,862
Arkansas	86%	\$21,725	\$19,111	\$21,078	\$25,730	\$26,948	\$14,552
California	24%	\$29,784	\$26,443	\$29,049	\$32,714	\$38,110	\$19,029
Colorado	13%	\$24,418	\$21,431	\$23,033	\$26,735	\$35,209	\$15,278
Connecticut	52%	\$31,894	\$23,559	\$26,102	\$29,639	\$40,140	\$18,404
Delaware	15%	\$15,942	\$14,108	\$16,066	\$21,731	\$36,171	\$9,831
District of Columbia	71%	\$32,676	\$24,302	\$30,354	\$36,876	\$51,589	\$23,708
Florida	93%	\$29,596	\$21,096	\$23,430	\$28,943	\$35,636	\$20,205
Georgia	86%	\$23,566	\$19,600	\$22,376	\$26,428	\$35,024	\$16,040
Hawaii	42%	\$29,319	\$27,405	\$29,433	\$30,820	\$32,287	\$19,752
Idaho	3%	\$18,823	\$15,938	\$18,386	\$20,849	\$28,030	\$11,393
Illinois	40%	\$27,259	\$20,255	\$23,690	\$27,474	\$33,659	\$18,046
Indiana	17%	\$22,368	\$18,830	\$21,182	\$22,462	\$26,891	\$13,914
Iowa	42%	\$24,719	\$20,005	\$20,290	\$25,274	\$30,672	\$15,304
Kansas	19%	\$25,316	\$21,219	\$23,050	\$26,073	\$34,239	\$13,766
Kentucky	17%	\$23,443	\$18,773	\$20,899	\$26,578	\$33,963	\$13,001
Louisiana	75%	\$23,757	\$20,559	\$20,029	\$25,772	\$27,919	\$14,820
Maine	18%	\$24,847	\$23,964	\$22,749	\$25,195	\$27,322	\$16,982
Maryland	55%	\$29,410	\$22,151	\$24,483	\$31,227	\$39,487	\$16,710
Massachusetts	29%	\$25,927	\$24,005	\$25,097	\$27,613	\$28,976	\$17,600
Michigan	9%	\$28,369	\$22,065	\$23,960	\$29,314	\$37,386	\$16,422
Minnesota	6%	\$25,229	\$23,416	\$24,737	\$25,419	\$30,733	\$15,814
Mississippi	67%	\$18,983	\$17,356	\$18,227	\$20,383	\$21,983	\$13,366
Missouri	29%	\$21,640	\$18,925	\$21,238	\$23,455	\$26,909	\$15,756
Montana	17%	\$18,576	\$17,147	\$18,621	\$19,652	\$17,417	\$12,357
Nebraska	20%	\$23,380	\$18,764	\$20,535	\$24,085	\$43,061	\$13,582
Nevada	5%	\$23,814	\$24,514	\$25,463	\$25,632	NA	\$19,057
New Hampshire	6%	\$21,755	\$17,026	\$20,815	\$22,713	\$24,601	\$15,223
New Jersey	88%	\$30,898	\$22,859	\$25,070	\$33,996	\$42,363	\$18,265
New Mexico	28%	\$24,702	\$20,734	\$22,758	\$29,492	\$33,280	\$15,749
New York	55%	\$31,900	\$22,155	\$24,810	\$30,263	\$37,375	\$20,329
North Carolina	78%	\$22,877	\$19,169	\$20,199	\$25,965	\$34,620	\$15,864
North Dakota	12%	\$23,862	\$21,310	\$22,082	\$26,275	\$29,443	\$14,775
Ohio	17%	\$22,331	\$19,911	\$21,673	\$22,994	\$29,808	\$15,040
Oklahoma	50%	\$23,365	\$19,406	\$20,613	\$26,762	\$31,599	\$15,138
Oregon	14%	\$25,435	\$21,638	\$23,212	\$25,920	\$27,672	\$16,882
Pennsylvania	40%	\$22,878	\$20,210	\$20,262	\$23,627	\$28,031	\$14,159
Rhode Island	22%	\$24,951	\$20,381	\$24,600	\$27,306	\$23,839	\$16,243
South Carolina	86%	\$18,361	\$15,787	\$17,878	\$20,874	\$25,307	\$12,783
South Dakota	22%	\$21,959	\$19,762	\$20,720	\$24,573	\$28,212	\$13,979
Tennessee	66%	\$23,064	\$17,862	\$20,952	\$25,775	\$32,872	\$14,121
Texas	72%	\$27,597	\$20,183	\$22,447	\$31,561	\$36,717	\$14,977
Utah	8%	\$17,760	\$16,233	\$17,454	\$19,348	\$25,460	\$12,869
Vermont	21%	\$22,754	\$20,791	\$20,833	\$23,500	\$27,346	\$16,545
Virginia	57%	\$28,583	\$23,455	\$23,914	\$33,796	\$38,130	\$16,978
Washington	12%	\$25,218	\$22,951	\$24,764	\$26,433	\$29,444	\$16,858
West Virginia	16%	\$25,925	\$20,739	\$21,867	\$28,347	\$33,817	\$15,922
Wisconsin	16%	\$25,021	\$15,519	\$17,585	\$25,306	\$36,848	\$14,305
Wyoming	8%	\$23,964	\$18,947	\$20,974	\$26,532	\$32,408	\$12,781
50 States + DC <sup>12</sup>	36%	\$24,484	\$20,529	\$22,385	\$26,356	\$31,235	\$15,717
Data sources	c	c	c	c	c	c	c

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## Data Sources

- (a) Data were reported by Head Start State Collaboration Office directors.
- (b) Federal spending and enrollment data were provided by the Administration for Children and Families (ACF).
- (c) Data are from Head Start Program Information Reports (PIR) for 2006-2007.

## NOTES

- <sup>1</sup> Several states providing Head Start supplements were not able to report the number of children served with these state funds. In some cases, this was because a portion of state funds was used to enhance services for federally funded Head Start participants rather than for separate, additional slots. For these states, enrollment was estimated based on non-ACYF-funded enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2006-2007 Head Start PIR.
- <sup>2</sup> Funded enrollment was not available by single year of age. Data shown here are estimates, calculated based on the total funded enrollment by state as reported by ACF for the 2006-2007 program year and the percentage of 3- and 4-year-olds enrolled as reported on the 2006-2007 Head Start PIR.
- <sup>3</sup> Funded enrollment was not available by single year of age. Data shown here are estimates, calculated based on the percentage of total actual enrollment represented by 3-year-olds and by 4-year-olds in the 2006-2007 program year and the total AI/AN-funded enrollment by state as reported by ACF.
- <sup>4</sup> Exact enrollment of 3- and 4-year-olds was not available by state. Enrollment estimates are based on the GATES total Migrant Program enrollment figure and the proportion of children enrolled in each state's migrant programs as reported on the 2006-2007 Head Start PIR.
- <sup>5</sup> Alaska does not require a specific amount of slots to be offered using the state funds it provides to federal Head Start programs. The figure is based on an estimated total number of non-ACF-funded children served and the percentage of 3- and 4-year-olds as reported in the 2006-2007 Head Start PIR.
- <sup>6</sup> This figure is based on the federal PIR total of non-ACF-funded enrollment and the proportion of all enrollees who were age 3 or age 4. This number includes extended-day slots; part-day, part-year slots; full-day, full-year slots; and quality enhancement slots. Due to cuts in funding, full-day programs need no longer operate 10 hours a day year-round, but can operate 6 hours per day for 180 days plus an optional continuation summer program of 2.5 hours per day during the summer months.
- <sup>7</sup> These funds were used to extend the federally funded program day and year. Additional funds were used to improve program quality in some Head Start programs but that amount is unknown.
- <sup>8</sup> This figure includes \$1,363,498 from the Fund for a Healthy Maine tobacco money, which is used to extend the program day and year.
- <sup>9</sup> Maryland's state Head Start funds were also used for professional development, parent education, mental health services, expanded transitional services, and literacy projects. In addition, funds were devoted to summer care, extended-day, or extended-year services.
- <sup>10</sup> Funding is not allocated by slots. This figure represents the number of children reported as non-ACF-funded in the federal PIR.
- <sup>11</sup> State Head Start funds are primarily used to provide extended programs and intervention services and to improve quality of the federal Head Start program. A few additional slots may have been created using the state supplements, but the number is unknown.
- <sup>12</sup> National salary averages include data from programs in the U.S. territories as well, including Puerto Rico.
- <sup>13</sup> This sum for federal Head Start spending only represents the portion of funding provided to states and does not include spending for programs in U.S. territories, Native American programs, Migrant programs, or support activities such as research, training and technical assistance, and monitoring. Total federal Head Start spending, including all of these components, was \$6,887,896,188 in FY 2007.

## APPENDIX C: CHILD CARE DATA

### STATE INCOME ELIGIBILITY LIMIT FOR CHILD CARE ASSISTANCE FOR A FAMILY OF 3 (AS REPORTED FOR FY 2007)

STATE	Eligibility limit as annual income figure	Eligibility limit as monthly income figure	Eligibility limit as percent of state median income (SMI)	SMI Year
Alabama	\$20,916	\$1,743	46%	2005
Alaska	\$46,236	\$3,853	77%	2002
Arizona	\$26,556	\$2,213	54%	2005
Arkansas	\$24,972	\$2,081	60%	2005
California	\$35,100	\$2,925	75%	2000
Colorado	\$36,204	\$3,017	60%	2006
Connecticut	\$36,120	\$3,010	50%	2006
Delaware	\$31,344	\$2,612	54%	2005
Florida	\$32,184	\$2,682	67%	2004
Georgia	\$24,420	\$2,035	47%	2006
Hawaii	\$47,124	\$3,927	85%	2004
Idaho	\$20,472	\$1,706	45%	2005
Illinois	\$30,396	\$2,533	50%	2006
Indiana	\$20,436	\$1,703	39%	2005
Iowa	\$23,328	\$1,944	43%	2006
Kansas	\$29,772	\$2,481	57%	2005
Kentucky	\$24,144	\$2,012	54%	2006
Louisiana	\$31,836	\$2,653	75%	2006
Maine	\$42,552	\$3,546	85%	2006
Maryland	\$29,988	\$2,499	50%	2001
Massachusetts	\$28,968	\$2,414	50%	NR
Michigan	\$23,880	\$1,990	41%	2006
Minnesota	\$28,164	\$2,347	44%	2006
Mississippi	\$30,156	\$2,513	85%	2004
Missouri	\$18,216	\$1,518	34%	1990
Montana	\$24,132	\$2,011	58%	2005
Nebraska	\$29,772	\$2,481	56%	2006
Nevada	\$39,696	\$3,308	75%	2006
New Hampshire	\$29,784	\$2,482	49%	2005
New Jersey	\$40,224	\$3,352	55%	2005
New Mexico	\$24,132	\$2,011	58%	2006
New York	\$32,184	\$2,682	59%	2005
North Carolina	\$35,592	\$2,966	75%	2004
North Dakota	\$29,556	\$2,463	62%	2006
Ohio	\$29,772	\$2,481	54%	2006
Oklahoma	\$35,100	\$2,925	81%	2005
Oregon	\$24,132	\$2,011	47%	2006
Pennsylvania	\$32,184	\$2,682	56%	2006
Rhode Island	\$36,192	\$3,016	61%	2005
South Carolina	\$24,132	\$2,011	51%	2005
South Dakota	\$32,184	\$2,682	65%	2006
Tennessee	\$27,924	\$2,327	60%	2006
Texas	\$38,952	\$3,246	85%	2005
Utah	\$29,184	\$2,432	56%	2006
Vermont	\$31,032	\$2,586	83%	1999
Virginia	\$29,028	\$2,419	40%	2006
Washington	\$32,184	\$2,682	57%	2005
West Virginia	\$21,228 <sup>3</sup>	\$1,769 <sup>3</sup>	55% <sup>3</sup>	2006
Wisconsin	\$29,772	\$2,481	53%	2005
Wyoming	\$32,184	\$2,682	68%	2006
Data sources	a	a	a	a

STATE	ESTIMATED FUNDING FOR CHILD CARE (FY 2006)						
	Child Care and Development Fund: Federal allocations <sup>1</sup>	Child Care and Development Fund: State maintenance of effort	Child Care and Development Fund: State matching funds	Total CCDF funding (federal and state)	TANF transfers to the Child Care and Development Fund	Percent TANF transfer of total CCDF funds	TANF direct spending on child care
Alabama	\$80,373,676	\$6,896,417	\$9,207,558	\$96,477,651	\$20,800,000	18%	\$0
Alaska	\$11,323,802	\$3,544,811	\$3,682,512	\$18,551,125	\$13,100,000	28%	\$15,973,356
Arizona	\$99,629,148	\$10,032,936	\$14,736,676	\$124,398,760	\$0	0%	\$8,020,300
Arkansas	\$43,793,956	\$1,886,543	\$4,635,671	\$50,316,170	\$6,000,000	11%	\$0
California	\$509,416,600	\$85,593,200	\$194,509,900	\$789,519,700	\$384,250,000	25%	\$351,300,000
Colorado	\$58,200,000	\$8,900,000	\$24,000,000	\$91,100,000	\$30,000,000	25%	Unknown
Connecticut	\$49,890,681	\$18,738,357	\$16,699,890	\$85,328,928	\$0	0%	\$0
Delaware	\$13,648,974	\$5,179,325	\$3,883,131	\$22,711,430	\$0	0%	\$0
Florida	\$235,016,088	\$33,415,872	\$54,628,997	\$323,060,957	\$122,549,158	22%	\$111,727,724
Georgia	\$158,230,685	\$22,182,651	\$30,559,821	\$210,973,157	\$29,700,000	12%	\$0
Hawaii	\$19,254,197	\$4,971,630	\$4,263,616	\$28,489,443	\$19,780,000	41%	\$0
Idaho	\$22,086,034	\$1,175,819	\$3,233,984	\$26,495,837	\$7,692,000	22%	\$0
Illinois	\$201,760,989	\$56,873,825	\$309,365,186	\$568,000,000	\$0	0%	\$120,000,000
Indiana	\$100,447,494	\$15,356,947	\$19,350,900	\$135,155,341	\$5,000,000	4%	\$0
Iowa	\$40,426,890	\$5,078,586	\$7,730,754	\$53,236,230	\$21,806,560	29%	\$0
Kansas	\$42,803,227	\$6,673,024	\$12,440,798	\$61,917,049	\$17,510,175	22%	\$0
Kentucky	\$71,660,479	\$7,274,537	\$8,284,139	\$87,219,155	\$54,386,300	34%	\$17,000,000
Louisiana	\$109,010,740	\$5,219,488	\$9,733,632	\$123,963,860	\$27,721,711	15%	\$28,380,576
Maine	\$15,321,898	\$1,749,818	\$2,889,142	\$19,960,858	\$7,784,613	22%	\$8,000,000
Maryland	\$78,237,087	\$23,301,407	\$27,931,211	\$129,469,705	\$10,285,667	7%	\$0
Massachusetts	\$103,775,824 <sup>2</sup>	\$44,973,373 <sup>2</sup>	\$30,946,749 <sup>2</sup>	\$179,695,946 <sup>2</sup>	\$91,874,224 <sup>2</sup>	25%	\$92,000,000 <sup>2</sup>
Michigan	\$143,300,000	\$24,400,000	\$39,500,000	\$207,200,000	\$0	0%	\$171,110,000
Minnesota	\$74,000,000	\$19,700,000	\$24,800,000	\$118,500,000	\$36,000,000	23%	\$0
Mississippi	\$54,869,565	Unknown	\$4,582,591	\$59,452,156	\$19,000,000	24%	Unknown
Missouri	\$91,554,701	\$16,548,755	\$16,969,626	\$125,073,082	\$20,712,684	14%	\$0
Montana	\$12,958,259	\$1,313,990	\$1,674,404	\$15,946,653	\$7,287,356	31%	\$0
Nebraska	\$31,386,626	\$6,498,998	\$12,044,203	\$49,929,827	\$9,000,000	15%	\$0
Nevada	\$27,833,448	\$2,580,421	\$9,426,937	\$39,840,806	\$0	0%	\$0
New Hampshire	\$15,539,682	\$4,581,870	\$6,055,091	\$26,176,643	\$3,021,021	10%	\$0
New Jersey	\$108,500,000	\$26,400,000	\$48,800,000	\$183,700,000	\$65,200,000	26%	\$0
New Mexico	\$30,906,996	\$2,895,259	\$3,451,707	\$37,253,962	\$31,922,700	46%	\$0
New York	\$306,000,000	\$102,000,000	\$110,000,000	\$518,000,000	Unknown	Unknown	Unknown
North Carolina	\$177,270,328	\$37,927,282	\$24,492,354	\$239,689,964	\$81,292,880	23%	\$35,331,547
North Dakota	\$9,086,112	\$1,017,036	\$1,404,377	\$11,507,525	\$0	0%	\$1,136,707
Ohio	\$197,529,280	\$45,403,943	\$39,216,653	\$282,149,876	\$0	0%	\$240,443,943
Oklahoma	\$67,800,000	\$10,600,000	\$7,500,000	\$85,900,000	\$29,500,000	18%	\$45,900,000
Oregon	\$59,336,139	\$11,714,966	\$11,224,000	\$82,275,105	\$0	0%	\$0
Pennsylvania	\$174,342,949	\$46,629,051	\$56,664,000	\$277,636,000	\$178,511,000	36%	\$35,056,000
Rhode Island	\$17,400,000	\$5,321,126	\$4,017,000	\$26,738,126	\$13,700,000	34%	\$0
South Carolina	\$67,205,998	\$4,085,269	\$8,507,426	\$79,798,693	\$1,300,000	2%	\$0
South Dakota	\$18,259,863	\$802,914	\$1,697,932	\$20,760,709	\$0	0%	\$0
Tennessee	\$112,058,800	\$18,975,800	\$16,589,900	\$147,624,500	\$63,911,600	30%	\$0
Texas	\$405,085,748	\$27,745,141	\$43,682,956	\$476,513,845	\$0	0%	\$0
Utah	\$37,699,563	\$4,474,923	\$1,100,000	\$43,274,486	\$0	0%	\$0
Vermont	\$9,774,049	\$2,666,323	\$1,682,466	\$14,122,838	\$9,224,074	35%	\$2,796,735
Virginia	\$97,989,616	\$21,328,762	\$36,424,645	\$155,743,023	\$5,000,000	3%	\$0
Washington	\$105,813,726	\$38,707,605	\$30,359,606	\$174,880,937	\$95,000,000	30%	\$46,000,000
West Virginia	\$30,172,296	\$2,971,392	\$2,821,588	\$35,965,276	\$0	0%	\$20,000,000
Wisconsin	\$81,379,619	\$16,449,400	\$18,772,350	\$116,601,369	\$63,155,400	19%	\$159,398,800
Wyoming	\$7,923,927	\$1,553,707	\$1,922,008	\$11,399,642	\$3,600,000	24%	\$0
Data sources	b	b	b	b	b	b	b

**APPENDIX C: CHILD CARE DATA** *continued*

STATE	MAXIMUM CHILD:STAFF RATIOS IN CHILD CARE CENTERS (OCTOBER 2006)		MAXIMUM GROUP SIZE IN CHILD CARE CENTERS (OCTOBER 2006)	
	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama	10:1	16:1	NR	NR
Alaska	10:1	10:1	20	20
Arizona	13:1	15:1	NR	NR
Arkansas	12:1	15:1	24	30
California	12:1	12:1	NR	NR
Colorado	10:1	12:1	20	24
Connecticut	10:1	10:1	20	20
Delaware	12:1	15:1	NR	NR
Florida	15:1	20:1	NR	NR
Georgia	15:1	18:1	30	36
Hawaii	12:1	16:1	NR	NR
Idaho	Not licensed	Not licensed	Not licensed	Not licensed
Illinois	10:1	10:1	20	20
Indiana	10:1	12:1	20	24
Iowa	8:1	12:1	NR	NR
Kansas	12:1	12:1	24	24
Kentucky	12:1	14:1	24	28
Louisiana	14:1	16:1	NR	NR
Maine	8:1/10:1 <sup>4</sup>	8:1/10:1 <sup>4</sup>	24/20 <sup>4</sup>	24/20 <sup>4</sup>
Maryland	10:1	10:1	20	20
Massachusetts	10:1 <sup>5</sup>	10:1 <sup>5</sup>	20 <sup>5</sup>	20 <sup>5</sup>
Michigan	10:1	12:1	NR	NR
Minnesota	10:1	10:1	20	20
Mississippi	14:1	16:1	14	20
Missouri	10:1	10:1	NR	NR
Montana	8:1	10:1	NR	NR
Nebraska	10:1	12:1	NR	NR
Nevada	13:1	13:1	NR	NR
New Hampshire	8:1	12:1	24	24
New Jersey	10:1	12:1	20	20
New Mexico	12:1	12:1	NR	NR
New York	7:1	8:1	18	21
North Carolina	15:1	15:1	25	25
North Dakota	7:1	10:1	14	20
Ohio	12:1	14:1	24	28
Oklahoma	12:1	15:1	24	30
Oregon	10:1	10:1	20	20
Pennsylvania	10:1	10:1	20	20
Rhode Island	9:1	10:1	18	20
South Carolina	13:1	18:1	NR	NR
South Dakota	10:1	10:1	20	20
Tennessee	9:1	13:1	18	20
Texas	15:1	18:1	30	35
Utah	12:1	15:1	24	30
Vermont	10:1	10:1	20	20
Virginia	10:1	10:1	NR	NR
Washington	10:1	10:1	20	20
West Virginia	10:1	12:1	20	24
Wisconsin	10:1	13:1	20	24
Wyoming	10:1	12:1	24	30
Data sources	c	c	c	c

## STATE

## CHILD CARE STAFF PRE-SERVICE QUALIFICATIONS (OCTOBER 2006)

	Child care center teachers: education/ training requirements	Child care center teachers: experience required?	Child care center directors: education/ training requirements	Child care center directors: experience required?	Average annual child care worker salary (May 2006)
Alabama	None	N	124 clock hours training	Y (1 year)	\$14,800
Alaska	None	N	CDA	N	\$22,170
Arizona	None	N	60 clock hours ECE/CD training	Y (2 years)	\$16,260
Arkansas	None	N	None	N	\$14,590
California	CC certificate + 95 clock hours	Y (150 hours)	12 EC credits	Y (4 years)	\$22,030
Colorado	None	N	18 ECE credits	Y (2 years)	\$20,030
Connecticut	None	N	CDA	Y (1,080 hrs)	\$22,180
Delaware	Vocational CC program	Y (6 months)	CDA	Y (2 years)	\$19,590
Florida	None	N	State Director's credential	N	\$18,200
Georgia	None	N	None	N	\$16,060
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)	\$17,200
Idaho	Not licensed	Not licensed	Not licensed	Not licensed	\$17,700
Illinois	CDA or CCP certification	N	CDA or CCP + 12 ECE credits	Y (2 years)	\$19,700
Indiana	None	N	AA in ECE	Y (3 years)	\$17,560
Iowa	None	N	75 clock hours CD training	Y (> 1 year)	\$16,310
Kansas	None	N	CDA	Y (1 year)	\$16,870
Kentucky	None	N	None	N	\$15,930
Louisiana	None	N	Vocational CC program	Y (1 year)	\$14,770
Maine	None	N	135 clock hours training	Y (5 years)	\$20,780
Maryland	90 clock hours ECD training	Y (1 year)	90 hrs ECD training	N	\$21,210
Massachusetts	2 year CC course	N	CDA + 5 CD/ECE credits	Y (33 months)	\$22,760
Michigan	None	N	CDA + 12 child-related credits	N	\$19,920
Minnesota	CDA	Y (1,560 hrs)	90 clock hours CD or Human Relations	Y (1,040 hrs)	\$19,020
Mississippi	None	N	CDA or CC Director's credential	Y (2 years)	\$14,730
Missouri	None	N	CDA + 6 child-related credits	Y (1 year)	\$17,340
Montana	None	N	None	N	\$16,930
Nebraska	None	N	None	N	\$16,960
Nevada	None	N	CDA	N	\$16,630
New Hampshire	2 year CC course	N	CDA	Y (4,000 hrs)	\$18,420
New Jersey	CDA or CCP certification	Y (1 year)	BA	Y (1 year)	\$19,930
New Mexico	None	N	1-year vocational certificate	Y (2 years)	\$16,490
New York	None	N	CDA	Y (4 years)	\$22,050
North Carolina	None	N	None	N	\$18,120
North Dakota	None	N	CDA	Y (1 year)	\$16,990
Ohio	None	N	CDA	Y (2 years)	\$18,730
Oklahoma	None	N	Director's Credential, Bronze Level	N	\$15,440
Oregon	None	N	None	N	\$19,090
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)	\$18,500
Rhode Island	None	Y (3 years)	6 college courses in ECE/CD	Y (5 years)	\$20,230
South Carolina	None	N	None	N	\$15,660
South Dakota	None	N	None	N	\$16,110
Tennessee	None	N	TECTA certificate	N	\$16,190
Texas	None	N	CDA	Y (2 years)	\$15,700
Utah	None	N	CDA, CCP, or NAC credential	N	\$16,400
Vermont	CDA	N	CDA	Y (2 years)	\$19,860
Virginia	None	N	120 hours training	Y (3 years)	\$17,630
Washington	None	N	CDA	Y (2 years)	\$19,710
West Virginia	None	N	None	N	\$14,810
Wisconsin	2 non-credit ECE courses	Y (80 days)	2 ECE courses	Y (80 days)	\$19,790
Wyoming	None	N	100 clock hours training	Y (1 year)	\$17,210
Data sources	d	d	e	e	f



**DATA SOURCES**

- a Child Care and Development Fund Data Summary: Child Care Assistance Income Eligibility Thresholds, Family of Three. Retrieved from the National Child Care Information Center, [http://nccic.acf.hhs.gov/pubs/datasum/ccassisteligibility\\_fy0607.pdf](http://nccic.acf.hhs.gov/pubs/datasum/ccassisteligibility_fy0607.pdf).
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- c LeMoine, S. & Azer, S. (2006). Center Child Care Licensing Regulations (October 2006): Child-Staff Ratios and Maximum Group Size Requirements. Compiled from licensing regulations posted on the National Resource Center for Health and Safety in Child Care's web site, <http://nrc.uchsc.edu>. Available at <http://nccic.acf.hhs.gov/pubs/cclicensingreq/cclr-teachers.pdf>.
- d LeMoine, S. & Azer, S. (2006). Center Child Care Licensing Requirements (October 2006): Minimum Early Childhood Education (ECE) Preservice Qualifications and Annual Ongoing Training Hours for Teachers and Master Teachers. Compiled from licensing regulations posted on the National Resource Center for Health and Safety in Child Care web site, <http://nrc.uchsc.edu>. Available at <http://nccic.acf.hhs.gov/pubs/cclicensingreq/cclr-teachers.pdf>.
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- f U.S. Department of Labor, Bureau of Labor Statistics (2006). Available at <http://www.bls.gov>.

**NOTES**

- <sup>1</sup> These data represent the sums of mandatory, discretionary, and federal shares of the matching funds.
- <sup>2</sup> The FY 2007 data were not available in the most recent compilation of state CCDF plans. These data are from the FY 2004-2005 CCDF plan.
- <sup>3</sup> This figure represents the entry-level maximum income limit and may vary from ongoing or exit income limits.
- <sup>4</sup> As of September 15, 2006, the child: staff ratio for 3- to not yet school-age 5 years is 8:1 with a maximum group size of 24 or 10:1 with a maximum group size of 20.
- <sup>5</sup> This ratio applies to 3- and 4-year-old children who attend full-day programs. The ratio for half-day programs is 12:1 with a maximum class size of 24.

## APPENDIX D: U.S. CENSUS POPULATION ESTIMATES

STATE	NUMBERS OF 3- AND 4-YEAR-OLDS, BY STATE 2006		
	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	58,973	59,768	118,741
Alaska	9,732	9,711	19,443
Arizona	95,165	93,118	188,283
Arkansas	37,838	38,003	75,841
California	530,596	521,021	1,051,617
Colorado	68,037	67,162	135,199
Connecticut	42,725	42,352	85,077
Delaware	11,515	11,073	22,588
Florida	219,654	219,558	439,212
Georgia	139,066	139,258	278,324
Hawaii	17,306	16,952	34,258
Idaho	22,061	21,703	43,764
Illinois	177,043	176,421	353,464
Indiana	85,258	84,781	170,039
Iowa	38,136	37,508	75,644
Kansas	38,752	38,213	76,965
Kentucky	54,403	54,030	108,433
Louisiana	59,130	59,532	118,662
Maine	14,130	13,860	27,990
Maryland	73,247	72,974	146,221
Massachusetts	77,843	77,941	155,784
Michigan	128,190	129,195	257,385
Minnesota	68,619	66,336	134,955
Mississippi	40,999	40,867	81,866
Missouri	76,160	75,841	152,001
Montana	11,525	11,358	22,883
Nebraska	25,247	24,523	49,770
Nevada	35,904	35,739	71,643
New Hampshire	14,820	15,165	29,985
New Jersey	114,360	111,697	226,057
New Mexico	28,179	27,906	56,085
New York	243,362	241,379	484,741
North Carolina	120,091	121,126	241,217
North Dakota	7,695	7,550	15,245
Ohio	146,444	146,058	292,502
Oklahoma	50,229	50,261	100,490
Oregon	46,537	46,102	92,639
Pennsylvania	145,300	143,891	289,191
Rhode Island	12,321	12,130	24,451
South Carolina	55,844	56,504	112,348
South Dakota	10,642	10,341	20,983
Tennessee	78,595	78,724	157,319
Texas	381,774	376,580	758,354
Utah	49,499	47,721	97,220
Vermont	6,605	6,474	13,079
Virginia	100,073	99,624	199,697
Washington	81,103	80,822	161,925
West Virginia	20,862	20,911	41,773
Wisconsin	69,287	68,948	138,235
Wyoming	6,739	6,442	13,181
<b>Total (sum 50 states)</b>	<b>4,047,615</b>	<b>4,015,154</b>	<b>8,062,769</b>
District of Columbia	6,488	6,448	12,936

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