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EARLY EDUCATION RESEARCH

THE STATE OF  
*Preschool*

2003 STATE PRESCHOOL YEARBOOK

-  Enrollment
-  Quality
-  Access
-  Standards
-  Resources

## THE STATE OF PRESCHOOL

2003 STATE PRESCHOOL YEARBOOK

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Advancing Quality Pre-Kindergarten for All

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# Executive Summary

*The State of Preschool: 2003 State Preschool Yearbook* demonstrates that state preschool programs are failing the nation's children. Few set high standards and fewer still provide adequate funding. Even the disadvantaged children targeted by most state preschool initiatives are not assured of access to high-quality programs. Most children and their families receive even less help. Children's learning and development suffers as a result. This must change. Several states are leading the way, but the rest must follow if all our children are to receive the early education they deserve.

In the 21st century no topic in education is more important than the education of our young children, which is far different today than it was just a few decades ago. Today most children attend a preschool program prior to kindergarten. Yet, they do so in a "system" that is highly uneven in access, educational quality, and the financial burdens imposed on families. State governments have begun to create programs to increase access, improve quality, and invest public resources in preschool education. As they do so, it is essential that the public be well informed so that government can be held accountable. This *State Preschool Yearbook* reports on the first of what will be annual check-ups on the programs funded by state governments to educate America's children at ages 3 and 4. The *Yearbook* clearly points out the state policies that impact the level of access children have to preschool, the quality of preschool programs offered, and the commitment of the state to resources for these programs.

## Access

- Forty states funded 45 state preschool programs in the 2001–2002 school year. The 38 states providing data enrolled approximately 700,000 children, almost all of whom were ages 3 and 4.
- The vast majority of children served by state prekindergarten programs were 4-year-olds, with 581,705, or 14.8 percent, of the nation's 4's enrolled. Only Massachusetts and New Jersey enrolled more than 10 percent of their 3-year-olds.
- Two states sought to provide universal access to preschool, Georgia and Oklahoma. They enrolled more than half of their 4-year-olds in state preschool programs. Seven other states enrolled more than 20 percent of their 4's, eight states enrolled 10–20 percent, and 20 states enrolled less than 10 percent. Insufficient information was available from three states to determine the percentage of 4-year-olds served.

## Quality

- All states needed to improve their quality standards. State quality standards varied widely. Most states did not meet a majority of our research-based benchmarks for minimum state standards.
- Although no state met all 10 benchmarks for state quality standards, three state programs met nine out of 10: Arkansas, Illinois and New Jersey's "Abbott District" program.
- Only 18 states required preschool teachers in all of the programs they funded to have the four-year college degree that every state requires of kindergarten teachers and that has been recommended by the National Research Council for every preschool education classroom.

## Resources

- Total state spending for state-funded prekindergarten exceeded \$2.4 billion in 2001–2002. Ten states accounted for 83 percent of all spending. Limited access resulted from limited funding.
- In most states, spending per child was far too low to assure quality. Only two states spent at least as much per child enrolled as Head Start. On average, federal Head Start programs received nearly \$3,500 more per child than states provided to their preschool programs.
- Low state funding suggests that many states implicitly relied on local schools, parents, and others to share the costs. This likely produces inequities in access to quality because the less a state spends the more quality depends on financial capacity of local schools and parents.
- Most states allowed their preschool programs to be operated under a variety of auspices including public schools, Head Start centers, and private child care centers. This permitted states to maximize their use of existing resources when expanding state programs.

## Conclusions and Recommendations

- Three state preschool programs stand out as exemplary in one or more ways that make them useful models for other states. Georgia and Oklahoma provide far more access than any other states, and Oklahoma requires that all its preschool teachers be certified. New Jersey's "Abbott District" preschool program sets the highest standards in the nation and is required to provide free preschool to all, beginning at age 3, in 30 of the state's largest and most disadvantaged school districts.
- Low state quality standards and funding levels in many states raise serious concerns about state commitment to providing a good education to our young children. Recognizing that many states currently do not have the resources to fully fund high-quality preschool, the federal government must make a major new commitment to investing in prekindergarten programs. This federal effort should be designed, not just to supplement, but to leverage new state funding.
- States need to improve their preschool data systems. It is impossible to obtain an unduplicated count of children served or to track the amount of public funds spent on each child across the various federal and state programs or to account for local efforts.

**This report may be viewed in its entirety on the NIEER website at [www.nieer.org](http://www.nieer.org). The information is also provided on the website in an interactive format for ease of use.**



# Introduction

America has changed the way we educate young children. As recently as 1960 it was rare for children under 5 to be educated outside the home. Today, most children spend time in a preschool prior to kindergarten. In 2001, 52 percent of 3- and 4-year-olds were in a nursery school or kindergarten classroom, and the enrollment rate for 4-year-olds in 2001 had nearly matched the enrollment rate for 5-year-olds in 1970.<sup>1</sup> Many social, economic and demographic trends have contributed to this dramatic change, as has scientific progress demonstrating the importance of early learning for the development and future success of our children.<sup>2</sup>

The *State Preschool Yearbook* has been developed by NIEER to provide information on one important contributor to change in the education of young children—state-funded prekindergarten programs. This 2003 *Yearbook* is the first in an annual series reporting on programs funded by state governments to educate children at ages 3 and 4. Primary responsibility for education in the United States resides with state and local governments, and state prekindergarten programs will play an important role in the education of young children in the 21st century. We recognize that other types of programs serve young children under a variety of names and auspices, including the federal Head Start program and privately- and publicly-funded child care. This report seeks to improve the public's knowledge and understanding of state prekindergarten programs in that larger array of programs.

This first *State Preschool Yearbook* describes state-funded prekindergarten programs in the 2001–2002 school year and establishes a baseline against which to compare future progress. The *Yearbook* data were collected from an intensive survey of the states. Information is presented on three key characteristics of prekindergarten programs: access, quality standards, and resources.

- **Access:** Access remains far from universal across the country and varies both across and within states. The ability to attend preschool depends greatly on what parents can afford and where they live. We use enrollment of children at ages 3 and 4 to measure the extent to which states expand opportunities for preschool participation.
- **Quality Standards:** The quality of preschool education determines its educational value. Yet, many preschool programs in the United States are poor to mediocre. State standards are essential for ensuring that preschool programs provide quality education. The *Yearbook* compares state quality standards against a research-based checklist of benchmarks.
- **Resources:** Resources, as measured by state expenditures for preschool, indicate each state's commitment to expanding access and ensuring educational adequacy. State spending per child in the prekindergarten program is a key determinant of program quality and a measure of state support for *equal* access to a good preschool education.

This *Yearbook* is organized into three major sections. The first section provides background information on preschool education in the United States, a description of our data collection and analytical methods, a national summary of our findings, and national policy recommendations. The second section presents detailed reports identifying each state's policies with respect to preschool access, quality standards, and resources. In addition to basic program descriptions, these state pages describe unique features of state programs and recent changes that can be expected to alter the future *Yearbook* data on these programs. Finally, the last section contains the appendices, including tables that report all of the survey data obtained from every state, as well as Head Start and child care data.

## Overview of Preschool Education in the United States

In 1960, just 10 percent of the nation's 3- and 4-year-old children were enrolled in any type of classroom. The percentage of young children enrolled in preschool classrooms doubled by 1970 and doubled again prior to 1990. It continued to rise through the 1990s, peaking in 1997 at just over 50 percent, a level that remained steady through 2001.<sup>3</sup> As shown in Figure 1 (page 10), increased maternal employment is only one part of the explanation for increased enrollments. The upward trend was just as rapid for children of stay-at-home mothers as for children with mothers in the labor force, leading to the conclusion that increases in preschool enrollment were driven by a desire for a better early education. Increases in parental education and income together with decreasing numbers of children per family increased the inclination and ability of families to pay for education outside the home.

In the years since 1960, state-funded prekindergarten has emerged as one part of a complicated collection of education and child care arrangements adopted by families. In sharp contrast to elementary school and even kindergarten, preschool classrooms are primarily outside the public schools. Prekindergarten education takes place in private programs, Head Start, and the public schools. Young children also spend time in family home care—either in their own home or others'—with care provided by relatives, neighbors, or professional child care providers. Many young children spend time in more than one type of education or care arrangement, for example combining a part-day preschool program with family home child care. Parents remain the most important influences on young children, and preschool programs support rather than replace parents.



### Private Preschool Programs

In 1970, 70 percent of 3's and 4's attending preschool were enrolled in private programs. The provision of preschool education expanded in both private and public sectors in the following decades, with the public sector gaining only slightly on the private sector in terms of enrollment. In 1990, private programs still served 64 percent of the children attending preschool programs. However, during the 1990s, the private sector grew more slowly than the public sector. By 1995, only 52 percent of the children attending preschool were in private programs. Private programs maintained a very small edge in total preschool enrollment through 2001.<sup>4</sup> Private preschools are operated by for-profits, independent nonprofits, and programs sponsored by religious organizations. These operate under a wide variety of names including nursery school, preschool, day care, and child care, and most are part-day programs. Regulation is primarily by state child care agencies, but varies by state and within states by auspice. Some states exempt religious or private school programs from child care licensing standards. Like their regulation and funding, the educational quality of private programs is highly variable and tends to be lower on average than for public programs.<sup>5</sup>

About 20 percent of 3- and 4-year-olds are not enrolled in a preschool program, but do attend a family home day care or receive in-home child care by relatives and others.<sup>6</sup> Research has failed to find the kinds of educational benefits from these kinds of child care arrangements that have been found for preschool classes. This is an important source of concern because federal policy requires states to ensure that parents receiving child care subsidies can choose these types of care, and state-funded prekindergarten programs may permit services to be provided by family child care homes.

### Head Start

The federal Head Start program has provided many low-income families across the nation with free education for their young children since 1965. From 1975 to 1990 the program grew slowly. In 1975, Head Start enrolled 5 percent of the nation's 3- and 4-year-olds. By 1990 enrollment had risen to 7 percent. Head Start grew faster in the 1990s and in the year 2000 served 11 percent of all 3- and 4-year-olds. In 2001, Head Start reported funding over 900,000 children,<sup>7</sup> 712,216 at ages 3 and 4. Despite this growth, Head Start cannot reach all of the eligible children. Moreover, Head Start's program standards fall short of what is required to ensure that programs are highly effective. Head Start teacher qualifications and compensation are of particular concern. Only recently has Congress required that half of Head Start teachers have even a two-year college degree. And, Head Start teachers earn about half the average public school teacher's salary. Without fully-qualified teachers (BA degrees with a specialization in early childhood education) who are adequately paid, Head Start is unlikely to ever be highly effective.<sup>8</sup>

### State Prekindergarten Programs

For the most part, states came late to the preschool education revolution. When they did, most followed Head Start's lead and targeted children with the greatest needs. They did so with two types of programs, one providing preschool special education for children with disabilities and the other providing regular preschool education to children in low-income families or otherwise identified as being at high risk for school failure. This administrative structure parallels the structure already in place in K-12 education.

In the 1970s, states began to create entitlements to a free education for 3- to 5-year-old children with disabilities. Illinois, Michigan and Wisconsin were the first states to do so in 1973-1974.<sup>9</sup> Federal legislation in 1986 provided federal funds as incentives for all states to provide a free appropriate education to young children with disabilities by 1991-1992. The legislation was highly effective: the 24 states providing such services prior to the legislation were joined by 25 more in 1991-1992, and one remaining state mandated services in 1992-1993. Enrollment rose steadily over the years and by 2001 reached 353,238 in the 50 states (357,495 in states, US territories and military bases), or 4.6 percent of all 3- and 4-year-olds. Most were served in public schools, but some were served in Head Start and private programs.

States began to create programs for children in poverty or otherwise determined to be at high risk of poor academic progress in the mid-1960s, but the number of states and enrollments in their programs did not grow substantially until the mid-1980s. Rapid growth accelerated through the 1990s. Prior to 1980 only seven states funded preschool programs.<sup>10</sup> By 1991, this had climbed to 28 states with about 290,000 children being served. In 2001, 40 states funded preschool programs and served about 700,000 3- and 4-year-olds. In recent years, states also began to expand eligibility from an "at-risk" group to all children. Georgia created the first statewide universal Pre-K (UPK) program in 1995. Oklahoma, New York, and West Virginia followed, though New York has not fully funded its program and West Virginia will phase it in by 2012. In 2002, Florida voters approved a constitutional amendment that entitles all 4-year-olds to a free, high-quality prekindergarten education by 2005.

By the 2001-2002 program year, states were providing an array of state-funded prekindergarten programs to children. This *Yearbook* is brought to you in an effort to compare the similarities and dissimilarities, the strengths and weaknesses and the opportunities and challenges ahead for these programs.

<sup>1</sup> Current Population Survey, October 2001, and U.S. Statistical Abstract 2000, Table No. 259.

<sup>2</sup> Bowman, B., Donovan, M., & Burns, S. (Eds.) (2001). *Eager to Learn: Educating our preschoolers*. Washington, DC: National Academy Press. Shonkoff, J.P. & Phillips, D.A. (Eds.) (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

<sup>3</sup> U.S. Statistical Abstract and Current Population Survey, October 2001. The CPS tracks "nursery school" enrollment. Comparison with data from the National Household Education Survey conducted by the National Center for Education Statistics for all center-based programs suggests that perhaps 10 percent of child care center enrollment is not reported as nursery school.

<sup>4</sup> U.S. Statistical Abstract and Current Population Survey, October 2001. It seems likely that the CPS numbers may underestimate the percentage of children in private child care.

<sup>5</sup> Barnett, W.S., Tarr, J., Lamy, C., & Frede, E. (2001). *Fragile lives, shattered dreams: A report on implementation of preschool education in New Jersey's Abbott districts*. New Brunswick, NJ: National Institute for Early Education Research, Rutgers University. Cost, Quality and Outcomes Study Team. (1995). *Cost, quality, and outcomes in child care centers: Public Report*. Denver: University of Colorado at Denver, Economics Department. Zill, N., Resnick, G., Kim, K., Hubbell McKey, R., Clark, C., Pai-Samant, S., Connell, D., Vaden-Kiernan, M., O'Brien, R., D'Elio, M. (2001). *Head Start FACES: Longitudinal Findings on Program Performance, Third Progress Report*. Washington, DC: Research, Demonstration and Evaluation Branch & Head Start Bureau, Administration on Children, Youth and Families, U.S. Department of Health and Human Services.

<sup>6</sup> National Center for Educational Statistics (2001). *National Household Education Survey*. Washington, DC: National Center for Educational Statistics.

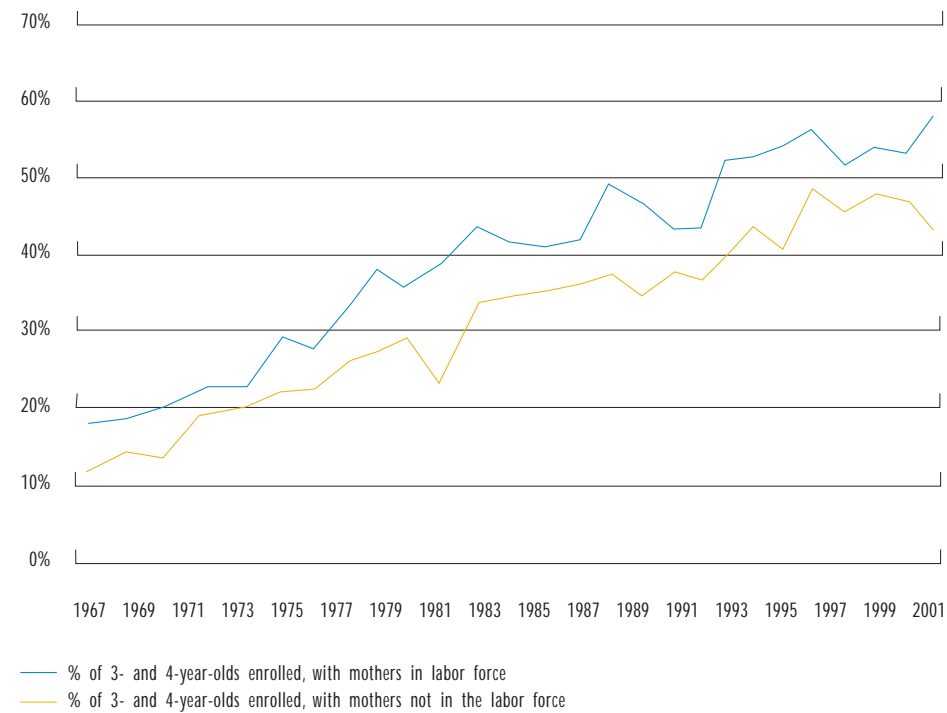
<sup>7</sup> Head Start Bureau (2003) *Head Start Statistical Fact Sheets 2000-2003*. <http://www.acf.hhs.gov/programs/hsb/research/factsheets.htm>

<sup>8</sup> 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. National Institute for Early Education Research (2003). Investing in Head Start teachers. *Preschool Policy Matters*, 4. New Brunswick, NJ: National Institute for Early Education Research.

<sup>9</sup> Trohanis, P. (2002). Progress in providing services to young children with special needs and their families. *NECTAC Notes*, 12, 1-18. Chapel Hill, NC: National Early Childhood Technical Assistance Center.

<sup>10</sup> Mitchell, A.W. (2001). *Education for all children: The role of states and the federal government in promoting prekindergarten and kindergarten*. FCD Working Paper. NY: Foundation for Child Development. Schulman, K., Blank, H., & Ewen, D. (1999). *Seeds of success: State prekindergarten initiatives 1998-99*. Washington, DC: Children's Defense Fund.

**FIGURE 1: ANNUAL SCHOOL ENROLLMENT BY MATERNAL EMPLOYMENT STATUS**



Data for the following years have been interpolated: 1977–1981, 1983, 1984 and 1986.

This graph shows that school enrollment for young children is not due to labor force participation alone. In fact, the overall pattern of participation is quite linear, regardless of labor-force status. If the three-decade upward trend in school enrollment were to continue, we might very well realize nearly universal preschool enrollment over the next few decades. Hence, it is important for the nation to ensure our young children receive high-quality care.



## WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

Our report focuses on state-funded preschool initiatives as defined by the following criteria:

- The initiative is state-funded.
- The focus of the initiative is on the child. This does not exclude programs that have a parent education component, but does exclude programs whose major component is parent education.
- The initiative serves children of prekindergarten age, usually 3 and/or 4. Some initiatives may serve broader age ranges, but programs that serve only infants and toddlers are excluded.
- Funds for the initiative support a group learning experience for children two or more days per week.
- The initiative is distinct from the state's child care subsidy system, although the prekindergarten initiative may be closely coordinated with the subsidy program.
- The initiative is not primarily designed to serve children with disabilities.
- State supplements to the federal Head Start program were considered to constitute de facto state preschool programs if they substantially expanded the number of children served. State supplements to fund quality improvements, extended days, or other program enhancements and that expanded enrollment minimally were not considered equivalent to a state preschool program.



## WHY SHOULD STATES SUPPORT HIGH-QUALITY PRESCHOOL PROGRAMS?

Children who attend high-quality preschool programs gain experiences that can dramatically change their lives for the better. The first five years of life are a unique period of growth and development in which children acquire the foundational capabilities that prepare them for later success in school and life generally. Many studies find that high-quality preschool programs produce large gains in school readiness for economically disadvantaged children. These gains translate into improved achievement and behavior in school. Later, follow-up research with the children at older ages finds that the former disadvantaged preschoolers earn more money, experience more stable home lives and become more responsible citizens than they would otherwise.<sup>1</sup> There is growing evidence that preschool has similar, though most likely smaller, benefits for children who are not poor.<sup>2</sup> The significant gains enjoyed beyond the children themselves include benefits for their families and communities—indeed, the nation as a whole.

Yet, few programs exist of the quality necessary to bring about the benefits promised by research. Public financial support is limited, and parents face high costs for quality programs. The public programs that do exist are primarily targeted to reach the most disadvantaged children, and even many of these children remain unserved. Parents in the United States bear twice as much of the cost of early care and education as their counterparts in other developed countries.<sup>3</sup> The costs of a high-quality program can surpass the costs of education at a public university. Two-earner families may be caught in a bind because of the long hours of child care they must pay for, while single-earner families can find it difficult to afford even a good part-day program. Too many children in the United States lack access to any preschool program at all and too many others do not have access to a high-quality educational program.

A national poll of 3,230 voters conducted for NIEER in 2001 revealed strong public sentiment for increased state responsibility for high-quality preschool programs. Nearly 90 percent supported the view that states should provide funding for preschool programs so all parents could afford to enroll their children in high-quality programs. In addition, 85 percent agreed that states should ensure the quality of preschool programs by setting standards for learning and teacher qualifications.

“It is irrefutable that some children are better prepared for school than others. No one would expect a youngster to play Chopin’s “Etudes” without first taking piano lessons. Those with more enriching experiences, who have a sense of order and sequence and understand the routines that often are crucial to learning, enjoy an advantage.”

**Gene I. Maeroff, *Universal Pre-Kindergarten: State of Play***

### Long-Term Educational/Societal Benefits

Numerous studies show that high-quality preschool programs increase test scores and decrease grade repetition and special education placements for economically disadvantaged children. This includes research conducted at the Chicago Child Parent Centers in Illinois; High/Scope Educational Research Foundation in Ypsilanti, Michigan; and the Abecedarian Preschool Project in Chapel Hill, North Carolina. Results of these long-term follow-up studies included higher high school graduation rates, increased college attendance, decreased crime and delinquency, and improved employment and earnings. Even though most research has focused on the education gains achieved by children in lower-income families, there is also evidence of gains in school readiness and achievement for the rest of the population from high-quality preschool programs.

### Investing in Pre-K: An Economic Development Strategy

States searching for economic development strategies should first look to high-quality preschool, which can provide higher educational returns to the students, greater financial returns to our communities and families, and a more productive workforce to help shoulder future financial responsibilities. Cost-benefit analyses and other rigorous research demonstrate that preschool programs can be sound public investments with real, inflation-adjusted public returns as high as 12 percent, and combined public and private returns of 16 percent. The Federal Reserve Bank of Minneapolis urges states to invest in early education programs as an economic development strategy based on the exceptionally high payoff. In its economic research, the Federal Reserve Bank found that early childhood investments make more sense than spending on venture capital funds, subsidizing new industries such as biotechnology, building new stadiums or providing tax incentives for businesses.

<sup>1</sup> 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, B. T., Donovan, M. S., & Burns, M.S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press.

<sup>2</sup> Innes, F., Denton, K., & West, J. (2001, April). *Child care factors and kindergarten outcomes: Findings from a national study of children*. Paper presented at the Annual Meeting of the Society for Research in Child Development, Minneapolis, MN. Peisner-Feinberg, E., Burchinal, M.R., Clifford, R.M., Culkin, M.L., Howes, C., Kagan, S.L., Yazejian, N., Byler, P., Rustici, J., & Zelazo, J. (1999). *The Children of the Cost, Quality, and Outcomes Study Go to School*. Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center. Sammons, P., Sylva, K., Melhuish, E., Siraj-Blatchford, I., Taggart, B., & Elliot, K. (2002). *Measuring the impact of preschool on children's cognitive progress over the pre-school period*. (Technical paper 8a). London: Institute of Education, University of London. Sammons, P., Sylva, K., Melhuish, E., Siraj-Blatchford, I., Taggart, B., & Elliot, K. (2003). *Measuring the impact of preschool on children's social/behavioral development over the pre-school period*. (Technical report 8b). London: Institute of Education, University of London.

<sup>3</sup> Kagan, S., & Neuman, M. (2003). Integrating early care and education. *Educational Leadership*, 60 (7), 58–63.

# Methodology

Data included in the state profiles were primarily collected from state prekindergarten administrators in 2003. After using various published studies to identify state prekindergarten initiatives, we sent surveys to the state-level administrators of these initiatives. Administrators were first asked to confirm that their program fit our definition of a state prekindergarten initiative and to inform us about any other initiatives in their states that met the definition. We defined *state prekindergarten initiatives* as state-funded programs that support a group learning experience for prekindergarten-age children, usually 3- and/or 4-year-olds. See “What Qualifies as a State Preschool Program” (page 11) for more details about the definition.

The NIEER survey requested program information for the 2001–2002 school year. It primarily consisted of questions that asked administrators to select an answer from a few specific choices, or that asked administrators to provide a short response. The survey was divided into sections on access, eligibility requirements, equity of access, program standards, personnel and resources.

Once administrators returned their completed surveys to us, we contacted them with follow-up questions about any information requiring clarification. Each administrator was given the opportunity to verify the summary of their program included in the state profiles as well as the data included in Appendix A and used as the basis for the state profiles. When contacted to verify the information, administrators were asked to provide updated information about funding and enrollment for 2002–2003. The administrators’ answers to each survey question, including several for which data were not presented in the state profiles, are provided in Appendix A.

A few items reported in the state profiles are derived from other sources. Data on curriculum standards were obtained from a survey and analysis conducted by Mid-continent Research for Education and Learning (McREL) for NIEER in 2003. McREL surveyed states to identify their prekindergarten standards and then reviewed documents outlining those standards as of 2003 for each state. Only standards specific to prekindergarten were included in the analysis and not, for instance, standards for a broad grade range such as prekindergarten through fourth grade, which were viewed as too general to provide effective guidance.

Data on federal Head Start enrollment for 2001–2002 were provided by the Head Start Bureau in the U.S. Department of Health and Human Services. Spending and enrollment data used to calculate federal Head Start spending per child for each state were also provided by the Head Start Bureau. Appendix B provides additional Head Start data. Data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) were obtained from the U.S. Office of Special Education Programs,<sup>1</sup> and are reported in Appendix C.

Total federal, state, and local expenditures on K–12 were calculated by NIEER using data from the National Education Association (NEA). Federal, state, and local spending as percentages of total spending were provided in the NEA’s May 2003 report, “Rankings and Estimates: Rankings of the States 2002 and Estimates of School Statistics 2003.” These data are consistent with, but more up-to-date than federal government statistics on K–12 expenditures.

Total expenditures include capital outlays and interest on debt as well as current operating expenditures. Although current operating expenditures are more commonly reported as an indicator of the cost of K–12 education, they underestimate the full cost of K–12 education. Thus, we calculated total expenditure per K–12 pupil for each state by adding an estimate of annual capital outlays and interest on debt to current expenditures. This added amount was calculated based on the national average percentage of K–12 expenditures accounted for by capital outlays and interest on debt. In some cases, preschool programs may have other sources of state funding for facilities, but in many states (particularly for private programs and Head Start) per child funding from states must cover all costs.

The percentages of children served in state preschool programs, federal Head Start, and special education are provided separately for 3- and 4-year-olds for every state. However, not every state reported enrollment separately by age. When this was the case, we estimated age breakdowns based on the average proportion of enrollees at each age in states that serve 3-year-olds and report enrollment by age. Total population numbers were obtained from the Census 2000 for total state population at each age.

State prekindergarten spending per 3- and 4-year-old living in the state was calculated from spending data provided by the states and population data from the 2000 Census. If a state program served both 3- and 4-year-olds, then total state spending was divided between age groups according to the proportion of the enrolled population at each age. For example, if 30 percent of children served in a program were 3 years old, then we considered 30 percent of total state spending to be directed toward services for 3-year-olds. We then divided the appropriate estimate of state spending by the total state population at the corresponding age.

States are ranked separately on three measures: percentage of 4-year-olds enrolled in state-funded preschool programs, percentage of 3-year-olds enrolled in state-funded preschool programs, and state spending per child enrolled in state-funded preschool programs. The first two rankings were obtained using enrollment figures provided by the states and Census 2000 data, while the third represents total state spending divided by enrollment, using data reported by the states. All states that provided data receive a rank, beginning at “1” for the state with the highest percentage of children served or the highest per child spending figure. Florida, Minnesota, and Rhode Island did not provide the information necessary to be ranked, and are listed in the rankings tables as “NA” (not available). In addition, the spending-per-child rank for Pennsylvania is presented as “NA” because the state did not report total funding for 2001–2002. The 10 states that do not fund a preschool initiative receive rankings of “50.”

## District of Columbia

Data for the District of Columbia are presented following the state pages. As the District of Columbia is the only city that is not part of a state, it has unique implications for a report on state programs. Many city school districts in the United States fund prekindergarten. In fact, population density is a strong predictor of preschool program enrollment. However, children enrolled in local school district prekindergarten programs that are not state-funded are not included in this report. Nor are city school district funds that support children in state prekindergarten programs included in the funding totals. Given the District’s unique status, we report its information but do not include the District in multi-state comparisons because it is not a state; for policy purposes, it would be more appropriately compared to other major urban school districts.

<sup>1</sup> Data are available on the Internet at [www.ideadata.org](http://www.ideadata.org).



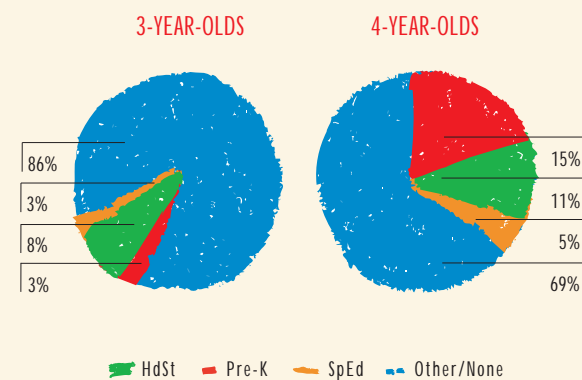
## State-Funded Prekindergarten: 2001-2002 National Overview

This section of the *Yearbook* provides a detailed summary of findings on access, quality standards, and resources, with each section discussed separately in the following pages.

In summary, state-funded prekindergarten programs in 38 states served approximately 700,000 children, almost all at ages 3 and 4 in 2001–2002. The vast majority of children served by state prekindergarten programs were 4-year-olds, with 581,705, or 14.8 percent, of the nation's 4's enrolled (Figure 2). Behind the overall national numbers is a tremendous diversity in enrollment as shown in Table 1 (page 27). Two states, Georgia and Oklahoma, enrolled more than half of their 4-year-olds (Figure 6, page 23). Seven more states enrolled more than 20 percent of their 4's. Six states enrolled 10-20 percent of their 4's. Another 22 states enrolled less than 10 percent. In three states enrollment could not be precisely determined, but it is unlikely to exceed 10 percent. Ten states funded no prekindergarten program at all. In most states, prekindergarten is primarily a program for 4-year-olds. Only Massachusetts and New Jersey enrolled more than 10 percent of their 3-year-olds.

States set out their expectations for preschool quality in program standards. This *Yearbook* compares each state's quality standards against benchmarks derived from research in 10 areas. Table 2 (page 35) shows how state programs (5 states have multiple programs) fare on each benchmark and the total number of benchmarks met. No state achieved a perfect 10. Three state programs met nine out of 10 benchmarks: Arkansas, Illinois and New Jersey's "Abbott District" program. Of the 43 programs for which sufficient data were available to check their standards, 19 met less than half of the benchmarks. For example, as Figure 3 (page 18) shows, only 21 of 43 programs required preschool teachers to have the four-year college degree that every state requires of kindergarten teachers. Figure 4 (page 19) charts the number of state programs meeting each benchmark. Clearly many states have far to go in setting adequate standards for the quality of their preschool programs and every state could make improvements.

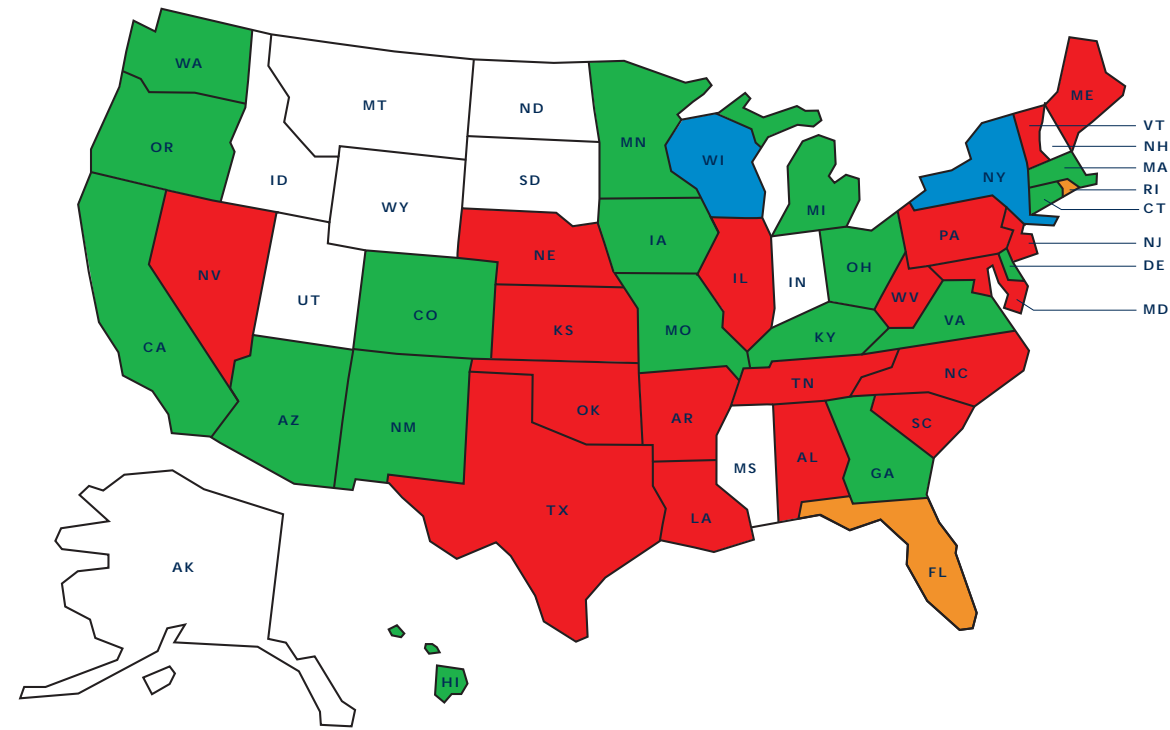
**FIGURE 2: STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL US POPULATION**



Total state spending for state-funded prekindergarten exceeded \$2.4 billion in the 2001–2002 school year. Ten states accounted for 83 percent of state spending. Total spending is determined by the number of children enrolled and the amount spent per child. State spending per child served is reported in Table 3 (page 41). In most states, state spending per child appears to be too low to support a high-quality preschool program. Figure 5 (page 19) shows the national average spent per child on state-funded preschool to be \$3,455 compared to the national average of \$8,733 spent per child for K–12 education. Only two states spent at least as much per child as federal Head Start. State funding may or may not be supplemented by local education funding and other sources. Some states explicitly or implicitly finance their preschool programs in the same way that they fund K–12 education so that state funding for preschool covers only part of the cost, and local public school (or other) funds make up the difference. This pattern of state funding raises questions about support for quality and equitable access to quality programs based on local school and parental ability to pay.

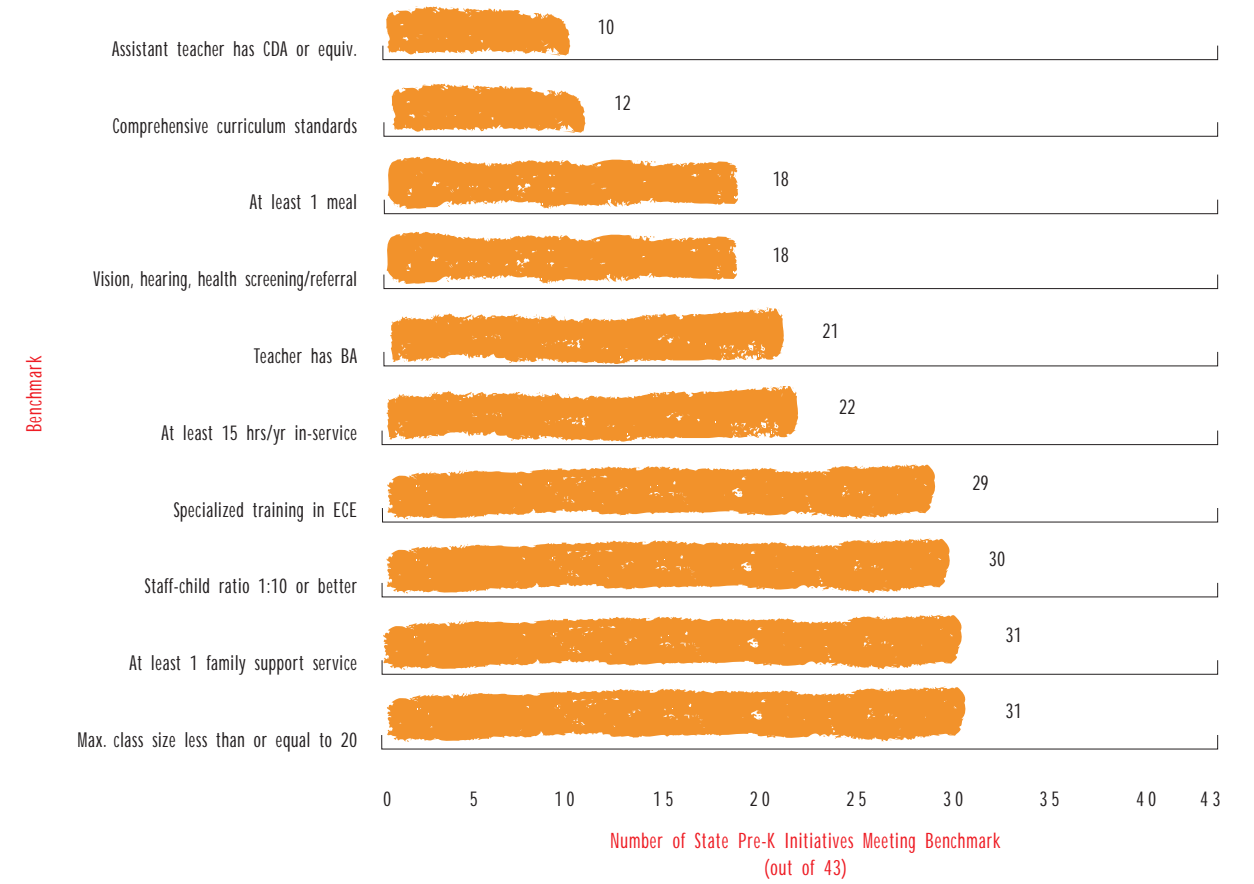
A broader, more in-depth discussion follows of each of the three aspects of the *Yearbook*—access, quality standards, and resources.

**FIGURE 3: DO PROGRAMS REQUIRE TEACHERS TO HAVE A BA?**

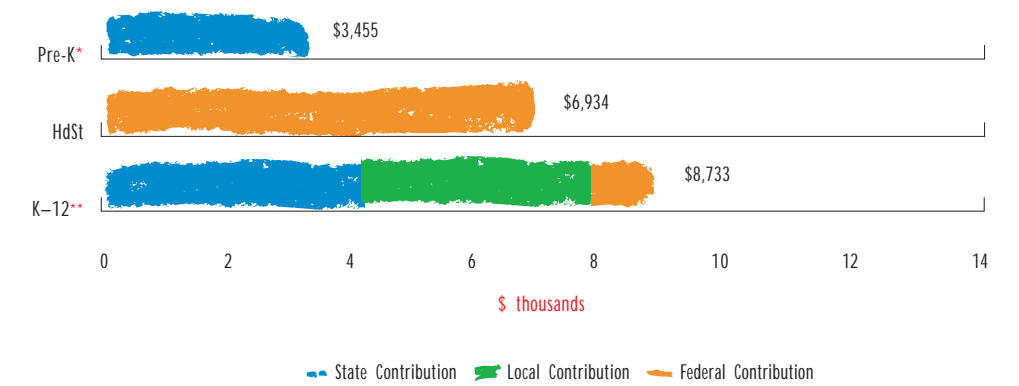


■ YES  
 ■ NO  
 ■ 1 program requires BA, 1 program does not require BA  
 ■ Data Not Available  
 ■ No program

**FIGURE 4: NUMBER OF STATE PRE-K INITIATIVES MEETING BENCHMARKS**



**FIGURE 5: NATIONAL 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.

## DIFFERENCE FOR ONE CHILD: GEORGIA'S PRE-K PROGRAM

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When 4-year-old Anthony arrived for his first prekindergarten class in Savannah, Georgia, he found it hard to get along with other children, he had a short attention span and couldn't identify any letters of the alphabet. Nor was he able to identify basic shapes or colors.

"At that point, if Anthony didn't like what another child was doing, he would have hauled off and popped him," says Roberta Youngblood, Anthony's teacher. "He'd never been to nursery school, and neither of his parents had spent much time reading to him. He hadn't learned how to follow directions or take turns yet—skills that could make or break his school career when he got to kindergarten. His home life was unstructured, with mom working and overwhelmed herself. His father had only recently moved back home, so Anthony was in the midst of many adjustments."

It was a situation familiar to Youngblood, as a veteran teacher in Georgia's public preschool program. "I'd say at least half the children come in as Anthony did, needing a lot of help to get ready for kindergarten. I knew that what Anthony needed most was a structured environment, with a constant set of expectations, to learn the social and academic skills to get along in a classroom."

Youngblood also knew that Anthony would reap special rewards from an enriched environment, both at school and at home, one that exposed him to a broader vocabulary, one that would help him categorize and organize his world. "You can't take basic knowledge of the world for granted with every child. I have some who arrive here like Anthony, without knowing what a fireplug is, or a helicopter," says Youngblood. "I'll point up at a helicopter and ask what it is, and they just don't know. Nor do they know who community workers are—like the police or doctors or fire fighters. They just lack a working knowledge of their world."

That's where the program makes such a big difference. Youngblood works on letter, shape and color recognition, gradually helping the children garner pre-reading and pre-math skills, using local walks to the park, games and special projects as opportunities for teaching. "We'll use the 'bear, bear' game to teach the children about colors and numbers, so it's fun. They get to count and sort and make associations. We also use a lot of language as we go, to broaden their vocabulary."

A simple walk to the park, for example, offers the chance to introduce new words, connected to hands-on experiences, that lead to more developed thinking as children get older. "They come to me with a basic working vocabulary, but they don't have the descriptive language to make more precise observations or make subtler distinctions," says Youngblood. "They may know the basic words like 'pretty' or 'hard' or 'soft,' for example, but not 'squishy' or 'fuzzy' or 'smooth.' We might start using words like 'spidery' when we describe some of the petals on a flower. They are not only adding words, but beginning to make associations and group things, a critical part of cognitive growth."

In Anthony's case, Youngblood also worked with his parents, teaching them how to work with Anthony at home, playing word games, reading and taking on some projects that helped extend Anthony's attention span, build his sense of success and accomplishment and engage him in learning. "In our program we really try to get parents involved, and then you see the kids just zoom. You also see the parents blossom, as they learn how to teach their children new skills."

So it was that Anthony began to settle down at school, follow directions, and as importantly, learn how to get along with his peers. "The emphasis on language in our program gave him a new way to communicate with his peers. Rather than hauling off and hitting them, he could put his feelings and needs into words. That makes a huge difference."

Indeed, the new power of self-control gave Anthony the ability to focus. "You could just see it. It was like a relief for him. Without the shoving and hitting, he could pay attention to what was going on, and gradually, step by step, as he experienced success, he could focus better and better."

Day by day, he grew more involved in the lessons and with the other children, learning as he went. "He began to identify letters, learned to count and to know his colors. With each gain, he practiced more and then added new skills."

By year's end, Anthony could identify all his colors, knew the entire alphabet in upper case, some lower-case letters, and could count and categorize with great ease. "He was just a different child than the one who came to me at the beginning of the year. I remember, at the end of last year, we were sitting in a circle and I was reading. A child next to Anthony started to talk and interrupt the story, and Anthony put his fingers to his lips and pointed at the book, to let the other child know to pay attention."

Even better, Youngblood says, is Anthony's joy in his own success. "He laughs as he tells me the right answer. He's proud of what he's learned. He chimes right in, tells me the answer to a question and then just laughs with joy at his accomplishment. That's the kind of attitude that is going to help him succeed in school."

...by Betty Holcomb

## ACCESS

Children who attend high-quality prekindergarten programs are better prepared for school, academically, socially and emotionally. Over the past few decades, more states have begun funding prekindergarten programs and these state prekindergarten programs have served an increasing number of children. However, many children continue to lack access to prekindergarten. Children may not be able to participate because they do not meet the eligibility criteria or the state does not fund a program in their district. Nearly 700,000 children were participating in state prekindergarten programs in 2001–2002. Enrollment in each of the states varied widely—from just 432 children in Nevada to more than 147,000 children in Texas. This variation was not simply a factor of the size of the state—for example, West Virginia has a population of 3- and 4-year-olds similar to Nebraska, but its prekindergarten program served 14 times as many children.

### Preschool for All Versus Limited Access

A few states have established or are taking steps toward establishing universal prekindergarten. Georgia currently provides funding and sets eligibility criteria to make prekindergarten available to all 4-year-olds whose families want them to participate. Under Oklahoma's prekindergarten program, all 4-year-olds are eligible to participate and the state reimburses districts for each child enrolled in prekindergarten, in those districts that offer prekindergarten classes.

New York established a "Universal Prekindergarten" program several years ago that was expected to begin with a limited number of children and expand to be available to all children within five years. However, the program has not received funding increases as originally scheduled and it generally remains available only to children in low-income families and children who have other risk factors.

A few other states have long-term plans for moving toward universal prekindergarten. West Virginia passed legislation to make prekindergarten available to all 4-year-olds by 2012, and Florida is required by a 2002 constitutional amendment to make prekindergarten universally available for 4-year-olds by 2005. These plans are still in the very early stages of implementation.

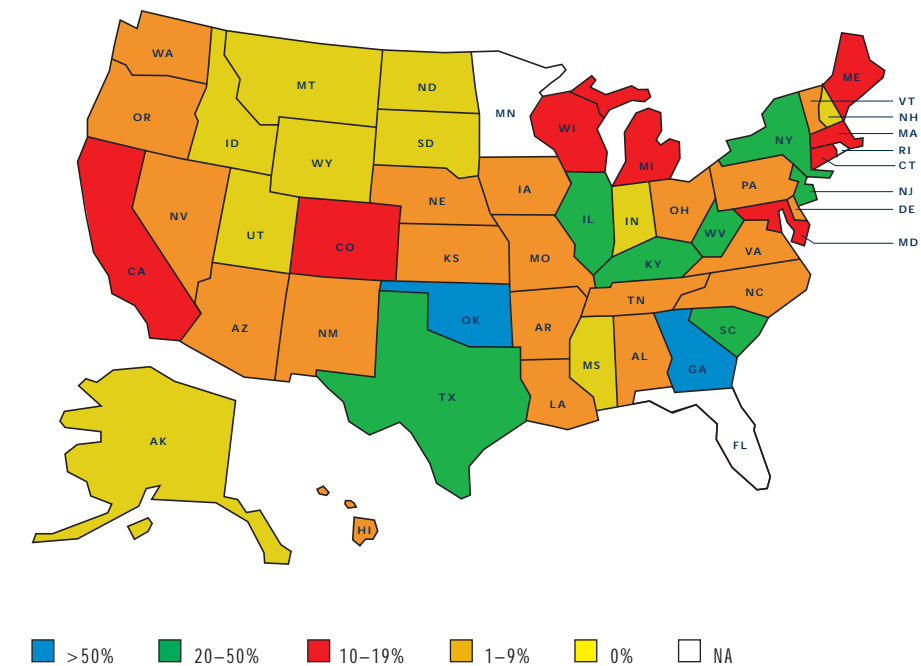
### Eligibility Criteria

Most states do not offer access to all preschool-age children, choosing to target their prekindergarten programs at children in low-income families or those who have other factors that place them at greatest risk of educational difficulties and school failure. These risk factors may include having a disability, being a child of teen parents, or having limited English proficiency. Some states employ screening tests to identify children whose early development and learning suggest they will have school readiness problems. In targeting their programs toward children considered at-risk, states may take one of a variety of approaches—a state may:

- set a specific income cutoff that applies to all children;
- allow children to qualify if they meet specified income criteria *or* have some other identified risk; or
- leave it up to individual districts or programs to decide which children to prioritize.

Slightly less than half of the states' prekindergarten initiatives set income criteria that at least a certain portion of enrolled children must meet to qualify for participation. States use a wide range of income cutoffs to define who qualifies as "low-income." Cutoffs as of 2001–2002 were as low as the federal poverty level (\$15,020 for a family of three in 2002) for the state-funded Head Start models in Delaware, Minnesota, Ohio, Oregon, and Wisconsin, and as high as 125 percent of state median income in Massachusetts (\$75,270 for a family of three in 2002).<sup>1</sup>

FIGURE 6: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K



About one-quarter of state initiatives use the eligibility criteria for the free lunch program (an income under 130 percent of poverty, or \$19,526 for a family of three in 2002), or the reduced-price lunch program (an income under 185 percent of poverty, or \$27,787 for a family of three in 2002) in determining who qualifies or receives priority for prekindergarten. This may be used either as the sole criterion or in combination with other criteria. While data are not available for all states, the information that has been collected indicates that children eligible for free or reduced-price lunch comprise a large proportion of the prekindergarten enrollment for most states, even those that do not explicitly use this in their eligibility criteria for prekindergarten.

A few states, including Illinois, Nevada, New Mexico, and Virginia, do not specify particular eligibility criteria, but instead let local communities or individual programs decide what factors to consider in determining eligibility or priority for prekindergarten. These states expect that local communities will be better able to identify which needs are greatest in their communities and which children could most benefit from early education experiences.

Some state prekindergarten programs target disadvantaged populations not through their eligibility criteria for individual children but rather through the criteria used to select entire communities to receive prekindergarten funding. For example, New Jersey's prekindergarten program is mandated for all children in low-income districts referred to as "Abbott Districts" (named after a court case on education finance equity). Missouri gives priority for grants to programs serving large numbers of low-income children and children with special needs.



### Age Requirements

Over half of the state prekindergarten initiatives allow both 3- and 4-year-olds to participate. However, in many of these states, actual enrollment primarily consists of 4-year-olds, with openings for 3-year-olds being more limited. For example, Texas requires 4-year-olds who meet other eligibility criteria to have access to prekindergarten, if there are enough eligible children in a district for a class, but serving 3-year-olds is optional for districts. Kentucky only serves 3-year-olds if they have a disability.

Sixteen state prekindergarten initiatives—those in Alabama, Arizona,<sup>2</sup> Delaware, Georgia, Kansas, Louisiana, Maine, Maryland, Michigan, New York (Universal Prekindergarten),<sup>3</sup> North Carolina, Oklahoma, Pennsylvania, South Carolina, Virginia, and Wisconsin (Four-Year-Old Kindergarten)<sup>4</sup>—serve only 4-year-olds.

On the other hand, a few states—including Arkansas, Nebraska, Nevada, and New Mexico—serve a broader age range, enrolling not only preschoolers, but infants and toddlers as well. In these states, state funds might be used not only for a typical prekindergarten classroom model but also for other models, such as home-visiting and family support, designed for younger children.

### Availability of Prekindergarten Across Communities

States differ widely in the proportion of their communities covered by the prekindergarten programs. In some states, a child would have access to a state-funded prekindergarten program no matter where he or she lived, while in other states a child would have to be very lucky to happen to have a program available nearby. A number of states, including Georgia, Hawaii, Kentucky, Louisiana, Maryland, Minnesota, and South Carolina, have prekindergarten programs in all, or virtually all, of their districts. In contrast, only 2 percent of Nebraska's districts and 6 percent of Pennsylvania's have prekindergarten. About half of states for which data are available fund prekindergarten in less than 50 percent of their districts.

### Parent Fees

The majority of states do not charge for participation in their prekindergarten programs. The states that do charge fees often charge only for particular groups, such as those with higher incomes, or in specific circumstances, such as if a family is working full time and needs extended hours of programming. Iowa and Kentucky allow localities to charge fees to participating families who do not meet the income eligibility criteria (which in both states is the same as the eligibility limit for free lunch, or 130 percent of the federal poverty level). Other states, such as Connecticut, Hawaii, Massachusetts, Minnesota (for its School Readiness Program), Missouri, Nebraska, and Ohio (for its Public School Preschool Program), also charge parent fees, using a sliding payment scale. In Virginia, districts may choose whether to apply a sliding fee scale.



### Operating Schedule

More than one-quarter of the state prekindergarten initiatives operate on a half-day basis, with classes often lasting only about two or three hours. Less than one-quarter operate for a full school day—about six hours. For the remaining state prekindergarten initiatives, operating schedules are determined at the local level. This local flexibility in setting operating hours produces different patterns in each state. For example, most programs in Missouri choose to operate for a full school day while the majority of programs in Kentucky operate for a half day.

While the majority of state prekindergarten initiatives have most or all of their programs operating five days a week, several states have most or all of their programs operating four or fewer days a week (Colorado, Michigan, Minnesota's School Readiness Program, Nevada, Ohio's Public School Preschool Program, Oregon, and Washington).<sup>5</sup> In addition, only a few states have programs operating on a year-round basis. Hawaii's prekindergarten programs are open 12 months a year, as are the majority of programs in Connecticut, Massachusetts, and New Mexico. All children participating in New Jersey's "Abbott District" preschool program are eligible for free summer and wrap-around services. Other states that enable at least some children to attend full-year programs include Nebraska, Nevada, Oregon, and Vermont.

When schedules are less than full-day, year round, many working families may not find it feasible to participate in a prekindergarten program even though they are eligible. There are ways for states to address this issue. States may try to coordinate their prekindergarten programs with child care assistance programs that help cover the cost of additional hours of care for parents who work full-time. States may also offer prekindergarten in child care centers so that children can remain at the same setting for the extended hours and their families do not have to worry about transportation between different programs.



### Program Settings

Most states allow the prekindergarten programs they fund to be operated in a variety of settings, including public schools, Head Start centers, and private child care centers. This approach enables states to take advantage of existing preschool resources including experienced staff, buildings, playgrounds and other resources. It also permits them to piggy-back on funding from other government programs including Head Start and child care.

For about one-quarter of the state prekindergarten initiatives, 50 percent or more of participating children attend prekindergarten programs in settings outside of the public schools. For example, in Connecticut, 14 percent of children are in schools, 26 percent are in Head Start centers, 14 percent are in for-profit centers, and 47 percent are in nonprofit centers.

For about one-third of the state initiatives, at least some children attend prekindergarten classes in settings other than public schools, but the majority of children still go to prekindergarten in public school settings. Several additional states (including Minnesota, New Mexico, North Carolina, and Virginia) allow state-funded prekindergarten programs in community-based settings outside the public schools, but did not provide data about the percentage of prekindergarten children in each type of setting. For about one-third of state prekindergarten initiatives, it was reported that programs are only located in public schools.

- <sup>1</sup> While Massachusetts allows families with incomes up to 125 percent of state median income to be served, families with incomes above 100 percent of state median income can only be served after all families with incomes below 100 percent of state median income have been served.
- <sup>2</sup> Arizona does not explicitly limit its program to 4-year-olds, and the state's only age requirement is that children must not yet be eligible for kindergarten. However, attendance is generally limited to one year and almost all children enrolled in the program are 4 years old.
- <sup>3</sup> New York's Experimental Prekindergarten program is open to 3- and 4-year-olds.
- <sup>4</sup> Wisconsin's State-Funded Head Start Model is open to 3- and 4-year-olds.
- <sup>5</sup> Many states allow local programs to determine their own operating schedules and were not able to provide information about whether programs typically choose to operate five days a week.



**TABLE 1: STATE RANKINGS BY PRE-K ACCESS FOR 4-YEAR-OLDS**

Access for 4-Year-Olds Rank	State	Percent Enrolled in State Prekindergarten (2001-2002)			Percent Enrolled in State Prekindergarten, Head Start, or IDEA Preschool Grants Programs (2001-2002)		
		4-year-olds	3-year-olds	Total (3's and 4's)	4-year-olds	3-year-olds	Total (3's and 4's)
1	Oklahoma	55.6%	0.0%	27.8%	75.6%	14.5%	45.0%
2	Georgia	53.4%	0.0%	26.9%	67.6%	11.9%	39.9%
3	Texas	39.2%	6.1%	22.8%	53.2%	16.6%	35.0%
4	South Carolina	29.4%	0.7%	15.2%	46.1%	14.9%	30.7%
5	New York	24.6%	2.3%	13.7%	44.6%	15.9%	30.5%
6	West Virginia	24.2%	8.7%	16.6%	51.3%	26.9%	39.3%
7	Kentucky	23.9%	7.3%	15.7%	53.6%	25.5%	39.7%
8	Illinois	22.0%	7.6%	14.9%	37.3%	19.1%	28.3%
9	New Jersey	20.4%	11.2%	15.9%	30.9%	20.2%	25.6%
10	Michigan	19.1%	0.0%	9.7%	36.4%	13.9%	25.3%
11	Wisconsin	19.1%	0.9%	10.1%	35.2%	14.1%	24.8%
12	Maryland	15.1%	0.0%	7.6%	27.6%	8.8%	18.3%
13	California	14.2%	5.1%	9.7%	13.8%	29.2%	21.6%
14	Colorado	14.0%	1.2%	7.6%	28.4%	10.3%	19.4%
15	Massachusetts	11.6%	11.8%	11.7%	25.3%	21.9%	23.6%
16	Maine	9.7%	0.0%	4.9%	35.4%	17.3%	26.5%
17	Connecticut	9.5%	3.3%	6.4%	22.9%	13.6%	18.3%
18	Vermont	8.6%	5.3%	7.0%	22.5%	18.3%	20.4%
19	Ohio	8.3%	5.9%	7.1%	24.8%	18.7%	21.8%
20	Delaware	8.0%	0.0%	4.1%	22.8%	12.8%	17.9%
21	Hawaii	7.7%	0.0%	3.9%	20.8%	10.1%	15.6%
22	Washington	6.6%	1.7%	4.2%	19.3%	8.7%	14.1%
23	Virginia	6.3%	0.0%	3.2%	19.8%	8.1%	14.0%
24	Arkansas	6.1%	2.6%	4.3%	34.2%	20.0%	27.1%
25	Kansas	5.8%	0.0%	3.0%	22.8%	13.3%	18.1%
26	Oregon	5.7%	2.5%	4.1%	23.5%	12.7%	18.1%
27	New Mexico	5.6%	2.0%	3.8%	28.3%	14.8%	21.6%
28	Arizona	5.6%	0.0%	2.8%	21.3%	8.3%	14.8%
29	Louisiana	5.3%	0.0%	2.7%	27.1%	16.0%	21.6%
30	Missouri	4.9%	3.5%	4.2%	22.0%	16.4%	19.2%
31	Iowa	4.1%	1.4%	2.7%	19.0%	10.8%	14.9%
32	Tennessee	2.3%	1.1%	1.7%	20.2%	11.0%	15.7%
33	Pennsylvania	1.7%	0.0%	0.9%	17.0%	10.6%	13.9%
34	Nebraska	1.5%	0.5%	1.0%	17.8%	11.4%	14.6%
35	Alabama	1.3%	0.0%	0.6%	22.4%	11.5%	17.0%
36	North Carolina	1.2%	0.0%	0.6%	17.5%	9.3%	13.4%
37	Nevada	1.1%	0.4%	0.7%	11.5%	5.5%	8.5%
NA	Florida	NA	NA	NA	NA	NA	NA
NA	Minnesota	NA	NA	NA	NA	NA	NA
NA	Rhode Island	NA	NA	NA	NA	NA	NA
50	Alaska	0.0%	0.0%	0.0%	14.9%	11.3%	13.2%
50	Idaho	0.0%	0.0%	0.0%	19.0%	7.6%	13.3%
50	Indiana	0.0%	0.0%	0.0%	14.3%	9.3%	11.8%
50	Mississippi	0.0%	0.0%	0.0%	42.3%	28.0%	35.3%
50	Montana	0.0%	0.0%	0.0%	19.7%	12.0%	15.9%
50	New Hampshire	0.0%	0.0%	0.0%	10.4%	7.0%	8.7%
50	North Dakota	0.0%	0.0%	0.0%	19.7%	12.5%	16.2%
50	South Dakota	0.0%	0.0%	0.0%	19.6%	14.1%	16.8%
50	Utah	0.0%	0.0%	0.0%	14.9%	6.6%	10.7%
50	Wyoming	0.0%	0.0%	0.0%	28.3%	16.5%	22.4%
<b>50 State Population<sup>1</sup></b>		<b>14.8%</b>	<b>3.0%</b>	<b>9.0%</b>	<b>31.2%</b>	<b>14.0%</b>	<b>22.7%</b>

NA=Not available (State did not provide data or had initiative that was not comparable to those in other states.)  
<sup>1</sup> For these calculations, Florida, Minnesota and Rhode Island were not considered to have any state Pre-K enrollment.  
 For details about how these figures were calculated, see the Methodology section and Roadmap to State Profile pages.

## POWER OF UNIVERSAL PRE-K: OKLAHOMA

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At Sunlight Preschool in Norman County, Oklahoma, the value of universal prekindergarten is easy to see, from the moment one sets foot in a classroom. Here, everything in the classroom, from the diversity of the children's backgrounds, to the diversity of materials and learning experiences, is consciously constructed to broaden every child's horizons.

"We know that each child brings different strengths, styles and experiences into the mix, and that sparks cognitive growth. The diversity in experience and knowledge among the children naturally creates a larger scaffolding for learning, expanding a child's base of knowledge and problem-solving skills," says Steffani Allen, director of early childhood education for Norman, a suburb of Oklahoma City. "That's why so many of us believed so strongly in the concept of universal preschool, instead of just targeting kids based on need. We recognized that if you put peers together in a classroom—all at-risk or all wealthy, all black or all white—you would automatically limit their experience and their learning. We wanted children to develop the broadest possible scaffolding for learning in the critical early years."

That goal was particularly important to Allen, who had worked as a reading recovery specialist for years, trying to help children in the older grades catch up. "When you really work with children who never had the exposure to preschool, you really appreciate the difference it can make. Children were coming to me without basic literacy and language, and it was so hard to try to catch them up later. They just didn't have the basic foundation skills they needed, so everything was a struggle," Allen says. "I moved to early education to help see to it that all children started kindergarten with basic foundation skills, the ones they learn through exposure and experience before they even get to kindergarten."

So it is in Oklahoma that the children of the wealthy arrive right alongside those from low-income and even transient families—with each child teaching the rest new lessons, offering new perspectives and experiences. After all, underachievement is not just a problem of the poor. "It's so wonderful to see how the idea of universal preschool works, in the classroom, among individual children," says Allen. "Those individual talents and experiences enrich the whole class, as they share with each other."

A shy child from a privileged family, for example, might learn a lot about how to communicate with adults from a less-privileged, but very outgoing child who's lived in a highly transient environment and had to learn to speak up for what she needs. "I have seen this happen. It's wonderful to watch. That child who's had to deal with lots of change may have developed very sophisticated social skills, the ability to be very charming and articulate in communicating with adults, because it's a matter of survival, part of their changing daily life, if they are going to get their needs met," says Allen.

When that child is in a classroom with the shy child, instant learning takes place, benefiting both children. "Once these children buddy up, the outgoing child becomes a role model for the shy one. The shy one might even say, 'How did you do that?' or 'I like the way you did that!' or you will just see the shy child start to try out some of those strategies, walking up to me or another teacher and using language to get what she needs. She may have a lot more possessions, but until she met this peer, she's been at a loss about how to get what she wants from adults she doesn't know well," says Allen.

And, Allen adds, the model of a peer is far more powerful than any words or lessons she might impart. "That modeling by the transient child is really a lesson in problem-solving, a demonstration of how to use language in social interactions to get needs met, negotiate and get along," says Allen. "We do structure those lessons into the classroom as much as we can, using language constantly—but there's nothing like a peer, a buddy, to learn from. A child then sees exactly how to do it, what works and what doesn't, from someone on his own level. That makes a huge difference."

The transient child, for his part, learns about entirely new aspects of life from his more-privileged classmates. "The child who never had a pet will learn a lot about animals and how to care for them from the children who have a more stable home life and a lot of experience with pets," Allen says. "That adds to the classroom lessons and again, broadens a child's basic scaffolding for learning, by broadening his experiences. For example, if we have a lizard in the classroom, any child might learn a lot about lizards—that they shed their skin, what they eat and so on. But once he has a friend with a lizard or any other pet, he'll start looking at animals differently. He'll understand more about what it means to be attached to an animal, take care of it and meet its needs, even about veterinarians, where to buy pet food, that sort of thing—all sorts of life lessons that will enlarge his sense of the world and how to operate in the world."

That kind of give-and-take among the children is one of the primary reasons why Oklahoma decided to take a universal approach to prekindergarten rather than create a targeted program, only for children at risk. "We know, from all the research, that children are developing a scaffolding for later learning in these early years. Their brains are taking in experience and knowledge, and they are literally laying the groundwork for learning as they get older," says Allen. "And we know that children are constantly sharing perspectives and experiences, which contributes to their school readiness and overall chances for success. If we group them homogeneously, then their learning is going to be more limited—because the experiences coming into the classroom are going to be more limited. And, although children from higher income families may have more access to preschool programs than poor children, the quality of most of the programs they attend is usually not high. That's what we wanted to avoid by taking the universal approach."

...by Betty Holcomb

## QUALITY STANDARDS

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Research finds that children have greater success in kindergarten if they have already participated in high-quality preschool education programs. The quality of preschool programs depends to a great degree upon the requirements for teaching staff and the way in which programs are structured. For example, high levels of teacher education and low staff-child ratios are associated with more positive outcomes for preschoolers. Although standards for quality sometimes are set at the local level, states typically specify the minimum requirements. These minimum requirements sometimes vary with program settings. In particular, many states have higher standards for programs in public schools than those in private settings.

Our survey of the states requested information about requirements regarding the following program characteristics:

- degree requirements for teachers, assistant teachers, principals, and center/site directors;
- training in early childhood education;
- teacher licensing;
- in-service professional development;
- class size;
- staff-child ratios;
- meals provided;
- screening and referral services;
- parent involvement and support services for families;
- transition to kindergarten activities;
- standards for English Language Learners.

We also collected data about the extent to which programs served children with individualized educational plans (IEPs) and whether programs received higher levels of funding when meeting state standards. Finally, we incorporated information from a separate study on the status of preschool curriculum standards.

Overall, we find that quality standards varied tremendously from state to state. Unlike Head Start, a federal program that sets consistent standards for classrooms across the U.S., state-financed preschool programs differed widely in terms of personnel requirements, maximum allowable class size, the services provided to children and families, and program standards. The findings from our survey highlight the variability across state-funded prekindergarten initiatives during the 2001–2002 program year.

### Quality Standards Checklist

To better summarize quality standards across different state prekindergarten initiatives, we designed a 10-item Quality Standards Checklist. The items included in this checklist have been found by research to contribute to the quality of prekindergarten programs. Benchmarks were developed for each item, and for each prekindergarten program we determined whether or not state policy met the relevant benchmark. These benchmarks do not represent a high standard of excellence, but are viewed as important minimums for an educationally effective preschool program, particularly programs that serve educationally disadvantaged children. (This checklist should not be interpreted as implying that these are the only aspects of a program that are important for quality.) Each prekindergarten initiative received a summary score based on the total number of benchmarks that were met, ranging from a minimum of zero to a maximum of 10. **This scoring system is merely a count of the items and is not meant to imply that all of the items are of equal value or interchangeable.** For example, providing a meal does not offset the effects of failing to require that teachers have a college degree and vice versa. Thus, state policies should be evaluated and compared based on their standards for each of the 10 items and not simply based on the number of items for which they meet benchmarks. The following items and associated benchmarks were used in the Quality Standards Checklist:

- *Curriculum standards*—the state must have comprehensive curriculum standards that are exclusive to prekindergarten and cover the domains of language/literacy, mathematics, science, social/emotional skills, cognitive development, health and physical development, and social studies.<sup>1</sup>
- *Teacher degree requirement*—lead teachers are required to hold at least a BA in both public and private program settings.<sup>2</sup>
- *Teacher specialized training requirement*—pre-service requirements for lead teachers must include specialized training in early childhood. Such training might involve licensure/endorsement in the prekindergarten area or a degree or credential in early childhood, such as a CDA. Elementary teaching certificates and kindergarten endorsements were not considered to qualify as specialized training in early childhood.<sup>2</sup>
- *Assistant teacher degree requirement*—assistant teachers are required to hold at least a CDA or equivalent (24 credits in early childhood), in both public and private settings.<sup>3</sup>
- *Teacher in-service requirement*—teachers must be required to receive an average of at least 15 clock hours of professional development annually.<sup>4</sup>
- *Maximum class size*—class sizes must be limited to no more than 20 children, for both 3- and 4-year-olds.<sup>5</sup>
- *Staff-child ratio*—classrooms are required to have at least one staff member present per 10 children attending, for both 3- and 4-year-olds.<sup>6</sup>
- *Screening/referral requirements*—programs are required to provide both screening and referral services that cover at least vision, hearing and health.<sup>7</sup>
- *Family support services*—programs must offer at least one type of support service for families of participants. Services may include parent conferences or adult education, referral to social services for families, or information relating to nutrition.<sup>8</sup>
- *Meal requirements*—programs are required to provide participants with at least one meal daily. Snacks were not counted as meals.<sup>9</sup>

State-financed prekindergarten initiatives varied greatly with respect to the number of items on the Quality Standards Checklist for which they met benchmarks. Summary scores were as high as 9 in Arkansas, Illinois, and the New Jersey “Abbott District” program, and as low as 2 in Kansas, New Mexico and Texas. The summary scores for each of the 43 state-funded initiatives and the District of Columbia’s initiative are shown in Table 2 (page 35). State standards relative to each individual benchmark are discussed below. Serious concerns are raised by the failure of most state programs to meet the benchmarks for comprehensive curriculum standards and teacher qualifications.



### Curriculum Standards

The decision to adopt comprehensive curriculum standards provides evidence that a state has identified and prioritized specific content areas to be covered by preschool education programs. Curriculum standards are specified at the statewide level. As a result, the states with multiple prekindergarten initiatives employ a single set of curriculum standards across all state-financed programs. Comprehensive curriculum standards were in place in 10 of the 38 states profiled in our report.

### Personnel Requirements

Personnel requirements can be used as an index of a state's commitment to providing quality preschool. More educated teachers and staff are more likely to provide a high-quality learning environment for their students. Our study findings suggest that children who live in different states receive preschool educations that dramatically vary in quality.

Teachers were required to hold a bachelor's degree in 21 of the 43 state-financed prekindergarten initiatives covered by our report. Minimum teacher degree requirements generally depended upon a program's setting. When state prekindergarten programs operated in public schools, teachers were usually required to have at least a bachelor's degree. New York's public preschool programs had the most stringent educational requirements, as teachers trained after 1978 were required to have master's degrees. States not requiring a BA in public school settings mandated that teachers have an AA, a CDA, or equivalent training—except New Mexico, which did not have any minimum degree requirement for prekindergarten teachers in public schools.

Prekindergarten teachers in only about one-third of the programs that operated in private settings were required to have a BA. Most commonly, teachers in private settings were required to have a CDA, although some states required an AA and others required specific training that was less than a CDA. In five state-funded initiatives, there were no minimum degree requirements for prekindergarten teachers in private schools.

Teachers in 29 of the 43 state-financed prekindergarten initiatives were required to have specialized training in early childhood. In state-funded programs that required teachers to have a BA, this training often took the form of earning a certificate, license, or endorsement in early childhood or a closely related area. In programs that did not implement a BA requirement for teachers, this specialized training generally involved the attainment of a CDA.

Minimum requirements for assistant teachers were always less stringent than those for lead teachers (except in New Mexico, which had no educational requirements for lead or assistant preschool teachers). Only 10 states required all assistant teachers to earn a CDA or receive an equivalent level of training. Educational requirements for assistant teachers tended to be fairly uniform across public and private settings. In all cases in which they differed, the requirements were less stringent in private settings. The most common educational requirement for assistant teachers was a high school diploma or GED (occasionally with some minimal additional training), although a wide range of requirements was used across different states. Vermont had the most stringent requirements for assistant teachers in public schools, as assistant teachers in public settings were required to have a BA. In 11 other state-financed programs there were no specified educational requirements for at least some assistant teachers. Massachusetts allowed 16-year-olds to serve as assistant teachers in nonpublic settings when under constant supervision.

Specific requirements for annual in-service training varied across the states. Overall, slightly more than half of the state initiatives mandated that teachers receive an average of at least 15 clock hours per year. (In some cases, statewide in-service requirements for recertification are reported, when programs were subject to these requirements but did not set specific requirements of their own.) In-service requirements were as high as 40 clock hours per year in Alabama, although eight states had no in-service requirements.

### Program Structure and Service Standards

Responses to our survey show great variability in state policies relating to program structure and services, providing further evidence that children in different states may receive vastly different types of state-financed prekindergarten services.

Lower class sizes are generally associated with more effective early education programs. In general, state-financed prekindergarten programs placed a priority on limiting classrooms to 20 or fewer students: this benchmark was met by 31 of the 43 state-financed initiatives covered in our report. Among programs that served both 3- and 4-year-olds, the requirements for class size generally did not differ by the age of the child. However, when requirements differed, maximum class sizes were always smaller for 3-year-olds than for 4-year-olds. Maximum class sizes were as low as 15 children in Colorado and the New Jersey "Abbott District" programs. In several initiatives there was no required limit on the maximum number of children in a classroom, although many of these initiatives offered specific recommendations, such as the recommendation that programs follow guidelines of the National Association for the Education of Young Children.

As with class sizes, lower staff-child ratios are associated with higher levels of quality. Staff-child ratios of 1:10 or better were mandated in 30 of the state preschool initiatives. In most programs that served both 3- and 4-year-olds, ratio requirements did not differ by the age of child. In states where the requirements differed, without exception, they specified lower staff-child ratios for 3-year-olds. Staff-child ratios were as low as 3:20 for children in New York State's Universal Prekindergarten and Experimental Prekindergarten programs, and 2:15 for children attending the New Jersey "Abbott District" program. Six state-financed programs specified no maximum staff-child ratio. In the Wisconsin Four-Year-Old Kindergarten program staff-child ratios were determined at the local level.



Services such as health screenings and referrals, family support services, and meals also contribute to a program's effectiveness in promoting child development and learning. Eighteen of the state-financed initiatives mandated screening and referral for vision, hearing, and health. Twenty additional initiatives mandated at least one type of screening or referral, or allowed programs to determine screening and referral requirements at the local level. Five state initiatives had no specific requirements for screening and referral services.

Support services were offered to families of enrollees in 31 of the state preschool initiatives. Many states offered more than one service. Family support services were generally targeted toward parents—including parent conferences, parenting education, adult education, and job training services. However, occasionally support services focused more directly on enrolled children—such as services that help children make the transition into preschool.

Finally, 18 of the state-financed prekindergarten initiatives offered at least one meal per day. Of the initiatives that did require meals, some specified which meals should be provided, while in other initiatives the meals to be offered were determined by local factors such as the provider's hours of operation.

### Quality Standards Overview

Although each individual benchmark in our Quality Standards Checklist was met by at least 10 state-financed preschool initiatives, none of the initiatives met *all* of the benchmarks. Even among the three initiatives meeting the most benchmarks—Arkansas, Illinois, and the New Jersey “Abbott District” program—there was variability in which benchmarks were met. Overall, quality standards in state preschool programs varied dramatically from state to state. The data strongly illustrate that children in the U.S. are not guaranteed a high-quality preschool education. Even though actual quality may exceed state standards on average, when quality standards are lacking, some children (particularly the most disadvantaged) are likely to receive very poor quality programs.

**TABLE 2: STATE PRE-K QUALITY STANDARDS**

State	Comprehensive curriculum standards	Teacher has BA	Specialized training in ECE	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 screening/referral	At least 1 family support service	At least 1 meal	Quality Standards Checklist Sum
Arkansas	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Illinois	✓	✓	✓	✓	✓	✓	✓	✓	✓		9
New Jersey (Abbott)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oklahoma	✓	✓	✓		✓	✓	✓		✓	✓	8
Tennessee		✓	✓	✓	✓	✓	✓		✓	✓	8
Alabama		✓		✓	✓	✓	✓		✓	✓	7
Delaware			✓		✓	✓	✓	✓	✓	✓	7
Georgia			✓		✓	✓	✓	✓	✓	✓	7
Kentucky			✓		✓	✓	✓	✓	✓	✓	7
Minnesota (HdSt)	✓		✓			✓	✓	✓	✓	✓	7
New York (EPK)		✓	✓		✓	✓	✓		✓	✓	7
North Carolina		✓	✓	✓		✓	✓	✓		✓	7
South Carolina		✓	✓		✓	✓	✓	✓	✓		7
Maryland	✓	✓	✓		✓	✓	✓				6
Minnesota (MSRP)	✓		✓		✓	✓	✓		✓		6
Ohio (HdSt)			✓			✓	✓	✓	✓	✓	6
Oregon			✓			✓	✓	✓	✓	✓	6
Washington			✓	✓			✓	✓	✓	✓	6
Wisconsin (HdSt)			✓			✓	✓	✓	✓	✓	6
Michigan			✓	✓		✓	✓		✓		5
New Jersey (ECPA)	✓	✓			✓			✓	✓		5
Vermont		✓	✓			✓	✓		✓		5
Virginia						✓	✓	✓	✓	✓	5
West Virginia		✓	✓		✓	✓		✓			5
Arizona	✓		✓			✓	✓				4
Colorado			✓			✓	✓		✓		4
Connecticut			✓			✓	✓		✓		4
Louisiana	✓	✓				✓			✓		4
Massachusetts	✓					✓	✓		✓		4
Nebraska		✓	✓			✓			✓		4
Nevada		✓	✓		✓				✓		4
New York (UPK)					✓	✓	✓		✓		4
California			✓				✓		✓		3
Hawaii			✓	✓						✓	3
Iowa						✓	✓		✓		3
Maine		✓		✓	✓						3
Missouri			✓			✓	✓				3
Ohio (Public School)					✓				✓	✓	3
Pennsylvania		✓			✓			✓			3
Wisconsin (4K)		✓			✓				✓		3
Kansas		✓		✓							2
New Mexico					✓			✓			2
Texas	✓	✓									2
<b>Totals</b>	<b>12</b>	<b>21</b>	<b>29</b>	<b>10</b>	<b>22</b>	<b>31</b>	<b>30</b>	<b>18</b>	<b>31</b>	<b>18</b>	
District of Columbia		✓	✓		✓	✓	✓		✓		6

Note: Florida and Rhode Island are not included above because they do not have initiatives that are comparable to those covered in this table. Alaska, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Utah, and Wyoming are not included because they do not have state prekindergarten initiatives.

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

1 Too often current practice underestimates children's capabilities to learn in the preschool years. Clear and appropriate expectations for learning and development across all domains are essential to an educationally effective preschool program. Bowman, B. T., Donovan, M. S., & Burns, M.S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press. 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. Kendall, J. S. (2003). Setting standards in early childhood education. *Educational Leadership*, 60(7), 64–68.

2 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 et al., 2001). 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. 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. 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.

3 Preschool classrooms typically are taught by teams of a teacher and an assistant. While research specifically on the qualifications of assistants is rare, the available evidence points to a relationship between assistant qualifications and teaching quality and 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 may be viewed as starting on 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: Yale University, Bush Center in Child Development and Social Policy.

4 Good teachers are actively engaged in their continuing development. Bowman et al. (2001). Frede (1998). Whitebook et al. (1989) found that teachers with more than 15 hours were more appropriate, positive, and engaged with children in their teaching practices.

5 The importance of class size has been demonstrated for preschool and kindergarten. A class size of 20 is larger than that which research has shown 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. (1998). *Accreditation criteria and procedures of the National Association for the Education of Young Children*. Washington, DC: National Association for the Education of Young Children.

6 A large literature establishes the links between ratio and program quality and child outcomes. A ratio of 1:10 is larger than in programs that have demonstrated large gains for disadvantaged children and is the largest 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 (1998).

7 For some children, preschool may be the first opportunity to detect vision, hearing, and health problems that may impair a child's learning and development. This is an opportunity that 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.

8 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).

9 Good nutrition is essential for healthy development of the brain 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.



## QUALITY MAKES A DIFFERENCE: NEW JERSEY

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There's a pervasive sense of joy at the Vailsburg prekindergarten program in Newark, a sense that both the faculty and the 4-year-olds are not only learning, but also genuinely and generously engaged with each other, as they tumble along through the day. Transitions between activities, from the playground to circle time, flow easily due to the consistent natural order of the day. With the simple teacher guidance, "Let's all walk as quietly as a mouse," the children are able to gather themselves from the full force of a game of tag, line up with relative calmness, walk a block to the classroom, wash hands, sit in a circle and then focus on a game of "Uno" without a sharp word or constant directions from the teachers.

And it is only the third week of the year.

"I do see how the training makes a difference with my teachers," says Dale Goodwin, director of the program and a veteran of nearly three decades in early education. "It looks easy, but it's not, of course. It is drawn from understanding how children develop, and then learning to respond to their behavior in a positive way. That kind of response from the adults in their lives helps build the children's confidence and create an environment where real learning takes place. That's where it all starts, with the teachers' knowledge and a positive attitude."

The teachers in Goodwin's program, like those in others across New Jersey, are in the process of meeting broad new state requirements for teacher training. Under a new state mandate, preschool programs in the state's poorest districts must be of high quality which means providing a good curriculum, small classes, screening and referral programs, meals and family support services. But most would agree that the most important requirement is that every Pre-K teacher must have not only a bachelor's degree, but also certification in early childhood development by fall 2004.

To make sure it happens, the state is underwriting college costs for many teachers, through a system of grants and loan forgiveness agreements. That has meant that a few of the teachers on Goodwin's staff have had to return to school, but she believes this has only enhanced the program—and prospects for the teachers themselves.

"It's a plus for the program and for the teachers," she says. "They will take this training wherever they go, and the credentials will allow them to earn a living wage—something that was hard to do in this field in the past." And that, she adds, should help keep teachers on the job, build continuity for the children, and stabilize the prekindergarten program as it expands across the state. "The move to make the field more professional is very positive for everyone, especially the children," Goodwin says. "With that background in early childhood, there is a big difference in the way the teachers communicate with the children and the activities they choose. They know what's age-appropriate. They know how long children can pay attention. They know how to respond to a child who is acting out and keep things positive. It makes a difference all around."

So it is with "small group" time, as the teachers gather groups of seven or eight children on the rug to play number games. Today the children have chosen "Uno," which helps develop math skills, number recognition and social skills like turn-taking and planning ahead. As one child counts out the cards for her classmates the teacher quickly reviews the rules of the game.

As soon as they begin playing the game it is clear that although the teacher is playing alongside the children she is also planfully weaving skills and concepts into the activity. She reinforces the names of the numerals as the children place the cards, "I see Laila put down a seven, if your turn is coming up you should be thinking about whether you have a seven," and encourages children in their attempts to get along with each other by saying things like, "Gregory, I appreciate the way you reminded Kayla that it was her turn."

As simple as the 20-minute activity might appear to the casual observer, Goodwin and her staff know it takes years of training and hours of planning each week to create the activities that spur school readiness skills, from number recognition to taking turns. "I have always emphasized the importance of training and preparation among my staff, because I know what a difference it makes," says Goodwin. "But the great thing today is that the State of New Jersey has put that on the agenda, and is not only requiring teacher training – but starting to compensate the teachers and reward them as they get additional training."

Starting this year, teachers in her program will earn as much as public school teachers, up to \$40,000 in annual salary with experience. "Up until now, head teachers were making \$25,000 a year, barely enough to live on in New Jersey. I know that when I started out, I had to live with my parents. The fact that teachers couldn't earn enough to support themselves played out in many programs, causing high rates of staff turnover. You can see that things are stabilizing around Newark, as the state raises standards and pays teachers better," she says.

That stability translates into a sense of community and support at Vailsburg, with teachers returning year after year, enhancing the classrooms, learning new techniques and building relationships with the children and families they serve. A resource center full of special notebooks with model lesson plans, articles on the latest findings in child development research and general information on children's emotional and mental health sits at the core of the program, an easy place for teachers to drop by and spend some time on break, over lunch or at day's end, if they need some new ideas.

In addition, the halls and walls throughout the center sport inspirational sayings for teachers and families alike, reminding everyone of the power of respect and high expectations. "There's no substitute for a good relationship in this work," says Goodwin. "Everything flows from that. Once the teachers know how to respond and build a child's trust and confidence, then learning takes place. And the background in early childhood helps them frame a positive response, from the tone they use to the words they choose."

So it is as two children spill off the playground and run into each other on the way to circle time. There are tears, but within moments, teacher Tanya and her assistant have delivered hugs, reassuring words that acknowledge the brief hurt, but turn the exchange into something positive. "Oh, I know that must have hurt, but you two have such fun together. How about a hug? How about you two hold hands on the way to 'Uno?' I know you are both winners at that game!"

Smiles ensue, and the two join their classmates, hand-in-hand, to play "Uno." And learn their numbers, how to take turns and count, along the way.

...by Betty Holcomb

## RESOURCES

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The quantity of resources that a state devotes to preschool education impacts both the number of children that can be served and the quality of service that they receive. By devoting more resources, states may improve access to preschool either by providing additional slots or extending hours of program operation, and may enhance quality by allowing programs to offer comprehensive services or pay salaries of highly qualified teachers. Resources may be used with varying levels of efficiency, but as a general rule, the largest and highest quality programs tend to be the best funded. Though overall spending on state preschool has increased in recent years, funding for these programs remains low relative to K–12 and Head Start spending. Substantial additional funding will be required to significantly increase access and quality.

In this report, we examine resources as a reflection of state commitment to high-quality preschool. For each program, we asked states to report total state funding and also to indicate funds received from federal sources such as Temporary Assistance for Needy Families (TANF) or the Child Care and Development Fund (CCDF). We also collected information regarding local match requirements. Data were obtained at the state level in three other areas: information about scholarships awarded to preschool teachers, policies regarding teacher certification in early childhood education, and number of full-time staff employed to administer preschool or early childhood special education.

### State Spending

Total state spending figures presented on the state profile pages do not include all money received from federal or local sources, and are not estimates of full program cost. The state figures include some flow-through money from federal sources when such funds were reported as part of state spending, and were used to serve children enrolled in a program that also received state money. States are ranked according to state spending per child enrolled, calculated by dividing the total program funding figure by total enrollment. As an indication of per capita spending on preschool education, we report state spending per 3-year-old, and state spending per 4-year-old, derived by dividing a portion of funding (based on the age-breakdown of enrollees) by total state population at each age.

States contributed a total of about \$2,435,000,000 to preschool programs during 2001–2002. Individual state spending varied considerably, from \$650,000 in Maine to over \$300,000,000 in California, New Jersey, and Texas, with an average of just over \$65,000,000 for 37 states that reported funding. While the largest state contributions tended to come from the most populous states, funding figures did not depend entirely upon the size of the 3- and 4-year-old populations. For example, South Carolina put more money into preschool than eight states with larger populations of 3- and 4-year-olds. As shown in Table 3 (page 41), spending per child enrolled in state preschool programs ranged from \$451 in Maine to \$10,088 in New Jersey, with a mean of about \$3,450 per child. The majority of states that funded programs provided between \$2,000 and \$4,000 per child, but six states spent over \$5,000, three of which offer state Head Start model programs (Delaware, Ohio and Oregon). New Jersey enrolls far more children in state preschool compared to the five other states that spend more than \$5,000 per child.



By examining spending per capita, we are able to compare funding across states with vastly different populations. These figures are also presented in Table 3. Most states either do not fund, or contribute only minimally to preschool for 3-year-olds. Of the 24 states that did provide funds to serve this age group, 11 contributed at least \$100 for each 3-year-old residing in the state. New Jersey spent about \$65 million more than any other state on preschool for 3-year-olds, representing more than double a per capita investment. States provided considerably greater funds to support preschool services for 4-year-olds, with 30 states spending at least \$100 for each resident of this age. Five states—Georgia, New Jersey, Oklahoma, New York, and Texas—spent over \$850 per 4-year-old in the state. In general, states with larger populations tended to spend more per capita on 4-year-olds than those with smaller numbers of children.

Finally, we compared state spending on preschool to funding for public K–12 education and federal Head Start funding, and found that preschool programs tended to receive considerably less money than either of these other types of programs. State funding per child for K–12 exceeded spending on preschool in all but six states. When total funding (including federal and local contributions) for K–12 was considered, preschool programs received less in all states. Spending per child in federal Head Start programs was greater than spending for preschool in 34 of 36 states for which these data were available. New Jersey and Oregon were the exceptions, but on average, federal Head Start programs received nearly \$3,500 more per child than states spent on their preschool programs.

### Funds from Federal or Local Sources

Over one-third of state-funded preschool programs also received money from federal sources during 2001–2002. Federal money was used to supplement state spending in both large and small programs, and use of these funds did not seem to be related to the magnitude of the state financial commitment.

The requirement of a local match to augment state funding was relatively rare. These matches were usually expressed as a percentage of total funding, and did not always need to be provided in cash. Some states allowed districts or localities to offer matches in-kind, meaning that services such as transportation, provision of meals, or maintenance of building facilities would be paid for at the local level. Only seven of the 43 state preschool programs required a local match. In cases where this match was expressed as a percent of overall funding, the requirement ranged from 11 percent in New York to 50 percent in Alabama and Nebraska. In Wisconsin, the preschool program was run as part of the public school system, thus the local share of school revenue applied to preschool as well as K–12. The size of the local match required in Virginia depended on a composite index of local ability to pay. Though most states did not report a required local match, it is likely that funding from local sources is significant in many states. Data on funding that is provided at local discretion (which might include federal Title I funds as well as local funds) is not routinely collected by states or the federal government and is not included in this report, even though such funding may be substantial.

### Other Types of State Support for Preschool

States may demonstrate a commitment to resources that promote high-quality preschool by facilitating the professional development of early childhood teachers. As a measure of such commitment, we report whether a state awarded scholarships to preschool teachers, and, if so, how many were awarded. We also discuss state policy regarding teacher certification in early childhood education. We considered a certificate to be in early childhood only if it included a grade-level or age below kindergarten. For example, the lower boundary of the developmental range covered by an early childhood certificate may be specified as preschool, nursery, birth, or any age below 5. States that award early childhood certificates do not always require them for preschool teachers, but the certificate is a policy-level recognition of a unique body of knowledge and skills that represents early childhood expertise.

Ten states awarded scholarships to preschool teachers in 2001–2002. Most respondents from these states were not able to specify the number of scholarships awarded. Of the three who could, Kentucky granted the greatest number, with 78.

Only four states, Alabama, Arizona, Hawaii and Michigan, did not award early childhood education (ECE) certifications during 2001–2002, although Michigan did offer an early childhood endorsement. Alabama granted a certificate that covered kindergarten through grade 6, but this range did not meet NIEER's criterion of early childhood specificity. About half of the remaining 34 states provided data for the total number of ECE certifications awarded, ranging from 36 in Delaware to 8,521 in Georgia. Three other states, California, Louisiana and Missouri, awarded more than 1,000 certifications.

The ECE certificate covered age levels beginning at birth in 15 states. Most often, these certifications extended up to grade 3 or age 8, though some only applied through kindergarten. In 13 other states, the youngest grade level covered by ECE certification was Pre-K. In these cases, the upper range for the certificate usually was either grade 3 or grade 6. Louisiana, Maryland and Pennsylvania used nursery as the earliest grade boundary for their ECE certificates, while Arkansas and Ohio began their range of coverage at age 3. The oldest children covered by an ECE certificate were eighth graders in Georgia.

Another significant measure of resources is the number of full-time employees at the state level who administer preschool education. In reporting this figure, we are typically referring to personnel at the State Department of Education or other equivalent administering agency who oversee the implementation and delivery of the preschool program. In addition, we specify the number of full-time staff who administer preschool special education programs only.

A majority of states employed five or fewer full-time employees at the state level to administer preschool education. Responses ranged from zero in Pennsylvania to 68 in California, with a mean of about 8, though only nine states employed a staff larger than 10. Texas, which has the highest reported enrollment, employed two full-time staff to administer its state preschool program. The number of full-time staff devoted to the administration of early childhood special education was reported to be one or less by 21 of the 32 states from which data were available. Considering that Louisiana, Missouri, New York and Virginia did not provide data pertaining to administrative staff, there were likely about 300 full-time employees who administered programs that served some 700,000 young children. On average, each administrator was responsible for approximately 2,300 students.

One of consequences of the small staff and other commitments to state infrastructure for preschool is that the collection and reporting of data on preschool is highly limited in many states. Generally, states do not have unduplicated counts of the number of children served across state prekindergarten, preschool special education, state subsidized child care, and Head Start programs. Nor are data available on how many children participate in multiple programs. Data typically are not available on children served by local education agencies at their discretion. Equally distressing is the lack of comprehensive information on funding from local, state, and federal sources comparable to that available for K–12 education so that total public spending on preschool cannot be accurately determined. The diversity of auspices under which preschool is provided makes this a more complex task, but few resources are allocated to accomplish it.

**TABLE 3: RANKINGS OF STATE PRE-K RESOURCES PER CHILD ENROLLED**

Resources	Rank	State	\$ per child	\$ per 3-year-old	\$ per 4-year-old
			enrolled in state pre-k	in the state	in the state
	1	New Jersey	\$10,088	\$1,277	\$1,922
	2	Oregon	\$7,463	\$184	\$427
		FEDERAL HEAD START	\$6,934	FEDERAL HEAD START	
	3	Connecticut	\$6,727	\$225	\$637
	4	North Carolina	\$5,242	\$0	\$61
	5	Delaware	\$5,078	\$0	\$404
	6	Ohio	\$5,015	\$302	\$407
	7	Washington	\$4,908	\$82	\$325
	8	Massachusetts	\$4,826	\$571	\$558
	9	Arizona	\$4,559	\$0	\$255
	10	Georgia	\$3,721	\$0	\$1,987
	11	New York	\$3,622	\$78	\$896
	12	Wisconsin	\$3,518	\$46	\$654
	13	Iowa	\$3,291	\$45	\$134
	14	Michigan	\$3,205	\$0	\$613
	15	Virginia	\$3,194	\$0	\$201
	16	Alabama	\$3,175	\$0	\$40
	17	Illinois	\$3,094	\$250	\$665
	18	California	\$3,080	\$158	\$437
	19	Hawaii	\$3,059	\$0	\$235
	20	Nevada	\$2,950	\$21	\$73
	21	Kentucky	\$2,776	\$204	\$662
	22	Nebraska	\$2,708	\$14	\$41
	23	Colorado	\$2,682	\$33	\$375
	24	West Virginia	\$2,486	\$240	\$672
	25	Oklahoma	\$2,428	\$0	\$1,350
	26	Missouri	\$2,407	\$84	\$118
	27	Louisiana	\$2,389	\$0	\$128
	28	Tennessee	\$2,226	\$25	\$51
	29	Texas	\$2,186	\$134	\$857
	30	Arkansas	\$2,028	\$52	\$123
	31	Kansas	\$2,018	\$0	\$118
	32	Maryland	\$1,751	\$0	\$264
	33	South Carolina	\$1,473	\$10	\$433
	34	Vermont	\$1,379	\$73	\$119
	35	New Mexico	\$782	\$16	\$44
	36	Maine	\$451	\$0	\$44
	NA	Florida	NA	NA	NA
	NA	Minnesota	NA	\$143	\$255
	NA	Pennsylvania	NA	NA	NA
	NA	Rhode Island	NA	NA	NA
	50	Alaska	\$0	\$0	\$0
	50	Idaho	\$0	\$0	\$0
	50	Indiana	\$0	\$0	\$0
	50	Mississippi	\$0	\$0	\$0
	50	Montana	\$0	\$0	\$0
	50	New Hampshire	\$0	\$0	\$0
	50	North Dakota	\$0	\$0	\$0
	50	South Dakota	\$0	\$0	\$0
	50	Utah	\$0	\$0	\$0
	50	Wyoming	\$0	\$0	\$0

NA=Not available (State did not provide data or had an early childhood initiative that was not comparable to those in other states.)  
For details about how these figures were calculated, see the Methodology section and Roadmap to State Profile Pages.

## STATES WITH EXEMPLARY POLICIES

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Three state preschool programs stand out as exemplary in one or more ways that provide interesting models for other states. These states illustrate that it is feasible for even states of modest means to offer preschool programs to all children and that high-quality preschool programs can be delivered to all children on a large scale. None of these states provides a perfect program, but each is far above average in its commitment to assuring that children receive a good early education.

**Georgia** was the first state to offer preschool to all 4-year-old children. The program is supported by lottery funds, and over half of the state's 4-year-olds enrolled in 2001–02. Georgia does not require that teachers have a college degree or early childhood certification. However, the state has a tiered reimbursement system that pays more per child to programs whose teachers have higher qualifications. As a result, 80 percent of its preschool teachers are certified. Georgia could upgrade its qualifications requirements at relatively little cost so as to ensure that every child has a qualified teacher.

**Oklahoma** was the second state to open its preschool program to all 4-year-olds. As the program is offered to all districts, but districts are not required to participate, the program is not yet available everywhere in the state. Nevertheless, Oklahoma enrolls a higher percentage of its 4-year-olds than any other state: 56 percent in 2001–2002 and 60 percent in 2002–2003. Including Head Start and preschool special education, combined enrollment may have exceeded 75 percent in 2001–2002. In addition, all preschool teachers are certified and receive the same salaries and benefits as other public school teachers, even when they teach outside the public schools. State funding is provided through the regular education funding formula, which lends financial stability to the program. Districts can partner to provide services through Head Start and private programs in Oklahoma without lowering standards.

**New Jersey's** "Abbott District" preschool program sets the highest standards in the nation and provides preschool free to all beginning at age 3 in 30 of the state's largest and most disadvantaged school districts. The program is the combined result of a court order, legislation, and the policy decisions of both Republican and Democratic governors. The "Abbott District" preschool program provides a certified teacher (paid a public school salary) and an assistant to each class of 15 children. Department of Education funds pay for a 6-hour day during the school year. Human Services funds pay for extended hours and additional days up to 245 per year. New Jersey also provides funds for half-day preschool (and full-day kindergarten) to 102 more school districts. Even though quality standards are lower in these districts than in the "Abbott District" program, state spending per child enrolled remains in the top 10. In funding these programs, New Jersey commits more money per child enrolled and more money per 3-year-old statewide than any other state and ranks second in the nation for spending per 4-year-old.

## States to Watch

Ten additional states have pursued policies that show promise or peril for preschool education, but the results will depend on future policy decisions. These states are poised to make important gains. However, policy developments in these states should be closely watched to ensure that they lead to improvements in access, quality and the resources required to implement educationally effective programs.

**Alabama:** In 2000, the state began a pilot Pre-K initiative for 4-year-olds. While still small, this program is growing and may be able to serve a larger proportion of the population, since only the funding level (rather than eligibility restrictions) prevents more children from enrolling.

**Arkansas:** The state has set higher quality standards than the vast majority of states and taken the unique approach of supporting its high-quality preschool program with an excise tax on beer, passed in 2001.

**California:** In addition to funding the State Preschool Program, since 1998 California has been devoting additional resources to preschool through the California Children and Families Act, which is funded by a dedicated tobacco tax. It will be important to ensure that adequate quality standards are set when Los Angeles and other counties implement preschool programs with this new funding.

**Florida:** In November 2002, Florida voters passed a ballot initiative specifying that all 4-year-olds in the state should have access to free "high-quality" preschool programs by 2005. The state is now developing plans for this initiative including setting quality standards and funding levels. It is essential that both quality standards and funding be adequate to create a program that truly is high-quality for every child.

**Illinois:** Illinois is another state with relatively high quality standards. For fiscal year 2003–2004 Illinois committed an additional \$29.4 million to the block grant that funds its state-financed prekindergarten program. This increased funding should allow the program to provide access to more of Illinois' children. As the state budget picture improves, increased commitment to access and quality could make Illinois a true leader in early education.

**Maryland:** By the 2007–2008 school year, all local school systems in Maryland will be required to provide preschool to 4-year-olds from disadvantaged families or who are homeless, following provisions of the Bridge to Excellence in Public Schools Act passed in 2002. It will be important to monitor annual progress toward this goal in terms of access, quality standards and resources.



**New York:** The state established a prekindergarten program in 1997 with the intention of making it universally available to all 4-year-olds after five years. The program has received insufficient funding and continues to be limited, for the most part, to children from low-income families. The state postponed implementing a provision that would have required all classrooms to have a certified teacher by 2002. A renewed commitment by New York to its preschool promises could transform the state into a model for others.

**Ohio:** Until recently, Ohio invested a significant amount of state funds to supplement federal Head Start funding. State-funded Head Start followed the comprehensive Head Start model in addressing children's full range of developmental needs, from health care to nutrition to social services to parent involvement. However, Ohio has now replaced its own state funds with federal TANF funds. This is a potentially unstable funding source. Ohio's support for this program in the future may be judged in part by its continued commitment of state as well as federal funds to maintain and expand the program.

**Pennsylvania:** Even though a major initiative was proposed this year in Pennsylvania to jump-start a state preschool program, a much more limited and smaller initiative was passed. The proposal just passed will make \$175 million in block grants available in 2004–2005 for schools to use for any of a variety of purposes that could include prekindergarten and full-day kindergarten. Individual school districts will determine how to spend the new funds. State support for preschool barely exists currently, with only 2 percent of the state's children served in 4-year-old kindergarten, fewer than enroll in preschool special education. If Pennsylvania provided funding specifically for a preschool program, it could change from a laggard to a leader with respect to both access and quality standards.

**West Virginia:** State legislation passed in 2002 provides for 4-year-olds in West Virginia to have universal access to prekindergarten by 2012. It is important that the state make steady annual progress toward that goal while improving its quality standards.

More information about each of the state-financed preschool initiatives mentioned in this section can be found in the "State Profiles" section later in this report.



## POLICY CONCLUSIONS

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Given the great variation in state-funded prekindergarten programs, policy makers and concerned citizens within each state should reach their own conclusions about what should be done to improve their state's programs. We hope that this *Yearbook* will encourage public debate about state preschool programs. The states have much to learn from each other and we expect that state policy debates will benefit from comparisons across the states that this *Yearbook* facilitates. Nevertheless, we offer five general policy conclusions:

1. All states should provide adequate access to state-funded preschool programs. Twenty states serve fewer than 10 percent of their 4-year-olds. Ten states serve none. The three states that have committed to universal access do not in fact reach all 4-year-olds, and New York is far from its goal. European nations that offer universal preschool programs routinely enroll nearly 100 percent of the children, and many school districts in the United States that offer universal access to preschool have enrollment nearing 100 percent. A well-designed universal preschool program should have an enrollment rate at least as high as public kindergarten.

2. All states need to improve their quality standards. While standards do not ensure quality, inadequate standards permit substantial variation in quality at best and overall low quality at worst. Without quality, children will not receive the educational benefits that states seek to provide, and some children may even be harmed. Our checklist provides an evidence-based starting point for states to assess their quality standards. Some states only need to make a few, relatively inexpensive changes to their standards. Others will require more extensive improvements. However, the costs of these improvements can be more modest than they appear at first. For example, Georgia does not require preschool teachers to have a BA degree, but as 80 percent of its preschool teachers already have a BA, the number of teachers who would need to upgrade their credentials to meet this standard is modest.

3. Ten states spend nothing at all on preschool and state spending is embarrassingly low in many or even most other states. The case for increased preschool funding is obvious. No other public expenditure can reasonably claim to produce higher economic returns. Yet, limited state funding severely reduces the number of children that can be served and the quality of programs. In addition, many states explicitly or implicitly rely on local government and other funding (including parent fees) to cover a significant percentage of costs. This approach seems likely to recreate in preschool programs the inequities that have plagued the public school system more generally for decades.

4. In view of the problems with state quality standards and funding, one remedy could be for the federal government to offer financial incentives to states for investing in quality preschool programs. Such a policy might be implemented by offering to match state funds invested in preschool programs with high standards.

5. At least partly as a result of federal Head Start, special education, and child care policies, there is a lack of coordination in state data-gathering. In most states it is impossible to obtain an unduplicated count of children served or to track the total amount of public funds spent on each child across all levels of government. The federal government should take steps to remedy this problem by providing states with incentives to collect and report accurate data.



# Roadmap to State Profile Pages

## Policies in place—How to interpret the data on individual state pages:

For each state with a preschool program we present a two-page summary of key information on access, quality standards and resources. Bar charts at the top of the first page graphically represent the state's overall status with respect to enrollment, the Quality Standards Checklist and resources.

Specifically:

- The first bar represents the percentage of all 4-year-olds in the state who were enrolled in the state program in 2001–2002.
- The second bar represents that same percentage for the 2002–2003 school year, if the information was available.
- The third bar shows how many of the 10 benchmarks in the Quality Standards Checklist were met by the state's program.
- The fourth bar portrays state spending per child enrolled in the program in 2001–2002.
- A fifth bar reports spending per child enrolled for 2002–2003, when data were available.

The first page also presents a brief description of the state's prekindergarten program including its history, funding source, target population and age requirements. We consulted *Seeds of Success* and *Quality Counts 2002* for additional information. The description also allows us to mention particularly noteworthy features of a program not reported in the charts and tables. If a state provides a supplement to the federal Head Start program, that supplement is described. Finally, updates on major policy developments beyond the 2001–2002 year are provided when available.

Three state rankings indicate each state's relative position among the states for the 2001–2002 year and are provided at the bottom of the first page:

- The first gives the state's rank on the percentage of the state's 4-year-old population enrolled in the state preschool program ("Access Ranking—4's").
- The second gives the state's rank on the percentage of state's 3-year-old population enrolled in the state preschool program ("Access Ranking—3's").
- The third gives the state's rank on expenditure per child enrolled in the program ("Resources Ranking").

The second page of the state profile provides tables and charts giving more detailed information on state programs with separate sections for access, quality standards and resources. An item-by-item guide to the data elements in the tables and charts is provided below, following a discussion of the content and usefulness of information provided.

## ACCESS

For access, a table reports total enrollment, the percentage of school districts in which the program is offered, income ceilings for eligibility, operating hours, length of program year, special education enrollment, and Head Start enrollment.

The percentage of districts where the program is offered is an indicator of how widely a program is available, though districts can differ dramatically in enrollment and geographic size so that it is far from a perfect measure. Hours and days of operation are important measures of access because of the many families who require child care for a full week, year-round, for more than a few hours per day. Many children without a parent at home during the day may be effectively excluded from programs that do not address the parents' child care needs (directly or by offering wrap-around care options). Of course, the number of total hours of service provided per week can also be expected to influence a program's educational effectiveness.

In addition to the Access table, two pie charts report the fraction of the population enrolled in the state preschool program, Head Start, and preschool special education program for 3- and 4-year-olds, respectively. This allows the reader to assess the relative contribution of the state preschool program and the extent to which children in a state are in one of these major programs. As children can be reported as enrolled in more than one of these programs, the sum tends to overestimate the percentage served in public preschool programs. However, no better estimate is available. Children in the residual category may attend some other type of preschool program, or attend no program and are designated "Other/None."

## QUALITY STANDARDS

For quality standards, a table reports the state requirement for each of 10 standards in our checklist and then compares each against benchmarks for minimal acceptable standards for educationally effective programs. States receive a checkmark for each standard where they meet or exceed the benchmark and the total number of checkmarks is reported on a road sign. The evidence base for each benchmark is set out earlier in the *Yearbook*. All state programs should be expected to meet all 10 benchmarks if they are to be highly effective. Readers should be aware that local providers can exceed state requirements and that this frequently occurs in some states. It also is possible for local providers to fail to comply with state requirements. Thus, our checklist provides a measure of what is required by state policy and may not reflect actual quality. Adequate requirements are necessary but not sufficient to assure quality throughout a state preschool program.



## RESOURCES

For resources in the 2001–2002 year, a table reports total state spending, whether a local match is required to receive state funds, state spending per child enrolled in the program, state Head Start spending (when applicable), and state preschool program spending per 3-year-old and 4-year-old living in the state. These figures allow different perspectives on the state's fiscal effort to support the program. Spending per child enrolled provides an indicator of the quantity (hours per year) and quality of education that can be effectively supported by state funds for those children who are served. Spending per child in the state provides an indicator of the state's fiscal effort relative to the total number of 3-year-olds and 4-year-olds in the state. A state that makes its program available to only a very small percentage of children could have a high level of support for those enrolled, but a low level of support for young children overall. Also, support typically is much lower for the population at age 3 than at age 4. Although many programs may rely on other resources as well (for example, funds or in-kind support in the form of facilities, and administrative and support services from the local public schools), state funds are a key to uniform access to quality preschool education. Substantial disparities in access can result when local schools or parents are explicitly or implicitly relied upon to fund the program.

A bar chart allows the reader to compare state spending per child enrolled in the preschool program with federal spending per child enrolled in Head Start, as well as total spending and the state share of K–12 spending per pupil. In making these comparisons, the reader should keep in mind that Head Start can be a half-day or full-day program, while K–12 education typically provides about a 6-hour school day. Many state preschool programs are half-day. Spending per child for the state preschool program includes only funds from the state and not any federal, local government, or other funds that may be added in at the local level. Information on these other funds generally is not available. However, state spending is the relevant measure of the state's financial support for the program.

For each of five states—Minnesota, New Jersey, New York, Ohio, and Wisconsin—we present data for two prekindergarten initiatives. The presentation of data for those initiatives departs from this Roadmap to some degree. More details are provided in the summaries for each of those states.

## ACCESS

Total state program enrollment	Number of children in state program
School districts that offer state program	Percentage of school districts in state where program is offered (may include programs located within the district but not provided by the 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 in Head Start funded with state money

## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT
Curriculum standards	Type of preschool-specific curriculum standards adopted by state (comprehensive, not comprehensive, or none)
Teacher degree requirement	Minimum teacher educational level
Teacher specialized training requirement	Area of specialization for degree or credential required of teacher
Assistant teacher degree requirement	Minimum assistant teacher educational level
Teacher in-service requirement	Annual requirement for ongoing in-service professional development and training
Maximum class size	Maximum number of children per classroom
	3-year-olds
	4-year-olds
Staff-child ratio	Minimum ratio of staff to children in classroom
	3-year-olds
	4-year-olds
Screening/referral requirements	Areas in which screenings or referrals are required (vision, hearing, health, etc.)
Family support service requirements	Services required to be provided to families of enrollees, including parent conferences
Meal requirements	Specific meals required daily

## 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 contribution to program and amount of any match required
State spending per child enrolled	Amount of state funds spent per child participating in the Pre-K program
State Head Start spending (when applicable)	Total state funds spent to supplement the federal Head Start program
State spending per 3-year-old	Amount of state funds spent on Pre-K program per 3-year-old in the state
State spending per 4-year-old	Amount of state funds spent on Pre-K program per 4-year-old in the state

## GLOSSARY OF ABBREVIATIONS

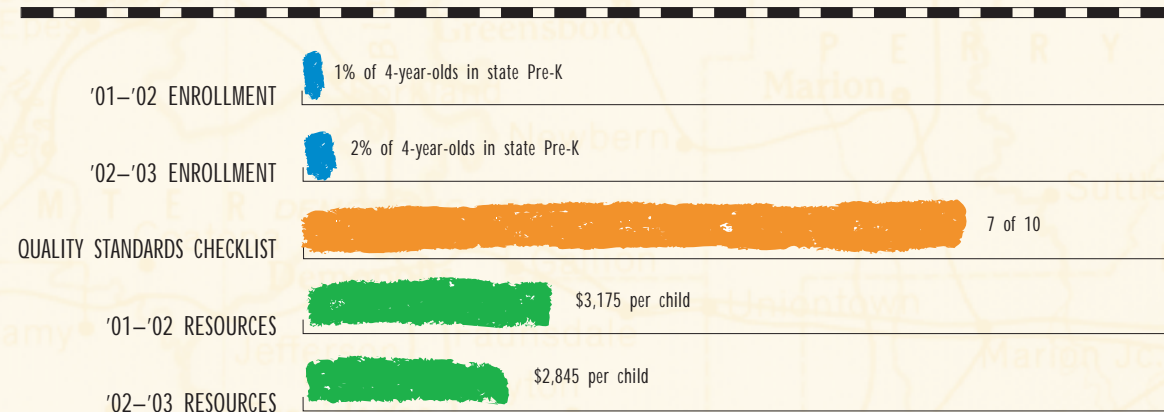
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AA	Associate of Arts
BA	Bachelor of Arts
BS	Bachelor of Science
CC	Child Care
CCDF	Child Care and Development Fund
CD	Child Development
CDA	Child Development Associate
DHS	Department of Human Services
DOE	Department of Education
DPI	Department of Public Instruction
DSS	Department of Social Services
EC	Early Childhood
ECE	Early Childhood Education
ECSE	Early Childhood Special Education
EE	Elementary Education
ELL	English Language Learner
Exp.	Experience
FPL	Federal Poverty Level
FY	Fiscal Year
GED	General Equivalency Diploma
HdSt	Head Start
HSD	High School Diploma
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IHE	Institute of Higher Education
K	Kindergarten
LEA	Local Education Agency
LEP	Limited English Proficiency
MA	Master of Arts
Mos.	Months
N-	Denotes that the age range covered by a teaching license begins at nursery (e.g., N-4 = nursery–grade 4)
NA	Not Available/Not Applicable
NAEYC	National Association for the Education of Young Children
NCLB	No Child Left Behind
P-	Denotes that the age range covered by a teaching license begins at preschool (e.g., P-4 = preschool–grade 4)
Pre-K	Prekindergarten
RFP	Request for Proposal
SDE	State Department of Education
SES	Socio-economic Status
SMI	State Median Income
SpEd	Special Education
TANF	Temporary Assistance to Needy Families
USDA	United States Department of Agriculture





# Alabama



The Alabama Pre-Kindergarten Pilot Program began in 2000 and has increased the number of participating sites over the past few years. The initiative is supported with a mix of public and private funds, including state dollars, contributions from the Lucent Technologies Foundation, and an Appalachian Regional Commission Grant. The program serves 4-year-olds. There are no set income or other eligibility criteria, but over half of the children enrolled in the program qualify for free or reduced-price lunch (defined as having an income below 185 percent of poverty). Programs are operated by schools, Head Start programs, nonprofit agencies, and for-profit agencies.

When asked to identify the one thing the state has done to contribute the most to all preschoolers getting a good education, state administrators noted that, through curriculum and professional development training, Alabama has worked to promote professionalism among prekindergarten providers.

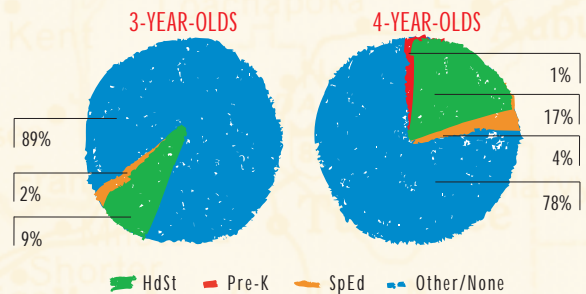
In 2002–2003, the Alabama Pre-Kindergarten Pilot Program received \$3,584,500 in state funding and served 1,260 4-year-olds.



## ACCESS

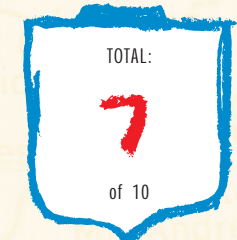
Total state program enrollment	756
School districts that offer state program	94% (counties)
Income requirement	None
Hours of operation	Full-day, full-week
Operating schedule	Academic year
Special education enrollment	3,657
Federally-funded Head Start enrollment	15,762
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

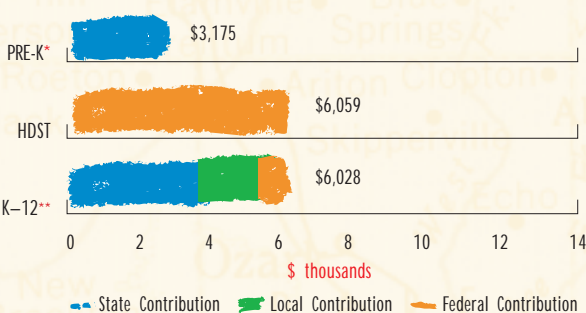
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Degree in ECE, ECSE, EE, or CD	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service requirement	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 requirements	Vision, hearing, and dental	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services and 2 parent conferences	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Lunch	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$2,400,000 <sup>1</sup>
Local match required?	Yes, site must provide 50% match
State spending per child enrolled	\$3,175
State spending per 3-year-old	\$0
State spending per 4-year-old	\$40

SPENDING PER CHILD ENROLLED



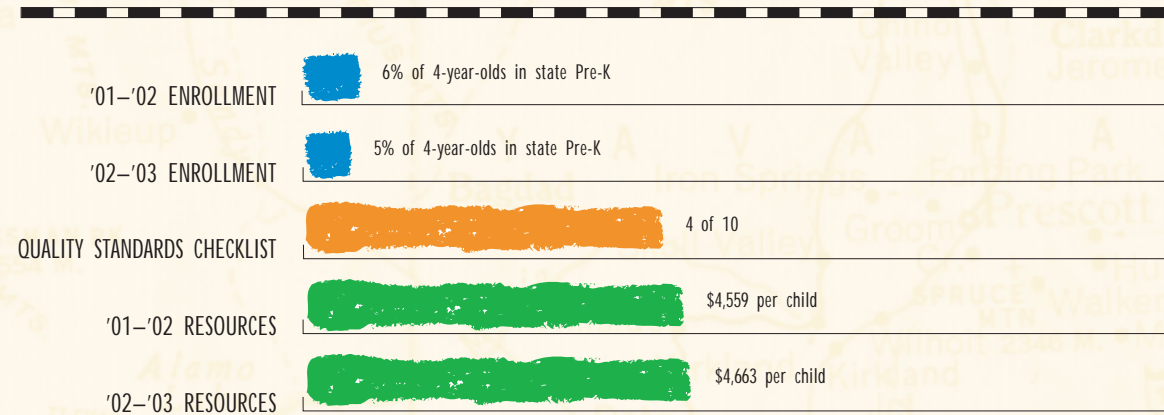
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> The program also received an additional \$1,375,000 in federal funds during 2001–2002, and \$2,000,000 in federal funds during 2002–2003.



# Arizona



State funding for prekindergarten projects began in 1991; these funds were incorporated into a new Early Childhood Block Grant in 1996. Block grant funding may be used for prekindergarten, full-day kindergarten, or supplements for grades K to 3. Schools, Head Start agencies, and private agencies can receive block grant funding to operate prekindergarten programs provided that they meet the accreditation criteria of the National Association for the Education of Young Children or another state-approved accrediting organization. Children must be eligible for free or reduced-price lunch to participate in the prekindergarten program. Nearly all children in the program are age 4.

The Arizona State School Readiness Board was recently established to develop a coordinated delivery system for early childhood programs in the state, focusing on issues such as increasing quality and availability, decreasing duplication of services, and identifying and measuring indicators of school readiness.

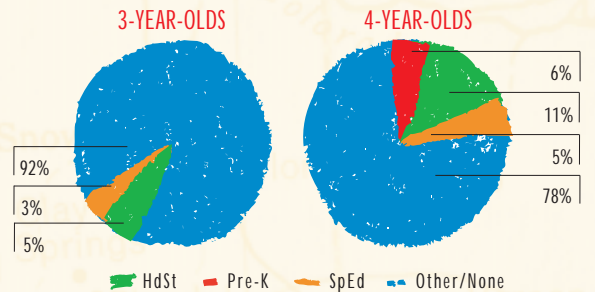
A total of 4,162 children were served in 2002–2003, when the program was funded at \$19,406,775.



## ACCESS

Total state program enrollment	4,277
School districts that offer state program	21% <sup>1</sup>
Income requirement	Free or reduced-price lunch criteria
Hours of operation	Determined locally <sup>2</sup>
Operating schedule	Determined locally <sup>3</sup>
Special education enrollment	5,913
Federally-funded Head Start enrollment	12,415
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

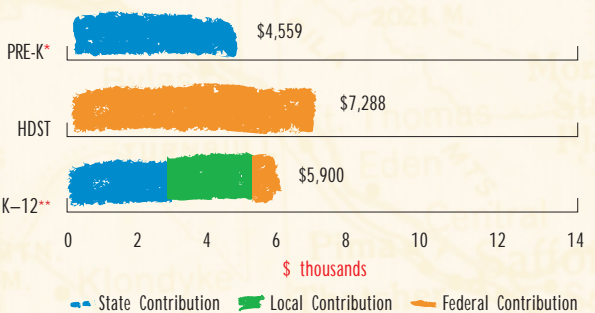
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	CDA <sup>4</sup>	BA	<input type="checkbox"/>
Teacher specialized training requirement	Meets CDA requirements <sup>4</sup>	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	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 <sup>4</sup>		
4-year-olds	20 <sup>4</sup>		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10 <sup>4</sup>		
4-year-olds	1:10 <sup>4</sup>		
Screening/referral requirements	Determined locally	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	None	At least 1 service	<input type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$19,498,200
Local match required?	No
State spending per child enrolled	\$4,559
State spending per 3-year-old	NA <sup>5</sup>
State spending per 4-year-old	\$255 <sup>5</sup>

SPENDING PER CHILD ENROLLED



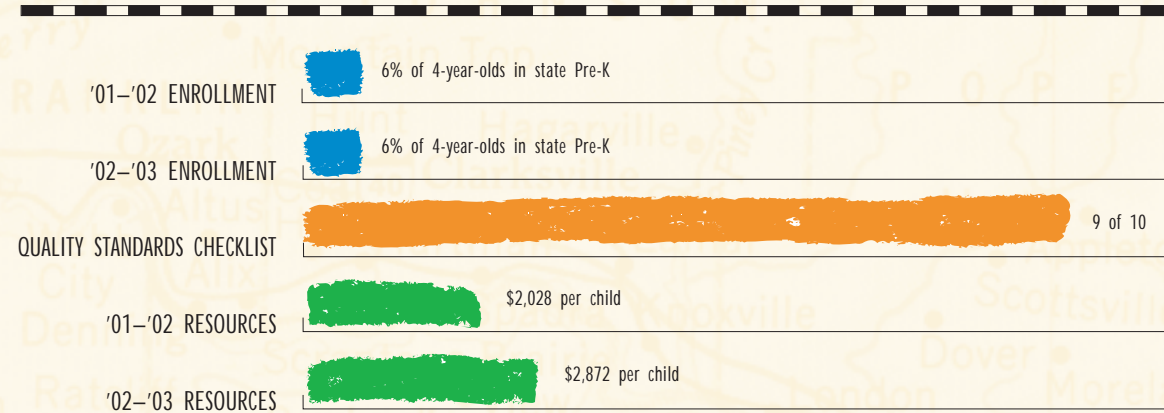
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> Arizona has 221 districts that offer K-3 programs and would therefore be able to access Pre-K funds.  
<sup>2</sup> Length of day is determined locally, but a vast majority of programs are half-day, 5 days per week.  
<sup>3</sup> Operating schedule is determined locally, but most programs operate during the academic year.  
<sup>4</sup> These figures represent NAEYC requirements. Accredited programs must adhere to the more conservative standard of the national accrediting organization or the Arizona Department of Health child care regulations. In most cases, this means following the standards of the accrediting organization, which is NAEYC for about 90% of providers. Arizona recognizes 5 other accrediting organizations (NECPA, NAC, AMI, ACSI and AMS). All programs receiving state Pre-K funds must be accredited.  
<sup>5</sup> For the purpose of these calculations, all spending was considered to be directed toward 4-year-olds, since nearly all enrollees are age 4.



# Arkansas



The Arkansas Better Chance program began in 1991 as part of a larger education reform initiative supported by a dedicated sales tax for the Educational Excellence Trust Fund. In 2001, to help maintain funding for prekindergarten, the state passed an excise tax on package beer; 80 percent of the funds are dedicated to the prekindergarten program. The program serves children ages birth to 5 from low-income backgrounds or who have other risk factors, such as being low birth weight, having parents without a high school diploma, or having experienced abuse or neglect. Schools, state universities, educational cooperatives, nonprofit agencies, and Head Start agencies receive funding to operate the program.

The state places a high priority on early literacy and has designed a literacy training program to help teachers and parents in developing young children's pre-literacy skills.

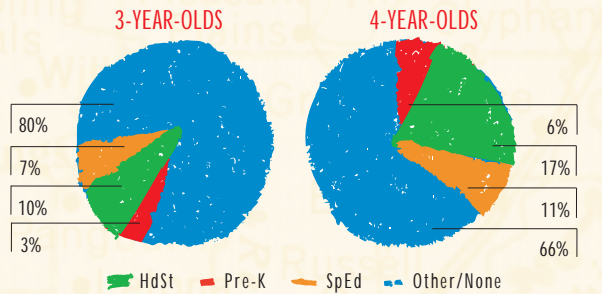
During the 2002–2003 year, there were 848 3-year-olds and 2,238 4-year-olds in the Arkansas Better Chance program, and the program received \$8,863,075 in state funds.



## ACCESS

Total state program enrollment	3,166 <sup>1</sup>
School districts that offer state program	17% <sup>2</sup>
Income requirement	156% FPL
Hours of operation	Full-day, full-week
Operating schedule	Academic year
Special education enrollment	6,429
Federally-funded Head Start enrollment	10,200
State-funded Head Start enrollment	0

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



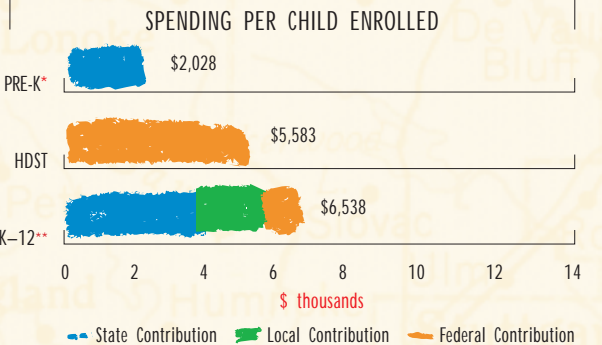
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	P-4 teacher license	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service requirement	30 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	None	At least 1 service	<input type="checkbox"/>
Meal requirements	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$6,419,864
Local match required?	Yes—40% <sup>3</sup>
State spending per child enrolled	\$2,028
State spending per 3-year-old	\$52
State spending per 4-year-old	\$123



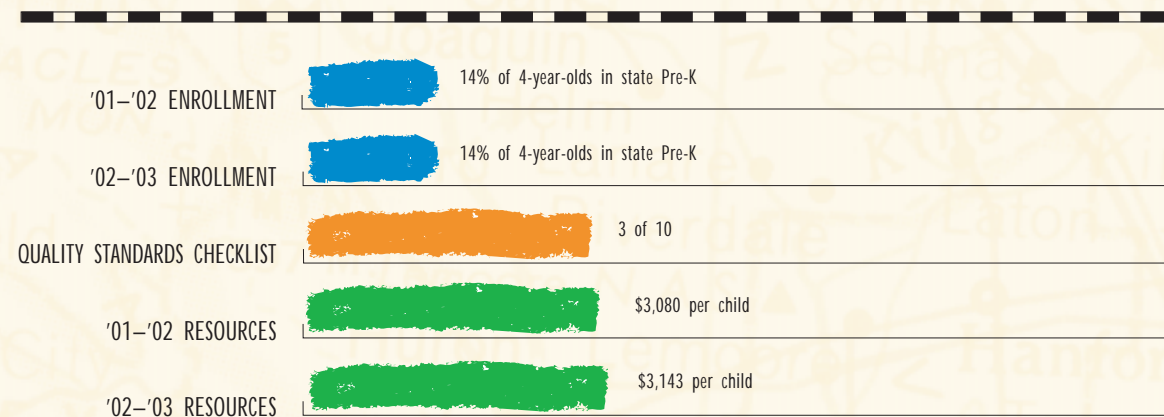
<sup>1</sup> Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
<sup>2</sup> K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> This enrollment figure only includes children in the center-based component of the program. Arkansas Better Chance also has a home-based component, but the enrollment for this component is not included here.  
<sup>2</sup> There are 5 educational cooperatives, 2 state universities, 18 nonprofits and 4 Head Start agencies that offer Arkansas Better Chance outside of the 54 school districts that provide the program. Other districts have Pre-K, but not Arkansas Better Chance.  
<sup>3</sup> Local match funding totaled \$4,279,909, given in cash or kind. This represents 40% of the total (state plus local) funding for Arkansas Better Chance.



# California



California's State Preschool Program was established in 1965 and serves children between the ages of 3 and 5 from low-income families. In determining eligibility, priority is given to preschoolers who have been abused or neglected. Other preschoolers who may be eligible due to at-risk status include children with limited English skills or who are not proficient in English, children who have exceptional needs, and children whose family circumstances "may diminish opportunities for normal development." Programs are funded through competitive grants and are administered by school districts, colleges, community action agencies, and private nonprofit agencies. The State Preschool Program is viewed by California administrators as one of several state early childhood programs that are designed to meet the varied needs of children and families and that together comprise a broader child development system. The state coordinates its Preschool Program, which supports part-day classes, with federally and state-funded child care assistance programs to help families working full time cover the cost of extended hours of care.

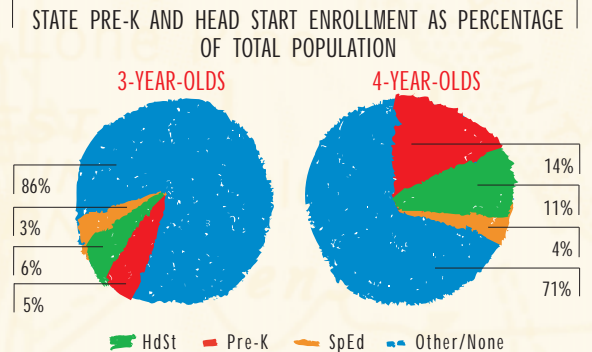
In 2002–2003, California's State Preschool Program received \$310,183,000 in state funds, and served an estimated 98,690 children.

The California Children and Families Act was approved in 1998. Also known as First 5, the initiative established a dedicated tobacco tax to fund programs that promote early childhood development, from prenatal care to age 5. Funds can be used for services including early care and education, parent education, family support, or child health needs, as allocated by county commissions. The state also reserved \$200 million in funds over four years for a School Readiness Initiative.



## ACCESS

Total state program enrollment	100,000 <sup>1</sup>
School districts that offer state program	27% <sup>2</sup>
Income requirement	60% SMI <sup>3</sup>
Hours of operation	Half-day, full-week
Operating schedule	Academic year
Special education enrollment	33,610
Federally-funded Head Start enrollment	88,808
State-funded Head Start enrollment	0



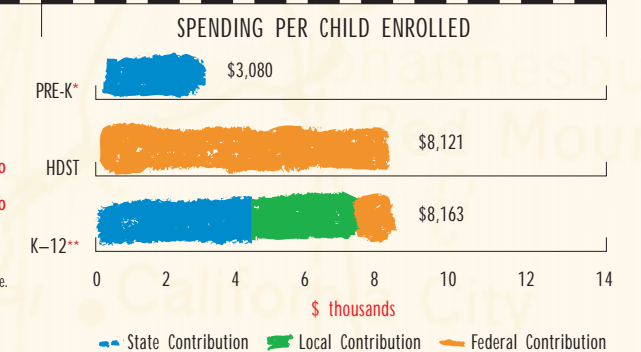
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	CD Teacher Permit	BA	<input type="checkbox"/>
Teacher specialized training requirement	24 cr. in ECE and 16 cr. in Gen. Ed.	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	CD Asst. Tch Permit (6 cr. in ECE or CD) <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	None	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	No limit <sup>5</sup>		
4-year-olds	No limit <sup>5</sup>		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:8		
Screening/referral requirements	Health only <sup>6</sup>	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family referral services and 2 parent conferences <sup>7</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None <sup>8</sup>	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$308,023,000 <sup>9</sup>
Local match required?	No
State spending per child enrolled	\$3,080
State spending per 3-year-old	\$158 <sup>10</sup>
State spending per 4-year-old	\$437 <sup>10</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 '01-'02 school year, unless otherwise noted.

1 This figure represents the number of funded slots in the part-day General State Preschool Program only. California also funds slots in a variety of full-day center-based child care programs as well as the General Full-Day State Preschool Program. These programs meet the same types of standards as the General State Preschool Program. Approximately 35,100 slots for 3- and 4-year-olds were available in the state's General Child Care Program during 2001–2002.

2 All school districts in the state are eligible to apply to provide State Preschool. Programs are administered through school districts, colleges, community action agencies and private nonprofit agencies. In 2001, there were 476 agencies with State Preschool programs.

3 Maximum income requirements for different types of families are tied to specific dollar amounts rather than a set percentage of SMI. During the 2001–2002 program year, these dollar amounts represented approximately 60 to 74% of SMI, depending on family size.

4 California also offers an Associate Teaching Permit, which requires a minimum of 12 credits in early childhood education or child development.

5 Class size is typically limited to 24.

6 A physical exam is required for entry into a program. Health and social service follow-up is required to meet family needs.

7 Programs identify child and family needs, then refer families to appropriate agencies when possible.

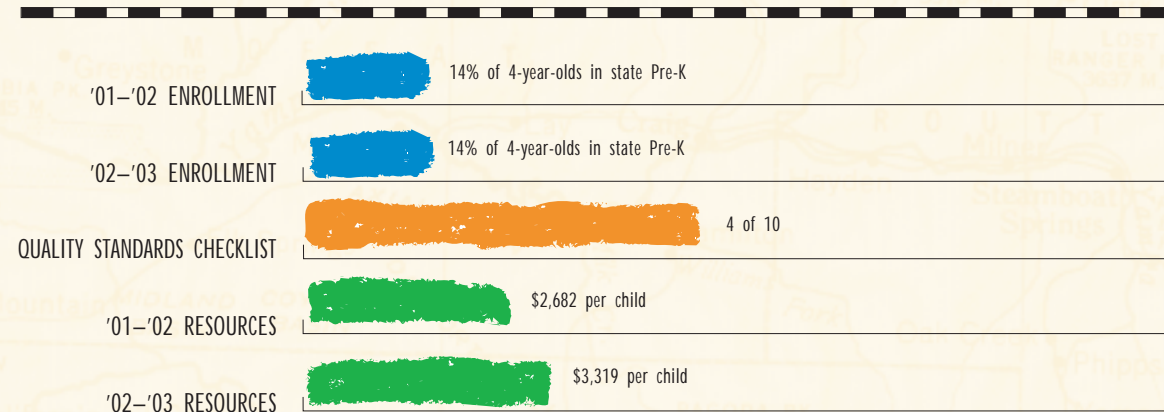
8 Most programs participate in the federal Child and Adult Care Food Program. Programs are reimbursed for up to 2 meals per day plus a snack. Most providers serve either breakfast or lunch plus snacks.

9 This figure represents spending for slots in the part-day General State Preschool Program only.

10 California did not break its total enrollment figure into specific numbers of 3- or 4-year-olds. As a result, these calculations are estimates, based on proportions of enrollees who were ages 3 and 4 in states that served 3-year-olds and provided age breakdowns for 2001–2002.



# Colorado



The Colorado Preschool Program (CPP) was launched in 1988 as a preventative measure to reduce the dropout rate. While CPP primarily provides a half-day program for at-risk children the year before they enter kindergarten, changes in the law in 1997 allow some funds to be used for extending kindergarten to a full day in selected school districts. In 2001, CPP was expanded to serve 3-year-old children with three or more significant risk factors.

CPP funds can be combined with child care and other funds to provide comprehensive, full-day programs for children ages 3 to 5. Local school districts apply for funding on a competitive basis and may subcontract with Head Start and community-based child care providers. Program standards do not vary based on the location of the program.

In 2002-2003, the Colorado Preschool Program, which served 970 3-year-olds and 8,459 4-year-olds, received \$31,293,860 in state funds. The fiscal year 2004 budget will result in the elimination of 1,500 slots for 3- and 4-year-olds in CPP and 500 slots for children being served in the second half of their kindergarten day.

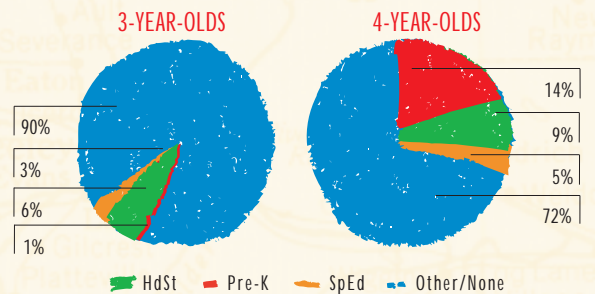
Colorado has recently focused on evaluating long-term effects of CPP attendance on later school performance of children at risk of school failure. Results from third-grade reading assessments of CPP graduates suggest that CPP helps close the achievement gap for those children.



## ACCESS

Total state program enrollment	10,050
School districts that offer state program	81% <sup>1</sup>
Income requirement	None
Hours of operation	Half-day, less than 5 days/week <sup>2</sup>
Operating schedule	Academic year
Special education enrollment	5,129
Federally-funded Head Start enrollment	8,786
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

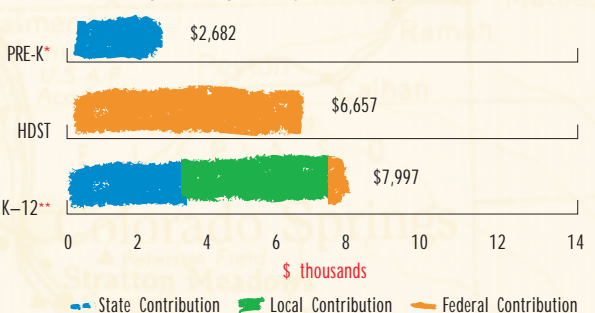
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	CDA	BA	<input type="checkbox"/>
Teacher specialized training requirement	Meets CDA requirements	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	10 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	15		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:8		
Screening/referral requirements	Determined locally	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services <sup>3</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$26,954,332
Local match required?	No
State spending per child enrolled	\$2,682
State spending per 3-year-old	\$33
State spending per 4-year-old	\$375

SPENDING PER CHILD ENROLLED



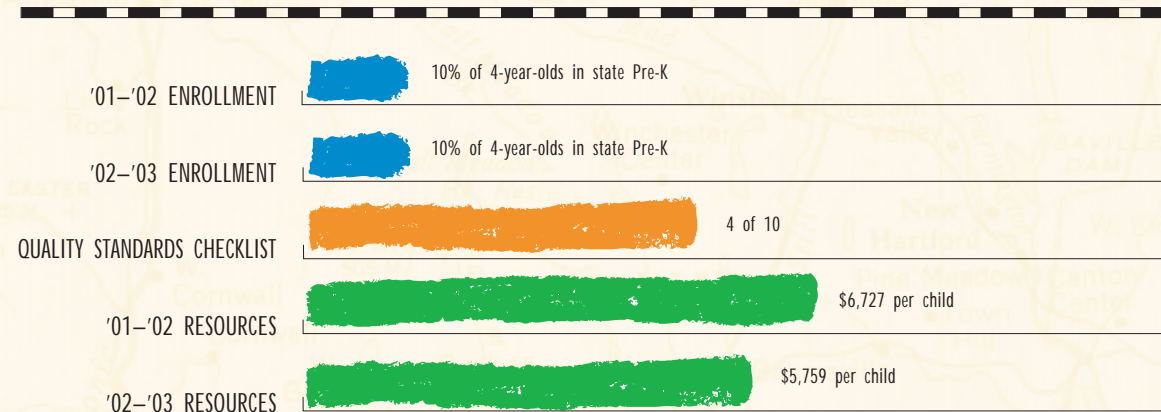
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> Some districts are on a waiting list until expansion funds become available. Priority is based upon need, quality of proposal, level of community collaboration and quality of the evaluation plan.  
<sup>2</sup> Most programs operate 2.5 hours per day, 4 days per week. Some provide 2 full days of service for bussing purposes. Minimum required hours of operation are 10 hours per week, 360 hours per year.  
<sup>3</sup> Services include: information and referral relating to nutrition, immunization, health care, social services and parent education and support.



# Connecticut



**I**n 1997, Connecticut established a community grant program to provide spaces in School Readiness programs for eligible 3- and 4-year-old children in priority school districts and districts with severe-need schools. The initiative was designed to increase the number of spaces in accredited or approved programs (particularly full-day, full-year slots), and to provide increased access to high-quality programs. Each participating community must establish a School Readiness Council—composed of members appointed by the mayor and local school superintendent—which provides recommendations on implementation of the community's program. Accredited or approved programs in public schools, for-profit and nonprofit child care centers, Head Start, and state-funded day care centers may provide slots.

Priority school districts receive an allocation of funds for the School Readiness program, while funds for severe-need schools are awarded through a competitive grant process. Grants are distributed to communities based on the utilization of slots. In order to fund a position for the administration, evaluation, and coordination of the grant, each community may use administrative dollars of up to 5 percent of the grant or \$50,000, or 10 percent of the grant up to \$75,000 if the community contributes \$25,000 in local funding.

All children within priority school districts or severe-need schools are eligible to enroll. Slot types include full-day, full-year; part-day, part-year; and extended-day. At least 60 percent of the slots must be full-day, full-year and 60 percent of the enrolled children must come from families at or below 75 percent of the state median income. Families pay a fee based on a sliding scale, although part-day programs may be exempted by the School Readiness Council from charging fees.

In addition to funding the School Readiness program, Connecticut supplemented federal Head Start funds with \$5,100,000 in 2001–2002. The majority of these state funds were used to enhance services to existing Head Start classrooms. However, some of Connecticut's funds were used to accommodate 457 additional slots in 2001–2002.

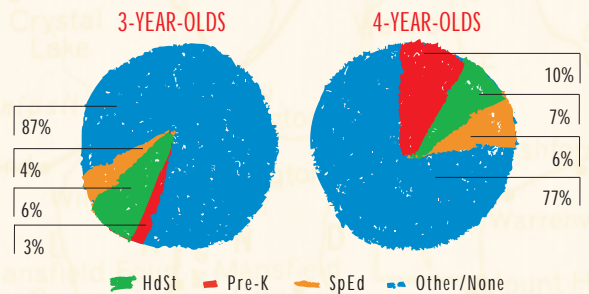
The number of 3- and 4-year-olds attending School Readiness programs in 2002–2003 was 6,174, with state funding at \$35,553,856.



## ACCESS

Total state program enrollment - - - - - 5,952  
 School districts that offer state program - - - 24% (communities)  
 Income requirement - 60% of students must be at or below 75% SMI  
 Hours of operation - - - - - 60% of slots must be full-day <sup>1</sup>  
 Operating schedule - - - - - 60% of slots must be full-year <sup>1</sup>  
 Special education enrollment - - - - - 4,537  
 Federally-funded Head Start enrollment - - - - - 6,045  
 State-funded Head Start enrollment - - - - - 457 <sup>2</sup>

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



## QUALITY STANDARDS CHECKLIST

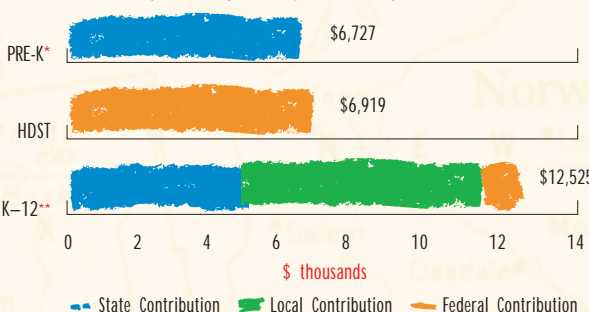
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards - - - - -	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement - - - - -	CDA or AA/BA <sup>3</sup>	BA	<input type="checkbox"/>
Teacher specialized training requirement - - - - -	9 cr. in EC (with CDA) or degree in ECE or CD (with AA or BA) <sup>3</sup>	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement - - - - -	None <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement - - - - -	[see footnotes] <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 - - - - -	1:10		
4-year-olds - - - - -	1:10		
Screening/referral requirements - - - - -	Health only	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements - - - - -	Family support services <sup>6</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements - - - - -	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending - - - - - \$40,041,006  
 Local match required? - - - - - No  
 State spending per child enrolled - - - - - \$6,727  
 State Head Start spending - - - - - \$5,100,000  
 State spending per 3-year-old - - - - - \$225 <sup>7</sup>  
 State spending per 4-year-old - - - - - \$637 <sup>7</sup>

SPENDING PER CHILD ENROLLED

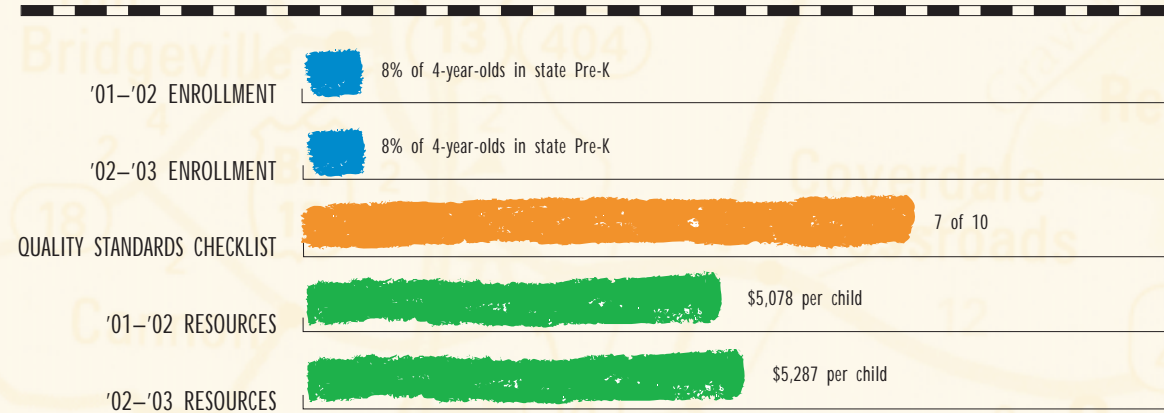


\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.  
 Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> There are three types of programs: 1) Full-day, full-year, 10 hours per day, 50 weeks per year; 2) Part-day, part-year, 2.5 hours per day; 3) Extended programs that wrap around existing programs to make them full-day, full-year. Approximately 75% of programs are full-day, full-year.  
<sup>2</sup> State-funded slots are always supplemented with federal funds.  
<sup>3</sup> For all hours of the operating day, each classroom must be staffed by a person who meets these minimum requirements. In some public schools, requirements are more stringent than state school readiness requirements, and mandate that a certified teacher be present for at least 2.5 hours per day.  
<sup>4</sup> However, if assistant teachers act in the capacity of (head) teachers during part of the day, they must meet the minimum teacher degree requirements.  
<sup>5</sup> Teachers must annually take two courses or workshops in early childhood education and also receive training in serving children with disabilities. The requirement will expand in 2002–2003 to include one-time attendance at workshops on emerging preliteracy skills and diversity in preschool.  
<sup>6</sup> Services offered include collaboration with and referral to mental health, ESL, job training, adult education and other services.  
<sup>7</sup> Connecticut did not break its total enrollment figure into specific numbers of 3- or 4-year-olds. As a result, these calculations are estimates, based on proportions of enrollees who were ages 3 and 4 in states that served 3-year-olds and provided age breakdowns for 2001–2002.



# Delaware



The Early Childhood Assistance Program (ECAP) was established in 1994 to increase the number of Head Start eligible children who have access to a comprehensive early childhood program during the year prior to kindergarten. The program follows the same comprehensive standards that apply to the federal Head Start program and serves 4-year-old children whose families have incomes below the federal poverty level. This initiative provides funding for public schools, Head Start programs, for-profit early care and education centers, and nonprofit community agencies to offer early childhood education programs. Some programs operate only with ECAP funds, while others combine ECAP and federal Head Start funds.

Delaware uses a continuous program improvement model that links four key improvement strategies: annual program self-assessment, on-site program monitoring, annual evaluations of child and family outcomes, and on-site technical assistance and training.

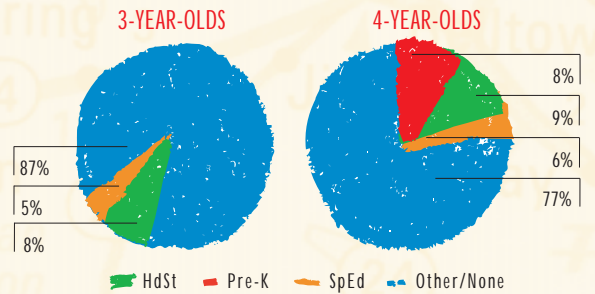
The Early Childhood Assistance Program received \$4,456,700 in 2002–2003 and served 843 4-year-olds.



## ACCESS

Total state program enrollment	843
School districts that offer state program	27%
Income requirement	100% FPL <sup>1</sup>
Hours of operation	Half-day, full-week
Operating schedule	Minimum of 160 days/year
Special education enrollment	1,098
Federally-funded Head Start enrollment	1,763
State-funded Head Start enrollment	843 <sup>2</sup>

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



## QUALITY STANDARDS CHECKLIST

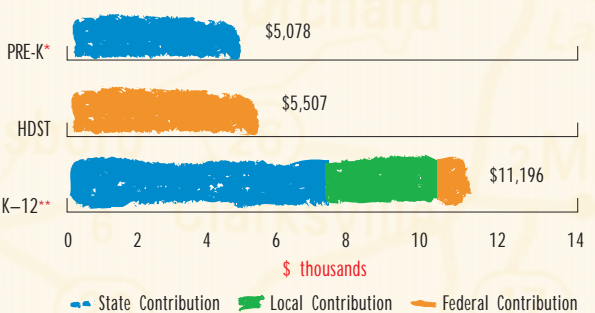
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	CDA	BA	<input type="checkbox"/>
Teacher specialized training requirement	Meets CDA requirements	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	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	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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Family support services and 4 parent conferences	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$4,280,700
Local match required?	No
State spending per child enrolled	\$5,078
State Head Start spending	\$4,280,700 <sup>4</sup>
State spending per 3-year-old	\$0
State spending per 4-year-old	\$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 '01-'02 school year, unless otherwise noted.

<sup>1</sup> Up to 10% of the population served may be above the federal poverty level.

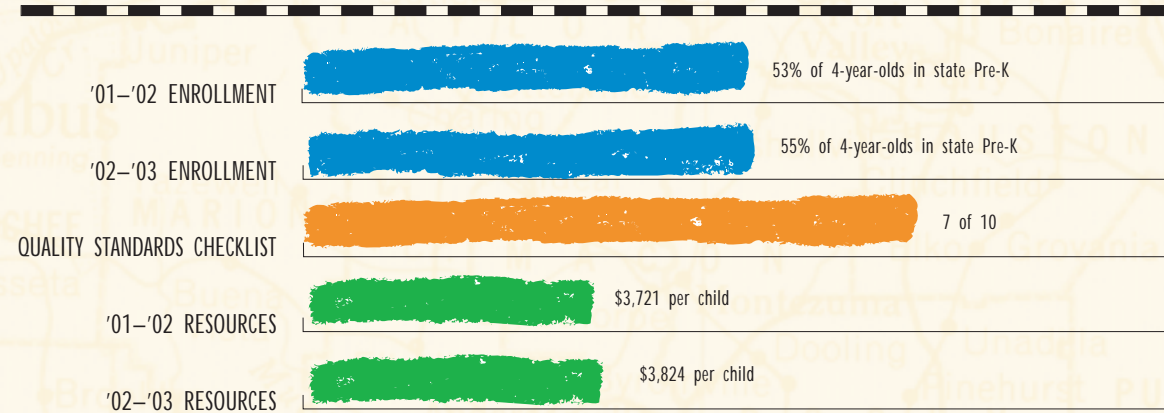
<sup>2</sup> This number represents ECAP enrollment. All state-funded Head Start enrollment is through ECAP.

<sup>3</sup> The in-service requirement reported is necessary to meet state child care licensing standards. There is no specified annual professional development requirement for ECAP.

<sup>4</sup> ECAP is a state-funded Head Start model. All state Pre-K spending is therefore directed toward Head Start programs.



# Georgia



The Georgia Prekindergarten Program was the first preschool program in the country to offer enrollment to all 4-year-olds. This lottery-funded program began operating in 1993, and opened for unrestricted voluntary enrollment in 1995. Despite universal eligibility, the program served just over half of the state's 4-year-olds in 2001–2002, with an additional 9 percent enrolled in the federal Head Start program. Georgia's prekindergarten program is offered in each of the state's school districts through a combination of public and private providers. Some providers offer additional services for at-risk families through a resource coordination grant. In 2001–2002, the Office of School Readiness awarded more than 300 such grants, totaling \$18,400,000.

The reimbursement rate structure of Georgia's prekindergarten program provides an incentive for programs to employ teachers with higher qualifications. In 2003–2004, a private prekindergarten program in a metropolitan area is reimbursed \$2,951 per pupil if the teacher has a vocational degree, \$3,177 per pupil if the teacher has a four-year degree, and \$3,566 per pupil if the teacher is certified. As of 2001–2002, 80 percent of teachers in the program had at least a BA. Reimbursement rates also depend on the location and type of program. Private programs located in metropolitan areas are reimbursed at a higher rate than those in non-metropolitan areas, and all private programs are reimbursed at a higher rate than public school programs.

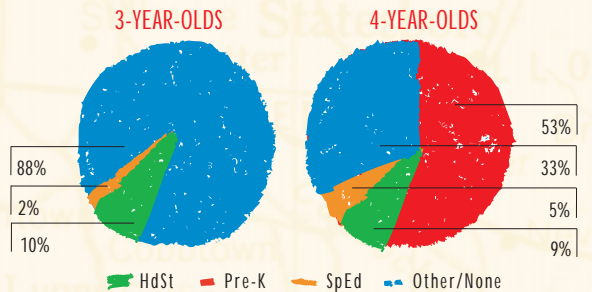
In 2002–2003, there were 65,900 4-year-olds in the Georgia Prekindergarten Program, which was funded at \$252,000,000.



## ACCESS

Total state program enrollment	63,613
School districts that offer state program	100% <sup>1</sup>
Income requirement	None
Hours of operation	Full-day, full-week
Operating schedule	Academic year
Special education enrollment	8,920
Federally-funded Head Start enrollment	21,958
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

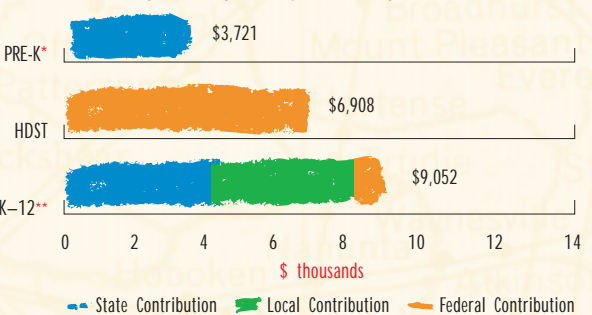
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	AA or Montessori diploma <sup>2</sup>	BA	<input type="checkbox"/>
Teacher specialized training requirement	Degree in ECE or meet Montessori requirements <sup>2</sup>	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	HSD or equivalent + some exp.	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	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	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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	2 parent conferences <sup>4</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Lunch <sup>5</sup>	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$236,700,000
Local match required?	No
State spending per child enrolled	\$3,721
State spending per 3-year-old	\$0
State spending per 4-year-old	\$1,987

SPENDING PER CHILD ENROLLED



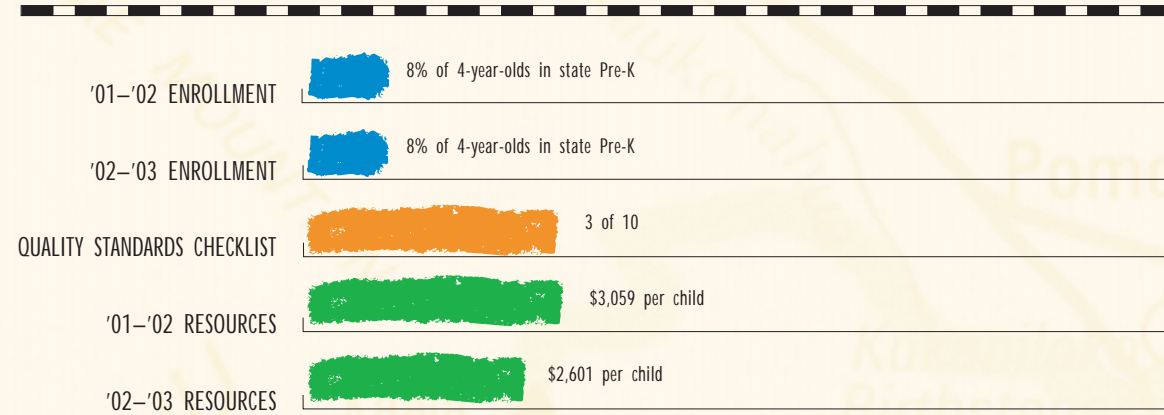
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> Pre-K is available in all districts through a combination of private and public providers.  
<sup>2</sup> Local school systems may have other requirements, and typically employ certified teachers. Nearly all public school Pre-K programs have certified teachers.  
<sup>3</sup> New lead teachers must attend curriculum-specific training. For example, 60 clock hours are required for High/Scope.  
<sup>4</sup> Providers may apply for resource coordination grants to serve at-risk families. The Office of School Readiness awarded 309 such grants in 2001–2002, totaling \$18,400,000. Provision of such service is optional.  
<sup>5</sup> Breakfast and snack are optional in public schools, but snack is required in private child care centers.



# Hawaii



In the early 1980s, the Hawaii State Legislature began appropriating child care funds for prekindergarten. The Preschool Open Doors Project gives low-income parents of 4-year-olds up to \$425 per month to purchase preschool in a licensed child care facility and up to \$475 per month if the preschool is accredited. Some 3-year-olds with special needs are also enrolled. Eligibility, program standards, teacher credentials, and monitoring are the same as for subsidized, licensed child care.

The Preschool Open Doors Project served 1,249 4-year-olds and received \$3,248,748 in state funds for 2002–2003.

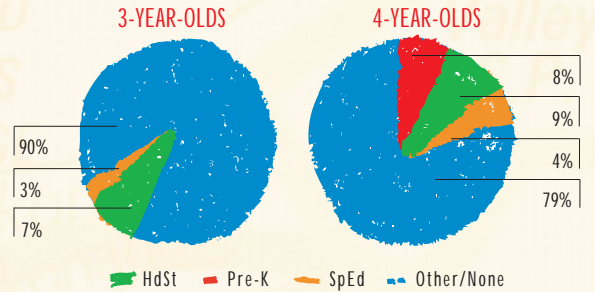
In 2002 the Legislature appropriated \$5 million over two years for the new Hawaii Pre-Plus program, recognizing the need for additional prekindergarten facilities. The state funds must be used to construct facilities located at public elementary schools. (Funding to run the programs will come from federal and private sources.) Eligible children are 4-year-olds in families below 200 percent of the federal poverty level who live in the elementary school district. By the fall of 2003, 13 sites were expected to be fully operating.



## ACCESS

Total state program enrollment	1,249
School districts that offer state program	100% <sup>1</sup>
Income requirement	85% SMI
Hours of operation	Full-day, full-week
Operating schedule	Calendar year
Special education enrollment	1,119
Federally-funded Head Start enrollment	2,576
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

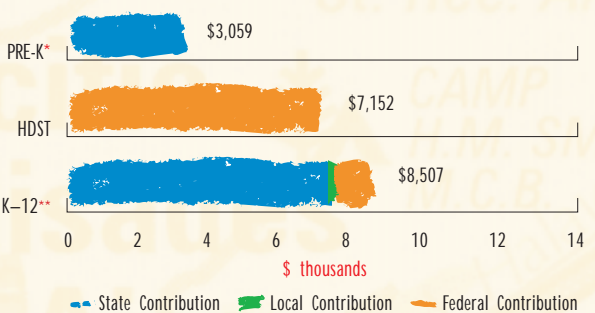
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	CDA	BA	<input type="checkbox"/>
Teacher specialized training requirement	CDA + 1 year exp.	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	CDA + 6 mos. exp.	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service requirement	None	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	No limit		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	1:12		
4-year-olds	1:16		
Screening/referral requirements	None	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	None	At least 1 service	<input type="checkbox"/>
Meal requirements	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$3,820,420
Local match required?	No
State spending per child enrolled	\$3,059
State spending per 3-year-old	NA <sup>2</sup>
State spending per 4-year-old	\$235 <sup>2</sup>

SPENDING PER CHILD ENROLLED



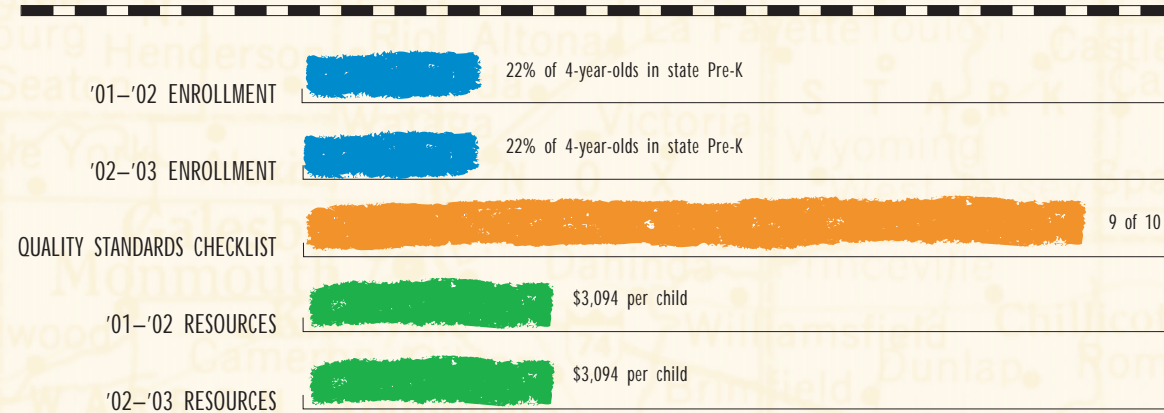
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> The program is available in all districts, but is not run by the districts.  
<sup>2</sup> For the purpose of these calculations all spending was considered to be directed toward 4-year-olds, since nearly all enrollees are age 4.



# Illinois



**I**llinois' prekindergarten program was established as a result of education reform legislation in 1985. Since 1985, the appropriation for this program has increased every year except two, when the funding remained level with the previous year. Since 1998 the program has been funded through the Early Childhood Block Grant; through separate components this grant also funds a parent training initiative, as well as prevention efforts for first-time and teenage parents. Eleven percent of the total block grant funds must be used to serve children from birth to age 3, so that the funded initiatives target the most at-risk children early in life.

Until 2003, the Illinois State Board of Education (ISBE) distributed preschool funds on a competitive basis to school districts demonstrating the greatest need through an application process; non-school providers could subcontract through local school districts for such preschool grants. Now child care centers and Head Start programs can also submit direct requests for prekindergarten funding. The program serves at-risk children between the ages of 3 and 5. Children are identified for the program through individual screening and assessment, with specific eligibility criteria and methods for screening established locally based on community needs. Examples of targeted populations include children in poverty and those from households with low parental education. Children who have participated in the program rank on average with their peers in subsequent school achievement.

In order to maintain consistent high quality in the program throughout the state, the prekindergarten program requires all teachers to hold an ISBE Early Childhood Teaching Certificate and to participate in ongoing professional development.

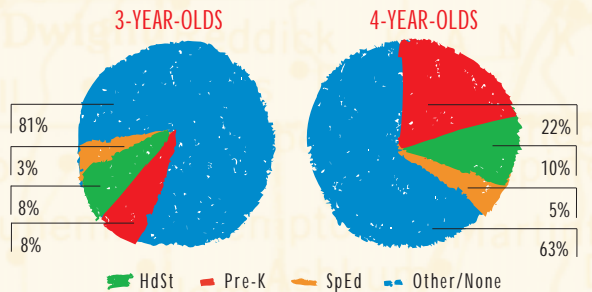
Enrollment and funding for the prekindergarten program were flat during fiscal year 2002–2003, with a total enrollment of 53,000 and a funding level of \$164 million. However, despite the dismal economic climate, the fiscal year 2003–2004 appropriation for the block grant (which funds initiatives other than prekindergarten, as mentioned above) increased by \$29.4 million, bringing the total of all state funds to \$213 million.



## ACCESS

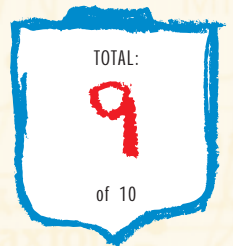
Total state program enrollment	53,000
School districts that offer state program	77%
Income requirement	None
Hours of operation	Determined locally <sup>1</sup>
Operating schedule	Academic year
Special education enrollment	15,811
Federally-funded Head Start enrollment	32,099
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

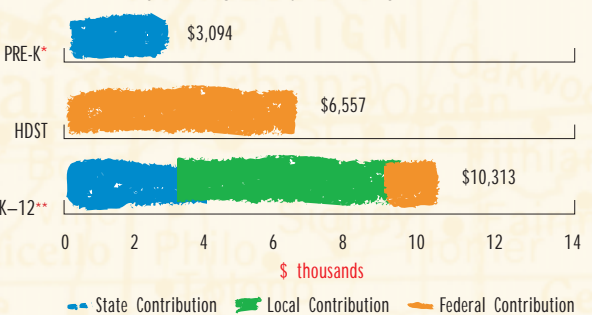
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	EC teaching certificate	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	AA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service requirement	120 clock hours/5 years <sup>2</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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Parent skills education <sup>3</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$164,000,000 <sup>4</sup>
Local match required?	No
State spending per child enrolled	\$3,094
State spending per 3-year-old	\$250 <sup>5</sup>
State spending per 4-year-old	\$665 <sup>5</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 '01-'02 school year, unless otherwise noted.

<sup>1</sup> Most programs operate on a half-day schedule, 5 days per week.

<sup>2</sup> The professional development requirement can be met by completing 120 continuing professional development units through any combination of the following approaches: 8 credit hours, 24 continuing education units, or 120 continuing professional development units. Completion of the National Board for Professional Teaching Standards process for certification is also an acceptable substitute.

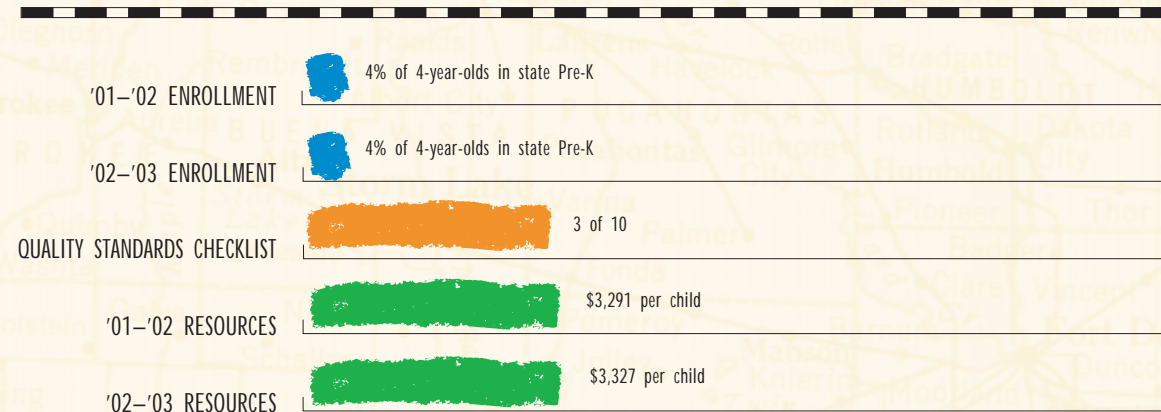
<sup>3</sup> Parent involvement is also required as part of the program.

<sup>4</sup> The full block grant of \$184,000,000 includes services other than prekindergarten.

<sup>5</sup> Calculations are based on the estimate that 26.6% of enrollees are age 3 and 73.4% are age 4.



# Iowa



The comprehensive child development program *Shared Visions* was established in 1989. This program serves 3- to 5-year-olds. At least 80 percent of the available slots are for children who qualify based on family incomes below 130 percent of poverty. Up to 20 percent of the children may qualify based on secondary risk factors, such as having developmental delays, having had low birth weight, having teen parents or parents who are incarcerated or have not completed high school, being homeless, or being in foster care. Programs are operated by public schools, Head Start centers, and nonprofit agencies. While operating costs have been increasing, level funding followed by a budget cut in 2000 led to reductions in services by some *Shared Visions* grantees.

In 2002–2003, *Shared Visions* served 478 3-year-olds and 1,645 4-year-olds, with a funding level of \$7,064,132.

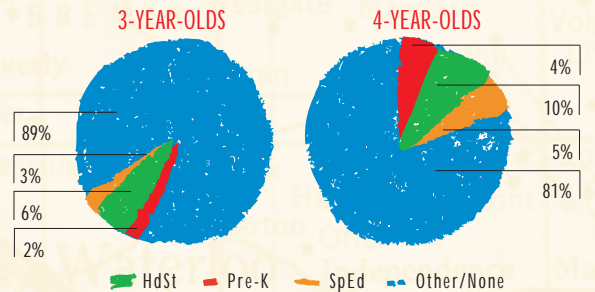
Iowa works to emphasize the quality of services for children and their families by requiring all grantees to be accredited by the National Association for the Education of Young Children.



## ACCESS

Total state program enrollment	2,321
School districts that offer state program	10% <sup>1</sup>
Income requirement	130% FPL
Hours of operation	Determined locally <sup>2</sup>
Operating schedule	Determined locally <sup>3</sup>
Special education enrollment	3,047
Federally-funded Head Start enrollment	6,216
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

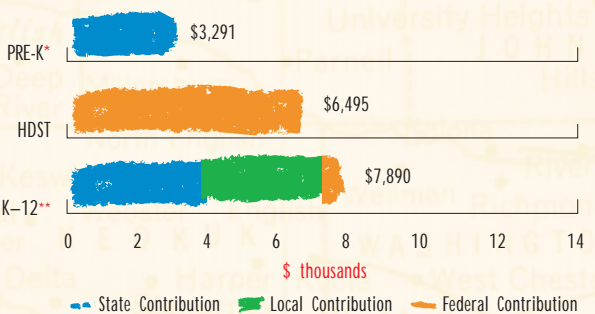
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA (public), None (nonpublic) <sup>4</sup>	BA	<input type="checkbox"/>
Teacher specialized training requirement	Licensing in EE (public), 10 hours training (nonpublic) <sup>4</sup>	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	None	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 requirements	Determined locally <sup>5</sup>	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services <sup>6,7</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$7,637,721
Local match required?	No
State spending per child enrolled	\$3,291
State spending per 3-year-old	\$45
State spending per 4-year-old	\$134

SPENDING PER CHILD ENROLLED



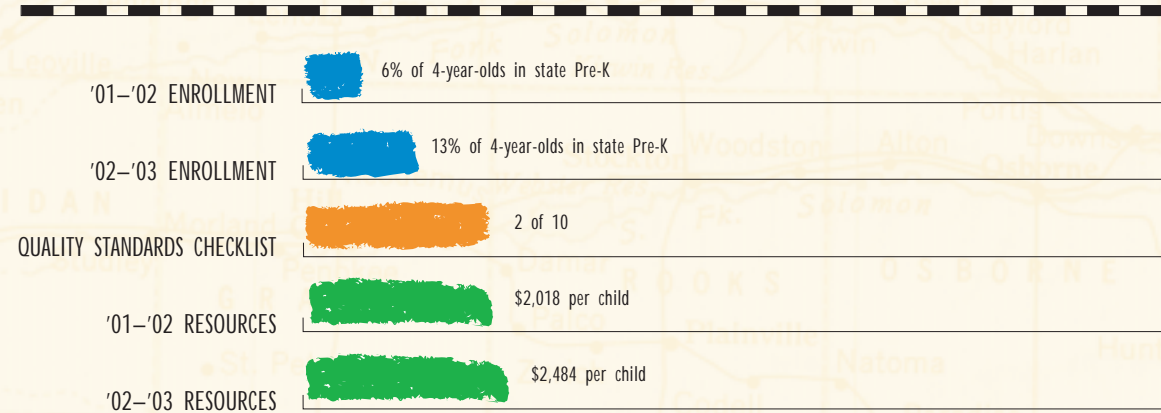
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- Shared Visions* is offered by 11 nonprofit and 13 Head Start agencies that may be located outside of districts that provide the program.
- Out of 134 total programs, 40 are half-day and 94 are full-day. The average number of days per week that *Shared Visions* is offered across providers is 4.73.
- Providers offer services an average of 181 days per year.
- Iowa Statute requires "use of qualified teachers," but the definition of "qualified" depends on the program setting. Teachers in nonpublic locations must meet child care licensing standards, which require a minimum age of 18 and 10 hours of training. Teachers in Head Start are required to have a BA, and public school teachers must be licensed in elementary education. In public schools, most teachers hold an early childhood endorsement, but this is not required.
- Agencies are required to offer health screening and referral. Education agencies sometimes provide hearing and vision screening for children in child care centers.
- Comprehensive child development services are a required component of the RFP, but are not specifically defined in program regulations. Many programs provide transportation, referral for social services and help finding food or clothing pantries.
- Program regulations do require parental involvement but the number of parent conferences is not specified. Programs provide family fun nights, parent education, and parental support in addition to parent conferences.



# Kansas



The At-Risk Four-Year-Old Children Preschool Program began in 1998 to serve the children not being served by Head Start, or those who are at risk but are not eligible for Head Start. Four-year-olds with the following risk factors are given priority for enrollment: free lunch eligibility, developmental delay, single or teen parents, status as an English Language Learner, or referral from another agency. Programs are operated only by public schools, which receive \$1,800 per student from the state and additional funds for children with certain risk factors.

Programs may provide comprehensive services, including nutrition and transportation services, and are evaluated annually using the Work Sampling System. The state also provides the Parents as Teachers Program (PAT) for families with children 0 to 3 years of age.

Kansas places a strong emphasis on collaboration between programs. All agencies that serve young children share resources and space, and agencies have worked cooperatively to develop Quality Program Standards, Readiness Standards, Core Competencies for staff, and Early Childhood Standards.

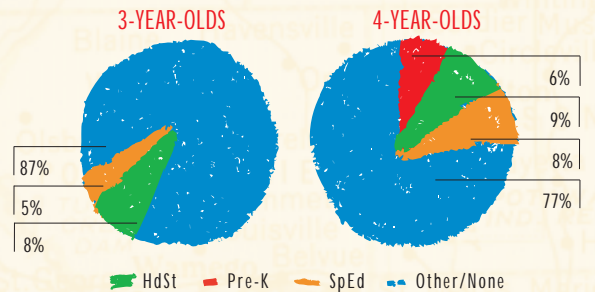
The At-Risk Four-Year-Old Children Preschool Program grew significantly in 2002–2003, serving 5,132 children. Total funding rose to \$12,747,900, approximately a third of which came from tobacco settlement funds.



## ACCESS

Total state program enrollment	2,230
School districts that offer state program	27%
Income requirement	None
Hours of operation	Half-day, full-week
Operating schedule	Academic year
Special education enrollment	4,936
Federally-funded Head Start enrollment	6,489
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

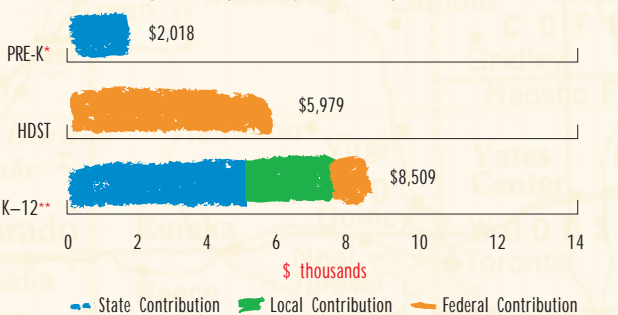
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	4-year elementary teaching certificate	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	2-year degree	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service requirement	None <sup>1</sup>	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>2</sup>		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit <sup>3</sup>		
Screening/referral requirements	None <sup>4</sup>	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	None	At least 1 service	<input type="checkbox"/>
Meal requirements	Snack only <sup>4</sup>	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$4,500,000 <sup>5</sup>
Local match required?	No <sup>6</sup>
State spending per child enrolled	\$2,018
State spending per 3-year-old	\$0
State spending per 4-year-old	\$118

SPENDING PER CHILD ENROLLED



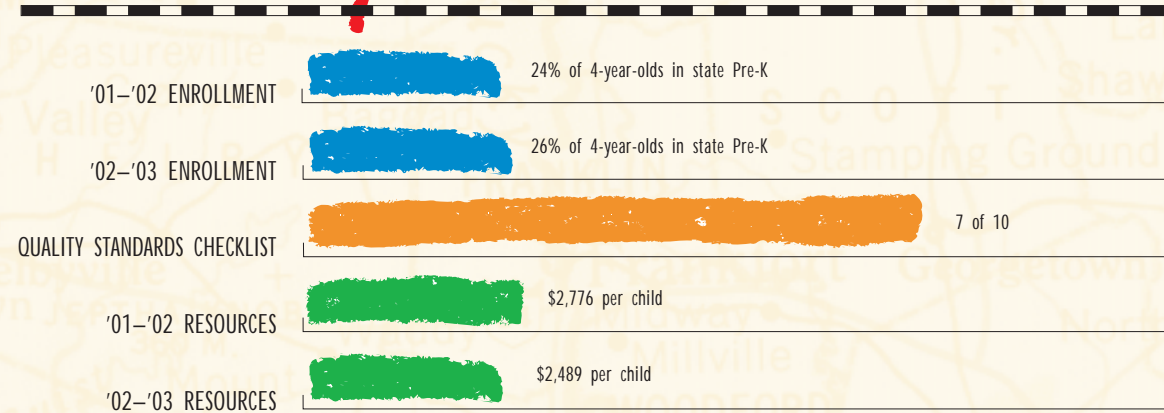
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> A 2-day workshop on Work Sampling is offered, but not required.  
<sup>2</sup> NAEYC standards are recommended, and programs are monitored for class size appropriateness.  
<sup>3</sup> At least 2 adults (including 1 certified teacher) are required per classroom.  
<sup>4</sup> Schools write competitive grants to obtain funds for the program and must explain how they will address health, transportation, nutrition services and transition to kindergarten.  
<sup>5</sup> In 2001–2002, the program was supported exclusively with tobacco funds. During the 2002–2003 school year, the state contributed \$8,247,900 in general revenue funds and the contribution of tobacco funds remained constant.  
<sup>6</sup> There is no local match requirement, but programs likely benefit from federal (school lunch) and local (transportation) funds.



# Kentucky



The Kentucky Education Reform Act of 1990 established accountability standards for public schools, and created the Kentucky Preschool Program to help schools achieve these standards. The state provides funding to school districts for all 4-year-olds who qualify for free lunch, and for all 3- and 4-year-olds with disabilities. In 2002–2003, 61 percent of the children served in the program had disabilities. School districts are required to coordinate with Head Start, so several districts have preschool classrooms that blend state funds with federal Head Start funds. Currently, teachers must have a minimum of a Child Development Associate credential; but beginning in 2004–2005, all new teachers will be required to hold an interdisciplinary early childhood education certificate.

The Kentucky Early Childhood Standards (KYECS) describe what children from birth to age 3 and from ages 3 to 4 should know and should be able to do, across all developmental domains. KYECS uses standards, benchmarks, a developmental continuum, and direct child observation. Content areas are matched to the Kentucky Program of Studies and K–12 content as well as Head Start outcomes.

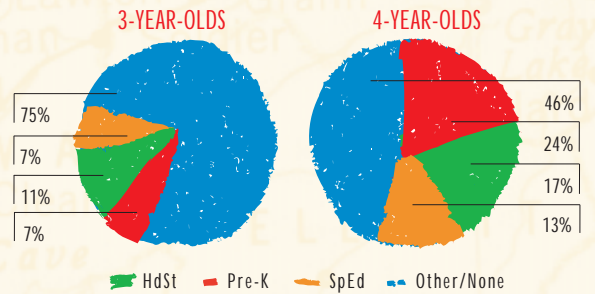
Funding for the Kentucky Preschool Program was \$47,000,000 in 2002–2003, with a total of 5,207 3-year-olds and 13,675 4-year-olds enrolled. In fiscal year 2004, the Kentucky Preschool Program will be funded at the previous year level while serving an additional 1,000 children, thereby reducing per-child funding.



## ACCESS

Total state program enrollment	16,681
School districts that offer state program	99% <sup>1</sup>
Income requirement	Free lunch eligibility <sup>2</sup>
Hours of operation	Determined locally <sup>3</sup>
Operating schedule	Academic year
Special education enrollment	10,493
Federally-funded Head Start enrollment	15,029
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

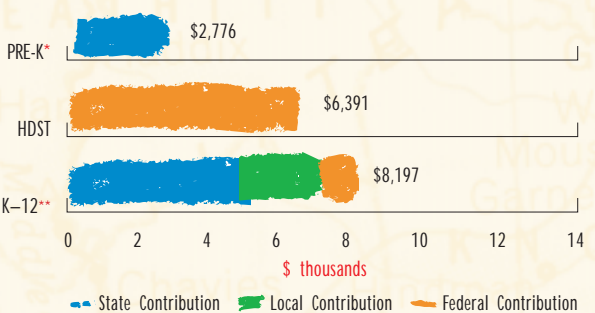
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	CDA <sup>4</sup>	BA	<input type="checkbox"/>
Teacher specialized training requirement	Meets CDA requirements <sup>4</sup>	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	4 days for certified teachers, 18 clock hours for CDAs	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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Family support services and 2 home visits <sup>5</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Breakfast or lunch	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$46,300,000
Local match required?	No
State spending per child enrolled	\$2,776
State spending per 3-year-old	\$204
State spending per 4-year-old	\$662

SPENDING PER CHILD ENROLLED



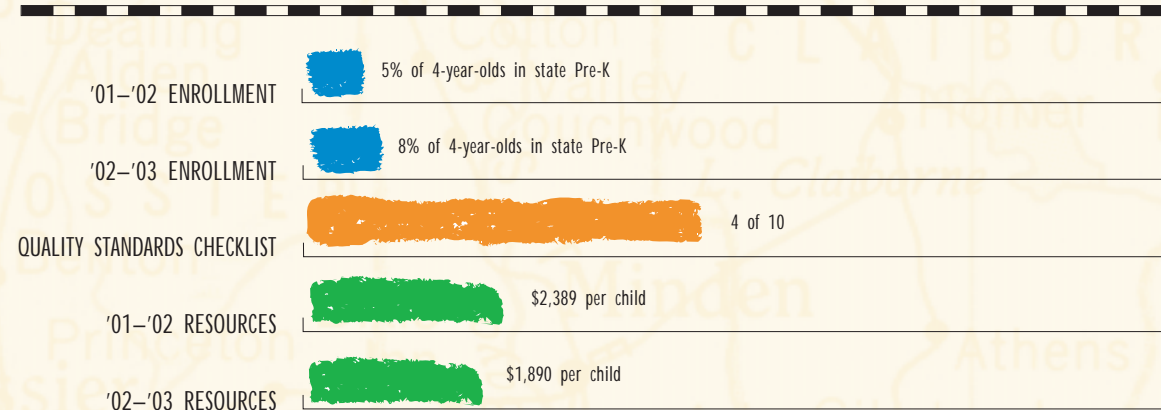
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> All districts are required to meet demand, but 2 do this through Head Start and do not offer Pre-K.  
<sup>2</sup> Children with disabilities do not have to meet any income eligibility requirements.  
<sup>3</sup> Daily hours of operation vary by program according to the following percentages: 30% 6 hours, 7% 4-6 hours, 25% 3.5 hours and 38% 2.5 hours. Programs are required to operate for a minimum of 2.5 hours daily, and also must provide at least one meal.  
<sup>4</sup> The minimum teacher degree requirement will change for the 2004–2005 program year, when the requirement for new hires will be certification in early childhood or special education.  
<sup>5</sup> Services offered include referrals to health and social services, adult education and parenting information.



# Louisiana



Louisiana has provided funding and technical assistance for prekindergarten programs in the local public school systems since 1988. A Model Early Childhood program operated from 1988–1989 to 1992–1993, primarily using annual state appropriations. When general funds were no longer available for prekindergarten, the 8(g) Student Enhancement Block Grant Program funds were used to support prekindergarten programs offered by local public school systems. This prekindergarten initiative serves 4-year-olds who are at risk of being insufficiently ready for the regular school program, based on screening results. Programs may only operate in public schools. School districts offering the prekindergarten program must follow several requirements, including implementing a developmentally appropriate program, using a research-based curriculum, and setting measurable goals for anticipated student outcomes and parental involvement. In fiscal year 2002–2003, funding was \$9,358,905 and approximately 4,951 4-year-olds were served, including some students for whom 8(g) funds were supplemental.

While the 8(g) program is the focus of data in this report, Louisiana has additional prekindergarten programs that are primarily supported with TANF dollars. One such program is LA 4, established in 2001 and administered by the Department of Education. In 2001–2002, LA 4 served 1,709 children using \$15 million in TANF funds. In 2002–2003, \$30 million in TANF funds were used to serve 5,000 children. Four-year-olds who qualify for free or reduced-price lunch (incomes below 185 percent of poverty) are eligible to participate at no charge to parents. LA 4 programs are operated by public schools, must provide 6 hours a day of instruction, and generally must offer before- and after-school programming, for a total of 10 hours.

A third program, Starting Points, was established in 1992 and is similar to LA 4. This program differs from LA 4 primarily in that services are provided for only 6 hours per day. Another difference is that funding per child for Starting Points is much lower than that for LA 4. Starting Points received \$5,019,000 and served 1,530 children in both 2001–2002 and 2002–2003.

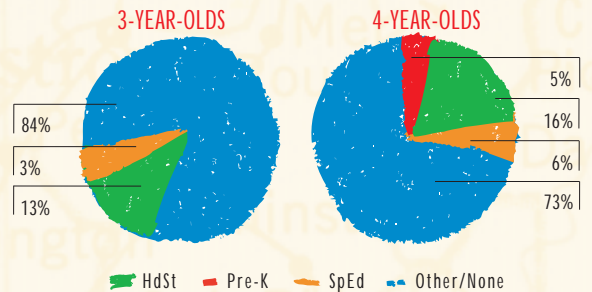
The Non-Public Early Childhood Development Program began in 2001–2002 and is run by the Governor's office. Under this initiative, parents select approved non-public preschools that they want their children to attend and programs are reimbursed. Programs are required to offer at least 6 hours of instructional programming and before- and after-school care. The initiative is open to 4-year-olds below 200 percent of poverty. In 2001–2002, it received \$3 million in TANF funds and served 600 children; in 2002–2003, it served 1,100 children with \$6 million in TANF funds.



## ACCESS

Total state program enrollment	3,395
School districts that offer state program	98%
Income requirement	None
Hours of operation	Determined locally <sup>1</sup>
Operating schedule	Academic year
Special education enrollment	5,181
Federally-funded Head Start enrollment	18,627
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

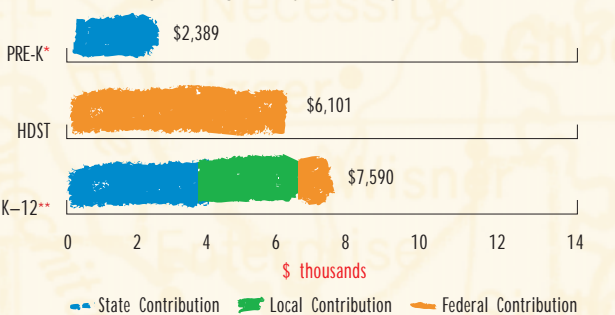
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Certification in N or K	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	Determined locally	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	Not reported	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:15 <sup>2</sup>		
Screening/referral requirements	Eligibility screening <sup>3</sup>	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services <sup>4</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$8,111,866
Local match required?	No
State spending per child enrolled	\$2,389
State spending per 3-year-old	\$0
State spending per 4-year-old	\$128

SPENDING PER CHILD ENROLLED



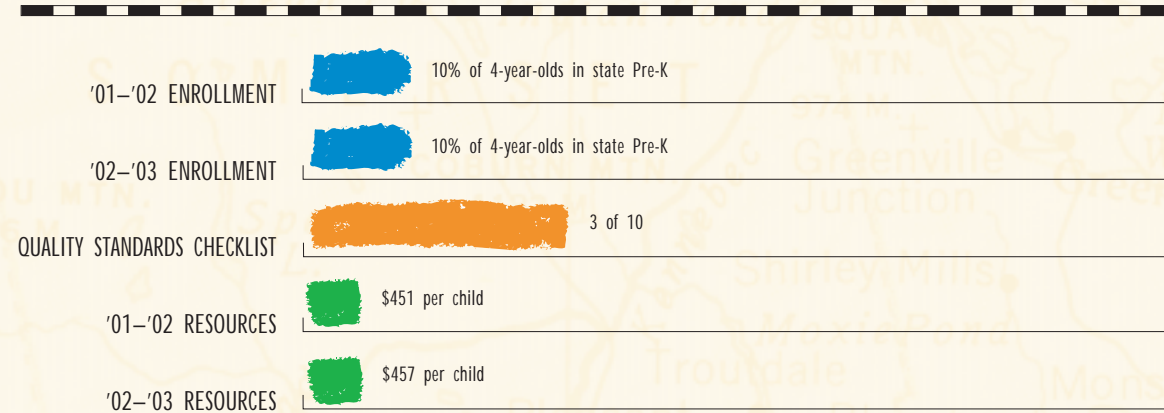
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> Full-day operation is recommended.  
<sup>2</sup> A maximum of 15 children is allowed in a class with one teacher and a half-time aide. Up to 12 children may be in classes with one teacher only. This requirement permits classroom operation with 15 children and one adult for 50% of operating hours.  
<sup>3</sup> Screening is conducted to determine which children are potentially eligible to participate, and to plan a program designed to improve kindergarten readiness skills.  
<sup>4</sup> LEAs must address parent involvement in their operating plans. Strategies to help parents gain a better understanding of child development should specifically be addressed.



# Maine



In 1983, the state Legislature passed a measure that established the Two-Year Kindergarten Program, making 4-year-olds eligible to enter the public schools. However, public schools are not mandated to offer kindergarten to 4-year-olds, and the program has remained relatively small. With encouragement from the State Department of Education, though, the program has doubled in size over the last five years. There are no income requirements, and access is determined by a public school's willingness to offer the program. Funding for prekindergarten is similar to K-12 funding in that schools are reimbursed through the state aid formula based on the average daily attendance.

In addition to Maine's commitment to the Two-Year Kindergarten Program, the state provided \$3,647,000 to supplement federal Head Start funding in fiscal year 2002.

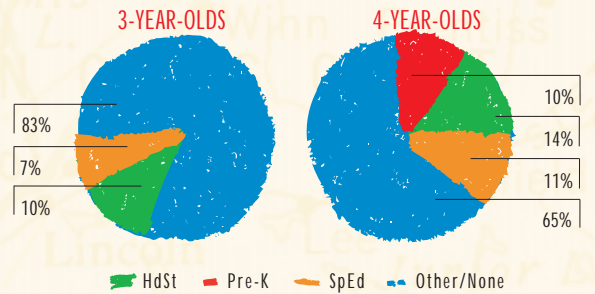
The Two-Year Kindergarten Program received \$658,088 in state funds for 2002-2003 and served 1,440 4-year-olds.



## ACCESS

Total state program enrollment	1,440
School districts that offer state program	21% <sup>1</sup>
Income requirement	None
Hours of operation	Determined locally <sup>2</sup>
Operating schedule	Determined locally <sup>3</sup>
Special education enrollment	2,794
Federally-funded Head Start enrollment	3,516
State-funded Head Start enrollment	Not reported <sup>4</sup>

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



## QUALITY STANDARDS CHECKLIST

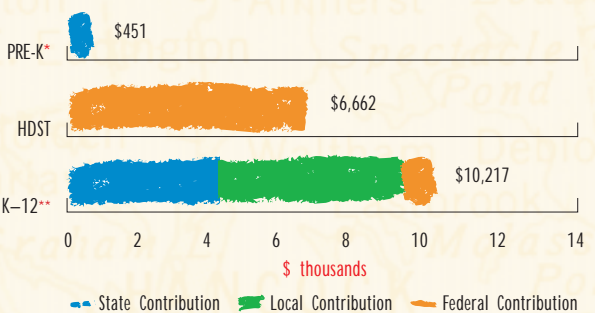
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	EC or elem. certification	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	30 credit hours	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service requirement	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	1:18		
Screening/referral requirements	Vision and hearing	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	None	At least 1 service	<input type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$650,000
Local match required?	No
State spending per child enrolled	\$451
State Head Start spending	\$3,647,000
State spending per 3-year-old	\$0
State spending per 4-year-old	\$44

SPENDING PER CHILD ENROLLED



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

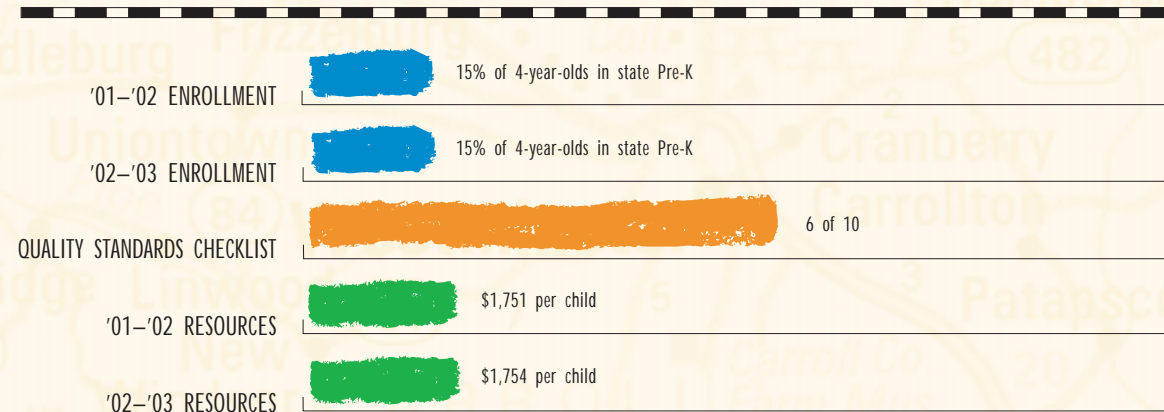
\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- The program is offered in 78 schools in 60 of 285 districts.
- Most programs operate for 2.5 hours per day. Many schools are moving toward a 4-day-per-week schedule with Friday used for parent outreach.
- Most programs offer services for the academic year.
- State funds for Head Start are used both to enhance services and to provide additional slots, although the specific number of slots was not reported.



# Maryland



The Extended Elementary Education Program (EEEP) began in 1979 as a pilot program to help at-risk children in Baltimore City and Prince George's County; now it exists statewide. Local school systems determine eligibility, but the state designates the following groups of 4-year-olds as automatically eligible: children who have limited English proficiency, are homeless, were enrolled in Head Start or Even Start, or have special health care needs. The state Legislature allocates EEEP funds to public schools. Additional enrollees are supported through other funding streams, including Title I and local matching funds. Public schools administer the program, and only rarely subcontract with Head Start or child care centers. In these instances, the standards for EEEP remain the same, regardless of the location of the program.

The number of state-supported 4-year-olds in EEEP was 10,980 in 2002–2003, while funding for the program was \$19,262,500.

In 2002, the state Legislature passed the Bridge to Excellence in Public Schools Act, which will require all local school systems to provide prekindergarten services to all eligible 4-year-olds from disadvantaged families or who are homeless. If preschool slots remain after all eligible children are enrolled, school systems may set priorities to fill these slots. As a first step in implementing the new regulations, eligibility criteria for EEEP have been adapted to focus more on children from economically disadvantaged backgrounds beginning with the 2003–2004 program year. All requirements of the Bridge to Excellence in Public Schools Act must be implemented by 2007–2008.

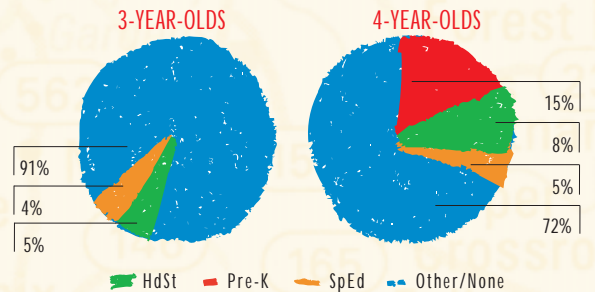
Maryland also provides a state supplement for the federal Head Start program. In fiscal year 2002, \$3,000,000 in Head Start enhancement funds were used primarily for extended-year classes, extended-day services and/or quality improvement.



## ACCESS

Total state program enrollment	11,000 <sup>1</sup>
School districts that offer state program	100%
Income requirement	None
Hours of operation	Half-day, full-week
Operating schedule	Academic year
Special education enrollment	6,171
Federally-funded Head Start enrollment	9,208
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

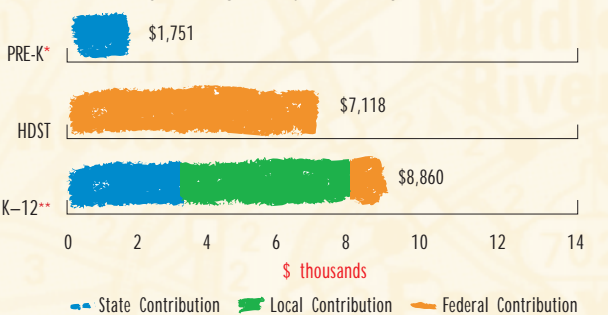
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Degree in EC + certification in N-3, -6, or -8	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	HSD or equivalent	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	Varies <sup>2</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 requirements	Determined locally	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	None	At least 1 service	<input type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$19,262,500 <sup>1</sup>
Local match required?	No
State spending per child enrolled	\$1,751 <sup>3</sup>
State Head Start spending	\$3,000,000
State spending per 3-year-old	\$0
State spending per 4-year-old	\$264

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.

<sup>2</sup> K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

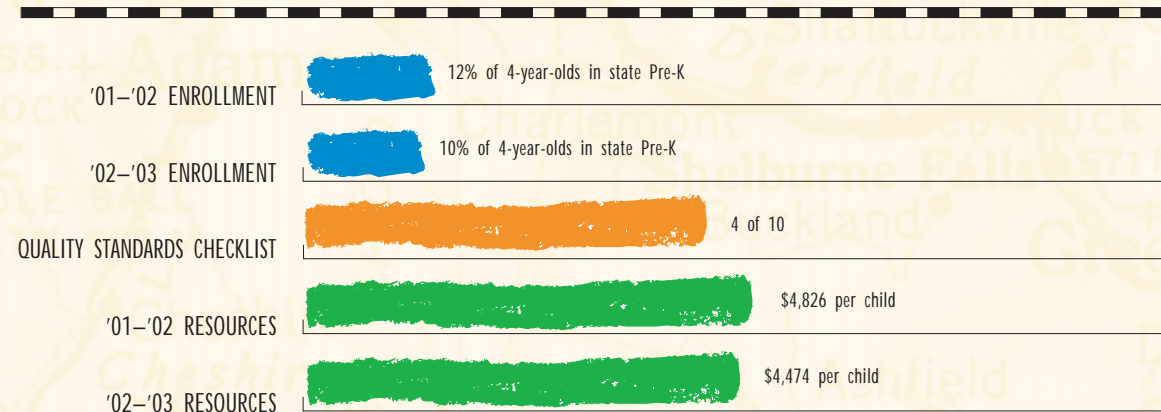
<sup>3</sup> State money funds approximately 11,000 of the 20,569 Pre-K students. Placements for the remaining students in the program are funded by Title I, local (general aid) funds, and public school Head Start.

<sup>2</sup> Some in-service requirements may be imposed locally. There are recertification requirements for teachers every 5 years. In addition, all schools involved in EEEP have adopted the Maryland Model for School Readiness, which entails 5 days of training in teachers' first year, 4 days of training in their second, and 2-day institutes in their chosen focus area in subsequent years. The in-service standard for the program will change for 2003–2004.

<sup>3</sup> This calculation is based on an estimated state-funded EEEP enrollment of 11,000.



# Massachusetts



The Community Partnerships for Children (CPC) initiative has its origins in the Massachusetts School Improvement Acts of 1985, which established a state-funded early childhood program for young children at risk in the public schools. The CPC preschool program was expanded in 1993 to include all early care and education programs in a community in the planning and delivery of services to young children. Further expansion in 1996 added a focus on services for 3- and 4-year-olds from working families. Scholarships are available to families who earn up to 100 percent of the state median income (SMI), with parent fees determined by a state sliding fee scale. If a community serves all the children from families earning up to 100 percent of SMI it can then serve children from families earning up to 125 percent of SMI. Currently, 65 percent of the families served are below 85 percent of SMI. Programs are required to be inclusive and to serve children with and without disabilities.

Collaboration at the community level is a key requirement of the CPC program. The state distributes funds (through a competitive process) to local CPC councils; these councils plan the expansion and coordination of preschool services based on community resources and needs. Councils include parents; representatives of child care, public school, Head Start and family child care programs; and other community representatives. Councils must address specific funding priorities in their annual proposals, such as increasing the affordability of early childhood programs and improving the quality of programs through accreditation support and training. Programs funded under CPC are required to comply with and use the Early Childhood Program Standards and Guidelines for Preschool Learning Experiences adopted by the Board of Education in April 2003.

In recent years, state budget cuts have had adverse effects on the CPC program, with approximately one-third of the funding eliminated since fiscal year 2001. Cuts in services are determined locally by the CPC councils and have included a broad range of reductions in direct services, quality initiatives, and comprehensive services. With funding of \$78,300,000, the CPC program served 17,500 children in 2002-2003.

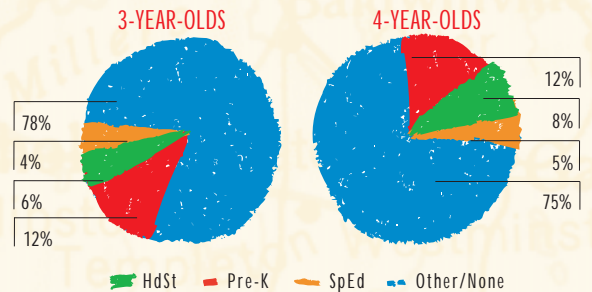
A separate early childhood initiative provided \$6,400,000 in state funds to supplement federal funding for Head Start in 2001-2002. These funds were used for quality enhancement and to provide 440 additional Head Start slots in Massachusetts.



## ACCESS

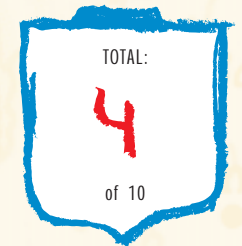
Total state program enrollment	19,974
School districts that offer state program	95% (towns)
Income requirement	125% SMI
Hours of operation	Determined locally
Operating schedule	Determined locally
Special education enrollment	7,995
Federally-funded Head Start enrollment	10,910
State-funded Head Start enrollment	440

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



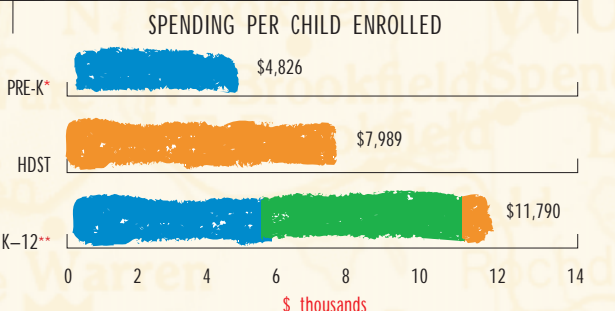
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	BA (public), None (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training requirement	EC cert. (public), 3 ECE classes + 36 mos. exp. (nonpublic)	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	HSD (public), 16 yrs. old + constant supervision (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	None	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	1:8		
4-year-olds	1:8		
Screening/referral requirements	Determined locally	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$96,400,000
Local match required?	No
State spending per child enrolled	\$4,826
State Head Start spending	\$6,400,000
State spending per 3-year-old	\$571
State spending per 4-year-old	\$558



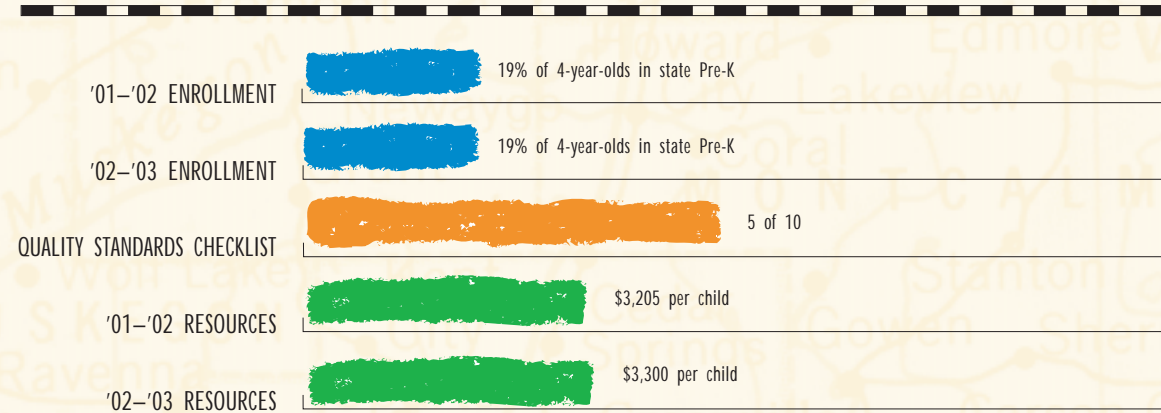
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- 1 Additional children are served in a public school preschool program that is supported with special education funding, federal Title I dollars, local fees and other resources and that overlaps with the CPC initiative. The public school preschool program serves approximately 20,000 children, including about 8,000 children who are served with CPC funding. Classroom composition is highly inclusive—in classes of 20, no more than the 30% of the children have special needs and in classes of 15 or smaller no more than 50% of the children have special needs.
- 2 This figure represents the percentage of towns in which the program is offered, as funding is distributed at the community level rather than at the district level. There were 168 CPC grants given to 335 out of a total of 351 towns.
- 3 An estimated 75% of programs offer full-day service.
- 4 An estimated 60% of programs operate for the calendar year.
- 5 Teachers must be at least 21 years old. In 2003, standards were passed that require all teachers to have a minimum of an AA in 7 years, and a BA in 14 years.
- 6 CPC has no specific requirement, but spends \$7,700,000 annually for professional development activities. The Office of Child Care Services has an in-service requirement of 15 hours per year, and public school requirements are decided locally.
- 7 Support services for families are one of five goals that grantees must specify in applications for funding.
- 8 About \$24,100,000 (25%) of total funding came from TANF and CCDF money.



# Michigan



The Michigan School Readiness Program began as a pilot program in 1985. It serves 4-year-old children who are considered at risk of school failure because they exhibit at least two of 25 risk factors. At least half of the children served must be eligible for free or reduced-price lunch (defined as having an income below 185 percent of poverty). The large majority of funding for the program is provided to schools on a formula basis. The formula takes into account the number of children eligible for free lunch in the district, the size of the district, and how many eligible children are not served by other programs. Remaining funds for the state prekindergarten program are provided to private nonprofit agencies, including child care centers and Head Start programs, through competitive grants. Child care and Head Start agencies may also offer prekindergarten by subcontracting with schools that receive formula funding.

In 2001–2002, the state provided \$16,000,000 in funds above the basic allocation for prekindergarten to support full-day services; however, those funds were not provided in the following year. In 2002–2003, total state funding was \$84,850,000, and the number of 4-year-olds served was 25,712.

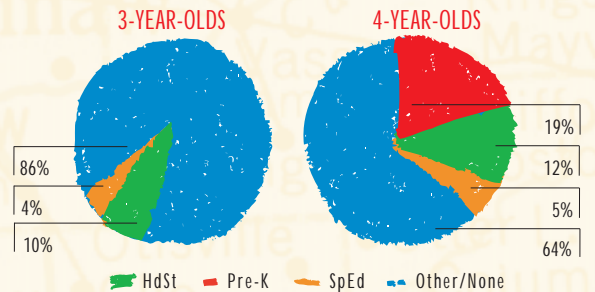
Michigan has developed a model for a comprehensive system of early childhood accountability, focusing on the evaluation and improvement of programs according to program standards of quality as well as immediate and long-term outcomes for children's development. The system has both a local program improvement phase and a statewide research component, and drives professional development in the state.



## ACCESS

Total state program enrollment	26,477
School districts that offer state program	84% <sup>1</sup>
Income requirement	50% must be free or reduced-meal eligible
Hours of operation	Half-day, part-week <sup>2</sup>
Operating schedule	Academic year <sup>3</sup>
Special education enrollment	11,413
Federally-funded Head Start enrollment	31,309
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

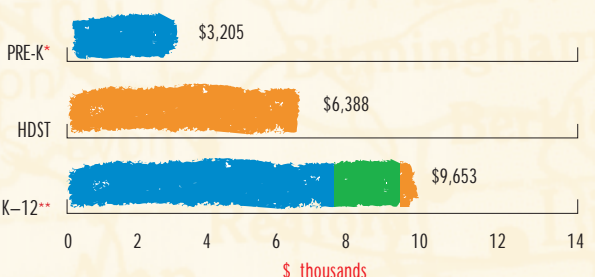
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA (public), AA + CDA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training req.	Teaching certification with EC endorsement (public), <sup>4</sup> meets CDA requirements (nonpublic)	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	CDA or 120 clock hrs <sup>5</sup>	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service requirement	None	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:8 <sup>6</sup>		
Screening/referral requirements	Vision, hearing, and health referrals only <sup>7</sup>	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family referral services and 2 parent conferences	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Snack only <sup>8</sup>	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$84,850,000 <sup>9</sup>
Local match required?	No
State spending per child enrolled	\$3,205
State spending per 3-year-old	\$0
State spending per 4-year-old	\$613

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 '01-'02 school year, unless otherwise noted.

- The program is offered in some additional districts by 67 agencies receiving competitive grants. These programs are meant to fill gaps where need is not met by formula funding.
- Some programs choose to operate for 2 full days per week, but most offer 4 half-days. Providers may charge tuition if they offer a fifth day. A home-based option serves < 2% of enrollees.
- Most programs operate for the full school year, with a 30-week minimum required.
- The early childhood endorsement is an add-on to the elementary certificate, and follows NAEYC requirements.
- Associate (assistant) teachers are given 2 years to meet the requirements for their position.
- A qualified teacher must be present, plus an associate teacher in rooms with between 9 and 16 children. If more than 16 students are in a class, then a third adult (who does not have to meet any specified qualifications) must be present.
- Michigan School Readiness Programs must make referrals, but are not required to conduct screenings. Screening before kindergarten entry is required.
- Programs have the option to offer breakfast or lunch instead of a snack.
- In FY 2001, Michigan spent an additional \$16,000,000 from general funds on full-day services for School Readiness and Head Start programs. These funds were given as grants based on needs for construction, salaries and/or transportation. This money will not be available after 2001–2002.



# Minnesota

'01-'02 ENROLLMENT	not available
'02-'03 ENROLLMENT	not available
'01-'02 RESOURCES	not available
'02-'03 RESOURCES	not available

One of Minnesota's prekindergarten initiatives is embedded in the School Readiness Program, a comprehensive initiative that funds more than 22 types of services to help children enter school with the skills and family supports they need to succeed. These services include home visits, supplementary services for children with special needs, and transportation assistance. Parent education, which begins at birth in Minnesota's Early Childhood Family Education statewide program, is continued in the School Readiness Program. The data included in this report pertain to prekindergarten-related services funded through the School Readiness Program.

In the School Readiness Program, funds flow to local school districts, and 83 percent of districts provide some half-day prekindergarten for 3- and 4-year-olds. Forty-eight percent of districts subcontract with Head Start. Program standards are determined locally and approved by the school board. Priority goes to children who are most at-risk, as determined by Minnesota's mandatory child health and development screening, targeting children ages 3 1/2 to 4. The School Readiness program provided some type of service to 40,047 children during 2001–2002, but the state was unable to specify how many of those children regularly attended a preschool program. In 2002–2003, this initiative received \$9,477,948 in state funds.

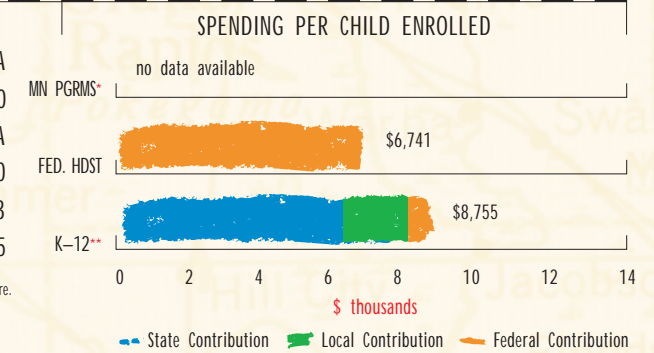
A separate Minnesota initiative used \$18,375,000 to provide an additional 2,496 state-funded Head Start slots in fiscal year 2002. Programs funded through this initiative follow the federal Head Start Program Performance Standards. The majority of these programs offer part-day services, four or five days per week, although about one-fifth offer full-day services. The state Legislature appropriated \$18,375,000 for fiscal year 2003, although ultimately only \$17,619,911 was made available for this initiative. These funds were used to support an enrollment of 2,446 children ages 3 to 5. Funding for this Head Start supplement was further reduced for fiscal year 2004.

Although most states have a single state-financed prekindergarten initiative, Minnesota makes significant contributions to prekindergarten through these two separate initiatives—the School Readiness Program and the state-funded Head Start model. As a result, we present summary information about the state's overall commitment to prekindergarten by taking enrollment and state spending for both initiatives into account. Next, we present specific details about each initiative in the state. These first two pages of this profile reflect Minnesota's combined commitment to prekindergarten through both the School Readiness and state-financed Head Start programs. The next page focuses exclusively on the School Readiness Program, while the final page focuses exclusively on the state-funded Head Start program.

## STATE OVERVIEW

Total state program enrollment	NA
Total state spending	\$28,775,000
State spending per child enrolled	NA
State Head Start spending	\$18,375,000
State spending per 3-year-old	\$143
State spending per 4-year-old	\$255

\* 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 '01-'02 school year, unless otherwise noted.



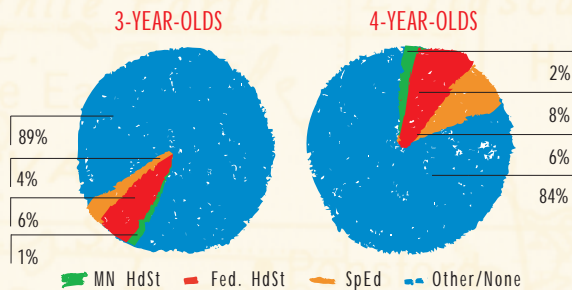


## MINNESOTA SCHOOL READINESS PROGRAM

### ACCESS

Total state program enrollment	NA <sup>1</sup>
School districts that offer state program	99%
Income requirement	None <sup>2</sup>
Hours of operation	Determined locally <sup>3</sup>
Operating schedule	Determined locally <sup>4</sup>
Special education enrollment	7,022
Federally-funded Head Start enrollment	9,081
State-funded Head Start enrollment	2,496

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION<sup>1</sup>



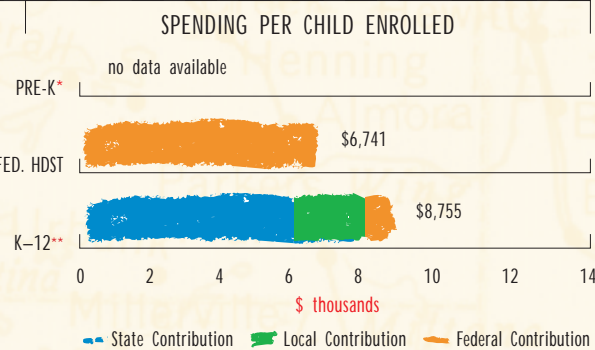
### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	BA (public), CDA (nonpublic) <sup>5</sup>	BA	<input type="checkbox"/>
Teacher specialized training requirement	Teacher license in EC or parenting ed. (public), CDA (nonpublic)	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	Changing as per NCLB (public), None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	125 clock hours/5 years <sup>6</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 requirements	Health only <sup>7</sup>	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Parent involvement <sup>8</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Snack or meal	At least 1/day	<input type="checkbox"/>

TOTAL: **6** of 10

### RESOURCES

Total state Pre-K spending	\$10,400,000
Local match required?	No
State spending per child enrolled	NA
State Head Start spending	\$18,375,000
State spending per 3-year-old	\$41
State spending per 4-year-old	\$114



\* 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 '01-'02 school year, unless otherwise noted.

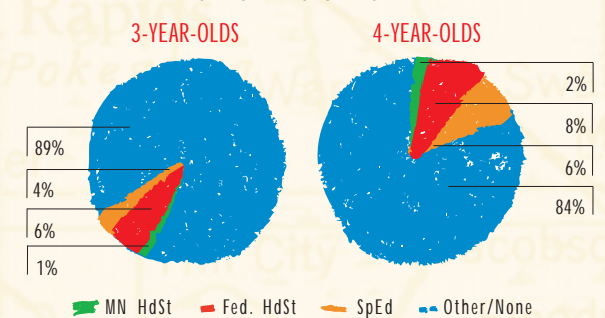
- Minnesota's School Readiness Program supports a range of services, including part-day prekindergarten programs as well as supplementary support services such as parent education, transportation assistance, and other activities. Because the state did not provide an enrollment figure specific to prekindergarten programs, children who regularly attended preschool as part of the School Readiness Program are included in the "Other/None" category on the pie graph.
- Low income is one of the risk factors given enrollment priority.
- Most programs operate fewer than 5 days per week.
- Most programs run for the academic year, with several districts offering a summer transition program.
- Teacher degree requirements outside of public schools are quite disparate. Generally, regulations depend on the location of the program (school v. center).
- For child care center staff, the teacher in-service requirement is based on level of experience and education. For non-degreed staff, 2% of the total working hours is required for in-service (full-time employment requires 40 hours of in-service). For degreed staff, 1.5% of total working hours is required. Family child care center staff are required to have 6 hours of annual in-service.
- Early childhood screening is required within 90 days of enrollment.
- Parent involvement is required but not defined. Parent education is strongly encouraged.

## MINNESOTA STATE-FUNDED HEAD START MODEL

### ACCESS

Total state program enrollment	2,496
School districts that offer state program	0.3% <sup>1</sup>
Income requirement	Yes-100% FPL <sup>2</sup>
Hours of operation	Determined locally <sup>3</sup>
Operating schedule	Determined locally <sup>4</sup>
Special education enrollment	7,022
Federally-funded Head Start enrollment	9,081
State-funded Head Start enrollment	2,496

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION<sup>5</sup>



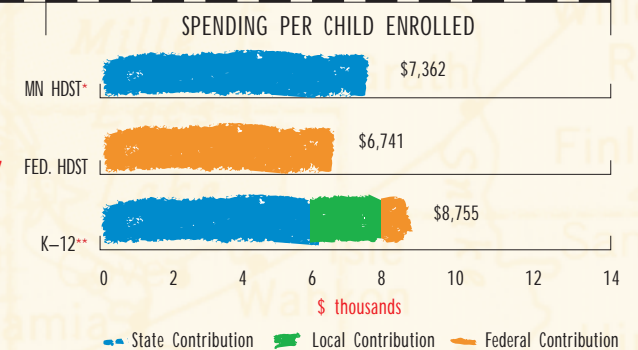
### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	CDA	BA	<input type="checkbox"/>
Teacher specialized training requirement	Meets CDA requirements	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	Meets MN child care regs.	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	2% of total hours of employment	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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Family support services and at least 2 home visits	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Breakfast and/or lunch <sup>6</sup>	At least 1/day	<input checked="" type="checkbox"/>

TOTAL: **7** of 10

### RESOURCES

Total state Pre-K spending	\$18,375,000
Local match required?	No
State spending per child enrolled	\$7,362
State Head Start spending	\$18,375,000 <sup>7</sup>
State spending per 3-year-old	\$102
State spending per 4-year-old	\$140



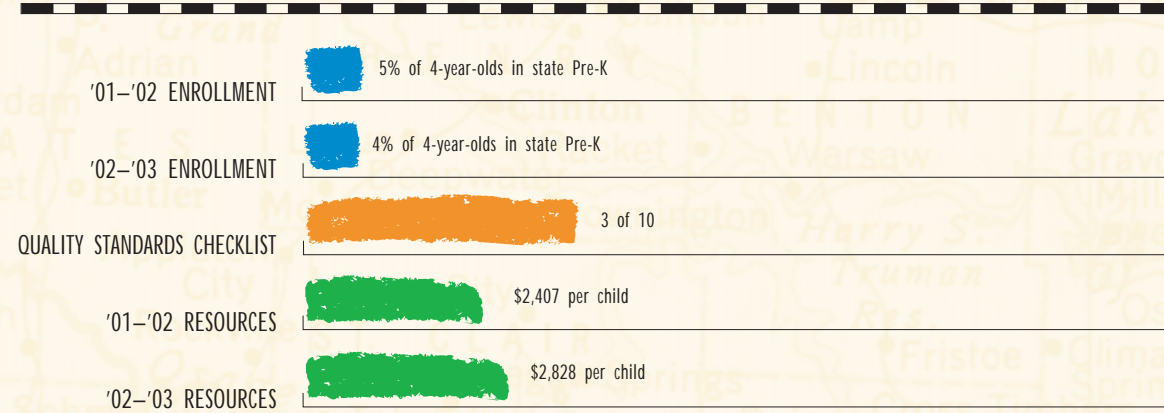
\* Programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- Only one of 34 federally-designated Head Start grantees in Minnesota is a public school district, representing 0.3% of districts in the state.
- Federal regulations specify that at least 90% of enrollees must be at or below the federal poverty level or receiving assistance from the TANF program.
- About 18% of programs offer full-day services, but the majority operate on a half-day schedule, four or five days per week.
- Most sites operate for the academic year.
- Because the state did not provide an enrollment figure specific to prekindergarten programs, children who regularly attended preschool as part of the School Readiness Program are included in the "Other/None" category on the pie graph.
- Head Start's federal Performance Standards require that part-day programs provide children with at least 1/3 of their daily nutritional needs, as determined by the United States Department of Agriculture. Full-day programs must provide 1/2 to 2/3 of daily nutritional needs, depending on the length of the program day. All children in morning center-based settings must be given the opportunity to have a nutritious breakfast.
- All spending through this initiative is directed toward Head Start programs.



# Missouri



The Missouri Preschool Project was established as part of the Early Childhood Development, Education and Care (ECDEC) fund in 1998. The state began making prekindergarten funds available on a competitive basis in 1999. The ECDEC fund is supported by gaming revenues. Prekindergarten programs funded through this project are operated by public and private schools, nonprofit agencies, and for-profit agencies. Children who will be 3 or 4 years of age by August 1 of the program year are eligible to participate. The state does not specify any other eligibility criteria, but programs serving large numbers of low-income children and children with special needs receive priority for funding.

A commitment to teacher quality has been implemented by requiring that 10 percent of program funding be used for professional development. Further, new programs can obtain technical assistance throughout the year.

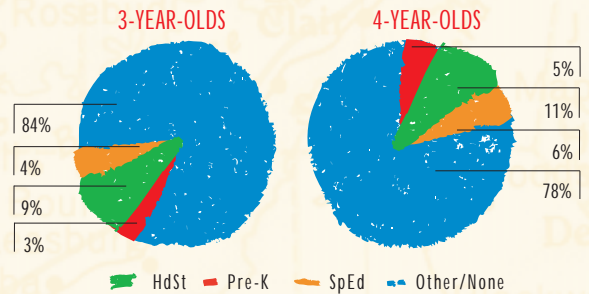
The Missouri Preschool Project served 1,694 3-year-olds and 3,150 4-year-olds in 2002–2003 and received \$13,700,000 in state funds.



## ACCESS

Total state program enrollment	6,232
School districts that offer state program	29% <sup>1</sup>
Income requirement	None <sup>2</sup>
Hours of operation	Determined locally <sup>3</sup>
Operating schedule	Determined locally <sup>4</sup>
Special education enrollment	7,058
Federally-funded Head Start enrollment	15,334
State-funded Head Start enrollment	0

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



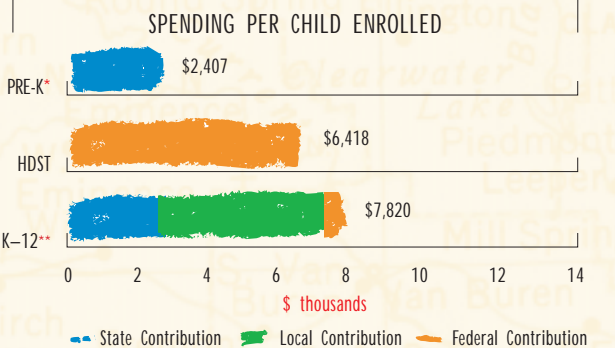
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA (public), CDA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training requirement	EC certification (public), meets CDA requirements (nonpublic)	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	HSD + voc. cert. (public), HSD (nonpublic) <sup>5</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	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 requirements	None	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	None	At least 1 service	<input type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$15,000,000
Local match required?	No
State spending per child enrolled	\$2,407
State spending per 3-year-old	\$84
State spending per 4-year-old	\$118



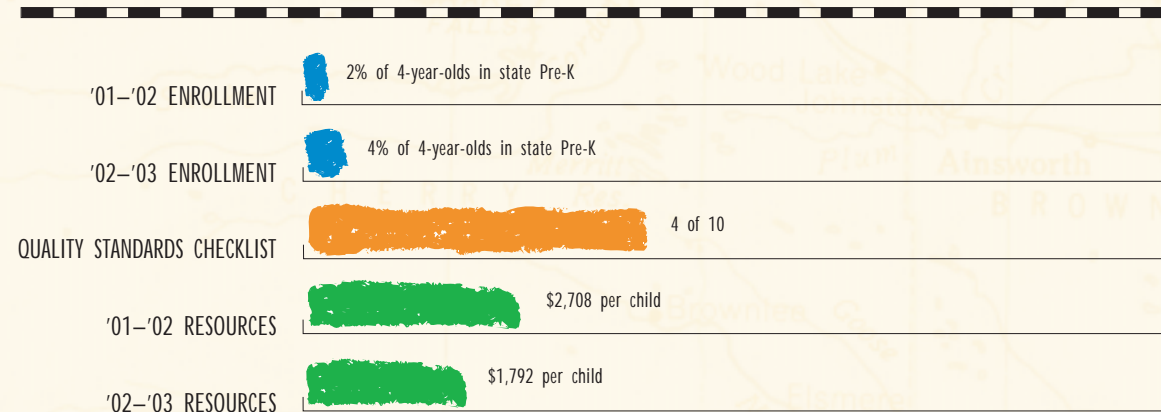
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- Pre-K is also offered in 93 nonpublic schools.
- Programs funded through competitive grants receive additional points through the grant scoring system for serving children with special needs or from low-income families.
- Most programs are full-day.
- Most programs operate for the academic year.
- Assistant teachers in public schools must have a high school diploma plus a vocational certificate in early child care and education.



# Nebraska



Nebraska's Early Childhood Pilot Project was established by legislation enacted in 1990 and implemented with very limited funding in 1992. In 2001, legislation expanded the Early Childhood Grant Program—which grew out of the earlier pilot project—and increased funding for additional classrooms. Schools and educational service units are eligible recipients of grants to fund up to 50 percent of the total program budget. Providers must obtain an equal or greater match from local, state, and federal sources. Providers are also required to offer inclusive programs and collaborate with other schools and community initiatives, including Head Start. Nebraska's program primarily serves 3- and 4-year-olds, but some infants and toddlers participate as well.

Each grant program must target at least 70 percent of its grant funds to serve children who are eligible in at least one of the four priority areas identified by the state (from low-income families, English Language Learners, born to teen parents who have not completed high school, born prematurely or at low birth weight). Up to 30 percent of funds may be used to serve children not in the priority areas, to encourage participation of children from different groups.

Nebraska has focused on building a collaborative, comprehensive system of professional development to improve the quality of care and education for young children. The Early Childhood Training Center and system of 14 Early Childhood Regional Training Coalitions serve the state by increasing access to training, resources, and development of partnerships.

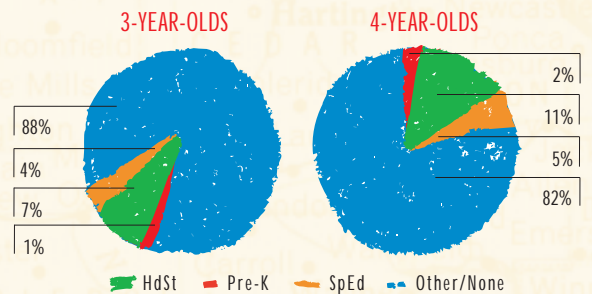
Funding for the Early Childhood Grant Program in 2002–2003 was \$2,330,000 with 1,300 children enrolled.



## ACCESS

Total state program enrollment	480 <sup>1</sup>
School districts that offer state program	2% <sup>2</sup>
Income requirement	None <sup>3</sup>
Hours of operation	Determined locally <sup>4</sup>
Operating schedule	Determined locally <sup>4</sup>
Special education enrollment	2,271
Federally-funded Head Start enrollment	4,120
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

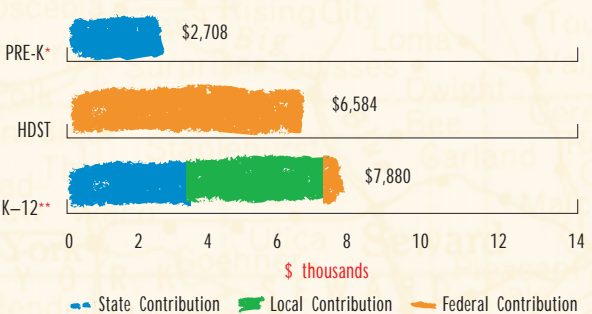
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	EC endorsement	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	12 cr. hours in EC	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	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 type="checkbox"/>
3-year-olds	1:10 <sup>5</sup>		
4-year-olds	1:12 <sup>5</sup>		
Screening/referral requirements	None <sup>6</sup>	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services and 2 parent conferences <sup>7</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Varies <sup>8</sup>	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$1,300,000
Local match required?	Yes—state funds up to 50% of cost, district can match w/ SpEd, HdSt, Title I, etc.
State spending per child enrolled	\$2,708
State spending per 3-year-old	\$14 <sup>9</sup>
State spending per 4-year-old	\$41 <sup>9</sup>

SPENDING PER CHILD ENROLLED

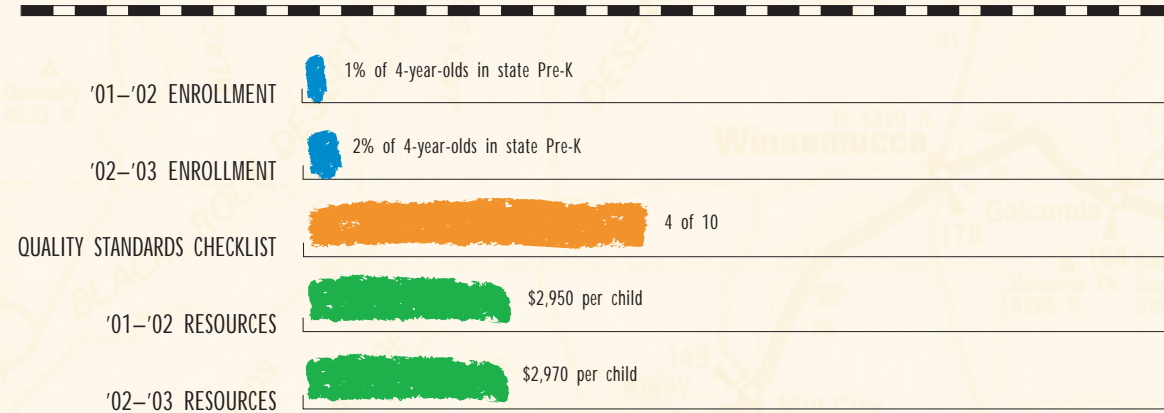


<sup>1</sup> Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
<sup>2</sup> K-12 expenditures include capital spending as well as current operating expenditures.  
 Data are for the '01-'02 school year, unless otherwise noted.

<sup>3</sup> Most children are 3 or 4 years old, though some grantees serve infants and toddlers as well.  
<sup>4</sup> There were 15 districts with planning grants in 2001–2002, and the program expanded to include 28 districts in 2002–2003.  
<sup>5</sup> However, grant funding requires meeting 1 of 4 priorities, which include eligibility for free or reduced-price lunch.  
<sup>6</sup> All programs operate at least 12 to 15 hours per week, and most run full-day, 5 days per week. Grants can be for either the academic or calendar year.  
<sup>7</sup> Classes typically combine 3- and 4-year-olds.  
<sup>8</sup> Although there is no specific screening requirement, comprehensive services are available, including access to health and referral services. Also, public schools mandate screenings and probably apply this requirement to Pre-K.  
<sup>9</sup> Family support is based on parents' assessments of their needs and interests. Available services include providing information and volunteer opportunities. Programs offer access or referrals for health, family literacy, and identification of special needs.  
<sup>10</sup> Meal requirements depend on hours during which children are in the program. Most provide lunch and some offer breakfast as well.  
<sup>11</sup> Nebraska did not break its total enrollment figure into specific numbers of 3- or 4-year-olds. As a result, these calculations are estimates, based on proportions of enrollees who were ages 3 and 4 in states that served 3-year-olds and provided age breakdowns for 2001–2002. Although Nebraska's Pre-K program served children younger than age 3, for purposes of these calculations we considered all children to be ages 3 or 4. This likely results in overestimates of spending per 3-year-old and spending per 4-year-old.



# Nevada



The Nevada Early Childhood Comprehensive Plan serves children ages birth to 5 and began operating early in 2002. Both schools and community-based organizations receive funding to operate programs. During the 2002–2003 year, the program was funded with \$3 million and 894 children between ages 3 and 5 attended.

Since the initiative emphasizes collaboration, these schools and community organizations work with other agencies to provide services. Individual communities set their own eligibility criteria, and most give priority to low-income children.

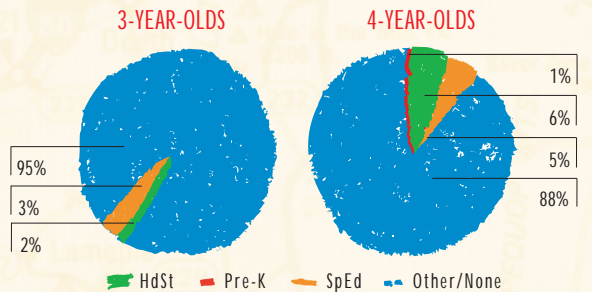
Although not a focus of data in this report, the state also provides about 20 percent of the funding for the Classroom on Wheels (COW) prekindergarten program. However, this program is operated by an independent, community-based nonprofit organization. The COW program uses buses refurbished as classrooms to bring prekindergarten into low-income neighborhoods in several counties.



## ACCESS

Total state program enrollment	432 <sup>1</sup>
School districts that offer state program	47% <sup>2</sup>
Income requirement	None <sup>3</sup>
Hours of operation	Determined locally <sup>4</sup>
Operating schedule	Determined locally <sup>5</sup>
Special education enrollment	2,172
Federally-funded Head Start enrollment	2,439
State-funded Head Start enrollment	0

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



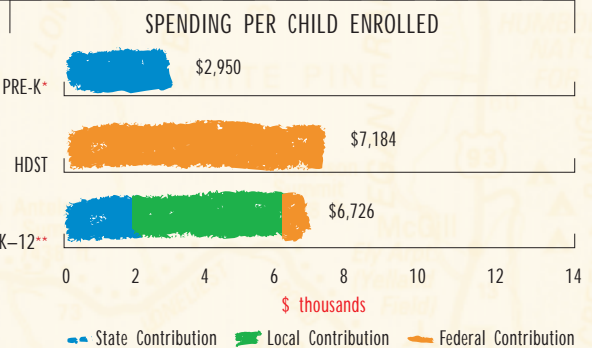
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	ECE teacher license	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	GED or HSD <sup>6</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	5 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	No limit <sup>7</sup>		
4-year-olds	No limit <sup>7</sup>		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	No limit <sup>7</sup>		
4-year-olds	No limit <sup>7</sup>		
Screening/referral requirements	Determined locally	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services <sup>8</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$1,274,341 <sup>9</sup>
Local match required?	No
State spending per child enrolled	\$2,950
State spending per 3-year-old	\$21 <sup>10</sup>
State spending per 4-year-old	\$73 <sup>10</sup>



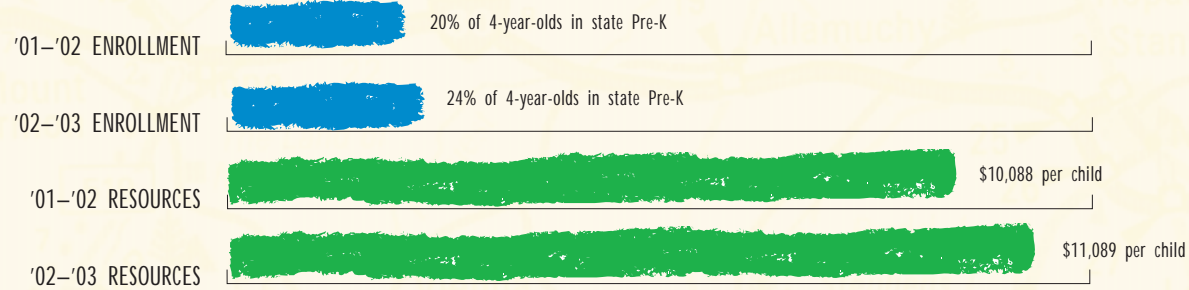
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> Enrollment figures represent Spring 2002 enrollment. The program was not yet operational in Fall 2001, since the school year for the program's first year of operation was only 5 months long.  
<sup>2</sup> The program is offered in partnership with 2 districts by community-based organizations. Programs in 10 of 17 districts statewide were funded through June 1, 2002, although only 8 provided services to children during 2001–2002.  
<sup>3</sup> Communities set eligibility criteria based on need. Priority is often given to 4-year-olds with no prior preschool experience who qualify for free or reduced-price lunch. The goal is to serve families that cannot afford private Pre-K, but do not qualify for Head Start.  
<sup>4</sup> Each program provides services based on community need, and funding is based on services the community proposes to provide. Most programs are half-day, 4 days per week.  
<sup>5</sup> The yearly schedule is based on need. Most programs operate during the academic year, but one program operates for the calendar year.  
<sup>6</sup> Teachers in Title I schools must fulfill degree requirements set by Title I.  
<sup>7</sup> Programs must provide a rationale for class size and ratio. The state recommends NAEYC guidelines.  
<sup>8</sup> Programs are required to develop a parent involvement component. Many provide referral and support services, and some conduct workshops or home visits. At least one parent or guardian is required to be involved.  
<sup>9</sup> This figure represents the program's actual spending on preschool services. Because the program did not start operating until early 2002, districts spent approximately \$2 million of an original \$3 million allocated, inclusive of start-up costs. The remainder of the allocation was returned to the state unspent.  
<sup>10</sup> The state reported data by age group. For the purpose of these estimates, the 85 children in the 2–4 age group were considered to be 3 years old and the 298 children in the 4–6 age group were considered to be 4 years old.



# New Jersey



**I**n 1998, New Jersey's Supreme Court mandated that all children in the state's Abbott districts (defined as New Jersey's 30 highest poverty districts) receive a high-quality preschool education. The goal of the Abbott program is to prepare children to enter kindergarten with skills and abilities comparable to those of their wealthier suburban peers. Abbott districts are those in which at least 40 percent of students are eligible for free or reduced-price lunch. All 3- and 4-year-olds in these districts are eligible to enroll. Services are provided through public schools and Head Start or private child care programs. School districts are given the primary responsibility of ensuring that all programs, regardless of setting, meet standards for quality set out by the State Supreme Court related to teacher certification, class size, curriculum, facilities, and comprehensive services. In 2001–2002, Abbott classes began operating on a full-day schedule. Funds from the Department of Education are used to provide six hours of services per day, and additional funds from the Department of Human Services are used to extend program operations to 10 hours per day.

In addition to the Abbott program, New Jersey also funds Non-Abbott Early Childhood Program Aid (ECPA), a separate initiative that provides mostly half-day preschool services to 4-year-olds in 102 districts. Non-Abbott ECPA funds are available to districts in which 20 to 40 percent of students are eligible for free or reduced-price lunch. ECPA is available to all 4-year-old children in eligible districts. Most classrooms are in public schools, but a small percentage of students are served in private settings. Though preschool and kindergarten service is a program priority, some funds are used for grades 1 to 3.

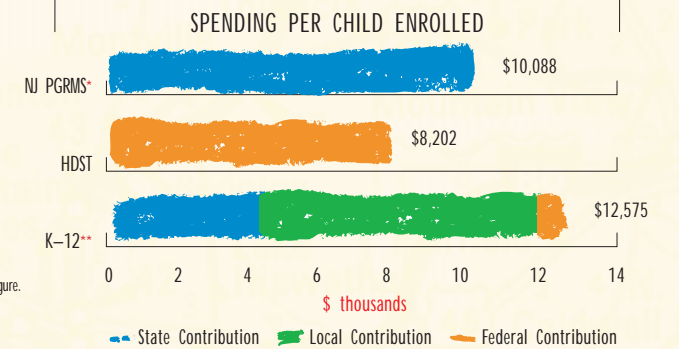
New Jersey has recently focused on defining specific program and learning standards for both state-financed initiatives.

In 2002–2003, Abbott programs received \$454,354,000 in state funds to serve 36,465 children. Non-Abbott ECPA received an estimated \$30,000,000 to serve 7,213 children. Early childhood education programs in New Jersey received budget increases beyond cost-of-living adjustments for fiscal year 2004. The additional funding was a result of both increased enrollment and an effort to improve quality in both of the state-financed programs.

Although most states have a single state-financed prekindergarten initiative, New Jersey makes significant contributions to prekindergarten through these two separate initiatives—the Abbott program and ECPA. As a result, we present summary information about the state's overall commitment to prekindergarten by taking enrollment and state spending for both initiatives into account. Next, we present specific details about each initiative in the state. These first two pages of this profile reflect New Jersey's commitment to prekindergarten through both the Abbott and ECPA programs combined. The next page focuses exclusively on the Abbott program, while the final page focuses exclusively on the ECPA program.

## STATE OVERVIEW

Total state program enrollment	36,666
Total state spending	\$369,882,105
State spending per child enrolled	\$10,088
State spending per 3-year-old	\$1,277
State spending per 4-year-old	\$1,922



\* 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 '01-'02 school year, unless otherwise noted.



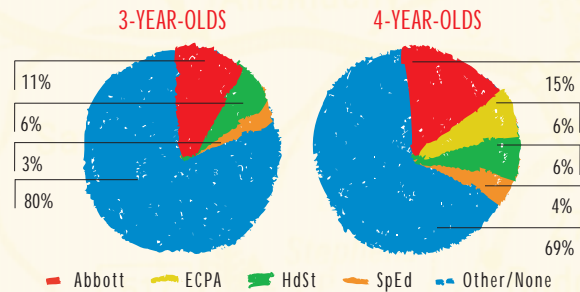


## NEW JERSEY ABBOTT PRESCHOOL PROGRAM

### ACCESS

Total state program enrollment	29,824
School districts that offer state program	6%
Income requirement	None
Hours of operation	Full-day, full-week
Operating schedule	Academic year <sup>1</sup>
Special education enrollment	8,483
Federally-funded Head Start enrollment	13,964
State-funded Head Start enrollment	0

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



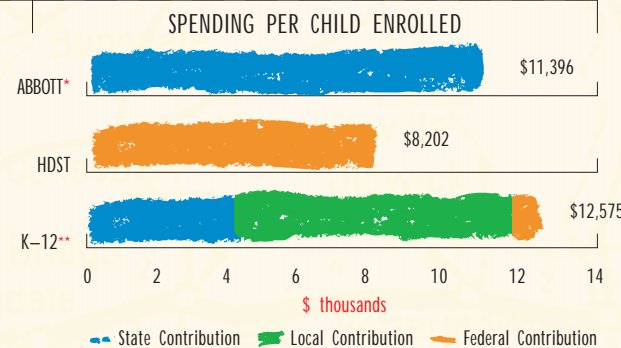
### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	BA <sup>2</sup>	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	EC certificate <sup>2</sup>	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Family support services <sup>3</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>

TOTAL: **9** of 10

### RESOURCES

Total state Pre-K spending	\$339,882,105 <sup>4</sup>
Local match required?	No
State spending per child enrolled	\$11,396
State spending per 3-year-old	\$1,274
State spending per 4-year-old	\$1,668



\* 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 '01-'02 school year, unless otherwise noted.

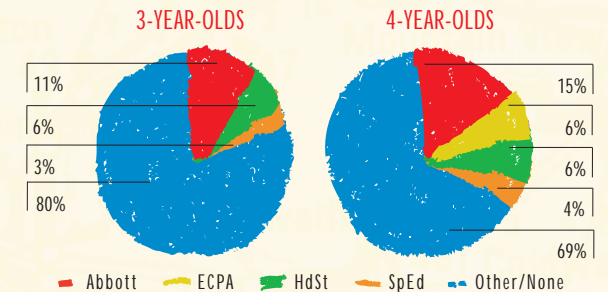
- All children enrolled in the Abbott program are also eligible for free summer and wrap-around services.
- Teachers who worked in center-based programs before the degree requirement was implemented have until September 2004 to meet the requirement.
- Programs are required to have one family worker employed for every 40 families served. The family worker offers community referrals, education and support.
- This total represents contributions of \$233,882,105 from the Department of Education and \$106,000,000 from the Department of Human Services.

## NEW JERSEY NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

### ACCESS

Total state program enrollment	6,842
School districts that offer state program	19%
Income requirement	None
Hours of operation	Half-day, full-week
Operating schedule	Academic year
Special education enrollment	8,483
Federally-funded Head Start enrollment	13,964
State-funded Head Start enrollment	0

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



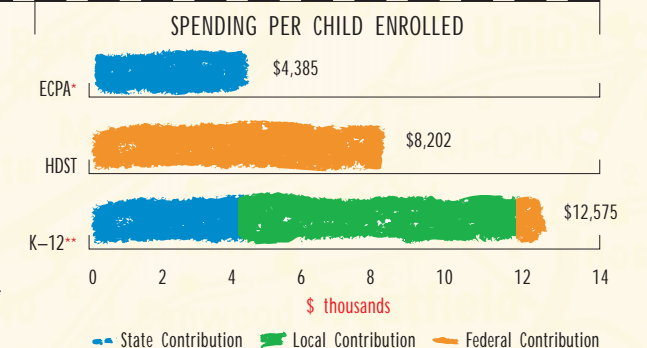
### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Certification in EC or EE	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	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	No limit <sup>1</sup>		
4-year-olds	No limit <sup>1</sup>		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	No limit		
4-year-olds	No limit		
Screening/referral requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Family support services	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>

TOTAL: **5** of 10

### RESOURCES

Total state Pre-K spending	\$30,000,000 <sup>2</sup>
Local match required?	No
State spending per child enrolled	\$4,385
State spending per 3-year-old	\$3
State spending per 4-year-old	\$254



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

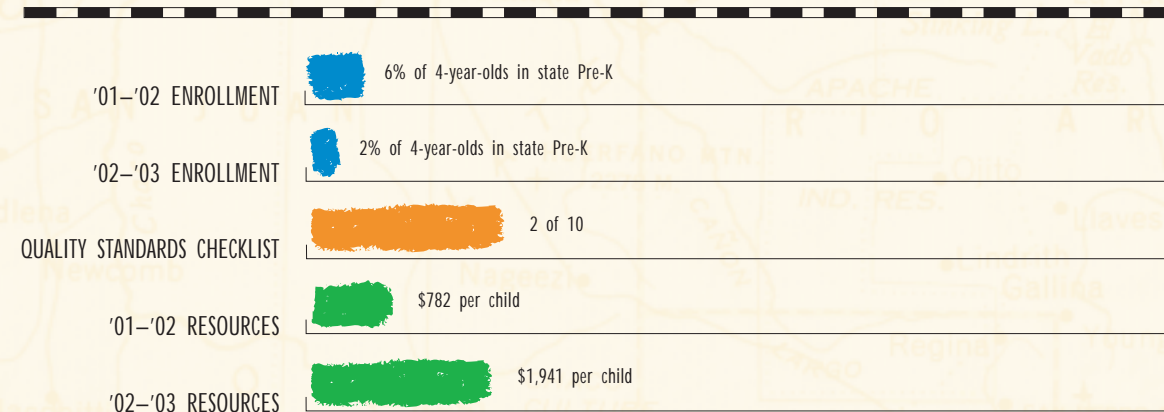
\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- Class sizes range from 2 to 31, with most between 15 and 20. The average class size was 12.4, but this figure includes classes for children with disabilities.
- This figure represents an estimate. New Jersey contributed a total of \$97 million to ECPA, but these funds were also used for services to children in kindergarten and grades 1 to 3. Programs for preschoolers and kindergarteners received priority for ECPA funds.



# New Mexico



The Child Development Program, for which the Legislature began appropriating funds in 1991, supports a variety of service models. The program funds prekindergarten classes as well as family support services, home visiting, and other services for children birth to age 5. There are no state-specified eligibility criteria for children, since the program aims to fill gaps left by other programs that have set eligibility criteria.

New Mexico's program is characterized by flexibility at the local level, and individual providers set enrollment priorities based on local needs. Projects funded by the initiative include those that target homeless families, children with special emotional and mental health needs, and children of teen parents. The projects can be operated by schools or community-based organizations.

State funding for the Child Development Program was estimated at \$1,649,900 for 2002–2003, when approximately 850 children were enrolled.

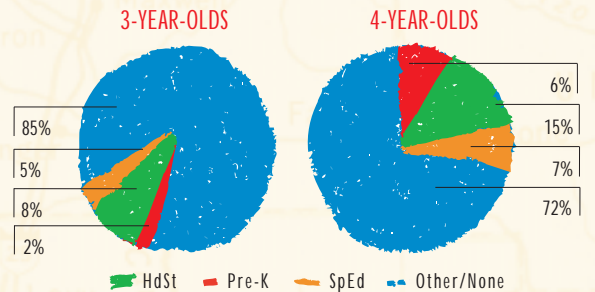
In addition to New Mexico's commitment to the Child Development Program, the state devoted \$6,000,000 to enhance services to federally-financed Head Start classrooms in fiscal year 2002. The amount of this supplement was reduced to \$2,000,000 in fiscal year 2003.



## ACCESS

Total state program enrollment	2,000 <sup>1</sup>
School districts that offer state program	21% <sup>2</sup>
Income requirement	None
Hours of operation	Determined locally <sup>3</sup>
Operating schedule	Determined locally <sup>4</sup>
Special education enrollment	3,107
Federally-funded Head Start enrollment	6,212
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?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	None	BA	<input type="checkbox"/>
Teacher specialized training requirement	None	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	24 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	24		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	1:12		
4-year-olds	1:12		
Screening/referral requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	None <sup>5</sup>	At least 1 service	<input type="checkbox"/>
Meal requirements	Varies <sup>6</sup>	At least 1/day	<input type="checkbox"/>

TOTAL:

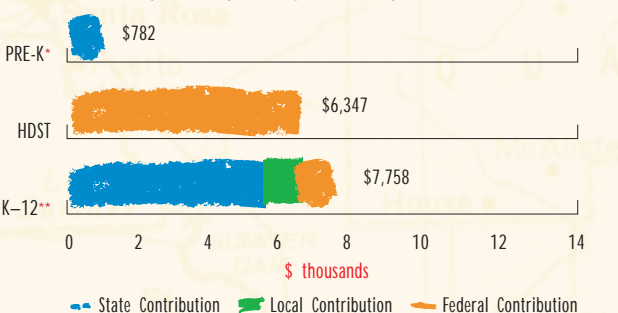
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of 10

## RESOURCES

Total state Pre-K spending	\$1,563,000
Local match required?	No <sup>7</sup>
State spending per child enrolled	\$782
State Head Start spending	\$6,000,000
State spending per 3-year-old	\$16 <sup>8</sup>
State spending per 4-year-old	\$44 <sup>8</sup>

SPENDING PER CHILD ENROLLED

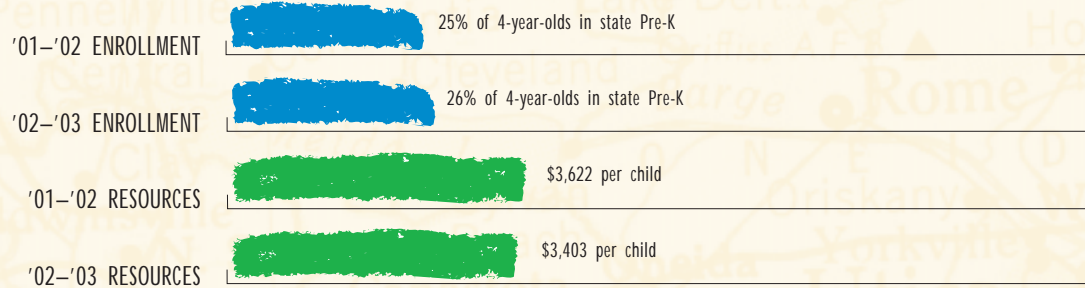


\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.  
 Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> The enrollment figure represents an approximate number of children served from birth to age 5. The state did not report how many of these 2,000 children received center-based services.  
<sup>2</sup> Public school districts operate 5 programs, while 20 others are community based. Of the 25 total programs, 18 serve some 3- and 4-year-olds and 7 enroll only infants and toddlers.  
<sup>3</sup> Hours of operation vary by program. Some provide home visiting and do not operate on a regular schedule.  
<sup>4</sup> Most programs operate year-round, but some do not run during the summer.  
<sup>5</sup> Programs must indicate how they will provide comprehensive services in the grant application. Most programs provide such services to the extent funds are available.  
<sup>6</sup> Meal requirements depend on the program schedule.  
<sup>7</sup> Localities typically provide about \$3 in cash or in-kind for every \$1 put in by the state.  
<sup>8</sup> New Mexico did not break its total enrollment figure into specific numbers of 3- or 4-year-olds. As a result, these calculations are estimates, based on proportions of enrollees who were ages 3 and 4 in states that served 3-year-olds and provided age breakdowns for 2001–2002. Although New Mexico's Pre-K program served children younger than age 3, for purposes of these calculations we considered all children to be ages 3 or 4. This likely results in overestimates of spending per 3-year-old and spending per 4-year-old.



# New York



The birth of Head Start inspired the New York State Legislature to create and fund a similar half-day program in 1966. Experimental Prekindergarten (EPK) shares Head Start's emphasis on comprehensive services, and offers such components as social services, nutrition, and parent involvement. The highest priority for enrollment goes to 4-year-olds whose families live in one of the 98 districts selected by the Legislature when the program first began, and who receive TANF, food stamps, or participate in one of several other federal programs that support low-income families. All EPK classrooms are operated by public schools. State funding for EPK reached a high of \$54 million in fiscal year 1995, then remained flat at \$50.2 million from 1997–2002. The state cut funding further in fiscal year 2003, contributing \$48 million to serve the 13,519 children enrolled in EPK.

In 1997, the state Legislature voted to make access to 4-year-old prekindergarten universal in five years, resulting in the establishment of a second state-funded prekindergarten initiative in New York. Six years later, available funds for the state's Universal Prekindergarten (UPK) program serve less than one-quarter of the state's 4-year-olds, and most of them come from low-income families. From 1999–2002, school districts were required to serve economically disadvantaged children first and the program was to be phased in by the end of that period. Funds for UPK flow through public schools, but at least 10 percent of these funds must go to subcontracts with community-based agencies. In practice, more than 60 percent of funds go to community-based organizations.

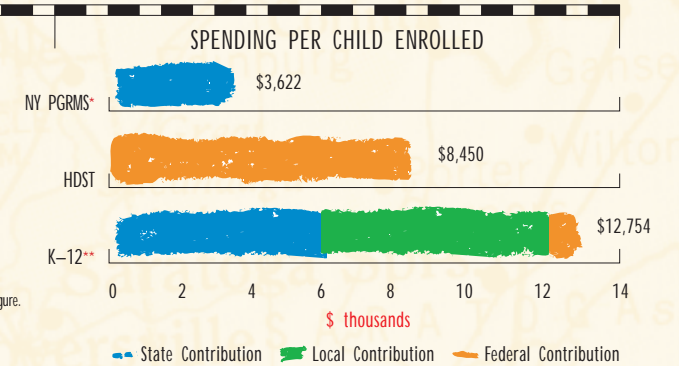
The 1997 legislation also required all UPK classrooms to have certified teachers by 2002, but that deadline has been extended. Currently, UPK classrooms in public schools throughout the state—as well as those in Head Start or child care centers in New York City—require a certified teacher. UPK teachers in child care centers or community-based organizations outside New York City can teach once they have at least 9 credits toward a CDA, but must be supervised by a certified teacher.

State funding for the UPK program was reduced to \$195,400,000 for the 2002–2003 program year, during which an estimated 58,000 children were enrolled.

Although most states have a single state-financed prekindergarten initiative, New York makes significant contributions to prekindergarten through these two separate initiatives—EPK and UPK. As a result, we present summary information about the state's overall commitment to prekindergarten by taking enrollment and state spending for both initiatives into account. Next, we present specific details about each initiative in the state. These first two pages of this profile reflect New York's commitment to prekindergarten through both the UPK and EPK programs combined. The next page focuses exclusively on the UPK program, while the final page focuses exclusively on the EPK program.

## STATE OVERVIEW

Total state program enrollment	69,334
Total state spending	\$251,100,000
State spending per child enrolled	\$3,622
State spending per 3-year-old	\$78
State spending per 4-year-old	\$896



\* 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 '01-'02 school year, unless otherwise noted.



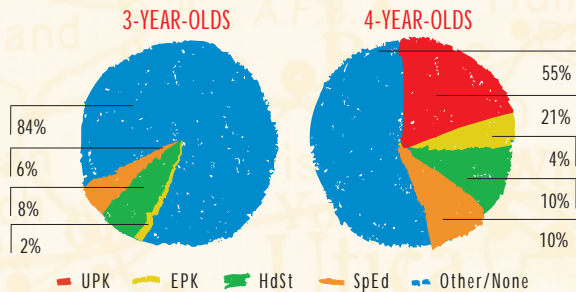


## NEW YORK UNIVERSAL PREKINDERGARTEN

### ACCESS

Total state program enrollment	54,150
School districts that offer state program	24%
Income requirement	None <sup>1</sup>
Hours of operation	Determined locally <sup>2</sup>
Operating schedule	Academic year
Special education enrollment	41,534
Federally-funded Head Start enrollment	43,871
State-funded Head Start enrollment	0

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



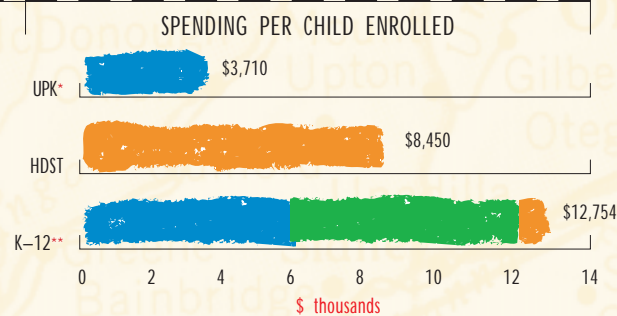
### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA prior to 1978, MA after (public), None (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training req.	None beyond BA or MA (public), 9 credits toward CDA (nonpublic)	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	HSD + 6 credit hours (public), HSD (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	175 clock hours/5 years <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	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 or 3:20		
Screening/referral requirements	Health only	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services and at least 1 parent conference <sup>4</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Varies	At least 1/day	<input type="checkbox"/>



### RESOURCES

Total state Pre-K spending	\$200,900,000
Local match required?	No
State spending per child enrolled	\$3,710
State spending per 3-year-old	\$0
State spending per 4-year-old	\$777



<sup>\*</sup> Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
<sup>\*\*</sup> K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

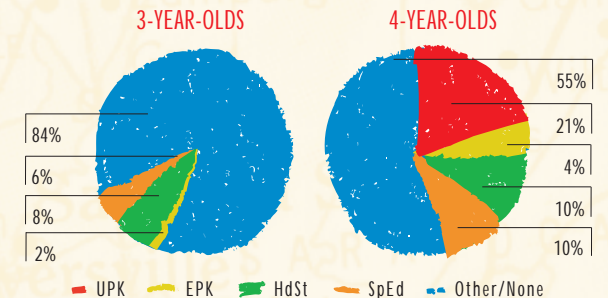
- Children from economically disadvantaged households were given enrollment priority beginning in the second year of program delivery, under the assumption that the program would be universal in the fourth year after inception.
- Programs may be full- or half-day, but 85% of enrollees attend a half-day program.
- Pre-K teachers must comply with the same requirements as teachers at other grade levels, and this requirement applies to all professional certificate holders.
- Families of UPK participants are offered services including transition into UPK, language support for English Language Learners, and referral/support for children identified with disabilities.

## NEW YORK EXPERIMENTAL PREKINDERGARTEN

### ACCESS

Total state program enrollment	15,184
School districts that offer state program	12%
Income requirement	Economically disadvantaged, defined as receiving financial assistance of some type
Hours of operation	Determined locally <sup>1</sup>
Operating schedule	Academic year
Special education enrollment	41,534
Federally-funded Head Start enrollment	43,871
State-funded Head Start enrollment	0

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



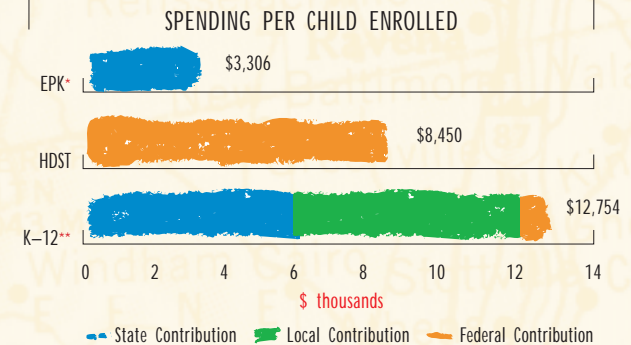
### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA prior to 1978, MA after	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Certification in N-6 <sup>2</sup>	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	HSD + 6 credit hours	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	175 clock hours/5 years <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		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9 or 3:20		
4-year-olds	1:9 or 3:20		
Screening/referral requirements	None	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services <sup>4</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Breakfast or lunch	At least 1/day	<input checked="" type="checkbox"/>



### RESOURCES

Total state Pre-K spending	\$50,200,000
Local match required?	Yes—11% minimum local contribution
State spending per child enrolled	\$3,306
State spending per 3-year-old	\$78
State spending per 4-year-old	\$120



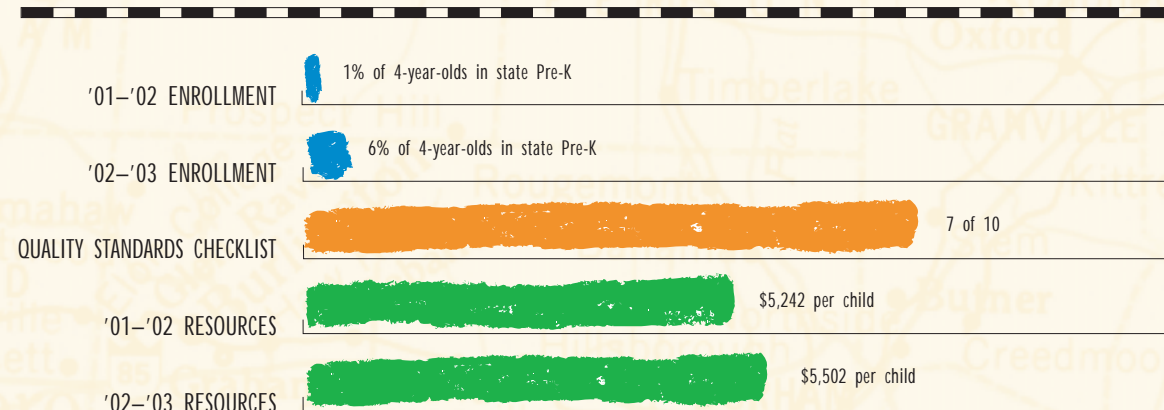
<sup>\*</sup> Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
<sup>\*\*</sup> K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- Programs may be full- or half-day, and operate 4 or 5 days per week.
- Currently, teachers must be certified in Nursery-Grade 6, but the requirement will change to Birth-Grade 2 on February 1, 2004.
- Pre-K teachers must comply with the same requirements as teachers at other grade levels, and this requirement applies to all professional certificate holders.
- EPK programs offer diverse family services that address social services, health services, nutrition, parent involvement, continuity of programs from kindergarten to third grade, and coordination with community agencies.



# North Carolina



**M**ore at Four was established in 2001 to expand prekindergarten opportunities for children at risk. This program has grown rapidly. Enrollment rose from 1,240 children during the 2001–2002 school year to 6,271 during the 2002–2003 year. There are 10,000 slots available during 2003–2004. More at Four is open to 4-year-olds who are eligible to enter kindergarten the following year. In determining which children should receive priority, programs take into account family income (the predominant risk factor), the child's health status, identified disabilities, parent education, parent employment, family composition, housing stability, English proficiency, and minority status. Starting in 2004–2005, at least 80 percent of participants must come from families at or below 250 percent of the federal poverty level. Children who have risk factors and have not previously participated in any early care and education program are given first priority. Programs may be operated by schools, child care centers, or Head Start agencies that have a four- or five-star license—the top quality ratings under the state's child care licensing system—or have a three-star license and are working toward four stars. Regardless of the location or provider, quality standards are emphasized.

Although More at Four is the focus of the data reported here, North Carolina also funds Smart Start, a separate initiative that supports local planning and collaboration for comprehensive early childhood services. Smart Start began in 1993 and serves children from birth until they enter kindergarten in each of the state's counties. The services provided by Smart Start vary and are determined at the county level, in response to local children's needs. Funds may be used to enhance the quality of child care, provide family support services, improve child health outcomes, or in support of prekindergarten programs.

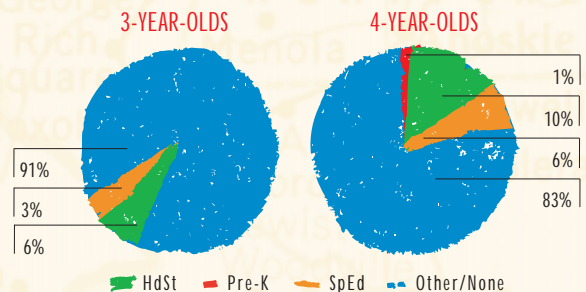
While funding for More at Four has been increasing—to a total of \$34,500,000 in 2002–2003—Smart Start funding was reduced by approximately \$20 million in 2002–2003.



## ACCESS

Total state program enrollment	1,240
School districts that offer state program	34% (counties) <sup>1</sup>
Income requirement	None <sup>2</sup>
Hours of operation	Full-day, full-week
Operating schedule	Academic year
Special education enrollment	9,833
Federally-funded Head Start enrollment	17,558
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

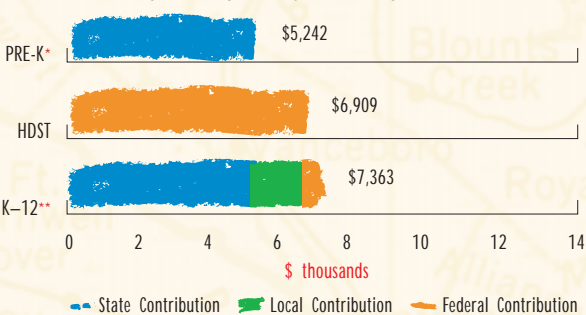
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA <sup>3</sup>	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Birth-K license <sup>3,4</sup>	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	Meets NCLB regs. (public), <sup>5</sup> CDA (nonpublic)	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service requirement	None <sup>6</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	18		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral requirements	Vision, hearing, health, and dental	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	None	At least 1 service	<input type="checkbox"/>
Meal requirements	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$6,500,000
Local match required?	Yes, but amount not specified
State spending per child enrolled	\$5,242
State spending per 3-year-old	\$0
State spending per 4-year-old	\$61

SPENDING PER CHILD ENROLLED



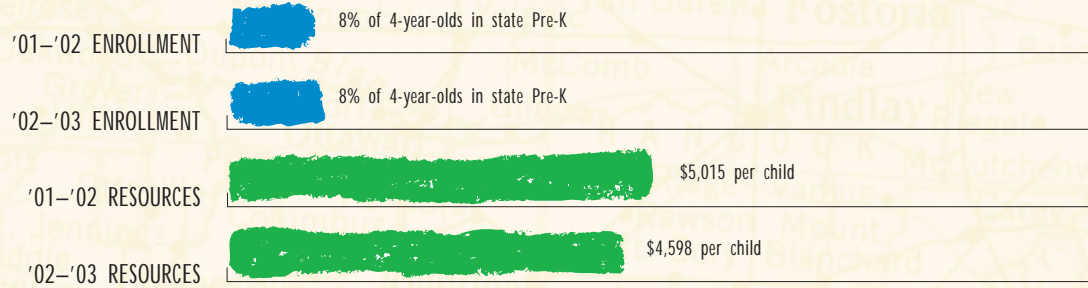
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- More at Four was offered in 34 out of 100 counties in 2001–2002. By 2002–2003, the program was offered in 91 of the 100 counties.
- Low-income status is not required in all cases, but is the primary risk factor considered when determining eligibility.
- Providers are given 4 years to phase in the teacher degree requirement after being recognized as a More at Four program.
- Teachers with degrees in other fields may be given provisional licenses, but must work towards a Birth-Kindergarten license.
- NCLB law generally requires that assistant teachers have at least a 2-year degree.
- Teachers working towards a license must have 6 semester hours per year. There is no requirement for teachers already holding the required license.



# Ohio



The Public School Preschool Program was established in 1990 following the success of pilot programs started in 1986. Programs funded through this initiative can only be operated by public schools, but some schools subcontract with Head Start agencies to provide services. State funds for the initiative are used to serve 3- and 4-year-olds with family incomes below 185 percent of poverty. Children with family incomes above this cutoff also enroll in the program, but this is supported with parent fees, district funds, or other resources instead of state dollars.

State funding for the Public School Preschool Program was \$19,297,490 in 2002–2003, serving 5,599 children.

Ohio has also been supplementing the federal Head Start program with its own funds since 1990. However, in recent years the state has replaced most of its own funds for Head Start with federal welfare dollars and has cut overall spending. During fiscal year 2002, 18,000 children were served using a combination of TANF and state general revenue funds. A total of \$76,156,175 in TANF funds was devoted to this initiative in fiscal year 2002, while \$25 million in general revenue funds was allocated across two program years comprising the 2002–2003 biennium. Like federal Head Start funds, the state Head Start funds are used to serve 3- and 4-year-olds in poverty. State funds are provided to all of the federally-funded Head Start programs in Ohio except two. One Head Start program is funded solely through state dollars.

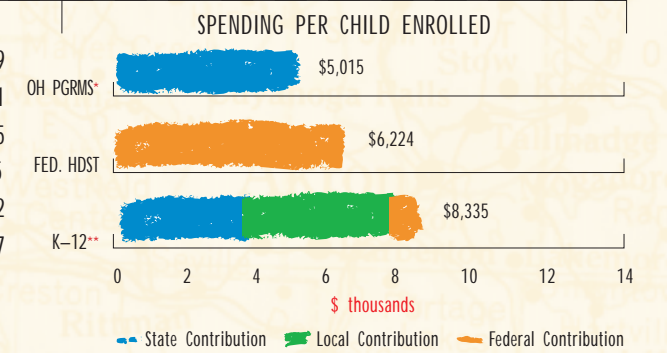
Although most states have a single state-financed prekindergarten initiative, Ohio makes significant contributions to prekindergarten through these two separate initiatives—the Public School Preschool Program and the state-funded Head Start model. As a result, we present summary information about the state's overall commitment to prekindergarten by taking enrollment and state spending combined for both initiatives into account. Next, we present specific details about each initiative in the state. These first two pages of this profile reflect Ohio's commitment to prekindergarten through both the Public School Preschool and state-financed Head Start programs. The next page focuses exclusively on the Public School Preschool Program, while the final page focuses exclusively on the state-funded Head Start program.

## STATE OVERVIEW

Total state program enrollment	23,599
Total state spending	\$118,350,031
State spending per child enrolled	\$5,015
State Head Start spending	\$98,843,825
State spending per 3-year-old	\$302
State spending per 4-year-old	\$407

\* 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 '01-'02 school year, unless otherwise noted.



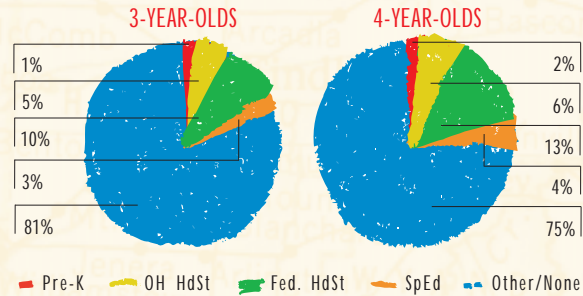


## OHIO PUBLIC SCHOOL PRESCHOOL PROGRAM

### ACCESS

Total state program enrollment	5,599 <sup>1</sup>
School districts that offer state program	18%
Income requirement	Less than 185% FPL
Hours of operation	Determined locally <sup>2</sup>
Operating schedule	Academic year
Special education enrollment	10,643
Federally-funded Head Start enrollment	34,307
State-funded Head Start enrollment	18,000 <sup>3</sup>

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



### QUALITY STANDARDS CHECKLIST

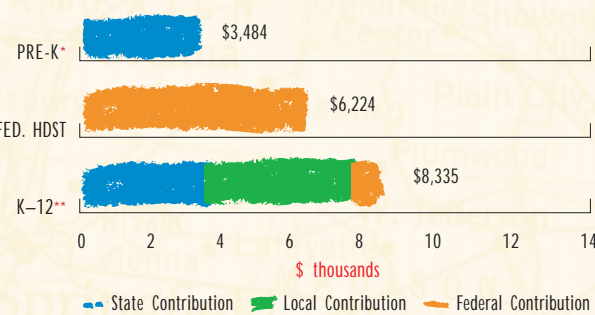
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	AA	BA	<input type="checkbox"/>
Teacher specialized training requirement	None <sup>4</sup>	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	15 clock hours <sup>5</sup>	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 requirements	Vision and hearing	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services and 2 parent conferences	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Breakfast or lunch	At least 1/day	<input checked="" type="checkbox"/>

TOTAL: **3** of 10

### RESOURCES

Total state Pre-K spending	\$19,506,206
Local match required?	No
State spending per child enrolled	\$3,484 <sup>6</sup>
State Head Start spending	\$98,843,825 <sup>7</sup>
State spending per 3-year-old	\$43
State spending per 4-year-old	\$84

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.

<sup>2</sup> K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>3</sup> An additional 2,225 children from families who exceed income requirements are served in the Public School Preschool Program using parent fees and/or district funds.

<sup>4</sup> Programs operate for 448 hours per year. Most run 4 days per week, 3.5 hours per day.

<sup>5</sup> Ohio did not break its enrollment figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using proportions of federal Head Start enrollees in each age category.

<sup>6</sup> As of 2003, teachers must have an AA in early childhood education.

<sup>7</sup> The usual requirement is 15 clock hours or 3 credit hours annually. However, in-service requirements associated with licensing/certification take precedence when teachers are renewing their license or certificate. In these circumstances, the specific requirements for in-service depend on the type of license or certificate.

<sup>8</sup> This calculation is based on a state-funded enrollment of 5,599.

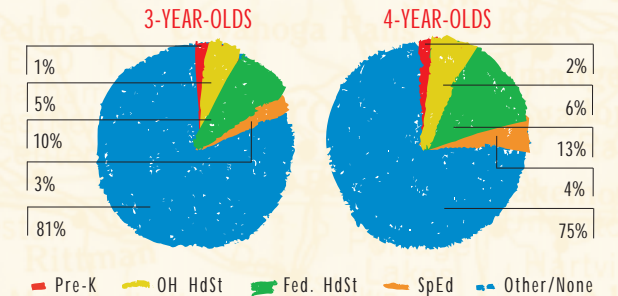
<sup>9</sup> This includes \$76,156,175 in TANF funds.

## OHIO STATE-FUNDED HEAD START MODEL

### ACCESS

Total state program enrollment	18,000 <sup>1</sup>
School districts that offer state program	NA
Income requirement	100% FPL
Hours of operation	Determined locally <sup>2</sup>
Operating schedule	Determined locally <sup>3</sup>
Special education enrollment	10,643
Federally-funded Head Start enrollment	34,307
State-funded Head Start enrollment	18,000 <sup>1</sup>

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



### QUALITY STANDARDS CHECKLIST

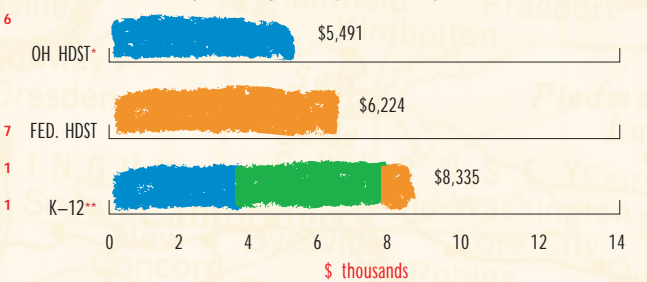
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	NA	BA	<input type="checkbox"/>
Teacher specialized training requirement	Meets CDA requirements	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	Amount not specified <sup>5</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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Family support services and 2 home visits	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>

TOTAL: **6** of 10

### RESOURCES

Total state Pre-K spending	\$98,843,825 <sup>6</sup>
Local match required?	No
State spending per child enrolled	\$5,491
State Head Start spending	\$98,843,825 <sup>7</sup>
State spending per 3-year-old	\$259 <sup>1</sup>
State spending per 4-year-old	\$323 <sup>1</sup>

SPENDING PER CHILD ENROLLED



<sup>1</sup> Programs may receive additional funds from federal or local sources that are not included in this figure.

<sup>2</sup> K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>3</sup> Ohio did not break its enrollment 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 estimated, using proportions of federal Head Start enrollees in each age category.

<sup>4</sup> Ohio Head Start programs follow federal Head Start Performance Standards, which require center-based programs to operate for at least 3.5 hours a day, 4 days a week.

<sup>5</sup> The Ohio Department of Education requires that all teachers must have or be working toward an AA in early childhood education by 2003. By 2007, all teachers must have obtained this degree.

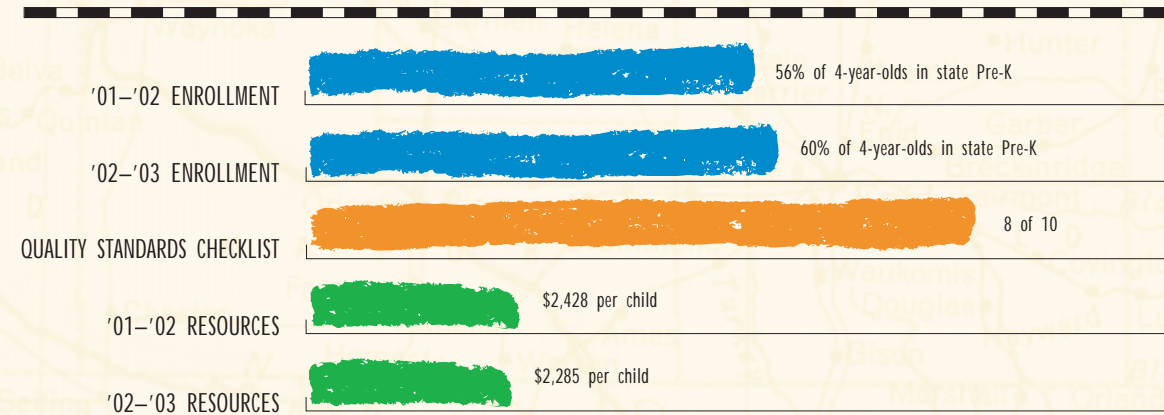
<sup>6</sup> Federal Head Start Performance Standards require in-service training, but do not specify the amount. The state does not set specific in-service training requirements for Head Start teachers either, but program licensing requires 4 clock hours of in-service training per year with an AA degree.

<sup>7</sup> This includes \$76,156,175 in TANF funds used by the state for the program in FY 2002.

<sup>8</sup> All spending through this initiative is directed toward Head Start programs.



# Oklahoma



In 1980, the Legislature appropriated funds for a pilot program providing preschool services to 4-year-olds. This pilot initiative continued until 1990, when additional legislation broadened the program by offering access to 4-year-olds who were eligible for Head Start. Eligibility criteria were further broadened in 1998, when the Early Childhood Four-Year-Old Program was opened to any 4-year-old in the state whose parents wished them to attend. Since that time, enrollment has grown significantly with Oklahoma ranking first in the nation for percentage of 4-year-olds enrolled. Districts are not required to offer a prekindergarten program, but if a district chooses to do so, it is reimbursed through the school funding formula for each child enrolled.

Under the state equity formula, schools receive a basic allotment per child that takes into account such factors as whether a student has special needs or comes from a low-income family. For the prekindergarten program, the basic allotment schools receive per child is multiplied by 1.3 for a child attending a full-day program and 0.7 for a half-day program. All programs must be funded through the public schools and meet public school standards, but schools are encouraged to collaborate with Head Start, child care, and other community-based organizations to provide services.

In 2002–2003, the Early Childhood Four-Year-Old Program was funded at \$64,121,825 and served 28,060 children.

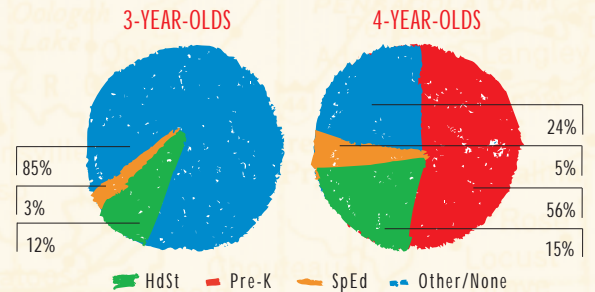
Oklahoma also provides a state supplement for Head Start. In fiscal year 2002, \$3,316,917 was used for services such as summer classes and playground safety, as well as for enrollment increases.



## ACCESS

Total state program enrollment	25,879
School districts that offer state program	90%
Income requirement	None
Hours of operation	Determined locally <sup>1</sup>
Operating schedule	Academic year
Special education enrollment	3,514
Federally-funded Head Start enrollment	12,539
State-funded Head Start enrollment	NA <sup>2</sup>

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



## QUALITY STANDARDS CHECKLIST

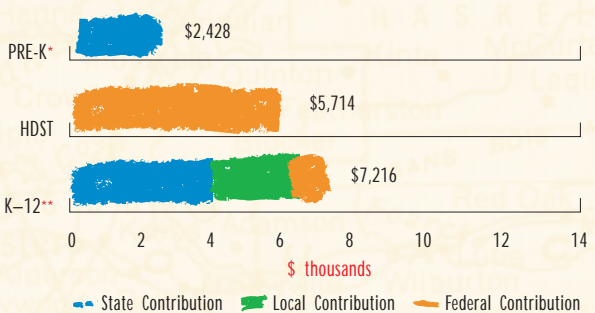
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	EC certificate	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	GED or HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	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 requirements	Determined locally	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services <sup>3</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$62,828,834 <sup>4</sup>
Local match required?	No
State spending per child enrolled	\$2,428
State Head Start spending	\$3,316,917
State spending per 3-year-old	\$0
State spending per 4-year-old	\$1,350

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 '01-'02 school year, unless otherwise noted.

<sup>1</sup> Most districts (57%) provide full-day programs only. About 36% offer half-day only, and 7% offer both types. Funding differs depending on length of the program day.

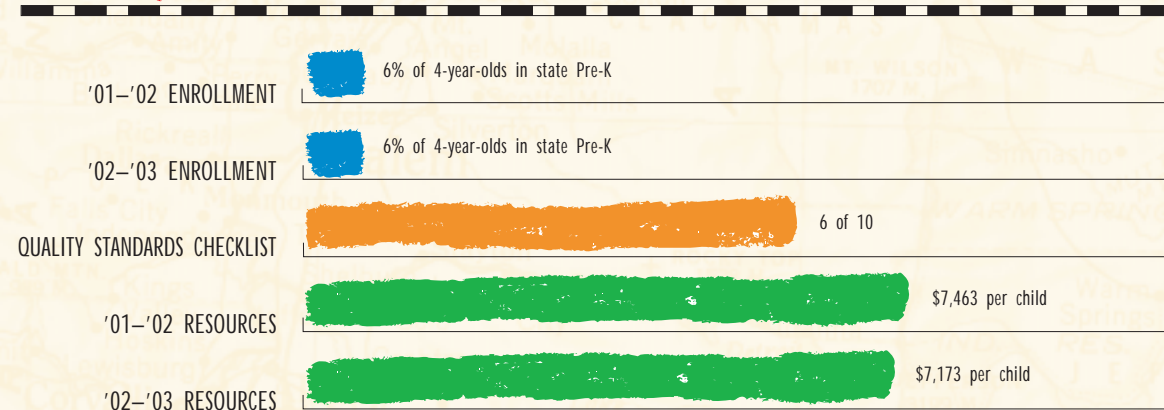
<sup>2</sup> Funds from Oklahoma's Head Start supplement were used mostly for services, although some funds were used to increase enrollment. The state did not track the number of additional children served in 2001–2002.

<sup>3</sup> Because Pre-K is part of the public school system, staff (speech therapists, counselors, nurses) must provide comprehensive services to families. State law encourages teachers to hold one parent conference per semester, but this is not required.

<sup>4</sup> District funding is based on a per-child formula. The 2004 Pre-K–12 budget reduces money in the formula.



# Oregon



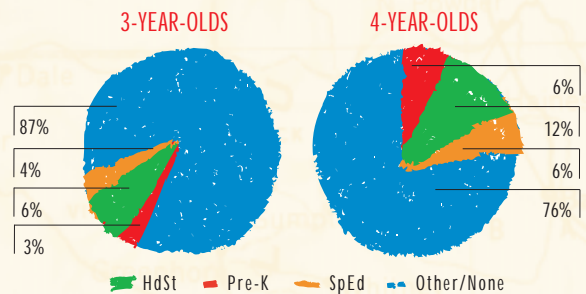
Oregon Head Start Prekindergarten was established by the state Legislature in 1987, and follows the comprehensive federal Head Start Performance Standards. Like the federal Head Start program, Oregon's program serves 3- and 4-year-old children in poverty. State Head Start funds are provided to all federal Head Start grantees as well as several private, nonprofit organizations that do not receive federal funds but meet the required standards. The program, which is supported with general state revenue, experienced a funding cut in the middle of the 2001–2003 biennium and additional cuts were expected for the new biennium. With 2002–2003 funding at \$27,600,000, the number of children enrolled in January 2003 was 3,848.



## ACCESS

Total state program enrollment	3,698
School districts that offer state program	Not reported <sup>1</sup>
Income requirement	100% FPL <sup>2</sup>
Hours of operation	Determined locally <sup>3</sup>
Operating schedule	Determined locally <sup>3</sup>
Special education enrollment	4,506
Federally-funded Head Start enrollment	8,149
State-funded Head Start enrollment	3,698 <sup>4</sup>

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



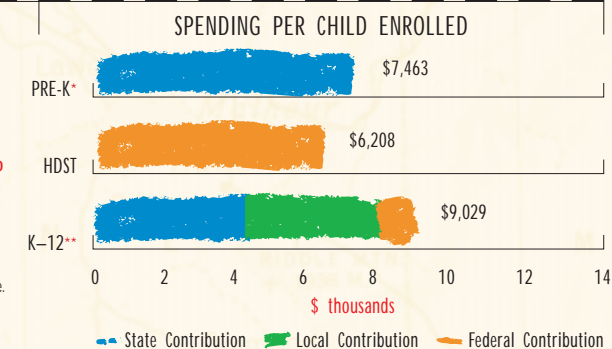
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA (public), CDA (nonpublic) <sup>5</sup>	BA	<input type="checkbox"/>
Teacher specialized training requirement	EC certificate (public), Meets CDA requirements (nonpublic) <sup>5</sup>	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	Not reported <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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Family support services and 2 home visits <sup>7</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Breakfast, lunch, and snack <sup>8</sup>	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$27,600,000 <sup>9</sup>
Local match required?	No
State spending per child enrolled	\$7,463
State Head Start spending	\$27,600,000 <sup>10</sup>
State spending per 3-year-old	\$184
State spending per 4-year-old	\$427





<sup>9</sup> Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
<sup>10</sup> K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> All counties have Pre-K, but school districts are rarely grantees.  
<sup>2</sup> Although the program allows participation by over-income families for up to 20% of enrollment, very few children from these families are enrolled due to the priority and high need of income-eligible children.  
<sup>3</sup> Most programs operate 3.5 to 4 hours per day, 3 to 4 days a week—plus 2 to 8 home visits—for the academic year. Eight programs offer full-day, full-year services to working families. Oregon Head Start Prekindergarten requires that programs offer a minimum of 472 hours of classroom and home-visit time per year.  
<sup>4</sup> This number represents enrollment in the Oregon Head Start Prekindergarten program. All state-funded Head Start enrollment is through this program.  
<sup>5</sup> Teachers in nonpublic schools must have an AA in Early Childhood Education, beginning in September 2004.  
<sup>6</sup> Each program puts 2.5% of budget allocations into training; these funds are used for professional development of staff.  
<sup>7</sup> This is the minimum requirement for home visits and applies to programs using the center-based option, which conduct at least 2 home visits per year. For programs using the Combination model, 8 home visits are required annually.  
<sup>8</sup> Programs are mandated to provide 1/3 of a child's daily nutritional requirement in part-day programs and 1/2 to 2/3 of the daily requirement in full-day programs.  
<sup>9</sup> In 2002, funding for the 2001–2003 biennium was cut from \$58,500,000 to \$55,200,000. Budget cuts have led to reduced services, but not reductions in slots. Further cuts for the 2003–2005 biennium have been approved at \$52,500,000, and have resulted in reductions in the numbers of children served throughout the state.  
<sup>10</sup> Oregon Head Start Prekindergarten is a state-funded Head Start model. All state Pre-K spending is therefore directed toward Head Start programs.



# Pennsylvania

'01-'02 ENROLLMENT	 2% of 4-year-olds in state Pre-K
'02-'03 ENROLLMENT	 2% of 4-year-olds in state Pre-K
QUALITY STANDARDS CHECKLIST	 3 of 10
'01-'02 RESOURCES	Amount not available
'02-'03 RESOURCES	Amount not available

**P**ennsylvania does not currently fund a prekindergarten program, although 30 school districts voluntarily provide educational services to some 4-year-olds through a limited public school program known as Kindergarten for Four-Year-Olds. It is important to emphasize that state law considers this program to be *part* of elementary school, rather than a separate prekindergarten initiative designed to prepare children for elementary school. As a result, the state regulations that apply to this program are elementary school regulations.

While Pennsylvania does not devote funds specifically for preschool education services, districts that had established a 4-year-old kindergarten program by 1991 are eligible for continued funding based on their 1991 subsidy, with ad-hoc increases that are not directly related to the current number of students or the costs associated with serving them. Districts that were not operating kindergartens for 4-year-olds in 1991 are not eligible for state funding at the present time. It is not possible to estimate the amount spent on the Kindergarten for Four-Year-Olds program. Most districts are funding their programs through local taxes, Title I, and Head Start partnerships.

Through a separate initiative, in 2001–2002 Pennsylvania provided \$2,000,000 in state funds to support extended-day child care for Head Start children.

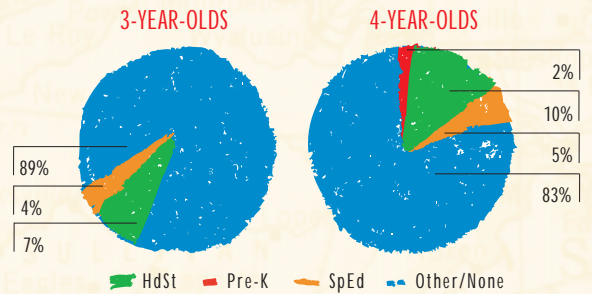
The Kindergarten for Four-Year-Olds program served 2,667 children in 30 of the state's 501 districts during 2002–2003. In 2003, a new preschool education initiative was proposed that would target \$550,000,000 a year for early childhood programs, including full-day kindergarten for all schools and preschool for children in the state's most disadvantaged districts. A more limited proposal was passed that will make \$175,000,000 in block grants available in 2004–2005. Schools can use these funds for a variety of purposes, including prekindergarten and full-day kindergarten.

ACCESS RANKING—4s	ACCESS RANKING—3s	RESOURCES RANKING
33	50	NA

## ACCESS

Total state program enrollment	2,550
School districts that offer state program	6%
Income requirement	None
Hours of operation	Half-day, full-week
Operating schedule	Academic year
Special education enrollment	13,783
Federally-funded Head Start enrollment	25,285
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?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Teaching license	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	Not reported	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit		
Screening/referral requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	None	At least 1 service	<input type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>

TOTAL:

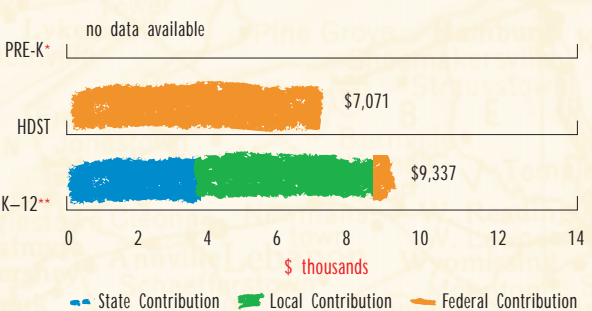
# 3

of 10

## RESOURCES

Total state Pre-K spending	Not reported
Local match required?	No
State spending per child enrolled	NA
State Head Start spending	\$2,000,000
State spending per 3-year-old	NA
State spending per 4-year-old	NA

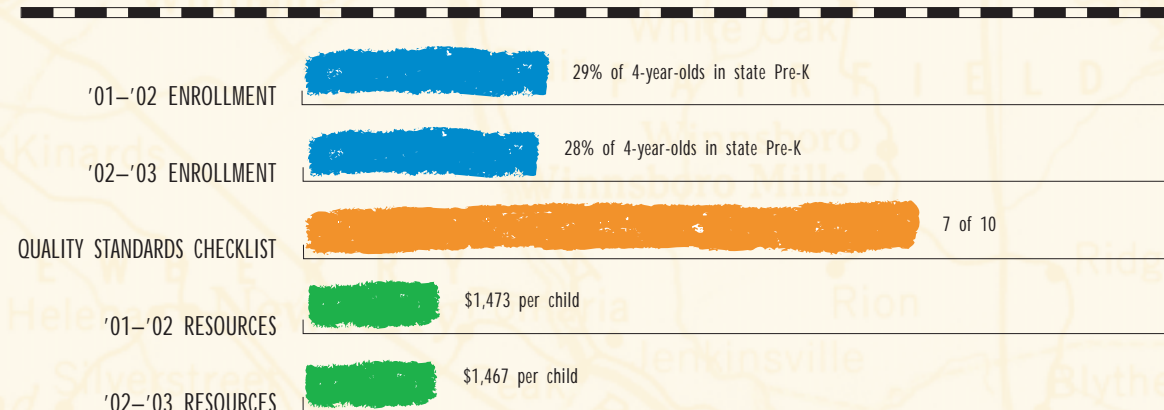
SPENDING PER CHILD ENROLLED



\* No data available.  
 \*\* K-12 expenditures include capital spending as well as current operating expenditures.  
 Data are for the '01-'02 school year, unless otherwise noted.



# South Carolina



The Half-Day Child Development Program (also known as 4K) grew out of 1984's Education Improvement Act as an effort to better prepare 4-year-olds for kindergarten and first grade. School districts receive allocations based on the number of children who fail readiness tests in first grade, and give priority to 4-year-olds most at risk of school failure. Every district must provide at least one 4K program. Although public schools may collaborate with private child care settings or Head Start to provide 4K services, this is rarely done. State funding only pays for a part-day program during the school year, but many districts use Title I or local funds to extend the 4K program day.

During 2002–2003, an estimated 16,000 children attended 4K programs, which received \$23,476,278 in state funding.

While not the focus of data in the current report, the state-funded First Steps to School Readiness program supplements 4K funding. Signed into law in 1999, First Steps combines public and private support through county partnerships to enable individual communities to address the unmet needs of young children and their families. Local First Steps County Partnerships decide how to distribute funds, with some guidance from the state. Many partnerships choose to fund the extension of half-day 4K programs to full-day, add new full-day classes, or to have additional children served in half-day 4K in public schools. In fiscal year 2003, First Steps counties also funded full-day 4K in 16 private child care settings.

It is expected that budget cuts will lead to reductions in enrollment in South Carolina's preschool initiatives during fiscal year 2004. More than 1,600 slots have already been cut and some districts are seeking alternative sources of funding so as not to further reduce the number of slots.

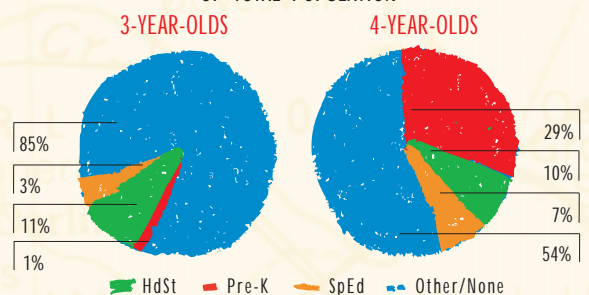
A new data-gathering system for early childhood in the state was implemented in the 2002–2003 school year. It is expected to result in increased accuracy of program information.



## ACCESS

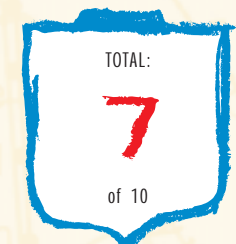
Total state program enrollment	16,000 <sup>1</sup>
School districts that offer state program	100% <sup>2</sup>
Income requirement	None <sup>3</sup>
Hours of operation	Half-day, full-week <sup>4</sup>
Operating schedule	Academic year
Special education enrollment	5,585
Federally-funded Head Start enrollment	10,725
State-funded Head Start enrollment	0

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



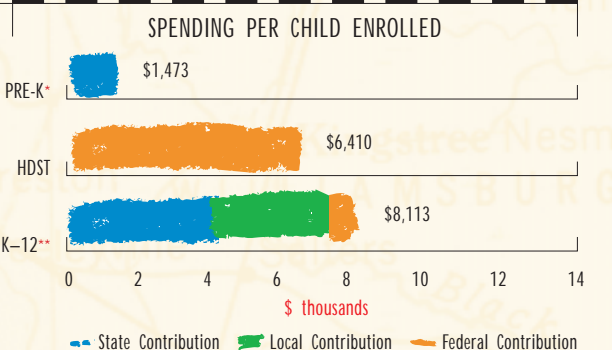
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	EC certification	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement-HSD (public), None (nonpublic)	None (nonpublic) <sup>5</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement-6 credit hours/5 years, 12 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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	4 parent conferences <sup>6,7</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Snack only <sup>8</sup>	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$23,574,212 <sup>9</sup>
Local match required?	No <sup>10</sup>
State spending per child enrolled	\$1,473
State spending per 3-year-old	\$10
State spending per 4-year-old	\$433



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

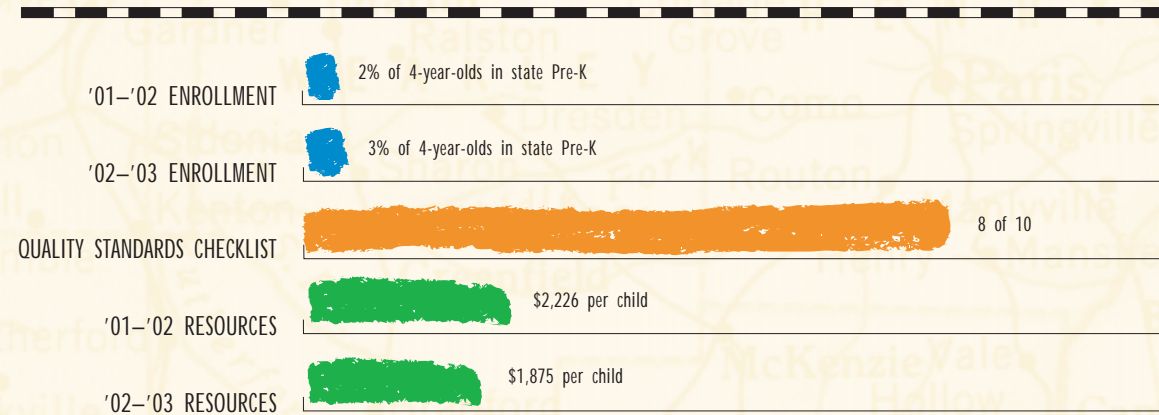
\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- First Steps funds at least an additional 423 children, plus either extends the regular 4K day or provides full-day funding for 2,762 others. Of the 423 known to be fully funded by First Steps, 97 are in Head Start and 326 are in half-day programs.
- First Steps is available in 55 of 85 districts, and provides funds for the Early Childhood 4K Program in 16 private child care settings.
- Factors that impact eligibility include parent education, enrollment in an Even Start or family literacy program, the existence of an IEP, and low SES.
- Programs operate a minimum of 180 days per year, and for at least 2.5 hours per day.
- It is recommended that assistant teachers in nonpublic settings complete an early child development class within one year of their hiring date.
- Two of the parent conferences ideally take place in the home, and are required to be held in a setting other than the school.
- Every district must offer a family literacy or parenting program, for which 4K families often qualify.
- Snack is required by legislation, but all 4K programs in school districts also provide either breakfast or lunch.
- This figure does not include an additional \$8,500,000 of First Steps funding.
- A local match of 15% is required for county partnerships receiving First Steps funds. This match may include local and federal sources, and may be in cash or in-kind. Programs funded by partnerships are not required to match, but nearly all do.



# Tennessee



Tennessee began funding the Early Childhood Education (ECE) Pilot Project in 1998. The legislation that established this program makes an explicit connection between the need to serve low-income 3- and 4-year olds, and the need to care for the preschool-age children of families enrolled in the state's welfare program. First priority goes to low-income families, and significant federal funds supplemented the \$6 million state investment in prekindergarten in the 2002 and 2003 fiscal years. Public schools, Head Start, institutes of higher education, and not-for-profit child care programs are all eligible to receive direct funding to provide services through this program, and ECE funds are distributed through a competitive process. Some services are delivered through partnerships between agencies. In 2002-2003, the numbers of 3- and 4-year-olds in the ECE program were estimated at 800 and 2,400, respectively.

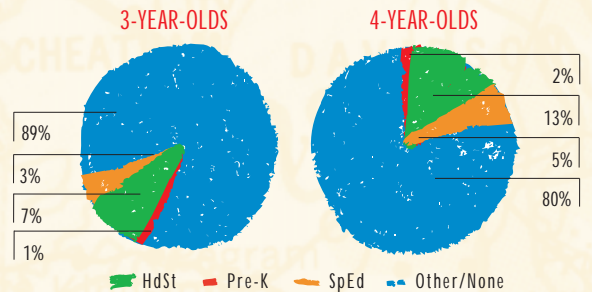
During the 2004 fiscal year, there have been significant cutbacks in funds (totaling approximately 34 percent) for the ECE program. These cutbacks are expected to result in reductions in enrollment. Quality standards, including teacher-student ratios, teacher qualifications, and requirements for a full-day program, remain in place.



## ACCESS

Total state program enrollment	2,696
School districts that offer state program	38%
Income requirement	None <sup>1</sup>
Hours of operation	Full-day, full-week
Operating schedule	Academic year
Special education enrollment	5,295
Federally-funded Head Start enrollment	15,652
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

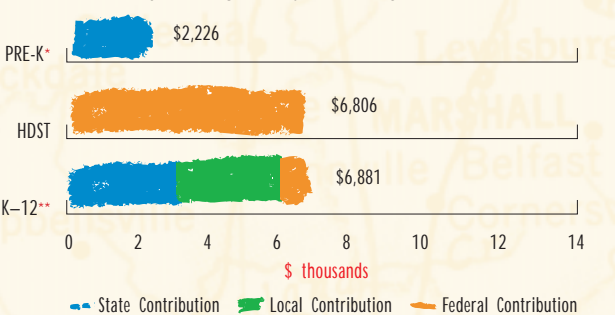
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Teacher license with endorsement in Pre-K	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service requirement	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 requirements	Health <sup>2</sup>	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	2 parent conferences	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Lunch and snack <sup>3</sup>	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$6,000,000
Local match required?	No
State spending per child enrolled	\$2,226
State spending per 3-year-old	\$25
State spending per 4-year-old	\$51

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 '01-'02 school year, unless otherwise noted.

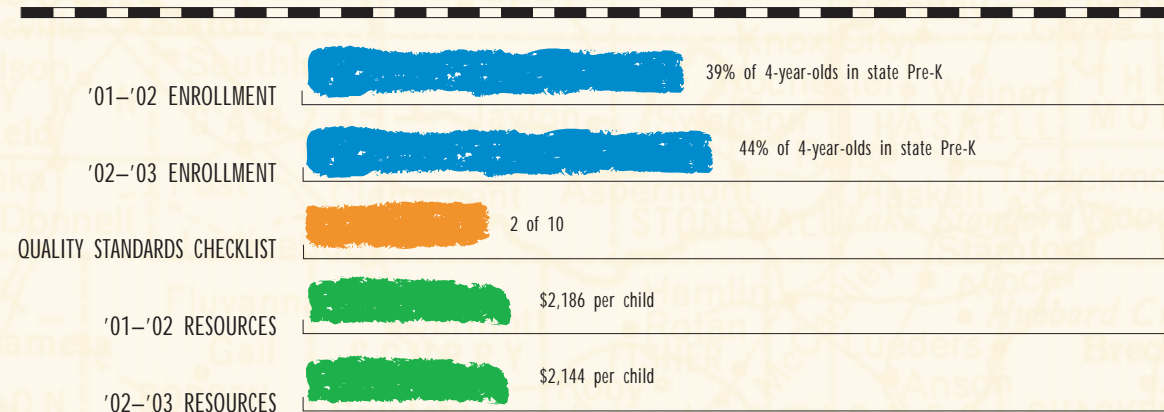
<sup>1</sup> Children eligible for free or reduced-price lunch are given priority for enrollment, but there is no specific income requirement.

<sup>2</sup> Screening and referral requirements for vision and hearing are determined locally.

<sup>3</sup> Programs that offer extended-day service must provide breakfast, lunch, and two snacks. Approximately half of the ECE programs operate on an extended-day schedule.



# Texas



The state's Public School Prekindergarten was established in 1984 to serve children at risk. Children are eligible to participate if they are age 3 or 4 and qualify for free or reduced-price lunch (defined as having an income below 185 percent of poverty), are unable to comprehend and speak English, or are homeless. A district must offer prekindergarten classes if it has at least 15 eligible 4-year-olds. The prekindergarten programs are all operated by public schools, but some schools coordinate with Head Start or child care programs to offer the classes. Funding is provided as part of regular school funding for prekindergarten through twelfth grades.

The number of 3-year-olds attending Public School Prekindergarten was 13,662 in 2002–2003, while the number of 4-year-olds was 143,074. Total funding for the school year was \$336,000,000.

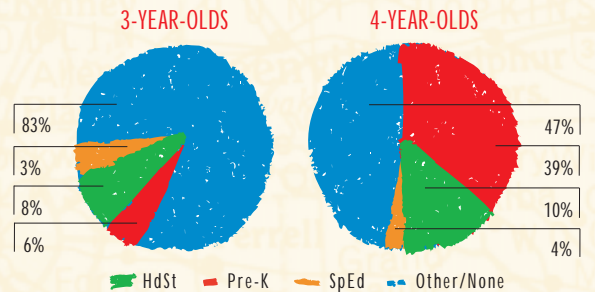
In the 2002–2003 biennium, the Legislature appropriated \$200,000,000 for Prekindergarten Expansion Grants. Priority for these grants is given to districts with low third-grade reading scores. Grants enable districts to offer full-day services.



## ACCESS

Total state program enrollment	147,324
School districts that offer state program	73%
Income requirement	Free or reduced-price lunch eligible
Hours of operation	Half-day, full-week <sup>1</sup>
Operating schedule	Academic year <sup>2</sup>
Special education enrollment	20,069
Federally-funded Head Start enrollment	59,003
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

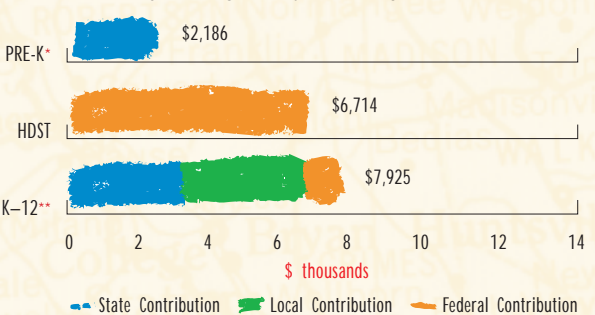
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Endorsement in Pre-K or K <sup>3</sup>	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	None <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	Not specified <sup>5</sup>	At least 15 hours/year	<input 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 type="checkbox"/>
3-year-olds	No limit		
4-year-olds	No limit		
Screening/referral requirements	Vision and hearing	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	None <sup>7</sup>	At least 1 service	<input type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$322,000,000 <sup>8</sup>
Local match required?	No
State spending per child enrolled	\$2,186
State spending per 3-year-old	\$134
State spending per 4-year-old	\$857

SPENDING PER CHILD ENROLLED



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

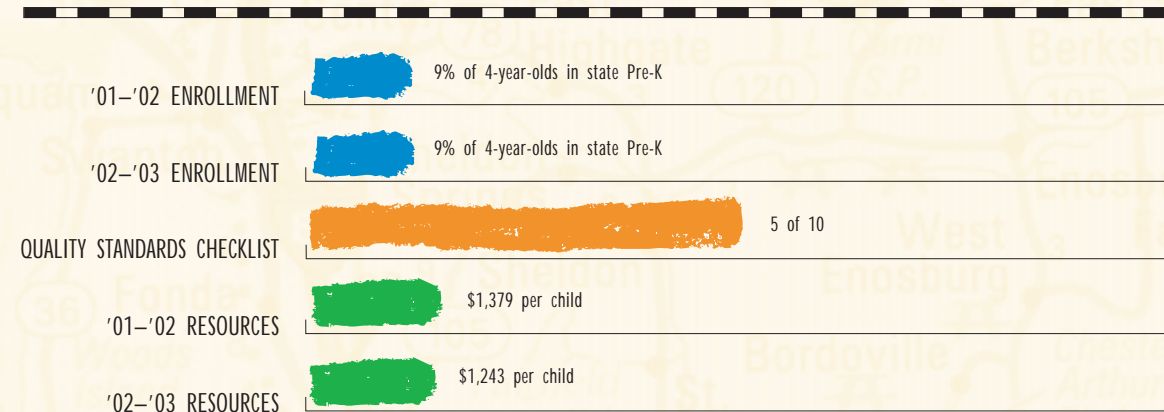
\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- Basic funding is for half-day services. In 2001–2002, expansion grants enabled 305 districts to offer full-day services.
- Public School Pre-K follows an academic year schedule, but there is a separate summer program for students entering kindergarten who cannot speak or comprehend English.
- Bilingual teachers need a specific endorsement for bilingual instruction. Endorsements require coursework and completion of a subject-specific exam.
- Assistant teachers are not required in classrooms.
- Districts must offer a certain number of staff development days, and teachers may need in-service training to maintain certification.
- The class size limit for kindergarten–grade 4 is 22. Pre-K classes no larger than 18 are preferred, but not required.
- Comprehensive services are generally not mandated, but most districts make appropriate referrals, offer parent conferences and transition services, and provide help to families when possible.
- This figure does not include an additional \$100,000,000 in Pre-K expansion grants.



# Vermont



Vermont's Early Education Initiative, started in 1987, provides grants to communities to expand the availability of prekindergarten services to children deemed at-risk of school failure and to fill gaps in existing programs. Grantees may be schools, Head Start agencies, or child care programs; when grantees are school districts, the state education funding formula is used. The state requires collaborative planning so that funds for the prekindergarten initiative are coordinated with other resources and programs. The initiative serves children ages 3 to 5 with family incomes below 225 percent of poverty or who have other risk factors, such as having developmental delays, being at risk of abuse or neglect, or having limited English proficiency. Additional risk factors taken under consideration are exposure to violence and substance abuse, social isolation, and a history of poor educational attainment by parents.

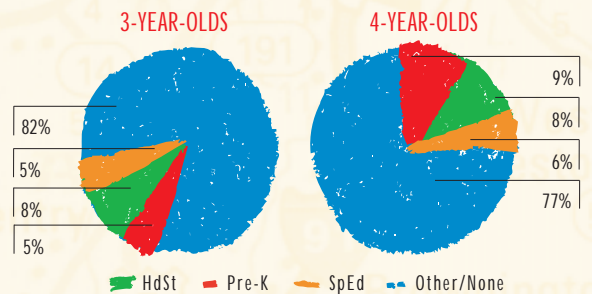
In recent years, funding levels for Vermont's Early Education Initiative have been static, leading to some reductions in enrollment and in intensity of services. The 2002-2003 funding level was \$1,380,000 with 456 3-year-olds and 644 4-year-olds enrolled.



## ACCESS

Total state program enrollment	1,001
School districts that offer state program	57%
Income requirement	225% FPL
Hours of operation	Determined locally <sup>1</sup>
Operating schedule	Determined locally <sup>1</sup>
Special education enrollment	761
Federally-funded Head Start enrollment	1,150
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

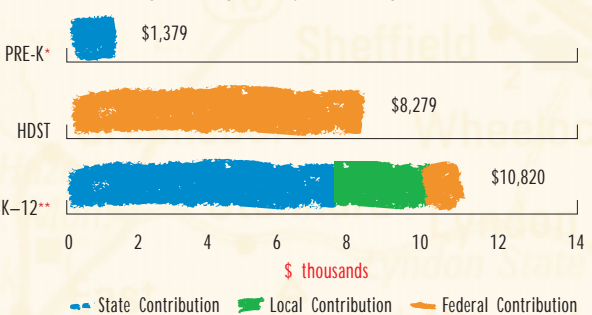
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Degree in early education	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	BA (public), Determined locally (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	9 cr. 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 requirements	Determined locally <sup>2</sup>	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	2 parent conferences <sup>3</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$1,380,000
Local match required?	No
State spending per child enrolled	\$1,379
State spending per 3-year-old	\$73
State spending per 4-year-old	\$119

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 '01-'02 school year, unless otherwise noted.

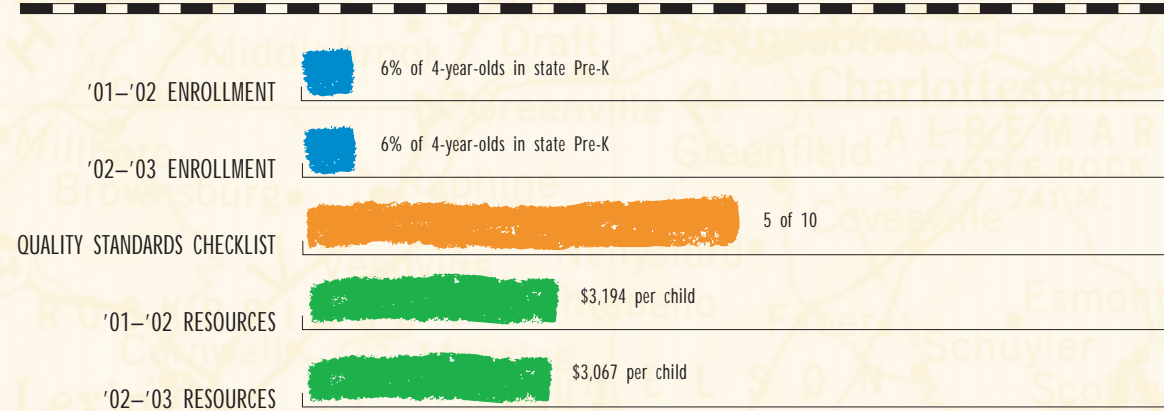
<sup>1</sup> The minimum operating schedule is 10 hours per week and 32 weeks per year. Public school and Head Start programs generally follow the academic year, while child care usually operates throughout the calendar year.

<sup>2</sup> All districts conduct vision and hearing screenings for children 3 to 5 years old in conjunction with a developmental screening.

<sup>3</sup> Support services to enrolled families are offered (mostly through referral), but are not required.



# Virginia



The Virginia Preschool Initiative was established in 1995 to serve disadvantaged 4-year-olds who are not able to participate in other prekindergarten programs. State funds are allocated to localities to enable them to serve 60 percent of their at-risk 4-year-olds who are not being served by federal programs such as Head Start or Title I. Funding is calculated at \$5,400 per eligible child, with the cost to be shared by the state and local governments based on an index that indicates a locality's ability to contribute. While the prekindergarten program is targeted to children at risk, each locality determines which specific risk factors children must have to qualify. Schools, Head Start programs, and private agencies can receive funds to operate prekindergarten programs.

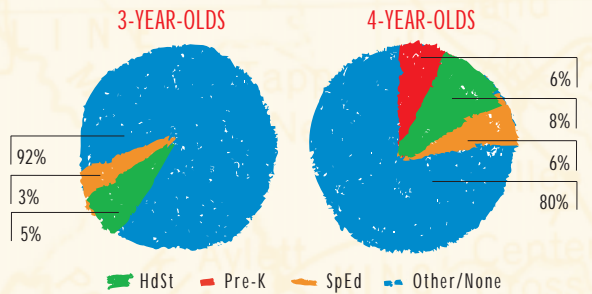
The Virginia Preschool Initiative served 5,886 4-year-olds in 2002–2003 and received \$18,051,702 in state funding.



## ACCESS

Total state program enrollment	5,878
School districts that offer state program	75 total
Income requirement	Determined locally <sup>1</sup>
Hours of operation	Full-day, full-week
Operating schedule	Academic year
Special education enrollment	8,394
Federally-funded Head Start enrollment	11,616
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

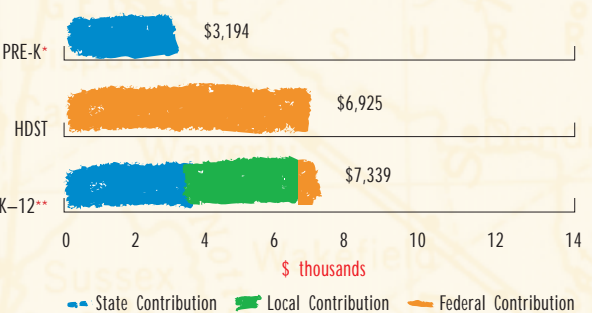
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA (public), None (nonpublic) <sup>2</sup>	BA	<input type="checkbox"/>
Teacher specialized training requirement	Certification in Pre-K–3 or –6 (public), None (nonpublic) <sup>2</sup>	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	HSD or GED	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	Determined locally	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	16		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:8		
Screening/referral requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Family support services <sup>3</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$18,771,840
Local match required?	Yes—based on composite index of local ability to pay
State spending per child enrolled	\$3,194
State spending per 3-year-old	\$0
State spending per 4-year-old	\$201

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 '01-'02 school year, unless otherwise noted.

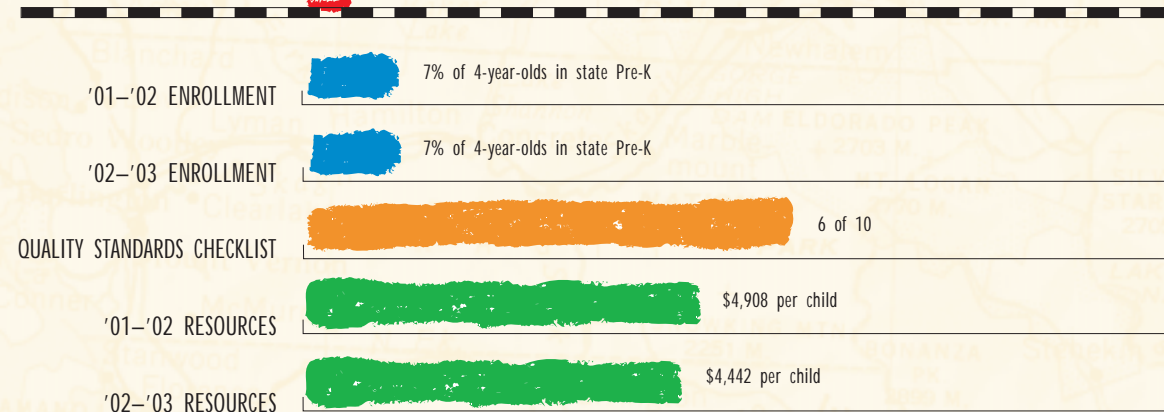
<sup>1</sup> Eligibility criteria, payment policies and comprehensive services are all specified at the local level. Districts also determine their own teacher in-service requirements.

<sup>2</sup> All program staff must have some training in early childhood development. Minimum teacher qualifications depend on the location of the program: public school teachers must be certified, Head Start teachers must hold a CDA, and there is no specific degree requirement for teachers in child care settings.

<sup>3</sup> Families receive health, social and transportation services. Comprehensive services are specified at the local level.



# Washington



The Washington Business Roundtable championed early childhood education reform in the early 1980s, and in 1985 Washington state created the Early Childhood Education and Assistance Program (ECEAP). The program's primary target is 4-year-olds in families at or below 110 percent of the federal poverty level. Three-year-olds are allowed to enroll only after eligible 4-year-olds have been served. Contractors from public schools, local governments, child care centers, and nonprofit organizations submit requests for funding through a grant process. Priority for new programs and/or increases in funded ECEAP slots goes to areas with the highest need. ECEAP contributes to preschoolers getting a good education through comprehensive services, including screenings and access to health care, parent education, and referrals to social services. As with Head Start programs, ECEAP programs follow a set of prescribed performance standards in providing prekindergarten services.

In 2002–2003, funding for ECEAP was \$30,730,379. A total of 1,402 children younger than 4 and 5,516 children age 4 or older attended the program.

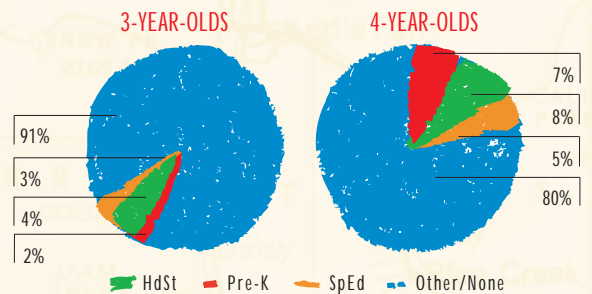
Until 2002, Washington also provided a state supplement for the federal Head Start program. Through this initiative, the state contributed \$235,000 to enhance Head Start services during fiscal year 2002.



## ACCESS

Total state program enrollment	6,622
School districts that offer state program	Not reported
Income requirement	110% FPL <sup>1</sup>
Hours of operation	Determined locally <sup>2</sup>
Operating schedule	Determined locally <sup>3</sup>
Special education enrollment	6,592
Federally-funded Head Start enrollment	9,156
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

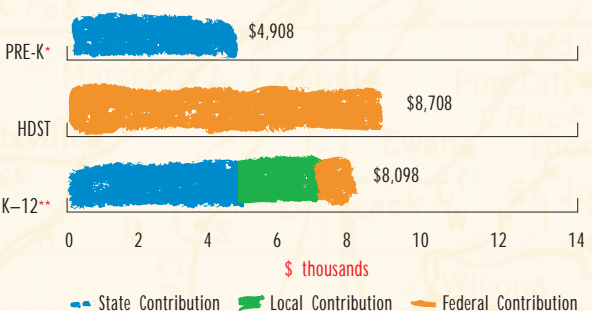
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA (public), AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training req.	Pre-K-3 endorsement or SpEd certification with EC endorsement (public), 30 quarter units in ECE (nonpublic)	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	CDA and HSD	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service requirement	None <sup>4</sup>	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	24 <sup>5</sup>		
4-year-olds	24		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9 <sup>5</sup>		
4-year-olds	1:9		
Screening/referral requirements	Vision, hearing, health, and developmental	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Family support services and 2 parent conferences <sup>6</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$32,503,836
Local match required?	No
State spending per child enrolled	\$4,908
State Head Start spending	\$235,000
State spending per 3-year-old	\$82
State spending per 4-year-old	\$325

SPENDING PER CHILD ENROLLED



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

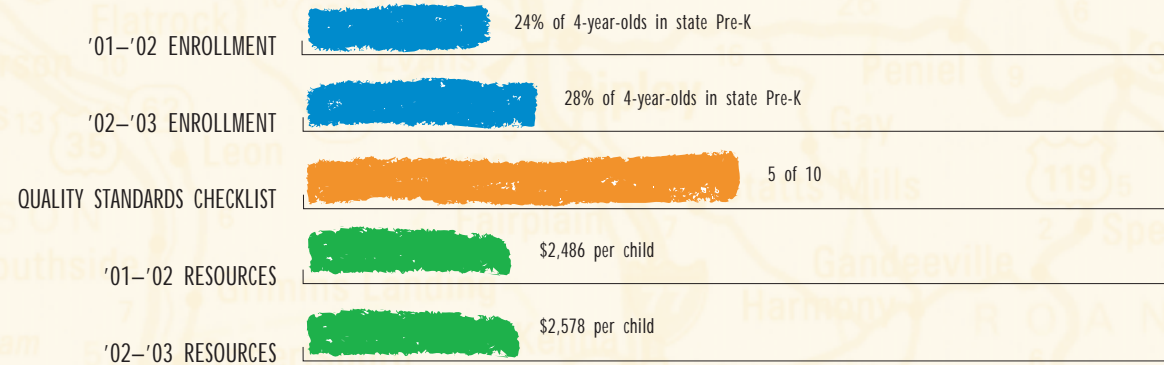
\*\* K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- Up to 10% of families with children enrolled can be over the income eligibility limit.
- Providers design initiatives based on community needs. Most programs are part-day, with only 14% offering full-day service and 1% being home based. The majority of programs operate for 3 to 4 days per week.
- Most programs operate for the academic year.
- Teachers may have to meet an in-service requirement to maintain endorsement.
- Program standards are targeted for 4-year-olds, but since 3-year-olds are in blended classrooms, ECEAP standards apply to the educational setting for both ages. ECEAP programs are encouraged to maintain staff-child ratios of 1:6, but 1:9 is permitted.
- Providers offer referrals to appropriate social services, parent education, and access to health and dental care. Some program models require 3 parent conferences annually.



# West Virginia



The Public School Early Childhood Education program grew out of a 1983 revision to the state school code allowing local school boards to create programs for prekindergarteners. Funding is provided to schools through their regular state education funding. Although the program currently serves 3- and 4-year-olds, beginning in July 2004, 4-year-olds will be targeted more exclusively. At that time, 3-year-olds will be eligible to participate only if they have Individualized Education Plans for special needs. Legislation approved in 2002 specifies that universal prekindergarten be made available to West Virginia's 4-year-olds by the 2012–2013 school year; 50 percent of the classrooms in the planned universal program must be in collaborative settings with Head Start, child care, or private prekindergarten providers.

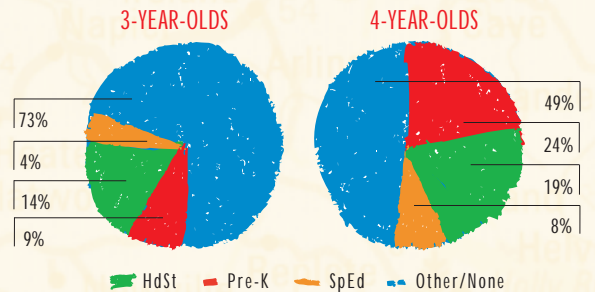
During the 2002–2003 year, there were 7,727 children enrolled in the Public School Early Childhood Education program, which received \$19,923,934 in state funds.



## ACCESS

Total state program enrollment	6,853
School districts that offer state program	62%
Income requirement	None
Hours of operation	Determined locally
Operating schedule	Academic year
Special education enrollment	2,599
Federally-funded Head Start enrollment	6,813
State-funded Head Start enrollment	0

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



## QUALITY STANDARDS CHECKLIST

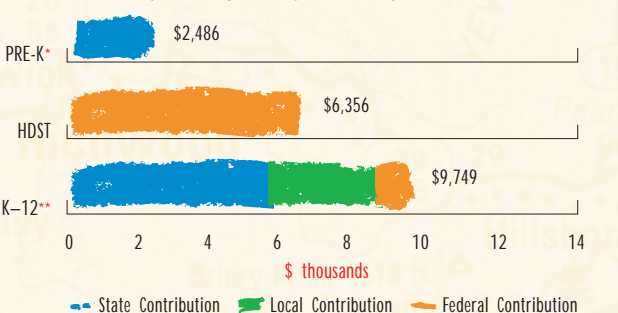
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Degree in EC, preschool special needs, or EE with endorsement in Pre-K/K	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	HSD or equivalent	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	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	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	No limit <sup>1</sup>		
4-year-olds	No limit <sup>1</sup>		
Screening/referral requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	None	At least 1 service	<input type="checkbox"/>
Meal requirements	Varies <sup>2</sup>	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$17,037,219 <sup>3</sup>
Local match required?	No
State spending per child enrolled	\$2,486
State spending per 3-year-old	\$240 <sup>4</sup>
State spending per 4-year-old	\$672 <sup>4</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 '01-'02 school year, unless otherwise noted.

<sup>1</sup> As of 2003, the ratio requirement is 1:10 statewide, with one certified teacher mandated in each classroom.

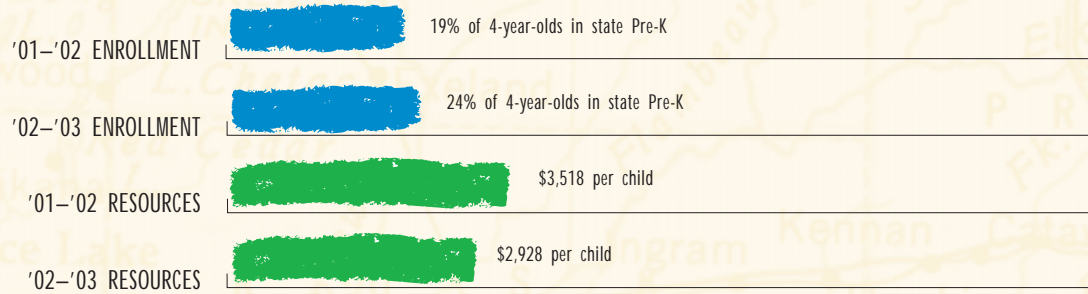
<sup>2</sup> Meal requirements depend on the hours of operation.

<sup>3</sup> Funding increased to \$19,923,934 for 2002–2003 and to \$26,852,249 for 2003–2004.

<sup>4</sup> West Virginia did not break its total enrollment figure into specific numbers of 3- or 4-year-olds. As a result, these calculations are estimates, based on proportions of enrollees who were ages 3 and 4 in states that served 3-year-olds and provided age breakdowns for 2001–2002.



# Wisconsin



Since 1848 Wisconsin's constitution has included a commitment to a free education for all children ages 4 to 20. The state began funding Four-Year-Old Kindergarten (or 4K) in 1873, and a few districts have maintained services for more than a century despite a suspension in state aid between 1957 and 1984. Schools receive 50 percent of the per pupil state aid reimbursement for this part-day program, but may receive 60 percent if they offer parent outreach and support. Funds flow through the schools, but a recent effort by the state's department of education is encouraging schools to partner and subcontract with local Head Start and child care centers. These efforts support a goal of implementing a blended, comprehensive early care and education system for Wisconsin that promotes community approaches to serving young children.

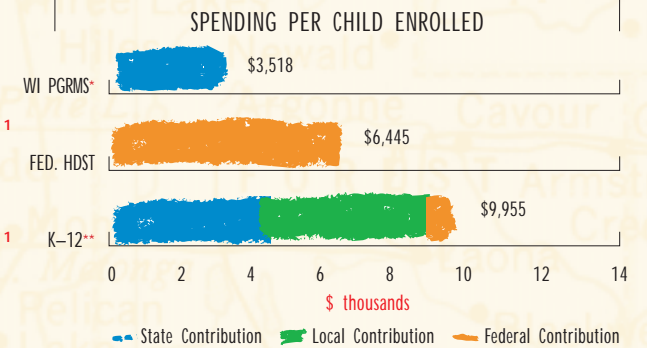
With a funding range of \$40–45 million, Wisconsin's 4K programs served 16,363 4-year-olds in 2002–2003.

Through a separate initiative, Wisconsin also supplements federal funds for Head Start. Programs funded through this initiative follow the federal Head Start Program Performance Standards. In fiscal year 2002, supplemental state funding for Head Start was \$7,425,000 and provided an additional 1,449 slots. Approximately half of this money was provided directly by the state, while the remainder was transferred from TANF funds.

Although most states have a single state-financed prekindergarten initiative, Wisconsin makes significant contributions to prekindergarten through these two separate initiatives—4K and the state-funded Head Start model. As a result, we present summary information about the state's overall commitment to prekindergarten by taking enrollment and state spending for both initiatives into account. Next, we present specific details about each initiative in the state. The first two pages of this profile reflect Wisconsin's commitment to prekindergarten through both the 4K and state-financed Head Start programs. The next page focuses exclusively on the 4K program, while the final page focuses exclusively on the state-funded Head Start program.

## STATE OVERVIEW

Total state program enrollment	14,192
Total state spending	\$49,925,000
State spending per child enrolled	\$3,518 <sup>1</sup>
State Head Start spending	\$7,425,000
State spending per 3-year-old	\$46
State spending per 4-year-old	\$654 <sup>1</sup>



<sup>\*</sup> Programs may receive additional funds from federal or local sources that are not included in this figure.  
<sup>\*\*</sup> K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

<sup>1</sup> The midpoint of the range of state spending (\$47,425,000 to \$52,425,000) was used to calculate these estimates. Actual spending may have been as high as \$690 per 4-year-old and \$3,694 per child enrolled, or as low as \$619 per 4-year-old and \$3,342 per child enrolled.



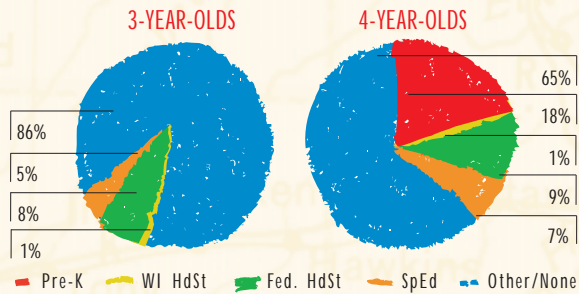


## WISCONSIN FOUR-YEAR-OLD KINDERGARTEN

### ACCESS

Total state program enrollment	12,743
School districts that offer state program	40%
Income requirement	None
Hours of operation	Half-day, full-week <sup>1</sup>
Operating schedule	Academic year
Special education enrollment	8,362
Federally-funded Head Start enrollment	12,067
State-funded Head Start enrollment	1,449 <sup>2</sup>

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



### QUALITY STANDARDS CHECKLIST

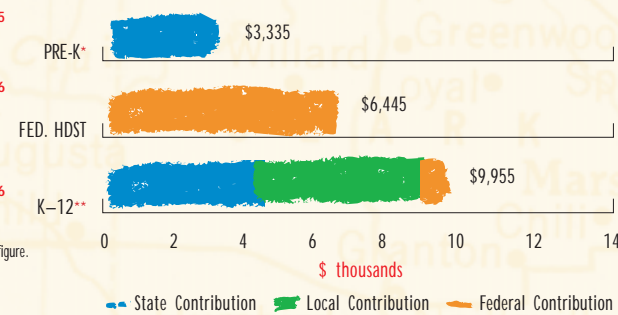
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	Teaching license in Pre-K-K, -3, -6; or K license <sup>3</sup>	Specializing in EC	<input type="checkbox"/>
Assistant teacher degree requirement	Determined locally <sup>4</sup>	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	6 credit hours or 180 DPI 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	Determined locally		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	Determined locally		
Screening/referral requirements	Determined locally	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	Family support services	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None	At least 1/day	<input type="checkbox"/>

TOTAL: **3** of 10

### RESOURCES

Total state Pre-K spending	\$42,500,000 <sup>5</sup>
Local match required?	Local share of school revenue
State spending per child enrolled	\$3,335 <sup>6</sup>
State Head Start spending	\$7,425,000
State spending per 3-year-old	\$0
State spending per 4-year-old	\$604 <sup>6</sup>

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.

<sup>6</sup> K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

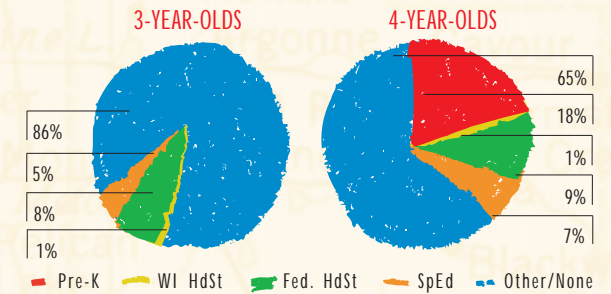
- Programs must run for a minimum of 437 hours per year, and can add up to 87.5 hours of parent outreach. Most run 180 days per year, 5 days per week and 2.5 hours per day.
- This figure represents an estimated enrollment. Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. 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.
- The Pre-K-3 license is preferred.
- Assistant teachers do receive a license from the district, but it is not a state teaching license.
- State funding for Four-Year-Old Kindergarten is built into the school membership aid. Since it is combined with the total school funding it is difficult to determine the exact amount of funding spent on Four-Year-Old Kindergarten. This figure represents the midpoint of the range of state spending (\$40,000,000 to \$45,000,000).
- The midpoint of the range of state spending (\$40,000,000 to \$45,000,000) was used to calculate these estimates. Actual spending may have been as high as \$640 per 4-year-old and \$3,531 per child enrolled, or as low as \$569 per 4-year-old and \$3,139 per child enrolled.

## WISCONSIN STATE-FUNDED HEAD START MODEL

### ACCESS

Total state program enrollment	1,449 <sup>1,2</sup>
School districts that offer state program	Not reported
Income requirement	100% FPL
Hours of operation	Determined locally
Operating schedule	Determined locally
Special education enrollment	8,362
Federally-funded Head Start enrollment	12,067
State-funded Head Start enrollment	1,449 <sup>1,2</sup>

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



### QUALITY STANDARDS CHECKLIST

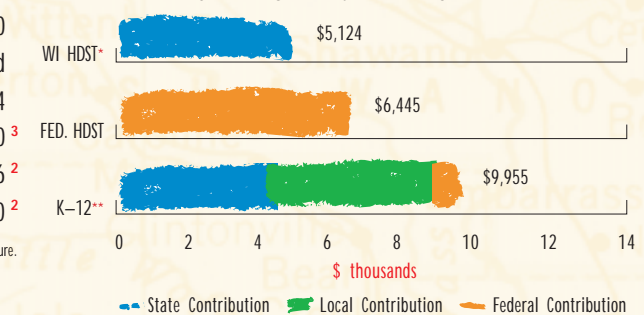
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	None	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	CDA	BA	<input type="checkbox"/>
Teacher specialized training requirement	Meets CDA requirements	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	Meets state child care licensing standards	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	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 requirements	Vision, hearing, and health	Vision, hearing, and health	<input checked="" type="checkbox"/>
Family support service requirements	Family support services and 2 home visits	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	Breakfast or lunch	At least 1/day	<input checked="" type="checkbox"/>

TOTAL: **6** of 10

### RESOURCES

Total state Pre-K spending	\$7,425,000
Local match required?	Not reported
State spending per child enrolled	\$5,124
State Head Start spending	\$7,425,000 <sup>3</sup>
State spending per 3-year-old	\$46 <sup>2</sup>
State spending per 4-year-old	\$50 <sup>2</sup>

SPENDING PER CHILD ENROLLED



<sup>2</sup> Programs may receive additional funds from federal or local sources that are not included in this figure.

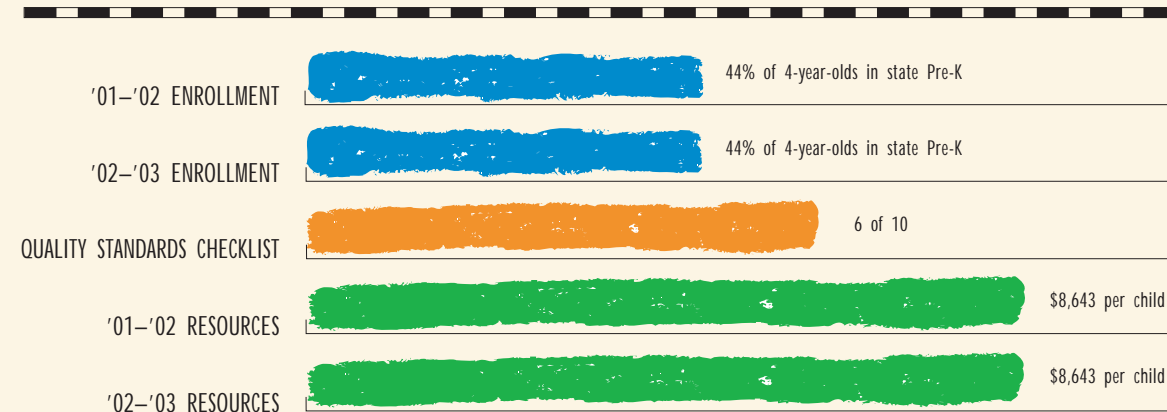
<sup>3</sup> K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '01-'02 school year, unless otherwise noted.

- This figure represents an estimated enrollment.
- Wisconsin did not break its enrollment 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.
- All spending through this initiative is directed toward Head Start programs.



# District of Columbia



The District of Columbia's Public School Prekindergarten program is open to all 4-year-old children in the city. The prekindergarten programs are only operated by public schools, and programs are available in all elementary schools across the city. Prekindergarten funding is provided through the school funding formula with funds allocated on a per pupil basis.

In addition to operating a prekindergarten program open to all children, the District of Columbia Public School System (DCPS) operates federally-funded Head Start programs. DCPS-operated Head Start programs serve children who meet the federal eligibility criteria (an income under 100 percent of poverty). The Head Start programs are available in communities where there are large populations of low-income families who can benefit from the comprehensive family and child support services that Head Start offers. The DCPS-operated Head Start programs are required to follow all federal Head Start Performance Standards. However, the District treats these programs as an integral part of its overall prekindergarten initiative.

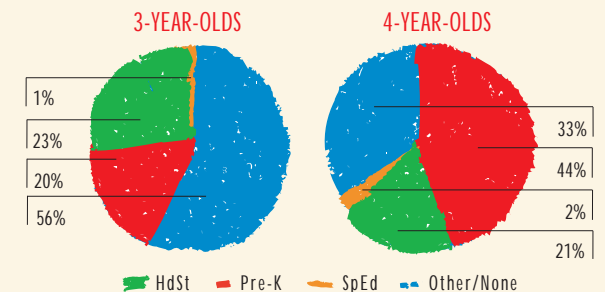
Funding and enrollment for DCPS-operated prekindergarten programs in 2002–2003 was similar to funding and enrollment in 2001–2002. Approximately 4,281 children were served with an estimated \$37,000,000.

This profile, like the preceding state profiles, provides detailed information about access to prekindergarten in the District, program quality standards, and resources. However, the District is not ranked among states on enrollment or resources, given the difficulty of comparing a city to a state. The comparison is particularly complicated given that the DCPS functions as both a state education agency and a local education agency.

## ACCESS

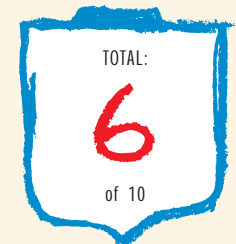
Total state program enrollment	4,281 <sup>1</sup>
School districts that offer state program	100%
Income requirement	None <sup>2</sup>
Hours of operation	Full-day, full-week
Operating schedule	Academic year
Special education enrollment	160
Federally-funded Head Start enrollment	2,925
State-funded Head Start enrollment	0

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



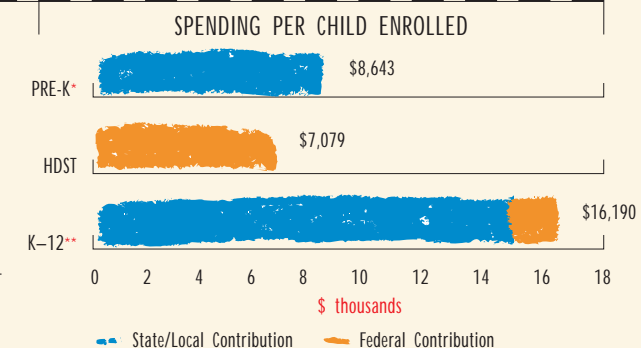
## QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Curriculum standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree requirement	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training requirement	ECE certification	Specializing in EC	<input checked="" type="checkbox"/>
Assistant teacher degree requirement	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service requirement	6 credit hours/3 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	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:15		
4-year-olds	1:10		
Screening/referral requirements	None <sup>3,4</sup>	Vision, hearing, and health	<input type="checkbox"/>
Family support service requirements	4 parent conferences <sup>4,5</sup>	At least 1 service	<input checked="" type="checkbox"/>
Meal requirements	None <sup>4</sup>	At least 1/day	<input type="checkbox"/>



## RESOURCES

Total state Pre-K spending	\$37,000,000 <sup>6</sup>
Local match required?	No
State spending per child enrolled	\$8,643 <sup>7</sup>
State spending per 3-year-old	\$1,695
State spending per 4-year-old	\$3,835



\* 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 '01-'02 school year, unless otherwise noted.

<sup>1</sup> This enrollment count includes 1,582 children enrolled in the federally-funded Head Start program operated by the DCPS system.

<sup>2</sup> Income requirements only apply to children in the DCPS-operated Head Start program.

<sup>3</sup> Parents must comply with city health requirements for enrollment.

<sup>4</sup> Children in the DCPS-operated Head Start program receive screenings and referrals, family support services, and meals as required by federal Head Start Performance Standards.

<sup>5</sup> Children with special needs are provided the services identified through Individualized Education Plans.

<sup>6</sup> This funding estimate includes \$8,900,000 in federal Head Start funds for DCPS-operated Head Start programs.

<sup>7</sup> This figure is calculated based on the \$37,000,000 funding estimate. Base funding per child in the program is reported as \$9,189.



# States Not Profiled in this Report

The previous section of this report provides detailed information about prekindergarten initiatives in 38 states and the District of Columbia. During 2001–2002, two additional states were investing in broader early childhood initiatives that could be used to support prekindergarten programs—Florida and Rhode Island. Florida was not able to provide specific data about the early childhood education component of its School Readiness Program, and is now undergoing a major transition in its prekindergarten policies. Rhode Island invests in initiatives targeting preschoolers but does not have a clearly definable state prekindergarten program. The remaining 10 states do not operate state-financed prekindergarten programs.

## Florida

Over the past few years, Florida has made many changes in its prekindergarten policies as its previously existing targeted prekindergarten programs were replaced by a broader School Readiness Program. Further changes are expected in the coming years, as the state starts to implement universal prekindergarten.

Florida began providing state funds for prekindergarten in 1978, when it established the State Migrant Prekindergarten Program to supplement federal Title I funds. In 1987, the state launched the Prekindergarten Early Intervention Program to serve low-income 3- and 4-year-olds. In 2001, these two programs—which served over 20,000 children as of October 2000<sup>1</sup>—along with other early care and education programs, were rolled into the School Readiness Program (which had been established in 1999).

The School Readiness Program is aimed at increasing coordination of a broad range of programs and services for children from birth to age 5. Local councils are responsible for determining how they will use their share of the federal and state resources available through this initiative to support services for young children in their communities. Individual communities can choose to use some of their School Readiness funding or other funding to continue prekindergarten programs that existed under the state's previous prekindergarten initiatives. However, they are not required to do so and no longer have to follow specific quality standards (such as staff-child ratios of 1:10) that were required under those programs. In addition, detailed data are no longer collected by the state about whether districts are providing programs or how many children they are serving. Total funding for the School Readiness Program is about \$700 million for fiscal year 2003–2004. The bulk of these funds are derived from federal and state TANF and CCDF contributions, although state general revenue funds account for \$37 million of the total.<sup>2</sup>

There is continuing uncertainty about the direction of Florida's prekindergarten efforts as the state wrestles with how to implement a voter mandate to make prekindergarten available to all 4-year-olds by 2005. This will involve serving about 90,000 additional 4-year-olds whose families want them to participate and who are not currently being served by other publicly-funded programs.<sup>3</sup> State policymakers must still decide on a number of issues, including how the program will be funded, what quality standards will be required, what hours programs will operate, and how the prekindergarten program will fit in with the School Readiness Program.

## Rhode Island

In Rhode Island, school districts have the option of using resources available through the Early Childhood Investment Fund to support prekindergarten programs. The fund originated as part of a broader school improvement bill passed by the Legislature in 1997. In 1998, the legislation was amended to designate a specific portion of state education aid for this fund. Districts can use their allocation from the fund for prekindergarten as well as before- and after-school care, extended-day kindergarten, parent education and family support programs, and/or class size reduction in the elementary school grades. In 2002–2003, six districts reported using a portion of these funds, in coordination with other resources, to finance preschool programs.

The state does not have any specific standards for preschool programs financed by the Early Childhood Investment Fund. The programs give priority to serving children with disabilities, children whose first language is not English, and/or children from disadvantaged backgrounds whose learning needs have been assessed by the local school district. Programs are generally housed within the schools. However, two districts use these funds to buy slots for small numbers of children in preschool programs outside the public schools that have been approved by the Department of Education. Detailed data about the total amount spent on prekindergarten or the number of children served are not available.

Rhode Island also provides state funds to supplement the federal Head Start program. Programs receiving these supplemental funds are required to follow the same comprehensive standards used for the federal Head Start program. In 2001–2002, the state used \$1,828,000 to support an additional 400 slots in programs that already received federal Head Start funds.

In addition, the state encourages community-based programs to follow Head Start's comprehensive model in providing early education through its Comprehensive Child Care Services Program (CCCSP). This program was established in 1999 under Starting Right, the state's early care and education initiative, and began funding services for 3- and 4-year-olds from low-income families in 2001. Using CCDF quality funds, the state provides resources to CCCSP networks consisting of child care centers, family child care homes, Head Start agencies, schools, and other community-based organizations to help them offer more extensive, higher-quality services.

<sup>1</sup> Data from the Florida Partnership for School Readiness, Readiness Estimating Conference, March 2, 2001.

<sup>2</sup> Florida State Board of Education Universal Prekindergarten Education Advisory Council, "Florida's School Readiness Initiatives: Service and Fiscal Data," September 2003. Retrieved from the Internet at [http://www.upkcouncil.org/docs/topicsCR\\_servicefiscaldata.pdf](http://www.upkcouncil.org/docs/topicsCR_servicefiscaldata.pdf).

<sup>3</sup> The state estimates that 70 percent of Florida's 4-year-olds have families who will want them to participate in prekindergarten (approximately 152,000 children in 2005) and that of this total, about 62,000 children are already being served by Head Start, School Readiness, or public school funded programs (this figure could include some duplication). Source: Florida State Board of Education Universal Prekindergarten Education Advisory Council, "Florida's School Readiness Initiatives: Service and Fiscal Data," September 2003. Retrieved from the Internet at [http://www.upkcouncil.org/docs/topicsCR\\_servicefiscaldata.pdf](http://www.upkcouncil.org/docs/topicsCR_servicefiscaldata.pdf).



## States that Do Not Invest in Prekindergarten

Ten states—Alaska, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Utah and Wyoming—do not invest in prekindergarten initiatives. Nearly half a million 3- and 4-year-olds live in these states—about 6 percent of all 3- and 4-year-old children in the U.S.

Some of these states, while not funding separate state prekindergarten initiatives, do provide supplementary funding for Head Start. In 2001–2002, Alaska provided \$5.5 million for Head Start and New Hampshire spent approximately \$400,000 to enhance services in federally-funded Head Start programs. Indiana provided \$889,848 to fund 98 Head Start slots as part of a pilot program in 2001–2002, but this effort has been discontinued. Some of these states may supplement other early childhood programs as well.

Overall, school enrollment (including publicly- and privately-funded programs) among 3- and 4-year-olds in these 10 states falls about 7 percent below the national average, according to data from the 2000 Census.<sup>1</sup>

## State Head Start Supplements

Seventeen states provided funds to supplement the federal Head Start program in 2001–2002. State Head Start funding totaled nearly \$200 million—a substantial amount, but still small relative to the federal investment of \$6.5 billion. A state Head Start supplement may resemble a separate state prekindergarten initiative—with the state developing an infrastructure to support the program, conducting its own monitoring visits, and taking on other functions—or may simply be an add-on to federal funding that does not involve an active role for the state. The state supplements that are covered in more depth in this report are those that represent a substantial contribution to the state's support of prekindergarten—that are, in effect, state-funded prekindergarten efforts. Funding for state Head Start supplement programs profiled in this report is included in our discussion of state preschool resources.

State funds for Head Start may be used to add slots, expand services, and/or extend the hours of programming. States that funded slots in 2001–2002 include Connecticut, Delaware, Indiana, Massachusetts, Minnesota, Ohio, Oregon, Rhode Island and Wisconsin. Overall, these nine states supported a total of about 28,000 additional slots in Head Start programs. Most of these slots were in programs already receiving federal funds, but a few states, such as Delaware, Ohio and Oregon, funded slots in programs that were not supported with any federal funds. These programs still followed the same Head Start Performance Standards that apply to federal grantees.

Many states providing funds for Head Start used some or all of these funds for purposes other than increasing enrollment. For example, Maryland's state Head Start funds were used primarily for extended-day, extended-year programming and quality improvements in existing programs. New Mexico and Washington also indicated that they devoted their Head Start funds to enhance services. In addition to funding slots, Massachusetts and Connecticut used some of their funds to enhance services as well.

State Head Start funding plays a valuable role in helping programs serve more eligible children, raise the quality level, and meet the needs of working parents for full-day care. Yet recent trends indicate that this funding may be at risk across the states. A number of states have reduced or eliminated funding, or replaced state funds with less stable funding sources. New Mexico reduced its Head Start funding from \$6 million in fiscal year 2002 to \$2 million in fiscal year 2003, a 67 percent cut. In Oregon, funding was cut in the middle of the 2001–2003 biennium, from \$58.5 million to \$55.2 million, and additional cuts were expected for the new biennium. Indiana and Washington have completely eliminated their Head Start funding. Also, Ohio has replaced most of its own state funds for Head Start with TANF funds, which may not be available in the future as the state faces competing demands for these resources.

<sup>1</sup> Data are from Census 2000 Summary File 4 (SF 4) Table PCT62, "Sex by School Enrollment by Age for the Population 3 Years and Over," retrieved from the Internet at <http://factfinder.census.gov>. In the table, data on the enrollment rate for 3- and 4-year-olds only indicate whether or not children are enrolled in "school," and do not specify whether they are in nursery school, preschool, Head Start or some other type of school.





# Appendices

- Enrollment
- Quality
- Access
- Standards
- Resources



**APPENDIX A: STATE SURVEY DATA**

STATE	ACCESS	ACCESS	ACCESS
	Are districts required to offer the Pre-K program?	Percent of districts that offer program	Criteria for offering the program in a district
Alabama	No, optional	94% (counties)	NA
Arizona	No, optional	21% <sup>1</sup>	NA
Arkansas	No, optional	17% <sup>1</sup>	NA
California	No, optional	27% <sup>1</sup>	NA
Colorado	No, optional	81% <sup>1</sup>	NA
Connecticut	Yes, required for some communities	24% (communities)	[see footnotes] <sup>1</sup>
Delaware	No, optional	27%	NA
Georgia	No, optional <sup>1</sup>	100% <sup>2</sup>	NA
Hawaii	No, optional	100% <sup>1</sup>	NA
Illinois	No, optional	77%	NA
Iowa	No, optional	10% <sup>1</sup>	NA
Kansas	No, optional	27%	NA
Kentucky	Yes, required for all	99% <sup>1</sup>	NA
Louisiana	No, optional	98%	NA
Maine	No, optional <sup>1</sup>	21% <sup>2</sup>	NA
Maryland	Yes, required for all	100%	NA
Massachusetts	No, optional	95% (towns) <sup>1</sup>	NA
Michigan	No, optional	84% <sup>1</sup>	NA
Minnesota School Readiness	No, optional	99%	NA
Minnesota HdSt	No, optional	0.3% <sup>1</sup>	NA
Missouri	No, optional	29% <sup>1</sup>	NA
Nebraska	No, optional	2% <sup>1</sup>	NA
Nevada	No, optional	47% <sup>1</sup>	NA
New Jersey Abbott	Yes, required for some	6%	Court mandated for districts in which at least 40% of students are eligible for free/reduced lunch
New Jersey ECPA	Yes, required for some	19%	Court mandated for districts in which 20-40% of families are eligible for free/reduced lunch
New Mexico	No, optional	21% <sup>1</sup>	NA
New York UPK	No, optional	24%	NA
New York EPK	No, optional	12%	NA
North Carolina	No, optional	34% (counties) <sup>1</sup>	NA
Ohio Public School Preschool	No, optional	18% <sup>1</sup>	NA
Ohio HdSt	No, optional	NA	NA
Oklahoma	No, optional	90%	NA
Oregon	No, optional	Not reported <sup>1</sup>	NA
Pennsylvania	No, optional	6%	NA
South Carolina	Yes, required for all (4K)	100% <sup>1</sup>	NA
Tennessee	No, optional	38%	NA
Texas	Yes, required for some	73%	[see footnotes] <sup>1</sup>
Vermont	No, optional	57%	NA
Virginia	No, optional	75 (districts)	NA
Washington	No, optional	Not reported <sup>1</sup>	NA
West Virginia	No, optional	62%	NA
Wisconsin 4K	No, optional	40%	NA
Wisconsin HdSt	No, optional	Not reported	Existing federal Head Start grantees receive state funds
District of Columbia	Yes, required for all	100%	NA

STATE	ACCESS	ACCESS
	Total program enrollment as of fall 2001 (by age)	Total program enrollment as of fall 2001 (by type of school)
Alabama	756 4-year-olds	342 public, 72 HdSt, 180 profit, 162 nonprofit
Arizona	4,277 (not reported by age) <sup>2</sup>	3,816 public, 132 HdSt, 329 private
Arkansas	942 3-year-olds, 2,224 4-year-olds	1,702 public, 293 HdSt, 432 nonprofit <sup>2</sup>
California	100,000 (not reported by age) <sup>2</sup>	Not reported
Colorado	730 3-year-olds, 8,320 4-year-olds, 1,000 5-year-olds <sup>2, 3</sup>	5,735 public, 1,453 HdSt, 692 profit, 1,169 nonprofit <sup>4</sup>
Connecticut	5,952 (not reported by age)	835 public, 1,522 HdSt, 822 profit, 2,773 nonprofit
Delaware	843 4-year-olds	235 public, 498 HdSt, 93 profit, 17 nonprofit <sup>1</sup>
Georgia	63,613 4-year-olds	27,372 public, 800 HdSt, 28,805 profit, 5,806 nonprofit <sup>3</sup>
Hawaii	1,249 (not reported by age) <sup>2</sup>	1,249 nonprofit
Illinois	53,000 (not reported by age)	53,000 public
Iowa	511 3-year-olds, 1,556 4-year-olds, 254 5-year-olds	1,245 public, 715 HdSt, 361 nonprofit
Kansas	2,230 4-year-olds	2,230 public
Kentucky	3,864 3-year-olds, 12,817 4-year-olds	15,848 public, 801 HdSt, 32 private <sup>2</sup>
Louisiana	3,395 4-year-olds	3,395 public
Maine	1,440 4-year-olds	1,440 public
Maryland	11,000 4-year-olds <sup>1</sup>	11,000 public <sup>2</sup>
Massachusetts	8,500 3-year-olds, 8,500 4-year-olds, 1,000 5-year-olds <sup>2</sup>	7,575 public, 1,322 HdSt, 11,077 private <sup>3</sup>
Michigan	26,477 4-year-olds	22,765 public, 1,824 HdSt, 1,885 nonprofit <sup>2</sup>
Minnesota School Readiness	NA <sup>1</sup>	Not reported <sup>2</sup>
Minnesota HdSt	2,496 (not reported by age)	2,496 HdSt
Missouri	2,546 3-year-olds, 3,686 4-year-olds	4,484 public, 1,039 profit, 709 nonprofit
Nebraska	480 (not reported by age) <sup>2</sup>	480 public <sup>3</sup>
Nevada	432 (reported by age ranges only) <sup>2, 3</sup>	316 public, 116 nonprofit <sup>2, 4</sup>
New Jersey Abbott	12,707 3-year-olds, 17,117 4-year-olds <sup>1</sup>	9,109 public, 20,715 private <sup>2</sup>
New Jersey ECPA	78 3-year-olds, 6,764 4-year-olds <sup>1</sup>	6,102 public, 740 private
New Mexico	2,000 (not reported by age) <sup>2</sup>	Not reported
New York UPK	54,150 4-year-olds	18,659 public, 5,175 HdSt, 30,316 private <sup>1</sup>
New York EPK	5,835 3-year-olds, 9,349 4-year-olds	15,184 public
North Carolina	1,240 4-year-olds <sup>2</sup>	Not reported
Ohio Public School Preschool	approx. 1,866 3-year-olds, approx. 3,733 4-year-olds <sup>2</sup>	5,599 public <sup>3</sup>
Ohio HdSt	18,000 (not reported by age)	Not reported
Oklahoma	25,879 4-year-olds	22,894 public, 2,812 HdSt, 95 profit, 78 nonprofit <sup>1</sup>
Oregon	approx. 1,109 3-year-olds, approx. 2,589 4-year-olds	528 public, 2,630 HdSt, 540 nonprofit <sup>2</sup>
Pennsylvania	2,550 4-year-olds	2,550 public
South Carolina	350 3-year-olds, 15,650 4-year-olds <sup>2</sup>	16,000 public <sup>2</sup>
Tennessee	842 3-year-olds, 1,758 4-year-olds, 96 5-year-olds	2,320 public, 198 HdSt, 117 IHE, 365 nonprofit <sup>1</sup>
Texas	19,741 3-year-olds, 127,583 4-year-olds <sup>2</sup>	147,324 public <sup>3</sup>
Vermont	369 3-year-olds, 620 4-year-olds, 12 5-year-olds	725 public, 31 HdSt, 245 nonprofit <sup>1</sup>
Virginia	5,878 4-year-olds	Not reported
Washington	1,320 3-year-olds, 5,291 4-year-olds, 11 5-year-olds	3,311 public, 3,311 nonprofit
West Virginia	6,853 (not reported by age)	Not reported
Wisconsin 4K	12,743 4-year-olds	12,743 public
Wisconsin HdSt	approx. 1,449 (not reported by age)	Not reported
District of Columbia	1,270 3-year-olds, 3,011 4-year-olds <sup>1</sup>	4,281 public <sup>1</sup>



APPENDIX A: STATE SURVEY DATA continued

STATE	ACCESS		ELIGIBILITY REQUIREMENTS
	Hours of operation	Yearly operating schedule	Minimum age for eligibility
Alabama	Full-day, 5 days/week	Academic year	4
Arizona	Determined locally <sup>3</sup>	Determined locally <sup>4</sup>	Not yet eligible for K
Arkansas	Full-day, 5 days/week	Academic year	Birth
California	Half-day, 5 days/week	Academic year	3 years old by December 2
Colorado	Half-day, less than 5 days/week <sup>5</sup>	Academic year	4 <sup>6</sup>
Connecticut	60% of slots must be full-day <sup>2</sup>	60% of slots must be full-year <sup>2</sup>	3
Delaware	Half-day, 5 days/week	Minimum of 160 days/year	4
Georgia	Full-day, 5 days/week	Academic year	4 <sup>4</sup>
Hawaii	Full-day, 5 days/week	Calendar year	3 <sup>3</sup>
Illinois	Determined locally <sup>1</sup>	Academic year	3
Iowa	Determined locally <sup>2</sup>	Determined locally <sup>3</sup>	3 <sup>4</sup>
Kansas	Half-day, 5 days/week	Academic year	4
Kentucky	Determined locally <sup>3</sup>	Academic year	3
Louisiana	Determined locally <sup>1</sup>	Academic year	4
Maine	Determined locally <sup>3</sup>	Determined locally <sup>4</sup>	4
Maryland	Half-day, 5 days/week	Academic year	4
Massachusetts	Determined locally <sup>4</sup>	Determined locally <sup>5</sup>	2 years, 9 months
Michigan	Half-day, less than 5 days/week <sup>3</sup>	Academic year <sup>4</sup>	4 years old by December 1
Minnesota School Readiness	Determined locally <sup>3</sup>	Determined locally <sup>4</sup>	3 years, 6 months
Minnesota HdSt	Determined locally <sup>2</sup>	Determined locally <sup>2</sup>	3
Missouri	Determined locally <sup>2</sup>	Determined locally <sup>3</sup>	3 years old by August 1
Nebraska	Determined locally <sup>4</sup>	Determined locally <sup>4</sup>	6 weeks
Nevada	Determined locally <sup>5</sup>	Determined locally <sup>6</sup>	Birth
New Jersey Abbott	Full-day, 5 days/week	Academic year <sup>3</sup>	3
New Jersey ECPA	Half-day, 5 days/week	Academic year	3
New Mexico	Determined locally <sup>3</sup>	Determined locally <sup>4</sup>	Birth
New York UPK	Determined locally <sup>2</sup>	Academic year	4 years old by December 1, or K-eligible in 1 year
New York EPK	Determined locally <sup>1</sup>	Academic year	3 years old by December 1, or K-eligible in 2 years
North Carolina	Full-day, 5 days/week	Academic year	4 years old by October 16
Ohio Public School Preschool	Determined locally <sup>4</sup>	Academic year	3
Ohio HdSt	Determined locally <sup>1</sup>	Determined locally <sup>2</sup>	3
Oklahoma	Determined locally <sup>2</sup>	Academic year	4
Oregon	Determined locally <sup>3</sup>	Determined locally <sup>3</sup>	3
Pennsylvania	Half-day, 5 days/week	Academic year	4
South Carolina	Half-day, 5 days/week <sup>3</sup>	Academic year	4 years old by September 1
Tennessee	Full-day, 5 days/week	Academic year	3 years old by October 1
Texas	Half-day, 5 days/week <sup>4</sup>	Academic year <sup>5</sup>	3 <sup>6</sup>
Vermont	Determined locally <sup>2</sup>	Determined locally <sup>2</sup>	3
Virginia	Full-day, 5 days/week	Academic year	4
Washington	Determined locally <sup>2</sup>	Determined locally <sup>3</sup>	3
West Virginia	Determined locally	Academic year	3 years old by September 1 <sup>1</sup>
Wisconsin 4K	Half-day, 5 days/week <sup>1</sup>	Academic year	4 years old by September 1
Wisconsin HdSt	Determined locally	Determined locally	3
District of Columbia	Full-day, 5 days/week	Academic year	2 years, 9 months <sup>2</sup>

STATE	ELIGIBILITY REQUIREMENTS		
	Maximum age for eligibility	Number of years attendance allowed	Income requirement
Alabama	5	2	None
Arizona	Kindergarten-entry age	1 <sup>5</sup>	Free or reduced-price lunch criteria
Arkansas	Kindergarten-entry age	5	156% FPL
California	5 years old by December 2	2	60% SMI <sup>3</sup>
Colorado	6 <sup>7</sup>	1 <sup>8</sup>	None
Connecticut	5	2 <sup>3</sup>	60% of students must be at or below 75% SMI
Delaware	5 <sup>2</sup>	1	100% FPL <sup>3</sup>
Georgia	5	1 <sup>5</sup>	None
Hawaii	5	2	85% SMI
Illinois	5	2	None
Iowa	5 <sup>4</sup>	3 <sup>5</sup>	130% FPL
Kansas	5	1	None
Kentucky	5	2 <sup>4</sup>	Free lunch eligibility <sup>5</sup>
Louisiana	5 years old by September 30	1	None
Maine	No age limit	1	None
Maryland	5 <sup>3</sup>	1	None
Massachusetts	4 years, 11 months	2	125% SMI
Michigan	Kindergarten-entry age	1	50% must be free or reduced-price meal eligible
Minnesota School Readiness	5	2	None <sup>5</sup>
Minnesota HdSt	Until slot in K or elementary school is available	Usually 2	100% FPL <sup>3</sup>
Missouri	5 years old by August 1	2	None <sup>4</sup>
Nebraska	5 years old by October 15	5	None <sup>5</sup>
Nevada	Kindergarten-entry age	5 <sup>7</sup>	None <sup>8</sup>
New Jersey Abbott	Kindergarten-entry age	2	None
New Jersey ECPA	5	2	None
New Mexico	5	5	None
New York UPK	5 years old before December 1, or K-eligible	1	None <sup>3</sup>
New York EPK	5 years old before December 1, or K-eligible	2	Economically disadvantaged (defined as receiving financial assistance of some type)
North Carolina	5 years old by October 17	1 <sup>3</sup>	None <sup>4</sup>
Ohio Public School Preschool	Kindergarten-entry age	2	<185% FPL
Ohio HdSt	5	2	100% FPL
Oklahoma	5+	1+ <sup>3</sup>	None
Oregon	5	2 <sup>4</sup>	100% FPL <sup>5</sup>
Pennsylvania	5	1	None
South Carolina	5	1 <sup>4</sup>	None <sup>5</sup>
Tennessee	5 years old by October 1	2 <sup>2</sup>	None <sup>3</sup>
Texas	5 <sup>7</sup>	2	Free or reduced-price lunch eligible
Vermont	5 years old by December 31	3	225% FPL
Virginia	5	1	Determined locally <sup>1</sup>
Washington	5	2 <sup>4</sup>	110% FPL <sup>5</sup>
West Virginia	5 years old by September 1	2	None
Wisconsin 4K	No limit	No limit <sup>2</sup>	None
Wisconsin HdSt	5	2	100% FPL
District of Columbia	5	2	None <sup>3</sup>



**APPENDIX A: STATE SURVEY DATA** continued

STATE	ELIGIBILITY REQUIREMENTS		
	Is a sliding payment scale used?	Are other specified risk factors tied to eligibility?	Number of specified risk factors required for eligibility
Alabama	No	No	0
Arizona	No	No	0
Arkansas	No	Yes <sup>3</sup>	1
California	No	Yes <sup>4</sup>	1 <sup>5</sup>
Colorado	No	Yes	1
Connecticut	Yes	No	0
Delaware	No	No	0
Georgia	No	No	0
Hawaii	Yes	Yes	1
Illinois	No	Yes <sup>2</sup>	Multiple, determined locally
Iowa	Yes <sup>6</sup>	Yes <sup>7</sup>	1
Kansas	No	Yes <sup>1</sup>	1
Kentucky	Determined locally for families that do not meet income requirement	Yes <sup>6</sup>	1
Louisiana	No	Yes	1
Maine	No	No	0
Maryland	No	Yes <sup>4</sup>	1
Massachusetts	Yes	Yes <sup>6</sup>	1
Michigan	No	Yes <sup>5</sup>	2 <sup>6</sup>
Minnesota	Yes	Yes <sup>6</sup>	Determined locally
Minnesota HdSt	No	Yes—at least 10% of population identified w/ disability	1
Missouri	Yes	No	0
Nebraska	Yes	Yes <sup>6</sup>	1 <sup>7</sup>
Nevada	No	No <sup>8</sup>	0
New Jersey Abbott	No	No	0
New Jersey ECPA	No	No	0
New Mexico	No	No <sup>5</sup>	0
New York UPK	No	No	0
New York EPK	No	Yes <sup>2</sup>	Determined locally
North Carolina	No	Yes <sup>5</sup>	Determined locally <sup>6</sup>
Ohio Public School Preschool	Yes	No	0
Ohio HdSt	No	Yes—at least 10% of population identified w/ disability	1
Oklahoma	No	No	0
Oregon	No	Yes <sup>6</sup>	Determined locally <sup>7</sup>
Pennsylvania	No	No	0
South Carolina	No	Yes <sup>5</sup>	Determined locally <sup>6</sup>
Tennessee	No	Yes <sup>4</sup>	Determined locally
Texas	No	Yes <sup>8</sup>	1
Vermont	No	Yes <sup>3</sup>	1 <sup>4</sup>
Virginia	Determined locally <sup>1</sup>	Determined locally <sup>1</sup>	Determined locally <sup>1</sup>
Washington	No	Yes <sup>6</sup>	1
West Virginia	No	No	0
Wisconsin 4K	No	No <sup>3</sup>	0 <sup>3</sup>
Wisconsin HdSt	No	Yes—at least 10% of population identified w/ disability	1
District of Columbia	No	No	0

STATE	EQUITY OF ACCESS	
	Percent of enrolled children eligible for free or reduced-price lunch	Ethnicity of participants
Alabama	57%	Not reported
Arizona	100%	Not reported
Arkansas	42%	0.2% Amer. Indian, 0.4% Asian, 42% Black, 5.4% Hispanic, 52% White
California	>50%	0.4% Amer. Indian, 8% Asian, 5% Black, 63% Hispanic, 24% White
Colorado	Not reported	1% Amer. Indian, 3% Asian, 8% Black, 45% Hispanic, 43% White
Connecticut	94%	2% Asian, 39% Black, 34% Hispanic, 21% White, 4% other
Delaware	100%	<1% Amer. Indian, <1% Asian, 59% Black, 24% Hispanic, 15% White
Georgia	40%	Not reported
Hawaii	50%	19% Asian, 12% White, 68% other <sup>4</sup>
Illinois	75%	3% Asian, 26% Black, 25% Hispanic, 44% White, 2% other
Iowa	Not reported	Not reported
Kansas	48%	Not reported
Kentucky	41% <sup>7</sup>	0.2% Amer. Indian, 1% Asian, 15% Black, 3% Hispanic, 81% White
Louisiana	70% <sup>2</sup>	1% Amer. Indian, 1% Asian, 41% Black, 1% Hispanic, 56% White
Maine	Not reported	2% Amer. Indian, 0.2% Asian, 1% Black, 0.1% Hispanic, 91% White, 6% other
Maryland	Not reported	0.5% Amer. Indian, 5% Asian, 44% Black, 10% Hispanic, 41% White
Massachusetts	Not reported <sup>7</sup>	Not reported
Michigan	59%	0.8% Amer. Indian, 2% Asian, 24% Black, 7% Hispanic, 62% White, 4% other
Minnesota School Readiness	Not reported	13% ethnic minorities
Minnesota HdSt	≥91%	4% Amer. Indian, 7% Asian, 21% Black, 16% Hispanic, 48% White, 5% other
Missouri	Not reported	Not reported
Nebraska	90%	Not reported <sup>8</sup>
Nevada	[see footnotes] <sup>8</sup>	2% Amer. Indian, 1% Asian, 11% Black, 46% Hispanic, 37% White, 3% other
New Jersey Abbott	>40%	Not reported
New Jersey ECPA	20-40%	Not reported <sup>2</sup>
New Mexico	Not reported	Not reported
New York UPK	Not reported	Not reported
New York EPK	Not reported	Not reported
North Carolina	75%	Not reported
Ohio Public School Preschool	100%	Not reported
Ohio HdSt	≥90%	0.2% Amer. Indian, 0.7% Asian, 5% bi-racial, 42% Black, 4% Hispanic, 48% White
Oklahoma	52% <sup>4</sup>	17% Amer. Indian, 1% Asian, 11% Black, 8% Hispanic, 63% White
Oregon	100% <sup>8</sup>	2% Amer. Indian, 2% Asian, 7% Black, 30% Hispanic, 50% White, 9% other
Pennsylvania	Not known	<1% Amer. Indian, 1% Asian, 10% Black, 16% Hispanic, 73% White
South Carolina	Not reported	0.2% Amer. Indian, 1% Asian, 48% Black, 5% Hispanic, 46% White, 2% other
Tennessee	>87%	37% Black, 3% Hispanic, 59% White, 1% other
Texas	≥82% <sup>9</sup>	0.3% Amer. Indian, 3% Asian, 17% Black, 63% Hispanic, 17% White
Vermont	53%	98% White
Virginia	Not reported (only kept by LEAs)	Not reported (only kept by LEAs)
Washington	93%	7% Amer. Indian, 4% Asian, 13% Black, 32% Hispanic, 50% White, 6% other <sup>7</sup>
West Virginia	Not reported	0.1% Amer. Indian, 0.6% Asian, 5% Black, 0.6% Hispanic, 94% White
Wisconsin 4K	Data not separated out by grade level	Data not separated out by grade level <sup>4</sup>
Wisconsin HdSt	≥90%	6% Amer. Indian, 4% Asian, 26% Black, 17% Hispanic, 40% White, 7% other <sup>1</sup>
District of Columbia	Not reported	Not reported



**APPENDIX A: STATE SURVEY DATA** continued

STATE	PROGRAM STANDARDS				
	Maximum class size for 3-year-olds	Maximum class size for 4-year-olds	Staff-child ratio requirement for 3-year-olds	Staff-child ratio requirement for 4-year-olds	Meal requirements
Alabama	NA	18	NA	1:09	Lunch
Arizona	20 <sup>6</sup>	20 <sup>6</sup>	1:10 <sup>6</sup>	1:10 <sup>6</sup>	None
Arkansas	20	20	1:10	1:10	Lunch and snack
California	No limit <sup>6</sup>	No limit <sup>6</sup>	1:08	1:08	None <sup>7</sup>
Colorado	NA	15	NA	1:08	None
Connecticut	20	20	1:10	1:10	None
Delaware	NA	20	NA	1:10	Breakfast and lunch
Georgia	NA	20	NA	1:10	Lunch <sup>6</sup>
Hawaii	No limit	No limit	1:12	1:16	Lunch and snack
Illinois	20	20	1:10	1:10	None
Iowa	16	16	1:08	1:08	None
Kansas	NA	No limit <sup>2</sup>	NA	No limit <sup>3</sup>	Snack only <sup>4</sup>
Kentucky	20	20	1:10	1:10	Breakfast or lunch
Louisiana	NA	20	NA	1:15 <sup>3</sup>	None
Maine	NA	No limit	NA	1:18	None
Maryland	NA	20	NA	1:10	None
Massachusetts	20	20	1:08	1:08	None
Michigan	NA	18	NA	1:08 <sup>7</sup>	Snack only <sup>8</sup>
Minnesota School Readiness	20	20	1:10	1:10	Snack or meal <sup>7</sup>
Minnesota HdSt	17	20	2:17	1:10	Breakfast and/or lunch <sup>4</sup>
Missouri	20	20	1:10	1:10	None
Nebraska	20	20	1:10 <sup>9</sup>	1:12 <sup>9</sup>	Varies <sup>10</sup>
Nevada	No limit <sup>9</sup>	No limit <sup>9</sup>	No limit <sup>9</sup>	No limit <sup>9</sup>	None
New Jersey Abbott	15	15	2:15	2:15	Breakfast and lunch
New Jersey ECPA	No limit <sup>3</sup>	No limit <sup>3</sup>	No limit	No limit	None
New Mexico	24	24	1:12	1:12	Varies <sup>6</sup>
New York UPK	NA	20	NA	1:09 or 3:20	Varies
New York EPK	20	20	1:09 or 3:20	1:09 or 3:20	Breakfast or lunch
North Carolina	NA	18	NA	1:09	Lunch and snack
Ohio Public School Preschool	24	28	1:12	1:14	Breakfast or lunch
Ohio HdSt	17	20	2:17	1:10	Lunch and snack
Oklahoma	NA	20	NA	1:10	Breakfast and lunch <sup>5</sup>
Oregon	17	20	2:17	1:10	Breakfast, lunch, and snack <sup>9</sup>
Pennsylvania	NA	No limit	NA	No limit	None
South Carolina	20	20	1:10	1:10	Snack only <sup>7</sup>
Tennessee	16	20	1:08	1:10	Lunch and snack <sup>5</sup>
Texas	No limit <sup>10</sup>	No limit <sup>10</sup>	No limit	No limit	None
Vermont	16	16	1:08	1:08	None
Virginia	NA	16	NA	1:08	Lunch and snack
Washington	24 <sup>8</sup>	24	1:09 <sup>8</sup>	1:09	Breakfast, lunch, and snack
West Virginia	20	20	No limit <sup>2</sup>	No limit <sup>2</sup>	Varies <sup>3</sup>
Wisconsin 4K	NA	Determined locally	NA	Determined locally	None
Wisconsin HdSt	17	20	2:17	1:10	Breakfast or lunch <sup>2</sup>
District of Columbia	15	20	2:15	1:10	None <sup>4</sup>

STATE	PROGRAM STANDARDS	
	Screening and referral requirements	Standards or guidelines for ELL
Alabama	Vision, hearing, and dental	None
Arizona	Determined locally	None
Arkansas	Vision, hearing, and health	Required
California	Health screening only <sup>8</sup>	Optional
Colorado	Determined locally	None
Connecticut	Health screening only	None
Delaware	Vision, hearing, and health	Required
Georgia	Vision, hearing, and health	None
Hawaii	None	None
Illinois	Vision, hearing, health, developmental screening, and parent interview	None <sup>3</sup>
Iowa	Determined locally <sup>8</sup>	None
Kansas	None <sup>4</sup>	None
Kentucky	Vision, hearing, health, and developmental	None
Louisiana	Eligibility screening <sup>4</sup>	None
Maine	Vision and hearing	None
Maryland	Determined locally	None
Massachusetts	Determined locally	None
Michigan	Vision, hearing, and health referrals only <sup>9</sup>	None
Minnesota School Readiness	Health only <sup>8</sup>	None
Minnesota HdSt	Vision, hearing, and health	Required
Missouri	None	None
Nebraska	None <sup>11</sup>	Required <sup>12</sup>
Nevada	Determined locally	None <sup>10</sup>
New Jersey Abbott	Vision, hearing, and health	Required
New Jersey ECPA	Vision, hearing, and health	Required
New Mexico	Vision, hearing, and health	None <sup>7</sup>
New York UPK	Health only	Required
New York EPK	None	Required
North Carolina	Vision, hearing, health, and dental	None
Ohio Public School Preschool	Vision and hearing	None
Ohio HdSt	Vision, hearing, and health	None
Oklahoma	Determined locally	None <sup>6</sup>
Oregon	Vision, hearing, and health	None
Pennsylvania	Vision, hearing, and health	None
South Carolina	Vision, hearing, and health	None
Tennessee	Health only; vision and hearing are determined locally	None
Texas	Vision and hearing	Required
Vermont	Determined locally <sup>5</sup>	Optional
Virginia	Vision, hearing, and health	None <sup>2</sup>
Washington	Vision, hearing, health, and developmental	None <sup>9</sup>
West Virginia	Vision, hearing, and health	None <sup>4</sup>
Wisconsin 4K	Determined locally	None
Wisconsin HdSt	Vision, hearing, and health	At least 1 staff member must speak language of majority
District of Columbia	None <sup>4,5</sup>	Required



**APPENDIX A: STATE SURVEY DATA** continued

STATE	PROGRAM STANDARDS				
	Specified number of annual parent conferences	Are support services offered to enrolled families?	Are transition-to-kindergarten activities mandated?	Do programs receive differential funding based on meeting specified standards?	Percent of children with an IEP
Alabama	2	Yes	No	No	Not reported
Arizona	None	No	No	No	Minimal <sup>7</sup>
Arkansas	None	No	Yes	No <sup>4</sup>	3%
California	2	Yes <sup>9</sup>	Yes <sup>10</sup>	No	1%
Colorado	None	Yes <sup>9</sup>	No	No	0%
Connecticut	None	Yes <sup>4</sup>	Yes	Yes <sup>5</sup>	4%
Delaware	4	Yes	No	No	10% <sup>4</sup>
Georgia	2	No <sup>7</sup>	Yes	Yes <sup>8</sup>	Not reported
Hawaii	None	No	No	No	1%
Illinois	None <sup>4</sup>	Yes <sup>5</sup>	No	No	Not reported
Iowa	None <sup>9</sup>	Yes <sup>10</sup>	No	No	19%
Kansas	None	No	No <sup>4</sup>	No	0% <sup>5</sup>
Kentucky	2 home visits	Yes <sup>8</sup>	Yes	No	59%
Louisiana	None	Yes <sup>5</sup>	No	No	Not reported
Maine	None	No	No	No	Not known <sup>5</sup>
Maryland	None	No	No <sup>5</sup>	No	17%
Massachusetts	None	Yes <sup>8</sup>	No <sup>9</sup>	No	0% <sup>10</sup>
Michigan	2	Yes <sup>10</sup>	No	No	0% <sup>11</sup>
Minnesota School Readiness	None	Yes <sup>9</sup>	Yes	No <sup>10</sup>	7%
Minnesota HdSt	At least 2 home visits	Yes <sup>5</sup>	Yes	No	13%
Missouri	None	No	No	No	Not reported <sup>5</sup>
Nebraska	2	Yes <sup>13</sup>	Yes	No	Not known
Nevada	None <sup>11</sup>	Yes <sup>11</sup>	No	No	Not reported
New Jersey Abbott	None <sup>4</sup>	Yes <sup>5</sup>	No <sup>6</sup>	No <sup>7</sup>	Not known
New Jersey ECPA	None	Yes	No	No	Not reported
New Mexico	None	No <sup>8</sup>	No	No	Not reported
New York UPK	# not specified	Yes <sup>4</sup>	Yes	No	4%
New York EPK	None	Yes <sup>3</sup>	Yes	No	11%
North Carolina	None	No	Yes	No	10% <sup>7</sup>
Ohio Public School Preschool	2	Yes	No	No	Not reported
Ohio HdSt	2 home visits	Yes	Yes	No	≥10%
Oklahoma	None <sup>7</sup>	Yes <sup>8</sup>	No	No	5%
Oregon	2 home visits <sup>10</sup>	Yes	Yes <sup>11</sup>	No	Not reported
Pennsylvania	None	No	No	No	Not reported
South Carolina	4 <sup>8</sup>	No <sup>9</sup>	No	No	22%
Tennessee	2	No	Yes	No	13%
Texas	None	No <sup>11</sup>	No	No	0% <sup>12</sup>
Vermont	2	Yes <sup>6</sup>	No <sup>7</sup>	No	13%
Virginia	None	Yes <sup>1,3</sup>	No	No	8%
Washington	2 <sup>10</sup>	Yes <sup>11</sup>	Yes	No	4%
West Virginia	None	No	No <sup>5</sup>	No	36%
Wisconsin 4K	None	Yes	No	No	Not reported <sup>5</sup>
Wisconsin HdSt	At least 2 home visits	Yes	No	No	≥10%
District of Columbia	4	No <sup>4,6</sup>	No	No	6%

STATE	PERSONNEL	
	Minimum teacher degree requirement	Minimum assistant teacher degree requirement
Alabama	BA in ECE, ECSE, EE, or CD (public and nonpublic)	CDA (public and nonpublic)
Arizona	CDA (public and nonpublic) <sup>6</sup>	None (public and nonpublic) <sup>6</sup>
Arkansas	P-4 teacher license (public and nonpublic)	CDA (public and nonpublic)
California	CD Teacher Permit—40cr. ECE/Gen. Ed. (public and nonpublic)	CD Asst. Teacher Permit—6cr. ECE or CD (public and nonpublic) <sup>11</sup>
Colorado	CDA (public and nonpublic)	None (public and nonpublic)
Connecticut	CDA + 9cr. in EC or AA/BA in ECE or CD <sup>6</sup>	None <sup>7</sup>
Delaware	CDA (public and nonpublic)	HSD (public and nonpublic)
Georgia	AA in ECE or Montessori diploma (public and nonpublic) <sup>9</sup>	HSD or equivalent + some exp. (public and nonpublic)
Hawaii	NA (public), CDA + 1 year experience (nonpublic)	NA (public), CDA + 6 months experience (nonpublic)
Illinois	EC teaching certificate (public), NA (nonpublic)	AA (public), NA (nonpublic)
Iowa	EE teacher license (public), 10 hours training (nonpublic) <sup>11</sup>	None
Kansas	4-year elementary teaching certificate (public), NA (nonpublic)	2-year degree (public), NA (nonpublic)
Kentucky	CDA (public and nonpublic) <sup>9</sup>	HSD (public and nonpublic)
Louisiana	Teacher cert. in Nursery or K (public), NA (nonpublic)	Determined locally (public), NA (nonpublic)
Maine	BA + EC or elem. cert. (public), NA (nonpublic)	30 credit hours (public), NA (nonpublic)
Maryland	BA in EC + cert. in N-3, -6, or -8 (public and nonpublic)	HSD or equivalent (public and nonpublic)
Massachusetts	BA + EC cert. (public), 3 ECE classes + 36 months exp. (nonpublic) <sup>11</sup>	HSD (public), 16 yrs old + constant supervision (nonpublic)
Michigan	BA + Teaching cert. w/EC endors. (public), AA + CDA (nonpublic) <sup>12</sup>	CDA or 120 clock hours (public and nonpublic) <sup>12</sup>
Minnesota School Readiness	BA + tchr license in EC or parenting ed. (public), CDA (nonpublic) <sup>11</sup>	Changing as per NCLB (public), None (nonpublic)
Minnesota HdSt	NA (public), CDA (nonpublic)	NA (public), meets MN child care regs. (nonpublic)
Missouri	BA + EC cert. (public), CDA (nonpublic)	HSD + vocational cert. (public) <sup>6</sup> , HSD (nonpublic)
Nebraska	BA with EC endorsement (public), NA(nonpublic)	12 cr. hours in EC (exp. can count) (public), NA (nonpublic)
Nevada	BA + ECE teacher license (public and nonpublic)	GED or HSD (public and nonpublic) <sup>12</sup>
New Jersey Abbott	BA + EC certificate (public and nonpublic) <sup>8</sup>	None <sup>9</sup>
New Jersey ECPA	BA + cert. in EC or EE (public and nonpublic)	HSD (public and nonpublic)
New Mexico	None (public and nonpublic)	None (public and nonpublic)
New York UPK	BA prior to 1978, MA after (public), 9cr. toward CDA (nonpublic)	HSD + 6cr. hours (public), HSD (nonpublic)
New York EPK	BA prior to 1978, MA after (public), NA (nonpublic) <sup>4</sup>	HSD + 6cr. hours (public), NA (nonpublic)
North Carolina	BA + Birth-K license (public and nonpublic) <sup>8, 9</sup>	Meets NCLB regs. (public) <sup>10</sup> , CDA (nonpublic)
Ohio Public School Preschool	AA (public), NA (nonpublic) <sup>5</sup>	HSD (public), NA (nonpublic)
Ohio HdSt	CDA <sup>3</sup>	HSD
Oklahoma	BA + EC certificate (public and nonpublic)	GED or HSD (public and nonpublic)
Oregon	BA + EC certificate (public), CDA (nonpublic) <sup>12</sup>	None (public and nonpublic)
Pennsylvania	BA + teaching license (public), NA (nonpublic)	Not reported (public), NA (nonpublic)
South Carolina	BA + EC cert. (public and nonpublic)	HSD (public), None (nonpublic) <sup>10</sup>
Tennessee	BA + teacher license w/ endorsement in Pre-K (public and nonpublic) <sup>6</sup>	CDA (public and nonpublic)
Texas	BA + endorsement in Pre-K or K (public), NA (nonpublic) <sup>13</sup>	None (public), NA (nonpublic) <sup>14</sup>
Vermont	BA in early education (public and nonpublic)	BA (public), Determined locally (nonpublic)
Virginia	Cert. in Pre-K-3 or -6 (public), None (nonpublic) <sup>4</sup>	GED or HSD (public and nonpublic)
Washington	BA + endorsement (public), AA w/ 30 quarter units in ECE (nonpublic) <sup>12</sup>	CDA and HSD (public and nonpublic)
West Virginia	4-year teaching degree certificate (public), NA (nonpublic) <sup>6</sup>	HSD or equivalent (public), NA (nonpublic)
Wisconsin 4K	BA + license in K or Pre-K-K, -3, -6 (prefer Pre-K-3) (public), NA (nonpublic)	Determined locally (public), NA (nonpublic) <sup>6</sup>
Wisconsin HdSt	NA (public), CDA (nonpublic)	Meets state child care licensing standards
District of Columbia	BA + teaching certificate (public), NA (nonpublic)	HSD (public), NA (nonpublic)



APPENDIX A: STATE SURVEY DATA continued

STATE	PERSONNEL	
	Minimum principal degree requirement	Minimum site/center director degree requirement
Alabama	None <sup>1</sup>	None
Arizona	BA in EC or CD + 3 yrs experience <sup>6</sup>	BA in EC or CD + 3 yrs experience <sup>6</sup>
Arkansas	MA in admin.	CDA + 3 yrs experience
California	[see footnotes] <sup>12</sup>	[see footnotes] <sup>12</sup>
Colorado	[see footnotes] <sup>10</sup>	[see footnotes] <sup>10</sup>
Connecticut	Advanced degree (public school only)	Not reported
Delaware	None <sup>5</sup>	None <sup>5</sup>
Georgia	None	None
Hawaii	CDA + 4 years experience	CDA + 4 years experience
Illinois	MA + cert. with administrator's endorsement	Not reported
Iowa	None	None
Kansas	MA	NA
Kentucky	Principal certificate	BA or BS (for district preschool coordinator)
Louisiana	Not reported	Not reported
Maine	BA	NA
Maryland	MA w/ Principal certificate (Administrator 2)	MA w/ Principal certificate (Administrator 2) <sup>6</sup>
Massachusetts	Principal certificate	[see footnotes] <sup>12</sup>
Michigan	None <sup>13</sup>	CDA (child care licensing requirement) <sup>14</sup>
Minnesota School Readiness	NA	BA + tchr license in EC or parenting education
Minnesota HdSt	NA	NA
Missouri	Principal certificate	CC licensing requirement
Nebraska	MA with admin. certificate <sup>14</sup>	BA + teaching certificate and 9 cr. hours in EC <sup>15</sup>
Nevada	Principal's (Administrator's) cert. <sup>13</sup>	None
New Jersey Abbott	Supervisory certificate <sup>10</sup>	Not reported
New Jersey ECPA	Supervisory certificate	Not reported
New Mexico	CC licensing requirement	CC licensing requirement
New York UPK	18 graduate credits beyond MA	BA with 12 ECE credits
New York EPK	18 graduate credits beyond MA	NA
North Carolina	Principal license (no EC degree required)	Level II Admin. Credential, working toward Level III <sup>11</sup>
Ohio Public School Preschool	NA	AA
Ohio HdSt	None	None
Oklahoma	MA + 2 yrs teaching experience <sup>9</sup>	NA
Oregon	MA <sup>13</sup>	None <sup>13</sup>
Pennsylvania	Principal license	NA
South Carolina	Certified in school leadership/admin.	Certified in school leadership/admin.
Tennessee	Administrator certificate	BA
Texas	Management/admin. certificate, principal endorsement	NA
Vermont	BA in ECE or ECSE <sup>8</sup>	BA in ECE or ECSE <sup>8</sup>
Virginia	Admin./supervisor endorsement	Depends on setting
Washington	None	None
West Virginia	None <sup>7</sup>	None <sup>7</sup>
Wisconsin 4K	Principal license	NA
Wisconsin HdSt	NA	None
District of Columbia	MA	NA

STATE	PERSONNEL		
	Are teachers required to be licensed?	Are teachers required to have completed coursework in ECE?	Teacher in-service requirement
Alabama	Yes (public and nonpublic)	Yes	40 clock hours
Arizona	No (public and nonpublic)	No	12 clock hours
Arkansas	Yes (public and nonpublic)	Yes	30 clock hours
California	Yes (public and nonpublic)	Yes	None
Colorado	No (public and nonpublic)	Yes	10 clock hours
Connecticut	Yes (public), No (nonpublic)	Yes	[see footnotes] <sup>8</sup>
Delaware	No (public and nonpublic)	Yes	15 clock hours <sup>6</sup>
Georgia	No (public and nonpublic)	Yes	15 clock hours <sup>10</sup>
Hawaii	NA (public), No (nonpublic)	No	None
Illinois	Yes (public), NA (nonpublic)	Yes	120 clock hours/5 years <sup>6</sup>
Iowa	Yes (public), No (nonpublic)	No	None
Kansas	Yes (public), NA (nonpublic)	No	None <sup>6</sup>
Kentucky	No (public and nonpublic)	Yes	4 days for certified teachers, 18 clock hours for CDAs
Louisiana	Yes (public), NA (nonpublic)	No	Not reported
Maine	Yes (public), NA (nonpublic)	Yes	90 clock hours/5 years
Maryland	Yes (public and nonpublic)	Yes <sup>7</sup>	Varies <sup>8</sup>
Massachusetts	Yes (public), No (nonpublic)	Yes	None <sup>13</sup>
Michigan	Yes (public), No (nonpublic)	Yes	None
Minnesota School Readiness	Yes (public), Determined locally (nonpublic) <sup>12</sup>	Yes	125 clock hours/5 years <sup>13</sup>
Minnesota HdSt	NA (public), No (nonpublic)	Yes	2% of total hours of employment
Missouri	Yes (public), No (nonpublic)	Yes	12 clock hours
Nebraska	Yes (public), NA (nonpublic)	Yes	12 clock hours
Nevada	Yes (public and nonpublic)	Yes <sup>14</sup>	5 credit hours/5 years
New Jersey Abbott	Yes (public and nonpublic)	Yes	100 clock hours/5 years
New Jersey ECPA	Yes (public and nonpublic)	No	100 clock hours/5 years
New Mexico	No (public and nonpublic)	No	24 clock hours
New York UPK	Yes (public), No (nonpublic)	No	175 clock hours/5 years <sup>5</sup>
New York EPK	Yes (public), NA (nonpublic)	Yes	175 clock hours/5 years <sup>5</sup>
North Carolina	Yes (public and nonpublic)	Yes	None <sup>12</sup>
Ohio Public School Preschool	No (public), NA (nonpublic) <sup>6</sup>	Yes <sup>7</sup>	15 clock hours <sup>8</sup>
Ohio HdSt	No	Yes	Amount not specified <sup>4</sup>
Oklahoma	Yes (public and nonpublic)	Yes	15 clock hours
Oregon	Yes (public), No (nonpublic)	Yes	Not reported <sup>14</sup>
Pennsylvania	Yes (public), NA (nonpublic)	No	6 credit hours/5 years
South Carolina	Yes (public and nonpublic)	Yes	6 credit hours/5 years, 12 clock hours/year
Tennessee	Yes (public and nonpublic)	No	18 clock hours
Texas	Yes (public), NA (nonpublic)	Yes	Not specified <sup>15</sup>
Vermont	Yes (public), No (nonpublic)	Yes	9 credit hours/7years (public), 9 clock hours/year (nonpublic)
Virginia	Yes (public), No (nonpublic)	Yes	Determined locally <sup>1</sup>
Washington	Yes (public), No (nonpublic)	Yes	None <sup>13</sup>
West Virginia	Yes (public), NA (nonpublic)	Yes <sup>8</sup>	18 clock hours
Wisconsin 4K	Yes (public), NA (nonpublic)	Yes	6 credit hours or 180 DPI clock hours/5 years
Wisconsin HdSt	No	Yes	Amount not specified
District of Columbia	Yes (public), NA (nonpublic)	Yes	6 credit hours/3 years

**APPENDIX A: STATE SURVEY DATA** continued

STATE	RESOURCES		
	Total state funding received in 2001-2002	Were funds received from federal sources (i.e., TANF, CCDF)?	Were funds from federal sources reported as part of total state funding?
Alabama	\$2,400,000	Yes <sup>2</sup>	No
Arizona	\$19,498,200	No	NA
Arkansas	\$6,419,864	No	NA
California	\$308,023,000 <sup>13</sup>	No	NA
Colorado	\$26,954,332	No	NA
Connecticut	\$40,041,006	No	NA
Delaware	\$4,280,700	No	NA
Georgia	\$236,700,000 <sup>11</sup>	No	NA
Hawaii	\$3,820,420	No	NA
Illinois	\$164,000,000 <sup>7</sup>	No	NA
Iowa	\$7,637,721	No	NA
Kansas	\$4,500,000 <sup>7</sup>	No	NA
Kentucky	\$46,300,000	Yes <sup>10</sup>	No
Louisiana	\$8,111,866	Yes <sup>6</sup>	No
Maine	\$650,000	No	NA
Maryland	\$19,262,500 <sup>1</sup>	No	NA
Massachusetts	\$96,400,000 <sup>14</sup>	Yes	Yes
Michigan	\$84,850,000 <sup>15</sup>	No	NA
Minnesota School Readiness	\$10,400,000	Yes <sup>14</sup>	No
Minnesota HdSt	\$18,375,000	No	NA
Missouri	\$15,000,000	Yes	No
Nebraska	\$1,300,000	No	NA
Nevada	\$1,274,341 <sup>15</sup>	No	NA
New Jersey Abbott	\$339,882,105 <sup>11</sup>	Yes <sup>12</sup>	Yes
New Jersey ECPA	\$30,000,000 <sup>4</sup>	No	NA
New Mexico	\$1,563,000	Yes <sup>9</sup>	No
New York UPK	\$200,900,000	No	NA
New York EPK	\$50,200,000	No	NA
North Carolina	\$6,500,000	Yes	No
Ohio Public School Preschool	\$19,506,206	No	NA
Ohio HdSt	\$98,843,825	Yes—\$76,156,175	Yes
Oklahoma	\$62,828,834 <sup>10</sup>	No	NA
Oregon	\$27,600,000 <sup>15</sup>	Yes <sup>16</sup>	No
Pennsylvania	Not reported	Yes	Not reported
South Carolina	\$23,574,212 <sup>11</sup>	Yes <sup>12</sup>	No
Tennessee	\$6,000,000	Yes <sup>7</sup>	No
Texas	\$322,000,000 <sup>16</sup>	No	NA
Vermont	\$1,380,000	No	NA
Virginia	\$18,771,840	No	NA
Washington	\$32,503,836	No <sup>14</sup>	NA
West Virginia	\$17,037,219 <sup>9</sup>	No	NA
Wisconsin 4K	\$42,500,000 <sup>7</sup>	Yes <sup>8</sup>	No
Wisconsin HdSt	\$7,425,000	Yes—\$3,705,000	Yes
District of Columbia	\$37,000,000	Yes	Yes

STATE	RESOURCES		
	Is a local match required?	Were scholarships awarded for Pre-K teachers in 2001-2002?	Does state award ECE certifications?
Alabama	Yes—site must provide 50% match	No	Yes—769 in 2002
Arizona	No	No	No
Arkansas	Yes—40% <sup>5</sup>	Yes—# not reported	Yes—# not reported
California	No	Yes—# not reported	Yes—8,251 in 2002
Colorado	No	Yes—56 <sup>11</sup>	Yes—# not reported
Connecticut	No	Yes—# not reported <sup>9</sup>	Yes—# not reported
Delaware	No	No	Yes—36 in 2002
Georgia	No	Unknown <sup>12</sup>	Yes—8,521 in 2002 <sup>13</sup>
Hawaii	No	No	No
Illinois	No	No	Yes—778 in 2002
Iowa	No	No	Yes—# not reported
Kansas	No <sup>8</sup>	No	Yes—198 in 2002 <sup>9</sup>
Kentucky	No	Yes—78	Yes—75 in 2002
Louisiana	No	No	Yes—1,191 in 2002 <sup>7</sup>
Maine	No	No	Yes—181 in 2002
Maryland	No	No	Yes—183 in 2002 <sup>9</sup>
Massachusetts	No	No <sup>15</sup>	Yes—# not reported
Michigan	No	No	No
Minnesota School Readiness	No	Yes—30	Yes—186 in 2002 <sup>15</sup>
Minnesota HdSt	No	Yes—30	Yes—186 in 2002 <sup>6</sup>
Missouri	No	Yes—# not reported <sup>7</sup>	Yes—1,779 in 2002
Nebraska	Yes—state funds up to 50% of cost, district can match w/ SpEd, HdSt, Title I, etc.	No <sup>16</sup>	Yes—# not reported
Nevada	No	No	Yes—# not reported
New Jersey Abbott	No	Yes—# not reported	Yes—# not reported
New Jersey ECPA	No	Yes—# not reported	Yes—# not reported
New Mexico	No <sup>10</sup>	No	Yes—# not reported
New York UPK	No	No	Yes—527 in 2002
New York EPK	Yes—11% minimum local contribution	No	Yes—527 in 2002
North Carolina	Yes—amount not specified	Yes—# not reported <sup>13</sup>	Yes—# not reported
Ohio Public School Preschool	No	No	Yes—# not reported
Ohio HdSt	No	No	Yes—# not reported
Oklahoma	No	No	Yes—412 in 2002
Oregon	No—federal programs use state funds as a match	No	Yes—# not reported
Pennsylvania	No	No	Yes—781 in 2002
South Carolina	No <sup>13</sup>	No	Yes—# not reported
Tennessee	No	No	Yes—219 in 2002 <sup>8</sup>
Texas	No	No	Yes—# not reported
Vermont	No	No	Yes—# not reported
Virginia	Yes—based on composite index of local ability to pay	No	Yes—# not reported
Washington	No	No	Yes—433 in 2002 <sup>15</sup>
West Virginia	No	Yes—# not reported <sup>10</sup>	Yes—# not reported
Wisconsin 4K	Yes—local share of school revenue	No <sup>9</sup>	Yes—# not reported <sup>10</sup>
Wisconsin HdSt	Not reported	No <sup>3</sup>	Yes—# not reported <sup>4</sup>
District of Columbia	No	No	Yes—# not reported



**APPENDIX A: STATE SURVEY DATA** continued

STATE	RESOURCES		
	Grades/ages certification covers	Number of full-time employees at the state level who administer preschool education	How many of these full-time employees administer special education only?
Alabama	Kindergarten–Grade 6	5	1
Arizona	NA	8	2
Arkansas	Age 3–Grade 4	2.5	Not reported
California	Pre-K	68 <sup>14</sup>	Not reported
Colorado	Birth–Age 8	3	2
Connecticut	Pre-K–Grade 3	4	1
Delaware	Birth–Kindergarten	2	1
Georgia	Pre-K–Grade 5, Pre-K–Grade 8	25 <sup>14</sup>	0
Hawaii	NA	2	0
Illinois	Birth–Grade 3	15	3.5
Iowa	Birth–Age 8	6.5	1.5
Kansas	Pre-K, Pre-K–Grade 3	1.4	1
Kentucky	Birth–Age 5	3	0.5
Louisiana	Nursery (4-year-olds), Kindergarten (5-year-olds)	Not reported	Not reported
Maine	Birth–Age 5	1	0
Maryland	Nursery–Grade 3	2	2
Massachusetts	Not reported	6	0
Michigan	Endorsement is Birth–Age 8, elementary certificate is Kindergarten–Grade 5	16 <sup>16</sup>	4 <sup>16</sup>
Minnesota School Readiness	Birth–Age 8, Pre-K–Grade 3	4.5	2
Minnesota HdSt	Birth–Grade 3	4	2
Missouri	Birth–Grade 3	Not reported	Not reported
Nebraska	Birth–Grade 3	14 <sup>17</sup>	[see footnotes] <sup>17</sup>
Nevada	Birth–Kindergarten, Birth–Grade 2	2	1
New Jersey Abbott	Pre-K–Grade 3	17	0
New Jersey ECPA	Pre-K–Grade 3	17	0
New Mexico	Birth–Grade 3	2	1
New York UPK	Pre-K–Grade 6	Not reported	0
New York EPK	Pre-K–Grade 6	Not reported	0
North Carolina	Birth–Kindergarten	3 <sup>14</sup>	1
Ohio Public School Preschool	Age 3–Grade 3	13	4
Ohio HdSt	Ages 3 and 4	13	4
Oklahoma	Pre-K–Grade 3	1	0
Oregon	Pre-K–Grade 4	11	4
Pennsylvania	Nursery–Grade 3	0	0
South Carolina	Pre-K–Grade 3	7	1
Tennessee	Pre-K–Grade 3, Pre-K–Grade 4	5	3
Texas	Pre-K–Grade 4	2	1
Vermont	Birth–Age 8 <sup>9</sup>	1.5	0.5
Virginia	Pre-K–Grade 3 (Early Primary), Pre-K–Grade 6 (Elementary)	Not reported	Not reported
Washington	Pre-K–Age 8	12.5	0
West Virginia	Not reported	1.5	1
Wisconsin 4K	Birth–Age 8	2	1.5
Wisconsin HdSt	Birth–Age 8	2	1.5
District of Columbia	Not reported	1	Not reported

**ALABAMA** – Alabama Pre-Kindergarten Pilot Program 2001–2002

- Administrative responsibility varies from site to site. A principal, assistant principal, center director or curriculum director could oversee program delivery. No particular degree is required for this position.
- Federal funding was \$1,375,000 in 2001–2002, and rose to \$2,000,000 in 2002–2003.

**ARIZONA** – Early Childhood Block Grant 2001–2002

- Arizona has 221 districts that offer K–3 programs and would therefore be able to access Pre-K funds.
- Almost all children in the program are 4 years old.
- Length of day is determined locally, but a vast majority of programs are half-day, 5 days per week.
- Operating schedule is determined locally, but most programs operate during the academic year.
- Children may participate in the program for a second year if local funds are available to meet the needs of all eligible children for more than single year enrollment.
- These figures represent NAEYC requirements. Accredited programs must adhere to the more conservative standard of the national accrediting organization or the Arizona Department of Health child care regulations. In most cases, this means following the standards of the accrediting organization, which is NAEYC for about 90% of providers. Arizona recognizes 5 other accrediting organizations (NECPA, NAC, AMI, ACSI and AMS). All programs receiving state Pre-K funds must be accredited.
- Block Grant funds are generally used for children without IEPs. There is an increasing number of special education funded students being included in the Block Grant program.

**ARKANSAS** – Arkansas Better Chance 2001–2002

- There are 5 educational cooperatives, 2 state universities, 18 nonprofits and 4 Head Start agencies that offer ABC outside of the 54 school districts that provide the program. Other districts have Pre-K, but not Arkansas Better Chance.
- Additional enrollment: Regional Education Service Cooperative—538, University sponsored—201.
- Other risk factors include: Parents without a high school diploma or GED, low birth weight, teen parent status, parent history of substance abuse, Title I eligibility, IDEA eligibility, abuse or neglect, developmental delay and LEP. Either low-income status or one other risk factor is necessary for eligibility.
- Proposed state legislation would provide opportunities for child care programs to receive the higher reimbursement rate of ABC programs if centers meet standards of the *Core Quality Component Model*.
- Local match funding totaled \$4,279,909, given in cash or in-kind.

**CALIFORNIA** – State Preschool Program 2001–2002

- All school districts in the state are eligible to apply to provide the State Preschool program. State Preschool programs are administered through school districts, colleges, community action agencies and private nonprofit agencies. In 2001, there were 476 agencies with State Preschool programs.
- This figure represents the number of funded slots in the part-day General State Preschool Program only. California also funds slots in a variety of full-day center-based child care programs as well as the General Full-Day State Preschool Program. These programs meet the same types of standards as the General State Preschool Program. Approximately 35,100 slots for 3- and 4-year-olds were available in the state's General Child Care Program during 2001–2002.
- Maximum income requirements for different types of families are tied to specific dollar amounts rather than a set percentage of SMI. During the 2001–2002 program year, these dollar amounts represented approximately 60 to 74% of SMI, depending on family size.
- Other risk factors include: Child Protective Services referral, LEP, exceptional needs and children from families whose circumstances “may diminish opportunities for normal development.”
- Cases of abuse or neglect are the first priority; age is the next priority, with a focus on enrolling 4-year-olds.
- Class size is typically limited to 24.
- Most programs participate in the federal Child and Adult Care Food Program. Programs are reimbursed for up to 2 meals per day plus a snack. Most providers serve either breakfast or lunch plus snacks.
- A physical exam is required for entry into a program. Health and social service follow-up is required to meet family needs.
- Programs identify child and family needs, then refer families to appropriate agencies when possible.
- The Preschool Service Act of 2001 requires transfer of certain health, social and assessment information on children transitioning to local public schools.
- California also offers an Associate Teaching Permit, which requires a minimum of 12 credits in early childhood education or child development.
- Administrators in all settings are required to hold either a Children's Center Supervision Permit or a Child Development Program Director Permit. These credentials both require an applicant to hold a BA with 24 credits in early childhood education or child development, 6 credits in administration, and 2 credits in adult supervision.
- This figure represents spending for slots in the part-day General State Preschool Program only.
- In the Child Development Division, staff are assigned geographically to administer all early childhood programs.

**COLORADO** – Colorado Preschool Program 2001–2002

- Some districts are on a waiting list until expansion funds become available. Priority is based upon need, quality of proposal, level of community collaboration and quality of the evaluation plan.
- In 2002, the Legislature added an additional 1,000 children to CPP. In 2003, the Legislature cut 2,000 slots, with a promise to restore them in 2005.
- In 2001–2002, some programs were able to serve children younger than 4 in CPP under a waiver requested by the Consolidated Child Care Pilot Communities.
- Enrollment by school does not include 5-year-olds who participated in CPP, all of whom attended full-day kindergarten.
- Most programs operate 2.5 hours per day, 4 days per week. Some provide 2 full days of service for bussing purposes. Minimum required hours of operation are 10 hours per week, 360 hours per year.
- Legislation was passed in 2002 to allow 3-year-olds with 3 or more significant risk factors to be served in CPP.
- In 2001–2002, a total of 1,000 program slots were used to fund kindergarten children for the second half of their day.
- In 2001–2002, one year of attendance was allowed in the preschool program and one year of attendance was allowed in the full-day kindergarten program. If children younger than 4 were served under a pilot waiver they were able to attend more than one year.
- Services include: information and referral relating to nutrition, immunization, health care, social services and parent education and support.
- According to the Colorado Department of Education Quality Standards for Early Childhood Services, an Early Childhood Educator has administrative responsibility in all types of settings. A principal, specialist or teacher could hold this position, provided that the individual has a BA in early childhood education or child development plus three years teaching experience with young children, or a graduate degree in early childhood education or child development.
- Colorado funds the T.E.A.C.H.® scholarship program primarily through the Child Care Block Grant.

**CONNECTICUT** – School Readiness Program 2001–2002

- The program is offered in 17 Priority School Districts and in 24 Severe Need Schools. Priority School District is a statutory designation based upon an assessment of risk factors. Communities with at least 40% of children eligible for free or reduced-price lunch can have one location recognized as a Severe Need School.
- There are three types of programs: 1) Full-day, full-year, 10 hours per day, 50 weeks per year; 2) Part-day, part-year, 2.5 hours per day; 3) Extended—wraps around an existing program to make it full-day, full-year. Approximately 75% of programs are full-day, full-year.
- A community may allow up to 5% of kindergarten-eligible children to remain enrolled for an additional year.
- Services offered include collaboration with and referral to mental health, ESL, job training, adult education and other services.
- Programs are funded based on type: Full-day, \$7,000 per year; Part-day, \$4,500 per year; Extended, \$2,500 per year.
- For all hours of the operating day, each classroom must be staffed by a person who meets these minimum requirements. In some public schools, requirements are more stringent than state school readiness requirements, and mandate that a certified teacher must be present for at least 2.5 hours per day.
- However, if assistant teachers act in the capacity of (head) teachers during part of the day, they must meet the minimum teacher degree requirements.
- Teachers must annually take two courses or workshops in early childhood education and also receive training in serving children with disabilities. The requirement will expand in 2002–2003 to include one-time attendance at workshops on emerging preliteracy skills and diversity in the preschool.
- State-funded scholarships are available through an organization called Connecticut Charts a Course, which is funded by DSS, SDE and other agencies and foundations.

## APPENDIX A: STATE SURVEY DATA continued

### DELAWARE – Early Childhood Assistance Program 2001–2002

- 1 Due to limited subcontracting, a small number of children may be in community child care centers run by public schools.
- 2 To be eligible, children must not turn 5 before September 1 of the program year.
- 3 Up to 10% of the population served may be above the federal poverty level.
- 4 Consistent with Head Start standards, at least 10% of children enrolled must have some identified disability.
- 5 Programs must adhere to Head Start standards for administrative staff.
- 6 The in-service requirement reported is necessary to meet state child care licensing standards. There is no specified annual professional development requirement for the Early Childhood Assistance Program.

### GEORGIA – Georgia Prekindergarten Program for Four-Year-Olds 2001–2002

- 1 Georgia offers Pre-K for all 4-year-olds whose families wish to participate. However, districts are not required to provide services and the three largest in Atlanta do not because of space constraints.
- 2 Pre-K is available in all districts through a combination of private and public providers.
- 3 The sum of enrollment data by type of school is slightly lower than the total enrollment figure because total enrollment represents an end-of-year count.
- 4 An enrolled child must be 4 years old by September 1 of the school year. Parents may request a waiver to delay Pre-K entry to age 5, but the state seldom grants such waivers.
- 5 Parent requests for repeat enrollment are very rarely, but occasionally, granted.
- 6 Breakfast and snack are optional in public schools, but snack is required in private child care centers.
- 7 Providers may apply for “resource coordination” grants to serve at-risk families. The Office of School Readiness awarded 309 such grants in 2001–2002, totaling \$18,400,000. Provision of such service is optional.
- 8 Programs with certified teachers receive higher funding to meet salary needs. There is no difference in funding based on academic standards.
- 9 Local school systems may have other requirements, and typically employ certified teachers. Nearly all public school Pre-K programs have certified teachers.
- 10 New lead teachers must attend curriculum specific training. For example, 60 clock hours are required for High/Scope.
- 11 Georgia uses lottery funds to support its Pre-K program.
- 12 Eligible teachers may participate in the lottery-funded HOPE scholarship program. No data for Pre-K teacher involvement are available.
- 13 Georgia awards two types of Early Childhood certifications. During fiscal year 2002, the state issued 5,664 certifications in Pre-K–Grade 5 and 2,857 in Pre-K–Grade 8. Certifications in Pre-K–Grade 8 are being phased out.
- 14 The Office of School Readiness employs 25 full-time personnel to administer Early Childhood programs.

### HAWAII – Preschool Open Doors Project 2001–2002

- 1 The program is available in all districts, but is not run by the districts.
- 2 Nearly all of the enrolled children are 4-year-olds.
- 3 A child can be eligible to enter the program at 3 years old if identified with special needs.
- 4 Ethnic breakdown of the population includes 43.4% part-Hawaiian and 24.2% Filipino/Samoan.

### ILLINOIS – Prekindergarten Program for At-Risk Children 2001–2002

- 1 Most programs operate on a half-day schedule, 5 days per week.
- 2 Districts apply for block grant funds through an RFP and develop eligibility criteria in their proposals. Examples of areas of greatest community need include low parental education, poverty, drug/alcohol abuse, non-English speaking households and teen pregnancy.
- 3 However, Illinois Early Learning Standards address ELL and apply because programs are operated by public schools. Also, applicants are required to “describe the intensive language and literacy development program which will be developed for each child based on his or her assessment.”
- 4 Parent involvement is required as part of the program.
- 5 Providers are required to offer parent skills education.
- 6 The professional development requirement can be met by completing 120 continuing professional development units through any combination of the following approaches: 8 credit hours, 24 continuing education units, or 120 continuing professional development units. Completion of the National Board for Professional Teaching Standards process for certification is also an acceptable substitute.
- 7 The full block grant of \$184,000,000 includes services other than Pre-K.

### IOWA – *Shared Visions* 2001–2002

- 1 *Shared Visions* is offered by 11 nonprofit and 13 Head Start agencies that may be located outside of districts that provide the program. Because agencies may have multiple sites, it is unknown how many classrooms are located in districts that have an operational *Shared Visions* program.
- 2 Out of 134 total programs, 40 are half-day and 94 are full-day. The average number of days per week that *Shared Visions* is offered across providers is 4.73.
- 3 Providers offer services an average of 181 days per year.
- 4 Grantees define eligible ages in their grants. Allowable ages are 3-5.
- 5 A child is rarely enrolled for more than 2 years, but can remain past kindergarten eligibility age if viewed to be at-risk. Kindergarten is not mandatory in Iowa.
- 6 Payment scales are specified at the local level. There are 42 programs that charge tuition to non-income eligible families, which can comprise a maximum of 20% of the total enrollment. Fees range from \$20 to \$495 per month.
- 7 At least 80% of attendees must qualify for primary eligibility through low-income status. Up to 20% can qualify through developmental delay (including limited English proficiency), biological risk factors at birth, a parent under 18 years old, or other special home circumstances such as abuse or limited parental education.
- 8 Agencies are required to offer health screening and referral. Education agencies sometimes provide hearing and vision screenings for children in child care centers.
- 9 Program regulations do require parental involvement but the number of parent conferences is not specified. Programs provide family fun nights, parent education, and parental support in addition to parent conferences.
- 10 Comprehensive child development services are a required component of the RFP, but are not specifically defined in program regulations. Many programs provide transportation, referral for social services and help finding food or clothing pantries.
- 11 Iowa Statute requires “use of qualified teachers,” but the definition of “qualified” depends on the program setting. Teachers in nonpublic locations must meet child care licensing standards, which require a minimum age of 18 and 10 hours of training. Teachers in Head Start are required to have a BA, and public school teachers must be licensed in elementary education. In public schools, most teachers hold an early childhood endorsement, but this is not required.

### KANSAS – At-Risk Four-Year-Old Children Preschool Program 2001–2002

- 1 Risk factors considered in offering priority enrollment include free lunch eligibility, developmental delay, single or teen parent status, ELL status and referral from another agency.
- 2 NAEYC standards are recommended, and programs are monitored for class size appropriateness.
- 3 At least 2 adults (including 1 certified teacher) are required per classroom.
- 4 Schools write competitive grants to obtain funds for the program and must explain how they will address health, transportation, nutrition services and transition to kindergarten.
- 5 Services for children with IEPs are paid for using special education funds only. Classes may be blended, but funding is always separate.
- 6 A 2-day workshop on Work Sampling is offered, but not required.
- 7 Base funding per pupil is \$1,800. Children with certain risk factors receive greater funding.
- 8 There is no local match requirement, but programs likely benefit from federal (school lunch) and local (transportation) funds.
- 9 In 2002, Kansas issued 155 certifications in Pre-K only. In 43 additional cases, teachers came in from out-of-state with Pre-K–Grade 3 certification.

### KENTUCKY – Kentucky Preschool Program 2001–2002

- 1 All districts are required to meet demand, but 2 do this through Head Start and do not offer Pre-K.
- 2 All funding flows through public schools, but some contract with Head Start, and a few contract with private child care centers.
- 3 Daily hours of operation vary by program according to the following percentages: 30% 6 hours, 7% 4-6 hours, 25% 3.5 hours and 38% 2.5 hours. Programs are required to operate for a minimum of 2.5 hours daily, and also must provide at least one meal.
- 4 There is a two-year eligibility option for 3-year-olds identified with disabilities.
- 5 Children with disabilities do not have to meet any income requirements.
- 6 Enrollment is offered to 4-year-olds with a disability and/or who are eligible for free lunch, and to 3-year-olds with a disability.
- 7 This estimate is likely low. Children with disabilities who are also from low-income families are categorized as eligible through disability only.
- 8 Services offered include referrals to health and social services, adult education and parenting information.
- 9 The minimum teacher degree requirement will change for the 2004-2005 program year, when the requirement for new hires will be certification in early childhood or special education.
- 10 All districts receive IDEA Part B 619 funds for 3- and 4-year-olds with disabilities. Use of Title I federal funds is a local district decision.

### LOUISIANA – 8(g) Student Enhancement Block Grant Program 2001–2002

- 1 Full-day operation is recommended.
- 2 Free or reduced-price lunch eligibility data are based on 2,406 of the 3,395 children served.
- 3 A maximum of 15 children is allowed in a class with one teacher and a half-time aide. Up to 12 children may be in classes with one teacher only. This requirement permits classroom operation with 15 children and one adult for 50% of operating hours.
- 4 Screening is conducted to determine which children are potentially eligible to participate, and to plan a program designed to improve kindergarten readiness skills.
- 5 LEAs must address parent involvement in their operating plan. Strategies to help parents gain a better understanding of child development should specifically be addressed.
- 6 Some LEAs elect to provide Pre-K programs with federal and/or local funding.
- 7 In 2001–2002, Louisiana issued 719 certifications in kindergarten and 472 in nursery.

### MAINE – Two-Year Kindergarten 2001–2002

- 1 Although local schools are not required to provide Pre-K, the school funding formula includes money for 4-year-olds.
- 2 The program is offered in 78 schools in 60 of 285 districts.
- 3 Most programs operate for 2.5 hours per day. Many schools are moving toward a 4-day per week schedule with Friday used for parent outreach.
- 4 Most programs offer services for the academic year.
- 5 Children with IEPs may be placed in a Two-Year Kindergarten classroom; the school funding formula pays for the class, while special education money pays for supplemental services.

### MARYLAND – Extended Elementary Education Program 2001–2002

- 1 State money funds approximately 11,000 of the 20,569 Pre-K students. Placements for the remaining students in the program are funded by Title I, local (general aid) funds, and public school Head Start.
- 2 All programs are administered by public schools. About 5 programs were contracted out to Head Start or child care centers, but standards remain the same.
- 3 To be eligible, children must not turn 5 before the cutoff entry date of the program year.
- 4 Homelessness, referral from another program, previous experience in Head Start, health issues and specific home and family circumstances are all risk factors tied to eligibility.
- 5 Transition services are recommended and encouraged through a grant.
- 6 If a program is contracted out, it is assigned to an elementary school, and the principal acts as the administrator. The center director has some oversight responsibilities, as well.
- 7 Required coursework includes human growth and development, methods of teaching, and 12 hours in reading instruction.
- 8 Some in-service requirements may be imposed locally. There are recertification requirements for teachers every 5 years. In addition, all schools involved in EEEP have adopted the Maryland Model for School Readiness, which entails 5 days of training in teachers’ first year, 4 days of training in their second, and 2-day institutes in their chosen focus area in subsequent years. The in-service standard for the program will change for 2003–2004.
- 9 This figure represents the number of newly issued certificates for 2002.

### MASSACHUSETTS – Community Partnerships for Children 2001–2002

- 1 This figure represents the percentage of towns in which the program is offered, as funding is distributed at the community level rather than at the district level. There were 168 CPC grants given to 335 out of a total of 351 towns.
- 2 Age data are approximate and do not add up to total enrollment of 19,974. Additional children are served in a public school preschool program that is supported with special education funding, federal Title I dollars, local fees and other resources and that overlaps with the CPC initiative. The public school preschool program serves approximately 20,000 children, including about 8,000 children who are served with CPC funding. Classroom composition is highly inclusive—in classes of 20, no more than 30% of the children have special needs and in classes of 15 or smaller no more than 50% of the children have special needs.
- 3 Of the 11,077 children served by programs in private settings, 9,634 were in center-based care and 1,443 were in family child care.
- 4 An estimated 75% of programs offer full-day service.
- 5 An estimated 60% of programs operate for the calendar year.
- 6 Referral from another program is a risk factor tied to eligibility.
- 7 Half of families served have a household income below 50% of the State Median Income (SMI), about one quarter earn between 50% and 85% of the SMI, and approximately 10% have incomes above 85% of the SMI. Data are not available regarding the remaining 15-20% of families.
- 8 Support services for families are one of five goals that grantees must specify in applications for funding.
- 9 Transition activities are not required as part of the CPC program, but must be included in kindergarten grants.
- 10 Children with IEPs do attend CPC programs, but they bring their IEP funding in with them. Classes do not receive additional CPC money for including a child with an IEP.
- 11 Teachers must be at least 21 years old. In 2003, standards were passed that require all teachers to have a minimum of an AA in 7 years, and a BA in 14 years.
- 12 Site directors must meet lead teacher requirements, and have 2 credits in day care administration plus 2 additional credits in early childhood coursework approved by the Office of Child Care Services.
- 13 CPC has no specific requirement, but spends \$7,700,000 annually for professional development activities. The Office of Child Care Services has an in-service requirement of 15 hours per year, and public school requirements are decided locally.
- 14 About \$24,100,000 (25%) of total funding came from TANF and CCDF money.
- 15 There is no scholarship program exclusive to Pre-K, but the state contributed \$2,200,000 for an initiative called “Advancing the Field.”



**MICHIGAN** – Michigan School Readiness Program 2001–2002

- 1 The program is offered in some additional districts by 67 agencies receiving competitive grants. These programs are meant to fill gaps where need is not met by formula funding.
- 2 About 10% of districts contract with Head Start or child care centers. There is considerable program flexibility. For example, districts can combine a Head Start and a Pre-K program to fill out a class.
- 3 Some programs choose to operate for 2 full days per week, but most offer 4 half-days. Providers may charge tuition if they offer a fifth day. A home-based option serves < 2% of enrollees.
- 4 Most programs operate for the full school year, with a 30-week minimum required.
- 5 There are 25 specified risk factors that are considered to place children at risk of “becoming educationally disadvantaged.” For each child, there is a process of documenting the existence of risk factors.
- 6 Low-income status may be 1 of 2 risk factors for a child. Over 50% of the population served is required to be low-income and to have at least one other risk factor. The average number of risk factors per child is 6.
- 7 A qualified teacher must be present, plus an associate teacher in rooms with between 9 and 16 children. If more than 16 students are in a class, then a third adult (who does not have to meet any specified qualifications) must be present.
- 8 Programs have the option to offer breakfast or lunch instead of snack.
- 9 Michigan School Readiness Programs must make referrals, but are not required to conduct screenings. Screening before kindergarten entry is required.
- 10 Support is offered as needed by referral.
- 11 Nearly 5% of the population is identified with a “handicapping condition,” which could require an IEP, but often does not. These may include speech, language or physical problems that can be handled in a regular class.
- 12 The early childhood endorsement is an add-on to the elementary certificate, and follows NAEYC requirements. Associate teachers are given 2 years to meet the requirements for their position.
- 13 An early childhood specialist supervises teachers and their professional development. Specialists must have an MA, and may cover multiple programs, working on-site or system-wide.
- 14 All teachers meet the requirements to be site directors, as well.
- 15 In fiscal year 2001, Michigan spent an additional \$16,000,000 from general funds on full-day services for School Readiness and Head Start programs. These funds were given as grants based on needs for construction, salaries and/or transportation. This money will not be available after 2001–2002.
- 16 This number includes support staff.

**MINNESOTA** – School Readiness Program 2001–2002

- 1 Minnesota’s School Readiness Program supports a range of services, including part-day prekindergarten programs as well as supplementary support services such as parent education, transportation assistance, and other activities. The state did not provide an enrollment figure specific to prekindergarten programs.
- 2 Services vary locally, with 82% of districts running half-day programs, 78% providing integrated early childhood and special education and 48% contracting with Head Start.
- 3 Most programs operate fewer than 5 days per week.
- 4 Most programs run for the academic year, with several districts offering a summer transition program.
- 5 Low income is one of the risk factors given enrollment priority.
- 6 Children are identified by a mandated Early Childhood Health and Development Screening. Priority is given to those with the most risk factors. Screening reaches 92% of children in Minnesota between 3 years, 6 months and 4 years old.
- 7 Programs must provide either a snack or a meal, plus offer child and parent nutrition education.
- 8 Early childhood screening is required within 90 days of enrollment.
- 9 Parent involvement is required but not defined. Parent education is strongly encouraged.
- 10 The school district’s K–12 free or reduced-price lunch count is used to calculate 50% of the state aid to the local program.
- 11 Teacher degree requirements outside of public schools are quite disparate. Generally, regulations depend on the location of the program (school v. center).
- 12 Some nonpublic programs may elect to require teacher licensing.
- 13 For child care center staff, the teacher in-service requirement is based on level of experience and education. For non-degreed staff, 2% of the total working hours is required for in-service (full-time employment requires 40 hours of in-service). For degreed staff, 1.5% of total working hours is required. Family child care center staff are required to have 6 hours of annual in-service.
- 14 Use of federal funds varies by LEA.
- 15 In 2002, 123 early childhood education licenses were issued, along with 63 family education/early childhood education licenses.

**MINNESOTA** – State-Funded Head Start Model 2001–2002

- 1 Only one of 34 federally-designated Head Start grantees in Minnesota is a public school district, representing 0.3% of districts in the state.
- 2 About 18% of programs offer full-day services, but the majority operate for the academic year on a half-day schedule, four or five days per week.
- 3 Federal regulations specify that at least 90% of enrollees must be at or below the federal poverty level or receiving assistance from the TANF program.
- 4 The Head Start National Performance Standards require that part-day programs provide children with at least 1/3 of their daily nutritional needs, as determined by the United States Department of Agriculture. Full-day programs must provide 1/2 to 2/3 of daily nutritional needs, depending on the length of the program day. All children in morning center-based settings must be given the opportunity to have a nutritious breakfast.
- 5 Head Start’s Performance Standards require the provision of comprehensive services.
- 6 In 2002, 123 early childhood education licenses were issued, along with 63 family education/early childhood education licenses.

**MISSOURI** – Missouri Preschool Project 2001–2002

- 1 Pre-K is also offered in 93 nonpublic schools.
- 2 Most programs are full-day.
- 3 Most programs operate for the academic year.
- 4 Programs funded through competitive grants receive additional points through the grant scoring system for serving children with special needs or from low-income families.
- 5 IEP data are not available, but 2,910 children were categorized as low-income.
- 6 Assistant teachers in public schools must have a high school diploma plus a vocational certificate in early child care and education.
- 7 Programs may fund each teacher or assistant teacher up to \$800 per year towards the acquisition of a BA in early childhood.

**NEBRASKA** – Early Childhood Grant Program 2001–2002

- 1 There were 15 districts with planning grants in 2001–2002, and the program expanded to include 28 districts in 2002–2003.
- 2 Most children are 3 or 4 years old, though some grantees serve infants and toddlers, as well. Total enrollment was 1,300 in 2002–2003.
- 3 Head Start children may be integrated to form an inclusive program, or an Early Childhood Grant program may provide extended services to Head Start.
- 4 All programs operate at least 12-15 hours per week, and most run full-day, 5 days per week. Grants can be for either the academic or calendar year.
- 5 However, grant funding requires meeting 1 of 4 priorities, which include eligibility for free or reduced-price lunch.
- 6 Grants are competitive with priority given to districts with high English Language Learner or low-income populations. Programs may be open to the community, as there are no strict eligibility requirements. At least 70% of state funds to the program must be used to serve children who meet priority areas.
- 7 Priority areas include children from low-income families, English Language Learners, children of teen parents who have not completed high school, and children born prematurely or with low birth weights. Up to 30% of funds may be used for children who do not have any of these risk factors.
- 8 Some programs serve a high percentage of Hispanic children.
- 9 Classes typically combine 3- and 4-year-olds.
- 10 Meal requirements depend on hours during which children are in the program. Most provide lunch and some offer breakfast as well.
- 11 Although there is no specific screening requirement, comprehensive services are available, including access to health and referral services. Also, public schools mandate screenings and probably apply this requirement to Pre-K.
- 12 If a child does not speak English, at least one staff member must speak the child’s home language. If children in a single classroom speak multiple languages, then someone in the community must be identified to serve as a resource for each child as necessary.
- 13 Family support is based on parents’ assessments of their needs and interests. Available services include providing information and volunteer opportunities. Programs offer access or referrals for health, family literacy, and identification of special needs.
- 14 If designated as program coordinator, a principal must also have a minimum of 9 credit hours in early childhood. A teacher may be designated as the director, and there is no additional requirement for this position.
- 15 If also serving as a teacher, the site director must have an early childhood endorsement.
- 16 T.E.A.C.H.<sup>®</sup> scholarships are available only for 2-year degree programs. About 3 aides in the Early Childhood Grant Program had scholarships. Approximately 100 scholarships were offered statewide.
- 17 This figure includes support staff, Head Start staff, and 4 employees who work in both early childhood and early childhood special education.

**NEVADA** – Nevada Early Childhood Comprehensive Plan 2001–2002

- 1 The program is offered in partnership with 2 additional districts by community-based organizations. Programs in 10 of 17 districts statewide were funded through June 1, 2002, although only 8 provided services to children during 2001–2002.
- 2 Enrollment figures represent Spring 2002 enrollment. The program was not yet operational in Fall 2001, since the school year for the program’s first year of operation was only 5 months long.
- 3 Age data were collected for 410 enrollees. Of these enrollees, 20 were younger than age 2, 85 were between ages 2 and 4, 298 were between ages 4 and 6, and 7 were reported to be between ages 6 and 8. However, since children ages 6-8 would not meet eligibility criteria for the program, these 7 children were likely categorized into the wrong age group.
- 4 Districts collaborate with community settings, Head Start and Even Start, but public schools provide the teachers and serve as the fiscal agent.
- 5 Each program provides services based on community need, and funding is based on what the community proposes to do. Most programs are half-day, 4 days per week.
- 6 The yearly schedule is based on need. Only 1 program operates for the calendar year.
- 7 Children are usually 4 years old and enroll for 1 year, due to the eligibility criteria set by programs.
- 8 Communities set eligibility criteria based on need. Priority is often given to 4-year-olds with no prior preschool experience who qualify for free or reduced-price lunch. The goal is to serve families that cannot afford private Pre-K, but do not qualify for Head Start.
- 9 Programs must provide a rationale for class size and ratio. The state recommends NAEYC guidelines.
- 10 Standards were under development in 2003.
- 11 There are no specific requirements for parent conferences. However, programs are required to develop a parent involvement component. Many provide referral and support services, and some do workshops or home visits. At least one parent or guardian is required to be involved.
- 12 Teachers in Title I schools must fulfill degree requirements set by Title I.
- 13 Although the Pre-K program does not have specific degree requirements for principals, principals must follow requirements set by the state.
- 14 Teachers must have taken at least 35 semester hours of courses in early childhood education, including specific content area courses in early childhood curriculum, child development, family relations, assessment, and student teaching.
- 15 This figure represents the program’s actual spending on preschool services. Because the program did not start operating until early 2002, districts spent approximately \$2 million of an original \$3 million allocated, inclusive of start-up costs. The remainder of the allocation was returned to the state unspent.

**NEW JERSEY** – Abbott Preschool Program 2001–2002

- 1 Enrollment figures are from a December 2001 count.
- 2 Programs offered by community providers served 20,715 children.
- 3 All children enrolled in the Abbott program are also eligible for free summer and wrap-around services.
- 4 Most programs do conduct parent conferences.
- 5 Programs are required to have one family worker employed for every 40 families served. The family worker offers community referrals, education and support.
- 6 The Abbott program Operational Plan asks about transition services. Most programs do provide some transition activities.
- 7 There is no differential funding, but programs are expected to rectify any failures to meet Abbott requirements. Centers that do not meet licensing requirements can be closed.
- 8 Teachers who worked in center-based programs before the degree requirement was implemented have until September 2004 to meet the requirement.
- 9 As of July 2003, all assistant teachers are required to have a high school diploma or equivalent.
- 10 Districts can assign administrative responsibilities to a principal, a director of early childhood services, or an early childhood supervisor.
- 11 This total represents contributions of \$233,882,105 from the Department of Education and \$106,000,000 from the Department of Human Services. Funds from the DOE went to provide service for 6 hours per day, 180 days per year, while money from the DHS supported 4 hours of before- and after-school care, as well as summer classes.
- 12 The Department of Human Services used some federal money for its portion of the funding.

**NEW JERSEY** – Non-Abbott Early Childhood Program Aid Preschool Program 2001–2002

- 1 The total enrollment figure is for October 2001.
- 2 Ethnicity data were not tracked for 2001–2002, but will be available for 2003–2004.
- 3 Class sizes range from 2–31, with most between 15 and 20. The average class size was 12.4, but this figure includes classes for children with disabilities.
- 4 New Jersey contributed a total of \$97,000,000 to ECPA, but these funds were also used for kindergarten and grades 1–3. Pre-K and kindergarten receive priority.

## APPENDIX A: STATE SURVEY DATA continued

### NEW MEXICO – Child Development Program 2001–2002

- 1 Public school districts operate 5 programs, while 20 others are community based. Of the 25 total programs, 18 serve some 3- and 4-year-olds and 7 enroll only infants and toddlers.
- 2 The enrollment figure represents an approximate number of children served from birth to age 5. The state did not report how many of these 2,000 children received center-based services.
- 3 Hours of operation vary by program. Some provide home visiting and do not operate on a regular schedule.
- 4 Most programs operate year-round, but some do not provide services during the summer.
- 5 While there are no standard criteria for eligibility, a goal of the Child Development Program is to fill enrollment gaps left by other programs. Individual programs may set priorities to be optimally inclusive.
- 6 Meal requirements depend on the program schedule.
- 7 Programs are expected to follow a “Best Practices” document that includes guidelines for ELL.
- 8 Programs must indicate how they will provide comprehensive services in the grant application.
- 9 Some children in the program may receive TANF vouchers.
- 10 Localities typically provide about \$3 in cash or in-kind for every \$1 put in by the state.

### NEW YORK – Universal Prekindergarten 2001–2002

- 1 Children in private settings attend child care centers, a small number of family child care homes and some special education classes.
- 2 Programs may be full- or half-day, but 85% of enrollees attend a half-day program.
- 3 Children from economically disadvantaged households were given enrollment priority for the second and third years of program delivery, under the assumption that the program would be universal in the fourth year after inception.
- 4 Families are offered services including transition to UPK, language support for English Language Learners and referral/support for children identified with disabilities.
- 5 Pre-K teachers must comply with the same requirements as teachers at other grade levels, and this requirement applies to all professional certificate holders.

### NEW YORK – Experimental Prekindergarten 2001–2002

- 1 Programs may be full- or half-day, and operate 4 or 5 days per week.
- 2 In addition to economic disadvantage, LEAs may identify other risk factors that will be used to determine or prioritize eligibility.
- 3 Programs offer diverse family services that address social services, health services, nutrition, parent involvement, continuity of programs from kindergarten to third grade, and coordination with community agencies.
- 4 Currently, teachers must be certified in Nursery-Grade 6, but the requirement will change to Birth–Grade 2 on February 1, 2004.
- 5 Pre-K teachers must comply with the same requirements as teachers at other grade levels, and this requirement applies to all professional certificate holders.

### NORTH CAROLINA – *More at Four* 2001–2002

- 1 *More at Four* was offered in 34 out of 100 counties in 2001–2002. By 2002–2003, the program was offered in 91 of the 100 counties.
- 2 Total enrollment reached 5,400 as of March 2003, and 10,000 slots are available in 2003–2004.
- 3 More than one year of enrollment is permitted only by exception.
- 4 Low-income status is not required in all cases, but is the primary risk factor considered when determining eligibility.
- 5 Risk factors are considered in the following order: family income, child health status, disability, parent education, parent employment, family composition, housing stability, English language proficiency and minority status. Starting in 2004–2005, at least 80 percent of participants must come from families at or below 250 percent of the federal poverty level. Children who have risk factors and have not previously participated in any early care and education program are given first priority.
- 6 Counties determine how many risk factors must be present for eligibility, but operate with the same priorities. Children with risk factors who have never been served or who are wait-listed for subsidized care are considered first.
- 7 A program goal is for 10% of children enrolled to have identified disabilities, but this is not a requirement.
- 8 Providers are given 4 years to phase in the teacher degree requirement after being recognized as a *More at Four* program.
- 9 Teachers with degrees in other fields may be given provisional licenses, but must work towards a Birth-Kindergarten license.
- 10 NCLB law generally requires that assistant teachers have at least a 2-year degree.
- 11 Level II requires an AA degree in Early Childhood or Child Development, while Level III requires a BA.
- 12 Teachers working toward a license must have 6 semester hours per year. There is no requirement for teachers already holding the required license.
- 13 The T.E.A.C.H.® scholarship program is managed by the Child Care Services Association. The state contributed \$250,000 specifically for *More at Four*.
- 14 Full-time staff grew to about 12 by Spring 2003, including program and fiscal staff.

### OHIO – Public School Preschool 2001–2002

- 1 The program has received no new funding, only a continuation, so expansion to new districts has not been possible.
- 2 An additional 2,225 children from families that exceed income requirements are served in the Public School Preschool Program using parent fees and/or district funds.
- 3 There are 22 Public School Preschool grantees that subcontract with Head Start agencies to provide the program and services.
- 4 Programs operate for 448 hours per year. Most run 4 days per week, 3.5 hours per day.
- 5 As of 2003, teachers must have an AA in early childhood education.
- 6 License types include Pre-K Associate (2-year level), Pre-K (4-year level), and the Early Childhood License (4-year); it is also possible to teach with a BA with 20 semester hours of early childhood coursework, including a supervised practicum with preschool children.
- 7 Licensure in an AA program requires supervised student teaching experience. The Ohio DOE approves teacher education program content and hours following NAEYC standards.
- 8 The usual requirement is 15 clock hours or 3 credit hours annually. However, in-service requirements associated with licensing/certification take precedence when teachers are renewing their license or certificate. In these circumstances, the specific requirements for in-service depend on the type of license or certificate.

### OHIO – State-Funded Head Start Model 2001–2002

- 1 Ohio Head Start programs follow federal Head Start Performance Standards, which require programs to operate for at least 3.5 hours a day, 4 days a week.
- 2 Ohio Head Start programs follow federal Head Start Performance Standards, which require programs to operate for at least 32 weeks a year.
- 3 The Ohio Department of Education requires that all classroom teachers must be working toward an AA degree by 2003, and all must have obtained the degree by 2007.
- 4 Federal Head Start Performance Standards require in-service training, but do not specify the amount. The state does not set specific in-service training requirements for Head Start teachers either, but program licensing requires 4 clock hours of in-service training per year with an AA degree.

### OKLAHOMA – Early Childhood Four-Year-Old Program 2001–2002

- 1 Collaboration with Head Start as well as for-profit and nonprofit preschools allows for the placement of certified teachers in those settings, and extends hours of operation. Public schools operate and fund all classes, regardless of setting, and uniform standards apply.
- 2 Most districts (57%) provide full-day programs only. About 36% offer half-day only, and 7% offer both types. Funding differs depending on length of the program day.
- 3 Educational placement is decided by local districts based on need and ability. Some children may attend the program for more than one year.
- 4 There are 13,336 children in the 4-and-under free or reduced-price lunch program. This total may include some special education and child care participants who are less than 4 years old.
- 5 Meal requirements are the same from Pre-K through grade 12.
- 6 Curriculum guidelines for Pre-K were passed by the Oklahoma State Board of Education in July, 2003. The guidelines, which address ELL, pertain to all Pre-K children.
- 7 State law encourages teachers to hold one parent conference per semester, but this is not required.
- 8 Because Pre-K is part of the public school system, staff (speech therapists, counselors, nurses) must provide comprehensive services to families.
- 9 Principal certification is mandated, and this requires an “understanding” of Pre-K through grade 8.
- 10 Oklahoma’s Pre-K–12 program is equity-funded rather than a line item. District funding is based on a per-child formula. The 2004 Pre-K–12 budget reduces money in the formula.

### OREGON – Oregon Head Start Prekindergarten 2001–2002

- 1 All counties have Pre-K, but school districts are rarely grantees.
- 2 The 528 children in public programs include all programs operated by LEAs, including those operated by Education Service Districts as well as public schools. There are 31 Oregon Head Start Prekindergarten grantees, 21 of which also receive federal Head Start funds. The remaining 10 grantees only receive Oregon Head Start Prekindergarten funds. The 31 grantees include 5 LEAs (2 public schools and 3 Education Service Districts), 3 higher education institutions, 3 private nonprofit organizations, and 17 federal Head Start programs operated by private nonprofit organizations.
- 3 Most programs operate 3.5 to 4 hours per day, 3-4 days a week for the academic year. Eight programs offer full-day, full-year services to working families. Oregon Head Start Prekindergarten requires that programs offer a minimum of 472 hours of classroom and home visit time per year.
- 4 Children entering the program at age 3 may receive 2 years of service and those entering the program at age 4 receive one year of service. Very rarely a child may receive 3 years of service if they enter the program at age 3, continue as a 4-year-old, turn 5 during the Oregon Head Start Prekindergarten program year, remain there and enter Kindergarten the following year. This would require an individualized plan to determine child and family need.
- 5 Although the program allows participation by over-income families for up to 20% of enrollment, very few children from these families are enrolled due to the priority and high need of income-eligible children.
- 6 Programs must offer a minimum of 10% of their enrollment slots to children with diagnosed disabilities and their families.
- 7 Programs prioritize enrollment based on lowest income and other risk factors including referral for child abuse and neglect, alcohol and drug issues, and physician referrals.
- 8 In a very small number of cases, enrollees come from over-income families.
- 9 Programs are mandated to provide 1/3 of a child’s daily nutritional requirement in part-day programs and 1/2 to 2/3 of the daily requirement in full-day programs.
- 10 This is the minimum requirement and applies to programs using the center-based option, which conduct at least 2 home visits per year. For programs using the Combination model, 8 home visits are required annually.
- 11 Transition activities are mandated, although when children have already attended an Oregon Head Start Prekindergarten program at the same school, their school is exempted from this requirement.
- 12 Teachers in nonpublic schools must have an AA in Early Childhood Education, beginning in September 2004.
- 13 The directors in the public schools are certified principals, as required by district regulations. Other programs follow Head Start standards, but most directors have a BA.
- 14 Each program puts 2.5% of budget allocations into training; these funds are used for professional development of staff.
- 15 In 2002, funding for the 2001–2003 biennium was cut from \$58,500,000 to \$55,200,000. Budget cuts have led to reduced services, but not reductions in slots. Further cuts for the 2003–2005 biennium have been approved at \$52,500,000, and have resulted in reductions in the numbers of children served throughout the state.
- 16 Child care subsidy funds are used to extend part-day, part-year programs to full-day and full-year service designs. Funds go directly to local programs; the total amount is not known.

### SOUTH CAROLINA – Half-Day Child Development Program (& 4K First Steps) 2001–2002

- 1 First Steps is available in 55 of 85 districts, and provides funds for the Early Childhood 4K Program in 16 private child care settings.
- 2 First Steps funds at least an additional 423 children, plus either extends the regular 4K day or provides full-day funding for 2,762 others. Of the 423 known to be fully funded by First Steps, 97 are in Head Start and 326 are in half-day programs.
- 3 Programs operate a minimum of 180 days per year, and for at least 2.5 hours per day.
- 4 Children may enroll for a second year if required by an IEP, or in rare cases when parents and the district decide that an additional year would be beneficial.
- 5 Factors that impact eligibility include parent education, enrollment in an Even Start or family literacy program, the existence of an IEP, and low SES.
- 6 Districts establish their own scale for weighting risk factors according to the most essential areas of need. The goal is to achieve school readiness in each district.
- 7 Snack is required by legislation, but all 4K programs also provide either breakfast or lunch.
- 8 Two parent conferences ideally take place in the home, and are required to be held in a setting other than the school.
- 9 Every district must offer a family literacy or parenting program, for which 4K families often qualify.
- 10 It is recommended that assistant teachers in nonpublic settings complete an early child development class within one year of their hiring date.
- 11 This figure does not include an additional \$8,500,000 of First Steps funding.
- 12 Federal funds from CCDF allowed for 5 new sites, and Title I provided an additional \$1,500,000.
- 13 A local match of 15% is required for county partnerships receiving First Steps funds. This match may include local and federal sources, and may be in cash or in-kind. Programs funded by partnerships are not required to match, but nearly all do.

### TENNESSEE – Early Childhood Education Pilot Project 2001–2002

- 1 Enrollment by age is reported based upon the number of children enrolled at the beginning of the school year. The sum of enrollment by school is higher because these data are derived from a total enrollment figure that includes all children who participated in the program for at least 1 month during the 2001–2002 program year. IHE refers to Institutes of Higher Education.
- 2 A child can remain in the program if re-enrollment is recommended in an IEP.
- 3 Children eligible for free or reduced-price lunch are given priority for enrollment, but there is no specific income requirement.
- 4 Eligibility for free or reduced-price lunch is the top criterion for enrollment, but is not a requirement. Other criteria are determined at the local level. For the 2003–2004 school year, all children are required to meet the free or reduced-price lunch income guidelines.
- 5 Programs that offer extended-day service must provide breakfast, lunch, and two snacks. Approximately half of the ECE programs operate on an extended-day schedule.
- 6 Endorsements in kindergarten or elementary education are not accepted for teachers.
- 7 The program received \$9,000,000 in federal funds during 2002–2003, but did not receive federal funding for 2003–2004.
- 8 This figure represents the number of first-year licenses issued during 2001–2002.



## APPENDIX A: STATE SURVEY DATA continued

### TEXAS – Public School Prekindergarten 2001–2002

- 1 Districts must offer the program if at least 15 children are eligible. In other cases, Public School Pre-K is not required.
- 2 Enrollment numbers by age are estimates, based on percentages from initial enrollment projections.
- 3 Some schools coordinate with Head Start or child care centers. State legislation allows districts to contract with private entities, but very few do.
- 4 Basic funding is for half-day services. In 2001–2002, the state appropriated \$100,000,000 in expansion grants to enable 305 districts to offer full-day services. Priority for these grants is given to districts with low grade 3 reading scores.
- 5 Public School Pre-K follows an academic year schedule, but there is a separate summer program for students entering kindergarten who cannot speak or comprehend English.
- 6 Districts may serve 3-year-olds, but are required to serve 4-year-olds.
- 7 There is no actual age limit for eligibility, but a child who is 5 years old by September 1 is strongly encouraged to enter kindergarten.
- 8 Risk factors tied to eligibility include homelessness and being unable to speak or understand English.
- 9 This figure is a calculation based on 66% of 3-year-olds and 85% of 4-year-olds having qualified for enrollment by meeting the income criterion (which is eligibility for free or reduced-price lunch). Additional children who qualify for enrollment based on other risk factors, such as homelessness or limited English proficiency, may also be eligible for free or reduced-price lunch.
- 10 The class size limit for kindergarten-grade 4 is 22. Pre-K classes no larger than 18 are preferred, but not required.
- 11 Comprehensive services are generally not mandated, but most districts make appropriate referrals, offer parent conferences and transition services, and provide help to families when possible.
- 12 Children with IEPs attend the Preschool Program for Children with Disabilities. In 2001–2002, this program served 37,244 children.
- 13 Bilingual teachers need a specific endorsement for bilingual instruction. Endorsements require coursework and completion of a subject-specific exam.
- 14 Assistant teachers are not required in classrooms.
- 15 Districts must offer a certain number of staff development days, and teachers may need in-service training to maintain certification.
- 16 The state provided an additional \$100,000,000 in Pre-K expansion grants.

### VERMONT – Early Education Initiative 2001–2002

- 1 Many programs are collaborations among public schools, Head Start and child care centers. About half of public school operated programs are located in community centers, and Head Start programs tend to be in public schools.
- 2 The minimum operating schedule is 32 weeks per year and 10 hours per week. Public school and Head Start programs generally follow the academic year, while child care usually operates throughout the calendar year.
- 3 There are several risk factors tied to eligibility, including developmental delay, poverty, identification as being at risk for abuse or neglect and limited English proficiency.
- 4 Either low-income status or one other risk factor must be present to qualify.
- 5 All districts conduct vision and hearing screenings for children 3 to 5 years old in conjunction with a developmental screening.
- 6 Support services to enrolled families are offered (mostly through referral), but are not required.
- 7 Transition services are a program priority, and most programs share information with public schools. However, transition activities are not mandated.
- 8 A grantee with multiple sites may have a coordinator overseeing all of its programs. Other grantees have on-site directors. An MA is preferred for administrators.
- 9 Certification is currently being revised to cover Pre-K–grade 3.

### VIRGINIA – Virginia Preschool Initiative 2001–2002

- 1 Eligibility criteria, payment policies and comprehensive services are all specified at the local level. Districts also determine their own teacher in-service requirements.
- 2 Standards for ELL are currently under development.
- 3 Families receive health, social and transportation services.
- 4 All program staff must have some training in early childhood development. Minimum teacher qualifications depend on the location of the program: public school teachers must be certified, Head Start teachers must hold a CDA, and there is no specific degree requirement for teachers in child care settings.

### WASHINGTON – Early Childhood Education and Assistance Program 2001–2002

- 1 New programs are established through RFPs when money becomes available, and are targeted to areas of high need.
- 2 Providers design initiatives based on community needs. Most programs are part-day, with only 14% offering full-day service and 1% being home based. The majority of programs operate for 3 to 4 days per week.
- 3 Most programs operate for the academic year.
- 4 After one year, family income is used to re-qualify a child who has not reached school age. Three-year-olds are only accepted after all eligible 4-year-olds whose families wish to participate have been enrolled.
- 5 Up to 10% of families with children enrolled can be over the income eligibility limit.
- 6 At least 10% of enrollees must be children of migrant/seasonal farm workers or Native Americans.
- 7 Percentages add up to more than 100% because parents were asked to select all categories that applied, rather than to select a single ethnic group category for their children.
- 8 Program standards are targeted for 4-year-olds, but since 3-year-olds are in blended classrooms, ECEAP standards apply to the educational setting for both ages. ECEAP programs are encouraged to maintain staff-child ratios of 1:6, but 1:9 is permitted.
- 9 Contractors are required to be “culturally and linguistically responsive” to families.
- 10 Some program models require 3 parent conferences annually.
- 11 Providers offer referrals to appropriate social services, parent education and access to health and dental care.
- 12 Teachers in public schools are required to have a BA with a Pre-K–grade 3 endorsement, or to be certified in special education with an early childhood endorsement. In nonpublic settings, teachers must at minimum hold an AA with 30 quarter units in early childhood education.
- 13 Teachers may have to meet an in-service requirement to maintain endorsement.
- 14 The program does not use federal funds, but receives some additional state money from CDDF maintenance of effort (MOE) funds. The total amount was not reported.
- 15 This figure does not include those who added an early childhood endorsement to an existing license.

### WEST VIRGINIA – Public School Early Childhood Education 2001–2002

- 1 The age of eligibility will change in July 2004 with the new Pre-K law 18-5-44, after which only 4-year-olds and 3-year-olds with IEPs will be allowed to enroll.
- 2 As of February 12, 2003, the ratio requirement will be 1:10 statewide, with one certified teacher mandated in each classroom.
- 3 Meal requirements depend on hours of operation.
- 4 ELL guidelines are being developed.
- 5 Under the new West Virginia Pre-K program standards, transition services will be required.
- 6 Teachers must have a degree in early childhood, preschool special needs, or elementary education with an endorsement in Pre-K/K.
- 7 Administrators are usually Title I or federal programs directors, but this varies at the county level.
- 8 Teachers must have coursework in early childhood or preschool special needs, or hold a newly offered Birth-Age 5 certificate.
- 9 Funding increased to \$19,923,934 for 2002–2003 and to \$26,852,249 for 2003–2004.
- 10 Scholarships are reserved for Head Start or child care teachers who are pursuing an AA or a BA. Public school teachers are not eligible.

### WISCONSIN – Four-Year-Old Kindergarten 2001–2002

- 1 Programs must run for a minimum of 437 hours per year, and can add up to 87.5 hours of parent outreach. Most run 180 days per year, 5 days per week and 2.5 hours per day.
- 2 Age limits for eligibility are not written requirements, but standard practice is that children attend the program for one year and exit at age 5.
- 3 Programs must be open to all 4-year-olds.
- 4 While ethnicity data are not collected by grade level, aggregate ethnicity data are available for children from Pre-K to Grade 12: 2% are American Indian, 3% are Asian, 10% are Black, 5% are Hispanic, and 80% are White. Due to the diversity of children's backgrounds in Four-Year-Old Kindergarten, it is likely that higher proportions of these children represent ethnic minorities.
- 5 All districts serve children ages 3-5 with disabilities. There were 5,017 Wisconsin 4-year-olds with IEPs reported in the December 2001 child count, although it is not known how many of these children participated in Four-Year-Old Kindergarten.
- 6 Assistant teachers do receive a license from the district, but it is not a state teaching license.
- 7 State funding for Four-Year-Old Kindergarten is built into the school membership aid. Since it is combined with the total school funding it is difficult to determine the exact amount of money spent on Four-Year-Old Kindergarten. This figure represents the midpoint of a range of spending (\$40,000,000 to \$45,000,000) reported by the state.
- 8 Federal funds may be used at the local level.
- 9 Wisconsin does have a scholarship program for child care workers.
- 10 Teachers use an early childhood license that is analogous to certification.

### WISCONSIN – State-Funded Head Start Model 2001–2002

- 1 Ethnicity estimates are based on all Head Start enrollees in Wisconsin, and are not specific to the enrollees funded by the state's Head Start supplement.
- 2 The Head Start National Performance Standards require that part-day programs provide children with at least 1/3 of their daily nutritional needs, as determined by the United States Department of Agriculture. Full-day programs must provide 1/2 to 2/3 of daily nutritional needs, depending on the length of the program day. All children in morning center-based settings must be given the opportunity to have a nutritious breakfast.
- 3 Wisconsin does have a scholarship program for child care workers.
- 4 Teachers use an early childhood license that is analogous to certification.

### DISTRICT of COLUMBIA – Public School Prekindergarten 2001–2002

- 1 This enrollment count includes children who are enrolled in the Head Start program operated by the District of Columbia Public School (DCPS) system.
- 2 Children are only eligible at 2 years, 9 months if they qualify for Head Start. They may enroll in the DCPS-operated Head Start program after all eligible 4-year-olds have been enrolled. All other children must be 4 years old by December 31st to enroll in the Public School Prekindergarten program.
- 3 An income requirement applies only to the DCPS-operated Head Start program.
- 4 Children in the DCPS-operated Head Start program receive screenings and referrals, family support services, and meals as required by federal Head Start Performance Standards.
- 5 Parents must comply with city health requirements for enrollment.
- 6 Children with special needs are provided the services identified through Individualized Education Plans.

## APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START		FEDERAL HEAD START						
	State funding (Fiscal Year 2002)	State enrollment: 3- and 4-year-olds <sup>1</sup>	Federal funding (Fiscal Year 2002)	Funded enrollment by state (Fiscal Year 2002) <sup>2,3</sup>		American Indian/Alaska Native enrollment (Program Year 2001-2002) <sup>2,3</sup>		Migrant enrollment (Program Year 2001-2002) <sup>2,3</sup>	
				3-year-olds <sup>6</sup>	4-year-olds <sup>6</sup>	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama			\$100,154,494	5,486	10,276	0	0	25	27
Alaska	\$5,500,000	NA	\$12,104,386	702	912	514	712	0	0
Arizona			\$96,912,656	4,080	8,335	2,158	3,200	195	268
Arkansas			\$61,023,626	3,858	6,342	0	0	77	85
California			\$801,429,541	31,609	57,199	225	292	1,188	1,128
Colorado			\$65,716,131	3,402	5,384	55	64	90	96
Connecticut	\$5,100,000	457 <sup>7</sup>	\$49,984,520	2,611	3,434	0	0	0	0
Delaware	\$4,280,700	843	\$12,286,428	802	961	0	0	8	4
Florida			\$252,369,803	12,253	20,810	5	13	803	627
Georgia			\$161,740,120	11,159	10,799	0	0	73	91
Hawaii			\$21,977,038	1,121	1,455	0	0	0	0
Idaho			\$21,662,707	640	2,411	78	160	173	155
Illinois			\$259,780,216	14,251	17,848	0	0	90	80
Indiana	\$889,848	98	\$88,666,972	3,818	7,070	0	0	0	0
Iowa			\$49,494,840	2,358	3,858	0	0	0	0
Kansas			\$47,909,093	2,950	3,539	29	33	0	0
Kentucky			\$103,472,617	5,778	9,251	0	0	0	0
Louisiana			\$135,048,223	8,303	10,324	0	0	0	0
Maine	\$3,647,000	NA	\$26,661,319	1,419	2,097	12	16	12	3
Maryland	\$3,000,000	NA <sup>8</sup>	\$74,928,894	3,662	5,546	0	0	47	40
Massachusetts	\$6,400,000	440 <sup>9</sup>	\$104,182,066	4,567	6,343	0	0	0	0
Michigan			\$225,290,497	14,034	17,275	160	127	240	225
Minnesota	\$18,375,000	2,496	\$69,643,329	3,782	5,299	372	423	206	165
Mississippi			\$155,259,338	10,293	15,395	110	117	0	0
Missouri			\$113,255,841	6,841	8,493	0	0	0	0
Montana			\$20,117,436	1,006	1,656	463	870	0	0
Nebraska			\$34,580,417	1,580	2,540	120	102	19	14
Nevada			\$19,785,629	732	1,707	184	185	0	0
New Hampshire	\$400,000	NA	\$12,860,678	510	789	0	0	0	0
New Jersey			\$125,175,590	6,534	7,430	0	0	26	24
New Mexico	\$6,000,000	NA <sup>10</sup>	\$49,185,413	2,125	4,087	499	592	0	0
New York			\$418,238,532	19,030	24,841	106	45	101	91
North Carolina			\$132,667,143	6,317	11,241	71	56	129	122
North Dakota			\$16,036,018	733	1,151	392	493	0	0
Ohio	\$98,843,825 <sup>11</sup>	18,000	\$236,999,439	14,958	19,349	0	0	0	0
Oklahoma	\$3,316,917	NA <sup>12</sup>	\$76,909,804	5,517	7,022	1,216	1,396	0	0
Oregon	\$27,600,000	3,698	\$57,105,005	2,757	5,392	122	177	485	438
Pennsylvania	\$2,000,000	NA <sup>13</sup>	\$219,114,506	10,043	15,242	0	0	85	80
Rhode Island	\$1,828,000	400	\$21,184,290	752	1,866	0	0	0	0
South Carolina			\$78,506,579	5,716	5,009	27	46	64	46
South Dakota			\$18,078,512	950	1,269	429	579	0	0
Tennessee			\$112,343,511	5,485	10,167	0	0	36	34
Texas			\$454,292,444	25,794	33,209	0	0	2,219	1,955
Utah			\$36,270,290	1,165	3,769	86	127	55	87
Vermont			\$13,022,989	554	596	0	0	0	0
Virginia			\$95,366,343	4,329	7,287	0	0	50	59
Washington	\$235,000	NA <sup>14</sup>	\$97,246,982	2,977	6,179	370	465	601	572
West Virginia			\$48,624,566	2,814	3,999	0	0	0	0
Wisconsin	\$7,425,000	1,449	\$86,940,813	5,731	6,336	300	429	76	75
Wyoming			\$11,882,457	526	1,013	105	123	25	21
U.S. <sup>15</sup>	\$195,775,058	27,881	\$5,603,490,081 <sup>16</sup>	288,414	423,802	8,208	10,842	7,198	6,612

STATE	Percent of children enrolled full-day, 5 days per week, all ages (Program Year 2001-2002)	AVERAGE SALARIES FOR HEAD START TEACHERS, DIRECTORS, AND ASSISTANT TEACHERS						
		Teachers, all degree levels (2002, estimated) <sup>4</sup>	Teachers with CDA credentials (2002)	Teachers with AA degrees (2002)	Teachers with BA degrees (2002)	Teachers with graduate degrees (2002)	Directors (2002)	Assistant teachers (2001) <sup>5</sup>
Alabama	76%	\$17,123	\$15,899	\$18,313	\$21,813	\$23,199	\$58,579	\$12,472
Alaska	9%	\$21,273	\$20,487	\$22,482	\$23,304	NA	\$61,537	\$12,052
Arizona	14%	\$21,464	\$19,531	\$23,340	\$24,363	\$26,741	\$60,861	\$13,276
Arkansas	81%	\$19,939	\$18,429	\$20,445	\$23,467	\$24,771	\$48,687	\$12,210
California	21%	\$25,786	\$23,963	\$25,121	\$28,523	\$36,031	\$70,104	\$16,492
Colorado	15%	\$21,799	\$18,772	\$19,932	\$24,378	\$32,789	\$49,481	\$13,131
Connecticut	57%	\$24,684	\$20,421	\$22,654	\$28,693	\$36,160	\$62,009	\$15,765
Delaware	19%	\$18,335	\$17,043	\$19,105	\$20,009	\$24,740	\$54,663	\$13,180
Florida	89%	\$20,693	\$18,429	\$20,242	\$25,119	\$32,170	\$55,445	\$14,462
Georgia	88%	\$19,924	\$17,706	\$20,675	\$26,327	\$32,682	\$58,615	\$13,669
Hawaii	26%	\$30,420	\$26,803	\$30,692	\$31,745	\$45,000	\$54,865	\$16,129
Idaho	8%	\$18,201	\$16,413	\$17,870	\$19,457	\$26,007	\$51,070	\$11,580
Illinois	35%	\$23,373	\$20,575	\$22,657	\$25,637	\$28,179	\$52,320	\$16,497
Indiana	20%	\$20,035	\$17,702	\$19,768	\$22,415	\$25,874	\$46,435	\$12,552
Iowa	38%	\$21,902	\$18,465	\$20,291	\$24,136	\$32,091	\$48,156	\$13,661
Kansas	17%	\$21,418	\$18,577	\$19,351	\$23,494	\$29,674	\$47,005	\$11,899
Kentucky	42%	\$19,929	\$16,905	\$19,005	\$24,401	\$31,394	\$50,884	\$10,702
Louisiana	75%	\$19,312	\$17,728	\$19,516	\$22,187	\$23,516	\$42,780	\$11,935
Maine	17%	\$20,422	\$19,519	\$20,805	\$21,152	\$21,583	\$51,048	\$13,594
Maryland	45%	\$28,044	\$19,991	\$23,415	\$31,643	\$39,582	\$51,662	\$15,070
Massachusetts	34%	\$22,215	\$20,742	\$22,050	\$23,715	\$24,418	\$54,879	\$14,924
Michigan	11%	\$25,323	\$22,113	\$23,267	\$28,163	\$34,134	\$58,054	\$14,631
Minnesota	8%	\$22,638	\$21,771	\$22,357	\$22,863	\$29,909	\$48,346	\$14,656
Mississippi	65%	\$17,935	\$16,459	\$18,381	\$19,846	\$19,604	\$64,443	\$12,240
Missouri	29%	\$19,729	\$18,126	\$20,026	\$23,554	\$29,022	\$52,839	\$13,469
Montana	15%	\$16,106	\$14,690	\$15,843	\$17,489	\$17,798	\$36,981	\$11,499
Nebraska	23%	\$18,970	\$17,887	\$17,871	\$20,083	\$35,674	\$45,261	\$12,302
Nevada	10%	\$20,794	\$20,034	\$21,302	\$20,951	NA	\$41,766	\$14,618
New Hampshire	14%	\$19,865	\$18,657	\$18,869	\$20,943	\$21,678	\$41,505	\$10,556
New Jersey	83%	\$26,421	\$21,961	\$24,273	\$31,288	\$35,896	\$67,650	\$15,706
New Mexico	25%	\$20,018	\$18,554	\$20,500	\$24,494	\$28,571	\$48,291	\$12,004
New York	43%	\$27,892	\$20,001	\$22,804	\$28,645	\$35,158	\$55,852	\$17,856
North Carolina	79%	\$20,378	\$18,241	\$19,305	\$23,770	\$33,638	\$49,692	\$13,767
North Dakota	17%	\$21,033	\$18,870	\$22,082	\$21,163	\$24,372	\$39,709	\$11,153
Ohio	23%	\$20,204	\$18,567	\$20,010	\$23,010	\$28,927	\$57,697	\$14,134
Oklahoma	52%	\$20,423	\$18,308	\$20,304	\$23,723	\$27,693	\$46,486	\$12,914
Oregon	16%	\$18,415	\$16,663	\$18,165	\$20,465	\$19,197	\$54,813	\$15,349
Pennsylvania	35%	\$21,104	\$18,655	\$19,041	\$21,857	\$25,768	\$50,264	\$12,416
Rhode Island	28%	\$21,732	\$18,926	\$22,214	\$23,670	\$31,913	\$63,186	\$16,787
South Carolina	67%	\$17,563	\$16,279	\$17,852	\$20,553	\$20,689	\$62,751	\$12,565
South Dakota	12%	\$21,943	\$18,993	NA	\$22,254	\$23,887	\$49,407	\$11,841
Tennessee	43%	\$19,842	\$17,521	\$19,072	\$25,063	\$32,200	\$51,202	\$12,035
Texas	72%	\$22,093	\$18,704	\$20,860	\$28,916	\$34,896	\$53,752	\$12,797
Utah	9%	\$17,850	\$15,778	\$15,606	\$21,364	\$34,317	\$52,498	\$10,766
Vermont	18%	\$22,761	\$20,990	\$19,771	\$22,768	\$27,996	\$43,265	\$12,619
Virginia	56%	\$24,473	\$19,855	\$21,307	\$26,987	\$32,840	\$52,534	\$13,571
Washington	19%	\$23,904	\$21,412	\$24,347	\$25,257	\$25,917	\$54,948	\$15,748
West Virginia	15%	\$20,348	\$15,636	\$17,847	\$24,037	\$34,100	\$41,971	\$12,769
Wisconsin	12%	\$23,823	\$19,258	\$20,401	\$27,165	\$31,257	\$59,295	\$13,431
Wyoming	13%	\$18,028	\$15,002	\$19,614	\$20,807	\$17,737	\$42,779	\$7,702
U.S.	44%	\$21,846	\$19,004	\$21,049	\$25,090	\$31,061	\$53,114	\$14,162



**APPENDIX B: HEAD START DATA** continued

Data source:

Data from Head Start Program Information Reports (PIR) for 2001–2002, unless otherwise noted.

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 the state funds were used to enhance services for federally-funded children rather than for separate, additional slots.
- <sup>2</sup> Funded enrollment indicates the number of slots that are funded annually, which differs from the actual number of children served in a year (since, for example, a child may participate for only part of the year). In contrast, enrollment totals for American Indian and Migrant programs are the actual number of children served, and may count some children who participated for only a portion of the year. American Indian and Migrant enrollment are not included in the funded enrollment totals.
- <sup>3</sup> Funded enrollment data by state are for the fiscal year, while enrollment data for American Indian and Migrant Programs are for the program year.
- <sup>4</sup> For the 2002 PIR data, teacher salaries were reported separately for each degree level, rather than an overall average for all teachers. NIEER calculated a weighted average for teacher salaries in each state, shown here, based on the average salary for teachers at each degree level and the number of teachers in each category.
- <sup>5</sup> Salary data for assistant teachers are from 2001 because this information was not collected in 2002.
- <sup>6</sup> Funded enrollment was not available by single year of age, so the 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 2001–2002 program year (as reported on the PIR) and the total funded enrollment by state for FY 2002 (according to the Head Start Bureau's Head Start Program Fact Sheet).
- <sup>7</sup> In addition to supporting separate slots, Connecticut's state Head Start funding was also used to enhance services in existing federally-funded Head Start classrooms.
- <sup>8</sup> Maryland's state Head Start funds were used primarily to extend hours of operation and improve quality.
- <sup>9</sup> In addition to supporting separate slots, Massachusetts' state Head Start funding was also used for quality enhancements in existing classrooms.
- <sup>10</sup> New Mexico's state Head Start funds were used to enhance services in federally-funded Head Start classrooms.
- <sup>11</sup> This total funding for the Ohio Head Start program includes \$76,156,175 of TANF dollars.
- <sup>12</sup> Oklahoma used its state Head Start funds for summer classes, playground safety, and enrollment increases.
- <sup>13</sup> Pennsylvania's state Head Start funds were used to support extended-day child care for children in the federally-funded Head Start program.
- <sup>14</sup> Washington's state Head Start funds were used to enhance Head Start services.
- <sup>15</sup> Funding and enrollment totals are for the 50 states only, while mean data for salary and percent of children enrolled in full time programs include the District of Columbia, Puerto Rico, and other U.S. territories.
- <sup>16</sup> This sum for federal Head Start funding only represents the portion of funding provided to states and does not include funding for programs in U.S. territories, Native American programs, Migrant programs, or support activities such as research, training and technical assistance, and monitoring. Total federal Head Start funding, including all of these components, was \$6,536,570,000 in FY 2002.

**APPENDIX C: CHILD CARE DATA**

STATE	CHILDREN RECEIVING CHILD CARE ASSISTANCE THROUGH THE CHILD CARE AND DEVELOPMENT FUND, PER MONTH (FY 2001) <sup>1</sup>			INCOME ELIGIBILITY LIMIT FOR CHILD CARE ASSISTANCE FOR A FAMILY OF 3 (FY 2002-2003)	
	3-year-olds	4-year-olds	5-year-olds	Eligibility limit as annual income figure	Eligibility limit as percent of state median income (SMI)
Alabama	4,936	4,536	3,114	\$19,020	43%
Alaska	661	796	741	\$53,772	85%
Arizona	3,540	3,597	3,285	\$24,156	54%
Arkansas	1,490	1,215	809	\$23,520	60%
California	28,235	34,564	25,044	\$35,100	75%
Colorado	3,305	3,060	2,623	\$32,916 <sup>2</sup>	62% <sup>2</sup>
Connecticut	1,427	1,512	1,171	\$47,592	75%
Delaware	946	873	750	\$29,280	80%
Florida	11,270	9,997	7,909	Data not available	53%
Georgia	7,882	7,180	5,295	\$42,828	85%
Hawaii	1,361	1,181	752	\$39,288	80%
Idaho	1,294	1,182	1,169	\$20,472	51%
Illinois	11,294	10,187	9,248	\$21,816	39%
Indiana	4,796	4,279	4,254	\$26,484	57%
Iowa	1,894	1,652	1,373	\$22,680	47%
Kansas	2,044	1,927	1,540	\$27,060	49%
Kentucky	5,192	4,617	3,564	\$24,144	55%
Louisiana	6,008	4,471	3,067	\$24,924	60%
Maine	300	321	268	\$36,456	85%
Maryland	2,640	2,401	2,105	\$25,140	40%
Massachusetts	4,312	4,240	3,116	\$28,968 <sup>3</sup>	50% <sup>3</sup>
Michigan	4,920	5,140	4,247	Data not available	Data not available
Minnesota	3,399	3,167	2,538	\$42,012	75%
Mississippi	1,202	1,018	844	\$30,156	85%
Missouri	4,696	4,461	3,366	\$17,784	42%
Montana	942	881	795	\$21,948	51%
Nebraska	1,706	1,615	1,138	\$25,260	53%
Nevada	954	855	803	\$37,476	75%
New Hampshire	Data not available	Data not available	Data not available	\$31,776	62%
New Jersey	6,071	6,838	4,783	\$36,576	61%
New Mexico	2,826	2,650	2,268	\$29,256	78%
New York	23,687	26,143	19,892	\$29,256	61%
North Carolina	11,628	10,313	7,083	\$34,224	75%
North Dakota	639	605	486	\$29,556	69%
Ohio	11,899	11,036	8,116	\$27,060	57%
Oklahoma	5,654	4,767	3,959	\$23,232	53%
Oregon	2,575	2,891	2,630	\$27,060	60%
Pennsylvania	7,944	7,421	6,642	\$29,256	58%
Rhode Island	516	562	423	\$32,916	61%
South Carolina	2,749	2,931	2,550	\$21,948	47%
South Dakota	449	461	349	\$21,948	44%
Tennessee	7,960	7,050	5,946	\$24,324	56%
Texas	13,821	12,707	10,050	\$38,052 <sup>4</sup>	85% <sup>4</sup>
Utah	1,277	1,248	1,058	\$26,928	56%
Vermont	437	422	414	\$31,032	77%
Virginia	2,188	1,940	1,439	\$23,400	43%
Washington	5,877	6,983	4,974	\$32,916	64%
West Virginia	1,019	901	816	\$28,296	75%
Wisconsin	3,349	3,148	2,413	\$27,060	51%
Wyoming	405	368	324	\$27,060	58%

Data source                    a                    a                    a                    b                    b

**APPENDIX C: CHILD CARE DATA** continued

STATE	FUNDING FOR CHILD CARE (FY 2002)				
	Child Care and Development Fund: Federal allocations	Child Care and Development Fund: State maintenance of effort <sup>5</sup>	Child Care and Development Fund: State matching funds <sup>5</sup>	TANF transfers to the Child Care and Development Fund <sup>6</sup>	TANF direct spending on child care <sup>6</sup>
	Alabama	\$79,954,266	\$6,896,417	\$5,793,890	\$18,600,000
Alaska	\$12,109,015	\$3,544,811	\$4,092,559	\$18,357,000	\$8,500,000
Arizona	\$83,487,700	\$10,032,900	\$11,111,300	\$0	\$59,469,000
Arkansas	\$42,367,489	\$1,886,543	\$4,549,212	\$4,950,000	\$130,000
California	\$512,997,657	\$85,593,217	\$184,700,000	\$271,870,000	\$574,100,000
Colorado	\$60,000,000	\$8,900,000	\$21,000,000	\$28,000,000	Unknown
Connecticut	\$52,803,290	\$18,738,357	\$17,605,380	\$0	\$18,000,000
Delaware	Data not available	\$5,179,330	\$21,359,500	Data not available	\$0
Florida	Data not available	Data not available	Data not available	Data not available	Data not available
Georgia	\$141,998,921	\$22,182,651	\$26,616,625	\$40,000,000	\$1,000,000
Hawaii	\$19,959,611	\$4,971,633	\$13,169,657	\$13,258,835	\$0
Idaho	\$21,995,845	\$4,085,661	\$0	\$7,481,191	\$4,000,000
Illinois	\$206,229,531	\$56,873,825	\$67,644,141	\$0	\$0
Indiana	\$92,196,014	\$15,356,949	\$18,313,807	\$53,250,771	\$10,000,000
Iowa	\$42,699,802	\$5,220,891	\$8,602,689	\$26,085,064	\$26,085,064
Kansas	\$43,638,969	\$0	\$9,458,900	\$18,300,000	\$0
Kentucky	\$72,500,000	\$7,275,000	\$8,651,200	\$36,200,000	Up to \$18,000,000
Louisiana	\$93,128,516	\$5,219,488	\$10,305,538	\$49,191,595	\$30,019,000
Maine	\$16,000,000	\$2,000,000	\$2,100,000	\$7,250,000	\$6,400,000
Maryland	\$80,165,676	\$23,301,407	\$27,745,161	\$38,820,000	Unknown
Massachusetts	\$106,315,965	\$44,973,373	\$31,225,400	\$91,874,224	\$168,007,999
Michigan	Data not available	Data not available	Data not available	Data not available	Data not available
Minnesota	\$49,000,000	\$19,700,000	\$25,900,000	\$19,700,000	\$0
Mississippi	\$59,392,841	\$1,715,430	\$1,500,000	Unknown	Unknown
Missouri	\$24,668,568	\$16,548,755	\$28,835,204	\$0	\$0
Montana	\$14,116,691	\$1,313,990	\$1,332,417	\$7,612,239	\$2,000,000
Nebraska	\$29,836,053	\$6,498,998	\$5,336,195	\$0	\$9,000,000
Nevada	\$24,258,688	\$2,580,421	\$10,608,839	\$0	\$1,450,697
New Hampshire	\$13,000,000	\$4,500,000	\$5,600,000	\$0	\$0
New Jersey	\$103,200,000	\$26,400,000	\$38,700,000	\$0	\$35,100,000
New Mexico	\$36,705,111	\$2,895,259	\$3,790,983	\$28,751,300	\$0
New York	\$320,000,000	\$102,000,000	\$95,000,000	\$0	\$0
North Carolina	\$144,777,863	\$37,927,282	\$22,359,176	\$76,675,000	\$26,621,241
North Dakota	\$9,798,071	\$1,017,036	\$1,232,570	\$0	\$0
Ohio	\$196,166,687	\$45,403,943	\$38,716,663	\$131,398,336	\$60,630,789
Oklahoma	\$72,244,829	\$10,630,233	\$6,750,621	\$29,519,222	\$56,711,411
Oregon	\$59,129,269	\$11,714,966	\$11,763,114	\$0	\$2,400,000
Pennsylvania	\$150,544,451	\$46,629,051	\$48,127,101	\$75,488,000	\$43,408,000
Rhode Island	\$16,457,979	\$5,321,126	\$4,157,922	\$0	\$0
South Carolina	\$63,892,768	\$4,085,269	\$7,558,845	\$1,050,000	\$0
South Dakota	\$11,237,702	\$802,914	\$1,667,492	\$3,100,000	\$0
Tennessee	\$113,342,750	\$18,975,782	\$33,375,000	\$50,600,000	\$21,770,917
Texas	\$390,431,247	\$34,681,426	\$80,392,194	\$0	\$0
Utah	\$48,701,000	\$4,474,923	\$3,367,277	Unknown	Unknown
Vermont	\$10,297,554	\$2,666,323	\$1,630,983	\$8,674,658	\$2,769,235
Virginia	\$91,576,596	\$21,328,762	\$29,377,623	\$29,157,034	\$0
Washington	\$108,917,439	\$38,707,605	\$17,612,056	\$110,000,000	Unknown
West Virginia	\$33,386,089	\$2,971,392	\$2,675,910	\$0	\$22,000,000
Wisconsin	\$78,114,084	\$16,449,406	\$16,840,972	\$61,500,000	\$131,372,846
Wyoming	\$8,785,904	\$1,553,707	\$1,518,716	\$3,700,000	\$0

Data source

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NR=Not regulated

STATE	MAXIMUM CHILD: STAFF RATIOS IN CHILD CARE CENTERS (2002)		MAXIMUM GROUP SIZE IN CHILD CARE CENTERS (2002)	
	For 3-year-olds	For 4-year-olds	For 3-year-olds	For 4-year-olds
	Alabama	12:1	20:1	12
Alaska	10:1	10:1	20	20
Arizona	13:1	15:1	NR	NR
Arkansas	12:1	15:1	NR	NR
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	12:1	12:1	NR	NR
Illinois	10:1	10:1	20	20
Indiana	10:1	12:1	NR	NR
Iowa	8:1	12:1	NR	NR
Kansas	12:1	12:1	24	24
Kentucky	12:1	14:1	24	28
Louisiana	13:1	15:1	13	15
Maine	10:1	10:1	30	30
Maryland	10:1	10:1	20	20
Massachusetts	10:1	10:1	20	20
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	20:1	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	10:1	15:1	20	20
Texas	17:1	20:1	34	35
Utah	12:1	15:1	24	30
Vermont	10:1	10:1	20	20
Virginia	10:1	12:1	NR	NR
Washington	10:1	10:1	20	20
West Virginia	10:1	12:1	NR	NR
Wisconsin	10:1	13:1	20	24
Wyoming	10:1	12:1	24	30

Data source

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NR=Not regulated



**APPENDIX C: CHILD CARE DATA** continued

STATE	CHILD CARE STAFF PRE-SERVICE QUALIFICATIONS			
	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?
Alabama	12 hrs CC training	N	124 hrs CC training	Y (1 year)
Alaska	None	N	CDA	N
Arizona	None	N	60 hrs ECE/CD training	Y (2 years)
Arkansas	None	N	None	N
California	6 ECE/CD credits	N	12 EC credits	Y (4 years)
Colorado	None	N	24 ECE credits	Y (2 years)
Connecticut	None	N	CDA	Y (1080 hrs)
Delaware	60 hrs ECE/CD training	Y (1 year)	CDA	Y (2 years)
Florida	40 hrs ECE training	N	40 hrs ECE training	N
Georgia	None	N	None	N
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)
Idaho	None	N	None	N
Illinois	CDA or CCP certification	N	CDA or CCP + 12 credits	Y (2 years)
Indiana	None	N	AA in ECE	Y (3 years)
Iowa	None	N	Data not available	Data not available
Kansas	CDA	Y (1 year)	CDA	Y (1 year)
Kentucky	None	N	None	N
Louisiana	None	N	30 hrs ECE	Y (1 year)
Maine	None	N	CDA	N
Maryland	90 hrs ECD training	Y (1 year)	90 hrs ECD training	N
Massachusetts	2 yr CC course	N	14 child-related credits	Y (3 1/2 years)
Michigan	None	N	CDA + 12 child-related credits	N
Minnesota	CDA	Y (1560 hrs)	90 hrs CD or Human Relations	Y (1040 hrs)
Mississippi	None	N	CDA or OCY credential	Y (2 years)
Missouri	None	N	12 child-related credits	Y (2 years)
Montana	None	N	None	N
Nebraska	None	N	None	N
Nevada	None	N	12 child-related credits	N
New Hampshire	2 yr CC course	N	CDA	Y (4000 hrs)
New Jersey	CDA or CCP certification	N	None	N
New Mexico	None	N	CDA, CCP, or NAC	Y (2 years)
New York	None	N	Data not available	Data not available
North Carolina	None	N	NC EC Admin. credential or equivalent	N
North Dakota	None	N	CDA	Y (1 year)
Ohio	None	N	CDA	Y (2 years)
Oklahoma	None	N	None	N
Oregon	None	N	None	N
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)
Rhode Island	BA (24 ECE credits)	Y (6 cr. student teaching)	6 ECE/CD courses	Y (5 years)
South Carolina	None	N	None	N
South Dakota	None	N	None	N
Tennessee	None	N	None	N
Texas	8 hrs EC training	N	CDA	Y (2 years)
Utah	None	N	CDA, CCP, or NAC	N
Vermont	12 ECE-related credits	Y (3 years)	12 EC-related credits	Y (3 years)
Virginia	None	N	CD credential	Y (2 years)
Washington	20 hrs training	N	CDA	Y (2 years)
West Virginia	None	N	CDA	Y (1 year)
Wisconsin	4 ECE credits	Y (80 days)	2 ECE courses	Y (80 days)
Wyoming	None	N	CDA or CCP	Y (1 year)

Data source: d d e e

NR=Not regulated

**Data Sources:**

- a Child Care Bureau
- b Information compiled from state CCDF plans, FY 2002–2003.
- c National Child Care Information Center (NCCIC)
- d LeMoine, S. (2002). Center child care licensing requirements: Minimum pre-service qualifications and annual ongoing training hours for teachers and master teachers. Retrieved from <http://nccic.org>.
- e LeMoine, S. (2002). Information compiled from licensing regulations posted on the National Resource Center for Health and Safety in Child Care web site.

**Notes:**

- 1 The number of families and children served is the average number reported by each state on the monthly ACF-801 submission provided to the Child Care Bureau. The figures are adjusted in those states that report on all families and children, across multiple funding sources, to show an estimate of the number of families and children served only by CCDF. The number of children served is calculated based on the number of families served in each state—data that all states provide—and the ratio of families to children served.
- 2 In Colorado, localities determine income eligibility limits within state parameters. Localities may choose to set lower income cutoffs than this.
- 3 In Massachusetts, this is the income limit families must meet to qualify for assistance when they first apply. Once families begin receiving assistance, they can continue to receive help until their income reaches \$49,248.
- 4 In Texas, localities determine income eligibility limits within state parameters. Localities may choose to set lower income cutoffs than this.
- 5 To receive their full federal Child Care and Development Fund (CCDF) allocation, states must continue to expend the amount they spent on child care in FY 1994 or FY 1995, whichever is greater (maintenance of effort), and must put up additional matching funds to draw down federal dollars (the match rate varies by state). This enables states to receive the mandatory and matching portion of federal funds available through the CCDF. There is also a discretionary portion of federal CCDF funds, which does not require a state match.
- 6 States are permitted to use funds from the Temporary Assistance for Needy Families (TANF) block grant—the welfare program—for child care. States may transfer up to 30 percent of TANF funds to CCDF or use TANF funds for child care within the TANF block grant.

