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THE STATE OF *Preschool*

2005
STATE PRESCHOOL YEARBOOK

-  Enrollment
-  Quality
-  Access
-  Standards
-  Resources

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Advancing Quality Pre-Kindergarten for All

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

THE STATE OF PRESCHOOL

2005 STATE PRESCHOOL YEARBOOK

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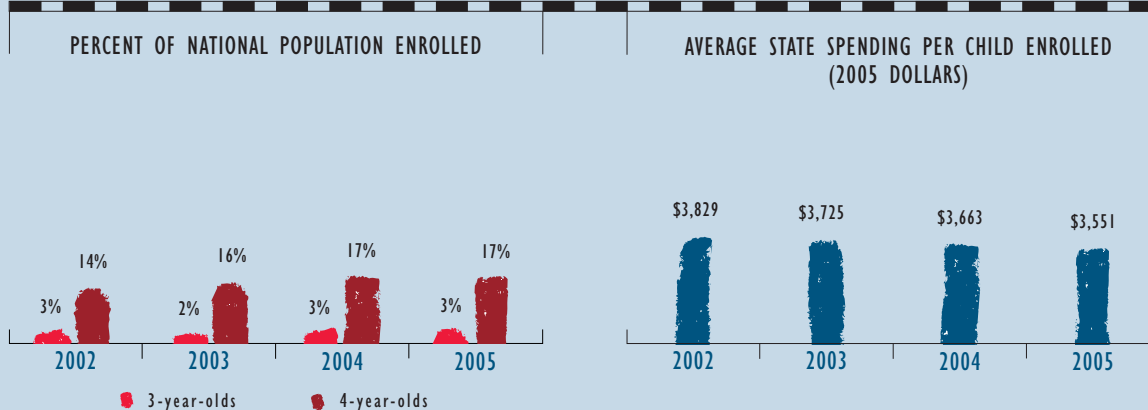
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United States



This summary profile presents an overview of state-funded prekindergarten data across the United States during the 2004–2005 school year. As on the individual state profiles found on pages 40 to 159 of this report, we emphasize the areas of access to state preschool, quality standards, and spending. This profile, however, focuses on national totals and averages rather than statewide totals and averages.

During the 2004–2005 program year, 38 states offered state-funded prekindergarten. Across those states, there were 48 distinct prekindergarten initiatives, since some states funded multiple initiatives. The 12 states not offering state-funded prekindergarten in 2004–2005 were Alaska, Florida, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah, and Wyoming. Florida has since started a state prekindergarten initiative.

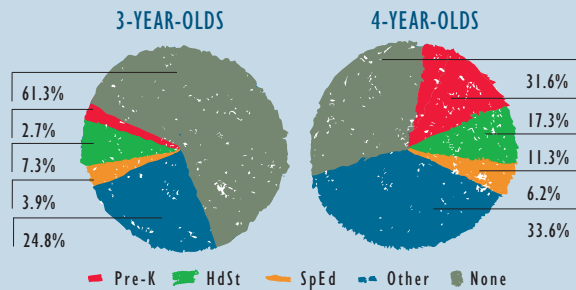
National data show that the percentage of 4-year-olds enrolled in state prekindergarten grew by 3 percent from the 2001–2002 school year to the 2004–2005 school year, with 17 percent of the nation’s 4-year-olds enrolled in 2004–2005. The percentage of 3-year-olds enrolled remained steady during this time period. From fiscal year 2002 to fiscal year 2005, state spending decreased by \$278 per child enrolled, in inflation-adjusted dollars.

A total of 801,902 children were enrolled in state prekindergarten initiatives in 2004–2005. Quality standards varied tremendously across the states, and just more than half of the state prekindergarten initiatives met the important benchmark of requiring all lead teachers to have a bachelor’s degree. Funding for state prekindergarten was about \$2.8 billion during the 2004–2005 school year. Although some state prekindergarten initiatives also reported financial support from local and federal sources, per-child spending in state prekindergarten was still much less than total state, local, and federal spending in grades K–12.

NATIONAL ACCESS

Total state preschool enrollment	801,902
States that fund preschool	38 states
Income requirement	29 state programs have an income requirement
Hours of operation	9 full-day, 12 half-day, 27 determined locally
Operating schedule	29 academic year, 1 calendar year, 18 determined locally
Special education enrollment	398,942
Federal Head Start enrollment, ages 3 & 4 ('03-'04)	733,414
Total federal Head Start and Early Head Start enrollment, ages 0 to 5 ('03-'04)	896,299
State-funded Head Start enrollment	17,431 ¹

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



NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY

Early learning standards
Teacher degree
Teacher specialized training
Assistant teacher degree
Teacher in-service
Maximum class size
3-year-olds
4-year-olds
Staff-child ratio
3-year-olds
4-year-olds
Screening/referral and support services
Meals
Monitoring

BENCHMARK

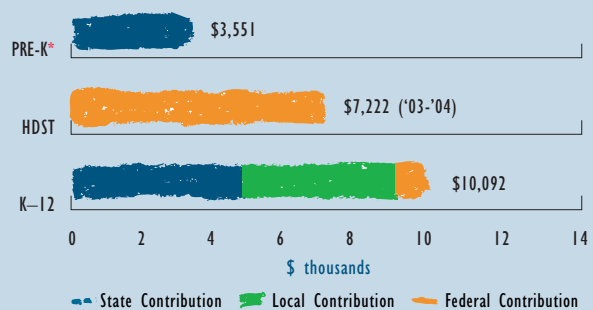
OF THE 48 STATE PRE-K INITIATIVES, NUMBER MEETING BENCHMARK

Comprehensive	27
BA	25
Specializing in Pre-K	35
CDA or equivalent	12
At least 15 hours/year	33
20 or lower	35
1:10 or better	37
Vision, hearing, health; and at least 1 support service	27
At least 1/day	23
Site visits	30

NATIONAL RESOURCES

Total state preschool spending	\$2,836,737,647
Local match required?	10 state programs require a local match
State spending per child enrolled	\$3,551 ²
State Head Start spending	\$151,521,604
State spending per 3-year-old	\$111 ³
State spending per 4-year-old	\$698 ³

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 '04-'05 school year, unless otherwise noted.

¹ This figure includes 15,392 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

² This figure includes federal TANF funds directed toward preschool at states' discretion.

³ These calculations are based on the total population of 3- and 4-year-olds in the 38 states that funded a preschool initiative.

Executive Summary

THE RISE OF STATE-FUNDED PRESCHOOL: WHAT THE LAST FOUR YEARS TELL US

Like the children it serves, the state-funded preschool movement is young. Fewer than half the state-funded preschool programs reported on in this *Yearbook* existed 20 years ago. By the 2001–2002 school year, when NIEER began tracking state-funded preschool programs, 38 states were funding programs and enrolling nearly 700,000 children. By 2004–2005, those states served more than 800,000 children, surpassing the 40-year-old federal Head Start program in number of 4-year-olds served. This represents an astounding jump of 20 percent in 4-year-olds and an 8 percent increase in 3-year-olds enrolled during those four years. When 2005–2006 is reported, Florida's new program alone is likely to add 100,000 4-year-olds to the total. More growth in state-funded preschool is on the horizon, raising the prospect that in the near future, state prekindergarten enrollment will exceed federal Head Start enrollment at all ages. Despite difficult times for state budgets, state spending on preschool education grew by 7.5 percent even after adjusting for inflation, and neared \$3 billion.

Beyond the broad numbers, however, lie areas of both promise and concern. The South continues to build its lead over the rest of the country in expanding access to state-funded preschool for 4-year-olds. Growth in quality of programs has been slow to develop. Only one state—Arkansas—meets all 10 benchmarks on NIEER's Quality Standards Checklist while five state prekindergarten initiatives achieve nine of the 10. More than half of states with programs still have policies that do not require all teachers to have appropriate qualifications.

On funding issues, we found a checkered history of expansion and contraction among the states. This limits the potential for preschool education to set children on a path to do their best in school and life. The national trend in enrollment was strongly positive from 2001 to 2004. However, funding shortfalls produced enrollment declines in 11 states. Nationally, inflation-adjusted state spending per enrolled child declined by more than 7 percent over four years. In 26 of 38 states with prekindergarten programs, the state's per child expenditure declined in real (inflation-adjusted) dollars. This pattern of expansion and contraction is unfortunate. A stable, highly effective educational system for young children will remain out of reach as long as policymakers find it acceptable to cut preschool education whenever the economy enters a downturn.

Research has shown high-quality preschool dramatically affects later achievement, high school graduation and college attendance, employment and earnings, crime and delinquency, health behaviors like smoking and drug use, even marriage rates. In economic terms, research finds that high-quality preschool pays high returns to the individual, community, state and nation as a whole. Preschool offers important benefits for the nation's economic productivity, cost of government, families and communities. Business leaders cite time and again the need for a well-educated workforce. Today's preschoolers will make up the labor pool as the baby boomers' retirement phase is in full swing and comes to a close. How we educate the nation's children will have important consequences not only for businesses, but also for the country's ability to compete in a global market.

States With No Program 2004–2005

Alaska	New Hampshire
Florida	North Dakota
Idaho	Rhode Island
Indiana	South Dakota
Mississippi	Utah
Montana	Wyoming

Major findings from our study can be grouped into three main categories:

Access

- In 2004–2005, 38 states funded one or more state prekindergarten initiatives. There were 12 states without state-funded prekindergarten, although one of those states, Florida, began a large-scale initiative during the 2005–2006 school year.
- State prekindergarten initiatives served more than 800,000 children during the 2004–2005 school year. This is an increase of about 16 percent, or 110,000 children since we began tracking access during the 2001–2002 school year. Despite this overall pattern of growth, state prekindergarten enrollment actually declined in 11 states.
- State prekindergarten programs continued to focus primarily on 4-year-olds. In 2004–2005, 17 percent of the nation’s 4-year-olds were enrolled, an increase from 14 percent in 2001–2002. Meanwhile, only 3 percent of the nation’s 3-year-olds were enrolled during 2004–2005, roughly the same percentage served in 2001–2002. Some states appear to have reduced enrollment of 3-year-olds in order to increase or maintain the number of 4-year-olds served.
- Oklahoma is the only state that can be said to offer publicly-funded preschool education to virtually all children at age 4. In 2004–2005, more than 90 percent of Oklahoma’s 4-year-olds were enrolled in state prekindergarten, preschool special education, or Head Start programs. Georgia offered the next highest level of access to publicly-funded prekindergarten, with 67 percent of 4-year-olds enrolled in one of these programs.

Quality Standards

- Arkansas was the only state that met all 10 of NIEER’s quality benchmarks. Five additional state preschool initiatives—in Alabama, Illinois, New Jersey, North Carolina, and Tennessee—each met nine of the 10 benchmarks. However, 21 state initiatives met five or fewer benchmarks. This suggests that states need to develop policies that establish stronger and more uniform quality standards.
- Twenty-one states did not require all state prekindergarten teachers to hold at least a bachelor’s degree. Nine of these states did not require *any* state prekindergarten teachers to have a bachelor’s degree; nine more exempted teachers outside the public schools; and three had multiple prekindergarten initiatives, at least one of which did not require a BA. As a result, some preschoolers in each of these states have teachers who lack the basic educational credential generally expected of teachers at other grade levels.
- Improvements in the quality of state preschool initiatives have been relatively slow to materialize. Four state programs—in Georgia, Kentucky, Louisiana, and West Virginia—made policy changes resulting in real improvements to their quality standards by the 2004–2005 program year.
- For the first time, this report examines quality monitoring requirements as a gauge of states’ efforts to ensure that the goals of quality standards are achieved in preschool classrooms. Thirty state prekindergarten initiatives used regular site visits to monitor local programs in 2004–2005.

Resources

- Total state spending for prekindergarten initiatives reached \$2.84 billion in 2004–2005. By comparison, state governments spent about \$240 billion on grades K–12 during the same time period. Spending on preschool education represents slightly more than 1 percent of the total state K–12 budget.
- State prekindergarten spending grew 7.5 percent from 2001–2002 to 2004–2005, after adjusting for inflation. Average state spending per child enrolled was \$3,551 in 2004–2005. States vary tremendously in their per-child spending. The top-ranked state—New Jersey—spent 10 times more per child than Maryland, the lowest-ranked state.
- Although there was modest growth in spending from 2001–2002 to 2004–2005, enrollment growth in state prekindergarten outpaced spending increases. As a result, there was a 7.3 percent *decline* in inflation-adjusted per-child spending over this 4-year period.

Table I shows each state’s rankings on access for 4-year-olds, access for 3-year-olds, and resources, as well as the average number of quality benchmarks met in each state.

In many other economically advanced countries, national policy provides a free high-quality preschool education for all children beginning at ages 3 or 4. Not so in the United States. Here preschool education is—like education generally—a combined federal, state, and local responsibility. Unlike children in the K–12 system, preschoolers are not guaranteed any education at all, much less a high-quality education. Indeed, our data reveal that 11 states actually reduced the numbers of preschool children they served in the four years covered by the *Yearbook* series, as many states cut budgets or flat-funded programs despite inflation. Clearly these states do not yet treat prekindergarten as real education that must be delivered in good and bad financial times.

This situation could be remedied at costs that are quite small relative to overall government expenditures. Whether one’s policy preference is to ensure access and quality for children from low-income families or extend the benefits of prekindergarten to all children, these goals can be achieved without much financial effort. Minimal parity with K–12 spending for a half-day program could be achieved for only \$125 million. Adequately funded programs could be delivered to all children from low-income families with \$1.5 to \$3 billion in new state commitments. All children could be well served if states would commit \$8 to \$12 billion. This might not cover all of the costs, but would cover a reasonable state share. Given the importance of children’s early years and the contributions of quality preschool education to children’s future success, it is difficult to justify failure to make such improvements.

Photo: Rutgers-Livingston Day Care Center



TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

State	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resources Rank	Quality Standards Checklist Sum (Maximum of 10)
Alabama	37	none served	17	9
Arizona	26	none served	32	4
Arkansas	18	5	8	10
California	19	7	20	4
Colorado	20	16	22	4
Connecticut	16	11	4	5
Delaware	24	none served	6	8
Georgia	2	none served	13	8
Hawaii	28	22	15	4
Illinois	11	3	24	9
Iowa	31	15	21	5
Kansas	15	none served	36	3
Kentucky	8	4	31	8
Louisiana	13	none served	11	7.6
Maine	17	none served	34	3
Maryland	6	20	38	7
Massachusetts	23	6	7	6
Michigan	14	none served	18	4
Minnesota	36	17	3	8
Missouri	32	12	33	5
Nebraska	34	18	35	5
Nevada	35	25	26	4
New Jersey	12	1	1	8.5
New Mexico	38	26	28	4
New York	10	27	14	3.8
North Carolina	22	none served	12	9
Ohio	27	13	5	4.9
Oklahoma	1	none served	29	8
Oregon	29	10	2	7
Pennsylvania	30	19	25	2.5
South Carolina	7	23	37	8
Tennessee	33	24	19	9
Texas	3	9	27	4
Vermont	4	2	30	6.7
Virginia	21	none served	16	4
Washington	25	14	9	6
West Virginia	5	8	10	6
Wisconsin	9	21	23	4.1
Alaska	no program	no program	no program	no program
Florida	no program	no program	no program	no program
Idaho	no program	no program	no program	no program
Indiana	no program	no program	no program	no program
Mississippi	no program	no program	no program	no program
Montana	no program	no program	no program	no program
New Hampshire	no program	no program	no program	no program
North Dakota	no program	none served	no program	no program
Rhode Island	no program	no program	no program	no program
South Dakota	no program	no program	no program	no program
Utah	no program	no program	no program	no program
Wyoming	no program	no program	no program	no program

State-Funded Preschool: Strong but Uneven Growth

The State of Preschool: 2005 State Preschool Yearbook is the third in the series of NIEER's annual reference volumes tracking state-funded preschool education programs. Its purpose is to provide a compendium of data on state efforts to offer preschool education as well as analyses of key measures of program progress: access, quality standards and resources. This volume benefits from new data collection efforts enabling us to provide more up-to-date information than in the past. As a result, the 2005 *Yearbook* encompasses the 2004–2005 school year and describes trends over the four years that have elapsed since 2001–2002, the year covered by our first *Yearbook*.

Those four years have seen strong, if uneven, progress in access to preschool programs. The national picture for 2004–2005 looks like this. In 2004–2005, 38 states funded a preschool education program. They served 801,902 children, the vast majority at age 4. Enrollment was up 109,507 children (a 20 percent increase at age 4 and 8 percent increase at age 3) from the 2001–2002 enrollment of 692,395. Of the 38 states with programs, 26 increased their enrollment during this period. Table 2 reports the change in number of children enrolled and the rate of increase (or decrease) in enrollment for each state from 2001–2002 to 2004–2005.

State preschool programs in 2004–2005 served more than 17 percent of the nation's 4-year-olds, making them an even larger provider at this age than the federal Head Start program, which served 11 percent of 4-year-olds. Preschool special education programs served another 6 percent. This brings the percentage of 4-year-olds served in one of these public programs to 35 percent. Comparison with 2001–2002 shows an increase of 4 percentage points. However, since our calculation assumes no overlap in enrollment across the three types of programs, it represents an upper-bound estimate of enrollment.





Beyond the national averages, however, lies a complex picture. One state can truly be said to offer preschool education to virtually all children at age 4—Oklahoma. Over 90 percent of Oklahoma’s 4-year-olds enrolled in a state preschool program (including preschool special education) or Head Start in 2004–2005. Next highest in access is Georgia, where 67 percent of the 4-year-olds attended a public preschool program. Remarkably, six of seven states serving more than 30 percent of their 4-year-olds in state prekindergarten are in what the U.S. Census defines as the South.

Table 3 presents state rankings by the percentage of 4-year-olds enrolled in state-funded preschool, and also shows percentages of children at 3 and 4 who attended a state-funded preschool, Head Start, or preschool special education program.

Few state preschool programs focus on 3-year-olds. As a result, state programs enroll only 3 percent of the population at this age. Head Start, by contrast, enrolls 7 percent of the nation’s 3-year-olds, and another 4 percent are in preschool special education. This yields a maximum of 14 percent enrolled in these programs at age 3, consistent with the percent served in 2001–2002 (assuming no double counting across programs). Trends over time suggest that Head Start has at least slightly shifted its emphasis toward 3-year-olds as state preschool programs have served more children at age 4. Statistical analysis indicates that a 10 percentage-point increase in a state’s preschool enrollment of 4-year-olds is associated with a 2-point increase in the percentage of a state’s Head Start enrollment devoted to 3-year-olds.

TABLE 2: CHANGES IN PRESCHOOL ENROLLMENT FROM 2001–2002 TO 2004–2005

STATE	CHANGE IN NUMBER ENROLLED		PERCENT CHANGE IN ENROLLMENT	
	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama	0	216	0.0%	28.6%
Alaska	0	0	0.0%	0.0%
Arizona	0	773	0.0%	18.1%
Arkansas	2,076	2,238	220.4%	100.6%
California	13,557	10,318	124.1%	23.2%
Colorado	143	-1,283	19.6%	-15.4%
Connecticut	-492	1,837	-32.1%	41.6%
Delaware	0	0	0.0%	0.0%
Florida	0	0	0.0%	0.0%
Georgia	0	7,180	0.0%	11.3%
Hawaii	154	-448	NA	-35.9%
Idaho	0	0	0.0%	0.0%
Illinois	8,081	6,556	57.3%	16.9%
Indiana	0	0	0.0%	0.0%
Iowa	-43	8	-8.4%	0.5%
Kansas	0	3,670	0.0%	164.6%
Kentucky	872	2,899	17.9%	22.6%
Louisiana	0	4,860	0.0%	64.6%
Maine	0	481	0.0%	33.4%
Maryland	-724	4,073	-50.8%	21.9%
Massachusetts	-3,772	-3,066	-40.0%	-32.5%
Michigan	0	-1,615	0.0%	-6.1%
Minnesota	2	-39	0.2%	-3.1%
Mississippi	0	0	0.0%	0.0%
Missouri	-774	-751	-30.4%	-20.4%
Montana	0	0	0.0%	0.0%
Nebraska	152	279	122.9%	78.3%
Nevada	95	506	85.6%	157.6%
New Hampshire	0	0	0.0%	0.0%
New Jersey	4,421	5,180	34.6%	21.7%
New Mexico	-314	-130	-66.8%	-35.1%
New York	-4,592	4,712	-78.7%	7.4%
North Carolina	0	10,927	0.0%	881.2%
North Dakota	0	0	0.0%	0.0%
Ohio	-6,589	-6,280	-67.8%	-45.2%
Oklahoma	0	5,833	0.0%	22.5%
Oregon	82	-278	7.4%	-10.7%
Pennsylvania	1,401	4,647	NA	182.2%
Rhode Island	0	0	0.0%	0.0%
South Carolina	130	1,221	37.1%	7.8%
South Dakota	0	0	0.0%	0.0%
Tennessee	-342	642	-40.6%	36.5%
Texas	-4,669	33,206	-23.7%	26.0%
Utah	0	0	0.0%	0.0%
Vermont	430	2,194	117.0%	354.0%
Virginia	0	4,429	0.0%	75.3%
Washington	-68	-147	-5.9%	-3.1%
West Virginia	-866	1,993	-49.0%	39.2%
Wisconsin	-79	5,858	-11.5%	43.4%
Wyoming	0	0	0.0%	0.0%
50 states	8,272	112,699	8.0%	20.0%

ACCESS: A PATTERN OF DISPARITIES

Although the national trend in enrollment was strongly positive from 2001 to 2004, this was not the case in every state. In fact, the total number of children served by state preschool programs actually fell in 11 states. The largest declines in enrollment were in Massachusetts and Ohio. New Mexico also had a large decline as a percentage of its preschool enrollment, but this decline may be temporary as the state shifts toward a new program with higher standards.

Some states appear to have cut back on enrollment of 3-year-olds as they increased or maintained the percentage of 4-year-olds. These states include Connecticut, Maryland, New York, Texas and West Virginia. New York actually served fewer children overall in 2004–2005 compared to the preceding two years. Trading one age group for the other is poor public policy. There is no lower age limit on the need to invest in learning and development. Given the high rate of return to investments in early childhood education at every age, logic dictates that when making budget decisions, policy makers should look to other state expenditures with lower rates of return rather than making trade-offs within early childhood care and education budgets.

Of the 12 states that have perennially had no program, only one has launched a new state preschool initiative since our first *Yearbook* was published. In November 2002, Florida voters amended their state constitution to require the provision of a free high-quality preschool education to every 4-year-old whose parents or guardians wished to enroll them. Florida began its new program in the 2005–2006 school year, so it is not formally included in this *Yearbook*. Florida is a relatively large state, and even a 50 percent enrollment rate in the new program could add more than 100,000 children to the national total.



Figure 1 displays enrollment as a percentage of the population across the nation. As noted earlier, Southern states lead the way when it comes to enrollment. The South accounts for seven of the top eight states for enrollment at age 4. Southern states also are leaders in the movement toward full-day kindergarten and other education reforms. Preschool education seems to be part of a Southern state strategy of increased investment in education as a means of increasing state economic competitiveness.

Not every Southern state has been a leader in preschool education. Mississippi stands alone in the region for its lack of a state-funded program. If not for Head Start, Mississippi's young children would be in dire straits. Mississippi has 38 percent of its 4-year-olds enrolled in Head Start. Even without a state program, Mississippi ranks eleventh for enrollment at age 4 and second for enrollment at age 3 in publicly funded preschool education. The large percentage of children in Head Start in Mississippi is partly explained by the high incidence of poverty in that state. However, Mississippi is higher in Head Start enrollment compared to other states even when adjustments for percentage of children in poverty are made. Unfortunately, Head Start funding is not sufficient for it to compensate to the same degree in all states that have limited state prekindergarten programs. For example, two other states—Alabama and Tennessee—remained behind other Southern states in preschool education, but they do not have relatively high Head Start enrollments to pick up any of the slack.

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

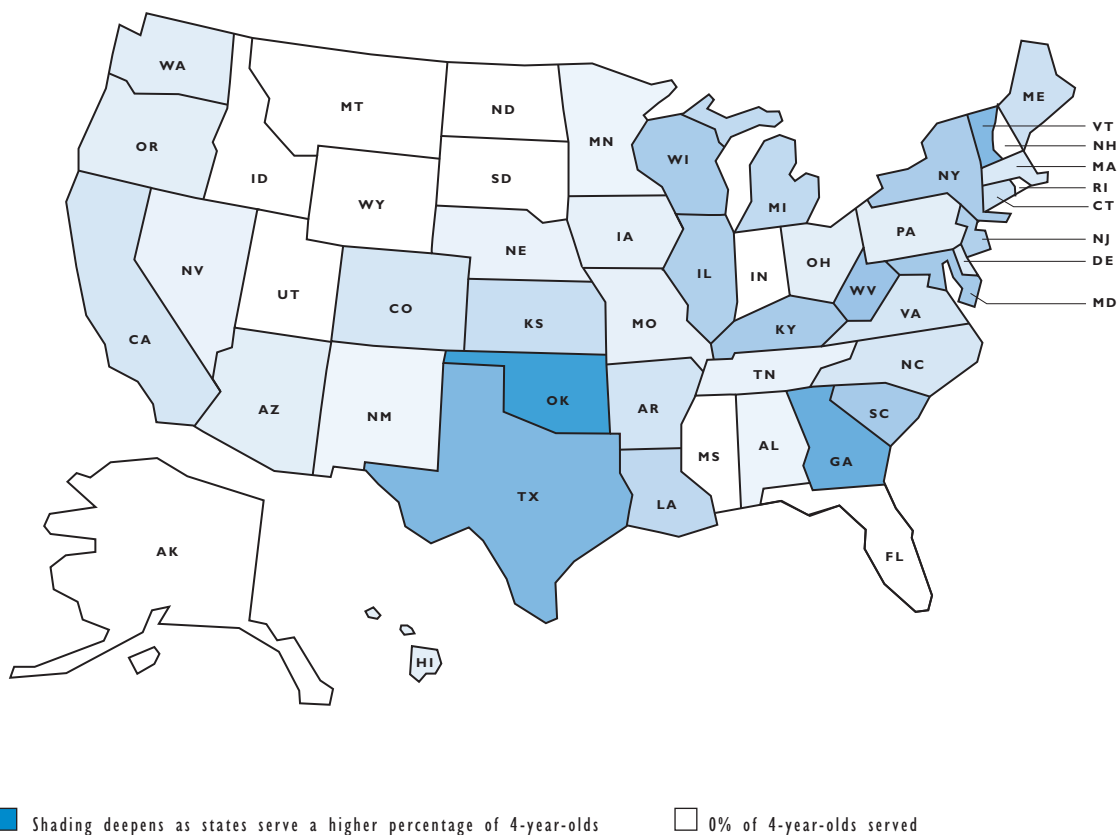


TABLE 3: STATE RANKINGS BY PRE-K ACCESS FOR 4-YEAR-OLDS

Access for 4-Year-Olds Rank	State	Percent Enrolled in State Prekindergarten (2004–2005)			Percent Enrolled in State Prekindergarten, Head Start, or IDEA Preschool Grants Programs (2004–2005)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Oklahoma	68.5%	0.0%	33.6%	92.4%	16.7%	53.8%
2	Georgia	54.6%	0.0%	26.4%	67.4%	10.8%	38.2%
3	Texas	46.0%	4.1%	24.4%	60.2%	13.3%	36.0%
4	Vermont	44.9%	12.7%	28.7%	64.1%	27.0%	45.5%
5	West Virginia	35.3%	4.5%	19.9%	64.6%	22.0%	43.2%
6	Maryland	31.1%	0.9%	15.7%	43.4%	10.4%	26.6%
7	South Carolina	30.4%	0.8%	15.4%	47.6%	13.7%	30.4%
8	Kentucky	29.6%	10.7%	20.1%	62.1%	29.4%	45.6%
9	Wisconsin	28.9%	0.9%	14.8%	47.5%	15.0%	31.2%
10	New York	28.5%	0.5%	14.2%	48.2%	15.3%	31.4%
11	Illinois	26.1%	12.3%	19.0%	44.2%	24.2%	34.0%
12	New Jersey	25.6%	14.9%	20.2%	37.4%	24.2%	30.7%
13	Louisiana	19.8%	0.0%	9.7%	42.9%	17.1%	29.8%
14	Michigan	18.9%	0.0%	9.4%	39.4%	14.3%	26.8%
15	Kansas	16.0%	0.0%	7.9%	34.9%	12.6%	23.7%
16	Connecticut	14.6%	2.4%	8.5%	29.0%	13.4%	21.3%
17	Maine	14.2%	0.0%	7.1%	41.3%	18.8%	30.1%
18	Arkansas	12.2%	8.1%	10.1%	42.9%	26.6%	34.6%
19	California	10.9%	4.6%	7.7%	26.8%	13.2%	19.8%
20	Colorado	10.7%	1.3%	5.9%	24.8%	9.6%	17.0%
21	Virginia	10.6%	0.0%	5.2%	24.2%	7.8%	15.8%
22	North Carolina	10.2%	0.0%	5.0%	25.7%	8.0%	16.7%
23	Massachusetts	8.3%	7.1%	7.7%	23.4%	17.3%	20.3%
24	Delaware	8.3%	0.0%	4.0%	24.2%	10.0%	16.9%
25	Washington	5.9%	1.4%	3.6%	21.0%	9.9%	15.4%
26	Arizona	5.8%	0.0%	2.9%	24.9%	9.7%	17.1%
27	Ohio	5.2%	2.1%	3.6%	22.8%	15.5%	19.1%
28	Hawaii	5.1%	0.9%	2.9%	20.6%	10.7%	15.4%
29	Oregon	5.1%	2.6%	3.8%	21.9%	12.9%	17.4%
30	Pennsylvania	5.0%	1.0%	3.0%	23.1%	12.8%	17.9%
31	Iowa	4.4%	1.3%	2.9%	21.0%	12.5%	16.8%
32	Missouri	4.1%	2.4%	3.2%	23.3%	15.0%	19.1%
33	Tennessee	3.2%	0.6%	1.9%	21.8%	10.3%	16.0%
34	Nebraska	2.8%	1.2%	1.9%	20.6%	13.3%	16.9%
35	Nevada	2.5%	0.6%	1.5%	13.2%	7.0%	10.0%
36	Minnesota	1.9%	1.2%	1.6%	18.2%	11.8%	15.0%
37	Alabama	1.7%	0.0%	0.8%	23.2%	11.6%	17.3%
38	New Mexico	0.9%	0.6%	0.8%	28.6%	14.7%	21.6%
No Program	Alaska	0.0%	0.0%	0.0%	23.5%	15.0%	19.2%
No Program	Florida	0.0%	0.0%	0.0%	15.5%	8.7%	12.0%
No Program	Idaho	0.0%	0.0%	0.0%	18.5%	8.0%	13.2%
No Program	Indiana	0.0%	0.0%	0.0%	16.0%	10.1%	13.1%
No Program	Mississippi	0.0%	0.0%	0.0%	44.3%	27.5%	35.7%
No Program	Montana	0.0%	0.0%	0.0%	29.4%	17.7%	23.5%
No Program	New Hampshire	0.0%	0.0%	0.0%	12.5%	7.8%	10.1%
No Program	North Dakota	0.0%	0.0%	0.0%	32.1%	20.0%	26.0%
No Program	Rhode Island	0.0%	0.0%	0.0%	22.7%	12.2%	17.4%
No Program	South Dakota	0.0%	0.0%	0.0%	29.5%	21.1%	25.2%
No Program	Utah	0.0%	0.0%	0.0%	14.5%	7.0%	10.7%
No Program	Wyoming	0.0%	0.0%	0.0%	33.8%	21.0%	27.3%
	50 State Population	17.3%	2.7%	9.9%	34.8%	13.9%	24.2%

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



QUALITY STANDARDS: ENSURING VALUE

The quality of preschool education determines its educational value. Yet, many preschool programs in the United States are poor or mediocre. State standards are essential to ensure that preschool programs provide quality education. The *Yearbook* compares state quality standards against a research-based checklist of benchmarks. There are 10 benchmarks, each for a different aspect of program quality. While all of the benchmarks are important, they are not of equal importance. It is important to note that these benchmarks refer to state policies and not to actual program quality, which may be better (standards set the minimum that is acceptable, not the best) or worse (standards are not always followed perfectly).

The 2004–2005 quality standards benchmarks have been updated from previous years. Specifically, we have combined the separate screening/referral and support services benchmarks to produce a new benchmark called “required screening/referral and support services.” We then added a new benchmark for state provisions to monitor program quality. An important function of state government is to ensure that data on actual program quality flows back to the state. These data can then be used to support and improve program performance and ensure state standards are met. We provide further details about the benchmarks and changes to the Quality Standards Checklist on pages 32 and 33.

Only one state—Arkansas—met all 10 quality benchmarks for the 2004–2005 program year. Five state preschool initiatives (those in Alabama, Illinois, North Carolina, and Tennessee, as well as New Jersey’s Abbott program) met nine of the 10 benchmarks. Illinois would have met all the benchmarks except that the state does not require preschool programs to provide a meal. We use the meal requirement as a practical but somewhat imperfect measure of the extent to which programs meet young children’s nutritional needs. Subsidized lunch program participation may address nutritional needs in some programs even when state standards do not require it.

The median number of benchmarks met by state prekindergarten programs in 2004–2005 was six. Table 4 reports the extent to which each state prekindergarten program attained the quality standards benchmarks and the total number of benchmarks met by each program. Pennsylvania’s new Education Accountability Block Grant prekindergarten initiative met only one of the 10 benchmarks—the fewest of any state prekindergarten program. This initiative essentially leaves quality standards to local discretion. A preliminary analysis of quality standards for Florida’s new program raises serious questions about whether it will meet that state’s constitutional requirement for high quality.

TABLE 4: 2004–2005 STATE PRE-K QUALITY STANDARDS

State	Comprehensive early learning standards	Teacher has BA	Specialized training in Pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Maximum class size ≤ 20	Staff-child ratio 1:10 or better	Vision, hearing, health, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2004–2005
Alabama	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Arizona	✓					✓	✓			✓	4
Arkansas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
California			✓		✓		✓			✓	4
Colorado			✓			✓	✓			✓	4
Connecticut	✓		✓			✓	✓			✓	5
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Georgia	✓		✓		✓	✓	✓	✓	✓	✓	8
Hawaii			✓	✓					✓	✓	4
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa						✓	✓	✓	✓	✓	5
Kansas		✓		✓				✓			3
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓		8
Louisiana (8g)	✓	✓			✓	✓	✓		✓	✓	7
Louisiana (LA4/SP)	✓	✓			✓	✓	✓	✓	✓	✓	8
Louisiana (NSECD)	✓	✓			✓	✓	✓		✓	✓	7
Maine		✓		✓	✓						3
Maryland	✓	✓	✓		✓	✓	✓	✓			7
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan			✓	✓		✓	✓				4
Minnesota	✓		✓	✓		✓	✓	✓	✓	✓	8
Missouri	✓		✓		✓	✓	✓				5
Nebraska		✓	✓	✓		✓	✓				5
Nevada		✓	✓		✓					✓	4
New Jersey (Abbott)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey (ECPA)	✓	✓	✓		✓			✓		✓	6
New Jersey (ELLI)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico					✓			✓	✓	✓	4
New York (TPK)		✓	✓		✓	✓	✓		✓	✓	7
New York (UPK)					✓	✓	✓				3
North Carolina		✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Ohio (HdSt)			✓		✓	✓	✓	✓	✓	✓	7
Ohio (Public School)			✓		✓					✓	3
Oklahoma	✓	✓	✓		✓	✓	✓		✓	✓	8
Oregon	✓		✓			✓	✓	✓	✓	✓	7
Pennsylvania (K4)		✓			✓						2
Pennsylvania (EABG)					✓						1
Pennsylvania (HdSt)			✓			✓	✓	✓	✓		5
South Carolina		✓	✓		✓	✓	✓	✓	✓	✓	8
Tennessee	✓	✓	✓	✓	✓	✓	✓		✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont (ADM)	✓	✓	✓		✓	✓	✓	✓			7
Vermont (EEL)	✓	✓	✓			✓	✓	✓			6
Virginia			✓			✓	✓	✓			4
Washington			✓	✓			✓	✓	✓	✓	6
West Virginia	✓		✓		✓	✓	✓	✓			6
Wisconsin (4K)	✓	✓	✓		✓						4
Wisconsin (HdSt)	✓		✓			✓	✓	✓	✓		6
Totals	27	25	35	12	33	35	37	27	23	30	

Note: Alaska, Florida, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah, and Wyoming are not included because they did not fund state prekindergarten initiatives in 2004–2005. For more details about quality standards and benchmarks, see Roadmap to State Profile Pages.

One worrisome finding in our review of state quality standards is that 21 states did not require all teachers in the preschool programs they fund to have a four-year college degree, which would be required of any teacher in kindergarten or first grade. Nine states did not require any teachers to have a college degree, nine exempted teachers outside the public schools, and three funded multiple initiatives with at least one program that did not require teachers to have a BA. Of course, this does not mean that all preschool teachers (or all those exempted) did not have college degrees. A 2000–2002 survey of teachers in state preschool programs showed that the percentage of teachers with BA degrees in these states varied substantially. However, it does mean that some children in these states, sometimes most children, do not have a preschool teacher with the basic educational level expected of all other teachers and professionals.

Twenty-seven of the 38 states with prekindergarten initiatives required all teachers to have a specialization in early childhood education. Yet only 17 states required all teachers to have a bachelor's degree. Most states lacked sufficient requirements for their assistant teachers, with just 12 states requiring them to have a CDA or equivalent credential. As in previous years, this was the benchmark least likely to be met by state prekindergarten initiatives. Twenty-three states required at least 15 hours of annual in-service training for all prekindergarten teachers.

Teacher effectiveness depends on knowledge of how young children learn and develop and how they are best taught. When proper teacher preparation is not required, programs increase the risk that teachers will be poorly prepared to teach young children, particularly those children with challenging behaviors and learning problems.



**States That Do Not Require Any
Preschool Teachers to Hold a BA**

Arizona	Hawaii
California	Minnesota
Colorado	Ohio
Delaware	Washington
Georgia	

Also important is providing children with appropriate class sizes to optimize learning. Twenty-six states required all state preschool programs to limit class sizes to 20 or fewer children. Twenty-eight states required staff-child ratios of 1:10 or better. Among the states not meeting these benchmarks, there are still several states that do not limit class size and/or ratio. Many have strong guidelines that are followed by all (or nearly all) programs and function as virtual state standards. This is not always true, however.

Our new benchmark for monitoring was met by 24 states with prekindergarten initiatives. These states regularly monitored local programs through site visits, and all but one of these states conducted additional types of monitoring activities. Such efforts are necessary to ensure that the state quality standards actually produce the desired results in the classroom.

Just over half (21) of the states had comprehensive early learning standards for prekindergarten. Twenty states required all programs to provide vision, hearing, and health screening and referral, as well as additional support services. Finally, 16 states required meals to be available to all participating children.

Due to the changes in our Quality Standards Checklist described above, the numbers of benchmarks met by each state prekindergarten initiative are not precisely comparable to the numbers met in our previous reports. However, program quality is not a static concept, and as states evolve their policies to place a greater emphasis on issues such as monitoring program implementation, it is important that we adapt our checklist accordingly. State policies to ensure that actual quality follows from their standards are undoubtedly important. Still, it is clear from our data that improvements in quality standards since we began the *Yearbook* series have been relatively slow to materialize. When looking at checklist items that have remained constant since our last *Yearbook*, four state prekindergarten initiatives made policy changes by 2004–2005 that improved their quality standards.

POLICY CHANGES IN STATE PRE-K QUALITY



STATE PRE-K INITIATIVE	NEW BENCHMARK MET
Georgia - - - - -	At least 15 hours/year of teacher in-service
Kentucky - - - - -	Teacher degree requirement of a BA
Louisiana NSECD - - - - -	At least 15 hours/year of teacher in-service
West Virginia - - - - -	Staff-child ratio of 1:10 or better
West Virginia - - - - -	Vision, hearing, health screening/referral; and at least 1 support service

RESOURCES: TEST OF COMMITMENT

There is no “right answer,” in dollar terms, to how much a state should spend on public prekindergarten programs. In part, this is because state spending is not the only source of financial support for many state preschool programs. As with K-12 education, there can be a substantial local share and the state-local division of responsibilities varies among states. Also, some costs may be shared with the federal government and even parents when child care and preschool education are combined. Thus, for most state preschool programs, state expenditures do not equal total financial support or cost of the program. Nevertheless, state expenditures to support preschool programs are a key indicator of each state’s commitment to expanding access and ensuring educational adequacy for young children. State spending per child in the prekindergarten program is a key influence on program quality and a measure of state support for equal access to a good preschool education.

Total state spending reached \$2.84 billion in 2004–2005. This reflects an increase in spending of 7.5 percent over four years after adjustments for inflation. To put this figure in perspective, state governments spent about \$240 billion on K–12 education in 2004–2005. That makes state spending on preschool education equal to about 1 percent of the state K–12 budget. In short, state spending on preschool remains quite modest and will continue to be so unless the growth in state commitments to preschool education accelerates. Table 5 reports each state’s total spending and spending per child enrolled. It also shows changes in state spending from 2001–2002 in constant (inflation-adjusted) 2005 dollars.

State spending per child was \$3,551 in 2004–2005. As Table 5 shows, states vary tremendously in their overall financial commitment and in spending per child. Some states spend twice the national average on each child, and the top ranked state spends more than 10 times what the lowest ranked state spends per child. The states with the highest spending levels fully fund their state preschool programs. Those with the lowest spending levels depend on someone else to pay for most of the program. Some variation in costs is due to the choice of states to fund half-day or full-day services. Looking over the numbers, one is still forced to conclude that states with low levels of financial support are likely to jeopardize educational quality and effectiveness. Complete rankings by state spending per child enrolled in preschool are shown in Table 6. For each state these figures are also compared with the state share of K–12 spending.

Photo: Rutgers-Livingston Day Care Center



Unfortunately, state preschool spending per child enrolled has not been improving in recent years. Inflation-adjusted spending per child declined from 2001–2002, by 7.3 percent. In a few states, declines may be justified as they move from a pilot program to full-scale implementation or expand beyond a disadvantaged population to serve children with less intensive needs. However, more often than not, declines in spending per child are due to the failure of state preschool expenditures to keep up with inflation, or even to cuts in the unadjusted dollars available to state preschool programs. There were 11 states with lower budgets for preschool education in 2004–2005 than in 2001–2002, after adjusting for inflation. Six of them spent less per child, even before adjusting for inflation.

Why should policy makers and the public be concerned with state funding per child and the real decline in state funds during recent years? The reason is that inadequate funding limits access, as well as program quality and effectiveness. Poorly funded programs reach fewer children and can be of such limited quality that they put at risk the gains in children's learning and development and the high returns to taxpayers that research has shown are possible. Evidence that funding is a serious limitation is provided by the number of states failing to achieve many of the benchmarks for quality discussed above. It can also be seen in teacher salaries. A 2004 study found the average state preschool teacher salary to be \$32,000, far below the average K–12 teacher salary of \$46,000. Good teachers cannot be hired and retained in prekindergartens at such poor levels of pay.

To put state preschool program expenditures into perspective the *Yearbook* compares them to state expenditures in K–12 education, which averaged \$4,900 per child in 2004–2005. Several factors make this comparison somewhat awkward. State K–12 expenditures include the costs of special education. Preschool programs require smaller classes, more classroom staff, and specialized facilities. Most state preschool programs target disadvantaged children who disproportionately live in school districts with low property values and incomes. Such districts typically receive the vast majority of their education funds from the state—much more than the average state share. Finally, in some states, preschool programs operate outside the public schools and do not have access to local or federal financial support.

States differ dramatically in sharing the costs of education between state and local governments (the federal government provides a very small share of K–12 funding). On average, public K–12 education receives 49 percent of its revenues from state government, 43 percent from local government, and 8 percent from the federal government. However, the state share varies from 30 percent to 86 percent, excluding Hawaii, which does not have local districts.

TABLE 5: STATE PRESCHOOL SPENDING DURING 2004–2005 AND CHANGES FROM 2001–2002

State	2004–2005 PRESCHOOL SPENDING		CHANGE IN SPENDING FROM 2001–2002 TO 2004–2005 (INFLATION-ADJUSTED DOLLARS)	
	Total state preschool spending	State spending per child	Change in total state spending	Change in spending per child
Alabama	\$3,291,050	\$3,386	\$204,695	-\$697
Alaska	\$0	\$0	\$0	\$0
Arizona	\$11,530,314	\$2,283	\$675,500	-\$255
Arkansas	\$43,891,700	\$4,711	\$36,751,527	\$2,456
California	\$264,429,940	\$3,218	-\$2,115,551	-\$208
Colorado	\$27,107,586	\$3,078	-\$2,871,022	\$95
Connecticut	\$48,619,536	\$6,663	\$4,242,044	-\$793
Delaware	\$4,903,200	\$5,816	\$142,205	\$169
Florida	\$0	\$0	\$0	\$0
Georgia	\$276,000,000	\$3,899	\$12,742,260	-\$240
Hawaii	\$3,329,204	\$3,486	-\$919,867	\$84
Idaho	\$0	\$0	\$0	\$0
Illinois	\$216,496,505	\$2,980	\$34,095,705	-\$462
Indiana	\$0	\$0	\$0	\$0
Iowa	\$6,887,531	\$3,178	-\$1,607,142	-\$482
Kansas	\$9,945,680	\$1,686	\$4,940,780	-\$559
Kentucky	\$51,600,000	\$2,404	\$105,140	-\$683
Louisiana	\$56,133,597	\$4,235	\$21,509,848	-\$370
Maine	\$3,836,002	\$1,997	\$1,389,162	\$298
Maryland	\$16,854,787	\$721	-\$4,568,966	-\$321
Massachusetts	\$68,600,000	\$4,848	-\$38,616,080	-\$520
Michigan	\$83,686,700	\$3,366	-\$10,683,470	-\$198
Minnesota	\$17,100,000	\$6,929	-\$3,336,675	-\$857
Mississippi	\$0	\$0	\$0	\$0
Missouri	\$10,609,869	\$2,254	-\$6,073,131	-\$423
Montana	\$0	\$0	\$0	\$0
Nebraska	\$2,097,000	\$1,963	\$651,140	-\$1,049
Nevada	\$2,896,583	\$2,767	\$1,479,261	-\$514
New Hampshire	\$0	\$0	\$0	\$0
New Jersey	\$432,347,956	\$9,305	\$138,858,279	\$1,301
New Mexico	\$1,019,900	\$2,576	-\$92,656	\$1,251
New York	\$246,422,978	\$3,548	-\$32,850,442	-\$480
North Carolina	\$49,377,371	\$4,058	\$42,148,071	-\$1,772
North Dakota	\$0	\$0	\$0	\$0
Ohio	\$67,868,922	\$6,325	-\$63,759,982	\$747
Oklahoma	\$79,818,197	\$2,517	\$9,939,968	-\$183
Oregon	\$26,700,000	\$7,624	-\$3,996,720	-\$677
Pennsylvania	\$24,546,965	\$2,954	NA	NA
Rhode Island	\$0	\$0	\$0	\$0
South Carolina	\$23,832,678	\$1,374	-\$2,386,561	-\$265
South Dakota	\$0	\$0	\$0	\$0
Tennessee	\$10,000,000	\$3,333	-\$6,683,000	-\$2,855
Texas	\$478,000,000	\$2,707	\$8,651,600	-\$478
Utah	\$0	\$0	\$0	\$0
Vermont	\$9,040,024	\$2,488	\$7,505,188	\$954
Virginia	\$35,253,935	\$3,420	\$14,375,895	-\$132
Washington	\$26,949,437	\$4,710	-\$1,185,235	-\$26
West Virginia	\$34,500,000	\$4,323	\$10,180,524	\$775
Wisconsin	\$61,212,500	\$3,065	\$5,685,915	-\$847
Wyoming	\$0	\$0	\$0	\$0
50 States	\$2,836,737,647	\$3,551	\$199,075,172	-\$278

Even so, state K–12 spending per child may serve as a reasonable benchmark for state share of cost in preschool education. We refer to this as the *parity* spending level because it would equalize state spending for younger children with their K–12 peers. There is little reason to expect state support for preschool to be adequate if it falls below the state K–12 expenditure per child for a full day, or half that amount for a half day of preschool education. As Table 7 shows, 13 states with programs fall below this level of spending for preschool education. The national sum required to attain this level of spending at current enrollment is only \$125 million. Thus, it is a problem that is not costly to fix nationally, though the parity funding gap is not evenly distributed across states.

Only seven states require that full-day preschool programs be offered. Four of these states—Arkansas, Louisiana, New Jersey (one program is half-day, the other, full-day), and Tennessee—spend more per preschool child than they spend per K–12 child. Three states (Alabama, Georgia, and North Carolina) spend less on preschool education than K–12 parity.

Only three states limit provision of state-funded prekindergarten to half-day programs (Colorado, Maryland, and Michigan). Colorado’s spending exceeds half its K–12 share. In Michigan (where some programs operate two full-days instead of four half-days per week), spending is somewhat less than the state’s K–12 share. Maryland’s preschool spending per child is less than one-fifth of its K–12 parity amount. Preschool spending in Delaware, where programs operate for four hours per day, is just under 75 percent of its K–12 parity amount.

The other 27 states funding preschool programs leave length of program day to local discretion. Thus, the least they might reasonably contribute is half of parity. Ten states do not spend this much per child. However, for full-day programs to be adequately financed, twice that amount is likely to be necessary.



Photo: Rutgers-Livingston Day Care Center

TABLE 6: RANKINGS OF STATE PRE-K RESOURCES PER CHILD ENROLLED

Resources		\$ per child enrolled in	State spending per child at	Difference in Pre-K and K-12
Rank	State	state Pre-K	K-12 parity	spending
1	New Jersey	\$9,305	\$4,607	\$4,698
2	Oregon	\$7,624	\$5,019	\$2,606
3	Minnesota	\$6,929	\$8,090	-\$1,161
4	Connecticut	\$6,663	\$5,220	\$1,443
5	Ohio	\$6,325	\$5,016	\$1,309
6	Delaware	\$5,816	\$7,940	-\$2,123
7	Massachusetts	\$4,848	\$4,789	\$60
8	Arkansas	\$4,711	\$3,757	\$954
9	Washington	\$4,710	\$6,634	-\$1,924
10	West Virginia	\$4,323	\$6,166	-\$1,843
11	Louisiana	\$4,235	\$4,269	-\$34
12	North Carolina	\$4,058	\$4,869	-\$811
13	Georgia	\$3,899	\$4,414	-\$516
14	New York	\$3,548	\$6,575	-\$3,027
15	Hawaii	\$3,486	\$8,411	-\$4,925
16	Virginia	\$3,420	\$4,237	-\$816
17	Alabama	\$3,386	\$4,651	-\$1,265
18	Michigan	\$3,366	\$7,703	-\$4,337
19	Tennessee	\$3,333	\$3,205	\$128
20	California	\$3,218	\$6,204	-\$2,986
21	Iowa	\$3,178	\$4,069	-\$891
22	Colorado	\$3,078	\$4,174	-\$1,096
23	Wisconsin	\$3,065	\$6,312	-\$3,246
24	Illinois	\$2,980	\$3,786	-\$806
25	Pennsylvania	\$2,954	\$4,151	-\$1,197
26	Nevada	\$2,767	\$2,987	-\$221
27	Texas	\$2,707	\$3,228	-\$520
28	New Mexico	\$2,576	\$5,839	-\$3,264
29	Oklahoma	\$2,517	\$3,653	-\$1,136
30	Vermont	\$2,488	\$11,432	-\$8,944
31	Kentucky	\$2,404	\$4,952	-\$2,548
32	Arizona	\$2,283	\$3,437	-\$1,154
33	Missouri	\$2,254	\$2,853	-\$599
34	Maine	\$1,997	\$4,887	-\$2,890
35	Nebraska	\$1,963	\$3,513	-\$1,550
36	Kansas	\$1,686	\$4,468	-\$2,782
37	South Carolina	\$1,374	\$4,513	-\$3,140
38	Maryland	\$721	\$4,029	-\$3,308
No program	Alaska	\$0	\$6,875	NA
No program	Florida	\$0	\$3,773	NA
No program	Idaho	\$0	\$4,320	NA
No program	Indiana	\$0	\$5,273	NA
No program	Mississippi	\$0	\$3,964	NA
No program	Montana	\$0	\$3,971	NA
No program	New Hampshire	\$0	\$5,608	NA
No program	North Dakota	\$0	\$3,141	NA
No program	Rhode Island	\$0	\$4,084	NA
No program	South Dakota	\$0	\$3,025	NA
No program	Utah	\$0	\$3,771	NA
No program	Wyoming	\$0	\$6,059	NA

NA=Not applicable

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

IMPROVING STATE PRESCHOOL PROGRAMS IN THE FUTURE

Our *Yearbook* data provide a basis for estimating the resources required for states to improve both access and quality. Producing such estimates is always risky, as each state has unique circumstances. Moreover, we address only a small part of the larger issue of quality education and care for children from birth to 5. Nevertheless, policy makers contemplating next steps may find it useful to have reasonable models for improving state preschool programs, and reasonable estimates of the costs. Thus, we provide a range of estimates of the costs to increase access and quality in state preschool programs in Tables 7, 8, and 9.

For each state, Table 7 reports current enrollment in state-funded preschool programs and the state funding required at each of three different levels of quality support. The three levels are: maintaining current expenditures per child; achieving half of K–12 parity for 31 states and achieving full K–12 parity for the nine programs in seven states that are required to offer full-day services; and, full K–12 parity for all 38 states with programs in 2004–2005. Full K–12 parity would facilitate longer days in the 27 states that leave length of program day to local discretion. This is important because a half-day schedule can be a barrier to participation for children in families requiring full-day child care, and also because a full-day program can be more educationally effective. Full K–12 parity could also be used to enhance quality where a mix of half- and full-day programs are provided.

The added cost for states to reach half of K–12 parity is minimal, \$125 million. Twenty-five states with preschool programs already exceed this level of funding, and 13 states fall below it. The added cost of full K–12 parity is more substantial. The 38 states supporting programs in 2004–2005 would require an additional \$1.2 billion to reach full K–12 parity. The parity gap is far from evenly distributed, of course. Eight states already met or exceeded this level of spending—Arkansas, Connecticut, Louisiana, Massachusetts, New Jersey, Ohio, Oregon, and Tennessee. These states could be fairly characterized as making the honor roll for adequate state funding per child for preschool education. Two states account for nearly 40 percent of the national funding shortfall at current enrollment levels—California and New York.

Another key issue is whether states are willing to fund adequate enrollment levels. Table 8 reports for each state the estimated minimum enrollment required for the state preschool program to serve all 4-year-old children in low-income families, taking into account Head Start and preschool special education enrollments. For more details about Head Start and preschool special education, the other publicly funded programs included in our estimates, please see pages 28 and 29.

Table 8 also reports the necessary increases in state preschool program enrollment and expenditures at two per child spending levels: current expenditure levels and full K–12 parity. These figures are minimums because we count all children currently enrolled in state preschool programs, Head Start or preschool special education—up to the low-income total—as low-income. This is at best a rough approximation. However, precise state-by-state data are not available on the family incomes of children enrolled in these preschool programs.

The low-income population is defined as children from families with incomes below 200 percent of the federal poverty level. The need for preschool education does not end abruptly at the poverty line, nor is poverty a permanent condition. Many families' economic circumstances fluctuate with the local economy and the job market, leaving them below the poverty line one month and above it the next. Expanding eligibility to 200 percent of the federal poverty level extends the benefits of preschool education to many children who do not qualify for federal assistance through Head Start. Studies have shown substantial economic returns to investing in preschool education for economically disadvantaged children.

States That Fund Preschool at K-12 Parity			
Arkansas	Louisiana	New Jersey	Oregon
Connecticut	Massachusetts	Ohio	Tennessee

Nationally, expanding preschool access to include all 4-year-olds in low-income families would increase the percentage of children served in state preschool programs at age 4 to nearly 30 percent. Across state preschool, preschool special education, and Head Start over 45 percent of all 4-year-olds (not all of them low-income) would be served. The additional cost to states would be \$1.5 billion at current levels of funding per child and \$3.0 billion at full K-12 parity.

Table 9 reports for each state the likely increase in enrollment if preschool is offered to all 4-year-olds. Research has identified several advantages of preschool for all children, including: learning gains for children regardless of socio-economic status, the cost and difficulties of targeting children from low-income families, benefits to children in poverty from attending preschool programs with higher income peers, avoiding the stigma associated with programs for children in poverty, and improvements in the overall learning environment in later grades when all children have had the benefit of a preschool education. We estimate 95 percent enrollment in public programs, consistent with the experience in Oklahoma and in other countries with truly universal public preschool programs. The enrollment figures for state programs assume that Head Start and preschool special education enrollments at age 4 remain at current levels.

If every state offered all 4-year-olds access to a free preschool education, enrollment nationwide would increase to nearly four times current enrollment. This is estimated to cost states an additional \$8.2 billion at current per-child spending levels and an additional \$12.4 billion at full K-12 parity. While not a trivial sum, even the larger estimate amounts to less than one percent of state government expenditures of all types, and 5 percent of K-12 expenditures, in 2004.

The figures in Table 9 are only “ball park” estimates, and they may not fit specific state circumstances well in all cases. Yet, for most states, a reasonable estimate of the state government costs of quality preschool for all might be found somewhere between the current cost and K-12 parity estimates. These estimates do not represent the full costs of preschool for all to the extent that costs are shared with local governments and others. However, other existing revenues are partially offsetting, including payments for child care that would only have to be “topped up” to ensure that programs can provide a quality education.

The estimates in Tables 7 to 9 reveal that states can make important improvements in preschool program access and quality without breaking their budgets. The state commitments required by sound preschool policy are relatively small, but need to be made. In addition the federal government could do its part by adequately supporting its programs: providing Head Start the funds needed to raise teacher salaries and quality, and increasing support for federally mandated preschool special education. Universal public education at age 4 is now the norm in other economically advanced nations, many of which are not nearly as wealthy as the United States. It is understood by most of the world that spending on young children is a sound investment in economic growth.

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TABLE 7: STATE COST TO IMPROVE QUALITY AT CURRENT ENROLLMENT

State	2004–2005 state Pre-K enrollment	2004–2005 state Pre-K spending at current cost	Cost of quality half-day Pre-K	Cost of quality full-day Pre-K	Added cost at half-day parity	Added cost at full-day parity
Alabama ¹	972	\$3,291,050	\$4,520,810	\$4,520,810	\$1,229,760	\$1,229,760
Alaska	0	NA	NA	NA	NA	NA
Arizona	5,050	\$11,530,314	\$8,678,614	\$17,357,228	- - -	\$5,826,914
Arkansas ¹	9,316	\$43,891,700	\$35,000,337	\$35,000,337	- - -	- - -
California	82,172	\$264,429,940	\$254,887,138	\$509,774,277	- - -	\$245,344,337
Colorado	8,808	\$27,107,586	\$18,586,208	\$37,172,416	- - -	\$10,064,830
Connecticut	7,297	\$48,619,536	\$19,046,371	\$38,092,741	- - -	- - -
Delaware	843	\$4,903,200	\$3,346,561	\$6,693,122	- - -	\$1,789,922
Florida	0	NA	NA	NA	NA	NA
Georgia ¹	70,793	\$276,000,000	\$312,511,441	\$312,511,441	\$36,511,441	\$36,511,441
Hawaii	955	\$3,329,204	\$4,016,200	\$8,032,400	\$686,996	\$4,703,196
Idaho	0	NA	NA	NA	NA	NA
Illinois	72,652	\$216,496,505	\$137,533,051	\$275,066,102	- - -	\$58,569,597
Indiana	0	NA	NA	NA	NA	NA
Iowa	2,167	\$6,887,531	\$4,408,898	\$8,817,797	- - -	\$1,930,266
Kansas	5,900	\$9,945,680	\$13,179,409	\$26,358,817	\$3,233,729	\$16,413,137
Kentucky	21,460	\$51,600,000	\$53,136,275	\$106,272,549	\$1,536,275	\$54,672,549
Louisiana ¹	12,379	\$56,133,597	\$52,840,028	\$52,840,028	- - -	- - -
Maine	1,921	\$3,836,002	\$4,693,807	\$9,387,614	\$857,805	\$5,551,612
Maryland	23,380	\$16,854,787	\$47,096,887	\$94,193,774	\$30,242,100	\$77,338,987
Massachusetts	14,150	\$68,600,000	\$33,879,018	\$67,758,037	- - -	- - -
Michigan	24,862	\$83,686,700	\$95,759,809	\$191,519,618	\$12,073,109	\$107,832,918
Minnesota	2,468	\$17,100,000	\$9,983,037	\$19,966,075	- - -	\$2,866,075
Mississippi	0	NA	NA	NA	NA	NA
Missouri	4,707	\$10,609,869	\$6,714,267	\$13,428,535	- - -	\$2,818,666
Montana	0	NA	NA	NA	NA	NA
Nebraska	1,068	\$2,097,000	\$1,875,960	\$3,751,920	- - -	\$1,654,920
Nevada	1,047	\$2,896,583	\$1,563,821	\$3,127,642	- - -	\$231,059
New Hampshire	0	NA	NA	NA	NA	NA
New Jersey ¹	46,464	\$432,347,956	\$196,136,115	\$214,054,799	- - -	- - -
New Mexico	396	\$1,019,900	\$1,156,125	\$2,312,250	\$136,225	\$1,292,350
New York	69,454	\$246,422,978	\$228,345,052	\$456,690,105	- - -	\$210,267,127
North Carolina ¹	12,167	\$49,377,371	\$59,245,911	\$59,245,911	\$9,868,540	\$9,868,540
North Dakota	0	NA	NA	NA	NA	NA
Ohio	10,730	\$67,868,922	\$26,908,886	\$53,817,771	- - -	- - -
Oklahoma	31,712	\$79,818,197	\$57,921,968	\$115,843,936	- - -	\$36,025,739
Oregon	3,502	\$26,700,000	\$8,787,710	\$17,575,420	- - -	- - -
Pennsylvania	8,598	\$24,546,965	\$17,843,043	\$35,686,085	- - -	\$11,139,120
Rhode Island	0	NA	NA	NA	NA	NA
South Carolina	17,351	\$23,832,678	\$39,156,240	\$78,312,481	\$15,323,562	\$54,479,803
South Dakota	0	NA	NA	NA	NA	NA
Tennessee ¹	3,000	\$10,000,000	\$9,615,654	\$9,615,654	- - -	- - -
Texas	176,547	\$478,000,000	\$284,938,842	\$569,877,683	- - -	\$91,877,683
Utah	0	NA	NA	NA	NA	NA
Vermont	3,634	\$9,040,024	\$20,771,534	\$41,543,067	\$11,731,510	\$32,503,043
Virginia	10,307	\$35,253,935	\$21,834,071	\$43,668,142	- - -	\$8,414,207
Washington	5,722	\$26,949,437	\$18,979,442	\$37,958,885	- - -	\$11,009,448
West Virginia	7,980	\$34,500,000	\$24,603,726	\$49,207,452	- - -	\$14,707,452
Wisconsin	19,971	\$61,212,500	\$63,023,923	\$126,047,845	\$1,811,423	\$64,835,345
Wyoming	0	NA	NA	NA	NA	NA
50 States	801,902	\$2,836,737,647	\$2,202,321,670	\$3,752,691,727	\$125,242,474	\$1,181,361,004

¹ At least one program in these states mandated full-day services during 2004–2005. The full state share of K–12 spending per child was used to calculate spending for these programs in both the half-parity and full-parity estimates.

TABLE 8: STATE COST OF PRESCHOOL FOR LOW-INCOME 4-YEAR-OLDS

State	Low-income enrollment	Change in enrollment	Cost at current spending	Cost at K–12 parity	Added cost at current spending	Added cost at K–12 parity
Alabama	14,949	13,977	\$50,616,089	\$69,529,697	\$47,325,039	\$66,238,647
Alaska ¹	1,203	1,203	\$4,270,812	\$8,267,394	\$4,270,812	\$8,267,394
Arizona	25,048	19,998	\$57,189,217	\$86,090,136	\$45,658,903	\$74,559,822
Arkansas	12,248	2,932	\$57,706,048	\$46,016,243	\$13,814,348	\$2,124,543
California	155,613	73,441	\$500,765,058	\$965,386,693	\$236,335,118	\$700,956,753
Colorado	13,306	4,498	\$40,950,421	\$55,537,066	\$13,842,835	\$28,429,480
Connecticut ²	7,297	0	\$48,619,536	\$38,092,741	\$0	- - -
Delaware	1,737	894	\$10,103,949	\$13,792,413	\$5,200,749	\$8,889,213
Florida ¹	58,426	58,426	\$207,490,683	\$220,437,281	\$207,490,683	\$220,437,281
Georgia ²	70,793	0	\$276,000,000	\$312,511,441	\$0	\$36,511,441
Hawaii	3,674	2,719	\$12,807,779	\$30,901,441	\$9,478,575	\$27,572,237
Idaho ¹	6,601	6,601	\$23,443,405	\$28,514,523	\$23,443,405	\$28,514,523
Illinois ²	72,652	0	\$216,496,505	\$275,066,102	\$0	\$58,569,597
Indiana ¹	20,954	20,954	\$74,413,390	\$110,485,662	\$74,413,390	\$110,485,662
Iowa	8,041	5,874	\$25,557,511	\$32,720,133	\$18,669,980	\$25,832,602
Kansas	7,024	1,124	\$11,839,623	\$31,378,294	\$1,893,943	\$21,432,614
Kentucky ²	21,460	0	\$51,600,000	\$106,272,549	\$0	\$54,672,549
Louisiana	19,957	7,578	\$85,600,066	\$85,186,114	\$29,466,469	\$29,052,517
Maine	2,020	99	\$4,033,074	\$9,869,896	\$197,072	\$6,033,894
Maryland ²	23,380	0	\$16,854,787	\$94,193,774	\$0	\$77,338,987
Massachusetts	16,288	2,138	\$78,963,971	\$77,994,806	\$10,363,971	\$9,394,806
Michigan ²	24,862	0	\$83,686,700	\$191,519,618	\$0	\$107,832,918
Minnesota	6,427	3,959	\$44,528,523	\$51,991,802	\$27,428,523	\$34,891,802
Mississippi ¹	3,140	3,140	\$11,152,034	\$12,447,192	\$11,152,034	\$12,447,192
Missouri	15,321	10,614	\$34,535,074	\$43,709,817	\$23,925,205	\$33,099,948
Montana ¹	2,526	2,526	\$8,971,467	\$10,030,931	\$8,971,467	\$10,030,931
Nebraska	4,235	3,167	\$8,315,327	\$14,877,654	\$6,218,327	\$12,780,654
Nevada	10,745	9,698	\$29,727,266	\$32,098,598	\$26,830,683	\$29,202,015
New Hampshire ¹	1,832	1,832	\$6,507,621	\$10,276,348	\$6,507,621	\$10,276,348
New Jersey ²	46,464	0	\$432,347,956	\$214,054,799	\$0	- - -
New Mexico	8,040	7,644	\$20,707,401	\$46,946,451	\$19,687,501	\$45,926,551
New York ²	69,454	0	\$246,422,978	\$456,690,105	\$0	\$210,267,127
North Carolina	39,842	27,675	\$161,691,954	\$194,007,637	\$112,314,583	\$144,630,266
North Dakota ¹	959	959	\$3,406,330	\$3,012,323	\$3,406,330	\$3,012,323
Ohio	31,517	20,787	\$199,345,025	\$158,077,791	\$131,476,103	\$90,208,869
Oklahoma ²	31,712	0	\$79,818,197	\$115,843,936	\$0	\$36,025,739
Oregon	14,070	10,568	\$107,271,098	\$70,611,783	\$80,571,098	\$43,911,783
Pennsylvania	25,599	17,001	\$75,616,631	\$106,248,307	\$51,069,666	\$81,701,342
Rhode Island ¹	1,384	1,384	\$4,916,512	\$5,654,278	\$4,916,512	\$5,654,278
South Carolina ²	17,351	0	\$23,832,678	\$78,312,481	\$0	\$54,479,803
South Dakota ¹	649	649	\$2,305,317	\$1,963,945	\$2,305,317	\$1,963,945
Tennessee	23,316	20,316	\$77,721,161	\$74,733,983	\$67,721,161	\$64,733,983
Texas ²	176,547	0	\$478,000,000	\$569,877,683	\$0	\$91,877,683
Utah ¹	10,909	10,909	\$38,740,205	\$41,131,321	\$38,740,205	\$41,131,321
Vermont ²	3,634	0	\$9,040,024	\$41,543,067	\$0	\$32,503,043
Virginia	18,869	8,562	\$64,539,798	\$79,943,787	\$29,285,863	\$44,689,852
Washington	22,199	16,477	\$104,552,700	\$147,264,816	\$77,603,263	\$120,315,379
West Virginia ²	7,980	0	\$34,500,000	\$49,207,452	\$0	\$14,707,452
Wisconsin ²	19,971	0	\$61,212,500	\$126,047,845	\$0	\$64,835,345
Wyoming ¹	597	597	\$2,119,158	\$3,615,304	\$2,119,158	\$3,615,304
50 States	1,202,823	400,921	\$4,310,853,564	\$5,649,985,454	\$1,474,115,917	\$3,042,067,759

¹ These states did not fund Pre-K during 2004–2005. Current funding is estimated using the national average for state spending per child in Pre-K.² State Pre-K enrollment during 2004–2005 exceeded estimated low-income enrollment. For these states, figures are based on actual enrollment.

TABLE 9: STATE COST OF PRESCHOOL FOR ALL 4-YEAR-OLDS

State	Universal enrollment	Change in enrollment	Cost at current funding	Cost at K–12 parity	Added cost at current spending	Added cost at K–12 parity
Alabama	43,192	42,220	\$146,241,813	\$200,887,684	\$142,950,763	\$197,596,634
Alaska [†]	6,858	6,858	\$24,354,035	\$47,144,286	\$24,354,035	\$47,144,286
Arizona	65,718	60,668	\$150,048,293	\$225,876,110	\$138,517,979	\$214,345,796
Arkansas	26,473	17,157	\$124,723,671	\$99,457,767	\$80,831,971	\$55,566,067
California	422,379	340,207	\$1,359,219,359	\$2,620,335,146	\$1,094,789,419	\$2,355,905,206
Colorado	53,977	45,169	\$166,119,145	\$225,291,211	\$139,011,559	\$198,183,625
Connecticut	35,631	28,334	\$237,408,093	\$186,005,994	\$188,788,557	\$137,386,458
Delaware	8,069	7,226	\$46,933,553	\$64,066,729	\$42,030,353	\$59,163,529
Florida [†]	168,982	168,982	\$600,108,655	\$637,553,061	\$600,108,655	\$637,553,061
Georgia	106,501	35,708	\$415,214,517	\$470,142,345	\$139,214,517	\$194,142,345
Hawaii	12,579	11,624	\$43,851,682	\$105,801,341	\$40,522,478	\$102,472,137
Idaho [†]	15,528	15,528	\$55,145,005	\$67,073,597	\$55,145,005	\$67,073,597
Illinois	156,242	83,590	\$465,588,162	\$591,545,442	\$249,091,657	\$375,048,937
Indiana [†]	69,031	69,031	\$245,150,524	\$363,988,494	\$245,150,524	\$363,988,494
Iowa	28,216	26,049	\$89,681,632	\$114,815,366	\$82,794,101	\$107,927,835
Kansas	28,009	22,109	\$47,215,379	\$125,133,882	\$37,269,699	\$115,188,202
Kentucky	38,932	17,472	\$93,610,464	\$192,795,012	\$42,010,464	\$141,195,012
Louisiana	44,980	32,601	\$192,931,175	\$191,998,181	\$136,797,578	\$135,864,584
Maine	9,176	7,255	\$18,323,909	\$44,842,985	\$14,487,907	\$41,006,983
Maryland	60,971	37,591	\$43,954,444	\$245,641,489	\$27,099,657	\$228,786,702
Massachusetts	66,668	52,518	\$323,211,193	\$319,244,255	\$254,611,193	\$250,644,255
Michigan	97,891	73,029	\$329,505,833	\$754,084,357	\$245,819,133	\$670,397,657
Minnesota	51,486	49,018	\$356,728,239	\$416,518,288	\$339,628,239	\$399,418,288
Mississippi [†]	20,572	20,572	\$73,057,752	\$81,542,419	\$73,057,752	\$81,542,419
Missouri	56,408	51,701	\$127,147,126	\$160,925,604	\$116,537,257	\$150,315,735
Montana [†]	6,737	6,737	\$23,923,536	\$26,748,728	\$23,923,536	\$26,748,728
Nebraska	18,040	16,972	\$35,420,819	\$63,374,377	\$33,323,819	\$61,277,377
Nevada	28,610	27,563	\$79,152,434	\$85,466,391	\$76,255,851	\$82,569,808
New Hampshire [†]	12,090	12,090	\$42,936,306	\$67,801,802	\$42,936,306	\$67,801,802
New Jersey	111,692	65,228	\$462,404,880	\$514,553,533	\$30,056,924	\$82,205,577
New Mexico	17,666	17,270	\$45,499,007	\$103,152,341	\$44,479,107	\$102,132,441
New York	181,370	111,916	\$643,501,744	\$1,192,587,158	\$397,078,766	\$946,164,180
North Carolina	94,515	82,348	\$383,569,030	\$460,228,970	\$334,191,659	\$410,851,599
North Dakota [†]	4,342	4,342	\$15,418,548	\$13,635,102	\$15,418,548	\$13,635,102
Ohio	116,358	105,628	\$735,982,481	\$583,609,340	\$668,113,559	\$515,740,418
Oklahoma	32,909	1,197	\$82,830,634	\$120,216,029	\$3,012,437	\$40,397,832
Oregon	36,946	33,444	\$281,682,634	\$185,419,124	\$254,982,634	\$158,719,124
Pennsylvania	111,309	102,711	\$328,795,978	\$461,988,523	\$304,249,013	\$437,441,558
Rhode Island [†]	8,865	8,865	\$31,481,880	\$36,206,013	\$31,481,880	\$36,206,013
South Carolina	43,685	26,334	\$60,004,496	\$197,170,496	\$36,171,818	\$173,337,818
South Dakota [†]	6,530	6,530	\$23,191,031	\$19,756,889	\$23,191,031	\$19,756,889
Tennessee	57,842	54,842	\$192,805,495	\$185,395,102	\$182,805,495	\$175,395,102
Texas	297,723	121,176	\$806,082,776	\$961,022,145	\$328,082,776	\$483,022,145
Utah [†]	35,829	35,829	\$127,238,991	\$135,092,412	\$127,238,991	\$135,092,412
Vermont	5,550	1,916	\$13,806,433	\$63,446,907	\$4,766,409	\$54,406,883
Virginia	79,146	68,839	\$270,710,570	\$335,322,214	\$235,456,635	\$300,068,279
Washington	63,788	58,066	\$300,428,292	\$423,159,967	\$273,478,855	\$396,210,530
West Virginia	14,070	6,090	\$60,829,060	\$86,760,668	\$26,329,060	\$52,260,668
Wisconsin	51,774	31,803	\$158,691,315	\$326,774,732	\$97,478,815	\$265,562,232
Wyoming [†]	3,581	3,581	\$12,718,131	\$21,697,252	\$12,718,131	\$21,697,252
50 States	3,135,435	2,333,534	\$10,994,580,153	\$15,223,297,262	\$8,157,842,507	\$12,386,559,616

[†] These states did not fund Pre-K during 2004–2005. Current funding is estimated using the national average for state spending per child in Pre-K.

HEAD START

Although our report focuses on state-funded preschool programs, we cannot ignore Head Start. The federal government's major contribution to preschool education funding in 2004–2005 was the \$6.8 billion it spent on the federal Head Start program. Head Start targets preschool education and other services to young children in families in poverty, and in 2003–2004 served 11 percent of the nation's 4-year-olds and 7 percent of the nation's 3-year-olds. This is less than half of the children who qualify, as 21 percent of children under 5 are in poverty in the United States. Head Start has never been funded at the level required to serve all, or even most, of the eligible population. That is one reason that states fund targeted programs of their own. Nevertheless, Head Start is the safety net for the education of young children in poverty, and it assures some stable availability for children in poverty even where states have no program of their own. Together with state programs, substantial progress has been made, but Head Start is essentially on its own in serving 3-year-olds, except in a handful of states.

The federal Head Start program provided \$7,222 per child, and programs obtain additional funding (20 percent) locally from cash or in-kind contributions of resources (e.g., donated facilities). Federal funding for Head Start is not directly comparable to state preschool funding for several reasons. One is that Head Start provides a highly disadvantaged population with a more comprehensive set of services than most states offer. Another is that Head Start is an entirely federal program, not a joint state-local program relying heavily on local revenue as with many state preschool programs. (Even so, the comparison does raise questions about the adequacy of state funding, especially when local revenue does not supplement state funds.) Even at its current level of funding, Head Start teacher salaries are quite low and teachers are not required to have a four-year degree. We estimate that at least \$20,000 per teacher would be required to make Head Start salaries comparable to K–12 teacher salaries. Additional funding of \$1,400 per child would cover the salaries and benefits for fully qualified Head Start teachers without reallocating funds from other parts of the Head Start mission. This amounts to about \$1.3 billion for the nation as a whole.

Photo: Rutgers-Livingston Day Care Center



PRESCHOOL SPECIAL EDUCATION

States provide preschool education to all 3- and 4-year olds identified as having a disability under federal law and with some federal financial support. States at their discretion may serve children with developmental delays that fall short of constituting a disability. The percentage of young children served under the auspices of special education is far from uniform across the states, as shown in Table 10. This variation most likely reflects differences in state policies rather than differences in the true prevalence of disabilities among states.

State policies on preschool special education may vary for many reasons, but efforts to access state and federal funds for more children provide one potential reason. When children with developmental delays are included in preschool special education, preschool programs can access a greater share of federal and state special education funds for young children who are at risk of disabilities and later school failure. In four states, preschool special education exceeds twice the national average—Wyoming, Maine, Arkansas and Kentucky. In Wyoming, the preschool special education program might function as a state preschool program for at-risk children. In Kentucky, preschool special education may coordinate with the regular state preschool programs and, thus, help support a larger percentage of children who are enrolled in those programs than is the case in many other states.

Federal financial support for preschool special education has steadily declined for over a decade and now amounts to less than \$600 per child enrolled. This contrasts with an estimated cost of preschool special education of over \$14,500 per child (1999–2000 cost, adjusted to 2005 dollars). With 398,942 children enrolled in 2004–2005, preschool special education is estimated to have cost \$5.8 billion, of which the federal government paid only \$240 million through preschool aid. There is some overlap between this cost and the cost of regular preschool education, but the vast majority is the cost of special education alone. Assuming states cover half the cost, then they spend as much on preschool special education as on regular state-funded preschool programs that serve twice as many children.

TABLE 10: PRESCHOOL SPECIAL EDUCATION ENROLLMENT 2004–2005

State	3-YEAR-OLDS		4-YEAR-OLDS		3- AND 4-YEAR-OLDS	
	Number enrolled	Percent of state population	Number enrolled	Percent of state population	Number enrolled	Percent of state population
Alabama	1,414	2.3%	2,599	4.4%	4,013	3.4%
Alaska	434	4.3%	739	7.7%	1,173	6.0%
Arizona	3,156	3.5%	4,884	5.6%	8,040	4.5%
Arkansas	3,040	8.1%	4,867	13.3%	7,907	10.7%
California	14,105	2.7%	22,795	4.5%	36,900	3.6%
Colorado	2,456	3.6%	3,784	5.8%	6,240	4.6%
Connecticut	2,086	4.9%	2,793	6.5%	4,879	5.7%
Delaware	424	3.9%	685	6.7%	1,109	5.3%
Florida	7,093	3.2%	11,697	5.5%	18,790	4.3%
Georgia	3,417	2.5%	6,739	5.2%	10,156	3.8%
Hawaii	629	3.6%	824	5.3%	1,453	4.4%
Idaho	926	4.5%	1,361	6.7%	2,287	5.6%
Illinois	7,517	4.2%	12,144	7.0%	19,661	5.5%
Indiana	4,498	5.1%	6,244	7.1%	10,742	6.1%
Iowa	1,386	3.9%	2,035	5.7%	3,421	4.8%
Kansas	2,061	5.5%	3,279	8.9%	5,340	7.2%
Kentucky	4,388	8.2%	8,122	15.3%	12,510	11.7%
Louisiana	2,112	3.3%	3,999	6.4%	6,111	4.8%
Maine	1,288	9.6%	1,926	14.3%	3,214	11.9%
Maryland	2,947	3.9%	4,183	5.7%	7,130	4.8%
Massachusetts	3,613	4.5%	5,194	6.8%	8,807	5.6%
Michigan	5,504	4.2%	7,909	6.0%	13,413	5.1%
Minnesota	2,944	4.5%	4,491	7.0%	7,435	5.7%
Mississippi	1,184	2.8%	2,678	6.6%	3,862	4.7%
Missouri	3,044	4.1%	5,354	7.4%	8,398	5.7%
Montana	340	3.3%	639	6.2%	979	4.7%
Nebraska	1,172	4.9%	1,639	7.1%	2,811	6.0%
Nevada	1,059	3.1%	1,892	5.6%	2,951	4.3%
New Hampshire	674	4.5%	978	6.7%	1,652	5.6%
New Jersey	4,518	3.9%	5,991	5.3%	10,509	4.6%
New Mexico	1,422	5.3%	2,376	9.1%	3,798	7.2%
New York	18,805	7.5%	23,691	9.9%	42,496	8.7%
North Carolina	3,322	2.7%	6,984	5.9%	10,306	4.2%
North Dakota	298	4.3%	533	7.7%	831	6.0%
Ohio	4,709	3.2%	7,271	5.0%	11,980	4.1%
Oklahoma	1,426	3.0%	2,734	5.9%	4,160	4.4%
Oregon	2,004	4.4%	2,920	6.4%	4,924	5.4%
Pennsylvania	6,489	4.5%	9,464	6.6%	15,953	5.6%
Rhode Island	637	5.1%	993	8.1%	1,630	6.6%
South Carolina	1,698	3.0%	3,756	6.8%	5,454	4.8%
South Dakota	594	5.9%	924	9.3%	1,518	7.6%
Tennessee	2,198	2.8%	3,714	4.9%	5,912	3.9%
Texas	8,618	2.3%	13,564	3.9%	22,182	3.1%
Utah	1,848	4.0%	2,604	5.9%	4,452	4.9%
Vermont	440	7.0%	518	8.3%	958	7.6%
Virginia	3,651	3.6%	5,908	6.1%	9,559	4.8%
Washington	2,862	3.6%	4,470	5.7%	7,332	4.7%
West Virginia	924	4.6%	1,904	9.5%	2,828	7.0%
Wisconsin	3,657	5.4%	5,573	8.3%	9,230	6.9%
Wyoming	632	10.7%	914	15.6%	1,546	13.1%
50 States	155,663	3.8%	243,279	6.2%	398,942	5.0%

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

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

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

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

Age Groupings Used in this Report

Children considered to be 3 years old during the 2004–2005 school year are those who were eligible to enter kindergarten two years later, during the 2006–2007 school year. Children considered to be 4 years old during the 2004–2005 school year were eligible to enter kindergarten one year later, during the 2005–2006 school year. Children considered to be 5 years old during the 2004–2005 school year were already eligible for kindergarten at the beginning of the 2004–2005 program year.

QUALITY STANDARDS CHECKLIST

The Quality Standards Checklist is in no way meant to be an exhaustive catalog of all the features of a high-quality program. Rather, it represents a set of minimum criteria needed to ensure effective prekindergarten programs, especially when serving disadvantaged children.

Four of the items we use to rate the quality of state prekindergarten programs involve teacher credentials and training. State Pre-K policies are evaluated based on whether programs require teachers to have a bachelor's degree¹; whether they require teachers to have specialization in preschool education¹; whether they require assistant teachers to have at least a Child Development Associate (CDA) or equivalent credential²; and whether they require teachers to have at least 15 hours of annual in-service training.³ Teacher qualifications receive this emphasis in our quality checklist because research has shown this area to be critical in determining the quality of a program. Better education and training for teachers—both before they begin working with children and on an ongoing basis as they update their skills and knowledge—can improve the interaction between children and teachers. This, in turn, affects children's learning.

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist. States are expected to limit class sizes to 20 at most⁴, and to have no more than 10 children per teacher.⁵ With smaller classes and fewer children per teacher, children have greater opportunities for interaction with adults and can receive more individualized attention. The importance of class size and staff-child ratios in determining the quality of programs has been confirmed by several studies.

COMPONENTS OF THE NIEER QUALITY STANDARDS CHECKLIST

STATE PRE-K POLICY	BENCHMARK
Early learning standards - - - - -	Comprehensive
Teacher degree - - - - -	BA
Teacher specialized training - - - - -	Specializing in Pre-K
Assistant teacher degree - - - - -	CDA or equivalent
Teacher in-service - - - - -	At least 15 hours/year
Maximum class size - - - - -	20 or lower
Staff-child ratio - - - - -	1:10 or better
Required screening/referral and support services - - - - -	Vision, hearing, health; and at least 1 support service
Meals - - - - -	At least 1/day
Required monitoring - - - - -	Site visits

Early learning standards are another critical factor in determining the quality of a state's prekindergarten program.⁶ Statewide early learning standards offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development. This quality item has been revised for the 2005 *Yearbook* to emphasize that states should have comprehensive early learning standards covering all areas identified as fundamental by the National Education Goals Panel⁷—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development, and should be required by the state or actively promoted for use in state prekindergarten classrooms.

The Quality Standards Checklist also addresses the comprehensive services that prekindergarten programs should be expected to offer. Programs should provide at least one meal⁸; vision, hearing, and health screenings and referrals⁹; and additional parent involvement opportunities such as parent conferences, or support services such as parent education.¹⁰ These items are included because preparing children for success in school involves not only their cognitive development but also their physical health and social/emotional wellbeing.

The Quality Standards Checklist focuses on state prekindergarten policy requirements rather than implementation of those policies. However, the checklist does include an indicator of whether states are taking steps to monitor programs' implementation of the quality standards. While policies requiring strong state quality standards are essential, it is also necessary to have a means of ensuring that programs meet those standards.¹¹ The monitoring item is new to the checklist this year.

- 1 Based on a review of the evidence, a committee of the National Research Council recommended that preschool teachers have a BA with specialization in early childhood education. Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press. Burchinal, M. R., Cryer, D., Clifford, R. M., & Howes, C. (2002). Caregiver training and classroom quality in child care centers. *Applied Developmental Science*, 6, 2–11. Barnett, W. S. (2003). Better teachers, better preschools: Student achievement linked to teacher qualifications. *Preschool Policy Matters*, 2. New Brunswick, NJ: National Institute for Early Education Research, Rutgers University. Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America* (Final report of the National Child Care Staffing Study). Oakland, CA: Child Care Employee Project.
- 2 Preschool classrooms typically are taught by teams of a teacher and an assistant. Research focusing specifically on the qualifications of assistant teachers is rare, but the available evidence points to a relationship between assistant teacher qualifications and teaching quality. There is much evidence on the educational importance of the qualifications of teaching staff generally. Bowman et al. (2001), Burchinal et al. (2002), Barnett (2003), Whitebook et al. (1989). The CDA has been recommended to prepare assistant teachers who are beginning a career path to become teachers rather than permanent assistants. Kagan, S. L., & Cohen, N. E. (1997). *Not by chance: Creating an early care and education system for America's children* [Abridged report]. New Haven, CT: Bush Center in Child Development and Social Policy, Yale University.
- 3 Good teachers are actively engaged in their continuing professional development. Bowman et al. (2001), Frede, E. C. (1998). Preschool program quality in programs for children in poverty. In W. S. Barnett & S. S. Boocock (Eds.), *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 77–98). Albany, NY: SUNY Press. Whitebook et al. (1989) found that teachers receiving more than 15 hours of training were more appropriate, positive, and engaged with children in their teaching practices.
- 4 The importance of class size has been demonstrated for both preschool and kindergarten. A class size of 20 is larger than the class size shown in many programs to produce large gains for disadvantaged children. Barnett, W. S. (1998). Long-term effects on cognitive development and school success. In W. S. Barnett & S. S. Boocock (Eds.), *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 11–44). Albany, NY: SUNY Press. Bowman et al. (2001), Finn, J. D. (2002). Class-size reduction in grades K–3. In A. Molnar (Ed.), *School reform proposals: The research evidence* (pp. 27–48). Greenwich, CT: Information Age Publishing. Frede (1998), NICHD Early Child Care Research Network. (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health*, 89, 1072–1077. National Association for the Education of Young Children. (2005). *NAEYC early childhood program standards and accreditation criteria*. Washington, DC: Author.
- 5 A large literature establishes linkages between staff–child ratio, program quality, and child outcomes. A ratio of 1:10 is smaller than in programs that have demonstrated large gains for disadvantaged children and is the lowest (fewest number of teachers per child) generally accepted by professional opinion. Barnett (1998), Bowman et al. (2001), Frede (1998), NICHD Early Child Care Research Network (1999), National Association for the Education of Young Children (2005).
- 6 Current practice too frequently underestimates children's capabilities to learn during the preschool years. Clear and appropriate expectations for learning and development across all domains are essential to an educationally effective preschool program. Bowman et al. (2001), Frede (1998), Kendall, J. S. (2003). Setting standards in early childhood education. *Educational Leadership* 60(7), 64–68.
- 7 National Education Goals Panel. (1991). *The Goal 1 Technical Planning Subgroup report on school readiness*. Washington, DC: Author.
- 8 Good nutrition is essential for healthy brain development and for children's learning. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- 9 For some children, preschool provides the first opportunity to detect vision, hearing, and health problems that may impair a child's learning and development. This opportunity should not be missed. Meisels, S. J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (pp. 231–257). New York: Cambridge University Press.
- 10 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).
- 11 Monitoring of program quality and external accountability for Pre-K are essential components of program standards. Bowman et al. (2001).

Roadmap to State Profile Pages

How to interpret data on the individual state profiles:

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

On the top of the first page for each state are two sets of bar graphs:

- The first set shows percentages of the state's 3-year-olds and 4-year-olds enrolled in the state program.
- The second set shows the state's spending per child enrolled in the state prekindergarten initiative.

Both sets of bar graphs depict changes in state prekindergarten over time, from fiscal year 2002 (which corresponds to the 2001–2002 school year) through fiscal year 2005 (the 2004–2005 school year). Most of the 2002 and 2003 data used for comparison purposes come from NIEER's previous *Yearbooks*, although spending figures are adjusted for inflation and represent 2005 dollars. There are also some exceptions in cases where states revised data or reported data differently. In such cases we adjusted data to ensure comparability across program years.

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

At the bottom of the first page of each state profile are 3 numbers showing how the state ranks against other states on the following measures:

- The percentage of the state's 4-year-old population enrolled in the state's prekindergarten program (Access Ranking—4s)
- The percentage of the state's 3-year-old population enrolled in the state's prekindergarten program (Access Ranking—3s)
- State expenditures per child enrolled in the program (Resources Ranking)

Rankings are provided for the 38 states with state prekindergarten initiatives.

Information for states that have more than one prekindergarten initiative is presented slightly differently and is explained on the individual state pages. Louisiana, New Jersey, New York, Ohio, Pennsylvania, Vermont, and Wisconsin each have more than one distinct initiative.

The 12 states that did not fund state prekindergarten initiatives in 2004–2005 are also given state profile pages. For most of these states, the space usually filled by a description of a state's initiative is left blank, and the table on the quality standards is omitted. However, these profiles provide information on special education enrollment, federally funded Head Start enrollment, and state-funded Head Start enrollment. Information on K–12 spending and federal Head Start spending is also provided. Where applicable, state Head Start spending is reported.



The sections below provide an overview of information contained in data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2004–2005 program year, except when noted.

Access

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

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

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded prekindergarten programs outside the state prekindergarten initiative: preschool special education and Head Start. The federal Head Start enrollment numbers represent the 2003–2004 school year, the most recent data available. The final item in the table reports how many children are participating in Head Start slots funded by the state.

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

Quality Standards Checklist

States policies in 10 critical areas related to quality are shown. For each area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. On the right-hand side of the page, a road sign displays the total number of benchmarks met by the state. Detailed information about why these 10 areas of quality were chosen for assessing state policies and how the benchmarks were set can be found on pages 32 and 33. Two caveats are important to note. First, these data reflect policy, not practice. A state with good policies may have some programs that fail to comply with these policies; conversely, a state with weak policies may have many programs that exceed state standards. Evaluating implementation of standards is outside the scope of this report. Second, this is not an exhaustive list of all the important elements of a good prekindergarten program, so meeting all 10 standards is not necessarily sufficient for ensuring a high-quality program. However, each of these standards is essential, and no state's prekindergarten policies should be considered fully satisfactory unless all 10 benchmarks are met.

Resources

A table in the Resources section shows total state spending for the prekindergarten initiative, whether a local match is required, state spending per child participating in the program, amount of state Head Start funding (if applicable), and state spending per 3-year-old in the state and per 4-year-old in the state. These measures offer different views of a state's resources for prekindergarten that together provide a more complete picture. For example, total spending by a small state may appear relatively low, but may prove to be fairly high relative to its population. A state with a high total funding level for its prekindergarten initiative may have a low per-pupil spending level if it enrolls a large number of children. As a result, children may not be receiving the extent or intensity of services they need for the prekindergarten program to have a substantial impact. Inadequate funding per student may also require local communities to cover the funding shortfall in order to ensure a good preschool program. This can create problems when low-income communities lack resources—often the very same communities whose children most need the extra boost provided by high-quality prekindergarten.

A bar chart in the resources section compares prekindergarten funding to federal Head Start funding and K–12 funding. Different colors indicate different sources of funding—state, local, and federal. A separate color is used to indicate any TANF funds that a state directs toward its prekindergarten initiative. While TANF funds are federal dollars, it is the state's decision to devote these funds to prekindergarten as opposed to other purposes. Although many states use other local and federal sources to support state prekindergarten, data on the amounts of these other funds used are only occasionally available. When states were able to provide such information, it is included in the bar charts.



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 not provided by district itself)
Income requirement	Maximum family income for participants
Hours of operation	Hours per day and days per week programs operate
Operating schedule	Annual schedule of operation (academic year or entire calendar year)
Special education enrollment	Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education Act
Federally funded Head Start enrollment '03-'04	Number of slots for 3- and 4-year-olds in Head Start funded with federal money
State-funded Head Start enrollment	Number of slots for 3- and 4-year-olds in Head Start funded with state money

QUALITY STANDARDS CHECKLIST

POLICY

STATE PRE-K REQUIREMENT

Early learning standards	National Education Goals Panel content areas covered by the state learning standards for preschool-age children (comprehensive, not comprehensive, not specific to Pre-K, or none)
Teacher degree	Minimum teacher educational level
Teacher specialized training	Area of specialization for degree or credential required of teacher
Assistant teacher degree	Minimum assistant teacher educational level
Teacher in-service	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	Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher)
3-year-olds	
4-year-olds	
Screening/referral and support services	Areas in which screenings and referrals are required (vision, hearing, health, etc.); and additional support services required to be provided to families of enrollees
Meals	Specific meals required daily
Monitoring	Site visits used to demonstrate ongoing adherence to state program standards


RESOURCES

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

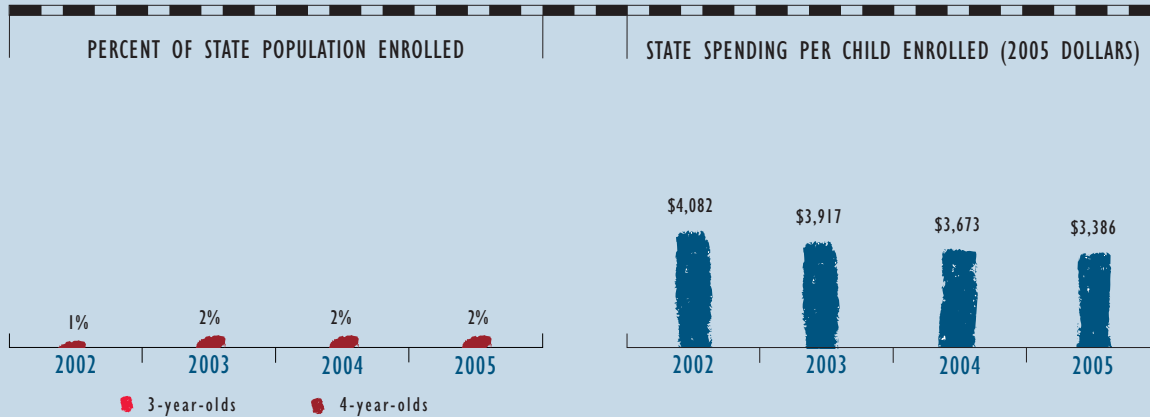
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts
BA	Bachelor of Arts
BS	Bachelor of Science
CC	Child Care
CCDBG	Child Care and Development Block Grant
CCDF	Child Care and Development Fund
CD	Child Development
CDA	Child Development Associate
DHHS	Department of Health and Human Services
DOE	Department of Education
DPI	Department of Public Instruction
DSS	Department of Social Services
EC	Early Childhood
ECE	Early Childhood Education
ECERS(-R)	Early Childhood Environment Rating Scale (-Revised)
ECSE	Early Childhood Special Education
EE	Elementary Education
ELL	English Language Learner
ESL	English as a Second Language
Exp.	Experience
FPL	Federal Poverty Level
FTE	Full-time Equivalent
FY	Fiscal Year
GED	General Equivalency Diploma
HdSt	Head Start
HSD	High School Diploma
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IFSP	Individualized Family Service Plan
K	Kindergarten
LEA	Local Education Agency
LEP	Limited English Proficiency
MA	Master of Arts
MOE	Maintenance of Effort
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 Applicable
NAEYC	National Association for the Education of Young Children
NCLB	No Child Left Behind
NEGP	National Education Goals Panel
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
SES	Socio-economic Status
SMI	State Median Income
SpEd	Special Education
TANF	Temporary Assistance to Needy Families
T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)
USDA	United States Department of Agriculture

State Profiles

-  Enrollment
-  Quality
-  Access
-  Standards
-  Resources

Alabama



The Alabama Pre-Kindergarten Program has been serving 4-year-olds since 2000. Programs are funded by a combination of state, federal, and local matching funds and are operated by public schools, private child care centers, Head Start, universities, and community-based organizations. The contribution of local funds to this initiative is substantial—and must total at least 50 percent of each program’s state funding amount.

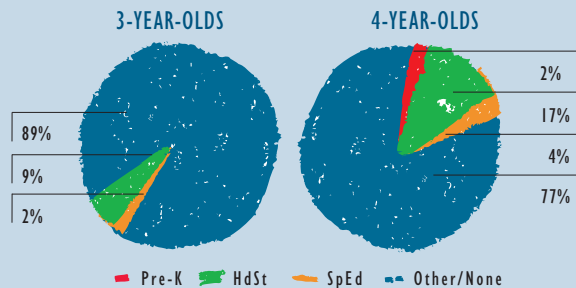
There are no set eligibility criteria, so all 4-year-olds are eligible to participate as long as the Alabama Pre-Kindergarten Program is offered in their county. However, due to severe budget cuts effective with the 2003–2004 school year, the program was offered in only 70 percent of the state’s counties, down from 94 percent during the previous school year. Although an additional county was added for 2004–2005, only a small proportion of eligible children were served statewide. Also, TANF funds that were eliminated beginning with the 2003–2004 program year were not replaced with additional state funds. In spite of decreases in funding and enrollment, state administrators continue to promote high-quality standards for the preschool initiative, including a teacher in-service requirement of 40 clock hours per year.



ACCESS

Total state program enrollment	972
School districts that offer state program	72% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	4,013
Federally funded Head Start enrollment '03-'04	15,674
State-funded Head Start enrollment	0

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



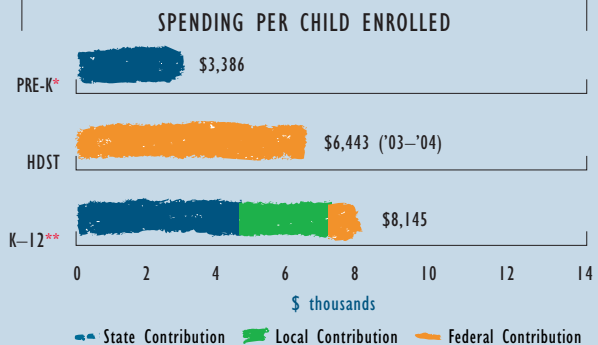
QUALITY STANDARDS CHECKLIST

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



RESOURCES

Total state Pre-K spending	\$3,291,050
Local match required?	Yes—50% of granted amount
State spending per child enrolled	\$3,386
State spending per 3-year-old	\$0
State spending per 4-year-old	\$56



* 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 '04-'05 school year, unless otherwise noted.

¹ Beginning in January 2006, all lead teachers hired with a degree in Elementary Education must also have a P-3 add-on to their certification.

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

Alaska

NO PROGRAM

ACCESS RANKING—4s

ACCESS RANKING—3s

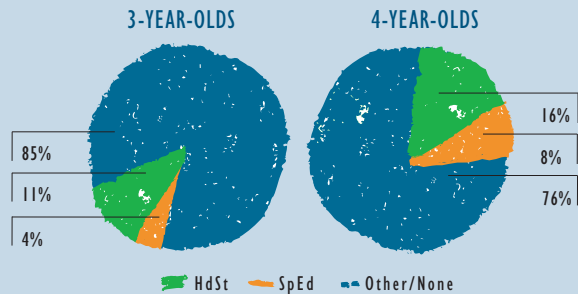
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,173
Federally funded Head Start enrollment '03-'04	2,251
State-funded Head Start enrollment	424 ¹

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

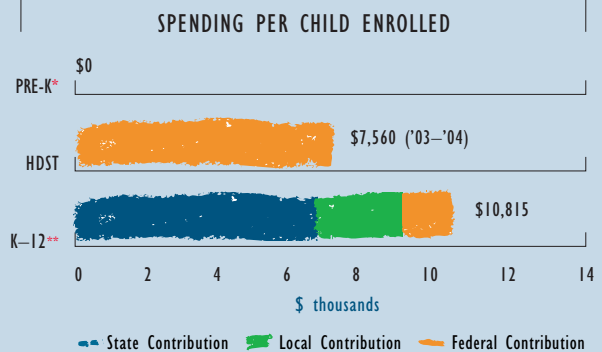


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$6,076,000
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0



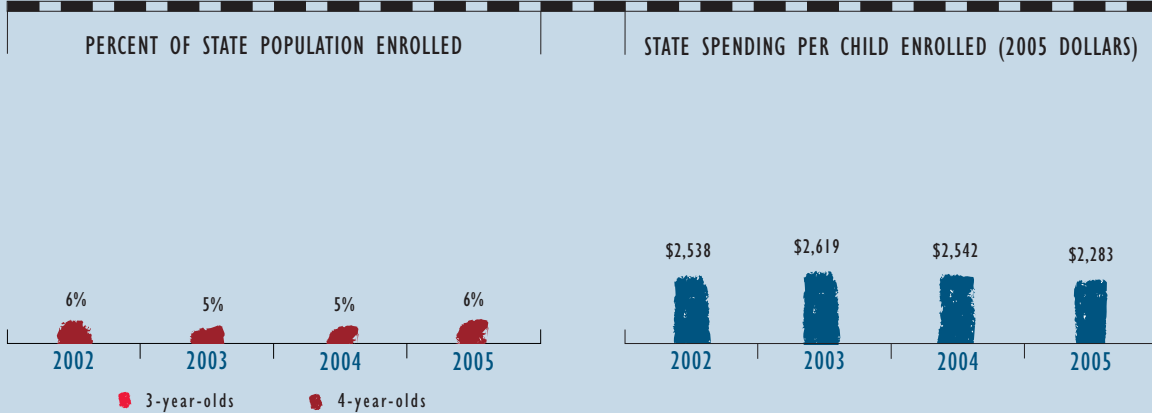
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

¹ Alaska did not track the number of children served through its Head Start supplement. As a result, this figure is an estimate based on the number of non-federally funded children in Alaska reported in Head Start's 2003-2004 Program Information Report, and proportions of Alaska's Head Start enrollees who were 3 or 4 years old.

Arizona



State funding for prekindergarten projects in Arizona dates back to 1991. Beginning in 1996, prekindergarten has been funded through the Arizona Early Childhood Block Grant (ECBG), which also provides supplements for grades K to 3 as well as funding for full-day kindergarten. Public schools receive funds directly from the state. However, districts must subcontract with private child care or preschool programs, or with Head Start programs, if parents choose to obtain preschool services in one of those settings. All program providers must be accredited by one of six accrediting organizations approved by the state, such as the National Association for the Education of Young Children. In order to participate in the ECBG preschool program, children must come from families with incomes at or below 185 percent of the federal poverty level. Although there is no specific age requirement—children are eligible until they enter kindergarten—nearly all participants are 4-year-olds.

Effective with the 2005–2006 school year, Arizona will launch a new Early Childhood Education Certificate. This certificate covers birth through age 8, and will be required for all ECBG teachers by July 2009.

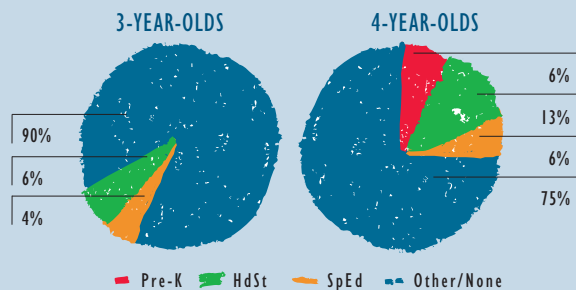
As state funding in Arizona has not kept pace with program costs, programs have responded by using more in-kind contributions and financial support from other LEA grants, and by blending ECBG funding with preschool special education and Title I funds.



ACCESS

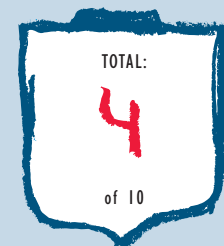
Total state program enrollment	5,050
School districts that offer state program	9% (school districts and charter holders)
Income requirement	At or below 185% FPL
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment	8,040
Federally funded Head Start enrollment '03-'04	17,231
State-funded Head Start enrollment	0

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



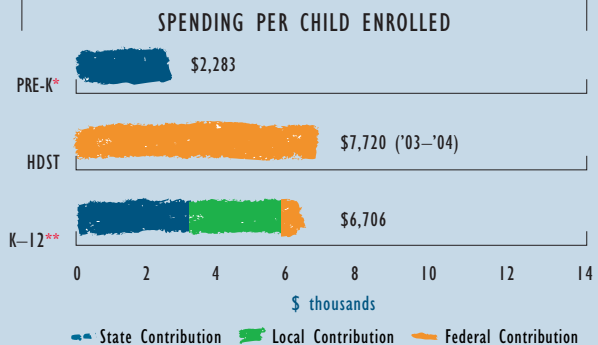
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ²	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	None ³	BA	<input type="checkbox"/>
Teacher specialized training	None	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	12 clock hours	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20 ⁴		
4-year-olds	20 ⁴		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10 ⁴		
4-year-olds	1:10 ⁴		
Screening/referral and support services	None	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$11,530,314
Local match required?	No
State spending per child enrolled	\$2,283
State spending per 3-year-old	NA ⁶
State spending per 4-year-old	\$133 ⁶



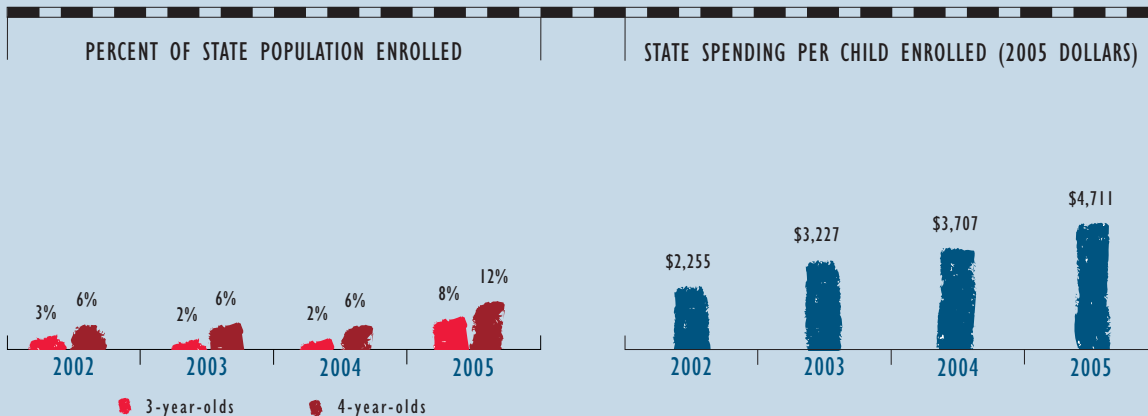
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- The majority of programs operate 4 hours per day, 5 days per week for the academic year. It is recommended that programs operate at least 12 hours per week.
- The Arizona Early Childhood Education Standards were in effect during the 2004-2005 program year, but were replaced by the Arizona Early Learning Standards in 2005. These new standards are specific to preschool-age children and address all of the NIEGP domains.
- Programs are required to be accredited by one of 6 state-approved accrediting organizations, and a program must adhere to the teacher requirements of the accreditation criteria it is using. Some programs are accredited by organizations that do not set a minimum teacher degree requirement.
- These requirements represent NAEYC standards. Although some of the accrediting organizations approved by the state set less stringent requirements, none of the state's programs are currently accredited by those agencies.
- The state licensing agency requires licensed programs, including all ECBG Pre-K programs, to provide meals depending on the length of time and time of day that a child attends.
- For the purpose of these calculations, all spending was considered to be directed toward 4-year-olds because nearly all enrollees are age 4.

Arkansas



Since 1991, the Arkansas Better Chance (ABC) program has provided early care and education services for children from birth to age 5 who are from low-income families or at risk due to abuse or neglect, low birth weight, limited English proficiency or other circumstances. Originally, the program was part of a state initiative supported by a dedicated sales tax for the Educational Excellence Trust Fund. The program is now partially funded by 80 percent of the monies received through an excise tax on package beer established in 2001. Localities are required to cover 40 percent of total funding for the program. Public schools operate the majority of programs, but direct funding is also provided to Head Start agencies and private child care centers.

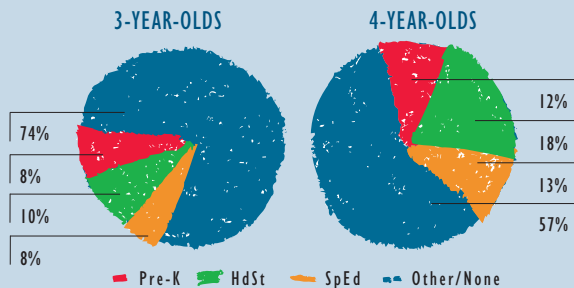
State funding for prekindergarten was increased for the 2004–2005 school year, and again for 2005–2006, allowing greater access to the program. The additional funding supports the new Arkansas Better Chance for School Success (ABCSS) program. This program follows the same quality standards as the original ABC program, but is aimed primarily at districts in which at least 75 percent of children score below proficient levels in literacy and math on State Benchmark exams. ABCSS funds are also targeted for children in schools designated as being in school improvement status. Providers participating in the ABCSS program may include school districts, as well as private early education providers who must meet a list of state-mandated quality standards.



ACCESS

Total state program enrollment	9,316 ¹
School districts that offer state program	93% (counties) ²
Income requirement	200% FPL
Hours of operation	7.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	7,907
Federally funded Head Start enrollment '03-'04	10,193
State-funded Head Start enrollment	0

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



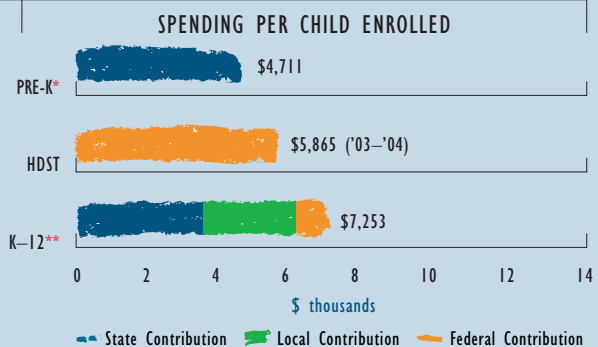
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-4 teacher license ³	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	30 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health; and support services ⁴	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$43,891,700 ⁵
Local match required?	Yes—40% of total funding
State spending per child enrolled	\$4,711
State spending per 3-year-old	\$380
State spending per 4-year-old	\$576



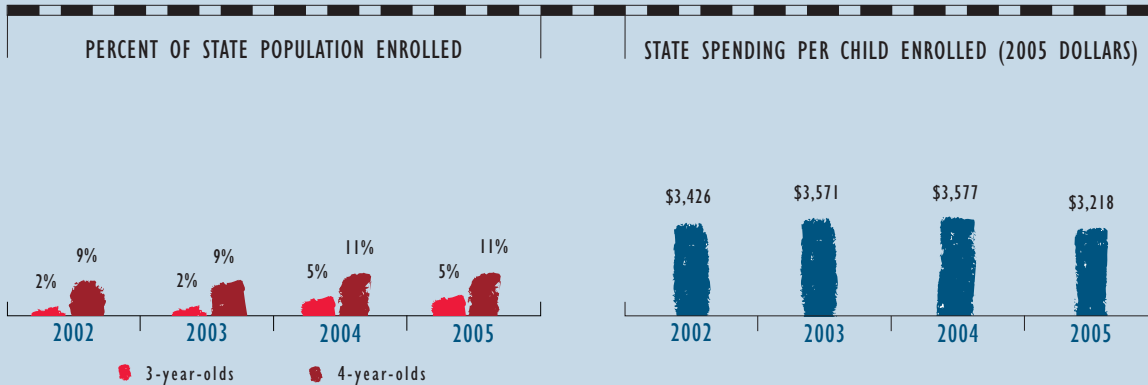
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- This figure represents center-based enrollment only, and does not include 5,242 children who received home-visiting services during 2004–2005.
- A district is required to provide the Pre-K initiative if at least 75% of the students score below proficient on the primary benchmark exams, if a school has been designated by the state Department of Education as being in school improvement status, or if the district has been identified as being in academic distress.
- The P-4 teacher license covers birth–Grade 4.
- Support services include one annual parent conference, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.
- This figure represents funding for center-based programs only, and does not include \$7,228,718 in state funds directed to home-visiting services.

California



The California State Preschool Program, established in 1965, provides child care and development programs for 3- to 5-year-old children. Children are eligible to participate if their family income is below 230 percent of the federal poverty level. Regardless of income, children who are receiving protective services, who have been abused, neglected, or exploited, or who are at risk for abuse or neglect are also eligible to participate and are given top priority. Funded through a competitive grant process, programs are administered by school districts, Head Start agencies, and private child care providers.

Although the State Preschool Program primarily supports part-day services, funds are also provided through coordination with federally and state-funded child care assistance programs to help parents working full time receive extended hours of care. The state also provides funds to support full-time slots for 3- and 4-year-olds in General Child Care Programs, which must follow the same curriculum standards and program requirements as the State Preschool Program, but are targeted to working parents who need full-day care for their children.

Programs are required to record children’s development using the Desired Results for Children and Families system and to use the findings to plan curriculum and developmentally appropriate activities. In September 2003, the state implemented final regulations to standardize the use of this system across programs.

In 1998, an early childhood initiative known as First 5 was approved through the California Children and Families Act. This initiative established a tobacco tax to fund programs promoting early childhood development from prenatal care to age 5. Allocated by county commissions, First 5 funds may be used for services such as early care and education, parent education, family support, or child health care. In addition, California reserved \$200 million over four years for a School Readiness Initiative. Data in this report focus only on California’s State Preschool Program.

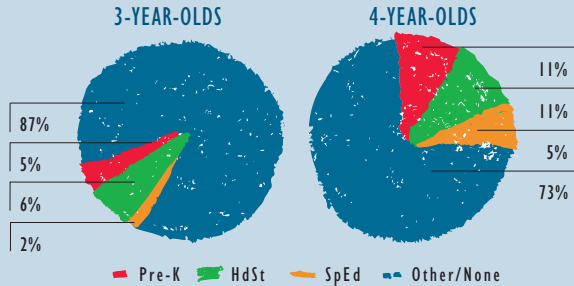
In June 2006, California voters will decide whether to approve a ballot initiative that would make part-day preschool available on a voluntary basis to all 4-year-olds in the state. This universal preschool program would be funded by raising income taxes for the top 1 percent of earners.



ACCESS

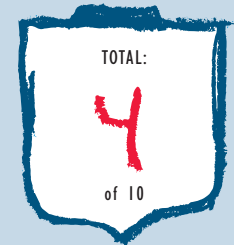
Total state program enrollment	82,172
School districts that offer state program	28%
Income requirement	Approximately 230% FPL ¹
Hours of operation	At least 3 hours/day, 5 days/week ²
Operating schedule	Academic year ³
Special education enrollment	36,900
Federally funded Head Start enrollment '03-'04	88,774
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

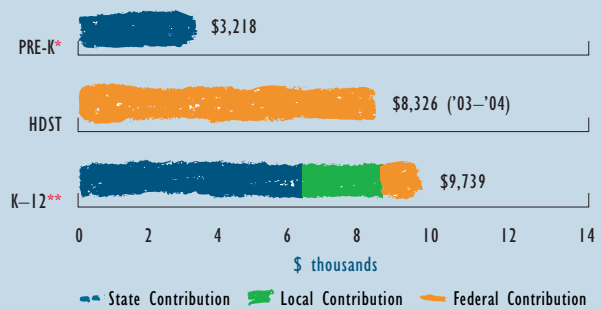
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ³	Comprehensive	<input type="checkbox"/>
Teacher degree	CDA ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements ⁴	Specializing in Pre-K	<input checked="" type="checkbox"/>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



RESOURCES

Total state Pre-K spending	\$264,429,940
Local match required?	No
State spending per child enrolled	\$3,218 ⁹
State spending per 3-year-old	\$149 ⁹
State spending per 4-year-old	\$351 ⁹

SPENDING PER CHILD ENROLLED



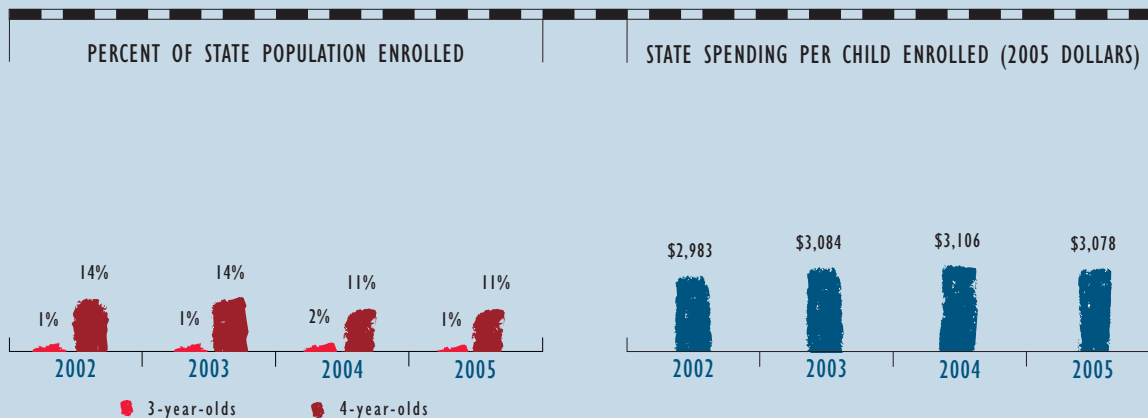
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- The income cutoff applies to all children except for those who receive protective services, who are identified as abused, neglected, or exploited, or who are at risk for abuse or neglect.
- Programs are required to operate a minimum of 3 hours per day, 5 days per week, and 175 days per year. Agencies such as year-round schools may operate up to 250 days per year.
- The state is in the process of developing formal Pre-K standards. Pre-K guidelines are currently available and programs are encouraged, but not required, to use them. While the state does not have a full curriculum or learning standards, it does have tools it uses with programs, including the Desired Results for Children and Families system. Educators must document the progress made by children and families in achieving desired results.
- The Associate Teacher permit requires 12 credits in ECE or child development and 50 days of work experience in an instructional capacity. A CDA credential issued in the state may be substituted for this requirement. The Associate Teacher may function as the lead teacher in a classroom and the permit may be renewed one time for a 5-year period. The full Child Development Teacher permit requires a minimum of 40 semester units of education of which a minimum of 24 units must be in ECE or child development. A CDA may be used as 9 semester units toward the required 24.
- The Child Development Assistant Teacher Permit requires 6 credits in ECE or child development.
- While class size is not statutorily controlled, it is typically limited to 24 children to meet the staff-child ratio requirement of 1:8.
- Decisions regarding health screenings and referrals are made at the local level. A physical exam is required for program entry. Health and social services referral and follow-up to meet family needs are required. Other support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, and transition to kindergarten activities.
- Contractors must provide meals and snacks that meet nutritional requirements specified by the federal Child and Adult Care Food Program or the National School Lunch Program. Contractors must provide a breakfast and/or lunch if they specified in their application for services that those meals would be provided. For a 3.5 hour program, licensing rules require that all programs provide at least a snack, but do not require lunch or breakfast.
- These figures reflect state spending for preschool programs only, and do not reflect spending for General Child Care programs.

Colorado



The Colorado Preschool Program (CPP) was launched in 1998 in an effort to reduce state dropout rates. The program provides full-day kindergarten in some districts, but primarily supports half-day, comprehensive prekindergarten programs for children at risk. A combination of state funds and other funding sources such as federal Head Start is used to provide extended-day or extra services for children. Eligibility is determined based on the presence of risk factors such as homelessness, drug or alcohol abuse by a family member, low parental education, and eligibility for free or reduced-price lunch. Four-year-olds are eligible to participate if they have one identified risk factor, while 3-year-olds must have at least three risk factors to qualify. State funding is provided directly to public school districts, which may then subcontract with Head Start and community-based child care providers to offer CPP classes. Inclusive early childhood settings are encouraged under the CPP, combining CPP and early childhood special education funding whenever possible.

The CPP was significantly expanded in the 2005 legislative session. A total of 3,310 slots were added to the program, including the restoration of 2,000 slots that had been cut in 2003. As a result of this expansion, 162 out of 178 school districts in Colorado are participating in the CPP.

In September 2004, the Colorado Department of Education was awarded \$824,489 by the U.S. Department of Education to study early childhood outcomes for children funded in the CPP, and by IDEA Part B (Section 619) and Part C. The objective of this “Results Matter” project is to build a high-quality, comprehensive system for collecting and reporting outcome data that can be used to promote both program accountability and quality.

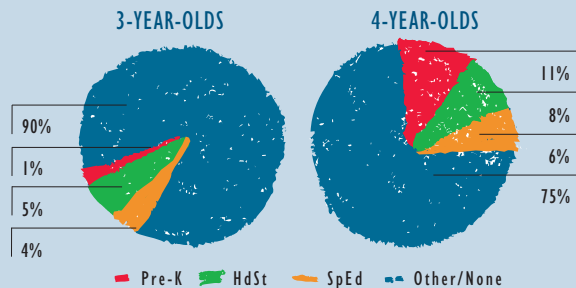
Two of Colorado’s non-profit leaders in early childhood education, Educare and the Colorado Office of Resource and Referral Agencies (CORRA), were merged in 2004 to create Qualistar Early Learning. Qualistar combines an accountability system with a statewide network of resource and referral agencies, and is intended to improve early learning by tracking the quality of programs and offering technical assistance and resources to providers.



ACCESS

Total state program enrollment	-----	8,808
School districts that offer state program	-----	87%
Income requirement	-----	185% FPL ¹
Hours of operation	-----	2.5 hours/day, 5 days/week ²
Operating schedule	-----	Academic year
Special education enrollment	-----	6,240
Federally funded Head Start enrollment '03-'04	-----	8,765
State-funded Head Start enrollment	-----	0

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



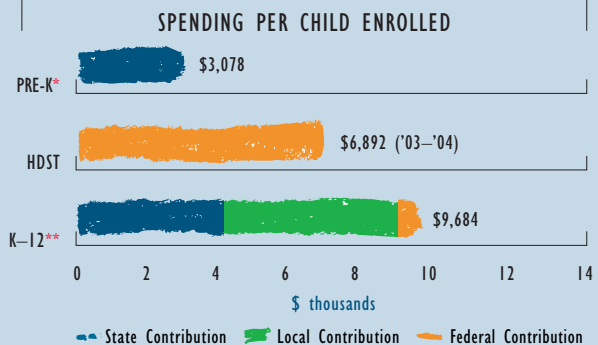
QUALITY STANDARDS CHECKLIST

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



RESOURCES

Total state Pre-K spending	-----	\$27,107,586 ⁵
Local match required?	-----	No
State spending per child enrolled	-----	\$3,078
State spending per 3-year-old	-----	\$39
State spending per 4-year-old	-----	\$330



* 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 '04-'05 school year, unless otherwise noted.

¹ Seventy-two percent of enrolled children met the income requirement. Children may also qualify based on other risk factors.

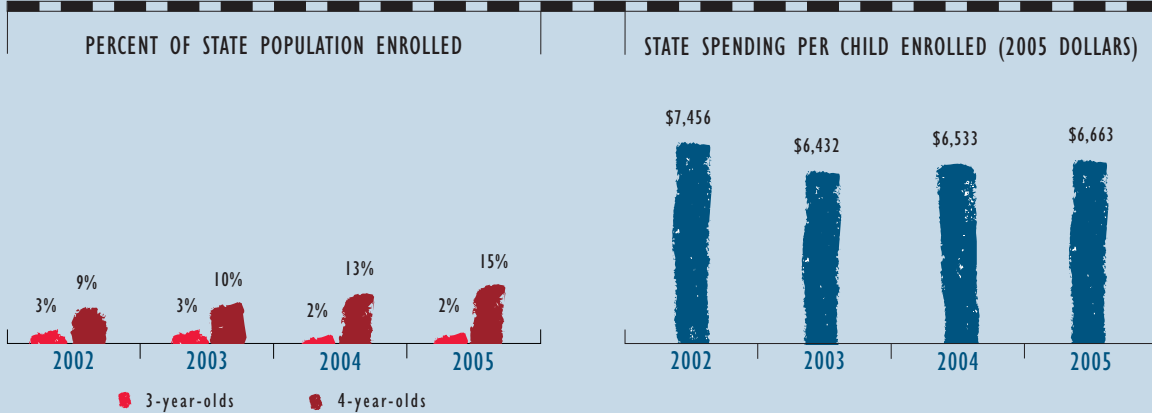
² Five days per week are funded, but most programs provide classes 4 days per week, with the 5th day used to provide home visits, teacher planning time, or staff training.

³ Support services include one annual parent conference or home visit, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁴ Children who are in the program for more than 4 hours per day or during evenings must be offered a meal that meets at least one-third of the child's daily nutritional needs.

⁵ This figure includes a contribution of \$10,391,697 from local sources, as required by the School Finance Formula.

Connecticut



Since 1997, Connecticut has provided funds for School Readiness programs in priority districts and districts with severe-need schools. Priority districts receive an allocation of funds for prekindergarten programs, while funds for severe-need schools are awarded through a competitive grant process. Participating communities must establish School Readiness Councils that provide guidance to the chief elected official and the superintendent of schools on how to distribute the funds to individual programs. Programs are offered in accredited or state-approved public schools, private child care centers, and Head Start centers. Both 3- and 4-year-olds are served through the program.

At least 60 percent of available School Readiness slots in each community must be full-day, full-year slots, and 60 percent or more of enrolled children must come from families at or below 75 percent of the state median income. The state provides three additional types of slots to accommodate varying family needs—part-day, part-year slots; extended day slots; and, effective with the 2004–2005 school year, school-day, school-year slots. Regardless of the type of slot, the same teacher degree requirements and accreditation requirements are followed. Families participating in the School Readiness program are charged fees based on a sliding scale, although communities are allowed to exempt families in part-day programs from paying fees. The state also maintains a list of 23 types of family income that are not counted when assessing fees, such as rental subsidies and child support payments.

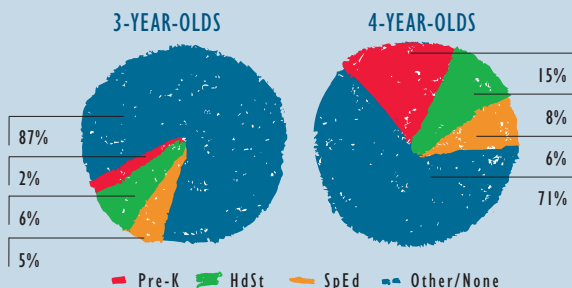
Connecticut has been moving toward making preschool available to all 3- and 4-year-olds by 2012. Among the steps that have been taken include a number of statewide meetings and forums and the formation of a Preschool Advisory Group by the State Department of Education. The governor has also instituted an Early Childhood Cabinet, which will focus on the achievement of universal preschool.



ACCESS

Total state program enrollment - - - - - 7,297
 School districts that offer state program - - - 28% (communities)
 Income requirement - - - - - 60% of students
 must be at or below 75% SMI
 Hours of operation - - - - - Determined by type of slot ¹
 Operating schedule - - - - - Determined by type of slot ¹
 Special education enrollment - - - - - 4,879
 Federally funded Head Start enrollment '03-'04 - - - - - 6,006
 State-funded Head Start enrollment - - - - - 346 ²

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



QUALITY STANDARDS CHECKLIST

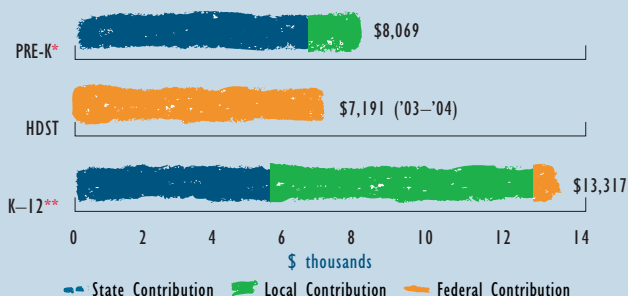
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards - - - - -	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree - - - - -	BA, or CDA + 9 EC credits (public); CDA + 9 EC credits (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training - - - - -	Cert. in N-K, or elem. w/Pre-K endorsement, or SpEd w/ Pre-K-12 endorsement (public); Meets CDA requirements (nonpublic)	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree - - - - -	None ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service - - - - -	75 CEUs/5 years (public), 1% of hours worked (nonpublic) ⁴	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	Health; ⁵	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
and support services - - - - -	and support services ⁶	At least 1/day	<input type="checkbox"/>
Meals - - - - -	Depend on length of program day ⁷	Site visits	<input checked="" type="checkbox"/>
Monitoring - - - - -	Site visits and other monitoring		



RESOURCES

Total state Pre-K spending - - - - - \$48,619,536 ⁸
 Local match required? - - - - - No
 State spending per child enrolled - - - - - \$6,663
 State Head Start spending - - - - - \$4,521,150 ⁹
 State spending per 3-year-old - - - - - \$163
 State spending per 4-year-old - - - - - \$970

SPENDING PER CHILD ENROLLED



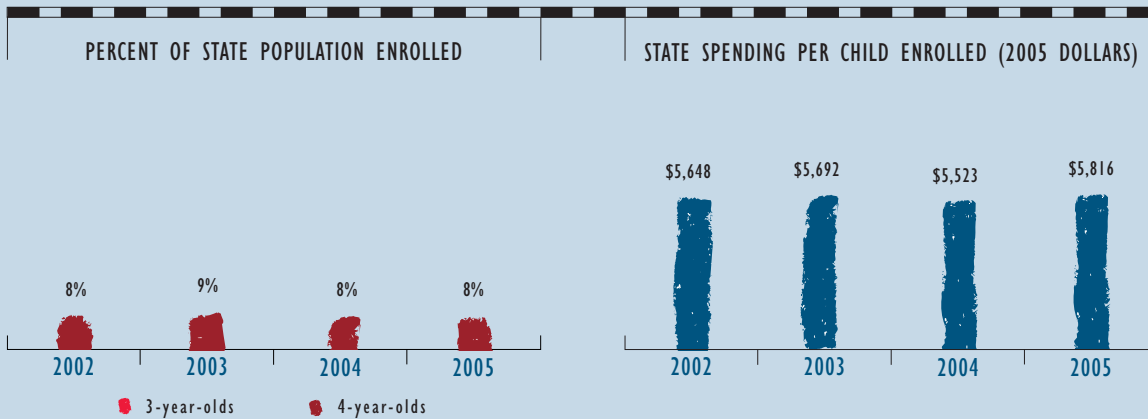
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

¹ Types of slots include full-day, full-year (10 hours/day, 50 weeks/year); part-day, part-year (2.5 hours/day, 180 days/year); and extended-day (extends the hours, days and weeks of a non-School Readiness program to meet full-day requirements). The new school day, school-year slots operate 7 hours/day, 5 days/week, and 180 days/year. All programs operate 5 days per week, and about 75% of programs are full-day, though each community chooses its own specific combination of slots.
² Connecticut did not track the number of children served through its Head Start supplement. As a result, this figure is an estimate based on the number of non-federally funded children in Connecticut reported in Head Start's 2003-2004 Program Information Report, and proportions of Connecticut's Head Start enrollees who were 3 or 4 years old.
³ Assistant teachers must meet teacher requirements if acting in the capacity of lead teacher for part of the day. In full-day programs, assistant teachers generally act in a lead capacity for half of the program day and must meet the qualifications for lead teachers.
⁴ All staff in School Readiness programs participate in two trainings in ECE/CD and one training in serving children with disabilities. The 75 CEU requirement is additional for public school programs. For nonpublic settings, child care licensing regulations of 1% of total hours worked apply.
⁵ All children must have an annual well-child checkup that conforms to EPSDT standards. Most communities provide vision, hearing and dental checkups.
⁶ Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and written collaborative agreements with community agencies.
⁷ Programs are required to serve one snack to children who attend less than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children on the premises more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide food for all meals.
⁸ This figure does not include \$10,475,367 in fees and subsidies collected at the local level.
⁹ The amount of the 2004-2005 state Head Start supplement was not available at press time. This figure is an estimate based on flat funding for the previous two fiscal years.

Delaware



Established in 1994, Delaware’s Early Childhood Assistance Program (ECAP) was created in order to offer comprehensive early childhood services to a greater number of the state’s 4-year-olds. The state provides ECAP funds to Head Start programs, public schools, nonprofit agencies, and private child care centers. Regardless of the setting where services are offered, all programs follow the federal Head Start Program Performance Standards and offer the same comprehensive services as the federal Head Start program. As in Head Start, 90 percent of ECAP participants must come from families below the federal poverty line; other participants have identified disabilities or risk factors as established through community assessment. One difference between the state program and Head Start is that ECAP only serves 4-year-olds and not younger children.

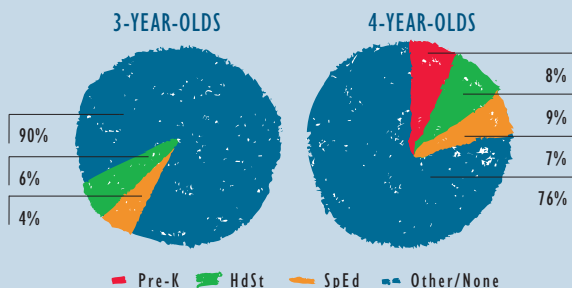
In August 2003, the Delaware Early Learning Foundations were adopted, providing a curriculum framework for instructional planning in preschool. The Foundations are mandated for all state-funded prekindergarten programs and are aligned with the state’s K-12 standards and performance indicators.



ACCESS

Total state program enrollment	843
School districts that offer state program	100% (counties)
Income requirement	90% of children must be below 100% FPL
Hours of operation	4 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	1,109
Federally funded Head Start enrollment '03-'04	1,602
State-funded Head Start enrollment	843 ¹

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



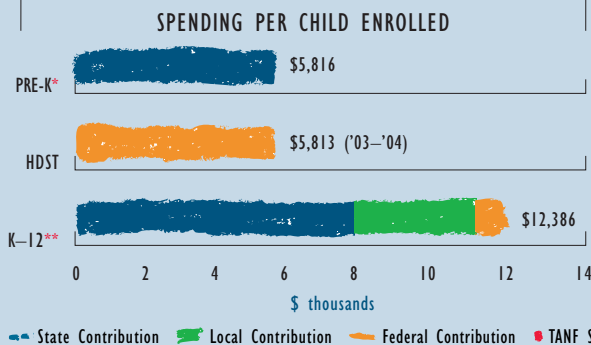
QUALITY STANDARDS CHECKLIST

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



RESOURCES

Total state Pre-K spending	\$4,903,200
Local match required?	No
State Head Start spending	\$4,903,200 ⁴
State spending per child enrolled	\$5,816
State spending per 3-year-old	\$0
State spending per 4-year-old	\$480



* 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 '04-'05 school year, unless otherwise noted.

¹ This number represents ECAP enrollment. All state-funded Head Start enrollment is through ECAP.

² This represents the requirement to meet state child care licensing standards. There is no specific ECAP requirement.

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

⁴ ECAP is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Florida

NO PROGRAM 2004–2005

In November 2002, Florida’s voters approved a constitutional amendment requiring the establishment of a universal prekindergarten program available to all 4-year-old children whose families choose to participate. Legislation creating the Voluntary Prekindergarten (VPK) Program was approved in January 2005 and prekindergarten classes began in Fall 2005.

Families participating in the VPK initiative have the option of enrolling their children in a school-year program consisting of 540 instructional hours or a summer program consisting of 300 hours. Programs may not charge parents a fee for the core instructional day, but may charge for wrap-around care. Some requirements for the school-year program and the summer program differ—for example, teachers must have a bachelor’s degree for the summer program, but only a Child Development Associate (CDA) or equivalent credential for the school-year program.

Families can enroll their children in the program of their choice, as long as the provider is eligible and has space. Eligible providers include licensed child care centers, licensed family child care homes, accredited nonpublic schools, accredited faith-based providers, and public schools. Public schools may offer a school-year program if the district has been approved by the state Department of Education as having met requirements for reduced class sizes and having sufficient educational facilities and capital outlay funds. Every school district must make summer prekindergarten classes available to all eligible children who wish to participate.

The state also has a broader early childhood initiative, the School Readiness Program. This program distributes federal and state resources to local councils, which determine how funds will be used to support programs and services for young children. The School Readiness Program began in 1999. In 2001, it incorporated two previously existing initiatives—the State Migrant Prekindergarten Program, started in 1978, and the Prekindergarten Early Intervention Program, created in 1987.

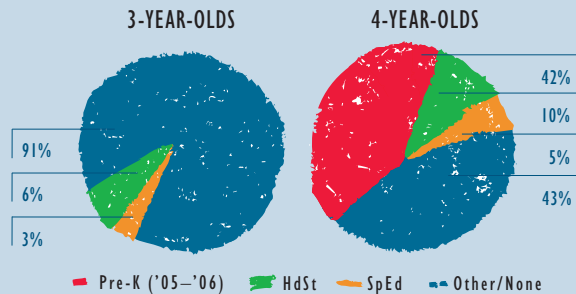
In order to provide a preview of Florida’s new prekindergarten initiative, we present preliminary data from the VPK program for its inaugural school year, 2005–2006. However, these data are not strictly comparable to data for the other state programs, which represent the 2004–2005 program year. Thus, Florida is not included in the ranking sections of this report.



ACCESS '05-'06

Total state program enrollment	-----	89,000 ¹
School districts that offer state program	-----	100% ²
Income requirement	-----	None
Hours of operation	-----	Determined locally
Operating schedule	-----	Determined locally
Special education enrollment '04-'05	-----	18,790
Federally funded Head Start enrollment '03-'04	-----	33,656
State-funded Head Start enrollment	-----	0

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



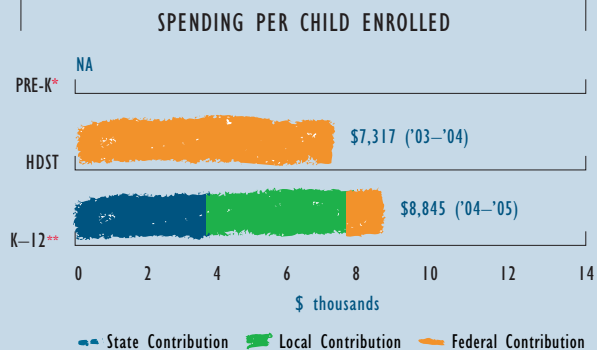
QUALITY STANDARDS CHECKLIST '05-'06

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	----- Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	----- CDA (school-year), BA (summer)	BA	<input type="checkbox"/>
Teacher specialized training	----- Meets CDA requirements (school-year); Degree in ECE, EE, or equivalent (summer)	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	----- None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	----- 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	----- 1:10		
Screening/referral and support services	----- None	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	----- None	At least 1/day	<input type="checkbox"/>
Monitoring	----- None	Site visits	<input type="checkbox"/>



RESOURCES '05-'06

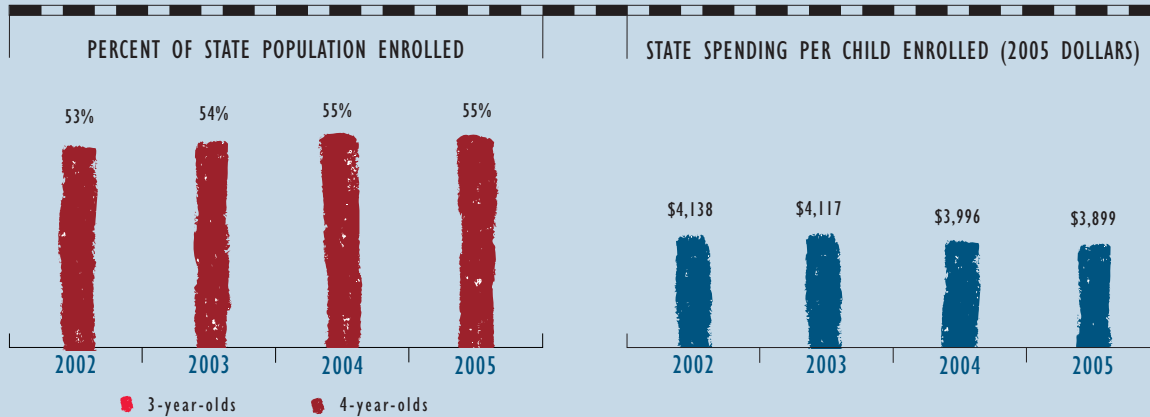
Total state Pre-K spending	-----	\$387,137,306 ³
Local match required?	-----	No
State spending per child enrolled	-----	NA
State spending per 3-year-old	-----	\$0
State spending per 4-year-old	-----	\$1,821 ⁴



* 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.

¹ This figure represents enrollment in school-year programs as of December 2005.
² Out of 67 total districts, 59 were eligible to offer school-year programs and all 67 were eligible to offer summer programs.
³ This spending figure is an allocated amount intended to support full enrollment in VPK. The actual amount of funding provided to VPK programs was not available.
⁴ This calculation is based on the allocated funding amount.

Georgia



The Georgia Prekindergarten Program was the first preschool program in the United States to provide universal access to all 4-year-olds statewide. Funded through the state lottery, the program has been operating since 1993 and began offering unrestricted voluntary enrollment in 1995. Programs are available through public schools as well as private child care centers, Head Start agencies, faith-based organizations, state colleges, and universities. Consistent quality standards apply across all types of program settings.

The amount of funding a prekindergarten program receives for each child depends on factors such as teacher qualifications, type of program, and program location. For instance, programs receive a larger per-pupil reimbursement if teachers are certified than if teachers have 4-year or vocational degrees.

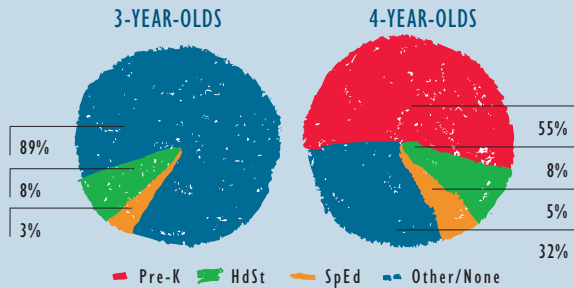
The state has Bright from the Start Pre-K Content Standards that are comprehensive and aligned with the Georgia Performance Standards for Kindergarten. The Pre-K Content Standards are linked to ongoing assessments used to document children’s progress, guide instruction, and inform parents. The state monitors programs’ adherence to the Pre-K Content Standards as well as other quality standards through site visits. The state makes at least two visits per year to each program.



ACCESS

Total state program enrollment	70,793
School districts that offer state program	100% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	10,156
Federally funded Head Start enrollment '03-'04	21,380
State-funded Head Start enrollment	0

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



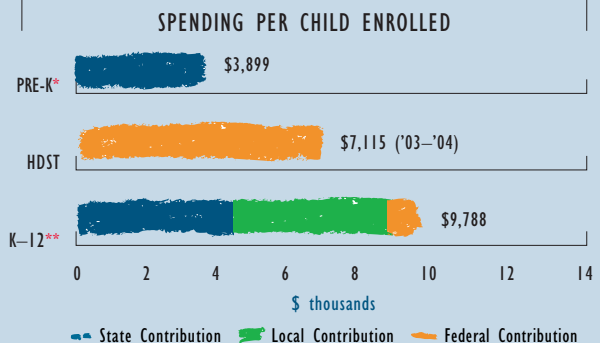
QUALITY STANDARDS CHECKLIST

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



RESOURCES

Total state Pre-K spending	\$276,000,000
Local match required?	No
State spending per child enrolled	\$3,899
State spending per 3-year-old	\$0
State spending per 4-year-old	\$2,131



* 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 '04-'05 school year, unless otherwise noted.

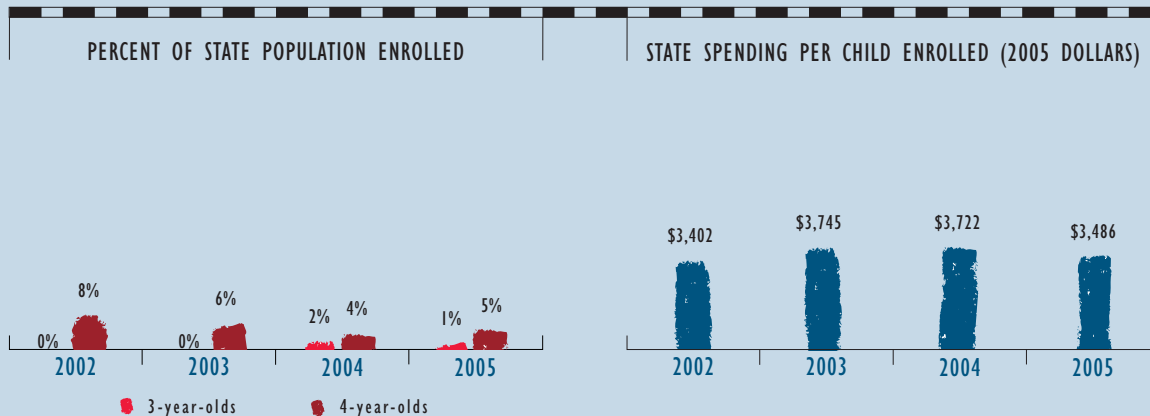
¹ The state released revised Pre-K content standards in June 2004. The standards were revised again in July 2005 to align with the Georgia Performance Standards for Kindergarten.

² The state-level public school certification covers Pre-K-5th grade. Local school systems typically require that Pre-K teachers be certified.

³ The annual teacher in-service requirement increased from 12 clock hours to 15 clock hours effective with the 2004-2005 school year.

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

Hawaii



Hawaii's Preschool Open Doors Project provides subsidies to low-income parents to purchase preschool for their 4-year-olds as well as 3-year-olds with special needs. The Preschool Open Doors Project uses the same income eligibility criteria as the child care subsidy program, but unlike that program does not require parents to be working or engaged in other work-related activities in order for their children to participate. Families with incomes under 85 percent of the state median income are eligible, although most children participating in the program are from families with much lower incomes. Among children whose families meet the income requirement, those with special needs are given first priority to enroll.

Hawaii's Pre-Plus Program, a separate initiative begun in 2002 that funds the construction of prekindergarten facilities at public school sites, now has 11 sites in operation. Two more sites were expected to open during 2005–2006 and four others will begin construction with the remaining project funds. As the Pre-Plus Program does not fund direct services, the data in this report focus only on the Preschool Open Doors Project.

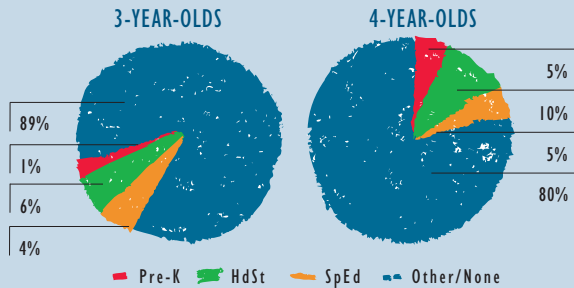
To strengthen the quality of preschool programs, there are a number of initiatives being proposed in Hawaii. These would expand the capacity of preschool programs, increase the availability of child care subsidies, create incentives for programs to use the state's early learning guidelines in their curriculum, and increase the professional development of staff in preschool programs.



ACCESS

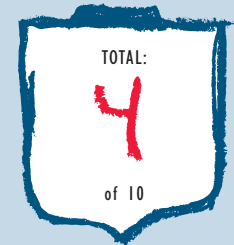
Total state program enrollment	-----	955
School districts that offer state program	-----	75% (islands)
Income requirement	-----	85% SMI ¹
Hours of operation	-----	Determined locally ²
Operating schedule	-----	Calendar year
Special education enrollment	-----	1,453
Federally funded Head Start enrollment '03-'04	-----	2,703
State-funded Head Start enrollment	-----	0 ³

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



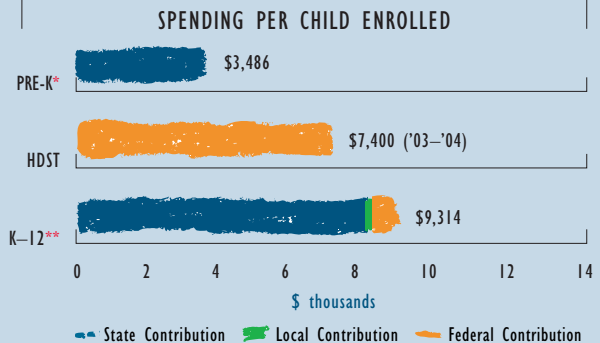
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	----- Comprehensive, but not required	Comprehensive	<input type="checkbox"/>
Teacher degree	----- CDA	BA	<input type="checkbox"/>
Teacher specialized training	----- CDA + 1 year exp.	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	----- CDA + 6 mos. exp.	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	----- 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 and support services	----- Support services only ⁴	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	----- Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	----- Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$3,329,204
Local match required?	-----	No
State spending per child enrolled	-----	\$3,486
State Head Start spending	-----	\$390,000 ³
State spending per 3-year-old	-----	\$30
State spending per 4-year-old	-----	\$179



* 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 '04-'05 school year, unless otherwise noted.

¹ Most children served are from families with incomes much lower than this eligibility cutoff.

² Parents may select either a half-day or full-day program. All programs operate 5 days per week.

³ Hawaii did not provide data regarding its state Head Start supplement during fiscal years 2004 or 2005. These figures are based on fiscal year 2003.

⁴ Support services include referral to social services and transition to kindergarten activities.

Idaho

NO PROGRAM

ACCESS RANKING—4s

ACCESS RANKING—3s

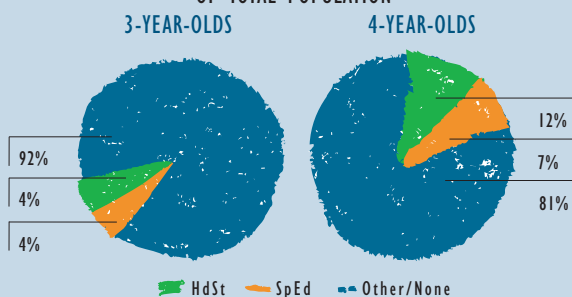
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	2,287
Federally funded Head Start enrollment '03-'04	3,122
State-funded Head Start enrollment	185

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

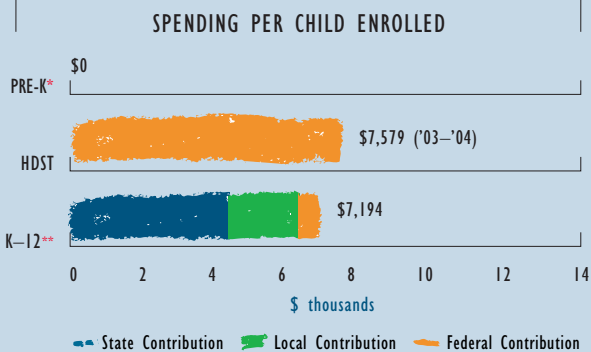


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$1,500,000
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0



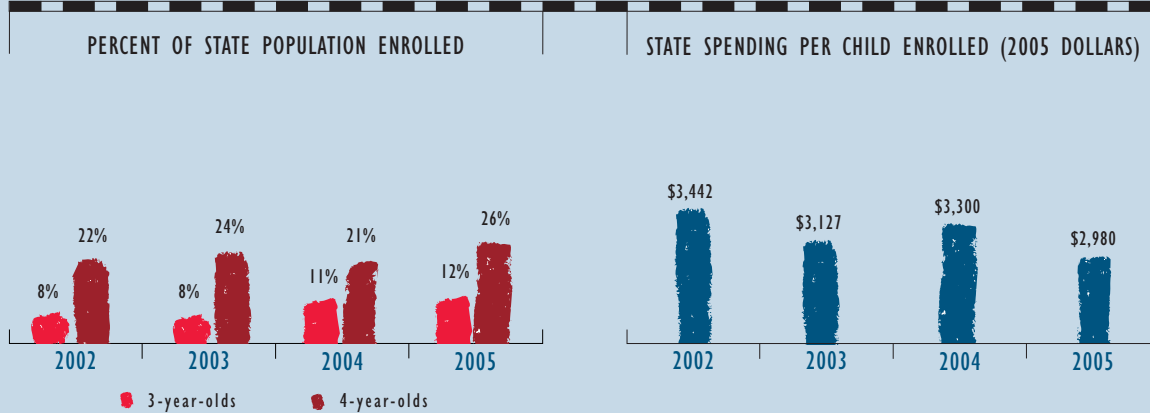
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

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

Illinois



Since the Prekindergarten Program for At-Risk Children was established in 1985, funding for the program has grown steadily. State funds have been provided through the Early Childhood Block Grant (ECBG) since 1998. In addition to supporting prekindergarten, separate components of the ECBG are used to support coordinated services for at-risk infants and toddlers, as well as a parent training initiative. At least 11 percent of total ECBG funds must be spent on children ages 3 and younger.

Eligibility criteria for the Prekindergarten Program for At-Risk Children are determined locally, based on needs identified by districts or agencies in their grant proposals. Children between the ages of 3 and 5 are identified for enrollment based on individual screening and assessment. Among the types of risk factors considered by districts are low parental education, poverty, and exposure to drug or alcohol abuse in the family.

In the past, funding for this initiative had been distributed exclusively to public schools, which had the option to subcontract with other types of providers to offer services. The state has recently facilitated many collaborations and partnerships at the community level, extending the use of public funds and services. Effective with the 2003–2004 school year, the state began permitting Head Start centers and private child care providers to receive direct funding for prekindergarten programs.

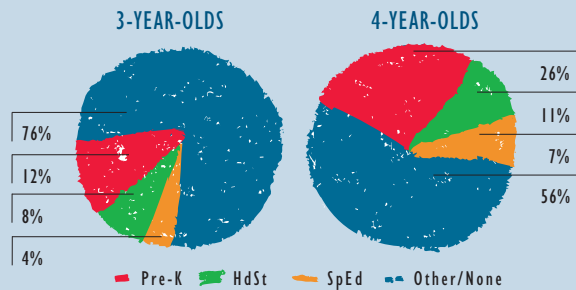
Due to a significant increase in state funding since the 2002–2003 school year, enrollment in the Prekindergarten Program for At-Risk Children has grown by more than 15,000.



ACCESS

Total state program enrollment	72,652
School districts that offer state program	84%
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	19,661
Federally funded Head Start enrollment '03-'04	33,452
State-funded Head Start enrollment	0

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



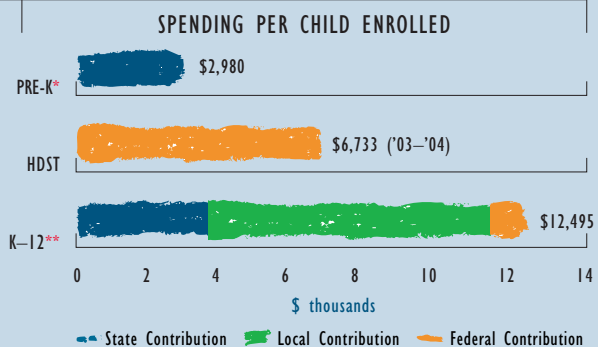
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certificate ³	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	120 clock hours/5 years or 8 credit hours/5 years ⁴	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, and developmental; and support services ⁵	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Snack ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$216,496,505
Local match required?	No
State spending per child enrolled	\$2,980
State spending per 3-year-old	\$365
State spending per 4-year-old	\$777



* 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 '04-'05 school year, unless otherwise noted.

- ¹ Eligibility criteria are determined locally, but low-income status may be one of the risk factors considered.
- ² Most programs offer half-day services, 5 days per week.
- ³ The early childhood certificate covers birth through grade 3.
- ⁴ The in-service requirement can also be met with 24 continuing education units over 5 years or by attaining National Board for Professional Teaching Standards certification.
- ⁵ Support services include education services or job training for parents, parenting support or training, parent involvement activities, referral to social services, and transition to kindergarten activities.
- ⁶ Children in full-day programs receive lunch and a snack. Some programs use federal funds to provide breakfast as well.

Indiana

NO PROGRAM

ACCESS RANKING—4s

ACCESS RANKING—3s

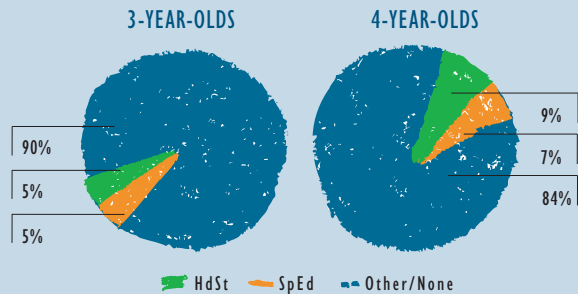
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	10,742
Federally funded Head Start enrollment '03-'04	12,140
State-funded Head Start enrollment	0

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

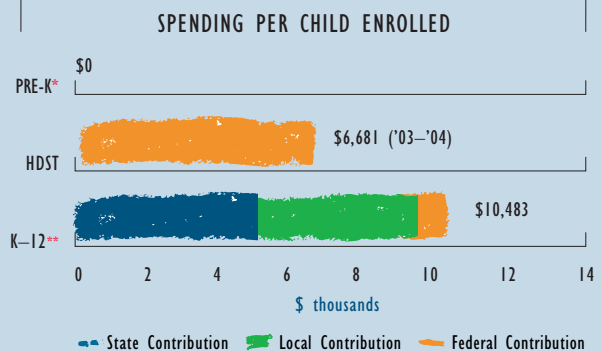


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0

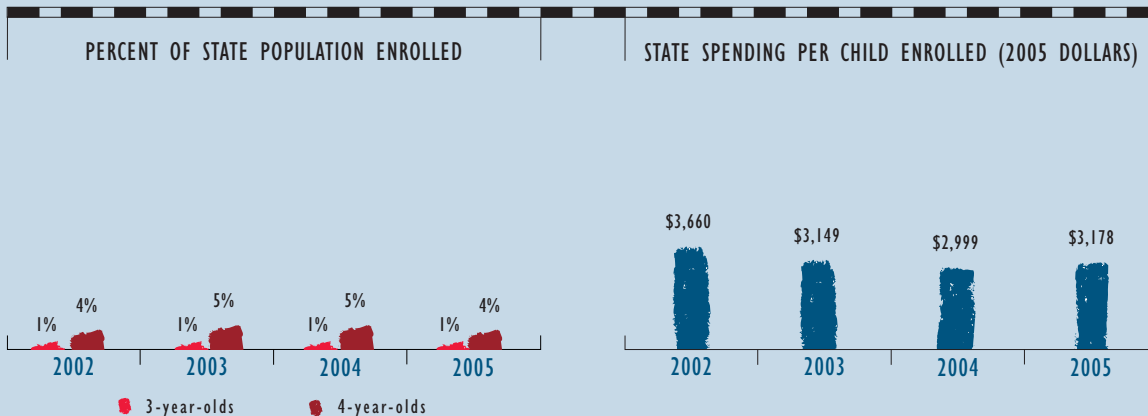


* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

Iowa



Established in 1989, Iowa's *Shared Visions* provides a comprehensive child development program for children between the ages of 3 and 5. State funds are distributed to public schools, Head Start centers, private child care centers, and nonprofit agencies through a competitive grant process. At least 80 percent of the available program slots must be filled by children from families with incomes below 130 percent of the federal poverty level. Parents pay for the remaining 20 percent of slots, using a sliding fee scale. These slots are filled based on secondary risk factors such as low birth weight, developmental delay, homelessness, or having a parent who has a substance abuse problem or who is incarcerated. Programs are structured to meet the needs of individual communities and operate from 3 to 10 hours per day.

Shared Visions programs have not received funding increases from the state since 1995. A 7 percent reduction in funding for fiscal year 2000 was followed by smaller cuts in fiscal years 2001 and 2003. These cuts have resulted in reduced hours of operation for some grantees, as well as decreased availability of transportation and dental services. Grantees are increasingly reliant upon local funding sources and in-kind contributions.

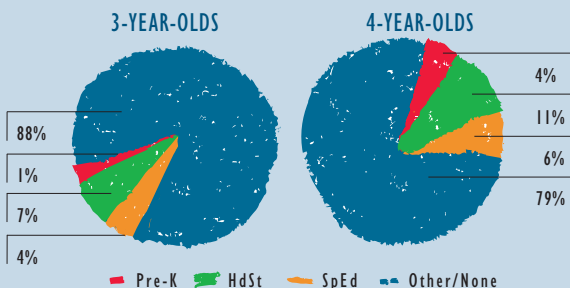
The state has recently developed the Iowa Early Learning Standards and is working toward implementing them in *Shared Visions* programs.



ACCESS

Total state program enrollment	2,167 ¹
School districts that offer state program	8% (school buildings) ²
Income requirement	80% of children must be below 130% FPL
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	3,421
Federally funded Head Start enrollment '03-'04	6,460
State-funded Head Start enrollment	0

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



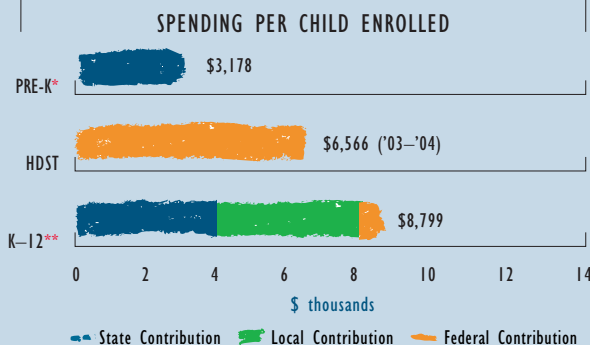
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ⁴	Comprehensive	<input type="checkbox"/>
Teacher degree	BA (public); AA for HdSt, none for CC (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	EE teaching license with EC endorsement (public), None (nonpublic) ⁵	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	None ⁶	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:8		
Screening/referral and support services	Vision, hearing, health; and support services ⁷	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	1 meal and snack ⁸	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring ⁹	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$6,887,531
Local match required?	Yes—20% of total grant amount
State spending per child enrolled	\$3,178
State spending per 3-year-old	\$42
State spending per 4-year-old	\$140



* 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 '04-'05 school year, unless otherwise noted.

¹ LEAs can use *Shared Visions* funds to expand kindergarten programs to a full day, and this enrollment number includes 46 slots used for that purpose.

² In addition, programs are offered in 14 out of 1,500 licensed child care centers.

³ Grantees operate at least 3, but not more than 10 hours per day, based on local need and the original grant submitted. All grantees operate at least 4 days per week, but average 4.74 days per week and 181 days per year.

⁴ The Iowa Early Learning Standards will be effective as of November 2005. State rules will be revised, requiring programs to implement these standards, which address all of the NEGP domains.

⁵ Teachers in nonpublic schools are required to have a state license in child care.

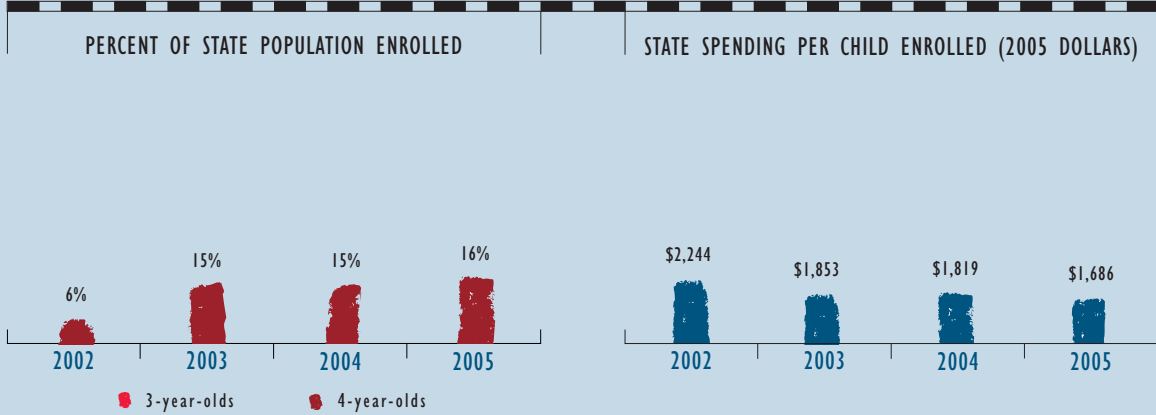
⁶ Though there is no specific requirement for the amount of in-service training, most grantees provide at least 15 hours per year.

⁷ Although *Shared Visions* does not have specific requirements for screening and referral, applicants are required to address the types of screening and referral that will be provided. All *Shared Visions* programs provide screening and referral for vision, hearing, and health. Decisions about which developmental, dental and nutrition services to provide are made at the local level. The number of required parent conferences is not specified in state regulations, but programs are required to involve and work with parents by providing home visits, instruction on parenting skills, and other services. Additional support services include parenting support or training, at least two family nights, health services for children, information about nutrition, and referral to social services.

⁸ The specific meal depends on the time of day children are present. All applicants for *Shared Visions* funding must address meal requirements in their grant applications.

⁹ NAEYC determines the percentage of programs that receive site visits and how frequently. In addition, state agency staff visit one-third of classrooms yearly.

Kansas



The At-Risk Four-Year-Old Children Preschool Program was established in 1998 and serves at-risk children not eligible for Head Start as well as those who are eligible but not enrolled. Eligibility for the program is based on factors such as developmental delay, having a single or teen parent, English Language Learner or migrant status, free lunch eligibility, or referral from another agency. Funds are provided exclusively to public schools, and no subcontracting is permitted. Programs receive a base allocation of state funds per child enrolled, with some of the support for the program coming from tobacco settlement money. A recent increase in state funding has allowed modest program expansion to the current total of approximately 6,000 slots.

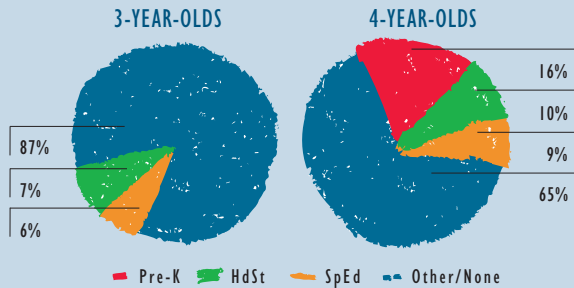
The state provides a separate Parents as Teachers (PAT) program for families with children from birth to age 3. In an effort to promote collaboration, all Kansas agencies serving young children share space and resources. These agencies have worked together to develop core competencies for staff and common sets of standards.



ACCESS

Total state program enrollment	5,900
School districts that offer state program	43%
Income requirement	130% FPL ¹
Hours of operation	At least 2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,340
Federally funded Head Start enrollment '03-'04	6,349
State-funded Head Start enrollment	0

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



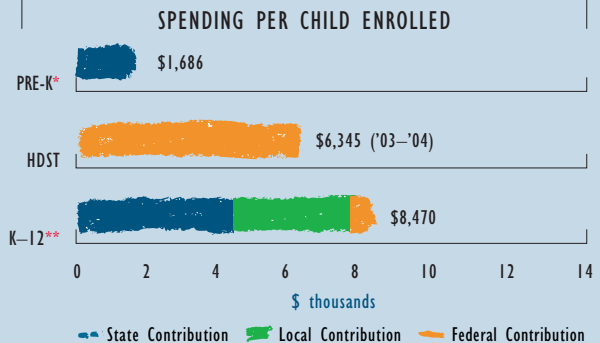
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ²	Comprehensive	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	4-year elementary teaching certificate	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	2-year degree	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	None	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 ³		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit ³		
Screening/referral and support services	Vision, hearing, health, dental, and developmental; and support services ⁴	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$9,945,680
Local match required?	No
State spending per child enrolled	\$1,686
State spending per 3-year-old	\$0
State spending per 4-year-old	\$270



* 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 '04-'05 school year, unless otherwise noted.

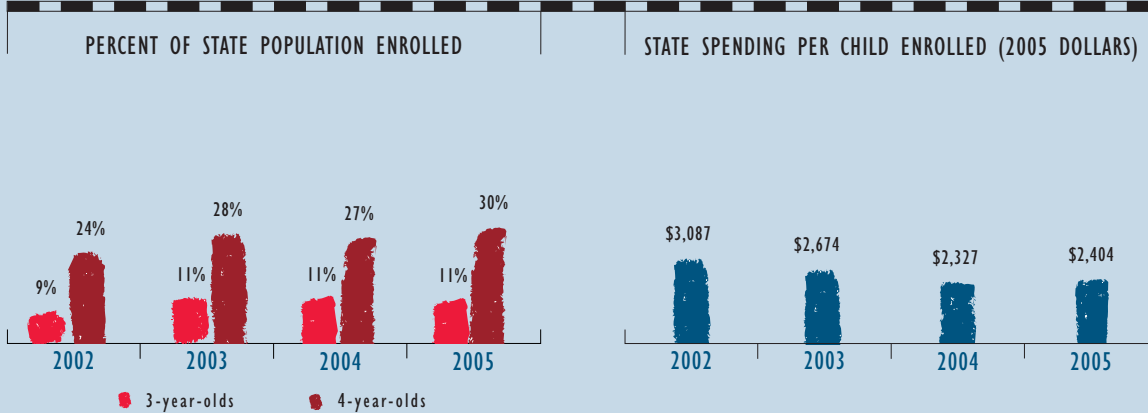
¹ Eligibility for free lunch is one of several risk factors used to determine eligibility for this program. Every child must have at least one risk factor.

² A review draft of the Kansas Early Learning Guidelines has not been finalized or adopted.

³ Although not mandated by the state, programs are encouraged to follow NAEYC recommendations and also limit class size to 15 students with 2 teachers.

⁴ Vision, hearing, and other general health screenings and referrals are not explicitly required but must be included as part of the grant proposal. The schools must explain in their proposals how they will provide comprehensive health services in order to receive funding. Support services include 2 annual parent conferences or home visits, parenting support or training, parent involvement activities, referral to social services, and transition to kindergarten activities.

Kentucky



The Kentucky Preschool Program was created in response to the Kentucky Education Reform Act of 1990 to help public schools meet accountability standards. The program is offered to 4-year-olds who are eligible for free lunch, as well as all 3- and 4-year-olds in the state with disabilities. Nearly two-thirds of all participants had special needs in 2003–2004. State funding is distributed directly to all school districts, which may then contract with Head Start, private child care centers, and special education facilities to serve children. Many districts contribute additional funds when state funds are not sufficient. Special education funds from IDEA Part B are blended with preschool funds to serve children with special needs.

State funding for the program remained level from 2004–2005 to 2005–2006, but has decreased since 2001. With an additional 1,000 eligible children in 2005–2006, this results in the lowest per child funding in the history of Kentucky’s preschool program. In some districts, this has led to cuts in hours of service, extra meals, services for children from over-income families, and transportation of Head Start children.

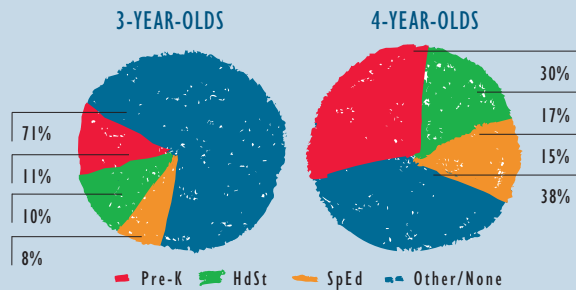
Kentucky has created the Building a Strong Foundation for School Success series, which includes the Kentucky Early Childhood Standards, the Kentucky Early Childhood Continuum Assessment Guide, and the Quality Self Study Guide. In 2004–2005, a system was implemented to ensure for the first time that all new teachers hold a bachelor’s degree and the Kentucky early childhood teaching certificate (birth to primary). Also, the state created a new Division of Early Childhood Development within the Department of Education. This division includes the state-funded preschool program, the KIDS NOW initiative and the Head Start collaboration office.



ACCESS

Total state program enrollment	-----	21,460
School districts that offer state program	-----	100%
Income requirement	-----	130% FPL ¹
Hours of operation	-----	Determined locally ²
Operating schedule	-----	Academic year
Special education enrollment	-----	12,510 ³
Federally funded Head Start enrollment '03-'04	-----	14,759
State-funded Head Start enrollment	-----	0

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



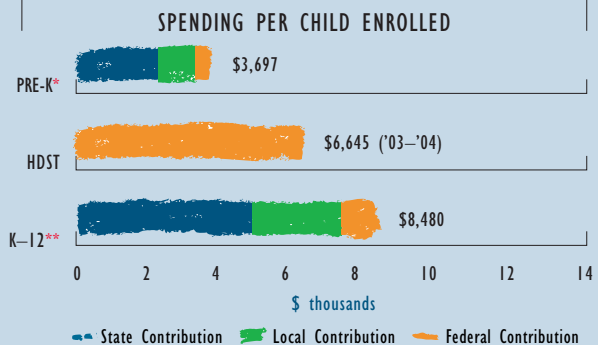
QUALITY STANDARDS CHECKLIST

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



RESOURCES

Total state Pre-K spending	-----	\$51,600,000
Local match required?	-----	No
State spending per child enrolled	-----	\$2,404
State spending per 3-year-old	-----	\$257
State spending per 4-year-old	-----	\$712



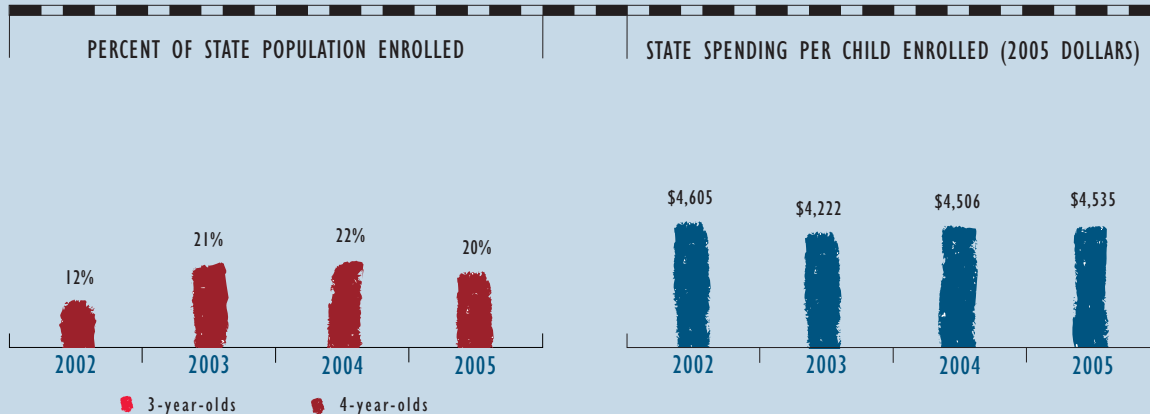
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- Children with disabilities are not required to meet an income requirement.
- Programs are required to operate for a minimum of 2.5 hours per day plus mealtime; local programs may elect to operate for more than 3 hours. The standard preschool program operates 4 to 5 days per week.
- Because the state Pre-K program is interrelated with the state special education program, it is not possible to provide a unique special education enrollment count for Kentucky. The estimates for special education enrollment include some children also counted in the totals for state Pre-K.
- As of the 2004-2005 program year, the degree and pre-service training requirement for new teachers was changed from a CDA to a BA and early childhood certification.
- Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and other services based on local need.

Louisiana



From 1988 to 1993, Louisiana used annual state appropriations to support the Model Early Childhood program, which provided funding and technical support for prekindergarten programs. Once general funds were no longer available, local public school systems began using the 8(g) Student Enhancement Block Grant Program to support prekindergarten education for at-risk children. Four-year-olds who are identified as at risk of being “insufficiently ready for school” are eligible for the 8(g) program, with priority given to low-income families.

A second state prekindergarten initiative, established in 2001 and administered by the Department of Education, is the LA4 program. LA4 is largely supported by TANF funds and primarily serves 4-year-olds who qualify for free or reduced-price lunch. The program is also available to 4-year-olds who do not qualify for free or reduced-price meals, through tuition or local funding. Most children are served in public school settings; however, a few districts subcontract with Head Start programs, private child care centers, and faith-based centers to provide services. The LA4 program funds 6 hours of instruction along with up to 4 hours of before- and after-school programming per day.

Starting Points, a third initiative, was established in 1992 and is similar in many respects to LA4. However, Starting Points provides a lower level of funding per child than LA4. In addition, Starting Points funds only a 6-hour program day, although some children in the program are able to receive before- and after-school services supported by LA4.

Louisiana also offers a fourth prekindergarten initiative, the Nonpublic Schools Early Childhood Development Program (NSECD), which is run by the Governor’s office. Begun in the 2001-2002 school year, this initiative provides tuition reimbursements to parents who wish to send their children to state-approved nonpublic preschools. NSECD is open to families with incomes below 200 percent of the federal poverty level. Programs are required to offer at least 6 hours of instruction along with up to 4 hours of before- and after-school programming per day.

In addition to the initiatives profiled in this report, Louisiana directed approximately \$19.6 million in Title I funds to support preschool services for more than 9,000 students.

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

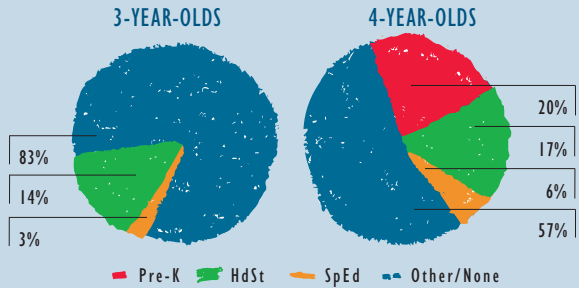
STATE OVERVIEW

Total state program enrollment - - - - -	12,379
Total state spending - - - - -	\$56,133,597
State spending per child enrolled - - - - -	\$4,535
State spending per 3-year-old - - - - -	\$0
State spending per 4-year-old - - - - -	\$897

* 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 '04-'05 school year, unless otherwise noted.

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



Pre-K HdSt SpEd Other/None

SPENDING PER CHILD ENROLLED



State Contribution Local Contribution Federal Contribution TANF Spending

ACCESS RANKING—4s

13

ACCESS RANKING—3s

None Served

RESOURCES RANKING

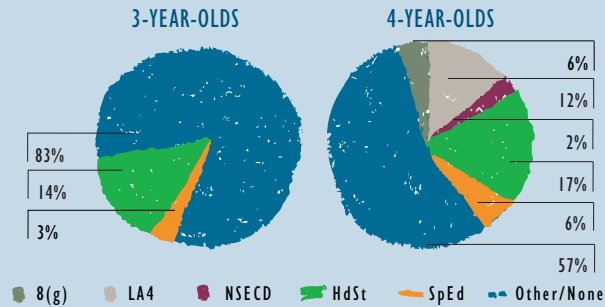
11

LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment	-----	3,750
School districts that offer state program	-----	99%
Income requirement	-----	None ¹
Hours of operation	-----	6 hours/day, 5 days/week
Operating schedule	-----	Academic year
Special education enrollment	-----	6,111
Federally funded Head Start enrollment '03-'04	-----	19,431
State-funded Head Start enrollment	-----	0

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



QUALITY STANDARDS CHECKLIST

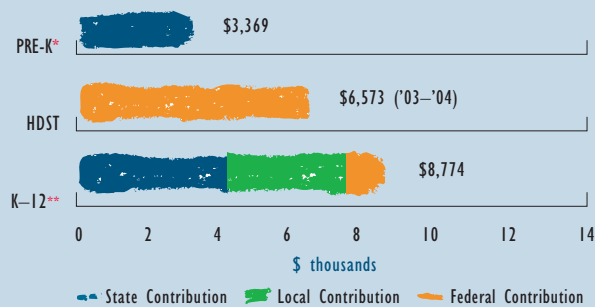
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	----- Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	----- BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	----- Certificate in Nursery, K, Pre-K-3, or Early Intervention	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	----- Determined locally	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	----- 150 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	----- NA		
4-year-olds	----- 20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	----- NA		
4-year-olds	----- 1:10		
Screening/referral and support services	----- Developmental screening; and support services ²	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	----- Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	----- Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$12,633,597
Local match required?	-----	No
State spending per child enrolled	-----	\$3,369 ³
State spending per 3-year-old	-----	\$0
State spending per 4-year-old	-----	\$202

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 '04-'05 school year, unless otherwise noted.

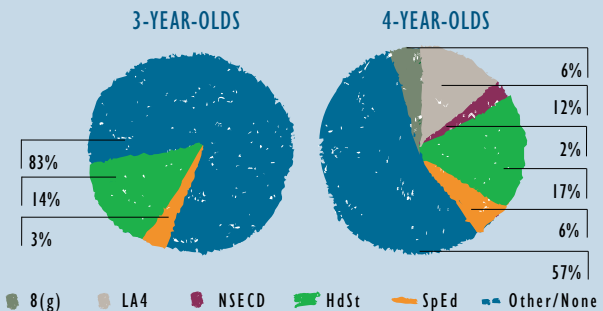
- The state does not set specific income eligibility criteria, but priority is given to children from low-income families.
- Programs follow the referral process and policies established by the State Board of Elementary and Secondary Education. Support services include parenting support or training, parent involvement activities, referral to social services, transition to kindergarten activities, and other specific locally determined services. The number of required annual parent conferences or home visits is determined locally.
- This spending per child figure is not comparable to spending per child figures reported for the 8(g) program in previous years. Prior calculations of spending per child were based on duplicated enrollment counts that included children supported with other funding sources. The 2004-2005 enrollment total reported above is an unduplicated count.

LOUISIANA LA4 AND STARTING POINTS PROGRAMS

ACCESS

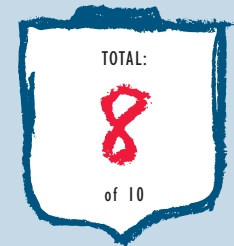
Total state program enrollment	7,144 ¹
School districts that offer state program	72%
Income requirement	185% FPL ²
Hours of operation	6 hours/day, 5 days/week ³
Operating schedule	Academic year
Special education enrollment	6,111
Federally funded Head Start enrollment '03-'04	19,431
State-funded Head Start enrollment	0

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



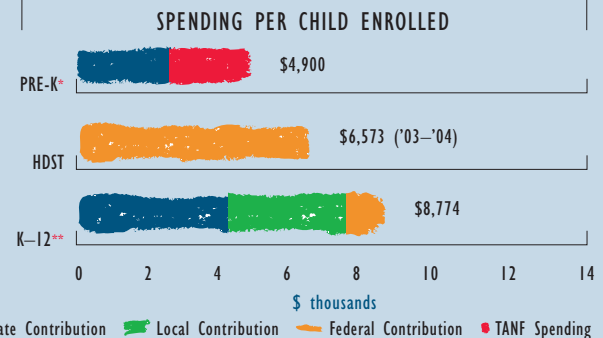
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certificate in N, K, Pre-K, Pre-K — 3, or Early Intervention ⁴	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD or equivalent	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health; and support services ⁵	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$35,000,000 ⁶
Local match required?	No
State spending per child enrolled	\$4,899 ⁷
State spending per 3-year-old	\$0
State spending per 4-year-old	\$559 ⁷



^{*} 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 '04-'05 school year, unless otherwise noted.

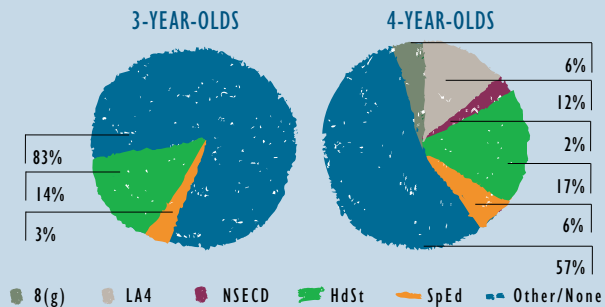
- This total does not include 167 students who were enrolled in LA4/Starting Points-funded classrooms, but whose families paid their tuition. It also does not include approximately 2,500 children whose before- and after-school enrichment services were funded by LA4.
- Some families with incomes above the income requirement may enroll their children and pay tuition.
- LA4/Starting Points funds also support before- and after-school services.
- Teachers may also qualify with any of the following: Elementary certificate and an Out-of-Field Authorization to Teach, a BA and a Temporary Authority to Teach, a Temporary Employment Permit, or an Out-of-State Provisional Certificate. Teachers qualifying under these conditions must be working toward obtaining a Louisiana teaching certificate specified in program requirements.
- Support services include two parent conferences, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and referral for mental health issues.
- LA4 and Starting Points programs were supported by a total of \$18 million in state funds, as well as \$17 million in federal TANF funds that the state chose to direct toward prekindergarten.
- These estimates include both state and TANF funds.

LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state program enrollment - - - - - 1,485
 School districts that offer state program - 11% (private schools)
 Income requirement - - - - - 200% FPL
 Hours of operation - - - - - 10 hours/day, 5 days/week
 Operating schedule - - - - - Academic year
 Special education enrollment - - - - - 6,111
 Federally funded Head Start enrollment '03-'04 - - - - 19,431
 State-funded Head Start enrollment - - - - - 0

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



QUALITY STANDARDS CHECKLIST

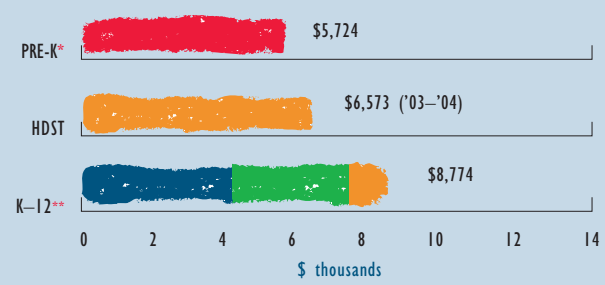
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Degree in EE, K, or N; or 12 credits in CD ¹	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours ²	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing; and support services ³	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending - - - - - \$8,500,000⁴
 Local match required? - - - - - No
 State spending per child enrolled - - - - - \$5,724⁵
 State spending per 3-year-old - - - - - \$0
 State spending per 4-year-old - - - - - \$136⁵

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 '04-'05 school year, unless otherwise noted.

State Contribution Local Contribution Federal Contribution TANF Spending

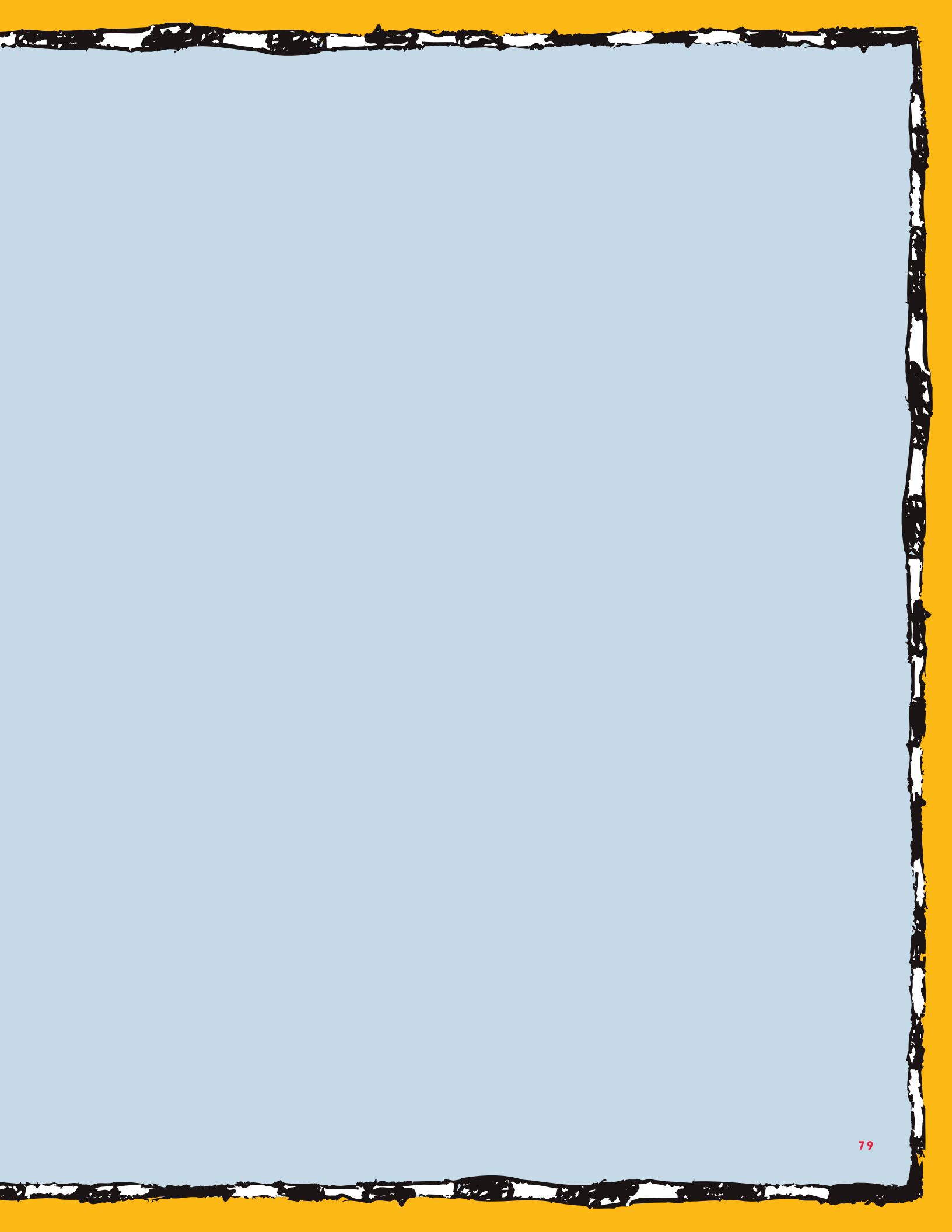
¹ As of the 2005-2006 program year, all new teachers must be certified in early childhood or elementary education, and all current uncertified teachers must have passed the Praxis and must enroll in an early childhood certification or add-on program.

² This requirement was effective with the 2004-2005 program year; in-service had not been required previously. Teachers are required to attend a 3-day curriculum training workshop.

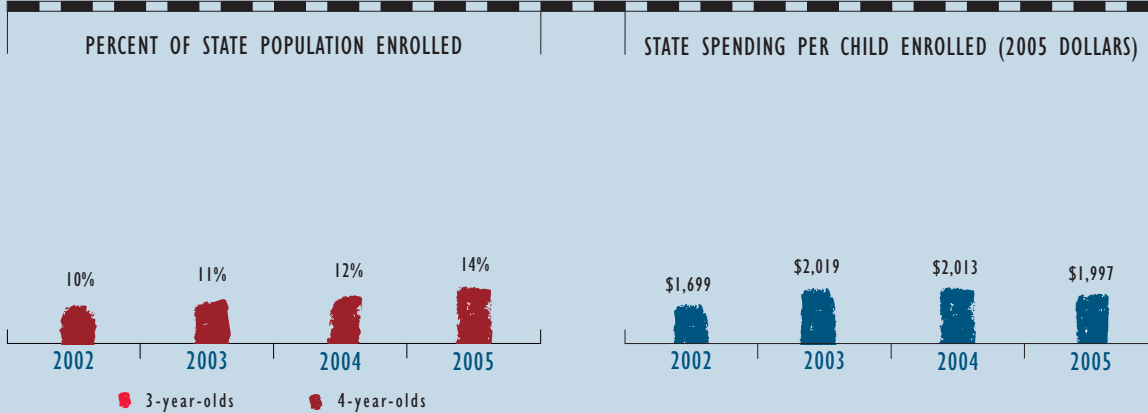
³ Support services include two parent conferences, transition to kindergarten activities, and other specific locally determined services.

⁴ This funding total consists of federal TANF funds that the state has chosen to direct toward prekindergarten. There are no additional state funds.

⁵ These estimates are based on the state's use of federal TANF funds.



Maine



The Two-Year Kindergarten Program was established in 1983 through a legislative measure that allows any district to begin programs for 4-year-olds. The legislation is permissive and establishment of programs at the local level is voluntary. Districts offering programs receive reimbursement through Maine’s school funding formula provided that local matching funds are also used. This initiative has remained relatively small, with access limited to children who live in participating districts, although the state Department of Education has recently encouraged more districts to offer the program. Prekindergarten programs are primarily offered in public schools, though the state permits and encourages partnerships with Head Start and subcontracting with child care centers.

The state has implemented a new school funding formula, known as Essential Programs and Services, effective with the 2005–2006 school year. This formula will give additional per pupil weight to Pre-K–2 programs, children with special needs, low-income children and ESL students. Reimbursement is based on average daily attendance and a district is entitled to a full per-pupil subsidy with a minimum of ten hours of programming per week.

In June 2005, the state Legislature passed an act to promote coordination between public prekindergarten and early childhood programs in the community in an effort to maximize resources and meet the child care needs of working parents. The act also authorizes the Department of Education to adopt rules to include standards for early childhood programs that are developed by school administrative units.

The establishment of the State of Maine Early Childhood Learning Guidelines, a cross-systems document endorsed by both the commissioner of the Department of Education and the commissioner of the Department of Health and Human Services, is expected to facilitate consistency and collaboration among all components of the state’s system of early care and education.

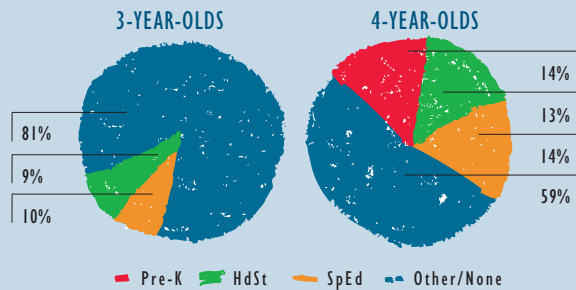
In addition to providing funds for the Two-Year Kindergarten Program, Maine also provided \$3,600,018 as a supplement to the federal Head Start program during fiscal year 2005.



ACCESS

Total state program enrollment	-----	1,921
School districts that offer state program	-----	25%
Income requirement	-----	None
Hours of operation	-----	Determined locally ¹
Operating schedule	-----	Determined locally ¹
Special education enrollment	-----	3,214
Federally funded Head Start enrollment '03-'04	-----	2,970
State-funded Head Start enrollment	-----	301 ²

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



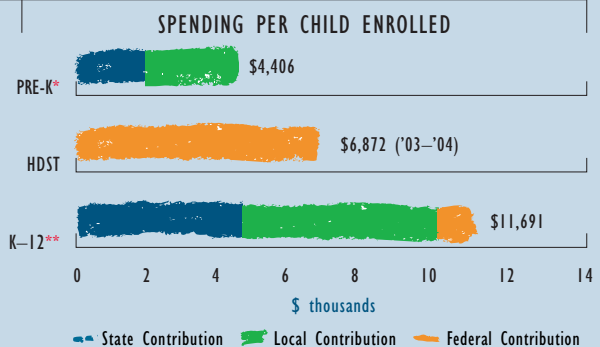
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	--- Comprehensive, but not required ³	Comprehensive	<input type="checkbox"/>
Teacher degree	----- BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	----- EC or elem. certification	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	----- 30 credit hours	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	----- 90 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	----- NA		
4-year-olds	----- No limit ⁴		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	----- NA		
4-year-olds	----- 1:15 ⁴		
Screening/referral and support services	----- Vision, hearing ⁵	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	----- None	At least 1/day	<input type="checkbox"/>
Monitoring	----- None	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$3,836,002
Local match required?	--- Yes—tied to school funding formula	
State spending per child enrolled	-----	\$1,997
State Head Start spending	-----	\$3,600,018
State spending per 3-year-old	-----	\$0
State spending per 4-year-old	-----	\$284



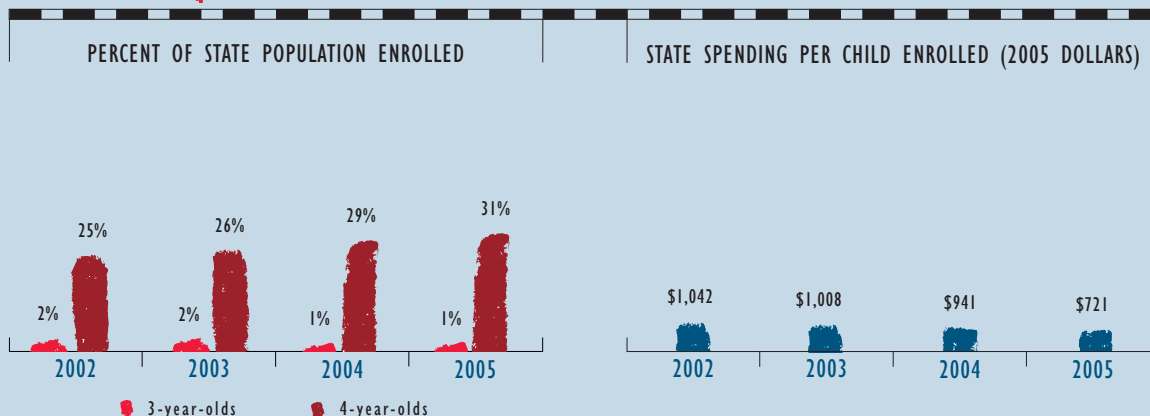
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- Many programs operate 2.5 hours per day. A program must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula. Programs are expected to operate for 34 weeks per year.
- Maine was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Maine who were 3 or 4 years old.
- The relevant document for 2004-2005 is the State of Maine Learning Results. The State of Maine Early Childhood Learning Guidelines were adopted in March 2005 and address all NEGP domains. The guidelines apply to all children in state-funded Pre-K and are jointly endorsed by the Commissioners of Education and Health and Human Services. They are offered as guidance to preschool programs but not required.
- The Maine statute pertaining to Basic School Approval and addressing "classroom student-teacher ratios" is intended to guide classroom size. The majority of programs operate with a teacher and educational technician, reducing the ratio to 1:8 or 1:10.
- The number of annual parent conferences or home visits is determined locally.

Maryland



The Extended Elementary Education Program began in 1979 as a pilot program in Baltimore City and Prince George’s County. It has subsequently developed into a state prekindergarten initiative, and is now referred to as the Prekindergarten Program, serving Maryland’s at-risk 4-year-olds. Eligibility criteria were recently revised by the Bridge to Excellence in Public Schools Act, which also laid out a timetable for expanding access to prekindergarten. Beginning with the 2003–2004 program year, all school districts are required to provide prekindergarten to 4-year-old applicants who are homeless or eligible for free or reduced-price meals. Districts may also enroll other children based on secondary factors such as developmental delay in social, academic, health, language or other areas. The availability of prekindergarten sites is gradually being expanded to fulfill the requirement that all eligible 4-year-olds seeking enrollment will be accepted by the 2007–2008 school year. The state plans to significantly increase state aid money available to districts by 2007–2008, at which time discretionary funds for prekindergarten will be phased out. Coordination of funds from various state, federal and local sources is encouraged to help meet operating costs and expand available services.

Most programs are implemented by public schools, although some districts subcontract with Head Start and child care centers to provide services that meet Prekindergarten Program standards. The state expects to make greater use of settings outside of public schools as the program expands.

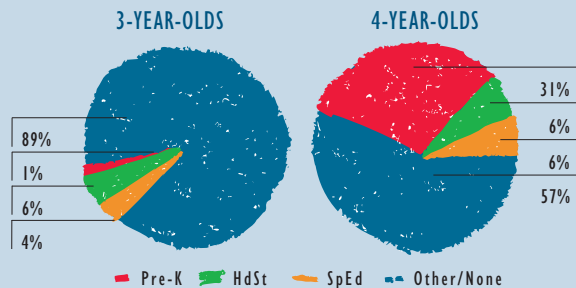
Maryland also augments the federal Head Start program, using state funds for extended-year and extended-day services as well as quality improvement. Another state initiative, the Judith P. Hoyer Early Care and Education Enhancement Program, received about \$8 million to support comprehensive early childhood centers that are based in or linked to schools. In addition, the state has drafted a 5 Year Action Plan to improve school readiness for all children entering kindergarten.



ACCESS

Total state program enrollment	23,380
School districts that offer state program	100%
Income requirement	185% FPL
Hours of operation	2.5 hours/day, 5 days/week ¹
Operating schedule	10 months/year ¹
Special education enrollment	7,130
Federally funded Head Start enrollment '03-'04	8,847
State-funded Head Start enrollment	159 ²

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



QUALITY STANDARDS CHECKLIST

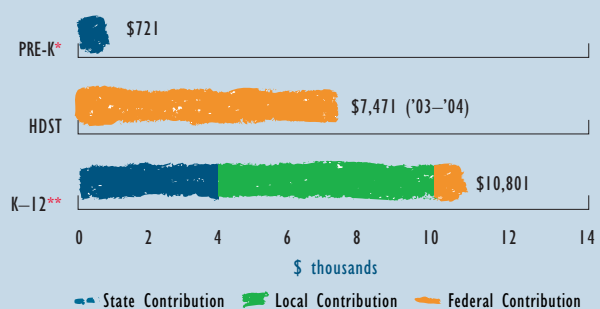
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Degree in EC + certification in N-3, -6, or -8, and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



RESOURCES

Total state Pre-K spending	\$16,854,787
Local match required?	No
State spending per child enrolled	\$721 ⁷
State Head Start spending	\$3,000,000
State spending per 3-year-old	\$7
State spending per 4-year-old	\$224

SPENDING PER CHILD ENROLLED



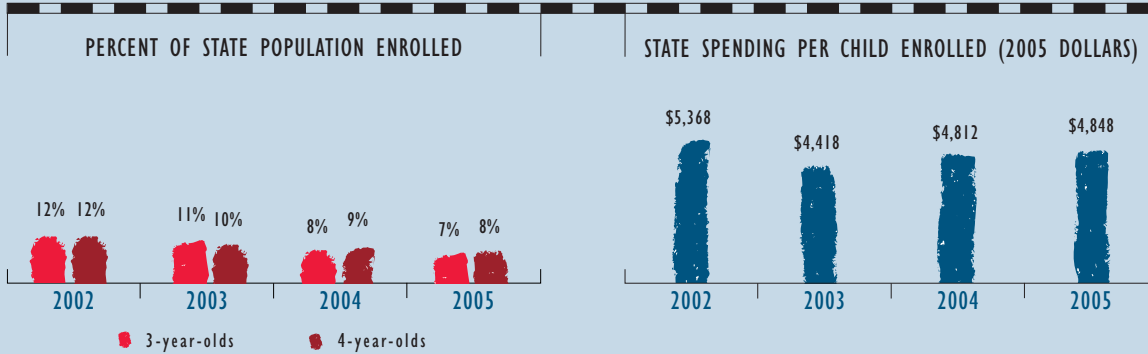
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- Programs in centers supported by Judith P. Hoyer funds must operate full-day, full-year programs in collaboration with child care centers.
- The state did not track the number of additional children served through its Head Start supplement. This figure is an estimate based on the number of non-ACYF funded children in Maryland reported in Head Start's 2003-2004 Program Information Report, and proportions of Maryland's federal Head Start enrollees who were 3 or 4 years old. Maryland's state Head Start funds were also used to improve program quality, and to extend the program year for 880 children.
- Some in-service requirements may be imposed locally. Also, all schools involved in the Prekindergarten Program have adopted the Maryland Model for School Readiness, which is aligned with Maryland Teacher Professional Development Standards. The model entails 5 days of training in teachers' first year, 4 days of training in their second, and 2-day institutes in a school-system-selected focus area for subsequent years. In addition, teachers must meet the requirements for "highly qualified" teachers under NCLB. New professional development standards went into effect in 2003-2004.
- By policy, 3-year-olds are not eligible, but state child care regulations require a maximum class size of 24 and a staff to child ratio of 1:10.
- Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, transition to kindergarten activities, and other locally determined services.
- Children in full-day programs are offered breakfast and lunch. In school-based, half-day programs, nutrition requirements for preschool children are determined locally and are consistent with meal programs available to older children in each school.
- This figure reflects Prekindergarten Program funds only. Districts may use other sources of state money, such as state-aid funds, to support Pre-K.

Massachusetts



The Community Partnerships for Children (CPC) initiative was developed as a result of the Massachusetts School Improvement Act of 1985, which established a state-funded public school early childhood program for children at risk. In 1993, the CPC preschool program expanded to coordinate services offered by all early care and education programs within a community, and in 1996, began focusing on services for 3- and 4-year-olds from working families. Families with incomes below 100 percent of the state median income (SMI) are eligible for scholarship funds through the initiative. Once these families are served, the community may then offer services to children from families earning up to 125 percent of SMI, as well as children from families with higher incomes who have other risk factors such as low birth weight or a parent with a disability. Children are eligible from age 2 years, 9 months until they reach the locally determined kindergarten-eligibility age. Preschool programs serving CPC children must agree to be inclusive and serve children with and without disabilities. Most families are required to pay a fee for services, with tuition based on a sliding scale.

Local CPC councils, made up of parents, public school officials, and other community representatives, receive state funds to expand and coordinate preschool services based on community needs and resources. Private and public agencies provide services. Annual proposals must address specific funding priorities, such as increasing the affordability and quality of early childhood programs. To promote teacher quality, CPC programs in settings other than public schools now require newly hired teachers to attain an AA by 2010, and a BA by 2017. Furthermore, the state adopted two documents in April 2003 that define expectations for early childhood programs. All CPC preschool programs are required to demonstrate their use of both the Early Childhood Program Standards and the Guidelines for Preschool Learning Experiences.

Funding for CPC programs has been cut by nearly one-third since fiscal year 2001. This has limited the quality, quantity, and comprehensiveness of services that communities are able to offer. In 2005, the Department of Early Education and Care was created to coordinate funding streams dedicated to the education and care of Massachusetts' children, to administer a future universal preschool program, and to guide improvements in the breadth and quality of services offered.

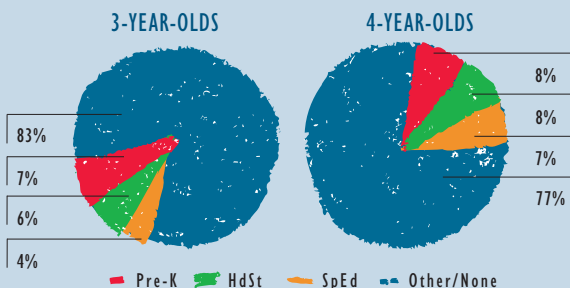
Massachusetts also supplements federal funding for Head Start as a separate initiative. The state provided \$6.14 million to enhance quality and provide for 276 additional Head Start slots in 2004–2005.



ACCESS

Total state program enrollment	-----	14,150
School districts that offer state program	-----	96% (towns)
Income requirement	-----	125% SMI
Hours of operation	-----	Determined locally ¹
Operating schedule	-----	Determined locally ¹
Special education enrollment	-----	8,807
Federally funded Head Start enrollment '03-'04	-----	10,884
State-funded Head Start enrollment	-----	236

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



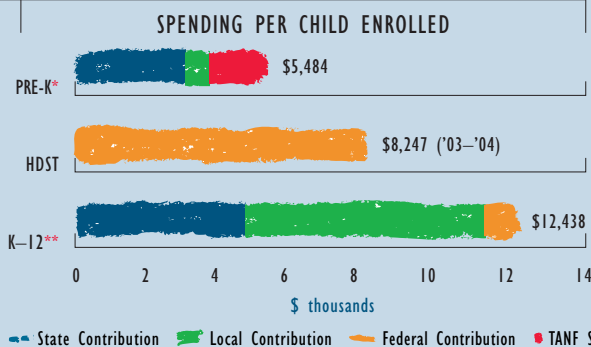
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public), see footnotes ² (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	EC certificate (public), see footnotes ² (nonpublic)	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public), None (nonpublic) ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	20 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, and dental; and support services ⁴	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$68,600,000 ⁶
Local match required?	-----	No
State spending per child enrolled	-----	\$4,848
State Head Start spending	-----	\$6,140,000
State spending per 3-year-old	-----	\$343
State spending per 4-year-old	-----	\$404



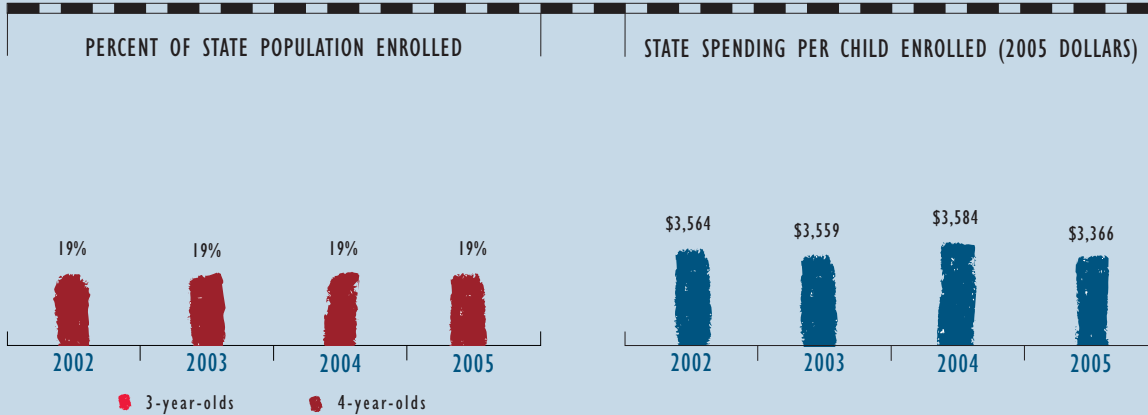
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- Programs operate 2.5 to 10 hours per day, 2 to 5 days per week, depending on families' needs and preferences. At least one-third of children served statewide must be served in full-day, full-year programs.
- Nonpublic school teachers must be certified by the Department of Early Education and Care. Teachers must be either 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development. Family child care providers must have or acquire a CDA, AA, BA, or NAFCC accreditation. All nonpublic teachers must hold an AA degree by 2010.
- Assistant teachers in nonpublic settings must complete a child development course within 9 months and be at least 18 years old. A CDA may be substituted for these requirements.
- Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.
- Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.
- This figure includes \$24 million in TANF funds.

Michigan



The Michigan School Readiness Program (MSRP) began serving at-risk 4-year-old children as a pilot program in 1985. At least 50 percent of the children served must be from families with income below 185 percent of the federal poverty level that also demonstrate at least one of a list of 25 possible risk factors. Children who do not meet the income eligibility criteria may participate only if they exhibit at least 2 of the 25 risk factors. Funding for the program is distributed through formula grants to public schools, and competitive grants to Head Start and private child care centers, as well as mental health and social service agencies. Most direct funding goes to public schools, which may then subcontract with other agencies. Districts are funded based in part on the size of the district and the number of children eligible for free or reduced-price meals.

Reorganization efforts are underway to integrate the state's system of early childhood and related family services. A product of these efforts is the new Early Childhood Investment Corporation (ECIC), which was scheduled to be operating by October 2005, with local collaboratives chosen for the first phase of implementation by February 2006. This interagency initiative is intended to promote a statewide high-quality system by establishing standards and guidelines for early childhood development activities. Other efforts related to program quality include a new prekindergarten early learning standards document that went into effect in March 2005, development of an early learning standards document for infants and toddlers, development of a quality rating system for child care, and continued implementation of an accountability system to assess MSRP program quality.

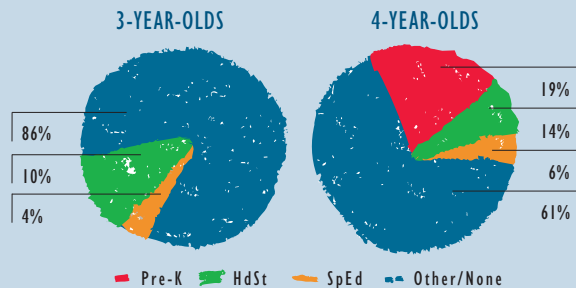
Beginning in 2003–2004, public school districts were allowed to use some of their MSRP funds for parent involvement and education programs. Services offered through these programs are available to parents of children from birth to age 5, and expand the focus of the MSRP beyond classroom or home-based prekindergarten services.



ACCESS

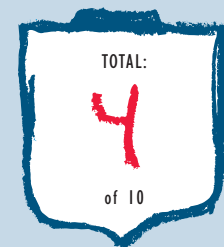
Total state program enrollment	----- 24,862 ¹
School districts that offer state program	----- 81%
Income requirement	--- 50% of children must be below 185% FPL
Hours of operation	----- At least 2.5 hours/day, 4 days/week ²
Operating schedule	----- At least 30 weeks/year
Special education enrollment	----- 13,413
Federally funded Head Start enrollment '03-'04	----- 32,370
State-funded Head Start enrollment	----- 0

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



QUALITY STANDARDS CHECKLIST

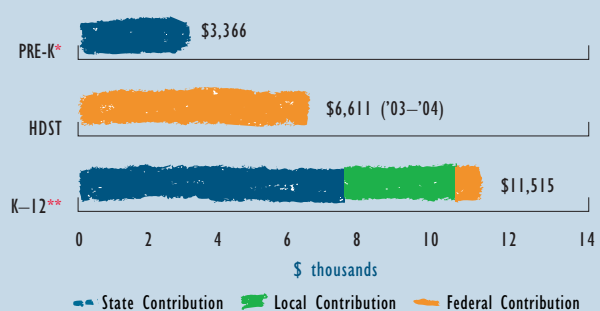
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not specific to Pre-K	Comprehensive	<input type="checkbox"/>
Teacher degree	BA (public) ³ ; AA + CDA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	Teaching certification with ECE endorsement (public); meets CDA requirements (nonpublic)	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 120 clock hours ⁴	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	None ⁵	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 ⁶		
Screening/referral and support services	Support services only ⁷	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	----- Snack ⁸	At least 1/day	<input type="checkbox"/>
Monitoring	----- None ⁹	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	----- \$83,686,700 ¹⁰
Local match required?	----- No
State spending per child enrolled	----- \$3,366
State spending per 3-year-old	----- \$0
State spending per 4-year-old	----- \$637

SPENDING PER CHILD ENROLLED



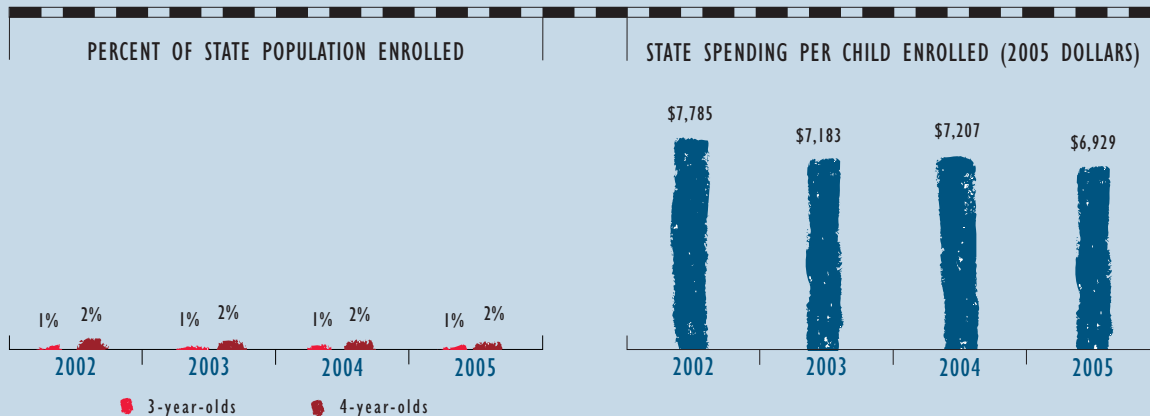
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- This figure is an estimate of children who were enrolled in the program throughout the year. Based on mid-year data reports, approximately 540 children were enrolled in home-based programs.
- Programs are required to offer a minimum of 300 instructional hours per year. Most programs offer 4 half-days per week, but some operate for 2 full-days. Programs may charge tuition if offering a fifth day of class each week, full-day classes, or summer programs.
- As of the 2004-2005 program year, school districts that subcontract with agencies are permitted to follow agency requirements for teachers if they can prove that appropriate personnel were not available.
- Assistant teachers are given 2 years to meet this requirement, but must have one course in child development to start working. An associate's degree is preferred.
- Certified teachers must complete 6 credit hours every 5 years to keep their certification.
- A qualified teacher and associate teacher must be present in rooms with 9-16 children. If more than 16 children are in a class, a third adult (who does not have to meet any specified qualifications) must be present.
- Programs must make referrals but are not required to conduct screenings. Programs that choose to use funds for the Parent Involvement and Education initiative must provide health, vision, hearing, and developmental screenings to all children in their areas. Support services include four parent conferences or home visits, parent involvement activities, and referral to social services.
- Additional meals or snacks are required by child care licensing rules if the program day is extended. If breakfast or lunch is served, it is recommended that the program operate at least 3 hours.
- Although not a requirement, local programs are monitored. Site visits are conducted for agency programs at least once during their 3-year funding cycle.
- This figure is an estimate.

Minnesota



Minnesota supplements federal Head Start and Early Head Start spending through a state-funded Head Start model. Funds are appropriated to 27 private, nonprofit agencies, seven Tribal Governments, and one public school district. Only federal Head Start grantees that existed prior to 1989 are eligible to receive state funds. Programs supported through this initiative are required to follow standards and provide comprehensive services as specified in the federal Head Start Performance Standards. After decreases in state Head Start funding in 2002–2003 and 2003–2004, the state increased funding in 2004–2005 and again in 2005–2006.

Prior to 2003–2004, the state appropriation for Head Start included an annual \$1 million set-aside for Early Head Start grants. The state no longer has these separate Early Head Start grants, although grantees can propose and obtain approval to use some or all of the state allocation for Early Head Start services. The state also no longer sets aside funding for competitive innovative grants.

A separate initiative, the School Readiness Program, supports more than 22 types of services for preschool-age children and their families. In addition to preschool education, other services include parent education through the Early Childhood Family Education program, home visits, and supplementary services for children with special needs. In this report, the School Readiness Program is viewed as a funding stream supporting a variety of locally selected services for preschoolers rather than as a separate, statewide preschool education initiative.

In 2003–2004, 99 percent of Minnesota’s school districts offered services funded by the School Readiness Program. Individual school districts determine how they will use their funds and what types of services will be offered. If School Readiness funds are used in support of prekindergarten, programs are expected to follow standards specified at the state level, including requirements for a maximum class size of 20, staff-child ratios of 1:10 or better, and family support services. Children are prioritized for services based on needs identified through a comprehensive Early Childhood Health and Development Screening.

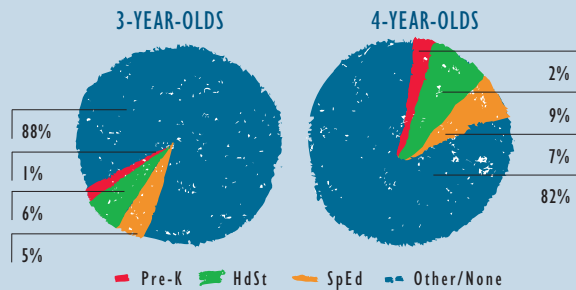
Since the fall of 2002, the state agency has conducted a school readiness study involving a developmental assessment of a random sample of children within the first six weeks of kindergarten entrance. The state’s Early Learning Standards (Early Childhood Indicators of Progress) are aligned with the Minnesota Kindergarten Standards and Head Start Outcomes.



ACCESS

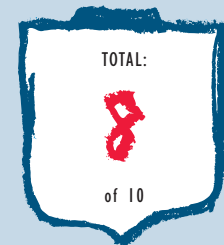
Total state program enrollment	2,468 ¹
School districts that offer state program	[see footnotes] ²
Income req. - 90% of children must be at or below 100% FPL	
Hours of operation	At least 3.5 hours/day, 4 days/week ³
Operating schedule	Determined locally ³
Special education enrollment	7,435
Federally funded Head Start enrollment '03-'04	9,968
State-funded Head Start enrollment	2,048 ⁴

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



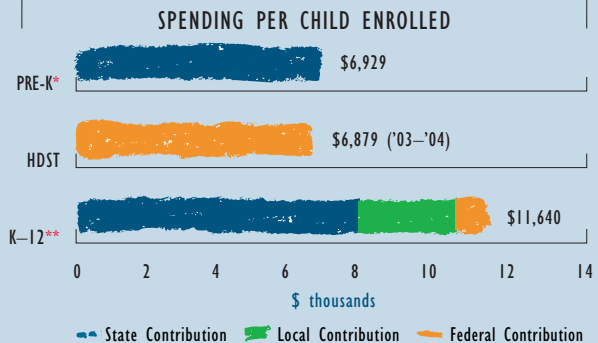
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA ⁵	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements ⁵	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Meets child care regs. ⁶	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	1.5% or 2% of total work hours ⁷	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, and dental; and support services ⁸	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Lunch and/or breakfast ⁹	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$17,100,000 ¹⁰
Local match required?	No
State spending per child enrolled	\$6,929
State Head Start spending	\$17,100,000 ¹⁰
State spending per 3-year-old	\$86
State spending per 4-year-old	\$133



* 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 '04-'05 school year, unless otherwise noted.

- This enrollment total includes an estimated 268 children under age 3 and an estimated 152 5-year-olds.
- In 2004-2005, Head Start funding was allocated to one school district, seven tribal governments, and 27 private, nonprofit agencies, each serving one or more counties. State Head Start grantees include all federally designated Head Start grantees in Minnesota as of 1989.
- Programs must comply with federal Head Start Performance Standards or receive explicit state approval for any proposed variation that does not comply with federal standards. Programs must operate at least 3.5 hours per day, 4 days per week, and 32 weeks per year.
- This is an estimate of the total number of 3- and 4-year-olds. Grantees generally do not identify enrollment by funding source.
- Programs must comply with the Head Start Act, which requires that at least 50% of all Head Start teachers nationwide in center-based programs have an associate's, bachelor's, or advanced degree in early childhood education—or in a related field, with experience teaching preschoolers. The majority of teachers employed in Minnesota Head Start programs have at least an associate's degree and a certificate/licensure/endorsement for preschool education.
- Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as a high school diploma, 12 quarter units in early childhood or a related field, and 2,080 hours of experience.
- Non-degreed staff are required to complete 2% of their total working hours for in-service training (full-time employment requires 40 hours of in-service), and degreed staff are required to complete 1.5% of total working hours for in-service training.
- Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.
- Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs, and full-day programs to provide one-half to two-thirds of daily nutritional needs.
- All spending through this initiative is directed toward Head Start programs.

Mississippi

NO PROGRAM

ACCESS RANKING—4s

ACCESS RANKING—3s

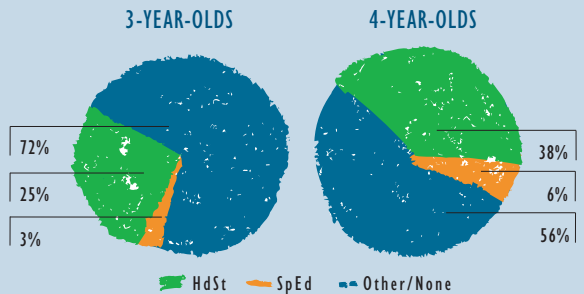
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment - - - - -	0
School districts that offer state program - - - - -	NA
Income requirement - - - - -	NA
Hours of operation - - - - -	NA
Operating schedule - - - - -	NA
Special education enrollment - - - - -	3,862
Federally funded Head Start enrollment '03-'04 - - - - -	25,638
State-funded Head Start enrollment - - - - -	0

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

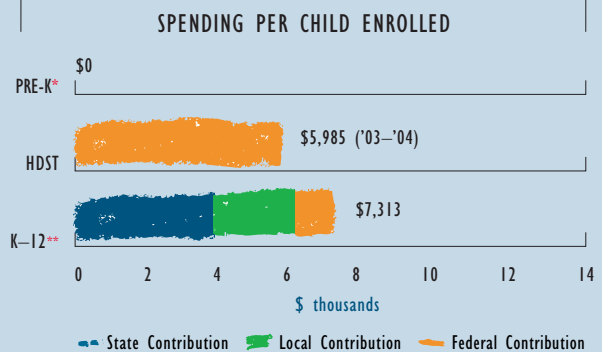


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending - - - - -	\$0
Local match required? - - - - -	NA
State spending per child enrolled - - - - -	\$0
State spending per 3-year-old - - - - -	\$0
State spending per 4-year-old - - - - -	\$0

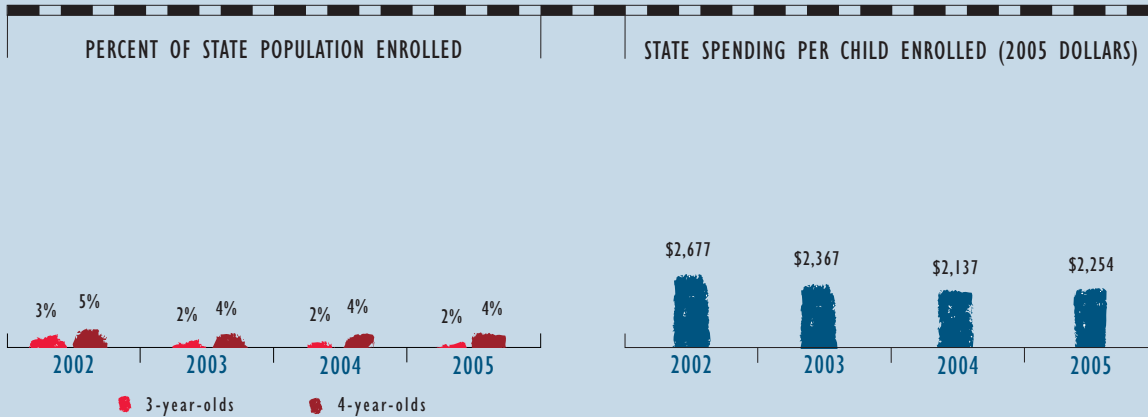


* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

Missouri



In 1998, the Early Childhood Development Education and Care Fund provided for the establishment of the Missouri Preschool Project (MPP). MPP funds are supported by gaming revenues and have been distributed through competitive grants since 1999. Public schools, Head Start, private child care centers, and group child care homes may receive these funds directly from the state or through subcontracts. While there are no specified enrollment criteria, programs receive priority funding through the competitive grant process if they serve children with special needs or from low-income households. Grantees employ sliding payment scales chosen at the local level. MPP provides services to children at ages 3 and 4.

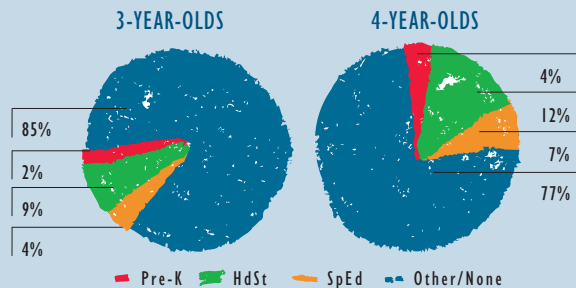
Each program is required to reserve at least 10 percent of its grant to provide professional development opportunities for teachers employed within the same community by other licensed programs. Recently established programs receive on-site technical assistance and additional opportunities for teacher training.



ACCESS

Total state program enrollment	-----	4,707
School districts that offer state program	-----	26% ¹
Income requirement	-----	None ²
Hours of operation	-----	Determined locally ³
Operating schedule	-----	Determined locally ³
Special education enrollment	-----	8,398
Federally funded Head Start enrollment '03-'04	-----	14,804
State-funded Head Start enrollment	-----	0

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



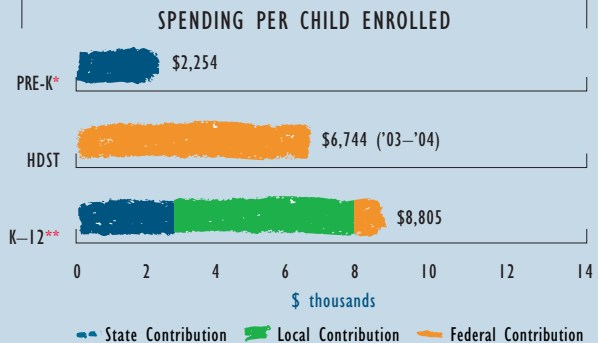
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	----- Comprehensive ⁴	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	----- BA (public), CDA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	----- License and certificate in EC or ECSE, or 4-yr CD degree (public); Meets CDA requirements (nonpublic)	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	----- HSD + voc. cert. in ECE (public), HSD (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	----- 12 clock hours and 2 full-day trainings ⁵	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	----- 20		
4-year-olds	----- 20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	----- 1:10		
4-year-olds	----- 1:10		
Screening/referral and support services	----- None	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	----- Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	----- None ⁷	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$10,609,869
Local match required?	-----	No
State spending per child enrolled	-----	\$2,254
State spending per 3-year-old	-----	\$54
State spending per 4-year-old	-----	\$92



* 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 '04-'05 school year, unless otherwise noted.

- 1 In addition, programs are offered by 56 private providers and 15 non-profit providers.
- 2 Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.
- 3 Programs apply as either a full-day (6.5 hour) or half-day (3 hour) program. Programs awarded in 1998-1999 had the option of operating 4 days per week with the fifth day for home visiting, but this practice is being phased out. Programs are required to operate for a minimum of 9 months, but may choose to operate year-round.
- 4 Physical Development, Health, and Safety standards were added in 2004, making Missouri's early learning standards comprehensive.
- 5 Teachers are required to attend at least two full-day training programs and receive on-site technical assistance.
- 6 Child care licensing requires full-day programs to offer lunch and two snacks and half-day programs to offer morning or afternoon snacks.
- 7 Annual final report monitoring is not required; however, department supervisors visit once every 5 years.

Montana

NO PROGRAM

ACCESS RANKING—4s

ACCESS RANKING—3s

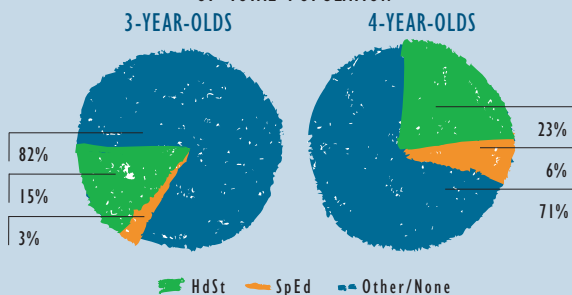
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	979
Federally funded Head Start enrollment '03-'04	3,888
State-funded Head Start enrollment	0

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

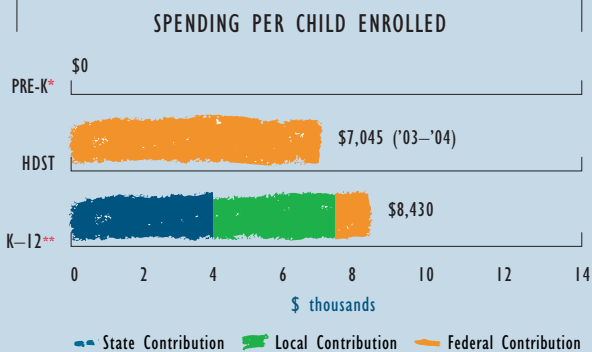


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0

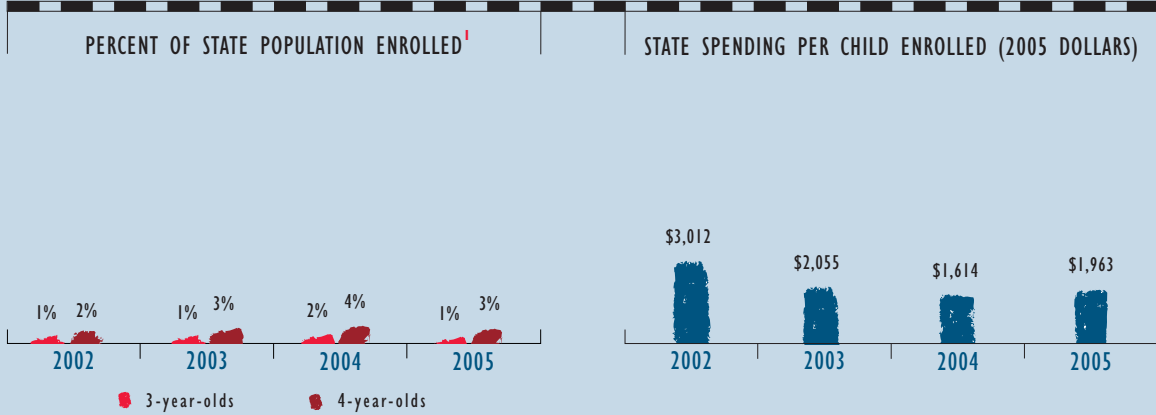


* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

Nebraska



The pilot program that served as the basis for Nebraska’s Early Childhood Grant Program was created in 1990 and first implemented in 1992 with \$500,000 in funding. Through legislation in 2001, additional funds were made available to expand the initiative and increase the number of classrooms. The state provides grants to public schools and educational service units, which may then partner with other public schools and community programs, such as private child care centers or Head Start providers. Grants are intended to support collaboration, and all grantees are required to cover at least half of the program costs using other federal, state or local sources.

Due to revisions made in 2002 to state regulations, programs are required to increase staff qualifications and expectations for program quality. The same regulations apply to all programs, regardless of setting.

Although most participants are 3 or 4 years old, children may enter the Early Childhood Grant Program as early as 6 weeks of age. Programs are required to set aside a minimum of 70 percent of their budgets to provide for children who meet at least one of four priority areas identified by the state. These priority areas are: children eligible for free or reduced-price lunch, children born prematurely or with low birth weights, children of teen parents who have not completed high school, and English Language Learners.

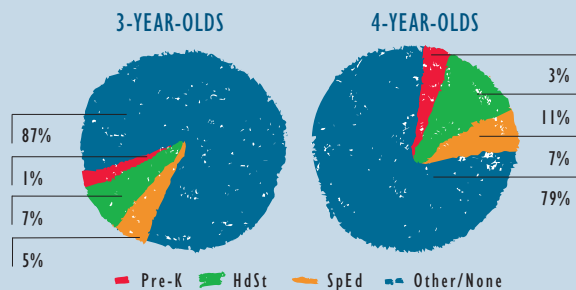
In 2005, the state released the Nebraska Early Learning Guidelines. Intended for children ages 3 to 5, these standards address many areas of development including social and emotional, health and physical, and language and literacy, among others. A draft version of guidelines for children from birth to age 3 has also been developed.



ACCESS

Total state program enrollment	1,068
School districts that offer state program	6%
Income requirement	185% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Academic year
Special education enrollment	2,811
Federally funded Head Start enrollment '03-'04	4,196
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

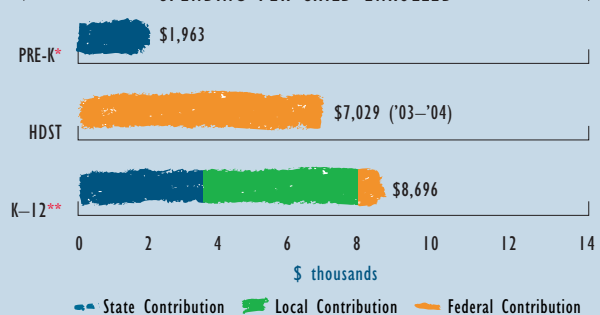
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ⁴	Comprehensive	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification and EC endorsement	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	12 cr. hours in EC or equivalent	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	12 clock hours	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Support services only ⁵	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$2,097,000
Local match required?	Yes ⁷
State spending per child enrolled	\$1,963
State spending per 3-year-old	\$23
State spending per 4-year-old	\$54

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 '04-'05 school year, unless otherwise noted.

¹ Reported enrollment for 2003-2004 is inflated due to a duplicated count.

² Grants are competitive with priority given to districts with large English Language Learner or low-income populations.

³ Programs are required to operate a minimum of 12 hours per week.

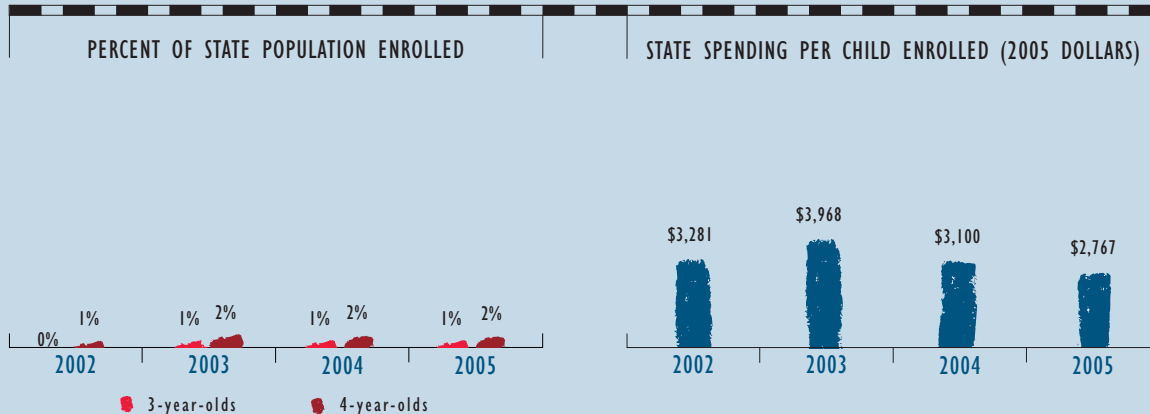
⁴ The Nebraska Early Learning Guidelines were released in 2005. These guidelines are comprehensive and are intended for children ages 3 to 5.

⁵ Support services include two parent conferences or home visits, parenting support or training, parent involvement activities, transition to kindergarten activities, and family development and support based on needs.

⁶ As of 2005-2006, programs are required to provide a meal. Prior to this requirement, most programs provided lunch, and some offered breakfast as well, depending on the hours children were in attendance.

⁷ The state funds up to 50% of total cost per child; districts provide the remainder using local and other funds.

Nevada



The Nevada Early Childhood Education Comprehensive Plan (ECE) began operating in 2002 to fund new prekindergarten programs in the state and expand existing programs. Funding is provided through a competitive grant process to public schools and community-based organizations including private child care centers, family child care homes, and Head Start. Grantees are required to offer programs that are responsive to needs of the host community; each program develops detailed eligibility criteria based on those needs. Children from birth to age 5 are eligible to receive services, although most enrollees are 4-year-olds. All programs give priority to children from low-income families. ECE program quality is controlled primarily through the requirements of the competitive grant process rather than through explicit policy.

An additional initiative known as Classroom on Wheels (COW) offers preschool opportunities for 3- and 4-year-olds. COW makes scheduled stops using buses that have been refurbished as classrooms. Initially a grassroots effort, COW has grown into a statewide program. Until 2003, it was funded as a line item in the state budget, without specific program requirements. Beginning with the 2003–2004 program year, the COW initiative was consolidated under the same legislation as the ECE initiative. As a result, the quality standards for ECE now apply to COW as well, and the data in this report represent both programs for the first time.

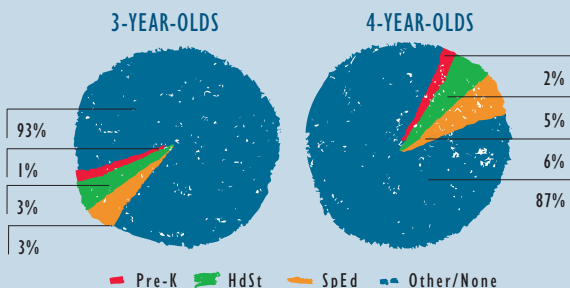
In 2004, state content standards for prekindergarten were adopted, and then a statewide professional development system was created for training teachers on the standards. Nevada’s state-funded Pre-K programs will be required to follow the state’s early learning standards during the 2005–2006 school year. Additional changes for ECE effective during 2005–2006 include new requirements that programs operate at least 10 hours per week and that each program have a plan for a longitudinal evaluation of its effectiveness for children’s academic achievement and parental involvement. An earlier recommendation for maximum group sizes of 16 children for 3-year-olds and 20 children for 4-year-olds—with two adults present in each group—was changed to a requirement. Also, a guaranteed set-aside for COW was eliminated, and COW programs were required to compete for funding along with ECE programs.



ACCESS

Total state program enrollment	-----	1,047 ¹
School districts that offer state program	-----	65%
Income requirement	-----	None ²
Hours of operation	-----	Determined locally ³
Operating schedule	-----	Determined locally ³
Special education enrollment	-----	2,951
Federally funded Head Start enrollment '03-'04	-----	2,872
State-funded Head Start enrollment	-----	0

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



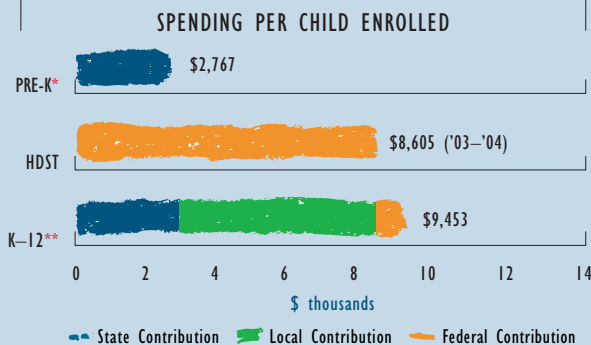
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	-----	None ⁴	Comprehensive <input type="checkbox"/>
Teacher degree	-----	BA ⁵	BA <input checked="" type="checkbox"/>
Teacher specialized training	-----	ECE license or EC endorsement on K-8 license ⁵	Specializing in Pre-K <input checked="" type="checkbox"/>
Assistant teacher degree	-----	GED or HSD ⁶	CDA or equivalent <input type="checkbox"/>
Teacher in-service	-----	5 credit hours/5 years	At least 15 hours/year <input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	-----	No limit ⁷	
4-year-olds	-----	No limit ⁷	
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	-----	No limit ⁷	
4-year-olds	-----	No limit ⁷	
Screening/referral and support services	-----	Support services only ⁸	Vision, hearing, health; and at least 1 service <input type="checkbox"/>
Meals	-----	None	At least 1/day <input type="checkbox"/>
Monitoring	-----	Site visits and other monitoring	Site visits <input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$2,896,583
Local match required?	-----	No
State spending per child enrolled	-----	\$2,767
State spending per 3-year-old	-----	\$16
State spending per 4-year-old	-----	\$68



* 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 '04-'05 school year, unless otherwise noted.

- 1 This enrollment total includes 14 children under age 3.
- 2 Although there is no income requirement, all programs give priority to children from low-income families.
- 3 Most programs operate 2.5 hours per day, 4 days per week and follow a typical school year.
- 4 The Nevada Pre-Kindergarten Content Standards were approved in March 2004, and beginning in 2005-2006 all programs will be required to use the standards. The standards are specific to preschool-age children and address all NEGP domains. A professional development system has been created that includes training for teachers on the standards, and guidebooks for teachers and parents.
- 5 Currently employed COW teachers were grandfathered in as of 2003-2004, with the goal that they fulfill the teacher credential requirements. All new hires must be credentialed teachers, and most COW classrooms now have a credentialed teacher.
- 6 Assistant teachers in Title I schools must meet applicable requirements.
- 7 As of 2005-2006, all classrooms must have two adults, with a maximum class size of 16 for 3-year-olds, 20 for 4-year-olds, and 25 for 5-year-olds.
- 8 Screening and referral requirements are decided at the local level. Each program is required to have a parent involvement component that typically encompasses home visits, classroom volunteering, literacy nights, parenting classes, workshops, ESL classes, and parent conferences.

New Hampshire

NO PROGRAM

ACCESS RANKING—4s

ACCESS RANKING—3s

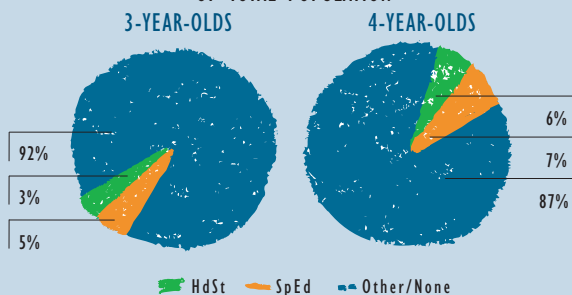
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,652
Federally funded Head Start enrollment '03-'04	1,336
State-funded Head Start enrollment	0

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

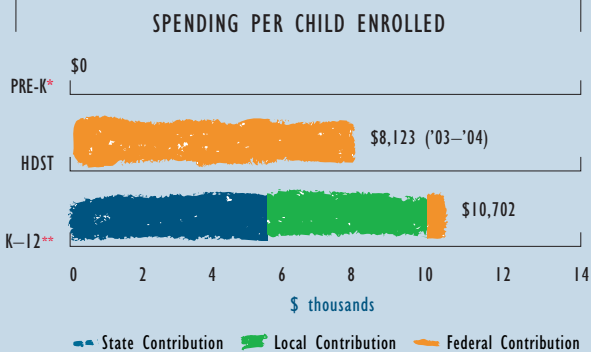


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$241,337
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0

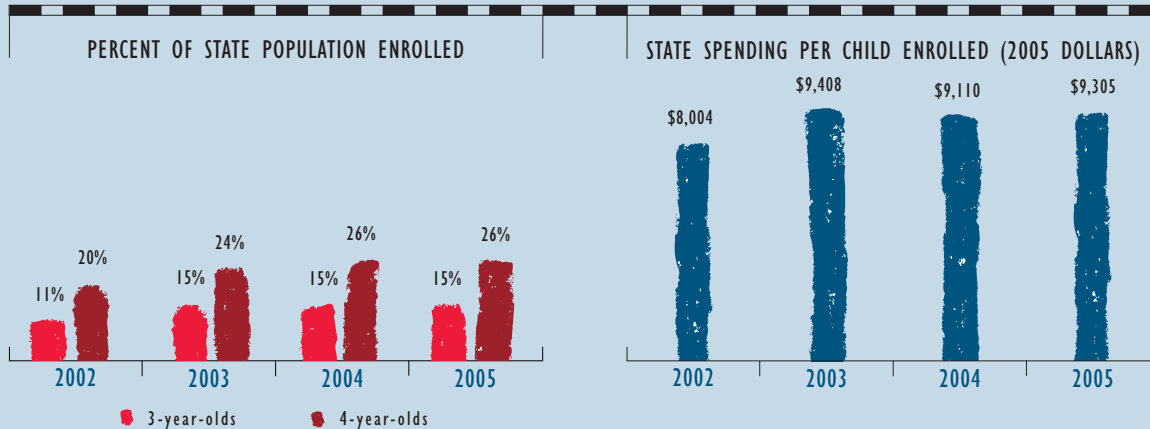


* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

New Jersey



As a result of a 1998 state Supreme Court ruling, New Jersey's Abbott program is offered in the state's 31 highest poverty districts. The goal of this program is to provide high-quality preschool for all 3- and 4-year-olds in districts where at least 40 percent of children qualify for free or reduced-price meals. Funds from the Department of Education are provided to Abbott school districts. The districts may serve children in district public schools or contract with private providers and Head Start agencies to provide preschool programs. Additional money from the Department of Human Services is available to fund extended-day services for up to 10 hours per day. School districts are responsible for ensuring that individual programs, regardless of setting, meet the standards set out by the state Supreme Court. Teacher salaries are fully funded through the Abbott program, so that teachers in private centers are paid on the public school salary scale. In addition, annual evaluations are conducted in every district to promote uniform quality for every child.

State funds also support Non-Abbott Early Childhood Program Aid (ECPA), which provides half-day preschool primarily to 4-year-olds in 102 additional districts. State funds are provided for districts in which 20 to 40 percent of children qualify for free or reduced-price lunch. The majority of programs are in public schools, but some operate in Head Start or private child care centers. ECPA funds are also used to support full-day kindergarten and improve services for children up to grade 3.

To improve program quality, ECPA districts are aligning their standards with the high-quality program standards used in the Abbott districts. New regulations that reduce class size and require assistant teachers in every ECPA classroom went into effect in September 2005. The development of Abbott and Non-Abbott versions of the Preschool Program Implementation Guidelines has helped districts improve quality and meet state expectations.

A third program, the Early Launch to Learning Initiative (ELLI), began serving children in 2004 as part of an effort to provide access to high-quality preschool for all 4-year-olds by 2010. All districts that serve elementary-aged children are encouraged to apply. The level of funding is based on the number of low-income children to be served. Districts already providing preschool through other funding sources are eligible to apply for funding to cover all income-eligible children if they plan to expand their program. Districts receiving ECPA funds, with the exclusion of Abbott districts, are eligible for funding to increase from half-day to full-day programs.

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

STATE OVERVIEW

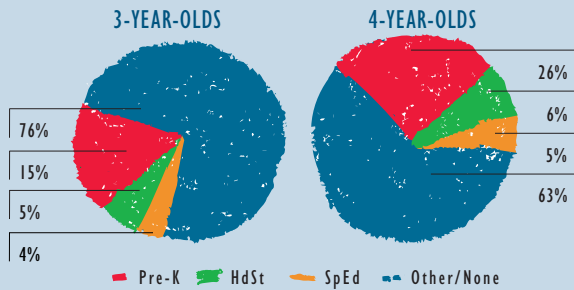
Total state program enrollment - - - - -	46,464
Total state spending - - - - -	\$432,347,956
State spending per child enrolled - - - - -	\$9,305
State spending per 3-year-old - - - - -	\$1,536
State spending per 4-year-old - - - - -	\$2,226

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

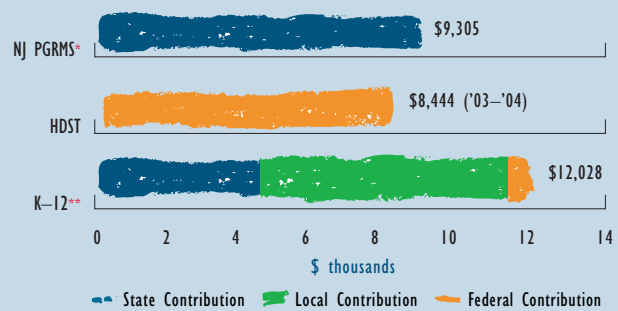
** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '04-'05 school year, unless otherwise noted.

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



SPENDING PER CHILD ENROLLED



ACCESS RANKING—4s

12

ACCESS RANKING—3s

1

RESOURCES RANKING

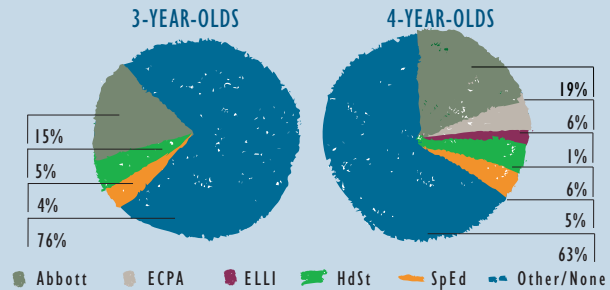
1

NEW JERSEY ABBOTT PRESCHOOL PROGRAM

ACCESS

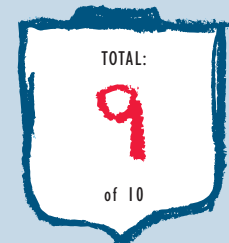
Total state program enrollment	-----	38,683
School districts that offer state program	-----	6%
Income requirement	-----	None ¹
Hours of operation	-----	10 hours/day, 5 days/week ²
Operating schedule	-----	Determined locally ²
Special education enrollment	-----	10,509
Federally funded Head Start enrollment '03-'04	-----	13,679
State-funded Head Start enrollment	-----	0

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



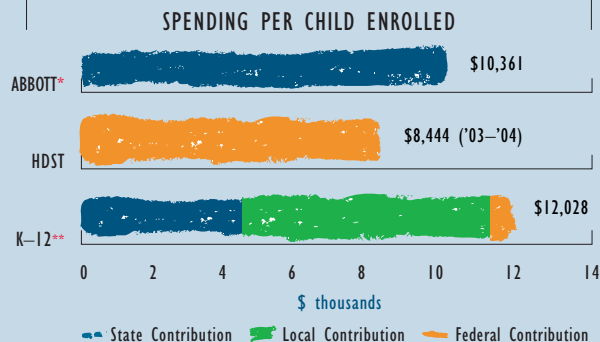
QUALITY STANDARDS CHECKLIST

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



RESOURCES

Total state Pre-K spending	-----	\$400,782,544 ⁵
Local match required?	-----	No
State spending per child enrolled	-----	\$10,361
State spending per 3-year-old	-----	\$1,531
State spending per 4-year-old	-----	\$1,953



* 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 '04-'05 school year, unless otherwise noted.

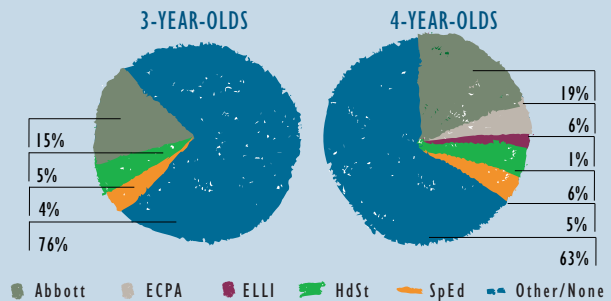
¹ Only districts where at least 40% of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate.
² Funds from the Department of Human Services (DHS) are combined with DOE funds to operate programs for 10 hours per day and 245 days per year. At least 180 days must include the 6-hour educational day plus 4 hours of wrap-around services. Some districts may choose to provide 10 hours of service per day for more than 180 days.
³ Teachers who worked in center-based programs before the degree requirement was implemented have until September 2006 to meet the requirement. In 2005, fewer than 1.5% of teachers did not yet meet the degree requirement.
⁴ Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.
⁵ This figure reflects DOE funds only, and does not include additional funds from the DHS. The DOE mandates and pays for a 6-hour educational day, and the DHS provides approximately \$3,700 per child to extend operation to a 10-hour day.

NEW JERSEY NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

ACCESS

Total state program enrollment	-----	7,247
School districts that offer state program	-----	19%
Income requirement	-----	None ¹
Hours of operation	-----	At least 3 hours/day, 5 days/week
Operating schedule	-----	Academic year
Special education enrollment	-----	10,509
Federally funded Head Start enrollment '03-'04	-----	13,679
State-funded Head Start enrollment	-----	0

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



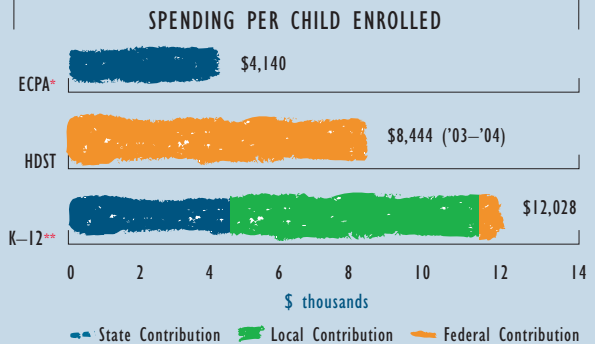
QUALITY STANDARDS CHECKLIST

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



RESOURCES

Total state Pre-K spending	-----	\$30,000,000 ⁴
Local match required?	-----	No
State spending per child enrolled	-----	\$4,140
State spending per 3-year-old	-----	\$5
State spending per 4-year-old	-----	\$259



^{*} 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 '04-'05 school year, unless otherwise noted.

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

² Support services include education services or job training for parents, parent involvement activities, transition to kindergarten activities, and other locally determined services.

³ Meals are required in full-day programs.

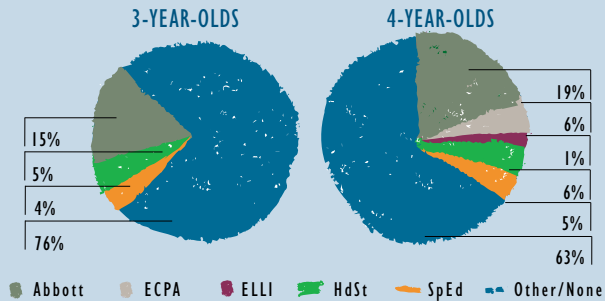
⁴ This figure is an estimate of state funds directed to services for preschool-age children.

NEW JERSEY EARLY LAUNCH TO LEARNING INITIATIVE

ACCESS

Total state program enrollment	-----	534
School districts that offer state program	-----	5%
Income requirement	-----	185% FPL ¹
Hours of operation	-----	Determined locally ²
Operating schedule	-----	Academic year
Special education enrollment	-----	10,509
Federally funded Head Start enrollment '03-'04	-----	13,697
State-funded Head Start enrollment	-----	0

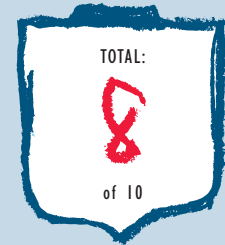
STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT
Early learning standards	----- Comprehensive
Teacher degree	----- BA
Teacher specialized training	----- EC certification
Assistant teacher degree	----- HSD
Teacher in-service	----- 100 clock hours/5 years
Maximum class size	
3-year-olds	----- NA
4-year-olds	----- 20
Staff-child ratio	
3-year-olds	----- NA
4-year-olds	----- 1:10
Screening/referral	Vision, hearing, health, and
and support services	----- developmental; and support services ³
Meals	----- Depend on length of program day ⁴
Monitoring	----- Site visits and other monitoring

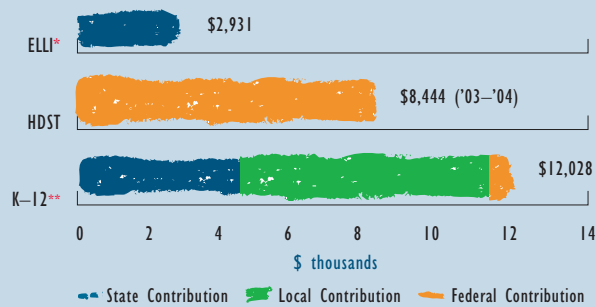
BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Comprehensive	<input checked="" type="checkbox"/>
BA	<input checked="" type="checkbox"/>
Specializing in Pre-K	<input checked="" type="checkbox"/>
CDA or equivalent	<input type="checkbox"/>
At least 15 hours/year	<input checked="" type="checkbox"/>
20 or lower	<input checked="" type="checkbox"/>
1:10 or better	<input checked="" type="checkbox"/>
Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
At least 1/day	<input type="checkbox"/>
Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$1,565,412
Local match required?	-----	Yes ⁵
State spending per child enrolled	-----	\$2,931
State spending per 3-year-old	-----	\$0
State spending per 4-year-old	-----	\$14

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 '04-'05 school year, unless otherwise noted.

¹ Special circumstances may be considered beyond income, such as parental health or the number of children in a household under the age of 5.

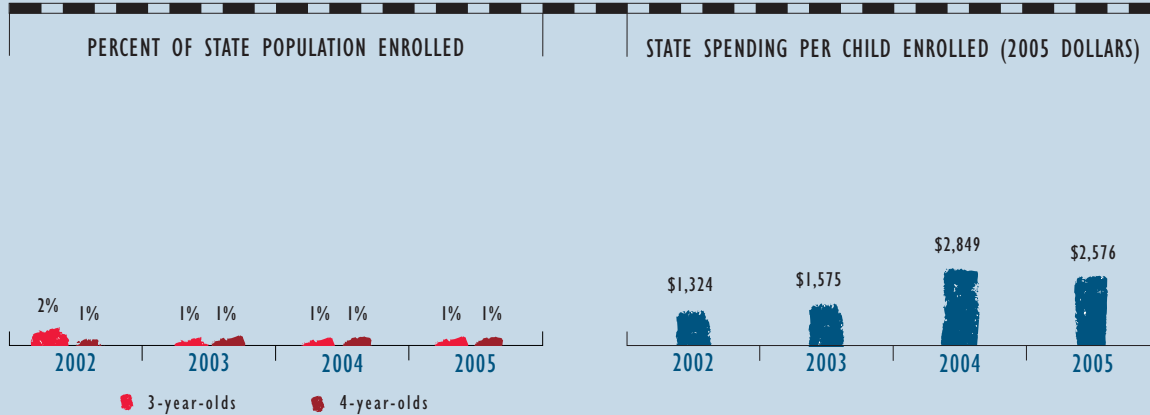
² Programs operate either half-day (2 hours, 45 minutes) or full-day (6 hours), and for 5 days per week.

³ Support services include parent involvement activities and transition to kindergarten activities.

⁴ Full-day programs must offer breakfast and lunch.

⁵ Special education and local funding or tuition must be used to meet costs beyond DOE funding.

New Mexico



In 1991, New Mexico began appropriating funds for the Child Development Program, which provides prekindergarten as well as home visits, family support services, and other types of services for children from birth to age 5. The Child Development Program serves children at risk who do not qualify for other eligibility-based programs, with enrollment priorities based on local needs. This allows individual communities to target children with identified risks such as having a teen parent, having special emotional or mental health needs, being homeless, or having a family income below poverty.

Funding for prekindergarten is provided to public schools, private child care centers, and institutions of higher education. Participating programs are required to offer comprehensive services and work toward accreditation. The Child Development Program also funds home-based services such as the Parents as Teachers program and hospital-based services for high-risk infants.

All programs that children attend on a regular basis are required to use the Focused Portfolio System, which assists teachers in observing and documenting children’s cognitive, social, emotional and physical development. Teachers also use the information from their observations in their communications with parents as well as to modify the curriculum and plan appropriate activities based upon individual children’s strengths, needs and interests.

For the 2005–2006 year, funding for programs will be reduced by 6.6 percent because of budget shortfalls in the Children, Youth and Families Department (CYFD). One home-visiting program will no longer be funded and other programs may have to reduce services.

New Mexico also dedicated \$1.65 million in state funds to enhance services in federal Head Start classrooms.

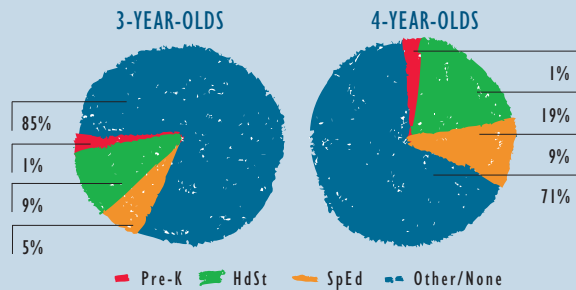
A new state-funded preschool initiative, New Mexico Pre-K, began serving children during the 2005–2006 school year. This program is designed to serve a larger number of preschoolers than the Child Development Program, and is targeted specifically to 4-year-olds. In 2005–2006, there were a total of 88 classrooms in 31 New Mexico Pre-K programs throughout the state. Funds are awarded competitively, with a total budget during 2005–2006 of about \$5 million in state funds.



ACCESS

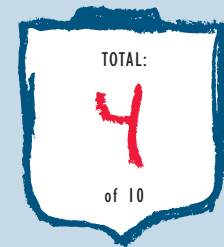
Total state program enrollment	396 ¹
School districts that offer state program	15%
Income requirement	None
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	3,798
Federally funded Head Start enrollment '03-'04	7,158
State-funded Head Start enrollment	0

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



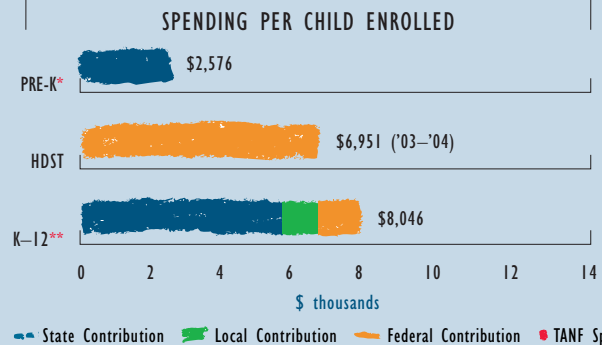
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ³	Comprehensive	<input type="checkbox"/>
Teacher degree	BA (public), 45-hour entry-level course (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	EC, EE, or SpEd license (public); None (nonpublic)	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	Educational Assistant Licensure (public), None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	24 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	24 ⁴		
4-year-olds	24 ⁴		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	1:12 ⁴		
4-year-olds	1:12 ⁴		
Screening/referral	Vision, hearing, health, and and support services	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	At least 1 meal ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$1,019,900 ⁷
Local match required?	No
State spending per child enrolled	\$2,576
State Head Start spending	\$1,650,000
State spending per 3-year-old	\$15
State spending per 4-year-old	\$24



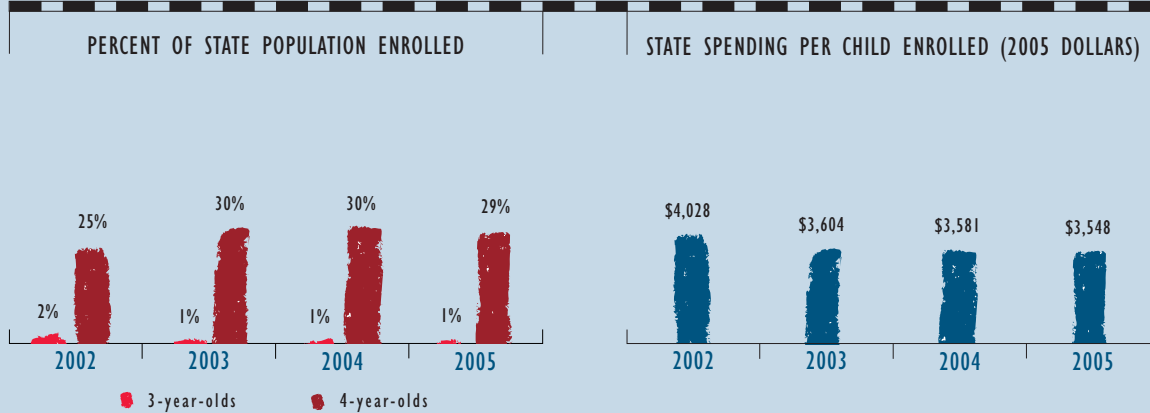
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- This figure does not include the 474 children from birth to age 3 who are also served in Child Development programs.
- Most programs are full day, full-week, although two school-based rural programs operate 4 days per week. School-based programs operate during the academic year, while community-based programs typically operate year round.
- In 2005, a draft was released of new Pre-Kindergarten Program Standards and Early Learning Outcomes. These learning outcomes will apply to the new Pre-K initiative and be used by the current Child Development programs that serve 4-year-olds.
- This requirement reflects child care licensing standards.
- Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and child assessments.
- Center-based programs that meet for at least a half-day session must provide meals. This applies to all of the Child Development programs that serve 3- and 4-year-olds.
- This figure represents an estimate of funding that supported 3- and 4-year-olds only, and does not include additional funds for children from birth to age 3.

New York



The New York state Legislature created the Experimental Prekindergarten (EPK) program in 1966, shortly after the federal Head Start program was established. The initiative, now referred to as the Targeted Prekindergarten (TPK) program, supports a half-day preschool program that also provides social services, a meal and snack, and family involvement opportunities. The TPK program serves 4-year-olds living in 96 districts, and at least 80 percent of enrollees must come from economically disadvantaged families. All programs are operated by public schools. Teachers are required to have a Master's degree (unless they had a Bachelor's degree prior to 1978) as well as certification in Nursery–Grade 6 or, if certified after February 2004, Birth–Grade 2. State funding for TPK reached \$54 million in fiscal year 1995, but the program subsequently experienced flat or reduced funding until a funding increase to \$54.3 million in fiscal year 2004.

The Universal Prekindergarten (UPK) program, a second state-funded prekindergarten initiative, was established in 1997 with the aim of making prekindergarten accessible to all 4-year-olds in the state. Priority was initially given to economically disadvantaged children with the intention to gradually increase access so that by 2002 the program would be available to all 4-year-olds whose families wanted to participate. However, since UPK funding has remained level in recent years, planned program expansion has not occurred, and the program currently reaches only about 25 percent of the state's 4-year-olds. Districts are required to offer enrollment based on a random lottery system so that children are equitably selected to fill available slots.

UPK funds flow through public schools, but at least 10 percent of funds are required to be used in subcontracts with Head Start, private child care providers, or other community-based organizations. In practice, more than half of UPK funds are subcontracted to these agencies. All public school teachers in the UPK program must meet the same degree and certification requirements that apply to teachers in the TPK program. A legislative amendment requires teachers in community-based programs to be supervised by an on-site certified teacher effective with the 2005–2006 school year. Beginning in September 2006, teachers in community-based UPK programs will be required to have the same credentials as teachers in public schools.

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

STATE OVERVIEW

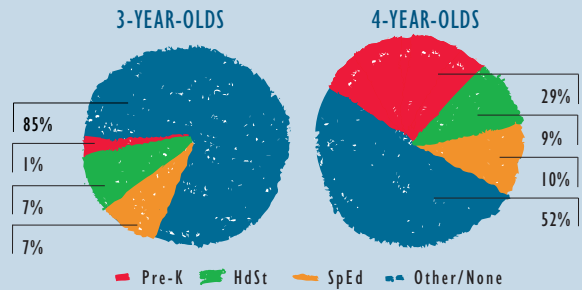
Total state program enrollment - - - - -	69,454
Total state spending - - - - -	\$246,422,978
State spending per child enrolled - - - - -	\$3,548
State spending per 3-year-old - - - - -	\$17
State spending per 4-year-old - - - - -	\$1,013

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

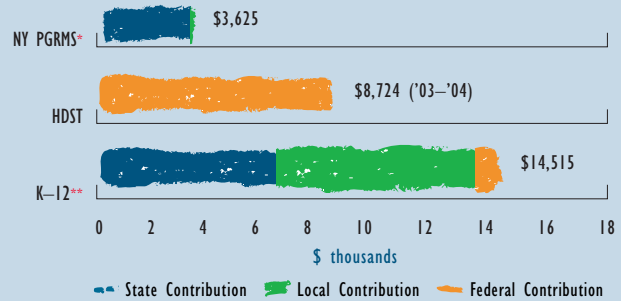
** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '04-'05 school year, unless otherwise noted.

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



SPENDING PER CHILD ENROLLED



ACCESS RANKING—4s

10

ACCESS RANKING—3s

27

RESOURCES RANKING

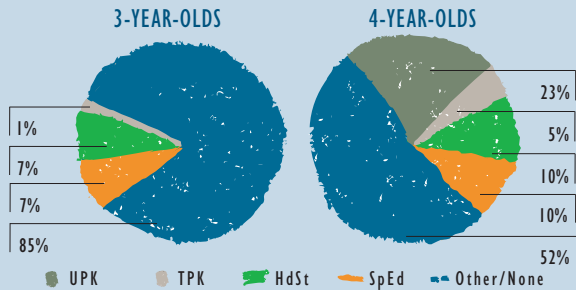
14

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	-----	55,461
School districts that offer state program	-----	29%
Income requirement	-----	None
Hours of operation	-----	Determined locally ¹
Operating schedule	-----	Academic year
Special education enrollment	-----	42,496
Federally funded Head Start enrollment '03-'04	-----	41,628
State-funded Head Start enrollment	-----	0

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



QUALITY STANDARDS CHECKLIST

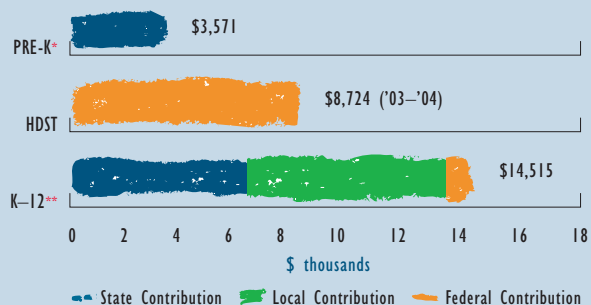
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA prior to 1978, MA after (public); 9 credits toward CDA (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	Certification in Birth-Grade 2 (public), 9 credits toward CDA (nonpublic) ^{2,3}	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	Level I certification (public), ⁴ HSD (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	175 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	-----		
4-year-olds	-----		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	-----		
4-year-olds	-----		
Screening/referral and support services	Support services only ⁵	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$198,063,061
Local match required?	-----	No
State spending per child enrolled	-----	\$3,571
State spending per 3-year-old	-----	\$0
State spending per 4-year-old	-----	\$828

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 '04-'05 school year, unless otherwise noted.

¹ Programs operate for either a half-day (2.5 hours) or full-day (5 hours), 5 days per week.

² Beginning in September 2006, teachers in community-based UPK programs will be required to have the same credentials as teachers in public schools. When this requirement goes into effect, the UPK program will meet the NIEER benchmarks for teacher degree and teacher specialized training requirements.

³ For the 2003-2004 program year, 79% of UPK teachers were reported to be state certified. In February 2004, the required certification changed from a certificate in Pre-K-6 or N-6.

⁴ Level I certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test. This requirement went into effect in February 2004.

⁵ Physical exams must have been conducted by a pediatrician within the previous year, and districts must conduct screenings for new entrants. Support services include parent involvement activities, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is determined locally.

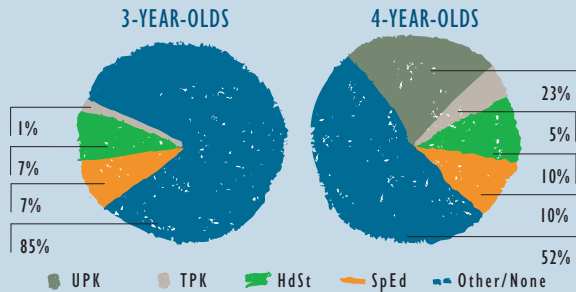
⁶ Programs operating less than 3 hours must provide a nutritional meal or snack. Programs operating more than 3 hours must provide appropriate meals and snacks to ensure that nutritional needs of children are met.

NEW YORK TARGETED PREKINDERGARTEN

ACCESS

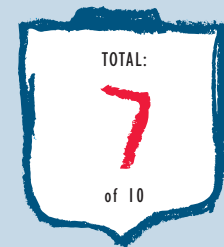
Total state program enrollment	-----	13,993
School districts that offer state program	-----	14%
Income requirement	-----	Economically disadvantaged ¹
Hours of operation	-----	Determined locally ²
Operating schedule	-----	Academic year
Special education enrollment	-----	42,496
Federally funded Head Start enrollment '03-'04	-----	41,628
State-funded Head Start enrollment	-----	0

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



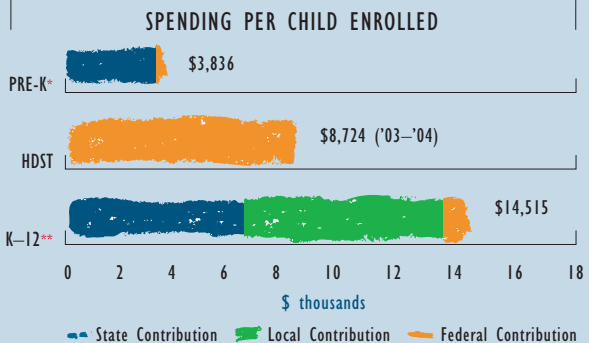
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	-----	Not comprehensive	<input type="checkbox"/>
Teacher degree	-----	BA prior to 1978, MA after	<input checked="" type="checkbox"/>
Teacher specialized training	-----	Certification in Birth-Grade 2 ³	<input checked="" type="checkbox"/>
Assistant teacher degree	-----	Level 1 certification ⁴	<input type="checkbox"/>
Teacher in-service	-----	175 clock hours/5 years	<input checked="" type="checkbox"/>
Maximum class size			
3-year-olds	-----	20	<input checked="" type="checkbox"/>
4-year-olds	-----	20	<input checked="" type="checkbox"/>
Staff-child ratio			
3-year-olds	-----	1:9 or 3:20	<input checked="" type="checkbox"/>
4-year-olds	-----	1:9 or 3:20	<input checked="" type="checkbox"/>
Screening/referral and support services	-----	Support services only ⁵	<input type="checkbox"/>
Meals	-----	1 meal and snack	<input checked="" type="checkbox"/>
Monitoring	-----	Site visits and other monitoring	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$48,359,917
Local match required?	-----	Yes—at least 11% of funding
State spending per child enrolled	-----	\$3,456
State spending per 3-year-old	-----	\$17
State spending per 4-year-old	-----	\$184



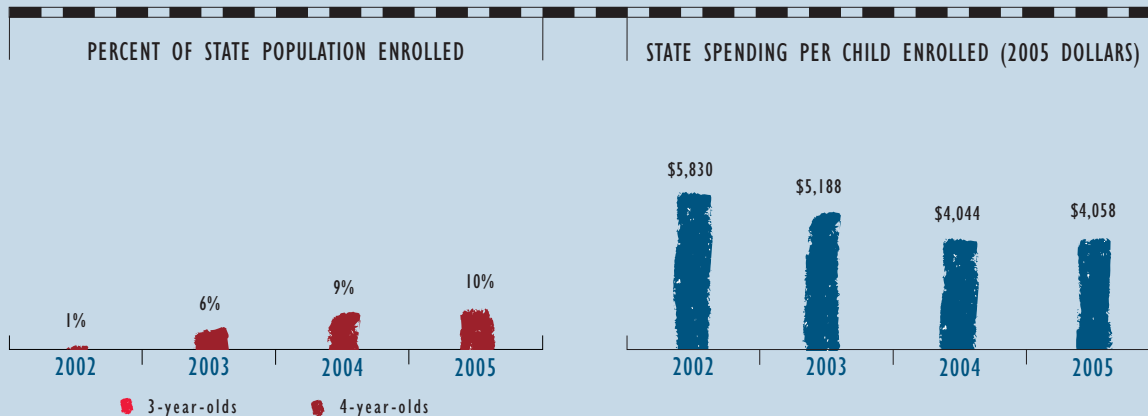
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- Economically disadvantaged children are those from families eligible for some form of assistance such as TANF, free or reduced-price lunch, food stamps, Medicaid, or unemployment or disability compensation.
- Programs are required to provide a minimum of 12 hours per week and at least 4 days per week during the academic year. The length of the program day is determined locally, and programs may operate 5 days per week. Typically, programs operate 2.5 hours per day and 5 days per week.
- In February 2004, the required certification changed from a certificate in Pre-K-6 or N-6.
- Level 1 certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test. This requirement went into effect in February 2004.
- Support services include parenting support or training, parent involvement activities, locally determined health services for children, transition to kindergarten activities, and other services to meet family needs. The number of required annual parent conferences or home visits is determined locally.

North Carolina



More at Four is a rapidly growing prekindergarten program that began providing services for at-risk 4-year-olds in 2001. As of the 2004–2005 school year, all programs were required to use new income criteria for determining eligibility. Under this new policy, at least 80 percent of participants are required to come from families with incomes at or below 75 percent of the state median income. The remaining 20 percent of children served may be from families with incomes up to 300 percent of the federal poverty level if one of the following risk factors is present: an identified disability, a chronic health condition, limited English proficiency, or an educational or developmental need.

More at Four programs are operated through public school districts, child care centers, and Head Start agencies. However, nonpublic providers are eligible only if they have a four- or five-star license—the top quality ratings under North Carolina’s child care licensing system—or if they currently have three stars and are working toward four. State-level consultants provide support to local contractors as needed, and conduct annual site visits and records review for all programs. In addition, the More at Four program is evaluated annually using assessments of both program quality and child developmental outcomes. All More at Four teachers, regardless of setting, must have a bachelor’s degree with a Birth–K license. However, providers in the private sector are given 4 years to phase in the degree and licensure requirement after being recognized as a More at Four program.

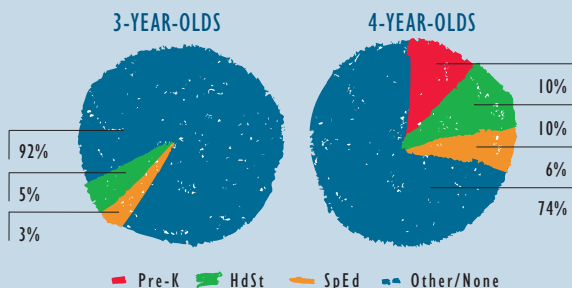
A separate state-funded initiative, known as Smart Start, was established in 1993. Smart Start supports local planning and collaboration to provide comprehensive early childhood services. Smart Start serves children from birth to age 5 and provides funds that are used, depending on local needs, to increase child care quality, improve child health outcomes, provide family support services, or support prekindergarten programs. Funding for Smart Start remained level in 2004–2005 at about \$190.7 million after having declined in previous years. Data in this report focus only on the More at Four program.



ACCESS

Total state program enrollment	12,167
School districts that offer state program	100% (counties)
Income requirement	80% of children must be at or below 75% SMI ¹
Hours of operation	6 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	10,306
Federally funded Head Start enrollment '03-'04	17,936
State-funded Head Start enrollment	0

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



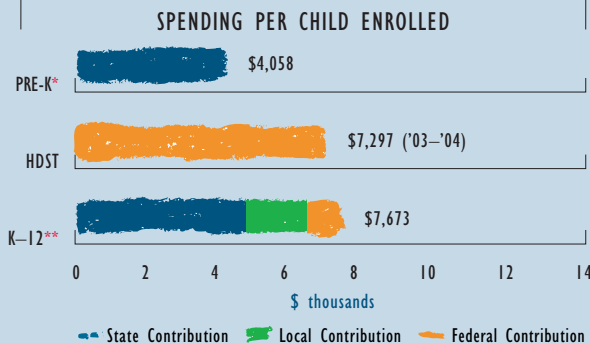
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ²	Comprehensive	<input type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Birth-K license or Pre-K add-on ⁴	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or meets NCLB regs. (public); CDA (nonpublic) ⁵	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	150 clock hours/5 years or 15 credit hours/5 years ⁴	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, and dental; and support services ⁶	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$49,377,371
Local match required?	Yes; amount not specified
State spending per child enrolled	\$4,058
State spending per 3-year-old	\$0
State spending per 4-year-old	\$415



* 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 '04-'05 school year, unless otherwise noted.

- During 2003-2004, local programs chose from two models to determine eligibility. The income cut-off was 250% of the federal poverty level under Model I, and 75% of the state median income (SMI) under Model II. As of 2004-2005, all programs must use Model II to determine eligibility. Though income is now considered the primary risk factor, children who do not meet the income criteria may still be served if they are deemed at risk due to other factors.
- In 2005, the state adopted Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success. The standards are specific to preschool children and address all NEGP domains. All programs will be required to follow these standards beginning in 2005.
- Providers are given 4 years to phase in the degree requirement after being recognized as a *More at Four* program.
- All licensed teachers have a continuing education requirement to renew their licenses every 5 years. Teachers must either hold or be working toward a Birth-K license at a minimum rate of 6 semester hours per year.
- NCLB generally requires assistant teachers to have a 2-year degree. *More at Four* requires assistant teachers who meet NCLB requirements but do not hold a CDA to have 6 semester hours of EC coursework or 2 years experience in an early childhood classroom. An AA is strongly encouraged.
- Support services include parent involvement activities and transition to kindergarten activities. Parent conferences and home visits are recommended, but are not required.

North Dakota

NO PROGRAM

ACCESS RANKING—4s

ACCESS RANKING—3s

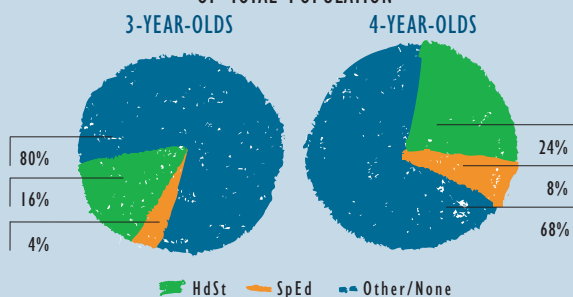
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	831
Federally funded Head Start enrollment '03-'04	2,787
State-funded Head Start enrollment	0

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

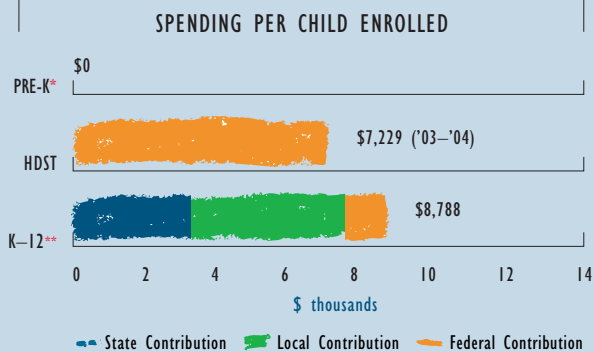


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0

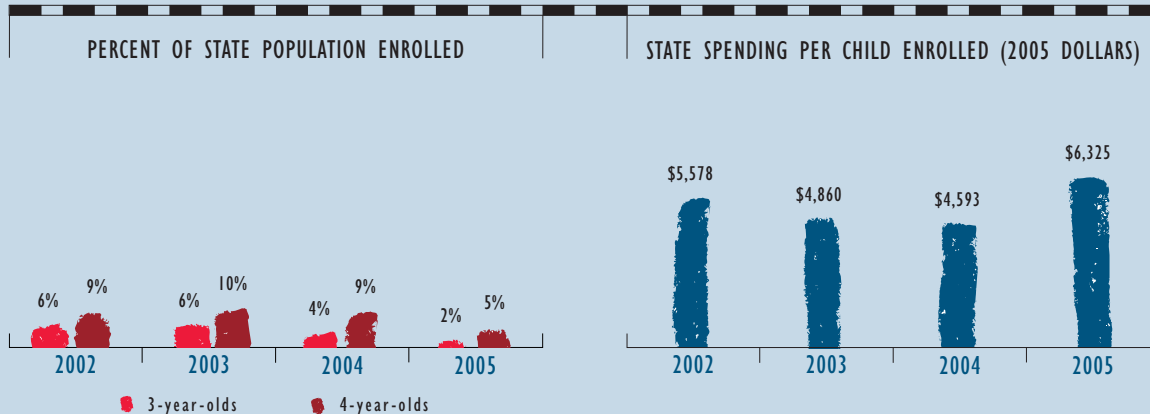


* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

Ohio



The Public School Preschool Program (PSP) was launched in 1990 following 4 years of success with pilot preschool programs in Ohio. Funding is distributed directly to public schools, Joint Vocational Schools, and County Educational Service Centers, which are permitted to subcontract with Head Start and private child care centers. Three- and 4-year-olds from families with incomes below 185 percent of the federal poverty level (FPL) are eligible. A sliding payment scale is applied to families earning more than 100 percent of the FPL. Enrollment of children who do not qualify based on income is allowed, but generally paid for using parent tuition and district funds.

Due to static funding and escalating costs, PSP programs are no longer required to follow the federal Head Start Performance Standards. However, the state has developed Early Learning Program Guidelines that incorporate all aspects of program requirements, including health, curricula, assessment, professional development and program leadership. By 2006, public preschool programs will be required to address all goals and indicators in these guidelines. To assist programs in meeting these requirements, professional development opportunities have been expanded, particularly for literacy.

In 1990, Ohio began using a separate initiative to supplement the federal Head Start program with state funds. State Head Start funds are used to serve 3- and 4-year-olds in poverty and are provided to all but two of Ohio's federally funded Head Start programs. One Head Start program is completely funded through the state Head Start initiative. Substantial cuts in funding over the past 3 years have resulted in fewer services offered, and a significant decline in enrollment. Most state funds for this initiative have been replaced with federal welfare dollars, and general revenue funds now primarily cover start-up costs.

Ohio initiated Head Start Plus in 2004, which followed the same standards as the state Head Start supplement program but offered full-day, full-year services. In 2004–2005, the state targeted a combined enrollment of 14,000 between the two Head Start model programs—the full-day, full-year model and the traditional half-day, partial-year model—but served fewer than 6,000 children. Eligibility for Head Start services, as for child care, was determined by county officials, based on family need for full-day care.

Over the past two years, enrollment in state-funded preschool in Ohio has declined by approximately 10,000 children. This drop-off in enrollment is directly associated with new eligibility criteria. State funds remain available to support greater numbers of children, but with programs reimbursed on a per-child basis, the failure to fill available slots led to decreased expenditures. Ohio eliminated both state-funded Head Start initiatives beginning with the 2005–2006 school year, and launched the (TANF-funded) Early Learning Initiative.

In order to document the contributions Ohio makes to prekindergarten through its two separate initiatives, we first present summary information reflecting the state's overall commitment to prekindergarten. Enrollment and state spending for both the PSP and state-funded Head Start initiatives are taken into account. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the PSP program, while the final page focuses exclusively on the state-funded Head Start initiatives.

STATE OVERVIEW

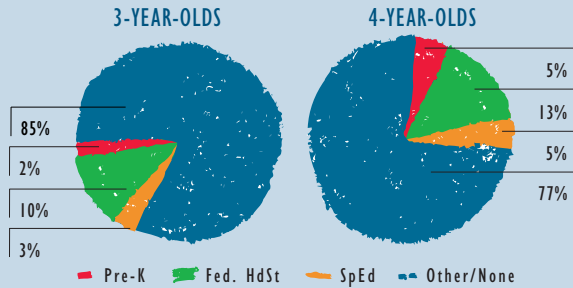
Total state program enrollment - - - - -	10,730
Total state spending - - - - -	\$67,868,922
State spending per child enrolled - - - - -	\$6,325
State Head Start spending - - - - -	\$48,752,840
State spending per 3-year-old - - - - -	\$166
State spending per 4-year-old - - - - -	\$296

* 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.

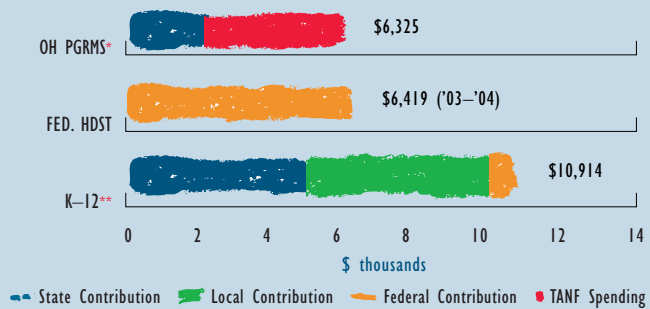
Data are for the '04-'05 school year, unless otherwise noted.

The percentage of the population enrolled in state preschool shown on the State Overview page differs from the percentage shown in the program-specific profiles that follow. This difference is due to rounding.

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION¹



SPENDING PER CHILD ENROLLED



ACCESS RANKING—4s

27

ACCESS RANKING—3s

13

RESOURCES RANKING

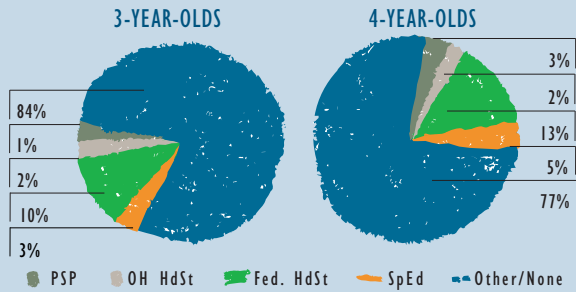
5

OHIO PUBLIC SCHOOL PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	-----	5,534 ¹
School districts that offer state program	-----	16%
Income requirement	-----	185% FPL
Hours of operation	-----	Determined locally ²
Operating schedule	-----	Determined locally ²
Special education enrollment	-----	11,980
Federally funded Head Start enrollment '03-'04	-----	33,513
State-funded Head Start enrollment	-----	5,196 ³

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



QUALITY STANDARDS CHECKLIST

POLICY

STATE PRE-K REQUIREMENT

BENCHMARK

DOES REQUIREMENT MEET BENCHMARK?

Early learning standards	-----	Not comprehensive
Teacher degree	-----	AA + Pre-K assoc. level teaching cert. (public), CDA (nonpublic) ⁴
Teacher specialized training	-----	Pre-K certification (public), ⁵ Meets CDA requirements (nonpublic)
Assistant teacher degree	-----	HSD
Teacher in-service	-----	15 clock hours
Maximum class size		
3-year-olds	-----	24
4-year-olds	-----	28
Staff-child ratio		
3-year-olds	-----	1:12
4-year-olds	-----	1:14
Screening/referral and support services	-----	Support services only ⁶
Meals	-----	Depend on length of program day ⁷
Monitoring	-----	Site visits and other monitoring

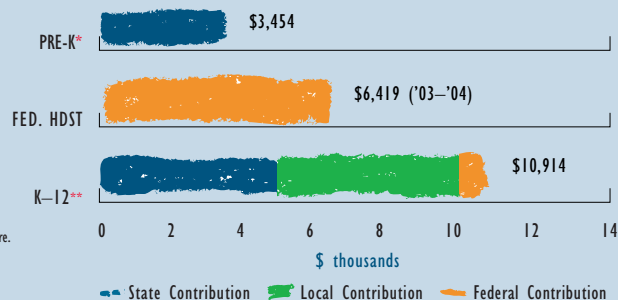
Comprehensive	<input type="checkbox"/>
BA	<input type="checkbox"/>
Specializing in Pre-K	<input checked="" type="checkbox"/>
CDA or equivalent	<input type="checkbox"/>
At least 15 hours/year	<input checked="" type="checkbox"/>
20 or lower	<input type="checkbox"/>
1:10 or better	<input type="checkbox"/>
Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
At least 1/day	<input type="checkbox"/>
Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$19,116,082
Local match required?	-----	No
State spending per child enrolled	-----	\$3,454
State Head Start spending	-----	\$48,752,840
State spending per 3-year-old	-----	\$18 ¹
State spending per 4-year-old	-----	\$112 ¹

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 '04-'05 school year, unless otherwise noted.

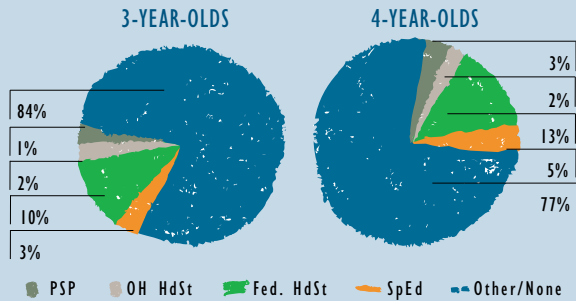
- The state did not break enrollment down into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie chart and Resources section were estimated using proportions of enrollees who were ages 3 and 4 in states that served 3-year-olds and provided age breakdowns for 2004-2005. This figure does not include 2,948 children who were served using parent fees and/or district funds.
- Public School Preschool programs follow federal Head Start Performance Standards for minimum hours of operation and yearly operating schedule. Programs must operate for at least 3.5 hours per day, 4 days per week, and 32 weeks per year.
- Ohio's state Head Start program did not break its enrollment down into specific numbers of 3- and 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.
- Teachers in nonpublic schools must be working toward their AA, and are required to attain this degree by 2007.
- License types offered include: Pre-K Associate (2-year level), Pre-K (4-year level), Kindergarten (with early childhood coursework), and the Early Childhood License (age 3-grade 3). Teachers may also qualify with a BA that includes 20 credits in early childhood plus a supervised practicum with preschoolers.
- Support services include two annual parent conferences or home visits and specific locally determined services.
- Lunch must be provided for children in attendance for the entire period between 11:00 and 1:30. Snack is provided for children attending 4 hours or longer.

OHIO STATE-FUNDED HEAD START MODEL AND HEAD START PLUS PROGRAMS

ACCESS

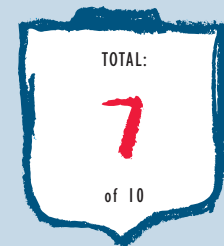
Total state program enrollment	-----	5,196 ¹
School districts that offer state program	-----	97% (counties)
Income requirement	-----	185% FPL, TANF eligibility
Hours of operation	-----	Determined locally ²
Operating schedule	-----	Determined locally ²
Special education enrollment	-----	11,980
Federally funded Head Start enrollment '03-'04	-----	33,513
State-funded Head Start enrollment	-----	5,196 ¹

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



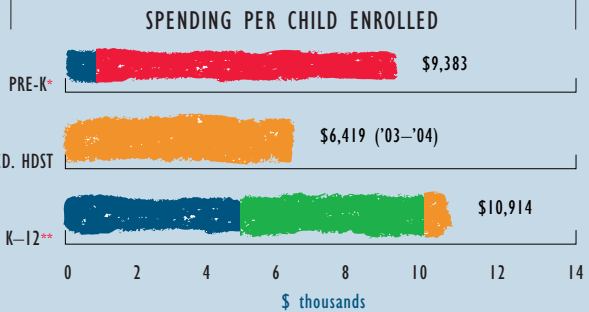
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	CDA ³	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health; and support services ⁴	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Lunch and/or breakfast ⁵	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$48,752,840 ⁶
Local match required?	-----	No
State spending per child enrolled	-----	\$9,383 ⁷
State Head Start spending	-----	\$48,752,840 ^{8,9}
State spending per 3-year-old	-----	\$148 ^{1,9}
State spending per 4-year-old	-----	\$184 ^{1,9}

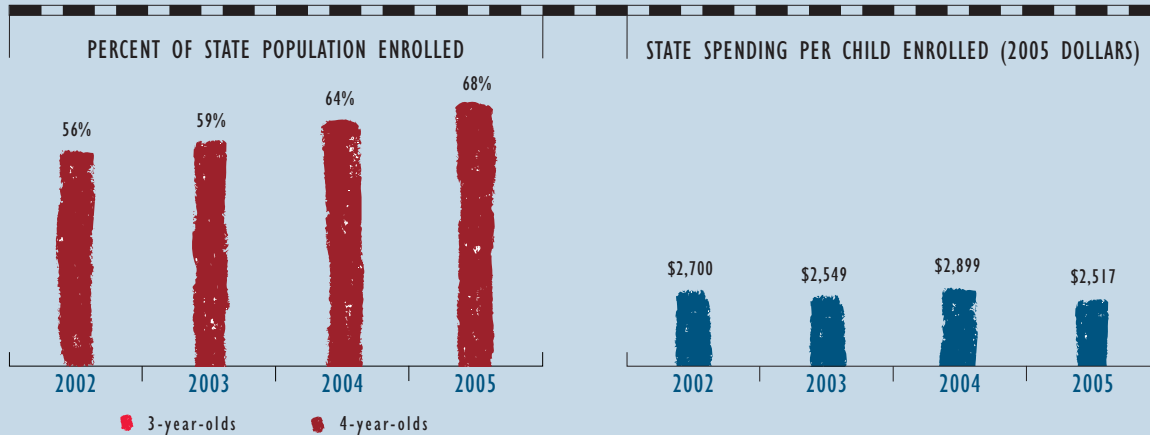


* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '04-'05 school year, unless otherwise noted.

- The state did not break enrollment down into specific numbers of 3- and 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.
- Ohio Head Start programs follow federal Head Start Performance Standards, which require center-based programs to operate for at least 3.5 hours per day, 4 days per week, and for 32 weeks per year. Head Start Plus offers full-day, full-year services.
- As of 2003, all classroom teachers must be working toward an AA and must have the degree by 2007.
- Support services include two annual home visits and three parent conferences, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and a family development plan.
- Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs, and full-day programs to provide one-half to two-thirds of daily nutritional needs. All children in morning center-based settings must be offered a nutritious breakfast.
- This figure includes \$44,343,352 in TANF funds.
- This figure represents the average spending per child enrolled across both the state-funded Head Start and Head Start Plus programs. Although specific data were not available, spending per child is higher in Head Start Plus.
- All spending through this initiative is directed toward Head Start programs.
- These estimates include both state and TANF funds.

Oklahoma



Oklahoma began providing services for 4-year-olds when the state Legislature appropriated funds for a pilot program in 1980. In 1990, additional legislation broadened the program to include 4-year-olds eligible for Head Start. In 1998, the Early Childhood Four-Year-Old Program became the second state-funded prekindergarten initiative in the nation to offer free voluntary enrollment to all 4-year-olds statewide. Since that time, the numbers of both districts offering prekindergarten, and the children participating in the program have steadily and significantly increased. Oklahoma ranked first in the nation for the percentage of 4-year-olds enrolled in state-funded prekindergarten for both the 2003–2004 and 2004–2005 school years.

Most participating children are served in public schools, but some local districts collaborate with child care centers, Head Start programs and other community-based organizations to provide services. Regardless of the setting in which prekindergarten is offered, all teachers are required to have a bachelor's degree with certification in early childhood education and are paid on the public school salary scale. Districts that choose to provide prekindergarten are reimbursed through the school funding formula for each child enrolled. The funding amount varies depending on whether schools offer a half-day program or a full-day program.

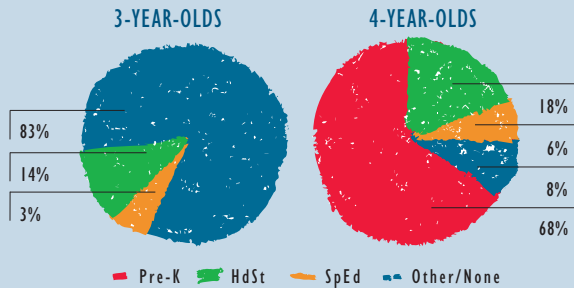
Through a separate initiative, Oklahoma appropriates state money to supplement federal funds for Head Start grantees. In fiscal year 2005, Head Start programs received \$2,905,620 to support additional enrollment, expanded services, and extended program hours.



ACCESS

Total state program enrollment	31,712
School districts that offer state program	95%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	4,160
Federally funded Head Start enrollment '03-'04	14,795
State-funded Head Start enrollment	185 ²

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



QUALITY STANDARDS CHECKLIST

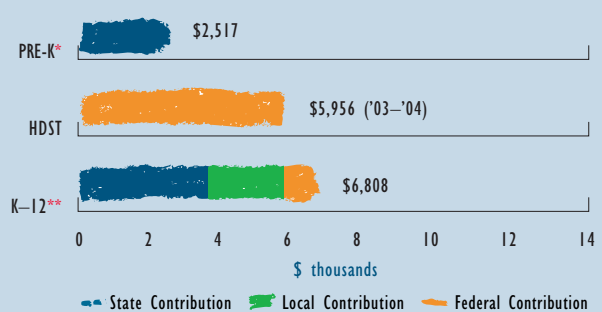
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certification	Specializing in Pre-K	<input checked=""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



RESOURCES

Total state Pre-K spending	\$79,818,197
Local match required?	No
State spending per child enrolled	\$2,517
State Head Start spending	\$2,905,620
State spending per 3-year-old	\$0
State spending per 4-year-old	\$1,723

SPENDING PER CHILD ENROLLED



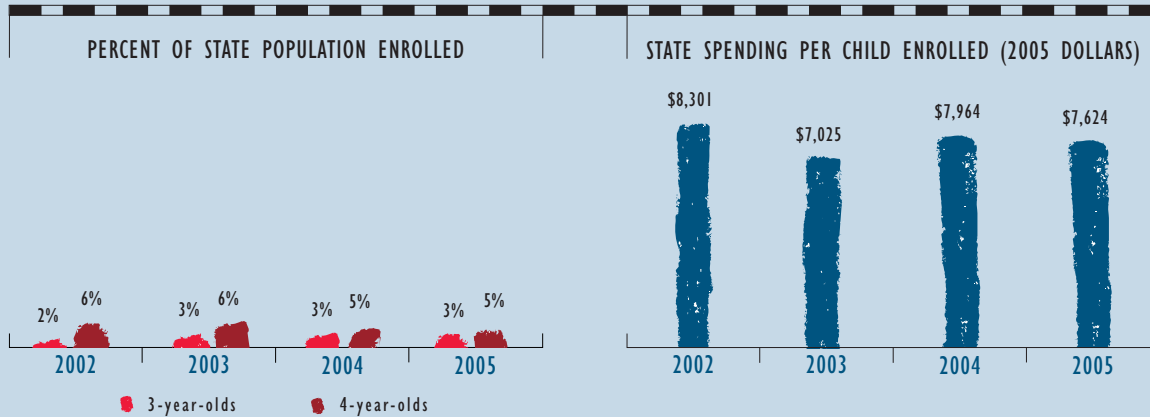
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- Half-day programs operate for 2.5 hours, while full-day programs operate for 6 hours. Many districts offer both full- and half-day programs. All programs operate 5 days per week.
- Oklahoma did not track the number of children served through its Head Start supplement. As a result, this figure is an estimate based on the number of non-federally funded children in Oklahoma reported in Head Start's 2003-2004 Program Information Report, and proportions of Oklahoma's Head Start enrollees who were 3 or 4 years old.
- Support services include health services for children, referral to social services, transition to kindergarten activities, provision of a counselor, psychologist, psychometrist, and school nurse, special education services, and referral for outside assistance if needed. Additional specific services may be offered at local discretion.
- Specific meal requirements depend on the length and time of the program day.

Oregon



Established in 1987, the Oregon Head Start Prekindergarten program provides comprehensive child development services to 3- and 4-year-olds from families with incomes below 100 percent of the federal poverty level, as well as children with diagnosed disabilities. The state prekindergarten program is modeled after the federal Head Start program and has adopted the federal Head Start Performance Standards and monitoring requirements into state law. The state has also implemented a written intergovernmental agreement between the state's Department of Education and the Region X Head Start Office to create a state/federal partnership that supports a collaborative prekindergarten system.

Through the Oregon Head Start Prekindergarten program, state funding is provided to all federal Head Start grantees, as well as additional grantees such as private, nonprofit organizations and public schools and universities that do not receive federal Head Start funds but meet the required standards.

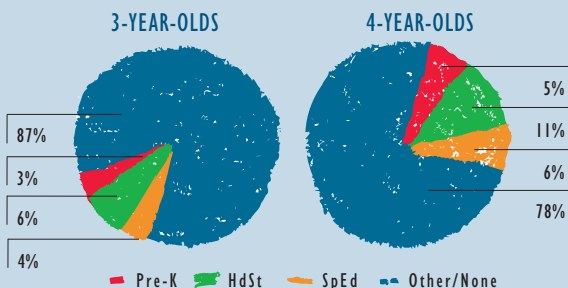
As a result of funding cuts in recent years, the Oregon Head Start Prekindergarten program has faced reductions in enrollment. Also, the state has had difficulty maintaining its goal of parity with the Oregon federal Head Start cost per child.



ACCESS

Total state program enrollment	-----	3,502
School districts that offer state program	----	100% (counties)
Income requirement	--	80% of children must be below 100% FPL
Hours of operation	-----	Determined locally ¹
Operating schedule	-----	Determined locally ¹
Special education enrollment	-----	4,924
Federally funded Head Start enrollment '03-'04	-----	7,492
State-funded Head Start enrollment	-----	3,502 ²

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



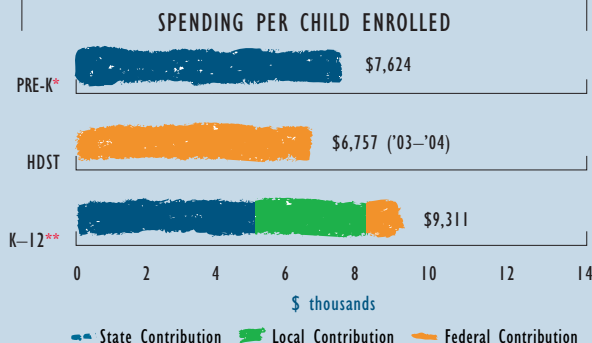
QUALITY STANDARDS CHECKLIST

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



RESOURCES

Total state Pre-K spending	-----	\$26,700,000 ⁹
Local match required?	-----	No
State spending per child enrolled	-----	\$7,624
State Head Start spending	-----	\$26,700,000 ⁹
State spending per 3-year-old	-----	\$199
State spending per 4-year-old	-----	\$385



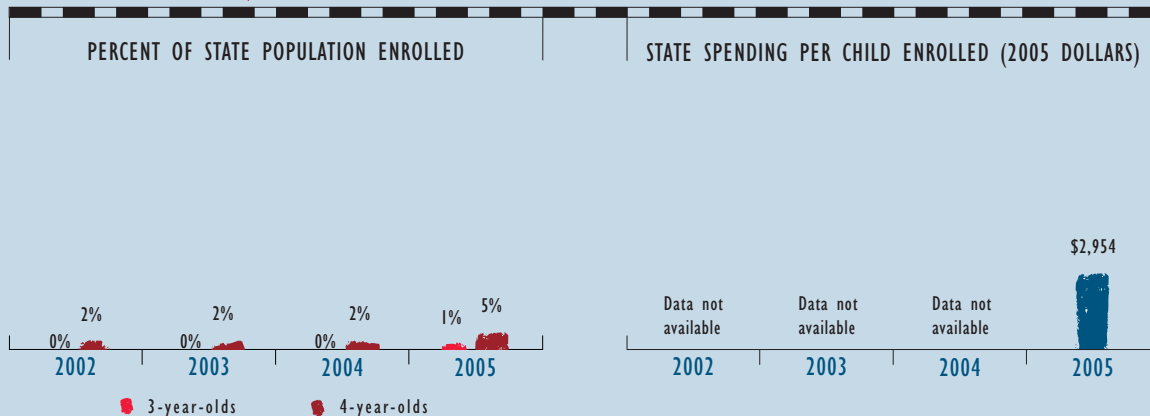
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- Programs must be offered for at least 3.5 hours per day, but are not funded to operate more than 6 hours per day. Most programs operate 3 or 4 days per week. All programs must operate a minimum of 32 weeks and 474 hours per year. Days, weeks, and number of home visits vary depending on program model. The Center Based Models are required to operate 128 days per year, Home Based Models are required to have 16 socializations and 32 home visits per year, and Combination Models are required to combine Home Based and Center Based Model requirements.
- This number represents enrollment in the Oregon Head Start Prekindergarten program. All state-funded Head Start enrollment is through this program.
- In nonpublic school grantee settings, half of grantee teachers must have at least an AA or higher degree in ECE or a related degree with a minimum of 15 ECE college credits. Requirements for public school teachers do not apply to classrooms run by agencies other than public schools, even if located in public schools.
- Assistant teachers paid with Title I funds must meet Title I paraprofessional requirements, which include an AA or local district qualifying procedures.
- Federal Head Start Performance Standards require in-service professional development but do not specify the number of clock or credit hours. Programs are required to allocate 2.5% of their budget for training to attain credentials or enhance skills.
- Support services include four annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, mental health services, and community partnerships.
- Programs are required to offer meals and snacks that provide at least one-third of the child's daily nutritional needs. Programs offer breakfast to all children who want it and also provide lunch for morning classes. For afternoon classes, programs provide lunch and a snack.
- State staff jointly conduct monitoring visits of all jointly funded grantees with federal staff monitors. Monitoring visits for state-only grantees are conducted by state staff monitors using the federal Head Start PRISM review process.
- This figure represents the state contribution to the Oregon Head Start Prekindergarten program, which is a state-funded Head Start model. All state Pre-K spending is therefore directed toward Head Start programs.

Pennsylvania



Through a public school program known as Kindergarten for Four-Year-Olds (K4), about one-third of Pennsylvania’s local education agencies voluntarily provide a preschool education to 4-year-olds. Children in this program are included in districts’ daily membership counts for public school attendance and are partially funded through the state’s basic instructional subsidy formula. Additional funding is provided through local taxes, Title I, or Head Start partnerships. K4 programs are not required to follow any specific state early childhood standards.

Pennsylvania has taken several steps to expand prekindergarten opportunities and provide state funding for preschool. In 2004, the state Legislature approved a new Education Accountability Block Grant (EABG) totaling \$200 million, two-thirds of which was dedicated to improving early childhood programs. Individual school districts determine how to target these funds and can use them for a range of purposes other than prekindergarten, including full-day kindergarten and reduced class sizes in kindergarten through Grade 3. Thirteen districts established new prekindergarten programs using these funds. Districts determine their own eligibility requirements for their programs, but most focus on children who are at risk economically or academically.

State funding for Head Start has also increased, and detailed data on Pennsylvania’s state Head Start supplement are provided in this report for the first time. State funds are distributed through a competitive grant process and support increased Head Start enrollment as well as extended program hours. In 2005–2006, 46 grantees received state funding, which is available only to federally approved and operating Head Start programs.

In order to document the contributions Pennsylvania makes to prekindergarten through its separate initiatives, we first present summary information reflecting the state’s overall commitment to prekindergarten. Enrollment and state spending for the K4, Education Accountability Block Grant, and Head Start initiatives are taken into account. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the EABG program, the fourth page focuses exclusively on the K4 program, and the final page focuses exclusively on the state-funded Head Start program.

STATE OVERVIEW

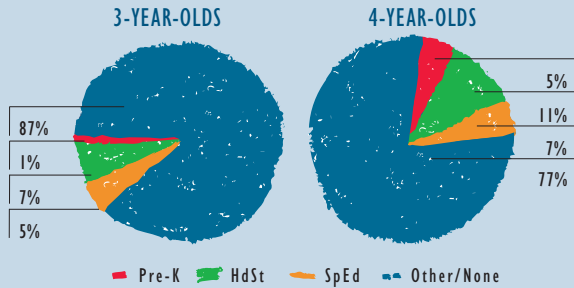
Total state program enrollment - - - - -	8,598
Total state spending - - - - -	\$24,546,965 [†]
State spending per child enrolled - - - - -	\$2,954 [†]
State Head Start spending - - - - -	\$15,000,000
State spending per 3-year-old - - - - -	\$50 [†]
State spending per 4-year-old - - - - -	\$121 [†]

* 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 '04-'05 school year, unless otherwise noted.

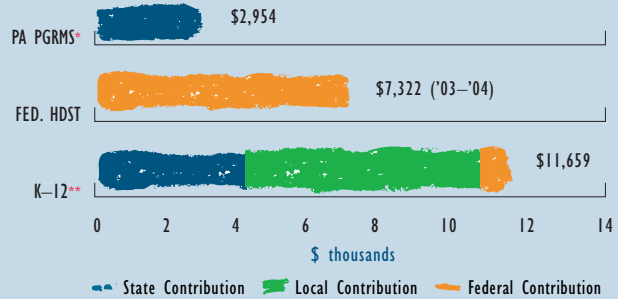
† These calculations do not include the K4 program, as the state was unable to provide funding information for this program.

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



Pre-K HdSt SpEd Other/None

SPENDING PER CHILD ENROLLED



ACCESS RANKING—4s

30

ACCESS RANKING—3s

19

RESOURCES RANKING

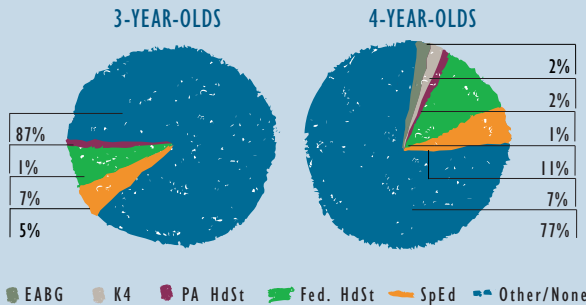
25

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment	-----	2,995
School districts that offer state program	-----	8%
Income requirement	-----	None ¹
Hours of operation	-----	Determined locally ²
Operating schedule	-----	Determined locally ²
Special education enrollment	-----	15,953
Federally funded Head Start enrollment '03-'04	-----	26,838
State-funded Head Start enrollment	-----	2,486

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



QUALITY STANDARDS CHECKLIST

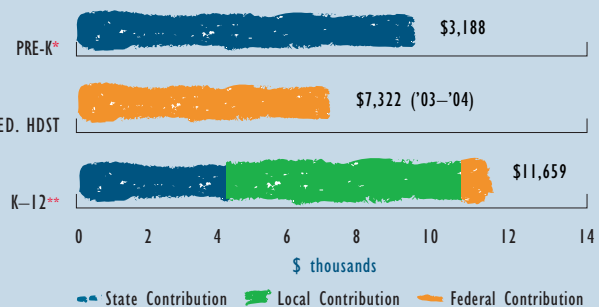
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	-----	None ³	Comprehensive <input type="checkbox"/>
Teacher degree	-----	BA (public), Determined locally (nonpublic) ⁴	BA <input type="checkbox"/>
Teacher specialized training	-----	EC certificate (public),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



RESOURCES

Total state Pre-K spending	-----	\$9,546,965
Local match required?	-----	No
State spending per child enrolled	-----	\$3,188
State spending per 3-year-old	-----	\$9 ⁷
State spending per 4-year-old	-----	\$57 ⁷

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 '04-'05 school year, unless otherwise noted.

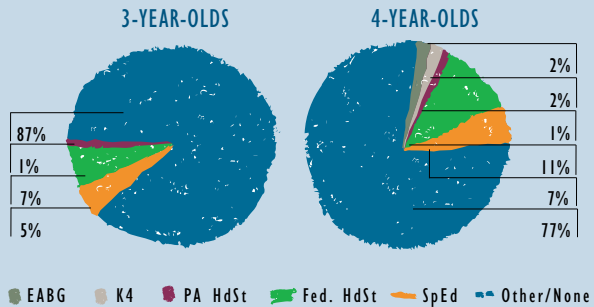
- Eligibility requirements are locally determined, but most districts focus on children who are at risk academically or economically. State guidance specifies that EABG programs should target children at risk.
- State guidance recommends that programs operate a minimum of 2.5 hours per day, 5 days per week, for the school year. It is preferred that programs operate 5 hours per day or longer.
- In 2005, the state adopted the Early Learning Standards for Pre-Kindergarten to provide guidance for programs. The standards are comprehensive and specific to preschool-age children. Programs are not required to follow the standards, though the standards are disseminated through workshops.
- Teachers in nonpublic settings must receive their BA within three years.
- State guidance recommends a maximum class size of 17 students and a staff-child ratio of 2:20.
- Programs are not required to offer meals, but state guidance strongly encourages it.
- The state did not break EABG enrollment 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 or 4 in states that served 3-year-olds and provided age breakdowns for 2004-2005.

PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS

ACCESS

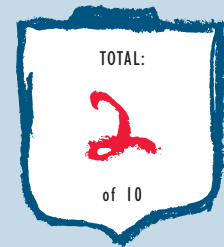
Total state program enrollment	-----	3,117 ¹
School districts that offer state program	-----	12%
Income requirement	-----	None
Hours of operation	-----	2.5 hours/day, 5 days/week
Operating schedule	-----	Academic year
Special education enrollment	-----	15,953
Federally funded Head Start enrollment '03-'04	-----	26,838
State-funded Head Start enrollment	-----	2,486

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



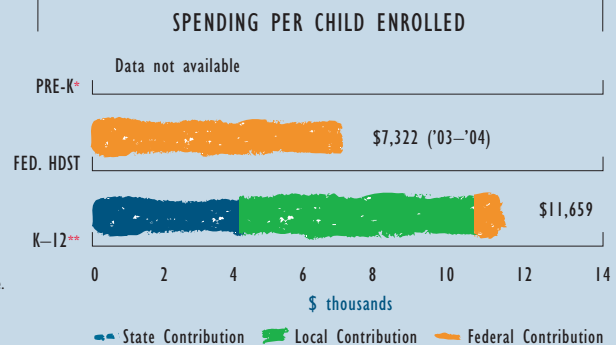
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ²	Comprehensive	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in EC or EE	Specializing in Pre-K	<input type="checkbox"/>
Assistant teacher degree	NA ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours or 6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit		
Screening/referral and support services	Determined locally	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	None	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	Not available
Local match required?	-----	No
State spending per child enrolled	-----	Not available
State spending per 3-year-old	-----	Not available
State spending per 4-year-old	-----	Not available



* 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 '04-'05 school year, unless otherwise noted.

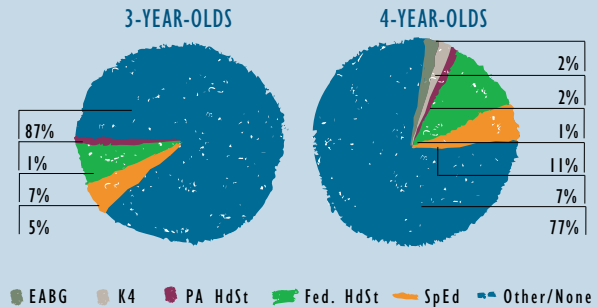
- This figure may include some children funded through the Education Accountability Block Grant.
- In 2005, the state adopted the Early Learning Standards for Pre-Kindergarten to provide guidance for programs. The standards are comprehensive and specific to preschool-age children. Programs are not required to follow the standards, though the standards are disseminated through workshops.
- Assistant teachers are not required in classrooms.

PENNSYLVANIA STATE-FUNDED HEAD START

ACCESS

Total state program enrollment	-----	2,486 ^{1,2}
School districts that offer state program	-----	58% (Head Start grantees - approximate)
Income requirement	-----	90% of children must be at or below 100% FPL
Hours of operation	-----	Determined locally ³
Operating schedule	-----	Determined locally ³
Special education enrollment	-----	15,953
Federally funded Head Start enrollment '03-'04	-----	26,838
State-funded Head Start enrollment	-----	2,486

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



QUALITY STANDARDS CHECKLIST

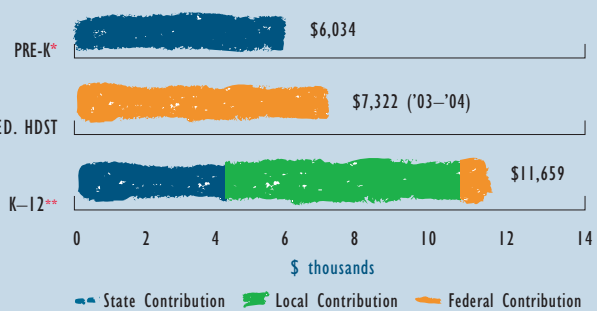
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	-----	None ⁴	Comprehensive <input type="checkbox"/>
Teacher degree	-----	CDA	BA <input type="checkbox"/>
Teacher specialized training	-----	Meets CDA requirements	Specializing in Pre-K <input checked="" type="checkbox"/>
Assistant teacher degree	-----	None	CDA or equivalent <input type="checkbox"/>
Teacher in-service	-----	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 ⁵	
Staff-child ratio			1:10 or better <input checked="" type="checkbox"/>
3-year-olds	-----	2:17	
4-year-olds	-----	2:17	
Screening/referral and support services	-----	Vision, hearing, health; and support services ⁶	Vision, hearing, health; and at least 1 service <input checked="" type="checkbox"/>
Meals	-----	Lunch and either breakfast or snack	At least 1/day <input checked="" type="checkbox"/>
Monitoring	-----	Other monitoring	Site visits <input type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$15,000,000
Local match required?	-----	No
State spending per child enrolled	-----	\$6,034
State Head Start spending	-----	\$15,000,000 ⁷
State spending per 3-year-old	-----	\$41 ²
State spending per 4-year-old	-----	\$64 ²

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 '04-'05 school year, unless otherwise noted.

1 This enrollment total includes some children served in home-based programs.
 2 Pennsylvania's state-funded Head Start program 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.
 3 The operating schedule is determined locally, but the minimum follows federal Head Start requirements of 3.5 hours per day, 4 days per week, and 32 weeks per year. Some programs offer extended care for 10 to 12 hours per day.
 4 In 2005, the state adopted the Early Learning Standards for Pre-Kindergarten to provide guidance for programs. The standards are comprehensive and specific to preschool-age children. Programs are not required to follow the standards, though the standards are disseminated through workshops.
 5 Programs follow federal Head Start Performance Standards, which require class sizes no larger than 20, but the state recommendation for maximum class size is 17.
 6 Support services include two annual parent conferences or home visits and comprehensive services as required by federal Head Start Performance Standards.
 7 All spending through this initiative is directed toward Head Start programs.

Rhode Island

NO PROGRAM

While Rhode Island does not have a distinct state prekindergarten initiative that meets the definition used in this report, the state has several programs that aim to expand access to early education. Rhode Island's Comprehensive Child Care Services Program (CCCSP), established in 2001, supports comprehensive services in child care settings for children from low-income families. Program settings include state-approved child care centers and family child care homes that belong to a state-certified network. Children ages 3 and 4 are eligible for the program if their families' incomes are below 108 percent of poverty. The program was supported with \$1,291,938 from the Child Care and Development Fund (CCDF) quality set-aside in 2003–2004.

The CCCSP is closely coordinated with the state's Child Care Assistance Program (CCAP), which is funded with federal and state CCDF dollars. The majority of children served through the CCCSP also receive CCAP subsidies to support full-day programming. In addition, children in families with incomes too high to qualify for the CCCSP, but still low enough to qualify for the child care subsidy program (incomes between 108 and 225 percent of poverty) are served using CCAP funding in the same classrooms. In this way, both groups of children are able to benefit from the quality enhancements supported by the CCCSP. In 2003–2004, \$3,396,358 in CCAP funds were used in coordination with CCCSP funds to serve a total of 609 children. As of June 2005, enrollment reached 805 children. Most CCCSP classrooms also serve children who do not qualify for assistance and whose tuition is paid through parent fees or other private sources.

The CCCSP provides children and families with the same comprehensive services as required by Head Start, including health screenings and referrals, meals, and parent support services. Class sizes for 3-year-olds must be no larger than 18 and have no more than nine children per adult; for 4-year-olds, class sizes are limited to 20 children with staff-child ratios of 1:10. Teachers must have a Child Development Associate credential with 15 credits in early childhood education. CCCSP staff also participate in training on the Rhode Island Early Learning Standards, which are comprehensive and specific to prekindergarten children. Programs are not required to follow the standards, but they are offered as guidance.

In addition to the CCCSP, the state provides funding to supplement the federal Head Start program. In 2003–2004, Rhode Island spent nearly \$2 million in state funds that were matched with \$1.5 million in state-secured federal Medicaid funds to support 400 additional Head Start slots as well as training and technical assistance.

Another source of funding for prekindergarten programs is the state's Early Childhood Investment Fund. This fund is a flexible financing stream that school districts can use for many different purposes. Some districts choose to use the fund to support prekindergarten classes.

Finally, the state has taken a significant step to ensure access to early care and education by offering an entitlement to child care assistance for low-income families. It is the only state in the nation with such an entitlement. In fiscal year 2004, child care subsidies were provided to 13,810 children, and expenditures totaled \$82.4 million, with state funding accounting for the majority of this total.

ACCESS RANKING—4s

ACCESS RANKING—3s

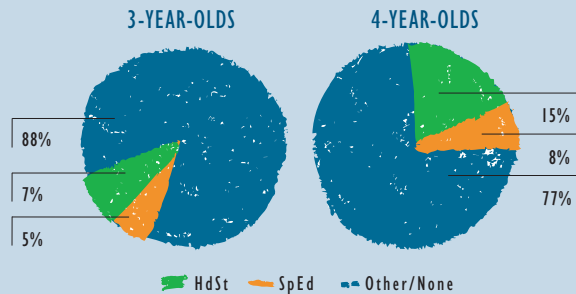
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,630
Federally funded Head Start enrollment '03-'04	2,337
State-funded Head Start enrollment	400

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

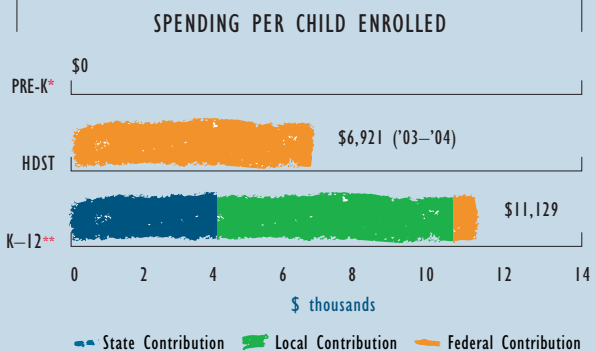


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$1,828,959
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0



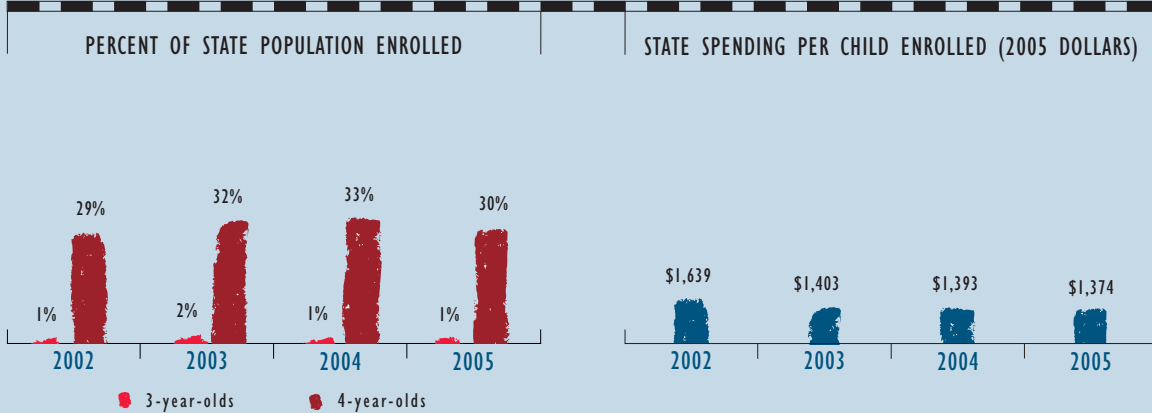
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

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

South Carolina



The Half-Day Child Development Program, known as 4K, was established under South Carolina's 1984 Education Improvement Act. In order to better prepare 4-year-olds to enter kindergarten and first grade, each school district in the state must provide at least one 4K class. Districts receive funding allotments from the state for a half-day program, based on the number of kindergartners eligible for free or reduced-price lunch. Nearly all children are served in public school settings, although programs may also be offered in Head Start centers or private child care centers through public-private partnerships. Approximately 15 percent of 4K programs use additional local, federal, or state funds to offer full-day services.

Eligibility criteria for 4K programs are developed at the district level, based on risk factors specified by the state—such as having single parents or parents who did not graduate from high school, homelessness, or qualification for a state-funded family literacy program. Although poverty is stated as one of the risk factors, a state-specified income requirement is not used to determine eligibility.

Another state-funded early childhood initiative offered in South Carolina is the First Steps to School Readiness program. Through this separate initiative, First Steps County Partnerships distribute funds at the local level to provide a variety of services for young children and their families. Some funds from this initiative are used to extend half-day 4K programs to a full day, offer new full-day classes, or serve additional children in half-day 4K slots. Although First Steps is not a primary focus of data in this report, the use of First Steps funds to serve children in coordination with 4K is addressed in the profile of the 4K program on the following page.

The 4K program has experienced some cuts in funding due to state budget crises, although no further cuts took place in 2003–2004. Nevertheless, there were more than 3,900 children on waiting lists for 4K during that school year.

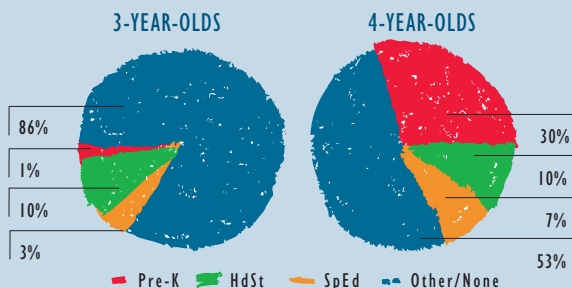
The state is developing a voluntary tiered rating system for prekindergarten programs, known as Palmetto Stars, and is also working to provide training on Good Start, Grow Smart early learning standards for all programs.



ACCESS

Total state program enrollment	17,351
School districts that offer state program	100%
Income requirement	None
Hours of operation	2.5 hours/day, 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	5,454
Federally funded Head Start enrollment '03-'04	11,410
State-funded Head Start enrollment	0

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



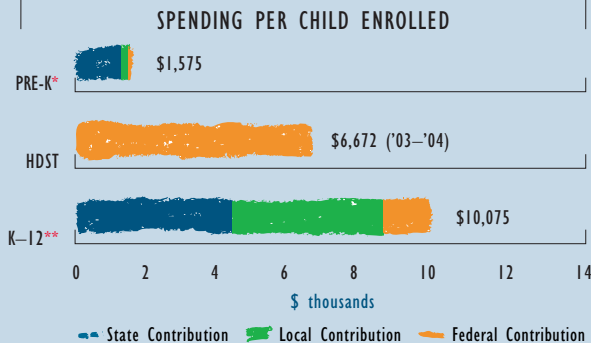
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certification and licensure	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public), None (nonpublic) ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	12 clock hours/year and 6 cr. hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
	3-year-olds - 20		
	4-year-olds - 20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
	3-year-olds - 1:10		
	4-year-olds - 1:10		
Screening/referral and support services	Vision, hearing, and health; and support services ³	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	1 meal and snack ⁴	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$23,832,678
Local match required?	No
State spending per child enrolled	\$1,374
State spending per 3-year-old	\$12
State spending per 4-year-old	\$417



* 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 '04-'05 school year, unless otherwise noted.

- Approximately 15% of programs use local, First Steps, or Title I funds to operate for a full school day or 7 hours per day.
- Assistant teachers in Title I schools must either hold an AA degree or pass a state test. It is recommended that all assistant teachers complete an early childhood class within one year of their hiring date.
- Support services include four annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities.
- Half-day programs must provide breakfast or lunch plus a snack; full-day programs must provide breakfast and lunch plus a snack.

South Dakota

NO PROGRAM

ACCESS RANKING—4s

ACCESS RANKING—3s

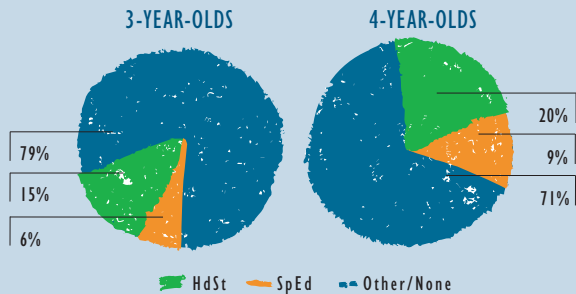
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,518
Federally funded Head Start enrollment '03-'04	3,554
State-funded Head Start enrollment	0

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

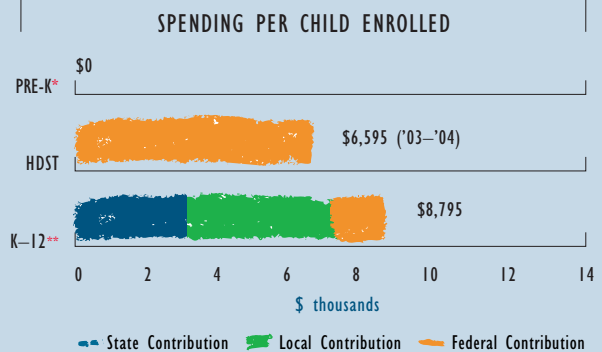


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0

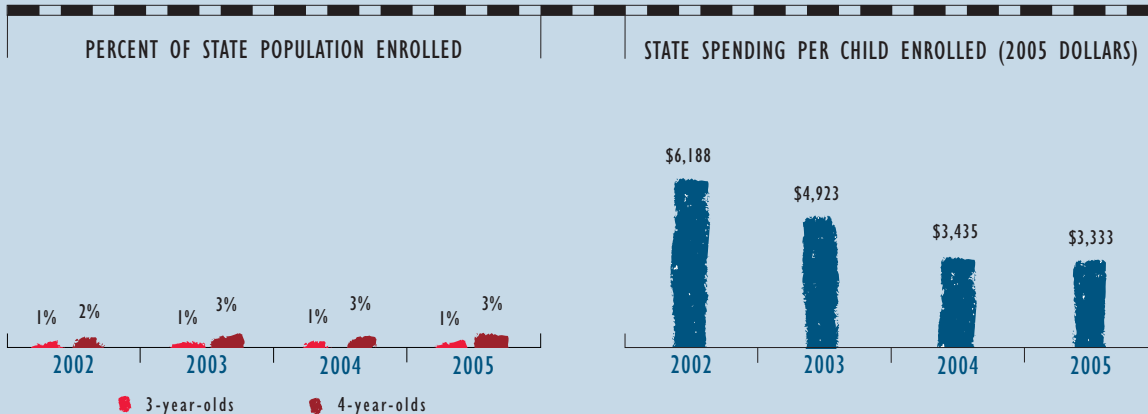


* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

Tennessee



In 1998, Tennessee began funding the Early Childhood Education (ECE) Pilot Project. Direct funds from the state are distributed through competitive grants to public schools, Head Start centers, private child care providers, institutes of higher education, and public housing authorities. Highest priority for enrollment is given to 3- and 4-year-olds with family incomes below 185 percent of the federal poverty level. Children are also eligible if they are at risk for abuse or neglect, in state custody, or have Individualized Education Plans where community placement is the least restrictive environment.

During the 2002 and 2003 fiscal years, the program relied significantly on federal TANF funds to supplement state funding. TANF funds were eliminated beginning with the 2003–2004 school year, resulting in a loss of \$30,000 per classroom despite an increase in state funds. This led to reductions in numbers of classrooms and children served.

In 2004, Tennessee began a state lottery that primarily funds college scholarships, although excess funding may be used for early childhood programs. In May 2005, \$25 million in excess lottery funds were allocated to the Department of Education through the Voluntary Pre-K Initiative. These funds will be used to develop new Pre-K programs for at-risk 4-year-olds and will be distributed exclusively to public schools, which may then subcontract with other agencies to offer services. By the beginning of the 2005–2006 school year, funds sufficient to serve 6,000 additional children had been awarded. New programs received an average of \$75,000 per classroom of 20 children, with a required local match. However, existing ECE pilot programs continue to be funded at \$65,000, with no required local match.

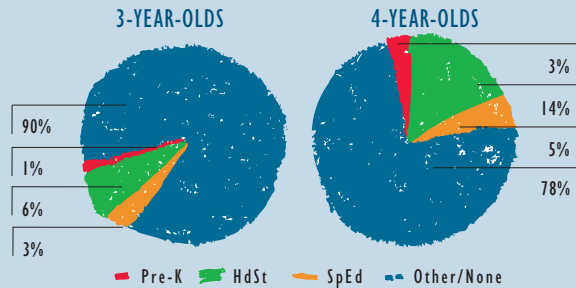
The state has recently adopted the Tennessee Early Learning Developmental Standards, which are designed for use across all settings where care is provided for young children.



ACCESS

Total state program enrollment	3,000 ¹
School districts that offer state program	42%
Income requirement	185% FPL ²
Hours of operation	5.5 hours/day + naptime, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,912
Federally funded Head Start enrollment '03-'04	15,498
State-funded Head Start enrollment	0

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



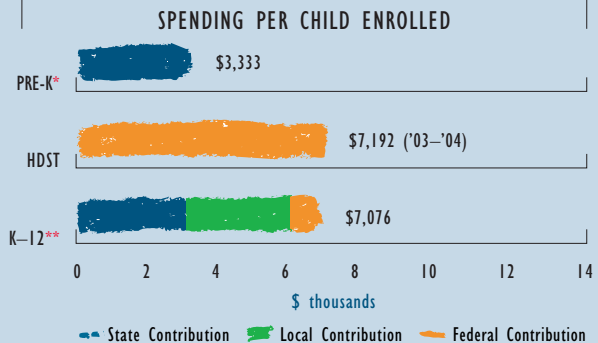
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ³	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Teacher license with Pre-K endorsement	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
	3-year-olds - 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 and support services	Health; and support services ⁴	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$10,000,000
Local match required?	No ⁵
State spending per child enrolled	\$3,333
State spending per 3-year-old	\$22
State spending per 4-year-old	\$107



* 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 '04-'05 school year, unless otherwise noted.

¹ This enrollment figure is an estimate.

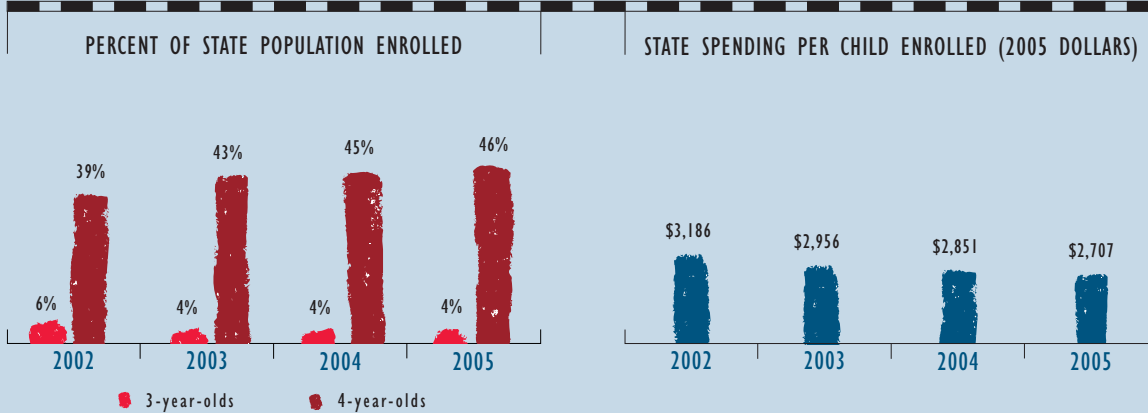
² Children who meet the income criteria receive highest priority for enrollment.

³ The state's first set of early learning standards, Tennessee's Early Learning Developmental Standards, were adopted in 2004.

⁴ A requirement for all children to have a vision and hearing screen was added to the Scope of Services for the 2005-2006 school year; in prior years, screening and referral requirements for vision and hearing were determined locally. Support services include two annual parent conferences or home visits, parent involvement activities, and transition to Pre-K and kindergarten activities.

⁵ As of the 2005-2006 school year, new programs will be required to provide a local match.

Texas



The Public School Prekindergarten initiative was established in 1984 and provides half-day preschool primarily for at-risk 4-year-olds. The program has the largest total enrollment of any state-funded preschool initiative in the country and continues to serve more children each year. Children qualify for the program if they are homeless, eligible for free or reduced-price lunch, or unable to speak and understand the English language. The state requires all districts with 15 or more eligible children who are at least 4 years old to offer Public School Prekindergarten. As part of the K–12 system, programs are supported through the Foundation School Program, which includes both state and local funds. Individual school districts are responsible for operating prekindergarten programs but are encouraged to consider using existing Head Start or local child care providers as program sites. Although not required, full-day programs and access for 3-year-olds are provided in some locations with the use of additional district and state funding. Services for children who do not meet eligibility criteria are largely paid for by parent tuition.

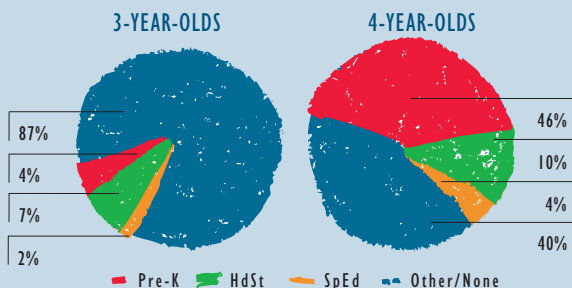
Beginning with the 1999–2000 school year, the state Legislature appropriated \$100 million per year to make grants available to school districts and open-enrollment charter schools to expand prekindergarten programs to full day. Funding remained level for the 2001–2002 and 2002–2003 school years but was reduced to \$92.5 million per year for the 2003–2004 and 2004–2005 school years. These annual expansion grants are awarded on a competitive basis, giving priority to districts with low third-grade reading scores.



ACCESS

Total state program enrollment	176,547
School districts that offer state program	76%
Income requirement	185% FPL ¹
Hours of operation	3 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	22,182
Federally funded Head Start enrollment '03-'04	61,890
State-funded Head Start enrollment	0

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



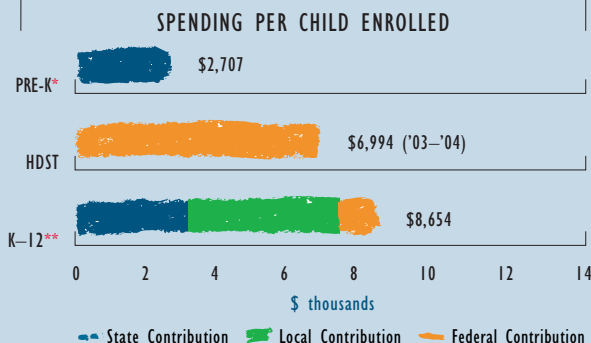
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Generalist Teaching Certificate ³	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD/GED	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	150 clock hours/5 years ⁴	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	No limit ⁵		
4-year-olds	No limit ⁵		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	No limit		
4-year-olds	No limit		
Screening/referral and support services	Vision, hearing; and support services ⁶	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	None	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$478,000,000 ⁸
Local match required?	No
State spending per child enrolled	\$2,707
State spending per 3-year-old	\$110
State spending per 4-year-old	\$1,245



* 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 '04-'05 school year, unless otherwise noted.

- Children may also qualify if they are homeless or unable to speak and comprehend the English language. During the 2003-2004 program year, 72% of the children enrolled qualified based on income.
- Districts that receive Prekindergarten Expansion Grant funding are required to offer 6 hours of services per day. Foundation School Program funding covers half-day services only.
- The certification requirement for teachers changed in 2002 from endorsement in EC or K to the Generalist (EC-Grade 4) Teaching Certificate. The state no longer issues an Early Childhood or Kindergarten Endorsement. Prekindergarten teachers are required to pass the Texas Examinations of Educator Standards (TexES) for the Generalist Teaching Certification.
- All classroom teachers holding a Standard Certificate with an effective date of September 1, 1999 or later must meet this requirement.
- Class size is mandated for grades K-4 only. Prekindergarten classes no larger than 15 (3-year-olds) and 18 (4-year-olds) are preferred but not required.
- Some support services are required, but specific services are determined locally. The number of annual parent conferences or home visits is determined locally.
- School districts are not required to serve meals to prekindergarten students. However, most school districts do serve either breakfast or lunch, and some offer both meals. All districts offering full-day programs provide lunch.
- This figure is an estimate and includes funding from expansion grants provided by the state to support full-day services.

Utah

NO PROGRAM

ACCESS RANKING—4s

ACCESS RANKING—3s

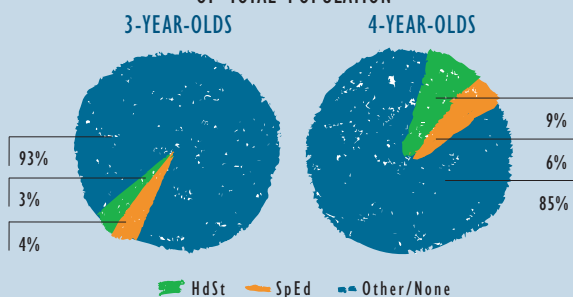
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	4,452
Federally funded Head Start enrollment '03-'04	5,242
State-funded Head Start enrollment	0

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

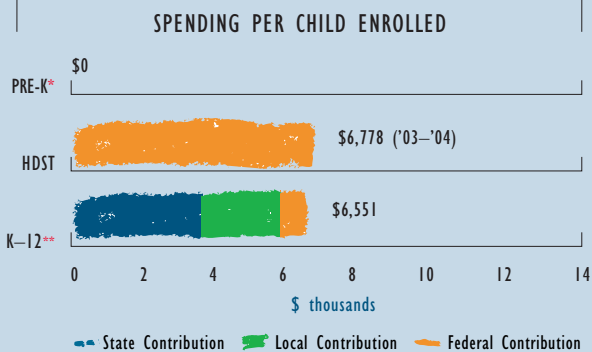


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0

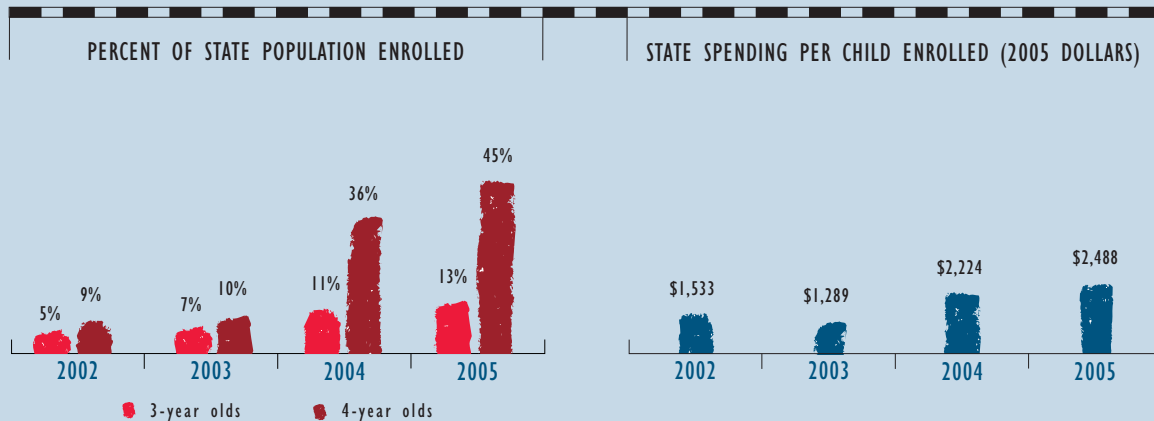


* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

Vermont



Vermont's Early Education Initiative (EEI) began in 1987 and provides grants to increase access to preschool programs for the state's 3- and 4-year-old children at risk. Direct funding is distributed by the state to public schools, Parent-Child Centers, private child care programs, and Head Start. The state requires EEI programs to coordinate funds and services with other community resources. During 2003–2004, nearly half of the children served came from families with incomes below 185 percent of the federal poverty level. Other risk factors related to program eligibility include exposure to violence, neglect or substance abuse, low parental education levels, social isolation, limited English proficiency, and developmental delay. State funding for EEI has remained level for the past 5 years, but because of inflation the value of grants received by programs has diminished. Some programs have thus reduced enrollment and intensity of services.

Since 2002–2003, the state has increased support for a second preschool initiative—Vermont Average Daily Membership-funded Prekindergarten. State education funds are distributed based on Average Daily Membership (ADM) counts, with 10 hours of weekly service generating one ADM per child (or 40 percent of full-day K-12 funding). ADM-funded programs are offered in public schools or in other facilities that are licensed by the state Department of Education.

All EEI programs are expected to reference the Vermont Early Learning Standards (VELS) in their curriculum. Promotion of the VELS and related professional development activities is part of an ongoing effort to bring early education to the forefront of state policy decisions.

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

STATE OVERVIEW

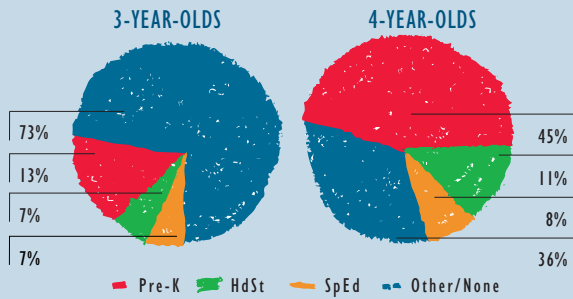
Total state program enrollment - - - - -	3,634
Total state spending - - - - -	\$9,040,024
State spending per child enrolled - - - - -	\$2,488
State spending per 3-year-old - - - - -	\$259
State spending per 4-year-old - - - - -	\$1,177

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

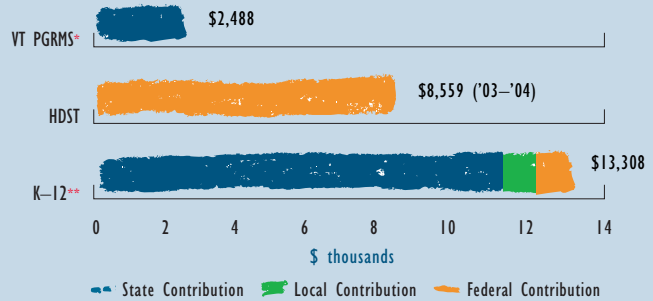
** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '04-'05 school year, unless otherwise noted.

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



SPENDING PER CHILD ENROLLED



ACCESS RANKING—4s

4

ACCESS RANKING—3s

2

RESOURCES RANKING

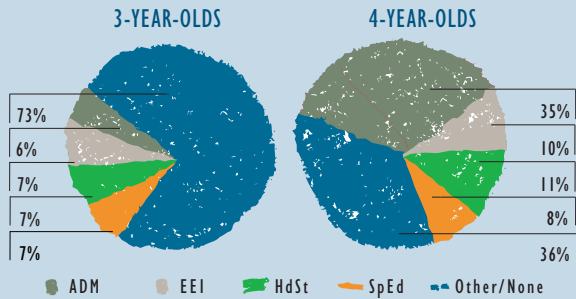
30

VERMONT AVERAGE DAILY MEMBERSHIP-FUNDED PREKINDERGARTEN PROGRAMS

ACCESS

Total state program enrollment	-----	2,545 ¹
School districts that offer state program	-----	43% (communities)
Income requirement	-----	None
Hours of operation	-----	Determined locally
Operating schedule	-----	Academic year ²
Special education enrollment	-----	958
Federally funded Head Start enrollment '03-'04	-----	1,153
State-funded Head Start enrollment	-----	0

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



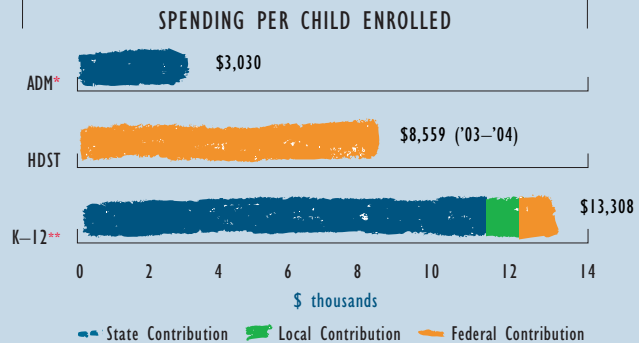
QUALITY STANDARDS CHECKLIST

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



RESOURCES

Total state Pre-K spending	-----	\$7,711,200 ⁵
Local match required?	-----	No
State spending per child enrolled	-----	\$3,030
State spending per 3-year-old	-----	\$175 ⁶
State spending per 4-year-old	-----	\$1,054 ⁶



* 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 '04-'05 school year, unless otherwise noted.

¹ This figure is an estimate, and has been adjusted to reduce duplication of enrollment counts across the ADM and EEI programs.

² Although funding is based on the traditional school year calendar, tuition supports full year programs for some children.

³ Support services include two annual home visits or parent conferences, health services for children, referral to social services, and transition to kindergarten activities.

⁴ Programs operating fewer than 4 hours per day must offer a snack; programs operating for more than 4 hours per day must offer snack and lunch.

⁵ This figure is an estimate based on a new funding formula that went into effect as of the 2004-2005 program year.

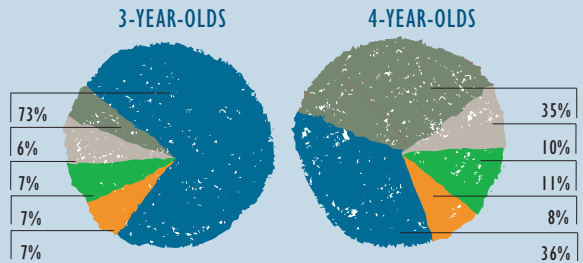
⁶ The state did not break ADM enrollment into specific numbers of 3- and 4-year-olds. As a result, these calculations are estimates based on proportions of enrollees who were ages 3 or 4 in states that served 3-year-olds and provided age breakdowns for 2004-2005.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	-----	1,089
School districts that offer state program	-----	54% (towns)
Income requirement	-----	185% FPL ¹
Hours of operation	-----	Determined locally ²
Operating schedule	-----	Determined locally ²
Special education enrollment	-----	958
Federally funded Head Start enrollment '03-'04	-----	1,153
State-funded Head Start enrollment	-----	0

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



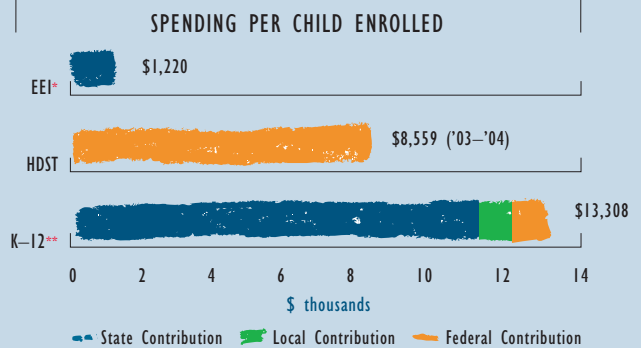
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	License in EC or ECSE (public), Degree in ECE (nonpublic)	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	BA (public), Determined locally (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years (public), 9 clock hours/year (nonpublic)	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	-----	16	
4-year-olds	-----	16	
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	-----	1:8	
4-year-olds	-----	1:8	
Screening/referral	Vision, hearing, health, and and support services	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$1,328,824
Local match required?	-----	No
State spending per child enrolled	-----	\$1,220
State spending per 3-year-old	-----	\$84
State spending per 4-year-old	-----	\$123



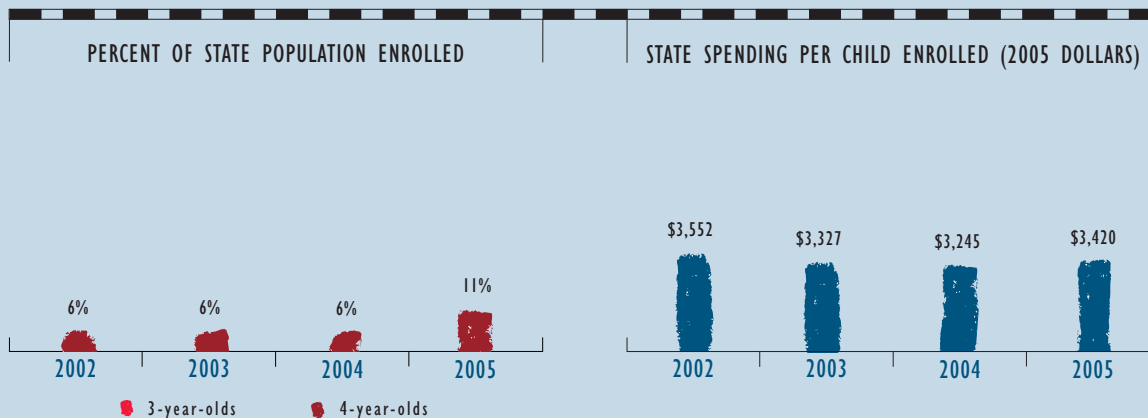
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

¹ Children may also qualify based on risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence or substance abuse, social isolation, or low educational attainment by parents. During 2003-2004, 45% of enrollees qualified based on income.
² Programs average 10.5 hours per week. Public schools and Head Start programs generally follow the academic year, while programs in child care centers usually operate throughout the calendar year.
³ District-wide screenings for all 3- to 5-year-olds are conducted, and referrals for services are provided to children whether or not they are EEI eligible. Support services include two annual parent conferences or home visits for academic-year programs and three for year-round programs, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.
⁴ Programs operating for 3 hours must provide a snack, while programs operating for at least 4 hours must provide a meal plus a snack.

Virginia



The Virginia Preschool Initiative was established in 1995 to meet the needs of 4-year-old children who were not being served by existing early education programs. Public schools receive an allocation of funds from the state, and may subcontract with Head Start or YMCA programs to operate prekindergarten classes. Localities are required to contribute additional funds to the program based on a composite index designed to promote equity across communities. All children who participate in the Virginia Preschool Initiative must be at risk, although the specific risk factors used to determine eligibility are chosen and identified at the local level. Such risk factors include poverty, homelessness, parents who have dropped out of school or who have limited education, family underemployment or incarceration, and limited English proficiency.

Until the 2004–2005 program year, all classrooms funded through the Virginia Preschool Initiative operated on a full-day schedule. Beginning in 2004, districts had the option of offering either a half-day (3-hour) or full-day (6-hour) program. Programs choosing to operate on a half-day schedule receive 50 percent of the funding offered to full-day programs. Unlike full-day programs, which are required to offer meals, half-day programs determine at the local level which meals to offer. The basis for allocating funds to local sites changed first in 2004–2005 and again for 2005–2006. Previously, public schools received allocations to fund prekindergarten for 60 percent of at-risk 4-year-olds in their communities not already being served through Head Start or Title I programs. Regulations made funds available to serve 90 percent of at-risk 4-year-olds not enrolled in Head Start for 2004–2005, and 100 percent of such children for 2005–2006. These changes have led to significant increases in funding and enrollment for the Virginia Preschool Initiative. Also during the 2005–2006 school year, the maximum class size increased to 18, with a staff-child ratio of 1:9.

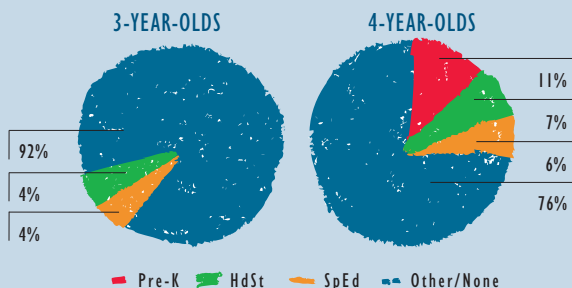
In 2004, the state began emphasizing early learning standards in literacy and mathematics, with the adoption of Virginia’s Foundation Blocks for Early Learning: Standards for Literacy and Mathematics.



ACCESS

Total state program enrollment	10,307
School districts that offer state program	66%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	9,559
Federally funded Head Start enrollment '03-'04	11,569
State-funded Head Start enrollment	0

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



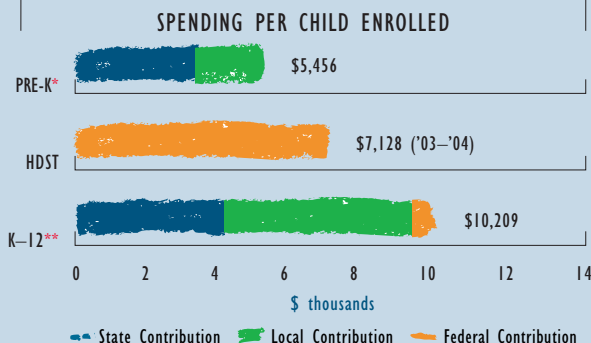
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA (public), CDA (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	License + certification in Pre-K-3 or-6 (public), Meets CDA requirements (nonpublic) ²	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or GED	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	Determined locally	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	16 ³		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:8 ³		
Screening/referral and support services	Vision, hearing, health; and support services ⁴	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	None ⁶	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$35,253,935
Local match required?	Yes;
based on composite index of local ability to pay	
State spending per child enrolled	\$3,420
State spending per 3-year-old	\$0
State spending per 4-year-old	\$363



* 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 '04-'05 school year, unless otherwise noted.

¹ Effective with the 2004-2005 school year, localities may choose to offer half-day programs for 3 hours per day or full-day programs for 6 hours per day.

² All staff must have some training in early childhood development. Teachers in Head Start settings must hold a CDA.

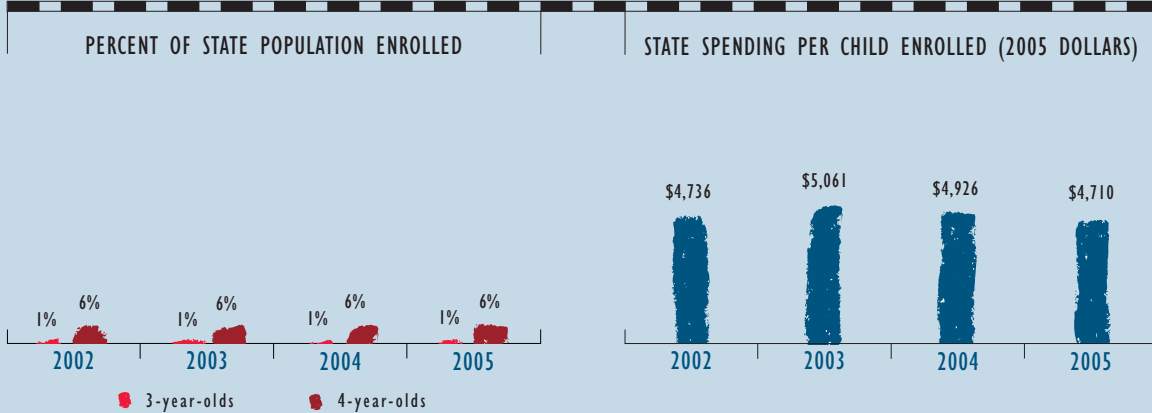
³ Beginning with the 2005-2006 school year, maximum class size increased to 18, with a 1:9 staff-child ratio.

⁴ Support services include parent involvement activities, health services for children, and referral to social services. The annual number of required parent conferences or home visits is determined locally.

⁵ Full-day programs must provide lunch and a snack. Beginning in 2004-2005, meal and snack requirements were determined locally for half-day programs; most offer a snack, and some offer lunch.

⁶ Parent satisfaction surveys and ongoing supervision of teachers are local responsibilities.

Washington



Calls for early childhood education reform in the 1980s contributed to the establishment of the Early Childhood Education and Assistance Program (ECEAP). Since 1985, ECEAP has provided prekindergarten programs primarily to 4-year-olds from families at or below 110 percent of the federal poverty level. Additionally, space is reserved to meet the needs of preschool children of migrant workers or Native Americans, as well as children with environmental or developmental risk factors. Three-year-olds without risk factors may participate only after all eligible 4-year-olds have been served. Public or private nonsectarian organizations (e.g., school districts, educational service districts, community and technical colleges, local governments, or nonprofit organizations), are eligible to receive direct funding through a renewal of funding grant process. This funding may then be used to subcontract with a range of agencies to deliver services. ECEAP contractors choose tools for child assessments. Use of the Devereux Early Childhood Assessment Program (DECA) is encouraged to help identify children’s social and emotional strengths and needs. Information gathered through these assessments is used to guide classroom activities and develop strategies for working with parents.

State budget decisions have reduced funding for ECEAP in recent years, resulting in the loss of slots and services. Funding for ECEAP development and training programs was eliminated in 2004–2005. However, the state Legislature funded a 4 percent vendor rate increase and added 282 slots for fiscal year 2006.

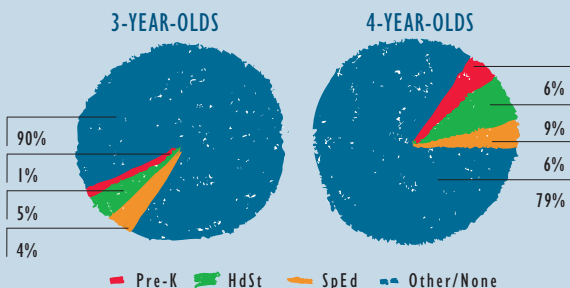
Washington adopted Early Learning Development Benchmarks in 2005, and discussion is currently under way to determine how these standards will be applied to ECEAP. The Governor’s Early Learning Council, an advisory committee that will make recommendations about the organization of early learning programs and services, was also created in 2005. Its purpose is to build on the efforts of communities to improve quality in early learning environments by developing a quality rating system and a tiered reimbursement system.



ACCESS

Total state program enrollment	-----	5,722
School districts that offer state program	-----	92% (counties)
Income requirement	-----	90% of children must be at or below 110% FPL
Hours of operation	-----	Determined locally ¹
Operating schedule	-----	Determined locally ²
Special education enrollment	-----	7,332
Federally funded Head Start enrollment '03-'04	-----	11,198
State-funded Head Start enrollment	-----	0

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



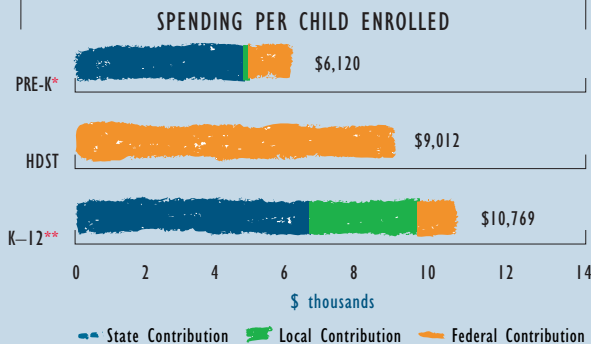
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	-----	None ³	<input type="checkbox"/>
Teacher degree	-----	AA	<input type="checkbox"/>
Teacher specialized training	-----	30 quarter units in ECE	<input checked="" type="checkbox"/>
Assistant teacher degree	-----	1 year ECE certificate or CDA + 1 year experience	<input checked="" type="checkbox"/>
Teacher in-service	-----	Determined locally ⁴	<input type="checkbox"/>
Maximum class size			
3-year-olds	-----	24 ⁵	<input type="checkbox"/>
4-year-olds	-----	24 ⁵	<input type="checkbox"/>
Staff-child ratio			
3-year-olds	-----	1:9 ⁵	<input checked="" type="checkbox"/>
4-year-olds	-----	1:9 ⁵	<input checked="" type="checkbox"/>
Screening/referral and support services	-----	Vision, hearing, health, and developmental; and support services ⁶	<input checked="" type="checkbox"/>
Meals	-----	At least 1 meal ⁷	<input checked="" type="checkbox"/>
Monitoring	-----	Site visits and other monitoring	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$26,949,437 ⁸
Local match required?	-----	No
State spending per child enrolled	-----	\$4,710
State spending per 3-year-old	-----	\$58
State spending per 4-year-old	-----	\$258



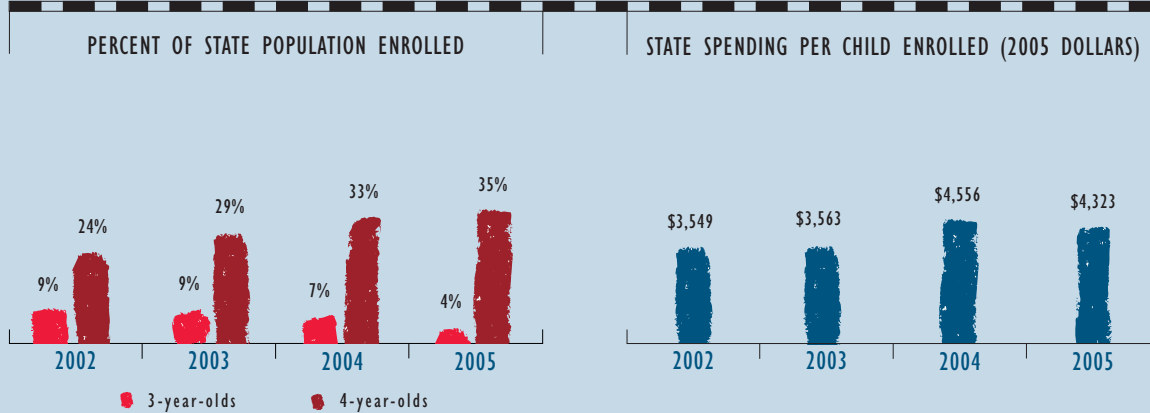
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- All programs operate at least 2.5 hours per session. Most programs operate 3 to 4 days per week.
- Programs must provide a total of 32 weeks of direct services, which may also include educational planning meetings and adult contact.
- The state adopted the Early Learning and Development Benchmarks in June 2005 but has not yet determined how to apply the benchmarks to ECEAP.
- ECEAP requires in-service training but does not specify the number of hours required.
- Program standards specify that when it is not possible to maintain group sizes of 18, groups of 24 are permissible. In classes of 18 students, the staff-child ratio must be 1:9, and in classes of 24, the staff-child ratio must be 1:6.
- Support services include 3 hours of parent conferences, 3 hours of family support services, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, mental health consultation, services of a dietician, and oral/dental health services.
- Programs of less than 4 hours must offer meals and snacks that meet one-third of a child's daily nutritional needs. For programs of more than 4 hours, one-half to two-thirds of a child's daily nutritional needs must be met. The average program offers one meal and one snack during a half-day class.
- ECEAP also received \$5,141,990 in CCDF funds.

West Virginia



The Public School Early Childhood Education program provided funding for prekindergarten beginning in 1983 when a revision to the state school code allowed preschool programs to be created by local school boards. The state is in the process of expanding access to prekindergarten for all 4-year-olds whose families want them to participate. Legislation requires that universal prekindergarten be made available to all of the state's 4-year-olds by the 2012–2013 school year. The state will require half of the programs be in collaborative settings with Head Start, child care, or private prekindergarten programs.

West Virginia counties have taken several steps toward the goal of making prekindergarten universally available. Counties must submit an annual plan to the state to outline how they will expand access. Currently, out of 55 counties, 13 counties need only five or fewer classrooms to make prekindergarten universally available, and four counties have already reached this goal. The state will work with counties to ensure that they not only have enough classrooms to meet the need for prekindergarten, but also that all of the classrooms meet the state's quality standards.

While the state is expanding access to prekindergarten for 4-year-olds, it has decreased and restricted access for 3-year-olds. Under a policy change that went into effect in July 2004, 3-year-olds can now qualify for the state prekindergarten program only if they have special needs. Eligibility criteria for 4-year-olds are determined at the local level, with some counties enrolling children on a first-come/first-served basis or using a lottery system.

In 2004, the state adopted the West Virginia Early Learning Standards Framework, which promotes learning standards across all domains, including social and emotional development, and provides guidelines for assessment.

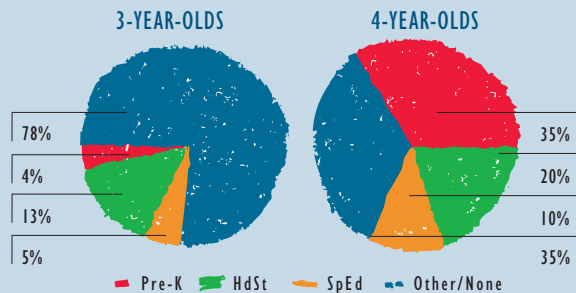
State funding for the prekindergarten program is supplemented by a significant amount of federal Head Start, Title I and IDEA funding.



ACCESS

Total state program enrollment	7,980
School districts that offer state program	100%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	2,828
Federally funded Head Start enrollment '03-'04	6,559
State-funded Head Start enrollment	0

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



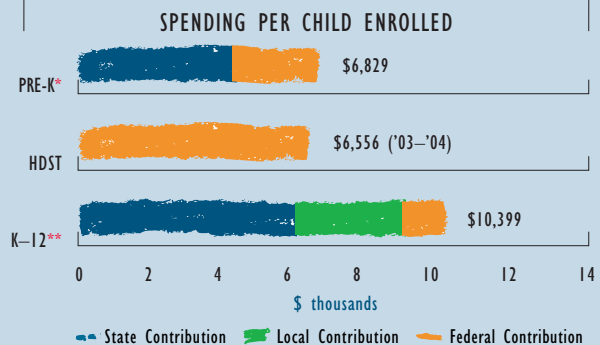
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ²	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA or AA ³	BA	<input type="checkbox"/>
Teacher specialized training	See footnotes ⁴	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or equivalent	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10 ⁵		
4-year-olds	1:10 ⁵		
Screening/referral and support services	Vision, hearing, health, and dental; and support services ⁶	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$34,500,000
Local match required?	No
State spending per child enrolled	\$4,323
State spending per 3-year-old	\$193
State spending per 4-year-old	\$1,528



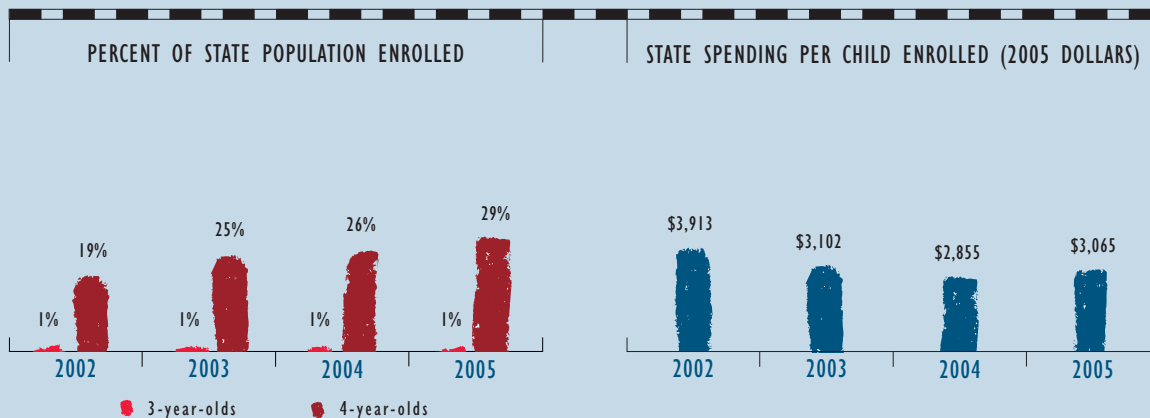
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

- Programs typically operate 2 full days per week or 4 full days with Friday reserved for activities such as home visits and planning. Some counties offer a full-day, full-week program.
- The West Virginia Early Learning Standards Framework (WV ELSF) was adopted in 2004, represents the content standards and objectives (CSOs) for Pre-K, and is a part of the CSOs for Pre-K–grade 12. All Pre-K classrooms are required to use the ELSF. It is cross-referenced to the Head Start Performance Outcomes and the approved curriculum that classrooms are required to use.
- If the classroom is in a community collaborative (supported by two or more funding sources and located in a public school or community-based setting), the teacher may be on permit, provided that the teacher has at least an Associate's degree in an approved field and is working toward certification. New teachers in community collaborative settings may be on permit for up to 5 years. All teachers in public school settings who are not employees of a community collaborative must have a BA.
- Teachers in public school settings that are not collaboratives must be certified in Birth–5, Early Childhood, Preschool Special Needs, or Elementary Education (with a Pre-K/K endorsement). Teachers in community collaborative settings must have a degree in Child Development/Early Childhood or in Occupational Development with an emphasis in Child Development/Early Childhood.
- This policy was effective with the 2003–2004 school year; previously there was no limit on staff-child ratios.
- Support services include two annual parent conferences or home visits, transition to kindergarten activities, and other locally determined services. The parent conference requirement was included in West Virginia Board of Education Policy 2525, which went into effect in February 2003, although many school systems did not institute full compliance with the policy until the 2003–2004 school year.
- Meals must be offered if the program operates for more than 4 hours per day.

Wisconsin



Wisconsin first made a constitutional commitment to provide a free education for 4-year-olds in 1848. In 1873, the state established the Four-Year-Old Kindergarten (4K) program, which still exists today (although state aid was temporarily suspended from 1957 to 1984). Through the 4K program, local school districts that choose to offer half-day classes for 4-year-olds receive 50 percent of the standard state per-pupil contribution provided for K–12, or 60 percent if the school also offers parent support.

Most prekindergarten classes are offered in public schools, but in recent years the state has made efforts to promote community approaches, with local Head Start and child care centers providing services. The state has also successfully encouraged districts that were not offering prekindergarten to open programs and districts already offering programs to serve more children.

Recent efforts to improve the program include the development of Model Early Learning Standards through collaborative work among state agencies.

Through another initiative, Wisconsin provides funding to supplement federal Head Start grantees. These programs follow the federal Head Start Performance Standards and offer comprehensive early education for 3- and 4-year-old children who are from low-income families or who have disabilities.

In order to document the contributions Wisconsin makes to prekindergarten through its separate initiatives, we first present summary information reflecting the state's overall commitment to prekindergarten. Enrollment and state spending for both the 4K and state-financed Head Start initiatives are taken into account. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the 4K program, while the final page focuses exclusively on the state-funded Head Start program.

STATE OVERVIEW

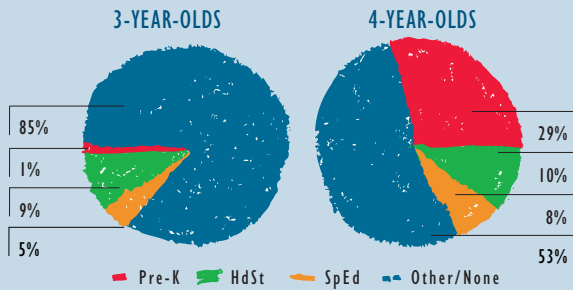
Total state program enrollment - - - - -	19,971
Total state spending - - - - -	\$61,212,500
State spending per child enrolled - - - - -	\$3,065
State Head Start spending - - - - -	\$7,212,500
State spending per 3-year-old - - - - -	\$49
State spending per 4-year-old - - - - -	\$864

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

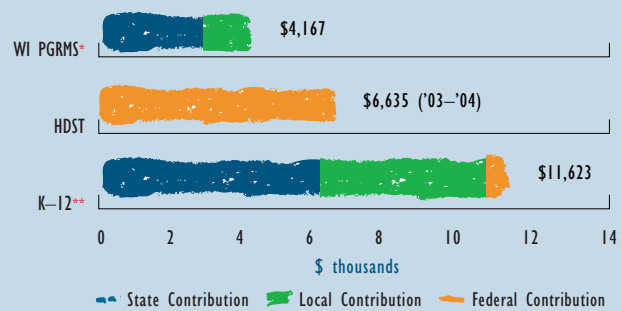
** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '04-'05 school year, unless otherwise noted.

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



SPENDING PER CHILD ENROLLED



ACCESS RANKING—4s

9

ACCESS RANKING—3s

21

RESOURCES RANKING

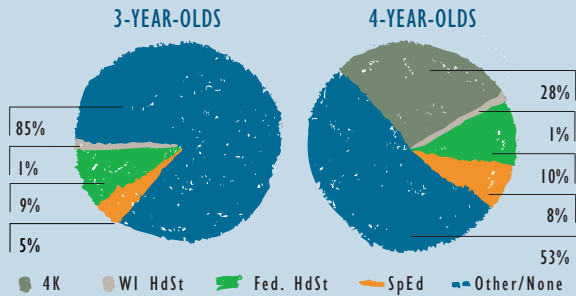
23

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN

ACCESS

Total state program enrollment	-----	18,652
School districts that offer state program	-----	50%
Income requirement	-----	None
Hours of operation	-----	Determined locally ¹
Operating schedule	-----	Academic year ¹
Special education enrollment	-----	9,230
Federally funded Head Start enrollment '03-'04	-----	12,773
State-funded Head Start enrollment	-----	1,319 ²

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	----- Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	----- BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	----- EC level license ³	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	----- Teacher asst. license or AA (public), I course in EC (nonpublic) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	----- 180 clock hours or 6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	----- NA		
4-year-olds	----- Determined locally		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	----- NA		
4-year-olds	----- Determined locally		
Screening/referral and support services	----- Support services only ⁵	Vision, hearing, health; and at least 1 service	<input type="checkbox"/>
Meals	----- None	At least 1/day	<input type="checkbox"/>
Monitoring	----- Other monitoring	Site visits	<input type="checkbox"/>



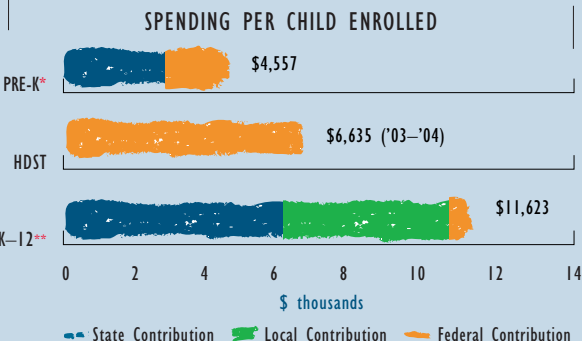
RESOURCES

Total state Pre-K spending	-----	\$54,000,000
Local match required?	--- Yes—local share of school revenue	
State spending per child enrolled	-----	\$2,895
State Head Start spending	-----	\$7,212,500
State spending per 3-year-old	-----	\$0
State spending per 4-year-old	-----	\$806

* 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 '04-'05 school year, unless otherwise noted.

- Programs must operate for a minimum of 437 hours and 180 days per year. Although districts determine specific weeks and months of operation, most programs operate 2.5 hours per day and 5 days per week. Programs may add 87.5 hours per year for parent outreach.
- 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.
- Wisconsin licensing standards define the early childhood level as applicable to the approximate ages of birth through 8. Licensing at this level requires all teachers to obtain competencies specific to working with preschool-age children.
- This requirement for assistant teachers in nonpublic settings reflects child care licensing regulations, which also require that assistant teachers be at least 18 years old.
- Vision, hearing, immunization, and general health screenings are required at kindergarten entrance for all children. Typically, they are provided by family physicians or through the Women, Infants, and Children (WIC) program. LEAs follow up with children who do not receive these services. However, referrals are not mandatory. Additional support services include parent involvement activities, health services for children, referral to social services, school counseling, and transportation.

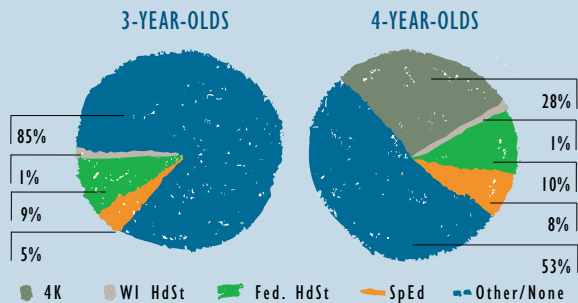


WISCONSIN STATE-FUNDED HEAD START MODEL

ACCESS

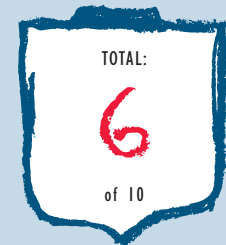
Total state program enrollment	-----	1,319 ¹
School districts that offer state program	-----	100% (federal Head Start grantees)
Income requirement	-----	90% of children must be at or below 100% FPL
Hours of operation	-----	Determined locally ²
Operating schedule	-----	Determined locally ²
Special education enrollment	-----	9,230
Federally funded Head Start enrollment '03-'04	-----	12,773
State-funded Head Start enrollment	-----	1,319 ¹

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



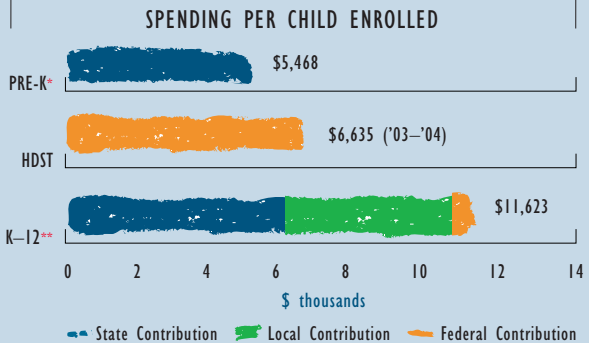
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	----- Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	----- CDA ³	BA	<input type="checkbox"/>
Teacher specialized training	----- Meets CDA requirements	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	----- Determined locally (public), 1 course in EC (nonpublic) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	----- Amount not specified	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	----- 17		
4-year-olds	----- 20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	----- 2:17		
4-year-olds	----- 1:10		
Screening/referral and support services	----- Vision, hearing, and health; and support services ⁵	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	----- Lunch and/or breakfast ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	----- Other monitoring	Site visits	<input type="checkbox"/>



RESOURCES

Total state Pre-K spending	-----	\$7,212,500
Local match required?	-----	No
State spending per child enrolled	-----	\$5,468
State Head Start spending	-----	\$7,212,500 ⁷
State spending per 3-year-old	-----	\$49 ¹
State spending per 4-year-old	-----	\$58 ¹



* 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 '04-'05 school year, unless otherwise noted.

¹ Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart and Resources section were also estimated, using proportions of federal Head Start enrollees in each age category.
² Programs must operate a minimum of 3.5 hours per day, 4 days per week, and for 32 weeks per year, as required by federal Head Start Performance Standards.
³ School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure, and assistant teachers to have an AA degree and assistant teacher license.
⁴ This requirement for assistant teachers in nonpublic settings reflects child care licensing regulations, which also require that assistant teachers be at least 18 years old.
⁵ Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or education, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and others as per federal Head Start Performance Standards.
⁶ The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs, and full-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day. All children in morning center-based settings must be given the opportunity to have a nutritious breakfast.
⁷ All spending through this initiative is directed toward Head Start programs.

Wyoming

NO PROGRAM

ACCESS RANKING—4s

ACCESS RANKING—3s

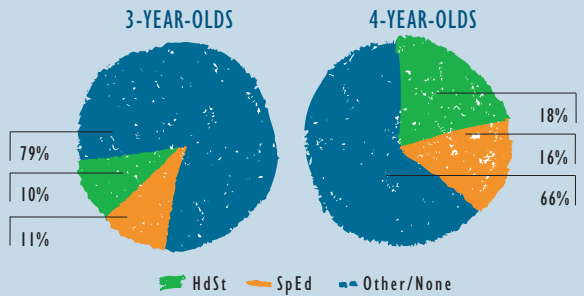
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,546
Federally funded Head Start enrollment '03-'04	1,656
State-funded Head Start enrollment	0

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

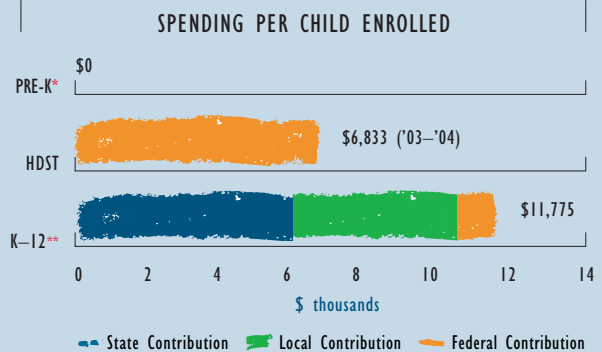


QUALITY STANDARDS CHECKLIST



RESOURCES

Total state Pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0

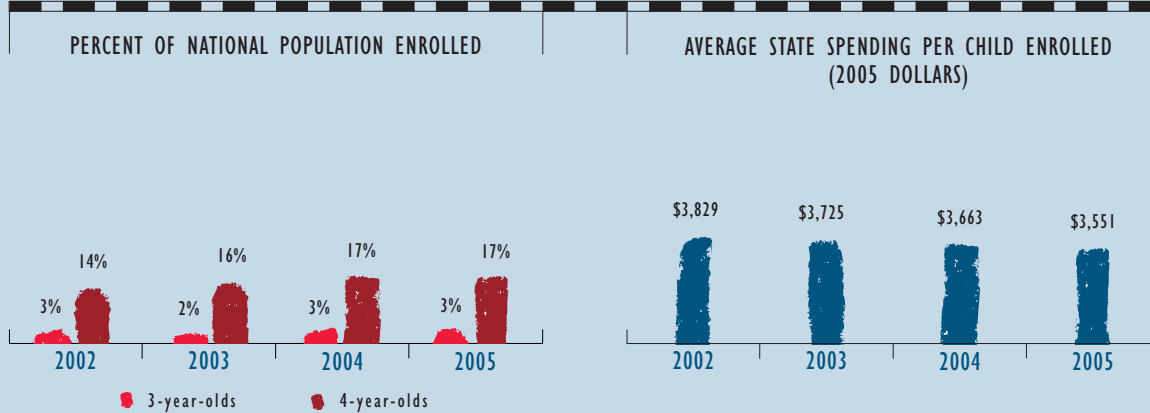


* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '04-'05 school year, unless otherwise noted.

United States



This summary profile presents an overview of state-funded prekindergarten data across the United States during the 2004–2005 school year. As on the individual state profiles found on pages 40 to 159 of this report, we emphasize the areas of access to state preschool, quality standards, and spending. This profile, however, focuses on national totals and averages rather than statewide totals and averages.

During the 2004–2005 program year, 38 states offered state-funded prekindergarten. Across those states, there were 48 distinct prekindergarten initiatives, since some states funded multiple initiatives. The 12 states not offering state-funded prekindergarten in 2004–2005 were Alaska, Florida, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah, and Wyoming. Florida has since started a state prekindergarten initiative.

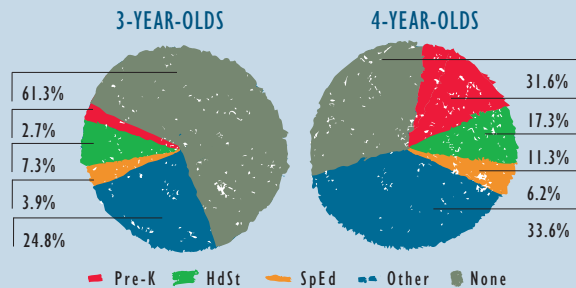
National data show that the percentage of 4-year-olds enrolled in state prekindergarten grew by 3 percent from the 2001–2002 school year to the 2004–2005 school year, with 17 percent of the nation’s 4-year-olds enrolled in 2004–2005. The percentage of 3-year-olds enrolled remained steady during this time period. From fiscal year 2002 to fiscal year 2005, state spending decreased by \$278 per child enrolled, in inflation-adjusted dollars.

A total of 801,902 children were enrolled in state prekindergarten initiatives in 2004–2005. Quality standards varied tremendously across the states, and just more than half of the state prekindergarten initiatives met the important benchmark of requiring all lead teachers to have a bachelor’s degree. Funding for state prekindergarten was about \$2.8 billion during the 2004–2005 school year. Although some state prekindergarten initiatives also reported financial support from local and federal sources, per-child spending in state prekindergarten was still much less than total state, local, and federal spending in grades K–12.

NATIONAL ACCESS

Total state preschool enrollment	801,902
States that fund preschool	38 states
Income requirement	29 state programs have an income requirement
Hours of operation	9 full-day, 12 half-day, 27 determined locally
Operating schedule	29 academic year, 1 calendar year, 18 determined locally
Special education enrollment	398,942
Federal Head Start enrollment, ages 3 & 4 ('03-'04)	733,414
Total federal Head Start and Early Head Start enrollment, ages 0 to 5 ('03-'04)	896,299
State-funded Head Start enrollment	17,431 ¹

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



NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY

Early learning standards	
Teacher degree	
Teacher specialized training	
Assistant teacher degree	
Teacher in-service	
Maximum class size	
3-year-olds	
4-year-olds	
Staff-child ratio	
3-year-olds	
4-year-olds	
Screening/referral and support services	
Meals	
Monitoring	

BENCHMARK

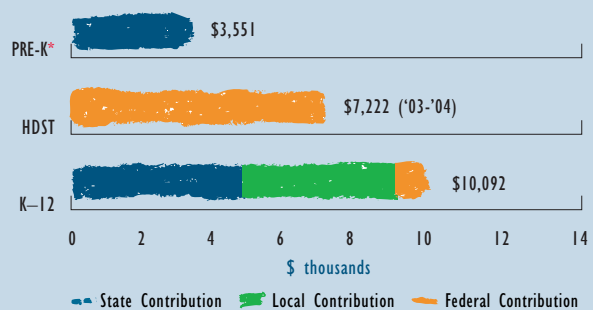
OF THE 48 STATE PRE-K INITIATIVES, NUMBER MEETING BENCHMARK

Comprehensive	27
BA	25
Specializing in Pre-K	35
CDA or equivalent	12
At least 15 hours/year	33
20 or lower	35
1:10 or better	37
Vision, hearing, health; and at least 1 support service	27
At least 1/day	23
Site visits	30

NATIONAL RESOURCES

Total state preschool spending	\$2,836,737,647
Local match required?	10 state programs require a local match
State spending per child enrolled	\$3,551 ²
State Head Start spending	\$151,521,604
State spending per 3-year-old	\$111 ³
State spending per 4-year-old	\$698 ³

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 '04-'05 school year, unless otherwise noted.

¹ This figure includes 15,392 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

² This figure includes federal TANF funds directed toward preschool at states' discretion.

³ These calculations are based on the total population of 3- and 4-year-olds in the 38 states that funded a preschool initiative.

METHODOLOGY

The data in this report were collected primarily through surveys of state prekindergarten administrators and focus on the 2004–2005 and 2003–2004 program years. During June of 2005, surveys were sent to administrators of the state-funded preschool initiatives covered in NIEER’s previous *State Preschool Yearbook*. We also checked with other sources to determine whether any new initiatives had been started since the 2002–2003 program year or whether we had omitted any initiatives in that report. All initiatives included in the current report meet the criteria outlined in the survey, which define state prekindergarten initiatives as initiatives that are funded and directed by the state to support group learning experiences for preschool-age children, usually ages 3 and 4. For more information about these criteria, please see “What Qualifies as a State Preschool Program” on page 31.

This report covers most of the same initiatives as last year, with a few exceptions. A third program in New Jersey, the Early Launch to Learning Initiative, began serving children in 2004 and expanded preschool access for the state’s 4-year-olds. Two additional initiatives in Pennsylvania are each given full data pages for 2004–2005. The Education Accountability Block Grant program began offering services in 2004, and the Pennsylvania state-funded Head Start program was significantly expanded in 2004 to merit consideration as a distinct initiative. Also, this year we include Vermont’s Average Daily Membership-funded preschool program, as a result of increased state support for this initiative.

Our survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. Where data were already available from the previous *State Preschool Yearbook* or from other sources, we filled in responses for the states and simply asked them to verify that the information was valid during the 2004–2005 program year.

The survey included questions on the topics of access, eligibility requirements, program standards, statewide early learning standards, personnel, resources, monitoring, and important changes to the program since the last survey. Most of the questions addressed the same issues as last year’s survey. However, this year our survey was designed to collect information on both the 2003–2004 and the 2004–2005 program years. Administrators were asked to report policies that were in place for 2003–2004, and then to specify any changes to these policies for 2004–2005. The wording of some questions—such as those on operating schedules and monitoring—was revised to make them clearer and to gather more precise data. Several new questions were added as well, requesting detailed information on early learning standards and policies regarding student expulsion. Due to alterations in the survey, in some cases the data gathered this year are not completely comparable to data in last year’s report, although largely similar information was collected.

After completed surveys were returned, we followed up with state administrators to clarify any questions about their responses. Later, we contacted them again to provide an opportunity to verify the data we had gathered. At that time, we asked them to review a table with all of the data for their program, as well as a narrative about their program. We also sent a brief follow-up survey during the fall of 2005 to obtain newly-available data on funding and enrollment for 2004–2005. These data are found on the state profile pages. Administrators’ responses to our long-form survey, including answers for items not covered in the state profiles, are shown in Appendix A.

Although most of the data in this report were collected through the surveys, there are a few exceptions. The Head Start Bureau in the U.S. Department of Health and Human Services was the source of data on federal Head Start spending and enrollment for 2003–2004 as well as enrollment data used to calculate spending per 3- and 4-year-old in states that fund Head Start programs profiled in this report. Additional Head Start data are provided in Appendix B.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in 2004–2005.


Total federal, state, and local expenditures on K–12 education in 2004–2005 were calculated by NIEER based on data from the National Education Association’s report, “Rankings and Estimates: Rankings of the States 2004 and Estimates of School Statistics 2005.” Total K–12 spending for each state includes current operating expenditures as well as annual capital outlays and interest on school debt. This provides a more complete picture of the full cost of K–12 than including only current operating expenditures, which underestimate the full cost. Our estimate of K–12 expenditures is also more comparable to total prekindergarten spending per child because this funding generally must cover all costs, including facilities. Total cost per child was calculated for each state by dividing expenditures by fall 2004 enrollment. We estimated the breakdown of total cost by source, using percentages of revenue receipts from federal, state and local sources in each state.



Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's Population Estimates Data Sets, and are shown in Appendix D. July estimates of populations at each single year of age are available for each year from 2002–2004. Estimates for the July immediately preceding the program year (e.g., July 2004 for the 2004–2005 program year) were used to calculate percentages of 3- and 4-year-olds enrolled in state preschool, federal Head Start, and special education. The Census Bureau data were also used to calculate spending per 3- and 4-year-old in each state. These figures were calculated using enrollment data broken down by age. When a state did not report separate enrollment numbers for 3-year-olds and 4-year-olds, the age breakdown was estimated using the proportion of children at each age in states that served both 3- and 4-year-olds and did provide data by age. For estimating separate funding amounts for 3-year-olds and for 4-year-olds, it was assumed that spending was proportional to enrollment—so that, for example, if 50 percent of children enrolled were age 3, 50 percent of spending was assumed to be directed to children age 3.

States are given rankings in three areas: the percentage of 4-year-olds enrolled in state prekindergarten initiatives (Access Ranking–4s), the percentage of 3-year-olds enrolled (Access Ranking–3s), and state spending per child enrolled (Resources Ranking). The measures of access for 3- and 4-year-olds were calculated, as described above, using state data on enrollment in the prekindergarten initiatives and Census population data. The measure of resources was calculated by dividing state prekindergarten funding (including TANF funding directed toward the state preschool initiative) by enrollment. All states that provided data are ranked, starting with “1” for the state with the greatest percentage of its children enrolled in the state prekindergarten program or the most spent per participant. States that did not serve children at age 3 receive notations of “none served” on the ranking of access for 3-year-olds. The 12 states that did not fund a preschool initiative are omitted from all rankings, and instead receive notations of “no program” on their state profile pages.

Appendices

-  Enrollment
-  Quality
-  Access
-  Standards
-  Resources

APPENDIX A: STATE SURVEY DATA 2003–2004

STATE	ACCESS		
	Availability of program	Are districts/towns/etc. required to offer program?	Program enrollment— Fall 2003, total
Alabama	47 out of 67 counties (70%)	No, Optional/Competitive	936
Arizona	52 out of 583 school districts and charter holders (9%)	No, Optional/Competitive	4,332
Arkansas	113 out of 311 school districts (36%) and 54 out of 75 counties (72%)	Yes, Required for some [†]	3,104
California	55 out of 58 counties (95%)	No, Optional/Competitive	77,846
Colorado	154 out of 178 school districts (87%)	No, Optional/Competitive	8,933
Connecticut	43 out of 169 communities (25%)	Yes, Required for priority school districts	6,453
Delaware	3 out of 3 counties (100%)	No, Optional/Competitive	843
Georgia	159 out of 159 counties (100%)	No, Optional/Competitive	68,234
Hawaii	100% of counties [†]	No, Optional/Competitive	850
Illinois	650 out of 785 school districts (83%)	No, Optional/Competitive	60,000
Iowa	59 out of 734 elementary schools (8%) [†]	No, Optional/Competitive	2,405
Kansas	129 out of 299 school districts (43%)	No, Optional/Competitive	5,500
Kentucky	176 out of 176 school districts (100%)	Yes	20,114
Louisiana 8(g)	65 out of 68 school districts (96%)	No, Optional/Competitive	4,511
LA4 & Starting Pts	49 out of 68 school districts (72%)	No, Optional/Competitive	8,046 [†]
Louisiana NSECD	45 out of 420 individual private schools (11%) and 9 out of 64 parishes (14%)	No, Optional/Competitive	1,393
Maine	72 out of 286 school districts (25%)	No, Optional/Competitive	1,644
Maryland	24 out of 24 school districts (100%)	Yes	21,391
Massachusetts	335 out of 351 towns (95%)	No, Optional/Competitive	14,893
Michigan	447 out of 552 school districts (81%) and 8 public school academies	No, Optional/Competitive	24,729
Minnesota HdSt	[see footnote] [†]	NA [†]	2,388
Missouri	130 out of 524 school districts (25%) [†]	No, Optional/Competitive	4,435
Nebraska	28 out of 728 school districts (4%)	No, Optional/Competitive	1,357 [†]
Nevada	11 out of 17 school districts (65%)	No, Optional/Competitive	976
New Jersey Abbott	30 out of 539 school districts (6%)	Yes, Required for some [†]	38,011
New Jersey ECPA	102 out of 539 school districts (19%)	Yes, Required for some [†]	7,509
New Jersey ELLI*	NA	No, Optional/Competitive	NA
New Mexico	15 out of 89 school districts (17%)	No, Optional/Competitive	374 [†]
New York TPK	96 out of 678 school districts (14%)	No, Optional/Competitive	13,813
New York UPK	190 out of 678 school districts (28%)	No, Optional/Competitive	58,456
North Carolina	100 out of 100 counties (100%)	No, Optional/Competitive	10,891
Ohio HdSt	85 out of 88 counties (97%)	No, Optional/Competitive	11,102
Ohio PSP	54 out of 88 counties (61%)	No, Optional/Competitive	8,482
Oklahoma	510 out of 540 school districts (94%)	No, Optional/Competitive	30,180
Oregon	36 out of 36 counties (100%)	No, Optional/Competitive	3,502
Pennsylvania EABG*	NA	No, Optional/Competitive	NA
Pennsylvania HdSt*	NA	No, Optional/Competitive	NA
Pennsylvania K4	24 out of 67 LEAs (36%)	No, Optional/Competitive	2,438
South Carolina	85 out of 85 school districts (100%)	Yes [†]	18,561
Tennessee	59 out of 136 school districts (43%) [†]	No, Optional/Competitive	3,041
Texas	953 out of 1,256 school districts (76%)	Yes, Required for some [†]	166,579
Vermont ADM	109 out of 251 communities (43%)	No, Optional/Competitive	2,198
Vermont EEI	136 out of 251 towns (54%)	No, Optional/Competitive	896
Virginia	75 out of 137 school districts (55%)	No, Optional/Competitive	5,858
Washington	36 out of 39 counties (92%)	No, Optional/Competitive	5,754
West Virginia	55 out of 55 school districts (100%)	Yes	7,911
Wisconsin 4K	189 out of 416 school districts (45%)	No, Optional/Competitive	16,957
Wisconsin HdSt	71 out of 72 counties (99%)	No, Optional/Competitive	1,416

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	ACCESS	Enrollment explanation, if not unduplicated Fall count
	Program enrollment— Fall 2003, by age	
Alabama	936 4-year-olds	NA
Arizona	Majority 4-year-olds	NA
Arkansas	863 3-year-olds; 2,202 4-year-olds; 39 5-year-olds	Total represents center-based enrollment only
California	23,964 3-year-olds; 51,575 4-year-olds; 2,307 5-year-olds ¹	As of October 2003
Colorado	977 3-year-olds; 7,040 4-year-olds; 997 5-year-olds ¹	Full-day services were provided for 81 children using two CPP slots per child under the provisions of the Consolidated Child Care Pilots
Connecticut	Unknown	NA
Delaware	843 4-year-olds	NA
Georgia	68,234 4-year-olds	NA
Hawaii	280 3-year-olds; 570 4-year-olds	As of March/April 2003 enrollment period
Illinois	19,800 3-year-olds; 36,600 4-year-olds; 3,600 5-year-olds	NA
Iowa	498 3-year-olds; 1,636 4-year-olds; 217 5-year-olds ²	NA
Kansas	5,500 4-year-olds	NA
Kentucky	5,745 3-year-olds; 14,369 4-year-olds	Dec. 1 count and May 15 supplemental 3 count
Louisiana 8(g)	4,511 4-year-olds	8(g) funds are often used to supplement other funding streams; the total includes some duplication
LA4 & Starting Pts	8,046 4-year-olds (7,205 in LA4 and 841 in SP)	As of February 2004
Louisiana NSECD	1,393 4-year-olds	NA
Maine	1,644 4-year-olds	NA
Maryland	642 3-year-olds; 20,749 4-year-olds	NA
Massachusetts	5,958 3-year-olds; 6,701 4-year-olds; 2,234 5-year-olds	As of June 20, 2004
Michigan	24,729 4-year-olds	Number of slots filled ¹
Minnesota HdSt	789 3-year-olds; 1,189 4-year-olds; 147 5-year-olds ²	NA
Missouri	1,550 3-year-olds; 2,885 4-year-olds	As of May 15, 2004 completion reports
Nebraska	366 3-year-olds; 814 4-year-olds ²	NA
Nevada	232 3-year-olds; 720 4-year-olds; 4 5-year-olds ¹	NA
New Jersey Abbott	16,725 3-year-olds; 21,286 4-year-olds	As of January 15, 2004
New Jersey ECPA	93 3-year-olds; 7,416 4-year-olds	NA
New Jersey ELLI*	NA	NA
New Mexico	196 3-year-olds; 178 4-year-olds	NA
New York TPK	1,481 3-year-olds; 12,332 4-year-olds	Year end (June 24) data from final program report
New York UPK	58,456 4-year-olds	NA
North Carolina	10,891 4-year-olds	NA
Ohio HdSt	Unknown	As of December 2003
Ohio PSP	Unknown	As of December 2003
Oklahoma	30,180 4-year-olds	Audited figure
Oregon	1,191 3-year-olds; 2,311 4-year-olds ¹	As of January 2004
Pennsylvania EABG*	NA	NA
Pennsylvania HdSt*	NA	NA
Pennsylvania K4	2,438 4-year-olds	NA
South Carolina	740 3-year-olds; 17,821 4-year-olds	NA
Tennessee	625 3-year-olds; 2,312 4-year-olds; 149 5-year-olds ²	NA
Texas	14,283 3-year-olds; 151,620 4-year-olds; 586 5-year-olds; 90, age not available	NA
Vermont ADM	Unknown	NA
Vermont EEL	344 3-year-olds; 541 4-year-olds; 11 5-year-olds ¹	NA
Virginia	5,858 4-year-olds	NA
Washington	1,067 3-year-olds; 4,685 4-year-olds; 2 5-year-olds	As of December 15, 2003 ¹
West Virginia	1,370 3-year-olds; 6,541 4-year-olds	NA
Wisconsin 4K	16,957 4-year-olds	NA
Wisconsin HdSt	Unknown	NA

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	ACCESS	
	Program enrollment— Fall 2003, by type of school	Duplication of enrollment by type of school
Alabama	Public, 396; HdSt, 126; Private CC, 306; Faith-based, 18; Housing authority, 18; Community Center, 18; College/University, 54	NA
Arizona	Public, 3,820; HdSt, 164; Private CC, 348; Faith-based (number unknown)	NA
Arkansas	Public, 2,259; HdSt, 305; Private CC, 366; Family CC, 174	NA
California	Public, 59,163; HdSt, Private CC, Faith-based (numbers unknown)	NA
Colorado	Public, 5,363; HdSt, 1,176; Private CC, 1,478; Full-day Kindergarten programs, 997 ²	NA
Connecticut	Public, 1,096; HdSt, 1,673; Private CC, 2,859; Faith-based, 825	NA
Delaware	Public, 227; HdSt, 481; Private CC, 17; Post-secondary Ed, CC & Community-based, 118	NA
Georgia	Public, 29,251; Private CC, 38,156; Colleges, universities, military bases, 827	NA
Hawaii	Unknown	NA
Illinois	Public (majority)	NA
Iowa	Public, 1,409; HdSt, 650; Private CC, 346	NA
Kansas	Public, 5,500	NA
Kentucky	Public, HdSt, Private CC, Faith-based (numbers unknown)	NA
Louisiana 8(g)	Public, 4,511	Unknown
LA4 & Starting Pts	Public, 8,019; Faith-based, 27	NA
Louisiana NSECD	Faith-based, 1,274; Private, non faith-based, 119	NA
Maine	Public, 1,519; HdSt, 31; Other, 94 ¹	NA
Maryland	Public, 20,749; HdSt, 11,909 ¹ ; Private CC, 80; Faith-based (number unknown)	Unknown
Massachusetts	Public, 5,121; HdSt, 2,272; Private CC & Faith-based, 6,908; Family CC, 992	Public, HdSt, Private, or Family CC, 400
Michigan	Public, 20,088; HdSt, 2,659; Private CC, 2,265; Faith-based, 34 ²	NA
Minnesota HdSt	Unknown ³	NA
Missouri	Public, 3,280; Private CC, 1,155	NA
Nebraska	Public, 950; HdSt, 40; Private CC, 347; Corporate setting, 20 ³	NA
Nevada	Public, 612; Private CC, 117; Community College, 35; COW, 290 ²	NA
New Jersey Abbott	Public, 10,985; HdSt, 2,889; Private CC & Faith-based, 24,137	NA
New Jersey ECPA	Public, 6,699; HdSt, Private CC, & Faith-based, 810	NA
New Jersey ELLI*	NA	NA
New Mexico	Public, 91; Private CC, 252; Faith-based, 32	NA
New York TPK	Public, 13,813	NA
New York UPK	Public, 22,578; HdSt, 4,701; Private CC, 20,403; Faith-based, 2,518; Family CC, 930; SpEd, 2,564; Board of Cooperative Education Settings, 404; Nursery schools & Other, 4,358	NA
North Carolina	Public, 5,302; HdSt, 721; Private CC, 4,647; Unknown, 221	NA
Ohio HdSt	Public, 1,215; HdSt, 9,730; Family CC, 157	NA
Ohio PSP	Public, 8,000; HdSt, 482	NA
Oklahoma	Public, 25,117; HdSt, 3,375; Private CC/Private schools, 523; Faith-based, 108; Tribal Nation & Assisted Living Centers, 520 ¹	NA
Oregon	Public, 707; HdSt, 2,634; Private CC, 123; Family CC, 11; Higher Ed., 27	NA
Pennsylvania EABG*	NA	NA
Pennsylvania HdSt*	NA	NA
Pennsylvania K4	Not reported	Not reported
South Carolina	Public, 18,241; HdSt, 80; Private CC, 240	NA
Tennessee	Public, 2,440; HdSt, 147; Private CC, 110; Faith-based, 190; Higher Ed., 134; Housing authority, 20 ²	NA
Texas	Public, Charter 166,579 ²	NA
Vermont ADM	Public, HdSt, Private CC, Family CC (numbers unknown)	Unknown
Vermont EEI	Public, 511; HdSt, 63; Private CC, 322	NA
Virginia	Public (majority)	NA
Washington	Public, 3,358; Private CC, 1,029; Faith-based, 257; Family CC, 46; Other, 1,064 ²	NA
West Virginia	Unknown	NA
Wisconsin 4K	Public, 15,944; HdSt, 346; Private CC, 667 ¹	NA
Wisconsin HdSt	Unknown	NA

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	ACCESS	
	Are children receiving special education services counted in enrollment total?	Hours of operation per day
Alabama	Yes, 57 children	6.5 hours/day
Arizona	No, children who receive special education services may attend state Pre-K classrooms but are not counted in state Pre-K enrollment	Determined locally ¹
Arkansas	Yes, 450 children	7.5 hours/day
California	Yes, approximately 2,250 children	At least 3 hours/day
Colorado	No, children receiving special education services may attend CPP classrooms but are funded by school finance dollars, not by CPP funds ³	At least 2.5 hours/day
Connecticut	Yes, 292 children	Determined by type of slot ¹
Delaware	Yes, 84 children	4 hours/day
Georgia	Yes, 3,482 children	6.5 hours/day
Hawaii	No, children in state Pre-K classrooms do not receive special education services	Determined locally
Illinois	Yes (number unknown)	Determined locally ¹
Iowa	Yes, 313 children	Determined locally ³
Kansas	No, children in state Pre-K classrooms do not receive special education services	At least 2.5 hours/day
Kentucky	Yes, 5,745 3-year-olds; 7,048 4-year-olds	2.5 hours/day + mealtime ¹
Louisiana 8(g)	Yes (number unknown)	6 hours/day
LA4 & Starting Pts	Yes, 224 children	6 hours/day
Louisiana NSECD	Yes (number unknown)	10 hours/day
Maine	Yes (number unknown)	Determined locally ²
Maryland	Yes (number unknown)	2.5 hours/day
Massachusetts	Yes, 698 children ¹	Determined locally ²
Michigan	Yes (number unknown) ³	2.5 hours/day
Minnesota HdSt	Yes, 306 children (of whom 280 are Pre-K) ⁴	Determined locally ⁵
Missouri	Yes, 212 children	3 hours/day (half-day); 6.5 hours/day (full day) ²
Nebraska	Yes (number unknown)	Determined locally
Nevada	Yes, 90 children	Determined locally ³
New Jersey Abbott	Yes, approximately 4.6% of children served	10 hours/day ²
New Jersey ECPA	Yes, 829 children	3 hours/day
New Jersey ELLI*	NA	2.75 hours/day (half-day); 6 hours/day (full-day)
New Mexico	Yes (number unknown)	Determined locally ²
New York TPK	Yes, 1,322 children	Determined locally ¹
New York UPK	Yes, 3,164 children	2.5 hours/day (half-day); 5 hours/day (full-day)
North Carolina	Yes, 924 children	6 hours/day
Ohio HdSt	Yes, 10% of children served	3.5 hours/day
Ohio PSP	No, children who receive special education services may attend state Pre-K classrooms but are not counted in state Pre-K enrollment	Determined locally
Oklahoma	Yes, 2,548 children	2.5 hours/day (half-day); 6 hours/day (full-day)
Oregon	Yes, 560 children	3.5 to 6 hours/day
Pennsylvania EABG*	NA	Determined locally ¹
Pennsylvania HdSt*	NA	Determined locally ¹
Pennsylvania K4	No, children who receive special education services may attend state Pre-K classrooms but are not counted in state Pre-K enrollment	2.5 hours/day
South Carolina	Yes (number unknown)	2.5 hours/day ²
Tennessee	Yes (number unknown)	5.5 instructional hours/day + naptime
Texas	Yes, 4,696 children	3 hours/day
Vermont ADM	No, children who receive special education services may attend state Pre-K classrooms but are not counted in state Pre-K enrollment	10 hours/week (varies locally) ¹
Vermont EEI	Yes, 143 children	Determined locally
Virginia	No, children who receive special education services may attend state Pre-K classrooms but are not counted in state Pre-K enrollment	6 hours/day ¹
Washington	Yes, 206 children	At least 2.5 hours/day
West Virginia	Yes, 2,699 children	Determined locally
Wisconsin 4K	Yes (number unknown) ²	Determined locally ³
Wisconsin HdSt	Yes (number unknown)	Determined locally

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	ACCESS		
	Days of operation per week	Yearly operating schedule	Minimum operating schedule
Alabama	5 days/week	175 days/year	6.5 hours/day, 175 days/year
Arizona	Determined locally ¹	Determined locally ¹	None ¹
Arkansas	5 days/week	178 days/year	7.5 hours/day, 178 days/year
California	5 days/week	175 days/year ²	3 hours/day, 175 days/year
Colorado	5 days/week ⁴	At least 360 hours/year	2.5 hours/day, 10 hours/week, 360 hours/year
Connecticut	5 days/week	Determined by type of slot ¹	Determined by type of slot ¹
Delaware	5 days/week	160 days/year	160 days/year
Georgia	5 days/week	36 weeks/year	6.5 hours/day, 5 days/week, 36 weeks/year
Hawaii	5 days/week	Calendar year	None
Illinois	Determined locally ¹	180 days/year	180 days/year
Iowa	Determined locally ³	Determined locally ³	None
Kansas	5 days/week	465 hours/year	2.5 hours/day, 465 hours/year
Kentucky	4 or 5 days/week ²	Academic year	2.5 hours/day + mealtime (breakfast or lunch)
Louisiana 8(g)	5 days/week	Academic year	360 instructional minutes/day, 177 days/year
LA4 & Starting Pts	5 days/week	177 instructional days/year	360 instructional minutes/day, 177 days/year
Louisiana NSECD	5 days/week	180 days/year	180 days/year
Maine	Determined locally ²	Determined locally ²	10 hours/week ²
Maryland	5 days/week	10 months/year ²	2.5 hours/day, 5 days/week
Massachusetts	Determined locally ²	Determined locally ²	None
Michigan	4 days/week ⁴	30 weeks/year	2.5 hours/day, 4 days/week, 30 weeks/year ⁴
Minnesota HdSt	Determined locally ⁵	Determined locally ⁵	3.5 hours/day, 4 days/week, 32 weeks/year (per federal Head Start requirements)
Missouri	5 days/week ²	Determined locally ²	5 days/week, 9 months/year
Nebraska	Determined locally	Determined locally	12 hours/week, academic year
Nevada	Determined locally ³	Determined locally ³	None
New Jersey Abbott	5 days/week	245 days/year	10 hours/day, 245 days/year ²
New Jersey ECPA	5 days/week	180 days/year	3 hours/day, 180 days/year
New Jersey ELLI*	5 days/week	Academic year	2.75 hours/day, 180 days/year
New Mexico	Determined locally ²	Determined locally ²	None
New York TPK	Determined locally ¹	Determined locally	12 hours/week, 4 days/week, academic year
New York UPK	5 days/week	180 days/year	2.5 hours/day, 5 days/week, 180 days/year
North Carolina	5 days/week	180 days/year	180 days/year
Ohio HdSt	4 days/week	128 days/year	3.5 hours/day, 4 days/week, 32 weeks/year
Ohio PSP	Determined locally	Determined locally	3.5 hours/day, 4 days/week, 32 weeks/year
Oklahoma	5 days/week	175 teaching days/year	2.5 hours/day, 5 days/week, 175 teaching days/year
Oregon	Determined locally ²	Determined locally ²	474 hours/year (including classroom and home visit time)
Pennsylvania EABG*	Determined locally ¹	Determined locally ¹	2.5 hours/day
Pennsylvania HdSt*	Determined locally ¹	Determined locally ¹	3.5 hours/day, 4 days/week, 32 weeks/year (per federal Head Start requirements)
Pennsylvania K4	5 days/week	180 days/year	2.5 hours/day, 180 days/year
South Carolina	5 days/week	180 days/year	2.5 hours/day, 180 days/year
Tennessee	5 days/week	180 days/year	5.5 instructional hours/day + naptime, 5 days/week, 180 days/year
Texas	5 days/week	180 days/year	3 hours/day, 180 days/year ³
Vermont ADM	Determined locally	35 weeks/year ¹	175 days/year
Vermont EEI	Determined locally	At least 32 weeks/year	10 hours/week, 32 weeks/year ²
Virginia	5 days/week	Academic year	6 hours/day, 5 days/week, academic year ¹
Washington	Determined locally ³	Determined locally	240 hours of direct child services over 30 weeks ⁴
West Virginia	Determined locally ¹	180 days/year	12 hours/week, 180 days/year
Wisconsin 4K	Determined locally ³	Determined locally ³	437 hours/year ³
Wisconsin HdSt	Determined locally	Determined locally	3.5 hours/day, 4 days/week, 32 weeks/year (per federal Head Start requirements)

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	ACCESS	
	Does funding vary based on operating schedule?	Do children receive services that extend beyond standard hours of operation?
Alabama	No	No
Arizona	No	No
Arkansas	No	Yes (number unknown)
California	Yes, varies by days of operation per year ³	Yes, 3,765 children
Colorado	No	Yes (number unknown) ⁵
Connecticut	Yes, varies by type of slot	Yes, 85% of children
Delaware	No	Yes (number unknown)
Georgia	No	Yes (number unknown)
Hawaii	Yes, amount per child depends on center's tuition (up to a maximum) and number of months in operation	No
Illinois	Yes, full-day programs have higher cost per child	Yes, but not funded by Pre-K
Iowa	No	Yes (number unknown)
Kansas	No	No
Kentucky	No	Yes (number unknown)
Louisiana 8(g)	No	Yes (number unknown) ¹
LA4 & Starting Pts	No	Yes, 2,355 children
Louisiana NSECD	No	Yes (number unknown)
Maine	No ²	Yes, approximately 2% of children
Maryland	No	Yes (number unknown)
Massachusetts	Yes ³	Yes, 400 children ⁴
Michigan	No	Yes (number unknown)
Minnesota HdSt	No	Yes (number unknown) ⁶
Missouri	Yes, funding is less for half-day programs and programs operating fewer than 12 months/year	Yes (number unknown)
Nebraska	Yes, based on length of program day	No
Nevada	Yes, based on total program delivery needs	No
New Jersey Abbott	No, per pupil amounts vary due to factors unique to each district but are not specific to length of program	Yes, 29,573 children
New Jersey ECPA	No	Yes (number unknown)
New Jersey ELLI*	Yes, half-day programs are eligible for half the amount of funding	Yes
New Mexico	No	No
New York TPK	Yes ²	No
New York UPK	No	Yes, 37% of classes offer extended day
North Carolina	No	No
Ohio HdSt	No	No
Ohio PSP	No	No
Oklahoma	Yes, slots weighted by .7 for half-day and 1.3 for full-day programs	Yes (number unknown)
Oregon	Yes, reasonable cost based on program design and local costs	Yes, 525 children (15%)
Pennsylvania EABG*	No	Determined locally
Pennsylvania HdSt*	No	Yes, approximately 25% of children
Pennsylvania K4	No	Determined locally
South Carolina	No	Yes (number unknown)
Tennessee	No	Yes, 39% of programs offer before- or after-school care
Texas	Yes ³	Yes (number unknown)
Vermont ADM	Yes ²	Yes (number unknown)
Vermont EEI	No	Yes, 492 children
Virginia	No ¹	Yes (number unknown)
Washington	No	Yes (number unknown)
West Virginia	Yes ²	Yes (number unknown)
Wisconsin 4K	Yes ⁴	Yes (number unknown)
Wisconsin HdSt	No	Yes (number unknown)

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	ACCESS
	Support for extended services
Alabama	NA
Arizona	NA
Arkansas	Services may be provided at state Pre-K sites
California	Services may be provided at state Pre-K sites; state funds may be used to offer services; transportation may be provided by state Pre-K programs
Colorado	Services may be provided at state Pre-K sites; state funds may be used to offer services; transportation is provided by state Pre-K programs
Connecticut	State funds may be used to offer services
Delaware	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs
Georgia	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs
Hawaii	NA
Illinois	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs
Iowa	Services may be provided at state Pre-K sites
Kansas	NA
Kentucky	Services may be provided at state Pre-K sites; state funds may be used to offer services; transportation is provided by state Pre-K programs; state-funded Family Resource Centers provide after-school services at school sites
Louisiana 8(g)	Services may be provided at state Pre-K sites ²
LA4 & Starting Pts	Services may be provided at state Pre-K sites; state funds may be used to offer services
Louisiana NSECD	State Pre-K program funds 10-hour day
Maine	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs ³
Maryland	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs
Massachusetts	Services may be provided at state Pre-K sites; state funds may be used to offer services; transportation is provided by state Pre-K programs
Michigan	Services may be provided at state Pre-K sites; state funds may be used to offer services; transportation is provided by state Pre-K programs ⁵
Minnesota HdSt	State funds may be used to offer services ⁷
Missouri	Services may be provided at state Pre-K sites
Nebraska	NA
Nevada	NA
New Jersey Abbott	DHS-funded services provided at state Pre-K sites
New Jersey ECPA	Services may be provided at state Pre-K sites
New Jersey ELLI*	Services may be provided at state Pre-K sites; collaboration with child care programs is encouraged
New Mexico	NA
New York TPK	NA
New York UPK	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs
North Carolina	NA
Ohio HdSt	NA
Ohio PSP	NA
Oklahoma	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs ²
Oregon	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs
Pennsylvania EABG*	Services may be provided at state Pre-K sites; state funds may be used to offer services
Pennsylvania HdSt*	Services may be provided at Pre-K sites; state funds may be used to offer services
Pennsylvania K4	Services may be provided at state Pre-K sites
South Carolina	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs ³
Tennessee	Services may be provided at state Pre-K sites; families are assisted in locating needed services
Texas	Services may be provided at state Pre-K sites
Vermont ADM	Services may be provided at state Pre-K sites
Vermont EEI	Services may be provided at state Pre-K sites; state funds may be used to offer services
Virginia	Services may be provided at state Pre-K sites; state funds may be used to offer services
Washington	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs; families are assisted with obtaining child care subsidies
West Virginia	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs
Wisconsin 4K	Services may be provided at state Pre-K sites; transportation is provided by state Pre-K programs; 4K is provided in child care and HdSt settings
Wisconsin HdSt	Services may be provided at state Pre-K sites; state funds may be used to offer services; transportation is provided by state Pre-K programs; TANF funds support collaborative efforts that extend the day

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	ACCESS		
	Changes in Access for '04-'05	Does program have home-based option?	Number of children in home-based option
Alabama	NA	No	NA
Arizona	NA	No	NA
Arkansas	NA	Yes	4,346 children (not counted in enrollment total)
California	NA	No	NA
Colorado	NA	No	NA
Connecticut	New slot type and increased funding per slot ²	No	NA
Delaware	NA	No	NA
Georgia	NA	No	NA
Hawaii	NA	No	NA
Illinois	NA	No	NA
Iowa	NA	No	NA
Kansas	NA	No	NA
Kentucky	NA	Yes	482 children (counted in enrollment total)
Louisiana 8(g)	NA	No	NA
LA4 & Starting Pts	NA	No	NA
Louisiana NSECD	NA	No	NA
Maine	NA	No	NA
Maryland	NA	No	NA
Massachusetts	NA	No	NA
Michigan	NA	Yes	191 children (counted in enrollment total)
Minnesota HdSt	NA	Yes	487 children (counted in enrollment total) ⁸
Missouri	NA	No	NA
Nebraska	NA	No	NA
Nevada	NA	No	NA
New Jersey Abbott	NA	No	NA
New Jersey ECPA	NA	No	NA
New Jersey ELLI*	NA	No	NA
New Mexico	NA	Yes	476 children (not counted in enrollment total) ³
New York TPK	NA	No	NA
New York UPK	NA	No	NA
North Carolina	NA	No	NA
Ohio HdSt	NA	Yes	157 children (counted in enrollment total)
Ohio PSP	NA	No	NA
Oklahoma	NA	No	NA
Oregon	NA	Yes	149 children (counted in enrollment total)
Pennsylvania EABG*	NA	No ²	NA
Pennsylvania HdSt*	NA	Yes ²	Unknown
Pennsylvania K4	NA	No	NA
South Carolina	NA	No	NA
Tennessee	NA	No	NA
Texas	NA	No	NA
Vermont ADM	NA	No	NA
Vermont EEI	NA	No	NA
Virginia	Programs may choose to operate full- or half-day programs ¹	No	NA
Washington	NA	Yes	22 children (counted in enrollment total)
West Virginia	NA	No	NA
Wisconsin 4K	NA	No	NA
Wisconsin HdSt	NA	Yes	Unknown

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	ELIGIBILITY REQUIREMENTS			
	Minimum age for eligibility	Maximum age for eligibility	Kindergarten eligibility age	Number of years attendance allowed
Alabama	4 by Sept. 1	5	5 by Sept. 1	2 ¹
Arizona	Birth ²	K-eligibility	5 by Sept. 1	1 ³
Arkansas	Birth	5 by Sept. 15	5 by Sept. 15	5
California	3 by Dec. 2	5 by Dec. 2	5 by Dec. 2	2
Colorado	3 by Oct. 1 ⁶	6 ⁶	5 by Oct. 1 ⁶	1 ⁶
Connecticut	3	5	5 by Jan. 1	2
Delaware	4 by Aug. 31	5 by Aug. 31	5 by Aug. 31	1
Georgia	4 by Sept. 1	5 by Sept. 1	5 by Sept. 1	1 ¹
Hawaii	3 by Dec. 31	5 by Dec. 31	5 by Dec. 31	2 ²
Illinois	3 by Sept. 1	5 by Aug. 31	5 by Sept. 1	2
Iowa	3 by Sept. 15	5 by Sept. 15 ⁴	5 by Sept. 15	2 ⁴
Kansas	4 by Aug. 31	5 by Aug. 31	5 by Aug. 31	1
Kentucky	3 ³	5 by Oct. 1 ⁴	5 by Oct. 1	2 ⁵
Louisiana 8(g)	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30	1
LA4 & Starting Pts	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30	1
Louisiana NSECD	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30	1
Maine	4 by Oct. 15	No limit	5 by Oct. 15	1
Maryland	4 by Oct. 31	5 by Nov. 30	5 by Nov. 30	1
Massachusetts	2 years, 9 months	Sept. of K-eligibility year	Determined locally	2
Michigan	4 by Dec. 1	5 by Dec. 1	5 by Dec. 1	1
Minnesota HdSt	Birth	May participate until slot in K or elementary school is available	5 by Sept. 1	No limit
Missouri	3 by Jul. 31	5 by Jul. 31	5 by Jul. 31	2
Nebraska	6 weeks	5 by Oct. 15	5 by Oct. 15	5
Nevada	Birth	5 by Sept. 30	5 by Sept. 30	5 ⁴
New Jersey Abbott	3 by locally determined date	5 by locally determined date	5 by locally determined date	2
New Jersey ECPA	3 by locally determined date	5 by locally determined date	5 by locally determined date	2
New Jersey ELLI*	4 by locally determined date	5 by locally determined date	5 by locally determined date	1
New Mexico	Birth	5 by Aug. 31	5 by Aug. 31	5
New York TPK	3 by Dec. 1 ³	5 by Dec. 1 ³	5 by Dec. 1 ³	2 ⁴
New York UPK	4 by Dec. 1 ¹	5 by Dec. 1 ¹	5 by Dec. 1 ¹	1
North Carolina	4 by Oct. 16	5 by Oct. 16	5 by Oct. 16	1
Ohio HdSt	3	5 by locally determined date (Aug. 1 or Sept. 30)	5 by locally determined date (Aug. 1 or Sept. 30)	2
Ohio PSP	3 by locally determined date	5 by locally determined date (Aug. 1 or Sept. 30)	5 by locally determined date (Aug. 1 or Sept. 30)	2
Oklahoma	4 by Sept. 1	5 ³	5 by Sept. 1	1 ³
Oregon	3 by Sept. 1	5 by Sept. 1	5 by Sept. 1	2
Pennsylvania EABG*	Determined locally ³	No limit	Determined locally	2
Pennsylvania HdSt*	Determined locally ³	Determined locally ³	Determined locally ³	2
Pennsylvania K4	4 by locally determined date	5 by locally determined date	Determined locally	1
South Carolina	4 by Sept. 1	5 by Sept. 1	5 by Sept. 1	1
Tennessee	3 by Sept. 30	5 by Sept. 30	5 by Sept. 30	1 ³
Texas	3 by Sept. 1	5 by Sept. 1	5 by Sept. 1	2
Vermont ADM	3 by locally determined date	5 by locally determined date	5 by locally determined date	2
Vermont EEI	3 by locally determined K-eligibility date (Sept. 1 to Dec. 31)	5 by locally determined K-eligibility date (Sept. 1 to Dec. 31)	5 by locally determined K-eligibility date (Sept. 1 to Dec. 31)	2
Virginia	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30	1
Washington	3 by Aug. 31	5 by Aug. 31	5 by Aug. 31	1 ⁵
West Virginia	3 by Sept. 1 ³	5 by Sept. 1	5 by Sept. 1	1 ⁴
Wisconsin 4K	4 by Sept. 1	No limit ⁵	5 by Sept. 1	1
Wisconsin HdSt	3 by Sept. 1	5 by Sept. 1	5 by Sept. 1	2

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	ELIGIBILITY REQUIREMENTS	
	Income requirement	To whom does the income requirement apply?
Alabama	None	NA
Arizona	At or below 185% FPL	All children
Arkansas	156% FPL	Income is only one of the risk factors for eligibility
California	Approximately 230% FPL	All children, except those who receive protective services or are at risk for abuse, neglect, or exploitation
Colorado	Eligibility for free or reduced-price lunch (185% FPL)	72% of children met the income requirement
Connecticut	At or below 75% SMI	At least 60% of children enrolled in each community
Delaware	Below 100% FPL	At least 90% of children must meet the income requirement
Georgia	None	NA
Hawaii	85% SMI ³	All children
Illinois	None ²	NA
Iowa	Below 130% FPL	80% of children must meet the income requirement
Kansas	Eligibility for free lunch (130% FPL)	Every child must have at least 1 risk factor
Kentucky	Eligibility for free lunch (130% FPL)	4-year-olds without disabilities
Louisiana 8(g)	None ³	NA
LA4 & Starting Pts	185% FPL	All children ²
Louisiana NSECD	200% FPL	All children
Maine	None	NA
Maryland	Eligibility for free or reduced-price lunch (185% FPL)	Every child must have at least 1 risk factor
Massachusetts	125% SMI (\$72,420 for a family of 3) ⁵	All children ⁶
Michigan	Eligibility for free or reduced-priced lunch (185% FPL)	Greater than 50% of children in each district/grantee must meet the income requirement
Minnesota HdSt	100% FPL	At least 90% of children must meet the income requirement
Missouri	None	NA
Nebraska	Eligibility for free or reduced-price lunch (185% FPL)	70% of program funding must be designated to serve children who meet the income requirement or are in 1 of 3 other priority groups
Nevada	None ⁵	NA
New Jersey Abbott	None ¹	NA
New Jersey ECPA	None ¹	NA
New Jersey ELLI*	Based on free and reduced-price lunch application	Varies
New Mexico	None	NA
New York TPK	Economically disadvantaged ⁵	All children
New York UPK	None	NA
North Carolina	Depends on model type ¹	80% of children must meet the income requirement (Model II) ¹
Ohio HdSt	185% FPL, TANF eligibility	All children
Ohio PSP	185% FPL	All children funded by the Public Preschool Grant
Oklahoma	None	NA
Oregon	100% FPL	At least 80% of children must meet the income requirement
Pennsylvania EABG*	None	NA
Pennsylvania HdSt*	100% FPL ⁴	At least 90% of children must meet the income requirement
Pennsylvania K4	None	NA
South Carolina	None	NA
Tennessee	185% FPL	Children who meet the income criteria receive highest priority
Texas	Eligibility for free or reduced-price lunch (185% FPL)	72% of children met the income requirement
Vermont ADM	None	NA
Vermont EEI	185% FPL	45% of children met the income requirement
Virginia	None	NA
Washington	110% FPL	90% of children must meet the income requirement
West Virginia	None	NA
Wisconsin 4K	None	NA
Wisconsin HdSt	100% FPL	At least 90% of children must meet the income requirement

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	ELIGIBILITY REQUIREMENTS		
	Other risk factors tied to eligibility	Number of risk factors tied to eligibility	How do risk factors relate to income criteria?
Alabama	None ²	NA	NA
Arizona	None	NA	NA
Arkansas	State-specified ²	1	Meeting the income criteria can count as one of the risk factors
California	State-specified ⁴	1	Children must have 1 risk factor in addition to meeting the income criteria
Colorado	State-specified ⁷	1 ⁸	Meeting the income criteria can count as one of the risk factors
Connecticut	None	NA	NA
Delaware	State-specified and locally determined ¹	Not reported	Meeting the income criteria can count as one of the risk factors
Georgia	None	NA	NA
Hawaii	State-specified ⁴	1	Children must meet the income criteria; risk factors are used to determine priority
Illinois	Determined locally ³	Determined locally ³	NA
Iowa	State-specified ⁵	1	Meeting the income criteria can count as one of the risk factors
Kansas	State-specified ¹	1	Meeting the income criteria can count as one of the risk factors
Kentucky	State-specified (disability)	1	4-year-olds must meet income criteria or have a disability; 3-year-olds must have a disability
Louisiana 8(g)	State-specified ⁴	[see footnotes] ⁴	NA
LA4 & Starting Pts	None	NA	NA
Louisiana NSECD	None	NA	NA
Maine	None	NA	NA
Maryland	State-specified ³	1	Risk factors can be included in addition to meeting the income criteria
Massachusetts	State-specified ⁷	1	Meeting the income criteria can count as one of the risk factors ⁸
Michigan	State-specified (25 factors for educational disadvantage)	2	Meeting the income criteria can count as one of the risk factors
Minnesota HdSt	State-specified ⁹	1	Meeting the income criteria can count as one of the risk factors
Missouri	None ³	NA	NA
Nebraska	State-specified ⁴	1	Meeting the income criteria can count as one of the risk factors
Nevada	State-specified and locally determined ⁶	Determined locally	Programs set priorities for eligibility based on needs
New Jersey Abbott	None	NA	NA
New Jersey ECPA	None	NA	NA
New Jersey ELLI*	Determined locally ¹	Not specified	Determined locally ¹
New Mexico	None ⁴	NA	NA
New York TPK	None	NA	NA
New York UPK	None	NA	NA
North Carolina	State-specified ¹	Determined locally	Income is considered to be the primary risk factor
Ohio HdSt	None	NA	NA
Ohio PSP	None	NA	NA
Oklahoma	None	NA	NA
Oregon	State-specified ³	1	Meeting the income criteria can count as one of the risk factors
Pennsylvania EABG*	None ⁴	NA	NA
Pennsylvania HdSt*	State-specified ⁵	1	Meeting the income criteria can count as one of the risk factors
Pennsylvania K4	None	NA	NA
South Carolina	State-specified and locally determined ⁴	Determined locally	NA
Tennessee	State-specified ⁴	1	Meeting the income criteria can count as one of the risk factors
Texas	State-specified ⁴	1	Meeting the income criteria can count as one of the risk factors
Vermont ADM	None	NA	NA
Vermont EEI	State-specified ³	1	Meeting the income criteria can count as one of the risk factors
Virginia	Determined locally ²	Determined locally	NA
Washington	State-specified ⁶	1	10% of families may have incomes that exceed 110% FPL if other risk factors are present (environmental or developmental)
West Virginia	None	NA	NA
Wisconsin 4K	None	NA	NA
Wisconsin HdSt	State-specified ¹	1	Meeting the income criteria can count as one of the risk factors

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	ELIGIBILITY REQUIREMENTS	
	Is there a sliding payment scale based on income?	Changes in Eligibility Requirements for '04-'05
Alabama	No	NA
Arizona	No	NA
Arkansas	No	[see footnotes] ³
California	No	NA
Colorado	No	NA
Connecticut	Yes, for all participants ³	NA
Delaware	No	NA
Georgia	No	NA
Hawaii	Yes ⁵	NA
Illinois	No	NA
Iowa	Yes, for children above the income guideline with other risk factors	NA
Kansas	No	NA
Kentucky	No, but districts may charge tuition for children from over-income families	NA
Louisiana 8(g)	No	NA
LA4 & Starting Pts	Yes, for children who do not meet the income criteria	NA
Louisiana NSECD	No	NA
Maine	No	NA
Maryland	No	Programs required to accommodate all eligible 4-year-olds by 2007–2008 academic year
Massachusetts	Yes ⁹	NA
Michigan	No	NA
Minnesota HdSt	No	NA
Missouri	Yes, determined locally ⁴	NA
Nebraska	Yes, for children who do not meet one of the 4 risk factors	NA
Nevada	No	NA
New Jersey Abbott	No	NA
New Jersey ECPA	No	NA
New Jersey ELLI*	No ²	NA
New Mexico	No	NA
New York TPK	No	NA
New York UPK	No	NA
North Carolina	No	Moved to income-based eligibility ¹
Ohio HdSt	No	Eligibility determined by county office of job and family services based on TANF requirements
Ohio PSP	Yes, for families between 100% and 185% FPL; families above 185% FPL pay full tuition	NA
Oklahoma	No	NA
Oregon	No	NA
Pennsylvania EABG*	No	NA
Pennsylvania HdSt*	No	NA
Pennsylvania K4	No	NA
South Carolina	No	NA
Tennessee	No	NA
Texas	No	NA
Vermont ADM	No	NA
Vermont EEI	No	NA
Virginia	No	NA
Washington	No	NA
West Virginia	No	Eligibility for 3-year-olds limited to those with special needs
Wisconsin 4K	No	NA
Wisconsin HdSt	No	NA

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	PROGRAM STANDARDS		
	Maximum class size	Staff-child ratio requirement	Meal requirement
Alabama	3-year-olds, NA; 4-year-olds, 18	3-year-olds, NA; 4-year-olds, 1:9	Lunch and snack
Arizona	3- and 4-year-olds, 20 ⁴	3- and 4-year-olds, 1:10 ⁴	Depends on length of program day ⁵
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Lunch and snack
California	3- and 4-year-olds, No limit ⁵	3- and 4-year-olds, 1:8	Depends on length of program day ⁶
Colorado	3- and 4-year-olds, 15	3- and 4-year-olds, 1:8	Depends on length of program day ⁹
Connecticut	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ⁴
Delaware	3-year-olds, NA; 4-year-olds, 20	3-year-olds, NA; 4-year-olds, 1:10	Breakfast and lunch
Georgia	3-year-olds, NA; 4-year-olds, 20	3-year-olds, NA; 4-year-olds, 1:10	Lunch and snack
Hawaii	3- and 4-year-olds, No limit	3-year-olds, 1:12; 4-year-olds, 1:16	Lunch and snack
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Snack ⁴
Iowa	3- and 4-year-olds, 20	3- and 4-year-olds, 1:8	Snack and 1 meal ⁶
Kansas	3-year-olds, NA; 4-year-olds, No limit ²	3-year-olds, NA; 4-year-olds, No limit ²	Snack
Kentucky	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	At least 1 meal (breakfast or lunch)
Louisiana 8(g)	3-year-olds, NA; 4-year-olds, 20	3-year-olds, NA; 4-year-olds, 1:10	Breakfast, lunch, and snack
LA4 & Starting Pts	3-year-olds, NA; 4-year-olds, 20	3-year-olds, NA; 4-year-olds, 1:10	Lunch and snack
Louisiana NSECD	3-year-olds, NA; 4-year-olds, 20	3-year-olds, NA; 4-year-olds, 1:10	Breakfast, lunch, and snack
Maine	3-year-olds, NA; 4-year-olds, No limit ⁴	3-year-olds, NA; 4-year-olds, 1:15 ⁴	None
Maryland	3-year-olds, NA ⁴ ; 4-year-olds, 20	3-year-olds, NA ⁴ ; 4-year-olds, 1:10	Breakfast and lunch (full-day); Determined locally (half-day)
Massachusetts	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ¹⁰
Michigan	3-year-olds, NA; 4-year-olds, 18	3-year-olds, NA; 4-year-olds, 1:8 ⁶	Snack ⁷
Minnesota HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Depends on length of program day ¹⁰
Missouri	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ⁵
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ⁵
Nevada	3- and 4-year-olds, No limit ⁷	3- and 4-year-olds, No limit ⁷	None
New Jersey Abbott	3- and 4-year-olds, 15	3- and 4-year-olds, 2:15	Breakfast, lunch, and snack
New Jersey ECPA	3- and 4-year-olds, 25	3- and 4-year-olds, 2:25	Depends on length of program day ²
New Jersey ELLI*	3-year-olds, NA; 4-year-olds, 20	3-year-olds, NA; 4-year-olds, 1:10	Depends on length of program day ³
New Mexico	3- and 4-year-olds, 24 ⁵	3- and 4-year-olds, 1:12 ⁵	At least 1 meal ⁶
New York TPK	3- and 4-year-olds, 20	3- and 4-year-olds, 1:9 or 3:20	1 meal and snack
New York UPK	3-year-olds, NA; 4-year-olds, 20	3-year-olds, NA; 4-year-olds, 1:9 or 3:20	Depends on length of program day ²
North Carolina	3-year-olds, NA; 4-year-olds, 18	3-year-olds, NA; 4-year-olds, 1:9	Lunch and either breakfast or snack
Ohio HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch and/or breakfast ¹
Ohio PSP	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1:12; 4-year-olds, 1:14	Depends on length of program day ¹
Oklahoma	3-year-olds, NA; 4-year-olds, 20	3-year-olds, NA; 4-year-olds, 1:10 ⁴	At least 1 meal ⁵
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch and either breakfast or snack ⁴
Pennsylvania EABG*	Determined locally ⁵	Determined locally ⁵	Determined locally ⁶
Pennsylvania HdSt*	3-year-olds, 17; 4-year-olds, 20 ⁶	3- and 4-year-olds, 2:17	Lunch and either breakfast or snack (per federal Head Start performance standards)
Pennsylvania K4	3-year-olds, NA; 4-year-olds, No limit	3-year-olds, NA; 4-year-olds, No limit	None
South Carolina	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	1 meal and snack ⁵
Tennessee	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10	Breakfast, lunch, and snack
Texas	3- and 4-year-olds, No limit ⁵	3- and 4-year-olds, No limit	Depends on length of program day ⁶
Vermont ADM	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Snack for programs <4 hours; snack and lunch for programs >4 hours
Vermont EEI	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8	Snack for 3-hour program; meal and snack for program of at least 4 hours
Virginia	3-year-olds, NA; 4-year-olds, 16	3-year-olds, NA; 4-year-olds, 1:8	Lunch and snack ³
Washington	3- and 4-year-olds, 24 ⁷	3- and 4-year-olds, 1:9 ⁷	At least 1 meal ⁸
West Virginia	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ⁵
Wisconsin 4K	3-year-olds, NA; 4-year-olds, Determined locally	3-year-olds, NA; 4-year-olds, Determined locally	None
Wisconsin HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch and/or breakfast (depending on length of program day)

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	PROGRAM STANDARDS		
	Screening and referral requirements	Translator required?	Number of parent conferences or home visits required annually
Alabama	Vision, hearing, health, and dental	No	2
Arizona	None	No	None
Arkansas	Vision, hearing, and health	No	1 ⁴
California	Decided at local level ⁷	No	2
Colorado	Health and developmental screening	No	1
Connecticut	Health ⁵	No	2
Delaware	Vision, hearing, health, behavioral, and developmental	No ²	4
Georgia	Vision, hearing, health, and developmental disabilities	No	2
Hawaii	None	No	None
Illinois	Vision, hearing, health, developmental screening, and parent interview	Not reported	Determined locally
Iowa	Vision, hearing, and health ⁷	No	None ⁸
Kansas	Vision, hearing, health, dental, and developmental ³	No	2
Kentucky	Vision, hearing, health, and developmental	No	2
Louisiana 8(g)	Developmental screening ⁵	Not reported	Determined locally
LA4 & Starting Pts	Vision, hearing, and health	No ³	2
Louisiana NSECD	Vision and hearing	No	2
Maine	Vision and hearing	No ⁵	Determined locally
Maryland	Vision, hearing, health, immunization, and lead screening ⁵	No	2
Massachusetts	Vision, hearing, health, and dental	No ¹¹	2
Michigan	None ⁸	No	4
Minnesota HdSt	Vision, hearing, health, and dental	Yes ¹¹	2
Missouri	None	No	None
Nebraska	Decided at local level	No	2
Nevada	Decided at local level	No	None ⁸
New Jersey Abbott	Vision, hearing, health, and developmental	No	Not specified
New Jersey ECPA	Vision, hearing, and health	No	Not specified
New Jersey ELLI*	Vision, hearing, health, and developmental	No	Not specified
New Mexico	Vision, hearing, health, and developmental	No ⁷	2
New York TPK	None	No	Determined locally
New York UPK	None ³	Yes ⁴	Determined locally
North Carolina	Vision, hearing, health, and dental	No	None ²
Ohio HdSt	Vision, hearing, and health	Yes ²	2 home visits and 3 conferences
Ohio PSP	Decided at local level	No	2
Oklahoma	Health	No	None ⁶
Oregon	Vision, hearing, health, dental, and immunization	Yes ⁵	4
Pennsylvania EABG*	Decided at local level	No	Determined locally
Pennsylvania HdSt*	Vision, hearing, health, and other (per federal Head Start performance standards)	No	2
Pennsylvania K4	Decided at local level	No	Determined locally
South Carolina	Vision, hearing, and health	Not reported	4 (2 must take place outside the school)
Tennessee	Health ⁵ ; Vision and hearing decided at local level	No	2
Texas	Vision and hearing	Yes ⁷	Determined locally
Vermont ADM	Vision, hearing, and health	No	2
Vermont EEI	Vision, hearing, health, and developmental ⁴	No	2 for academic-year programs; 3 for year-round programs
Virginia	Vision, hearing, and health	No	Determined locally
Washington	Vision, hearing, health, and developmental	No ⁹	3 hours of conferences, 3 hours of family support services
West Virginia	Vision, hearing, health, and dental	No	2
Wisconsin 4K	Immunizations ⁶	No	Determined locally
Wisconsin HdSt	Vision, hearing, health, and other (per federal Head Start performance standards)	No	2

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	PROGRAM STANDARDS
	Support services required for all programs
Alabama	Parenting support or training, parent involvement activities ³ , health services for children, transition to K activities
Arizona	None
Arkansas	Education services or job training for parents, parenting support or training, parent involvement activities ⁵ , health services for children, information about nutrition, referral to social services, transition to K activities
California	Parenting support or training, parent involvement activities ⁸ , health services for children, referral to social services, transition to K activities
Colorado	Education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to K activities
Connecticut	Education services or job training for parents, parenting support or training, parent involvement activities ⁵ , health services for children, information about nutrition, referral to social services, transition to K activities, written collaborative agreements with community agencies
Delaware	Education services or job training for parents, parenting support or training, parent involvement activities ³ , health services for children, information about nutrition, referral to social services, transition to K activities, medical and dental services
Georgia	Parenting support or training, parent involvement activities ² , health services for children, information about nutrition, transition to K activities
Hawaii	Referral to social services, transition to K activities
Illinois	Education services or job training for parents, parenting support or training, parent involvement activities, referral to social services, transition to K activities
Iowa	Parenting support or training, at least 2 family nights, health services for children, information about nutrition, referral to social services
Kansas	Parenting support or training, parent involvement activities ⁴ , referral to social services, transition to K activities
Kentucky	Education services or job training for parents, parenting support or training, parent involvement activities ⁶ , health services for parents and children, information about nutrition, referral to social services, other services based on local need
Louisiana 8(g)	Parenting support or training, parent involvement activities, referral to social services, transition to K activities, other specific locally determined services
LA4 & Starting Pts	Education services or job training for parents, parenting support or training, parent involvement activities ⁴ , health services for children, information about nutrition, referral to social services, referral for mental health issues
Louisiana NSECD	Referral to social services, transition to K activities, other specific locally determined services
Maine	None
Maryland	Parenting support or training, parent involvement activities ⁶ , health services for children, transition to K activities, other specific locally determined services
Massachusetts	Parenting support or training, parent involvement activities ¹² , health services for children, information about nutrition, referral to social services, transition to K activities
Michigan	Parent involvement activities, referral to social services
Minnesota HdSt	Education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to K activities
Missouri	None
Nebraska	Parenting support or training, parent involvement activities ⁶ , transition to K activities, family development and support based on needs
Nevada	Parenting support or training, parent involvement activities ⁸
New Jersey Abbott	Parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities
New Jersey ECPA	Education services or job training for parents, parent involvement activities, transition to K activities, other specific locally determined services
New Jersey ELLI*	Parent involvement activities, transition to K activities
New Mexico	Parenting support or training, parent involvement activities ⁸ , health services for children, information about nutrition, referral to social services, transition to K activities, child assessments
New York TPK	Parenting support or training, parent involvement activities ⁶ , locally determined health services for children, transition to K activities, other services provided to meet family needs
New York UPK	Parent involvement activities ⁵ , referral to social services, transition to K activities
North Carolina	Parent involvement activities, transition to K activities
Ohio HdSt	Parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities, family development plan
Ohio PSP	Some comprehensive services are required, but specific services are determined locally.
Oklahoma	Health services for children, referral to social services, transition to K activities, other ⁷
Oregon	Parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities, mental health services, community partnerships
Pennsylvania EABG*	None
Pennsylvania HdSt*	Comprehensive services as required by federal Head Start performance standards
Pennsylvania K4	None
South Carolina	Education services or job training for parents, parenting support or training, parent involvement activities ⁶ , health services for children, transition to K activities
Tennessee	Parent involvement activities ⁶ , transition to Pre-K and K activities
Texas	Some comprehensive services are required, but specific services are determined locally.
Vermont ADM	Health services for children, referral to social services, transition to K activities
Vermont EEI	Education services or job training for parents, parenting support or training, parent involvement activities ⁵ , health services for children, information about nutrition, referral to social services, transition to K activities
Virginia	Parent involvement activities, health services for children, referral to social services
Washington	Parenting support or training, parent involvement activities ¹⁰ , health services for children, information about nutrition, referral to social services, transition to K activities, mental health consultation, dietician, oral/dental health
West Virginia	Transition to K activities, other specific services determined locally
Wisconsin 4K	Parent involvement activities ⁷ , health services for children, referral to social services, school counseling, transportation
Wisconsin HdSt	Education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to K activities, other as required by Head Start performance standards

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	PROGRAM STANDARDS	
	Supports for teachers facing behavioral problems	Is expulsion permitted for behavioral or nonbehavioral reasons?
Alabama	Teachers and administrators must create and implement a strategic plan with parents and child	Yes ⁴
Arizona	None	Determined locally
Arkansas	Referral to educational cooperative and community resources	Determined locally
California	None	Determined locally (behavioral); Yes (nonbehavioral) ⁹
Colorado	Behavioral consultants and school psychologists ¹⁰	Determined locally ¹¹
Connecticut	Behavioral specialists ⁷	Yes ⁸
Delaware	Mental health consultants and education technical assistants	Determined locally (behavioral) ⁴ ; No (nonbehavioral)
Georgia	Assistance from regional consultants and inclusion coordinators supported by local resource and referral agencies	Yes ³
Hawaii	Coordinator funded by CCDF ⁶	Yes ⁷
Illinois	School-based programs have access to school personnel-psychologists and social workers	Determined locally
Iowa	Referral for evaluation and services	No
Kansas	School counselors, social workers, and special education staff	No
Kentucky	Regional Training Centers (IDEA-funded) provide training and support	No
Louisiana 8(g)	Referral to the district pupil appraisal services	Determined locally
LA4 & Starting Pts	School Building Level Committee meetings, resource coordination, Education Supports & Services Project (through the Department of Mental Health)	Yes (behavioral) ⁵ ; No (nonbehavioral)
Louisiana NSECD	None	Yes, for noncompliance with school guidelines or irregular attendance
Maine	Child Development Services (special needs) ⁶	Determined locally
Maryland	School counselors and psychologists	Determined locally
Massachusetts	Behavioral/mental health consultants, professional development, observation by specialist	Determined locally
Michigan	Child care expulsion prevention program with mental health consultation in some communities, site visits by DOE consultants	Yes ⁹
Minnesota HdSt	Training, additional classroom staff, and involvement of mental health and EC SpEd staff	No ¹²
Missouri	On-site technical assistance available with referral to specialized services	Determined locally
Nebraska	Determined locally	No
Nevada	None	Determined locally (behavioral); Yes (nonbehavioral) ⁹
New Jersey Abbott	Preschool intervention and referral team (PIRT), consisting of specialists in challenging behaviors	No
New Jersey ECPA	Assistance from special education and guidance counselors	No
New Jersey ELLI*	Special education services, if applicable	No
New Mexico	Training and technical assistance system, family support services including counseling or referrals to community providers, mentors for a few programs for staff working with children with special needs	Determined locally ⁹
New York TPK	Social workers and family workers	No
New York UPK	Many programs have access to district-funded social workers or school psychologists	No
North Carolina	None	Determined locally
Ohio HdSt	Early childhood coordinators at regional SpEd resource centers	No
Ohio PSP	Early childhood coordinators at regional SpEd resource centers	Determined locally
Oklahoma	School-based personnel or outside agency if needed	No
Oregon	Mental health consultant	No
Pennsylvania EABG*	Determined locally	Determined locally
Pennsylvania HdSt*	Determined locally	Determined locally
Pennsylvania K4	Determined locally	Determined locally
South Carolina	Referrals for additional assessment, staff development addressing classroom management and strategies for working with disruptive children, district guidance counselor	In extreme cases (behavioral) ⁷ ; No (nonbehavioral)
Tennessee	Consultation with SpEd, or consultation with/referral to local programs designed to work with children with behavior problems	Yes ⁷
Texas	Determined locally	No
Vermont ADM	Additional support for individual aides, consultation with mental health	Determined locally
Vermont EEI	Children's Upstream Services (CUPS) Initiative ⁶	Determined locally ⁷
Virginia	Determined locally	No
Washington	Mental health consultation and state technical assistance	No
West Virginia	Behavioral specialists available for Pre-K classrooms	Yes (behavioral) ⁶ ; No (nonbehavioral)
Wisconsin 4K	Referral to counselor; building team ⁸ ; or special education	Yes ⁹
Wisconsin HdSt	As required by federal Head Start performance standards, including referral to public school for evaluation	Determined locally

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	PROGRAM STANDARDS		
	Reporting requirements for expulsion	Required assistance for families following expulsion	Circumstances in which provision of transportation is required
Alabama	[see footnotes] ⁵	Suggestions are made to families	None
Arizona	None	None	None
Arkansas	None	None	None
California	None	None ¹⁰	Required if grant application specified services would be provided
Colorado	None	None ¹²	None
Connecticut	None	None ⁹	None
Delaware	None ⁴	None	Required, but circumstances not reported
Georgia	[see footnotes] ⁴	None	None
Hawaii	None for programs or families	None ⁸	None
Illinois	None	Not reported	None
Iowa	NA	NA	None
Kansas	NA	NA	Bussing requirements follow same criteria as for older children
Kentucky	NA	NA	As required by individual IEP
Louisiana 8(g)	None	Not reported	None
LA4 & Starting Pts	None ⁶	None ⁷	Required for LA4 programs; not required for Starting Points programs, but all offer it
Louisiana NSECD	School contacts the state via phone or email	Referral to other NSECD schools in parish or public school system	None
Maine	LEAs required to submit behavioral information in a timely manner	None, unless child has identified special needs ⁷	Required whenever transportation is provided for elementary school students
Maryland	Determined locally	None	Standard practice
Massachusetts	None	None	As required by individual IEP ¹³
Michigan	Single Record Student database ¹⁰	Determined locally	None
Minnesota HdSt	NA	NA	May be required for child with a disability
Missouri	None	None	None
Nebraska	NA	NA	None
Nevada	Programs required to indicate why children/families leave the program ⁹	None ⁹	None
New Jersey Abbott	NA	NA	Districts offering transportation must provide for children living certain distance from program; or as required by individual IEP
New Jersey ECPA	NA	NA	As required by individual IEP
New Jersey ELLI*	NA	NA	As required by individual IEP
New Mexico	None	None	None
New York TPK	NA	NA	None
New York UPK	NA	NA	None
North Carolina	None	Determined locally	None
Ohio HdSt	NA	NA	None
Ohio PSP	None	None	None
Oklahoma	NA	NA	Required for children receiving special education services
Oregon	NA	NA	None ⁶
Pennsylvania EABG*	None	None	None
Pennsylvania HdSt*	None	None	None
Pennsylvania K4	None	None	None
South Carolina	Office of Safe Schools collects annual reports	Not reported	[see footnotes] ⁸
Tennessee	Monthly attendance reported to the state denotes children dismissed from the program and the reason for dismissal	Referrals made to appropriate agencies	As required by individual IEP (otherwise LEA option)
Texas	NA	NA	None
Vermont ADM	None	None	None
Vermont EEI	None	None ⁸	None
Virginia	NA	NA	Always required (an in-kind expense)
Washington	NA	NA	None ¹¹
West Virginia	None	Student Assistance Team supports student for best placement	As required by individual IEP
Wisconsin 4K	District-level and state-level reporting requirements ¹⁰	None for students without disabilities ¹¹	Districts required to provide transportation
Wisconsin HdSt	Federal reporting requirements	None	[see footnotes] ²

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	PROGRAM STANDARDS		
	Can state Pre-K funds be used to support transportation?	Accreditation requirement	Changes in Program Standards for '04--'05
Alabama	No	None	NA
Arizona	Yes	NAEYC, National EC Program Accreditation Commission (NECPA), National Accreditation Commission for Early Care and Education, Assoc. for Christian Schools Int'l, Assoc. Montessori Int'l, or American Montessori Society	NA
Arkansas	Yes	Arkansas Child Care Approval System	NA
California	Yes	None	NA
Colorado	Yes	None, NAEYC accreditation encouraged ¹³	NA
Connecticut	Yes	NAEYC, New England Assoc. of Schools and Colleges (NEASC), Head Start, or Montessori	NA
Delaware	Yes	None, but applications get points for accreditation	NA
Georgia	Yes	None	NA
Hawaii	Yes ⁹	None ¹⁰	NA
Illinois	Yes	None	NA
Iowa	Yes	NAEYC	NA
Kansas	Yes	None	NA
Kentucky	Yes	None	Release of Kentucky Early Childhood Assessment Guide
Louisiana 8(g)	Yes	None	NA
LA4 & Starting Pts	Yes	None	Systems began reporting suspensions and expulsions
Louisiana NSECD	Yes	LA Board of Elementary and Secondary Education (BESE) Brumfield-Dodd	Compliance with more stringent NSECD guidelines
Maine	Yes	None	NA
Maryland	Yes	None	Standards for Implementing Quality Early Learning Programs revised in 2004
Massachusetts	No	NAEYC (center-based programs); NAFCC (family child care)	NA
Michigan	Yes	None	NA
Minnesota HdSt	Yes	None	NA
Missouri	No	Missouri Accreditation or NAEYC	NA
Nebraska	Yes	NAEYC accreditation within 3 years	NA
Nevada	Yes	Determined locally, but the state recommends NAEYC guidelines and accreditation	NA
New Jersey Abbott	Yes	None	NA
New Jersey ECPA	Yes	None	NA
New Jersey ELLI*	No	None	NA
New Mexico	Yes	Must have or be working toward NECPA or NAEYC	NA
New York TPK	Yes	None	NA
New York UPK	Yes	None	NA
North Carolina	Yes	None	[see footnotes] ³
Ohio HdSt	Yes	None, NAEYC accreditation encouraged	NA
Ohio PSP	Yes	None, NAEYC accreditation encouraged ²	None ³
Oklahoma	Yes	State Public School Accreditation through the State DOE	All districts required to provide vision and hearing screening
Oregon	Yes	None, adhere to federal Head Start Performance Standards	NA
Pennsylvania EABG*	Yes	None	NA
Pennsylvania HdSt*	Yes ⁷	None ⁸	NA
Pennsylvania K4	No	None	NA
South Carolina	Yes ⁸	None ⁹	NA
Tennessee	Yes	None, NAEYC accreditation accepted	NA
Texas	Yes	Accreditation at state level by Texas Education Agency	NA
Vermont ADM	Yes	None ³	NA
Vermont EEI	Yes	None, NAEYC accreditation encouraged	NA
Virginia	Yes	State school accreditation (in public school settings)	Change in meal requirement ³
Washington	Yes	None	NA
West Virginia	Yes	None	NA
Wisconsin 4K	Yes	State school accreditation ¹²	NA
Wisconsin HdSt	Yes	None, NAEYC accreditation encouraged	NA

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	STATEWIDE EARLY LEARNING STANDARDS	
	State early learning standards apply to...	Name of early learning standards document
Alabama	All children in state-funded Pre-K, beginning in 2004	Alabama Performance Standards for 4-year-olds
Arizona	All children in state-funded Pre-K	Arizona Early Childhood Education Standards ⁶
Arkansas	All children in state-funded Pre-K	Arkansas Early Childhood Education Framework
California	State does not have early learning standards ¹¹	NA
Colorado	All children in state-funded Pre-K	Building Blocks to Colorado's Content Standards
Connecticut	All children in state-funded Pre-K	The Connecticut Framework: Preschool Curriculum Framework
Delaware	All children in state-funded Pre-K	Early Learning Foundations for School Success
Georgia	All children in state-funded Pre-K	Bright from the Start: Georgia Department of Early Care and Learning, Georgia's Pre-K Program Content Standards
Hawaii	All children in state-funded Pre-K, beginning in 2004 ¹¹	Hawaii Preschool Content Standards
Illinois	All children in state-funded Pre-K	Illinois Early Learning Standards
Iowa	State does not have early learning standards ⁹	NA
Kansas	State does not have early learning standards ⁵	NA
Kentucky	All children in state-funded Pre-K	Kentucky's Early Childhood Standards
Louisiana 8(g)	All children in state-funded Pre-K	Louisiana Standards for Programs Serving Four-Year-Old Children
LA4 & Starting Pts	All children in state-funded Pre-K	Louisiana Standards for Programs Serving Four-Year-Old Children
Louisiana NSECD	All children in state-funded Pre-K	Louisiana Standards for Programs Serving Four-Year-Old Children
Maine	All children in state-funded Pre-K ⁸	State of Maine Learning Results
Maryland	All children in state-funded Pre-K	Standards for Implementing Quality Early Learning Programs ⁷
Massachusetts	All children in state-funded Pre-K	1) Early Childhood Program Standards; 2) Guidelines for Preschool Learning Experiences ¹⁴
Michigan	All children in state-funded Pre-K	Early Childhood Standards of Quality for Prekindergarten through Second Grade ¹¹
Minnesota HdSt	All children in state-funded Pre-K	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Missouri	All children in state-funded Pre-K	Missouri Pre-K Literacy, Math, Social and Emotional, Science, Health, Safety and Physical Development Standards
Nebraska	State does not have early learning standards ⁷	NA
Nevada	State does not have early learning standards ¹⁰	NA
New Jersey Abbott	All children in state-funded Pre-K	Preschool Teaching and Learning Expectations: Standards of Quality
New Jersey ECPA	All children in state-funded Pre-K	Preschool Teaching and Learning Expectations: Standards of Quality
New Jersey ELLI*	All children in state-funded Pre-K	Preschool Teaching and Learning Expectations: Standards of Quality
New Mexico	State does not have early learning standards ¹⁰	NA
New York TPK	All children in state-funded Pre-K	Early Literacy Guidance Prekindergarten—Grade 3 ⁷
New York UPK	All children in state-funded Pre-K	Early Literacy Guidance Prekindergarten—Grade 3 ⁶
North Carolina	State does not have early learning standards ⁴	NA
Ohio HdSt	All children in state-funded Pre-K	Early Learning Content Standards
Ohio PSP	All children in state-funded Pre-K	Early Learning Content Standards
Oklahoma	All children in state-funded Pre-K	Prekindergarten Curriculum Guidelines
Oregon	All children in state-funded Pre-K	Head Start Child Outcomes Framework ⁷
Pennsylvania EABG*	State does not have early learning standards ⁷	NA
Pennsylvania HdSt*	State does not have early learning standards ⁹	NA
Pennsylvania K4	State does not have early learning standards ¹	NA
South Carolina	All children in state-funded Pre-K	English Language Arts Curriculum Standards 2002, Mathematics Standards, Science Standards, Social Studies Learning Expectations
Tennessee	All children in state-funded Pre-K, beginning in 2004	Tennessee's Early Learning Developmental Standards
Texas	All children in state-funded Pre-K	Prekindergarten Curriculum Guidelines
Vermont ADM	All children in state-funded Pre-K	Vermont Early Learning Standards
Vermont EEI	All children in state-funded Pre-K	Vermont Early Learning Standards
Virginia	All children in state-funded Pre-K, beginning in 2004	Virginia's Foundation Blocks for Early Learning
Washington	State does not have early learning standards ¹²	NA
West Virginia	All children in state-funded Pre-K, beginning in 2004	West Virginia Early Learning Standards Framework
Wisconsin 4K	All children in state-funded Pre-K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	All children in state-funded Pre-K	Wisconsin Model Early Learning Standards

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	STATEWIDE EARLY LEARNING STANDARDS	
	Web address of (most recently revised) early learning standards document	Year standards adopted
Alabama	http://www.dca.state.al.us/OSR/Alabama_Performance_Standards_for_4-year-olds.pdf	2004
Arizona	Not available	2003
Arkansas	www.arkansas.gov/childcare	1996
California	NA	NA
Colorado	www.cde.state.co.us/earlychildhoodconnections/early.htm	2000
Connecticut	http://www.state.ct.us/sde/deps/Early/Preschool_framework.pdf	1999
Delaware	www.doe.state.de.us/early_childhood/	2003
Georgia	www.dec.state.ga.us	2003
Hawaii	www.goodbeginnings.org/standards.htm	2004
Illinois	www.isbe.net	2003
Iowa	NA	NA
Kansas	NA	NA
Kentucky	http://www.education.ky.gov/KDE/Instructional+Resources/Preschool/default.htm	2003
Louisiana 8(g)	www.doe.state.la.us/lde/ssa/1874.html	2003
LA4 & Starting Pts	www.doe.state.la.us/lde/ssa/1874.html	2003
Louisiana NSECD	www.doe.state.la.us/lde/ssa/1874.html	2003
Maine	www.maine.gov/education/LR%20Rules%20Document.htm	1997
Maryland	www.mdki2.org/instruction/ensure/readiness	1998
Massachusetts	www.mass.gov/EEC	2003
Michigan	Not available	1992
Minnesota HdSt	http://education.state.mn.us/mde/static/002628.pdf	2003
Missouri	http://dese.mo.gov/divimprove/fedprog/earlychild/PreK_Standards.html	2001 ⁶
Nebraska	NA	NA
Nevada	NA	NA
New Jersey Abbott	www.nj.gov/njded/ece/expectations/	2002
New Jersey ECPA	www.nj.gov/njded/ece/expectations/	2002
New Jersey ELLI*	www.nj.gov/njded/ece/expectations/	2002
New Mexico	NA	NA
New York TPK	http://eservices.nysed.gov/vis	2001
New York UPK	http://eservices.nysed.gov/vis	2001
North Carolina	NA	NA
Ohio HdSt	www.ode.state.oh.us/ece/standards1/default.asp	2003
Ohio PSP	www.ode.state.oh.us/ece/standards1/default.asp	2003
Oklahoma	http://www.sde.state.ok.us	1996
Oregon	NA	2000
Pennsylvania EABG*	NA	NA
Pennsylvania HdSt*	NA	NA
Pennsylvania K4	NA	NA
South Carolina	www.myschools.com/offices/ece	2002
Tennessee	www.state.tn.us/education/ci/cistandards2001/earlychildhood/ciearlychildcover.htm	2004
Texas	www.tea.state.tx.us/curriculum/early/prekguide.html	1999
Vermont ADM	www.state.vt.us/educ/new/pdfdoc/pgm_earlyed/vels_03.pdf	2003
Vermont EEI	www.state.vt.us/educ/new/pdfdoc/pgm_earlyed/vels_03.pdf	2003
Virginia	http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf	2004
Washington	NA	NA
West Virginia	http://www.wvdhhr.org/oss/pieces/ta/documents/WVVELSFeb04.pdf	2004
Wisconsin 4K	http://www.collaboratingpartners.com/EarlyLS.htm	2003
Wisconsin HdSt	http://www.collaboratingpartners.com/EarlyLS.htm	2003

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	STATEWIDE EARLY LEARNING STANDARDS	
	Year standards last revised	Application of (most recently revised) standards to program
Alabama	2004	Programs required to follow state standards
Arizona	Under revision	Offered as guidance but not required
Arkansas	1996	Programs required to follow state standards
California	NA	NA
Colorado	Under revision	Offered as guidance but not required
Connecticut	2005	Programs required to follow state standards
Delaware	2003	Some programs required to follow state standards ⁵
Georgia	2005 ⁵	Programs required to follow state standards
Hawaii	2004	Offered as guidance but not required
Illinois	Under revision	Programs required to follow state standards
Iowa	NA	NA
Kansas	NA	NA
Kentucky	2003	Offered as guidance but not required
Louisiana 8(g)	2004	Programs required to follow state standards
LA4 & Starting Pts	2004 ⁸	Programs required to follow state standards
Louisiana NSECD	2004	Programs required to follow state standards
Maine	Under revision	Offered as guidance but not required
Maryland	2004	Offered as guidance but not required ⁸
Massachusetts	2003	Programs required to follow state standards
Michigan	NA	Programs required to follow state standards
Minnesota HdSt	2005	Offered as guidance but not required
Missouri	Literacy standards under revision	Offered as guidance but not required
Nebraska	NA	NA
Nevada	NA	NA
New Jersey Abbott	2004	Programs required to follow state standards
New Jersey ECPA	2004	Programs required to follow state standards
New Jersey ELLI*	2004	Programs required to follow state standards
New Mexico	NA	NA
New York TPK	2005	Offered as guidance but not required
New York UPK	2005	Offered as guidance but not required
North Carolina	NA	NA
Ohio HdSt	2004	Programs required to follow state standards
Ohio PSP	2004	Programs required to follow state standards
Oklahoma	2003	Programs required to follow state standards
Oregon	2000	Programs required to follow state standards
Pennsylvania EABG*	NA	NA
Pennsylvania HdSt*	NA	NA
Pennsylvania K4	NA	NA
South Carolina	Under revision	Programs required to follow state standards
Tennessee	2004	Programs required to follow state standards
Texas	1999	Offered as guidance but not required
Vermont ADM	2003	Offered as guidance but not required
Vermont EEI	2003	Offered as guidance but not required
Virginia	2004	Programs required to follow state standards
Washington	NA	NA
West Virginia	2004	Programs required to follow state standards
Wisconsin 4K	2003	Offered as guidance but not required
Wisconsin HdSt	2003	Offered as guidance but not required

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	STATEWIDE EARLY LEARNING STANDARDS
	State efforts to promote use of (most recently revised) standards
Alabama	Standards are recommended for use in child care centers and family child care
Arizona	Policies in development as of 2003
Arkansas	Required frameworks training
California	NA
Colorado	Training of EC professionals in understanding and implementing Building Blocks
Connecticut	Provision of technical assistance, workshops, trainings; programs required to align curricula and assessment systems with Framework
Delaware	Statewide distribution and group presentations, training modules developed to be offered throughout state
Georgia	Programs evaluated annually, subsequent program contracts depend on adherence to standards
Hawaii	Proposed incorporation of standards into college- and university-level curricula, financial incentives for programs serving children in POD and using standards
Illinois	Training, website
Iowa	NA
Kansas	NA
Kentucky	[see footnotes] ⁷
Louisiana 8(g)	Regulatory document for all funding streams
LA4 & Starting Pts	School systems required to include in yearly applications a plan for implementing standards, training provided by DOE staff
Louisiana NSECD	NSECD Program Rules require implementation of developmentally appropriate practices
Maine	None
Maryland	Grant funding to support accreditation using the state program standards
Massachusetts	State-sponsored training, higher ed. courses that are aligned with state standards provided for CPC teachers
Michigan	Technical assistance ^{1,2}
Minnesota HdSt	Training workshops encourage use of standards in development of curriculum and selection of assessment instruments
Missouri	Established collaboration among state agencies, HdSt, and local school districts to distribute standards to families, teachers, and providers
Nebraska	NA
Nevada	NA
New Jersey Abbott	Required by state administrative code
New Jersey ECPA	Districts encouraged to attend conferences that address early learning standards
New Jersey ELLI*	Programs must implement curriculum model that meets early learning standards
New Mexico	NA
New York TPK	Technical assistance supports implementation of the standards, TPK program must be aligned with learning standards
New York UPK	Technical assistance supports implementation of the standards, UPK program must be aligned with learning standards
North Carolina	NA
Ohio HdSt	Use of standards required by state law, ongoing professional development provided to support implementation and alignment with curriculum and assessment
Ohio PSP	Use of standards required by state law, ongoing professional development provided to support implementation and alignment with curriculum and assessment
Oklahoma	All public schools required to use state standards and benchmarks at all grade levels
Oregon	None
Pennsylvania EABG*	NA
Pennsylvania HdSt*	NA
Pennsylvania K4	NA
South Carolina	State regulations require all district programs to use standards, RFP for First Steps programs requires the standards
Tennessee	Training for teachers and assistants on using the standards
Texas	Alignment with Texas Essential Knowledge and Skills (TEKS) ⁸
Vermont ADM	Comprehensive training; integration with HdSt Outcomes & National Reporting System; required for other state Pre-K programs
Vermont EEI	Written into grant requirements; training provided; must address in annual performance report
Virginia	Presentations about early learning standards made at statewide meetings and conferences
Washington	NA
West Virginia	All Pre-K programs required to follow standards ⁷
Wisconsin 4K	Cross-department efforts to promote standards with child care, HdSt, and 4K; training model implemented by state trainers; website; additional resources
Wisconsin HdSt	Cross-department efforts to promote standards with child care, HdSt, and 4K; training model implemented by state trainers; website; additional resources

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	STATEWIDE EARLY LEARNING STANDARDS	
	Are (most recently revised) standards specific to Pre-K?	Are (most recently revised) standards linked to child assessment?
Alabama	Yes	No ⁶
Arizona	Yes	No ⁶
Arkansas	Yes	No
California	NA	NA
Colorado	Yes	No
Connecticut	Yes	Yes ¹⁰
Delaware	Yes	No
Georgia	Yes	Yes, used to document progress, communicate with parents, and assist in guiding instruction
Hawaii	Yes	No
Illinois	Yes ⁵	Yes, curricula and assessments are standards-aligned
Iowa	NA	NA
Kansas	NA	NA
Kentucky	Yes	No
Louisiana 8(g)	Yes	Yes ⁶
LA4 & Starting Pts	Yes	Yes, through portfolio assessment
Louisiana NSECD	Yes	Yes, Pre- and Post-Assessments of Developing Skills Checklist
Maine	No	No
Maryland	Yes	No
Massachusetts	Yes	No
Michigan	No	No
Minnesota HdSt	Yes	No
Missouri	Yes	Yes, observational assessment conducted last 6 weeks of school year
Nebraska	NA	NA
Nevada	NA	NA
New Jersey Abbott	Yes	Yes, developmental screenings, documentation/assessment for teachers' professional development, portfolio assessment
New Jersey ECPA	Yes	No, assessment addressed in standards but not required of ECPA districts
New Jersey ELLI*	Yes	No
New Mexico	NA	NA
New York TPK	Yes ⁷	No
New York UPK	Yes ⁶	No
North Carolina	NA	NA
Ohio HdSt	Yes	Yes, linked to a literacy assessment ³
Ohio PSP	Yes	Yes, linked to a literacy assessment ⁴
Oklahoma	Yes	Yes, ongoing developmental assessments through observations
Oregon	Yes	Yes
Pennsylvania EABG*	NA	NA
Pennsylvania HdSt*	NA	NA
Pennsylvania K4	NA	NA
South Carolina	Yes	Yes, aligned with South Carolina Readiness Assessment conducted in fall of K year; and will be aligned to Work Sampling in 2005–2006
Tennessee	Yes ⁸	No
Texas	Yes	No
Vermont ADM	Yes	No
Vermont EEI	Yes	No ⁹
Virginia	Yes	No
Washington	NA	NA
West Virginia	Yes	Yes, through COR, Developmental Continuum, or Work-Sampling ⁸
Wisconsin 4K	Yes	No
Wisconsin HdSt	Yes	No

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	STATEWIDE EARLY LEARNING STANDARDS
	NEGP domains addressed in (most recently revised) standards
Alabama	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Arizona	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Arkansas	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
California	NA
Colorado	Approaches toward learning, language development, cognition and general knowledge
Connecticut	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Delaware	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Georgia	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Hawaii	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Illinois	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Iowa	NA
Kansas	NA
Kentucky	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Louisiana 8(g)	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
LA4 & Starting Pts	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Louisiana NSECD	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Maine	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Maryland	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Massachusetts	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Michigan	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Minnesota HdSt	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Missouri	Social/emotional development, approaches toward learning, language development, cognition and general knowledge
Nebraska	NA
Nevada	NA
New Jersey Abbott	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Jersey ECPA	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Jersey ELLI*	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Mexico	NA
New York TPK	Social/emotional development, approaches toward learning, language development, cognition and general knowledge
New York UPK	Social/emotional development, approaches toward learning, language development, cognition and general knowledge
North Carolina	NA
Ohio HdSt	Social/emotional development, approaches toward learning, language development, cognition and general knowledge
Ohio PSP	Social/emotional development, approaches toward learning, language development, cognition and general knowledge
Oklahoma	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Oregon	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Pennsylvania EABG*	NA
Pennsylvania HdSt*	NA
Pennsylvania K4	NA
South Carolina	Approaches toward learning, language development, cognition and general knowledge
Tennessee	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Texas	Health and Safety, Social Studies, Science, Fine Arts, Early Literacy, Mathematics and Technology Applications ⁹
Vermont ADM	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Vermont EEI	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Virginia	Language development, cognition and general knowledge
Washington	NA
West Virginia	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Wisconsin 4K	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Wisconsin HdSt	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	PERSONNEL	
	Minimum teacher degree requirement	Required teacher certification/licensure/endorsement
Alabama	BA in ECE or EE (public and nonpublic)	Pre-K - elem. specialization (public and nonpublic) ⁷
Arizona	None (public and nonpublic) ⁷	None (public and nonpublic)
Arkansas	BA + P-4 teacher license (public and nonpublic)	P-4 teachers license covers Birth–Grade 4 (public and nonpublic)
California	CDA (public and nonpublic) ¹²	Associate Teacher Permit (public and nonpublic) ¹²
Colorado	CDA (public and nonpublic) ¹⁴	None (public and nonpublic)
Connecticut	BA or CDA + 9 credits in EC (public) ¹¹ ; CDA + 9 credits in EC (nonpublic)	Elem. certification with Pre-K endorsement, N-K, or SpEd with Pre-K–12 endorsement (public) ¹¹ ; None (nonpublic)
Delaware	CDA (public and nonpublic)	None (public and nonpublic)
Georgia	AA in ECE or Montessori diploma (public and nonpublic)	Pre-K–Grade 5 (public and nonpublic) ⁶
Hawaii	NA (public); CDA + 1 year experience (nonpublic)	None (nonpublic)
Illinois	BA + EC certificate (public and nonpublic)	EC certificate covers Birth–Grade 3 (public and nonpublic)
Iowa	EE teaching license (public); AA for HdSt, none for CC (nonpublic) ¹⁰	EC teaching endorsement (public); None (nonpublic) ¹⁰
Kansas	4-year Elem. teaching certificate (public); NA (nonpublic)	Elem. certification (public); NA (nonpublic)
Kentucky	CDA (public and nonpublic) ⁸	None (public and nonpublic)
Louisiana 8(g)	BA (public); NA (nonpublic)	Nursery, K, Pre-K–3, or Early Intervention (public); NA (nonpublic)
LA4 & Starting Pts	BA + certification in N, K, Early intervention, Non-categorical Pre-K or PK–3 (public and subcontracted nonpublic) ⁹	Certification in Nursery, K, Early Intervention, Non-categorical Pre-K, or Pre-K–3 (public and subcontracted nonpublic)
Louisiana NSECD	NA (public); BA in EE, K, or N, or BA in any field + 12 credits in child development (nonpublic)	NA (public); None (nonpublic)
Maine	BA + EC or Elem. Certificate (public and nonpublic)	Licensure + EC or Elem. Certificate (public and nonpublic)
Maryland	BA in EC (public and nonpublic)	Certification in N–3, –6, or –8, and teachers must be licensed (public and nonpublic)
Massachusetts	BA + EC certificate (public); [see footnotes] (nonpublic) ¹⁵	EC Teacher of Students With and Without Disabilities, Pre-K–Grade 2 (public); [see footnotes] (nonpublic) ¹⁵
Michigan	BA + teaching certificate, ECE endorsement (public); AA + CDA (nonpublic)	Teaching certificate, ECE endorsement (public); None (nonpublic)
Minnesota HdSt	CDA (public and nonpublic) ¹³	None (public and nonpublic)
Missouri	BA + EC or ECSE certification, or 4-year child development degree (public); CDA (nonpublic)	Licensure and EC or ECSE certification, or 4-year child development degree (public); None (nonpublic)
Nebraska	BA with EC endorsement (public and nonpublic)	Certification and EC endorsement (public and nonpublic)
Nevada	BA (public and nonpublic) ¹¹	ECE license: Birth–K or Birth–Grade 2, or EC endorsement on K–8 license (public and nonpublic) ¹¹
New Jersey Abbott	BA + EC certification (public and nonpublic) ³	EC certification for Pre-K–Grade 3 (public and nonpublic)
New Jersey ECPA	BA + EC certification (public and nonpublic)	EC certification for Pre-K–Grade 3 (public and nonpublic)
New Jersey ELLI*	BA + EC certification (public and nonpublic)	EC certification for Pre-K–Grade 3 (public and nonpublic)
New Mexico	BA (public); 45-hour entry-level course or higher (nonpublic)	EC (Birth–age 8), EE (K–8), or SpEd license (K–12) (public); None (nonpublic)
New York TPK	BA prior to 1978, MA after 1978 (public and nonpublic)	Certificate in Pre-K–6 or N–6 (public and nonpublic) ⁸
New York UPK	BA prior to 1978, MA after (public); 9 credits toward CDA (nonpublic) ⁷	Certificate in Pre-K–6 or N–6 (public); None (nonpublic) ⁸
North Carolina	BA + Birth–K license (public and nonpublic) ⁵	Birth–K license or Pre-K add-on (public and nonpublic) ⁶
Ohio HdSt	CDA (public and nonpublic) ⁴	None (public and nonpublic)
Ohio PSP	AA + Pre-K associate level certificate (public); CDA with EC coursework (nonpublic) ⁵	Pre-K Associate, Pre-K, K, or EC license (public) ⁶ ; None (nonpublic)
Oklahoma	BA + EC certification (public and nonpublic)	EC certification for Pre-K–Grade 3 (public and nonpublic)
Oregon	BA + teaching license (public) ⁸ ; CDA (nonpublic) ⁹	Licensed + 15 hours ECE credits (public) ⁸ ; None (nonpublic)
Pennsylvania EABG*	BA in EC (public); Determined locally with phase-in requirement (nonpublic) ⁸	EC certificate (public); None (nonpublic)
Pennsylvania HdSt*	CDA (public and nonpublic)	None (public and nonpublic)
Pennsylvania K4	BA + teaching license (public); NA (nonpublic)	EC certificate (public); NA (nonpublic)
South Carolina	BA + EC certificate (public and nonpublic)	EC certification and licensure (public and nonpublic)
Tennessee	BA + license with Pre-K endorsement (public and nonpublic)	Pre-K endorsement (public and nonpublic)
Texas	BA with Generalist (EC–Grade 4) Teaching Certificate (public and nonpublic) ¹⁰	Generalist Teaching Certification (public and nonpublic) ¹⁰
Vermont ADM	BA with appropriate endorsement/license (public and nonpublic)	EE or ECSE license (public and nonpublic)
Vermont EEI	BA in early education (public and nonpublic)	EC license or ECSE license (public); None (nonpublic)
Virginia	BA (public); CDA (nonpublic) ⁴	License + certification in Pre-K–3 or –6 (public); None (nonpublic)
Washington	AA with 30 quarter units in ECE (public and nonpublic)	None (public and nonpublic)
West Virginia	BA in EC, EE, or Preschool Special Needs (public and nonpublic) ⁹	Certification in Birth–5, EC, or Preschool Special Needs, Pre-K–K endorsement, or EE certificate (public and nonpublic)
Wisconsin 4K	BA + EC-level license (public and nonpublic)	Pre-K–K, –3, or –6, or K license (public and nonpublic)
Wisconsin HdSt	CDA (public and nonpublic) ³	None (public and nonpublic)

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	PERSONNEL	
	Educational level of teachers during 2003–2004	Minimum assistant teacher degree requirement
Alabama	Not available	CDA + experience in Pre-K classroom
Arizona	Not available	None
Arkansas	Not available	CDA
California	Not available	Child Development Assistant Teacher Permit ¹³
Colorado	Not available	None
Connecticut	HSD/GED, 8%; CDA, 20%; AA, 24%; BA, 35%; MA, 12%; 30 credit EC certification, <1%	None ¹²
Delaware	Not available	HSD
Georgia	AA, 22%; BA or MA, 78%	HSD or equivalent + experience
Hawaii	Not available	CDA + 6 months experience
Illinois	BA, 100%	AA
Iowa	Not available	None
Kansas	BA, 100% (including 22% with MA)	2-year degree
Kentucky	CDA/AA, 39%; BA/MA, 61%	HSD
Louisiana 8(g)	BA, 100% ⁷	Determined locally
LA4 & Starting Pts	BA, 100% (including approx. 30% with MA)	HSD or equivalent (public and subcontracted nonpublic)
Louisiana NSECD	BA, 100%	None
Maine	BA, 81%; MA, 19%	30 credit hours
Maryland	BA, 100%	HSD or equivalent
Massachusetts	HSD/GED, 22%; CDA, 11%; AA, 27%; BA, 34%; MA, 6%	At least 18 yrs old + HSD (public); At least 18 yrs old + 3-credit CD course, or CDA (nonpublic)
Michigan	HSD/GED, 2%; CDA, 5%; AA, 5%; BA, 89% ¹³	CDA or 120 clock hours ¹⁴
Minnesota HdSt	CDA, 25%; AA, 17%; BA, 56%; MA, 2%	Meets child care regulations ¹⁴
Missouri	Total number of teachers with each degree: CDA, 35; AA, 13; BA/BS, 181; MS, 2; Other, 5	HSD + vocational certification in ECE (public); HSD (nonpublic)
Nebraska	BA or higher, 100%	12 credit hours in EC or equivalent
Nevada	HSD/GED, 8% (COW); AA, 8% (COW) ¹¹ ; BA, 52%; MA, 32%	HSD/GED ¹²
New Jersey Abbott	HSD, 5%; AA, 3%; BA, 79%; MA or higher, 13%	HSD
New Jersey ECPA	BA or higher, 100%	HSD
New Jersey ELLI*	BA or higher, 100%	HSD
New Mexico	Not available	Educational Assistant Licensure (public); None (nonpublic)
New York TPK	Not available ⁹	HSD or equivalent + 6 credits in EC or related field ¹⁰
New York UPK	NYS teaching certificate, 79%	HSD or equivalent + 6 credits in EC or related field (public) ⁹ ; HSD (nonpublic)
North Carolina	HSD/GED, 6%; CDA or NCECE, 11%; AA, 15%; BA, 69% (including 10% with MA and 39% with Birth–K license or Pre-K add-on) ⁷	CDA or NCLB requirements (public); CDA (nonpublic) ⁸
Ohio HdSt	Not available	HSD
Ohio PSP	Not available	HSD
Oklahoma	BA or MA, 100%	HSD/GED
Oregon	HSD/GED, 4.4%; CDA, 30.9%; AA, 22.9%; BA, 32.6%; MA, 9.1%	HSD/GED ¹⁰
Pennsylvania EABG*	Not available	Determined locally
Pennsylvania HdSt*	Not available	Determined locally
Pennsylvania K4	Not available	NA ²
South Carolina	BA, 51%; MA, 48%; PhD, <1% (approximate figures)	HSD (public); None (nonpublic) ¹⁰
Tennessee	BA, 100%	CDA
Texas	Not available	HSD/GED
Vermont ADM	Not available	Determined locally
Vermont EEI	Not available ¹⁰	BA (public); Determined locally (nonpublic)
Virginia	CDA, 1.5%; AA, 1.5%; BA or higher, 97%	HSD/GED
Washington	Total number of teachers with each degree: CDA, 24; AA, 112; BA, 146; MA, 38; 1-year certificate, 1; exception to minimum qualifications, 18	1 year ECE certificate or CDA + 1 year experience
West Virginia	Not available	18 yrs old + HSD or equivalent
Wisconsin 4K	BA or MA, 100%	Teacher assistant license or AA in Title I schools (public); At least 18 yrs old + 1 course in EC (nonpublic)
Wisconsin HdSt	Not available	Determined locally (public) ⁴ ; At least 18 yrs old + 1 course in EC (nonpublic)

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	PERSONNEL	
	Teacher in-service requirement	Are teachers required to be paid on public school salary scale?
Alabama	40 clock hours per year	Yes
Arizona	12 clock hours per year	No
Arkansas	30 clock hours per year	Yes
California	105 clock hours per 5 years	No
Colorado	10 clock hours per year	No
Connecticut	75 CEUs per 5 years (public); 1% of hours worked (nonpublic) ¹³	Yes (public) ¹⁴ ; No (nonpublic)
Delaware	15 clock hours per year ⁶	No
Georgia	12 clock hours per year ⁷	Yes (public); No (nonpublic)
Hawaii	None	No ¹²
Illinois	120 clock hours or 8 credit hours per 5 years ⁶	Yes
Iowa	None ¹¹	Yes (public); No (nonpublic)
Kansas	None	Yes
Kentucky	4 days per year (cert. teachers); 18 clock hours per year (CDAs or AAs)	Yes (public); No (nonpublic)
Louisiana 8(g)	150 clock hours per 5 years	Yes
LA4 & Starting Pts	18 clock hours per year	Yes (public); No (nonpublic)
Louisiana NSECD	None	No
Maine	90 clock hours per 5 years	No ⁹
Maryland	6 credit hours per 5 years ⁹	Yes
Massachusetts	20 clock hours per year	Yes (public); No (nonpublic)
Michigan	None ¹⁵	No
Minnesota HdSt	1.5% or 2% of total work hours ¹⁵	No
Missouri	12 clock hours per year ⁷	Yes (public); No (nonpublic) ⁸
Nebraska	12 clock hours per year	No
Nevada	5 credit hours per 5 years	Yes
New Jersey Abbott	100 clock hours per 5 years	Yes
New Jersey ECPA	100 clock hours per 5 years	Yes (public); No (nonpublic)
New Jersey ELLI*	100 clock hours per 5 years	Yes (public); No (nonpublic)
New Mexico	24 clock hours per year	No
New York TPK	175 clock hours per 5 years	Yes
New York UPK	175 clock hours per 5 years	Yes (public); No (nonpublic)
North Carolina	150 clock hours or 15 credit hours per 5 years	Yes (public); No, unless teacher is licensed (nonpublic)
Ohio HdSt	15 clock hours per year	No
Ohio PSP	15 clock hours per year	No
Oklahoma	15 clock hours per year	Yes
Oregon	None ¹¹	Yes (public); No (nonpublic)
Pennsylvania EABG*	180 clock hours per 5 years	Determined locally
Pennsylvania HdSt*	Determined locally	No
Pennsylvania K4	180 clock hours or 6 credit hours per 5 years	No
South Carolina	12 clock hours per year and 6 credit hours per 5 years	Yes ¹¹
Tennessee	18 clock hours per year	Yes (public); No (nonpublic) ⁹
Texas	150 clock hours per 5 years ¹¹	Yes
Vermont ADM	9 credit hours per 7 years	Yes (public); No (nonpublic)
Vermont EEI	9 credit hours per 7 years (public); 9 clock hours per year (nonpublic)	Yes (public); No (nonpublic)
Virginia	Determined locally	Yes (public); No (nonpublic)
Washington	Not specified	No
West Virginia	18 clock hours per year	Yes (public); No (nonpublic)
Wisconsin 4K	180 clock hours or 6 credit hours per 5 years	Yes (public); No (nonpublic)
Wisconsin HdSt	None ⁵	No

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	PERSONNEL	
	State supports for teacher education	Changes in Personnel requirements for '04-'05
Alabama	None	NA
Arizona	Scholarships, mentors	NA
Arkansas	Scholarships, mentors, tuition reimbursement for college classes	[see footnotes] ⁶
California	Scholarships, mentors, stipends for staff retention based on school or training classes attended	NA
Colorado	Scholarships, loan forgiveness	NA
Connecticut	Scholarships, Project Stars, CT Charts-A-Course ¹⁵	NA
Delaware	Scholarships	NA
Georgia	Incentive programs	Minimum training requirement increased to 15 hours per year
Hawaii	Scholarships, community-based training	NA
Illinois	None	NA
Iowa	Scholarships	NA
Kansas	None	NA
Kentucky	Scholarships, mentors, Early Childhood Regional Training Centers	All new teachers must have BA + Interdisciplinary ECE certification in Birth-primary, general, or SpEd
Louisiana 8(g)	Mentors, training for Pre-K teachers	NA
LA4 & Starting Pts	Scholarships, tuition exemption ¹⁰	NA
Louisiana NSECD	None	[see footnotes] ¹
Maine	Maine Roads Scholarship ¹⁰	NA ¹¹
Maryland	Scholarships, mentors, literacy coaches ¹⁰	NA
Massachusetts	Scholarships, mentors, courses for CPC program teachers	NA
Michigan	None	[see footnotes] ¹⁶
Minnesota HdSt	Scholarships, T.E.A.C.H. ¹⁶	NA
Missouri	Professional Development money available for college credit courses, curriculum training, and in-state conferences	T.E.A.C.H. Missouri expanded to serve more than 300 additional teachers statewide
Nebraska	None	NA
Nevada	None	NA
New Jersey Abbott	Scholarships, loan forgiveness, mentors	NA
New Jersey ECPA	Mentors	NA
New Jersey ELLI*	Mentors	NA
New Mexico	Scholarships, T.E.A.C.H. ¹¹	NA
New York TPK	None	New NYS Teaching Certificate, Birth-Grade 2; new standards for teaching assistants
New York UPK	Education Incentive Program for teachers in licensed child care programs ¹⁰	New NYS Teaching Certificate, Birth-Grade 2; new standards for teaching assistants
North Carolina	Scholarships	NA
Ohio HdSt	None	NA
Ohio PSP	None	NA
Oklahoma	Mentors, state-mandated professional development	NA
Oregon	Scholarships, mentors ¹²	NA
Pennsylvania EABG*	Scholarships, loan forgiveness	NA
Pennsylvania HdSt*	Scholarships, loan forgiveness	NA
Pennsylvania K4	Scholarships, loan forgiveness	NA
South Carolina	Loan forgiveness for teachers in low-performing districts	NA
Tennessee	Local agencies use Pre-K grant funds to assist staff in college programs; school districts may use professional development Title II funds	Funds provided for teachers and assistants to participate in professional conferences; week-long training institute held in summer 2005
Texas	Texas Beginning Educator Support System (TxBESS) ¹²	NA
Vermont ADM	Scholarships	NA
Vermont EEI	Scholarships, reduced tuition to special EC/EC SpEd endorsement projects	NA
Virginia	Scholarships, loan forgiveness, mentors	NA
Washington	Scholarships, training and development funds managed by contractors	Loss of training and development funds for ECEAP
West Virginia	Scholarships	NA
Wisconsin 4K	Scholarships, mentors	[see footnotes] ¹³
Wisconsin HdSt	Scholarships, mentors	[see footnotes] ⁶

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	RESOURCES		
	Total 2003–2004 spending	How much of total spending came from...	TANF, federal, or local sources used
Alabama	\$5,011,050	State, \$3,291,050; Federal, \$100,000; Local, \$1,620,000	Unknown
Arizona	\$10,542,475	State, \$10,542,475	NA
Arkansas	\$15,422,141	State, \$11,015,815 ⁷ ; Local, \$4,400,000	Unknown
California	\$266,542,000 ¹⁴	State, \$266,542,000	NA
Colorado	\$26,561,402 ¹⁵	State, \$16,153,608; Local, \$10,407,884	EC SpEd, Title I, School district general funds, Head Start (amounts unknown)
Connecticut	\$49,734,424	State, \$40,359,697; Local, \$9,374,727	Parent fees, \$6,274,008; Child Care Certificates, \$3,113,719
Delaware	\$4,456,700	State, \$4,456,700	NA
Georgia	\$261,000,000	State, \$261,000,000	NA
Hawaii	\$3,028,218	State, \$3,028,218	NA
Illinois	\$189,570,000	Not reported	Not reported
Iowa	\$6,905,207	State, \$6,905,207; Local (amount unknown)	In-kind, Head Start, local school district funds, Title I, SpEd weighted instructional dollars, CCDF (amounts unknown)
Kansas	\$9,578,309	State, \$9,578,309	NA
Kentucky	\$76,050,000	State, \$44,800,000; Federal, \$7,750,000; Local, \$23,500,000	IDEA, \$5,325,000; Title I, \$2,425,000; Even Start, \$678,000; Head Start Enhanced Funds, \$2,400,000 ⁹
Louisiana 8(g)	\$9,076,960	State, \$9,076,960	Unknown
LA4 & Starting Pts	\$40,489,137	State, \$40,489,137	TANF, \$40,489,137
Louisiana NSECD	\$8,500,000	Federal, \$8,500,000	TANF, \$8,500,000
Maine	\$7,119,724	State, \$3,167,838; Local, \$3,951,886	Head Start (amount unknown) ¹²
Maryland	\$19,265,000	State, \$19,265,000; Federal (amount unknown); Local (amount unknown)	Unknown
Massachusetts	\$77,600,000	State, \$44,600,000; Federal, \$24,000,000; Local, \$9,000,000	TANF, \$24,000,000; In-kind, \$9,000,000; Parent fees, \$6,100,000; Chapter 70 (amount unknown); Title I (amount unknown)
Michigan	\$84,850,000 ¹⁷	State, \$84,850,000	NA
Minnesota HdSt	\$16,475,000	State, \$16,475,000	NA
Missouri	\$9,074,884	State, \$9,074,884	NA
Nebraska	\$4,681,000	State, \$2,097,000; Other sources, \$2,584,000	Unknown
Nevada	\$2,896,583	State, \$2,896,583; Federal (amount unknown); Local (amount unknown)	Unknown
New Jersey Abbott	Approximately \$367,000,000 ⁴	State, \$367,000,000 ⁴	Head Start, IDEA (amounts unknown)
New Jersey ECPA	\$30,000,000	State, \$30,000,000	NA
New Jersey ELLI*	NA	NA	NA
New Mexico	\$1,019,900	State, \$1,019,900 ¹² ; Federal (amount unknown) ¹³	TANF (state match), \$118,000 ¹⁴ ; Child care subsidies (amount unknown)
New York TPK	\$54,295,855	State, \$48,148,871; Local, \$6,146,984	NA
New York UPK	\$199,600,000 ¹¹	State, \$199,600,000	Title I (amount unknown)
North Carolina	\$67,648,208 (estimate)	State, \$38,830,879; Federal, \$28,817,329	Unknown
Ohio HdSt	\$66,987,200	State, \$11,000,000; Federal, \$55,987,200	TANF, \$55,987,200
Ohio PSP	\$19,116,082	State, \$19,116,082	NA
Oklahoma	\$83,770,335	State, \$83,770,335	Title I, IDEA, Head Start, Even Start (amounts unknown)
Oregon	\$26,700,000	State, \$26,700,000	Local Tribal funds, City of Portland, Title I, Migrant Education (amounts unknown)
Pennsylvania EABG*	NA	NA	NA
Pennsylvania HdSt*	NA	NA	NA
Pennsylvania K4	Not reported	Not reported	Not reported
South Carolina	\$28,242,783	State, \$24,742,783 ¹² ; Federal, \$1,500,000; Local, \$2,000,000	Local funds, \$2,000,000
Tennessee	\$10,000,000	State, \$10,000,000; Local (amount unknown)	Unknown
Texas	\$454,580,971 ¹³	Unknown (expenditures not reported by funding source)	Unknown
Vermont ADM	\$5,258,341	State, \$5,258,341	NA
Vermont EEI	\$1,328,824	State, \$1,328,824; Federal (amount unknown); Local (amount unknown)	Unknown
Virginia	\$31,633,200	State, \$18,199,200; Local, \$13,434,200	Unknown
Washington	\$35,195,616 ¹³	State, \$32,276,963; Federal, \$2,034,083; Local, \$501,479 ¹⁴	USDA, \$1,397,686; EPSDT, \$361,569; Federal agencies, \$274,828; Other, \$383,090 ¹⁵
West Virginia	\$54,500,000	State, \$34,500,000; Federal, \$20,000,000	Head Start, \$10,000,000; Federal IDEA, \$4,000,000; Title I, \$6,000,000
Wisconsin 4K	\$65,000,000	State, \$43,000,000; Local, \$22,000,000	Unknown ¹⁴
Wisconsin HdSt	\$7,212,500	State, \$7,212,500	NA

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	RESOURCES	
	Number of children supported by TANF/other funds who were not counted in Pre-K enrollment	Did children supported by Pre-K funds receive special education services?
Alabama	Unknown	Yes, 57 children
Arizona	NA	No
Arkansas	NA	Yes (number unknown)
California	NA	Yes (number unknown)
Colorado	Determined locally (number unknown)	No ³
Connecticut	None	Yes, 292 children
Delaware	NA	Yes, 84 children
Georgia	NA	Yes, 3,482 children ⁸
Hawaii	NA	No ¹³
Illinois	Not reported	Yes (number unknown)
Iowa	Unknown	No
Kansas	NA	No
Kentucky	None	Yes, 12,793 children
Louisiana 8(g)	NA	Yes (number unknown)
LA4 & Starting Pts	690 children ¹¹	Yes, 224 children
Louisiana NSECD	None	Unknown
Maine	None	Yes
Maryland	NA	Yes, partially funded when in inclusive settings
Massachusetts	None	Yes, 698 children
Michigan	NA	Yes (number unknown)
Minnesota HdSt	NA	Yes, 306 children (of which 280 are Pre-K) ⁴
Missouri	NA	Yes (number unknown)
Nebraska	NA	No
Nevada	NA	Yes, 90 children
New Jersey Abbott	None	No
New Jersey ECPA	NA	No
New Jersey ELLI*	NA	NA
New Mexico	None	Yes (number unknown)
New York TPK	NA	Yes, 1,071 children
New York UPK	NA	Yes, 1,622 children
North Carolina	Unknown	Yes, 924 children
Ohio HdSt	None	Yes, 10% of children served
Ohio PSP	NA	No
Oklahoma	None	Yes, 2,548 children
Oregon	216 children	Yes, 560 children
Pennsylvania EABG*	NA	NA
Pennsylvania HdSt*	NA	NA
Pennsylvania K4	Not reported	Not reported
South Carolina	Not specified	Yes (number unknown) ¹³
Tennessee	NA	Yes, 33 children
Texas	NA	Yes, 6,157 children
Vermont ADM	NA	No
Vermont EEI	Unknown	Yes, 143 children
Virginia	NA	No
Washington	Unknown ¹⁶	Yes (number unknown)
West Virginia	Unknown	Yes, 2,230 children
Wisconsin 4K	None	Yes (number unknown)
Wisconsin HdSt	NA	Yes (number unknown)

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	RESOURCES	
	Other sources of funding used to provide special education services for children in program	State estimate of cost per child
Alabama	NA	\$5,103 (state, federal and local)
Arizona	Blending occurs at local level and may involve Title I, Even Start, State Family Literacy, Pre-K SpEd, other grants, or Maintenance and Operation funding	Amount unknown
Arkansas	Used in some areas as local match	\$4,996 (state and local match)
California	Unknown	\$3,143 ¹⁵
Colorado	CPP funds can be blended with EC SpEd funds to support a program and/or classroom, but not an individual child	Amount unknown
Connecticut	SpEd services or required IEP programs are funded by federal, state, and local SpEd dollars	Amount unknown
Delaware	NA	Amount unknown
Georgia	Children receive full Pre-K funding, but there may be some blending with IDEA funds for inclusion classes	\$3,831
Hawaii	NA	\$4,560
Illinois	IDEA funds pay for services that are not required by Pre-K	\$2,785
Iowa	NA	Amount unknown
Kansas	NA	\$1,800
Kentucky	SpEd funds (IDEA Part B) are blended with Pre-K funds to provide services	\$3,781 (federal, state, and local contributions, not including Even Start or Head Start Enhanced funds)
Louisiana 8(g)	Unknown	Amount unknown
LA4 & Starting Pts	Special Education Supplements ¹²	\$5,000 (LA4 core 6-hour day), \$1,125 (LA4 before- and after-school enrichment), \$3,300 (SP)
Louisiana NSECD	Funding for speech therapy services is blended on an individual school basis	Up to \$5,400, based on attendance
Maine	Determined locally ¹³	Amount unknown
Maryland	Title I, State Aid, and local education funding	\$4,068 (federal, state, and local)
Massachusetts	IDEA, Title I, Chapter 70 funds, local funds ¹⁶	\$4,606 ¹⁷
Michigan	NA	\$3,300
Minnesota HdSt	ECSE funds are used to reimburse school districts for services provided in addition to those funded by state and federal funds	\$6,779
Missouri	Braided funds—EC SpEd	Amount unknown
Nebraska	NA	Amount unknown
Nevada	District SpEd services ¹³	\$2,968 ¹⁴
New Jersey Abbott	IDEA funds are used to support all preschool disabled students regardless of setting; some blending with state funds may occur at the local level	\$9,637 (DOE funds only)
New Jersey ECPA	IDEA and local funds are used in some districts	\$3,995 (ECPA funds only)
New Jersey ELLI*	Districts are required to blend ELLI funds with SpEd funding ⁴	Approximately \$3,201 (DOE funds for ELLI only)
New Mexico	Child development funds extend the day beyond the half day funded by IDEA	Amount unknown
New York TPK	County-level funding ¹¹	\$3,931
New York UPK	County-level funding ¹²	\$3,415 (state)
North Carolina	State preschool disability, IDEA Part B, and Head Start funds	\$3,546
Ohio HdSt	NA	\$4,800 (federal), \$942 (state start-up funding per child) ⁵
Ohio PSP	NA	\$3,836 ⁷
Oklahoma	Federal supplements from Flow Through and preschool funding are earmarked for SpEd	\$1,835 (half-day), \$3,408 (full-day)
Oregon	NA	\$7,589 (average state general fund only)
Pennsylvania EABG*	NA	Amount unknown
Pennsylvania HdSt*	NA	Amount unknown
Pennsylvania K4	Not reported	Not reported
South Carolina	NA	\$1,548
Tennessee	Funds allocated through IDEA follow individual children with IEPs to the program offering the services	\$3,250
Texas	The Foundation School Program provides weighted funding for special education students	\$4,800 (per ADA) ¹⁴
Vermont ADM	NA	\$1,881
Vermont EEI	IDEA—Part B, 619 funds, other state EC SpEd funds	\$1,160
Virginia	NA	\$5,400
Washington	Varies by school district	\$5,435 ¹⁷
West Virginia	Children with IEPs may be in classrooms operated by county school systems or in collaborative community classrooms	\$6,000
Wisconsin 4K	Equalization aid, SpEd funds	\$5,115 ¹⁵
Wisconsin HdSt	IDEA funds may be used to provide IEP services in HdSt; 4K funds ⁷	\$5,150

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	RESOURCES	
	Is there a required local match?	Agencies eligible to receive funding directly
Alabama	Yes, 50% of granted amount	Public schools, HdSt centers, Private CC, Faith-based centers
Arizona	No	Public schools
Arkansas	Yes, 40% of funding	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC
California	No	Public schools, HdSt centers, Private CC, Faith-based centers
Colorado	No	Public schools
Connecticut	No	None ¹⁶
Delaware	No	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, Nonprofit agencies
Georgia	No	Public schools, HdSt centers, Private CC, Faith-based centers, State colleges, universities, military bases
Hawaii	No	NA ¹⁴
Illinois	No	Public schools, HdSt centers, Private CC, Faith-based centers ⁷
Iowa	Yes, 20% of total grant amount	Public schools, HdSt centers, Private CC, Nonprofit agencies
Kansas	No	Public schools
Kentucky	No	Public schools
Louisiana 8(g)	No	Public schools
LA4 & Starting Pts	No	Public schools, Faith-based centers
Louisiana NSECD	No	Private CC, Faith-based centers
Maine	Yes, tied to school funding formula	Public schools
Maryland	No	Public schools
Massachusetts	No	Public schools, HdSt centers, Private CC, Faith-based centers
Michigan	No	Public schools, HdSt centers, Private CC, Faith-based centers, Mental health and social service agencies
Minnesota HdSt	No	Federal HdSt grantees designated prior to 1989, which includes specified nonprofit corporations, school districts, and tribal governments
Missouri	No	Public schools, HdSt centers, Private CC, Group child care homes
Nebraska	Yes ⁸	Public schools, Educational Service Units
Nevada	No	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, Community-based organizations, Community colleges
New Jersey Abbott	No	Public schools
New Jersey ECPA	No	Public schools
New Jersey ELLI*	Yes, SpEd and local funding/tuition must be used to meet costs beyond DOE funding	Public schools
New Mexico	No	Public schools, HdSt centers, Private CC, Faith-based centers
New York TPK	Yes, 11% of total funding	Public schools
New York UPK	No	Public schools
North Carolina	Yes, amount not specified	School systems, government agencies, nonprofit organizations such as Smart Start
Ohio HdSt	No	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC
Ohio PSP	No	Public schools, Joint Vocational schools, County Educational Service Centers
Oklahoma	No	Public schools
Oregon	No	Public schools, HdSt centers, Private CC, Higher Ed., Community Action Agencies, Governmental Agencies
Pennsylvania EABG*	No	Public schools
Pennsylvania HdSt*	No	Public schools, HdSt centers
Pennsylvania K4	No	Public schools
South Carolina	No	Public schools
Tennessee	No ¹⁰	Public schools, HdSt centers, Private CC, Faith-based centers, Institutes of Higher Ed., Public Housing Authorities ¹¹
Texas	No ¹⁵	Public schools, Charter schools
Vermont ADM	No	Public schools
Vermont EEI	No	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, Social service agencies
Virginia	Yes, based on composite index of local ability to pay	Public schools
Washington	No	Public or private nonsectarian organizations, including, but not limited to school districts, educational service districts, community and technical colleges, local governments, or nonprofit organizations
West Virginia	No	Public schools
Wisconsin 4K	Yes, local share of school revenue generated through property tax	Public schools
Wisconsin HdSt	No	HdSt centers

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	RESOURCES	Changes in local match and eligible agency requirements for '04–'05
	Agencies with which subcontracting is permitted	
Alabama	None	NA
Arizona	Public schools, HdSt centers, Private CC, Faith-based centers	NA
Arkansas	None	[see footnotes] ⁸
California	Public schools, HdSt Centers, Private CC, Faith-based centers	NA
Colorado	HdSt centers, Private CC, Faith-based centers ¹⁶ , Even Start programs	NA
Connecticut	Public schools, HdSt centers, Private CC, Faith-based centers	NA
Delaware	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC	NA
Georgia	None	NA
Hawaii	NA ¹⁴	NA
Illinois	Public schools, HdSt centers, Private CC, Faith-based centers	NA
Iowa	Public schools, HdSt centers, Private CC	NA
Kansas	None	NA
Kentucky	Public schools, HdSt centers, Private CC, Faith-based centers, SpEd facilities	NA
Louisiana 8(g)	None	NA
LA4 & Starting Pts	HdSt centers, Private CC, Faith-based centers	Starting Points programs no longer contract with faith-based centers
Louisiana NSECD	None	NA
Maine	Public schools, HdSt centers, Private CC, Family CC	NA
Maryland	Public schools, HdSt centers, Private CC, Faith-based centers	NA
Massachusetts	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC	NA
Michigan	Public schools, HdSt centers, Private CC, Faith-based centers	NA
Minnesota HdSt	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, any appropriate provider of health, education, nutrition and social services	NA
Missouri	Public schools, HdSt centers, Private CC, Group child care homes	NA
Nebraska	Public schools, HdSt centers, Private CC	NA
Nevada	COW ¹⁵	NA
New Jersey Abbott	HdSt centers, Private CC, Faith-based centers, Family CC	NA
New Jersey ECPA	HdSt centers, Private CC, Faith-based centers	NA
New Jersey ELLI*	Public schools, HdSt centers, Private CC, Faith-based centers	NA
New Mexico	Early Childhood consultants ¹⁵	NA
New York TPK	None	NA
New York UPK	HdSt centers, Private CC, Faith-based centers, Family CC, Nursery schools, approved SpEd programs, BOCES, nonpublic schools	NA
North Carolina	Public schools, HdSt centers, Private CC, licensed Faith-based centers	NA
Ohio HdSt	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC	NA
Ohio PSP	Public schools, HdSt centers, Private CC, Joint Vocational Schools, County Educational Service Centers	NA
Oklahoma	HdSt centers, Private CC, Faith-based centers, Tribal Nation, Assisted Living Centers	NA
Oregon	Public schools, HdSt centers, Private CC, Higher Ed., Community Action Agencies, Governmental Agencies	NA
Pennsylvania EABG*	HdSt centers, Private CC participating in Keystone Stars	NA
Pennsylvania HdSt*	Public schools, Private CC participating in Keystone Stars	NA
Pennsylvania K4	None	NA
South Carolina	Public schools, HdSt centers, Private CC, Faith-based centers	NA
Tennessee	Public schools, HdSt centers, Private CC, Faith-based centers, Institutes of Higher Ed., Public Housing Authorities	NA
Texas	Public schools, HdSt centers, Private CC	NA
Vermont ADM	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC	NA
Vermont EEI	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC	NA
Virginia	HdSt centers, YMCA	NA
Washington	Community organizations, colleges/universities, Educational Service Districts, local governments, tribal organizations, business/employment centers, school districts	NA
West Virginia	HdSt centers, Private CC, Faith-based centers	NA
Wisconsin 4K	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC	NA
Wisconsin HdSt	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC	NA

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	MONITORING
	Monitoring requirements for adherence to program standards
Alabama	Site visits, 100%, 2/year; Review of programs' records, monthly + mid-year/end-of-year reports, and at site visits; Ongoing supervision of teachers
Arizona	Site visits, every 4 years; Review of programs' records, every 4 years per site visit; Compliance issues, 1/year via application
Arkansas	Site visits, Review of programs' records, Ongoing supervision of teachers, 1/year
California	Site visits and review of programs' records, every 3 years; Parent satisfaction surveys, 1/year; Ongoing supervision of teachers ¹⁶
Colorado	Site visits, 2/year; Review of programs' records and parent satisfaction surveys, 1/year; Ongoing supervision of teachers
Connecticut	Site visits, every 3 years; Review of programs' records, 1/year (through RFP and program evaluation report); Parent satisfaction surveys, 1/year; Local community liaison visits, 4/year
Delaware	Site visits, 90% annually; Review of programs' records, 50% annually; Program monitoring, every 3 years; Self assessments, technical assistance, and follow-up on improvement plans
Georgia	Site visits, 2/year; Review of programs' records, 1/year; Financial reconciliation, 1/year with random audits
Hawaii	Site visits, 1/year; Review of programs' records, 1/year ¹⁵
Illinois	Site visits, all new programs; Review of programs' records; Parent satisfaction surveys; Ongoing supervision of teachers
Iowa	Site visits; Review of programs' records; Parent satisfaction surveys; NAEYC accreditation ¹²
Kansas	Review of programs' records, Yearly grant applications, Annual reports on child progress (all programs)
Kentucky	Review of programs' records, 100%, 2/year; Parent satisfaction surveys, and desk audit of compliance, 100%, 1/year; Ongoing supervision of classified teachers (weekly lesson plans and monthly observations)
Louisiana 8(g)	Site visits, 50–75%; Review of programs' records, 100%; Ongoing supervision of teachers ⁸
LA4 & Starting Pts	Site visits, 1/3 of teachers, 1/year ¹³ ; Review of records, 1/year; Ongoing supervision of teachers (at local level); Other reporting ¹⁴
Louisiana NSECD	Site visits and ongoing supervision of teachers, 100%, 1/semester; Review of programs' records, 100%, 1/month
Maine	None
Maryland	Determined by local boards of education
Massachusetts	Site visits and review of programs' records, 20% 1/year; Parent satisfaction surveys; Community profiles, 33% 1/year
Michigan	None ¹⁸
Minnesota HdSt	Site visits, review of programs' records, staff supervision, and systems for ongoing monitoring, record-keeping, and program self-assessment, 100% 1/year
Missouri	None ⁹
Nebraska	Review of programs' records, 100%, 1/year
Nevada	Site visits and review of programs' records, 100%, 2/year
New Jersey Abbott	Site visits, 100%, weekly; Review of programs' records, 100%, regularly; Parent satisfaction surveys, 100%, annually; Ongoing supervision of teachers, 100%, regularly; Review of financial records, 100%, quarterly
New Jersey ECPA	Site visits, every 7 years; Review of programs' records, 1/year through operational plans
New Jersey ELLI*	Site visits, 100% every 7 years; Review of programs' records, 100%, 1/year
New Mexico	Site visits, 2/year; Review of programs' records, quarterly; Parent satisfaction surveys, 1/year; Review of teacher accuracy in portfolio samples and review of child outcome data
New York TPK	Site visits, Review of programs' records, Ongoing supervision of teachers, Local supervision of program implementation and monitoring of contracts with CBOs, Interim Reports, Final Program Reports, Final Expenditure Reports
New York UPK	Review of programs' records, Local supervision of program implementation and monitoring of contracts with CBOs, Interim Reports, Final Program Reports, Final Expenditure Reports
North Carolina	Site visits, 100%, 1/year
Ohio HdSt	Site visits, Review of programs' records, 1/year
Ohio PSP	Site visits, every 3 years; Review of programs' records, 1/year
Oklahoma	Site visits, Review of programs' records, Ongoing supervision of teachers, 100%
Oregon	Site visits, Review of programs' records, Ongoing supervision of teachers, every 3 years ¹³
Pennsylvania EABG*	Mid-year and end-year reports
Pennsylvania HdSt*	Review of programs' records, other locally determined
Pennsylvania K4	None
South Carolina	Site visits, 1/year (primary schools), 1 every 3 years (other programs); Review of programs' records, 1/year; Ongoing supervision of teachers ¹⁴
Tennessee	Site visits, 100%, 2/year; Review of programs' records, 100%; Parent satisfaction surveys, 100%, 1/year; Ongoing supervision of teachers, 100%; Attendance reports, 100%, monthly; Annual monitoring report, 100%
Texas	None
Vermont ADM	Review of programs' records, 1/year
Vermont EEI	Review of programs' records, 1/year
Virginia	None ⁵
Washington	Site visits, every 4 years ¹⁸ ; Review of programs' records, monthly; Fiscal audits, 1/year
West Virginia	Ongoing supervision of teachers at local level
Wisconsin 4K	Ongoing supervision of teachers; Oversight by School Boards to ensure implementation of state statutes
Wisconsin HdSt	Federal HdSt monitoring; Fiscal claims monitored; Adherence to state child care licensing requirements

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE	MONITORING
	Monitoring requirements for adherence to early learning standards
Alabama	NA ⁸
Arizona	Documentation of children's learning, 2/year; Observation of classroom quality, every 4 years
Arkansas	Documentation of children's learning, Observation of classroom quality, Evaluation of program-level outcomes, Evaluation of curricula, 1/year
California	NA
Colorado	Observation of classroom quality, 2/year; Evaluation of program-level outcomes, 1/year
Connecticut	Observation of classroom quality (formal observation—ECERS for programs not accredited), Evaluation of curricula, Adherence to requirements through CT School Readiness Preschool Program Evaluation System and RFP; State on-site visits, every 3 years; Local community liaison visits, 4/year
Delaware	Documentation of children's learning, 3/year; Evaluation of program-level outcomes, 1/year
Georgia	Documentation of children's learning, Observation of classroom quality, Evaluation of curricula ⁹
Hawaii	None
Illinois	Documentation of children's learning, Observation of classroom quality, Evaluation of program-level outcomes, Evaluation of curricula, 1/year for new programs
Iowa	NA
Kansas	None
Kentucky	None ¹⁰
Louisiana 8(g)	Documentation of children's learning, ongoing; Observation of classroom quality, determined locally; Evaluation of program-level outcomes, pre- and post-program; Evaluation of curricula, ongoing
LA4 & Starting Pts	Documentation of children's learning, Observation of classroom quality, 1/3 of teachers, 1/year ¹³ ; Evaluation of program-level outcomes and evaluation of curricula, 1/year
Louisiana NSECD	Documentation of children's learning, 1/month; Observation of classroom quality, Evaluation of program-level outcomes, Evaluation of curricula, 1/semester
Maine	None
Maryland	Programmatic audits
Massachusetts	Documentation of children's learning, determined locally
Michigan	None ¹⁸
Minnesota HdSt	None ¹⁷
Missouri	Observation of classroom quality, Accreditation required by end of 3rd contract year
Nebraska	NA
Nevada	NA ¹⁶
New Jersey Abbott	Ongoing documentation of children's learning, Observation of classroom quality, Evaluation of program-level outcomes, Annual evaluation of curricula
New Jersey ECPA	None
New Jersey ELLI*	Evaluation of curricula, 1/year upon application
New Mexico	NA
New York TPK	Evaluation of program-level outcomes, Child assessments to establish baseline and document growth
New York UPK	Evaluation of program-level outcomes, Child assessments to establish baseline and document growth
North Carolina	NA
Ohio HdSt	Documentation of children's learning, 2/year; Observation of classroom quality, 2/year
Ohio PSP	Documentation of children's learning, 2/year; Observations of classroom quality, 2/year
Oklahoma	Documentation of children's learning, ongoing; Observation of classroom quality, 1/year; Evaluation of curricula, every 6 years
Oregon	On-site tri-annual program monitoring reviews linked with Head Start Child Outcomes Framework and child assessments, 3/year
Pennsylvania EABG*	NA
Pennsylvania HdSt*	Federal HdSt monitoring, Review of programs' records, Other determined locally
Pennsylvania K4	NA
South Carolina	Observation of classroom quality (primary schools); Evaluation of curricula ¹⁵
Tennessee	None during 2003–2004
Texas	None
Vermont ADM	Documentation of children's learning, 1/year; Evaluation of program-level outcomes
Vermont EEI	Documentation of children's learning, Evaluation of program-level outcomes, Evaluation of curricula
Virginia	Documentation of children's learning, 1/year beginning in 2004
Washington	None
West Virginia	None ¹⁰
Wisconsin 4K	None
Wisconsin HdSt	None

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

STATE	MONITORING
	How is information gathered through monitoring used for program improvement?
Alabama	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, and provide programs with technical assistance
Arizona	To guide teacher training or professional development, identify programs for corrective action or sanctions, and provide programs with technical assistance
Arkansas	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, and provide programs with technical assistance
California	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, and provide programs with technical assistance
Colorado	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, and provide programs with technical assistance
Connecticut	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, and provide technical assistance ¹⁷
Delaware	To guide teacher training or professional development, identify programs for corrective action or sanctions, and provide programs with technical assistance
Georgia	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, and provide programs with technical assistance
Hawaii	To identify programs for corrective action or sanctions
Illinois	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, and provide programs with technical assistance
Iowa	To guide teacher training or professional development and provide programs with technical assistance
Kansas	To identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, and provide programs with technical assistance
Kentucky	To guide teacher training or professional development, identify programs for corrective action or sanctions, and provide programs with technical assistance
Louisiana 8(g)	To guide teacher training or professional development, make adjustments to curricula, and provide programs with technical assistance
LA4 & Starting Pts	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, and provide programs with technical assistance ⁵
Louisiana NSECD	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, and provide programs with technical assistance
Maine	NA
Maryland	NA
Massachusetts	To guide teacher training or professional development, identify programs for corrective action or sanctions, and provide programs with technical assistance
Michigan	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, and provide programs with technical assistance
Minnesota HdSt	To guide teacher training or professional development, identify programs for corrective action or sanctions, and provide programs with technical assistance
Missouri	To identify programs for corrective action or sanctions, make funding decisions, and provide programs with technical assistance ¹⁰
Nebraska	To guide teacher training or professional development, and provide programs with technical assistance
Nevada	NA
New Jersey Abbott	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, and provide programs with technical assistance
New Jersey ECPA	To identify programs for corrective action or sanctions
New Jersey ELLI*	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, and provide programs with technical assistance
New Mexico	To guide teacher training or professional development, identify programs for corrective action or sanctions, and provide programs with technical assistance
New York TPK	To guide teacher training or professional development, identify programs for corrective action or sanctions, and provide programs with technical assistance
New York UPK	To guide teacher training or professional development, identify programs for corrective action or sanctions, make adjustments to curricula, and provide programs with technical assistance
North Carolina	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions (local level only), and provide programs with technical assistance
Ohio HdSt	To guide teacher training or professional development, and provide programs with technical assistance
Ohio PSP	To guide teacher training or professional development, and provide programs with technical assistance
Oklahoma	To guide teacher training or professional development, make adjustments to curricula, and provide programs with technical assistance
Oregon	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide programs with technical assistance, and inform state policies
Pennsylvania EABG*	NA
Pennsylvania HdSt*	To guide teacher training or professional development, make funding decisions, and provide programs with technical assistance
Pennsylvania K4	NA
South Carolina	To guide teacher training or professional development, make adjustments to curricula, and provide programs with technical assistance
Tennessee	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, and provide programs with technical assistance
Texas	NA
Vermont ADM	To guide teacher training or professional development, make adjustments to curricula, and provide programs with technical assistance
Vermont EEI	To guide teacher training or professional development, make funding decisions, make adjustments to curricula, and provide programs with technical assistance
Virginia	To guide teacher training or professional development, make adjustments to curricula, and provide programs with technical assistance
Washington	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide programs with technical assistance, and highlight best practices
West Virginia	To guide teacher training or professional development, identify programs for corrective action or sanctions, and provide programs with technical assistance ¹¹
Wisconsin 4K	School boards monitor and use the data in line with their existing improvement efforts; state Department of Public Instruction monitoring is related to number of children and fiscal claims
Wisconsin HdSt	To make funding decisions and monitor compliance with federal Head Start performance standards and state child care licensing

APPENDIX A: STATE SURVEY DATA 2003–2004 continued

STATE		MONITORING	
		Differences in monitoring requirements by type of setting	Changes in Monitoring requirements for '04–'05
Alabama	None		Monitoring of adherence to early learning standards through documentation of children's learning, observation of classroom quality, and evaluations of program-level outcomes and curricula
Arizona	None		Monitoring of adherence to early learning standards through documentation of children's learning (2/year) and observation of classroom quality (every 4 years)
Arkansas	None		NA
California	None		Monitoring adherence to early learning standards through observation of classroom quality
Colorado	None		NA
Connecticut	None		NA
Delaware	None		NA
Georgia	None		NA
Hawaii	None		NA
Illinois	None		NA
Iowa	Public schools accredited by DOE; Onsite visits every 5 years with Head Start programs monitored through PRISM		Monitoring of adherence to early learning standards through program and child evaluations (every 3 years)
Kansas	NA		NA
Kentucky	Head Start follows their monitoring system even when they blend with state-funded preschool programs.		[see footnotes] ¹¹
Louisiana 8(g)	NA		NA
LA4 & Starting Pts	None		NA
Louisiana NSECD	NA		Unannounced visits by NSECD staff to determine continuing education needs such as portfolio assessments
Maine	Programs in partnership with Head Start must meet federal Head Start monitoring requirements		NA
Maryland	HdSt and child care centers offering contracted Pre-K services must meet federal Head Start performance standards or child care regulations		NA
Massachusetts	None		Required documentation of use of Standards and Guidelines
Michigan	None		NA
Minnesota HdSt	None		NA
Missouri	None		NA
Nebraska	None		NA
Nevada	None		NA
New Jersey Abbott	None		NA
New Jersey ECPA	None		NA
New Jersey ELLI*	None		NA
New Mexico	None		Monitoring adherence to early learning standards through documentation of children's learning (1/year), evaluation of program-level outcomes, and observation of classroom quality for programs in AIM HIGH quality improvement initiative
New York TPK	Monitoring conducted by local districts may vary ¹²		Collaboration of program site visits with district level EC administrative staff, new state monitoring protocols being established
New York UPK	Monitoring conducted by local districts may vary ¹³		Collaboration of program site visits with district level EC administrative staff, new state monitoring protocols being established
North Carolina	None		Site visits and review of records for all programs instituted at state level
Ohio HdSt	None		NA
Ohio PSP	Programs in partnership with Head Start must meet federal Head Start monitoring requirements		NA
Oklahoma	None ⁸		NA
Oregon	None		NA
Pennsylvania EABG*	NA		NA
Pennsylvania HdSt*	None		NA
Pennsylvania K4	NA		NA
South Carolina	None		NA
Tennessee	None		NA
Texas	Private entities offering district Pre-K program must meet child care licensing standards, as well as Pre-K requirements		NA
Vermont ADM	None		NA
Vermont EEI	None		NA
Virginia	NA		Site visits conducted for 50% of programs each year
Washington	None		NA
West Virginia	NA		ECERS-R conducted in every Pre-K classroom and aggregate report sent to the state
Wisconsin 4K	None		NA
Wisconsin HdSt	[see footnotes] ⁸		NA

Footnotes are grouped by state at the end of Appendix A. All data are for the '03–'04 school year, unless otherwise noted. See the "State Profile" section for '04–'05 data.

ALABAMA — Alabama Pre-Kindergarten Program 2003–2004

- 1 If after 1 year of Pre-K, a child is eligible but not ready for kindergarten, that child may enroll in Pre-K again.
- 2 All children who live in a particular host county are eligible to participate.
- 3 Programs are required to provide a 6-hour Family Enrichment Workshop to facilitate parent involvement.
- 4 A child may be expelled for behavioral reasons if safety is an issue. A child may be expelled for nonbehavioral reasons if the parents consistently fail to meet the requirements outlined in the parent contract.
- 5 Each site is required to provide the Office of School Readiness (OSR) with documentation of the reason why a child is being expelled and any attempts made to correct problems. OSR must give approval prior to a child's expulsion.
- 6 Alabama is developing an assessment checklist that will be aligned with the state standards and will be used for both typically developing 4-year-olds and children in preschool special education.
- 7 Beginning in January 2006, all lead teachers hired with a degree in Elementary Education must also have a P-3 add-on to their certification.
- 8 Once the state's early learning standards have been implemented, monitoring requirements will include documentation of children's learning, observation of classroom quality, evaluation of program-level outcomes, and evaluation of curricula.

ARIZONA — Early Childhood Block Grant (ECBG) — Prekindergarten Component 2003–2004

- 1 The majority of programs operate 4 hours per day, 5 days per week for the academic year. Although there is no minimum requirement, it is recommended that programs operate at least 12 hours per week.
- 2 Children are eligible for Pre-K if not yet eligible for kindergarten.
- 3 Children may participate for 2 years if local need is met for all eligible children to participate for 1 year, or if local need dictates more than 1 year of participation.
- 4 This requirement represents NAEYC standards. All programs must be accredited, and although some of the accrediting organizations approved by the state set less stringent requirements, none of the state's programs are currently accredited by those agencies.
- 5 The state licensing agency requires licensed programs, including all ECBG Pre-K programs, to provide meals depending on the length of time and the time of day a child attends. A child present at or before 8AM must be served breakfast; a child present between 11AM and 1PM must be served lunch; and a child present at or after 5PM must be served dinner. Children present between 2 and 4 hours must be served at least 1 snack; if present between 4 and 8 hours, 1 meal and at least 1 snack; and if present for 9 or more hours, at least 1 meal and 2 snacks.
- 6 As of 2005, the new Arizona Early Learning Standards will be offered as guidance for state Pre-K, but will not be required. The standards are specific to preschool-age children and address all of the NEGP domains. A state assessment policy for early childhood programs is currently being developed and will align with the Early Learning Standards. The standards are available at www.ade.az.gov/earlychildhood/elstandards.asp.
- 7 The state Board of Education has approved accreditation by any of six national accrediting organizations. Some of the accepted accreditations do not set a minimum teacher degree requirement.

ARKANSAS — Arkansas Better Chance (ABC) 2003–2004

- 1 A district is required to provide the Pre-K initiative if at least 75% of the students score below proficient on the primary benchmark exams, if a school has been designated by the state Department of Education as being in school improvement status, or if the district has been identified as being in academic distress.
- 2 Risk factors include: parents without a HSD/GED, low birth weight, teen parents, parental substance abuse, Title I eligibility, IDEA eligibility, abuse or neglect, developmental delay, and limited English proficiency.
- 3 Changes include an increase in appropriation (\$40 million) and establishment of ABC for School Success (ABCSS). With the increased funding, the Core Quality model, or per-pupil funding, was increased and the eligibility limit was raised to 200% FPL.
- 4 Parent involvement is part of the ABC program. Funding specific to parent engagement is included in the Core Quality Component model. Home visits are not required.
- 5 Schools must provide a parent involvement coordinator and offer extensive contacts to parents regarding kindergarten readiness, including activity calendars and workshops.
- 6 Rules governing the program and legislation require all children in ABCSS to be assessed annually by the same instrument (Work Sampling System), which is aligned with the Arkansas standards. Required training in topic areas has been identified for all staff.
- 7 This figure includes funds from general state revenue and revenue designated for Pre-K from a tax on beer.
- 8 Any licensed provider may now participate (in 2003–2004, only nonprofit providers were allowed to participate). The Core Quality model was increased from \$2,998 to \$4,325.

CALIFORNIA — State Preschool Program 2003–2004

- 1 For program years prior to 2003–2004, data for enrollment by age were collected in April. Beginning in 2003, enrollment data were collected in October.
- 2 Agencies such as year-round schools may operate up to 250 days per year.
- 3 Programs apply for funding based on the number of children they plan to serve and the number of days they will operate. The amount received per child, per day also varies with a maximum of \$17.96 per day.
- 4 Children are eligible if they have a CPS referral, or are at risk of abuse, neglect, or exploitation as determined by a legally qualified professional.
- 5 While class size is not statutorily controlled, it is typically limited to 24 children to meet the staff-child ratio requirement of 1:8.
- 6 Contractors must provide meals and snacks that meet nutritional requirements specified by the federal Child and Adult Care Food Program or the National School Lunch Program. Contractors must provide breakfast and/or lunch if they specified in their original application for services that those meals would be provided. For a 3.5 hour program, licensing rules require that all programs provide at least a snack, but do not require lunch or breakfast.
- 7 Decisions regarding health screenings and referrals are made at the local level. A physical exam is required for program entry. Health and social services referral and follow-up to meet family needs are required.
- 8 Parent involvement and education must include at least the following components: program orientation, at least 2 individual program conferences, parent meetings with program staff, and a Parent Advisory Committee.
- 9 Programs are allowed to expel children for excessive unexcused absences and for child- or parent-related behavior problems.
- 10 Contractors are not required to provide additional supports, but the family may access services of the local child care resource and referral agency.
- 11 The state is in the process of developing formal Pre-K standards. Pre-K guidelines are currently available and programs are encouraged, but not required, to use them. While the state does not have a full curriculum or learning standards, it does have tools it uses with programs, including the Desired Results for Children and Families system. This system involves an ECERS review and a parent satisfaction survey. Educators must document the progress made by children and families in achieving desired results and can use this information to help improve services.
- 12 The Associate Teacher permit requires 12 credits in ECE or child development and 50 days of work experience in an instructional capacity. A CDA credential issued in the state may be substituted for this requirement. The Associate Teacher may function as the lead teacher in a classroom and the permit may be renewed one time for a 5-year period. The full Child Development Teacher permit requires a minimum of 40 semester units of education of which a minimum of 24 units must be in ECE or child development. A CDA may be used as 9 semester units toward the required 24.
- 13 The Child Development Assistant Teacher Permit requires 6 credits in ECE or child development.
- 14 An estimated \$160,162,000 in additional funding was spent on preschool-age children in General Child Care and Development programs that include the standard preschool curriculum and program requirements. Federal funds accounted for 15.5% of the additional funds, with the rest of the funding covered by the state.
- 15 This estimate was calculated based on reimbursement of 175 days of operation at \$17.96 per day.
- 16 Monitoring of teachers is conducted annually and only addresses maintenance of qualifications, staffing ratios, and child development permits.

COLORADO — Colorado Preschool Program (CPP) 2003–2004

- 1 In FY 2003–04 the CPP was allowed to serve 1,000 children in the second half of their kindergarten day. The 5-year-olds identified here are children being served in full-day kindergarten. Many districts use their slots to serve CPP-eligible children who have not had the opportunity to participate in preschool. Additionally, of the 977 children identified as 3-year-olds, 41 were younger than 3. Figures for enrollment by age contain some duplication.
- 2 The sum of these figures exceeds total enrollment due to duplicated counts of the 81 children offered full-day preschool.
- 3 If children are eligible for state funding for early childhood special education, they cannot be funded in the Colorado Preschool Program. Programs are encouraged to blend CPP, early childhood special education, and other funds to create inclusive classrooms.
- 4 Five days per week are funded, but most programs provide classes 4 days per week, with the fifth day used to provide home visits, teacher planning time, or staff training.
- 5 Programs are encouraged to use additional funding sources to provide wrap-around or extended-day services. Individual district councils determine how these services are supported.
- 6 Legislation passed in 2004 specifies that children must reach the age of 3, 4, or 5 by October 1 to be eligible. Any child funded as a 3-year-old must present 3 or more risk factors and may be funded by CPP as a 4-year-old if they continue to present eligibility factors. CPP funds may be used to extend kindergarten to a full day in selected school districts. Children supported by such funds may turn 6 during the school year.
- 7 Significant family risk factors that affect overall learning readiness must be present. These risk factors include eligibility for free or reduced-price lunch, homelessness, exposure to domestic or substance abuse, age and education level of parents, frequent family relocation, and poor social skills of the child. Eligibility is also granted if children are in need of language development or receive services from the state Department of Social Services as neglected or dependent children.
- 8 Three-year-olds must have at least 3 significant risk factors to be eligible. The average number of risk factors for children in CPP is 3.3.
- 9 Children who are in the program for more than 4 hours per day or during evenings must be offered a meal that meets at least one-third of their daily nutritional needs.
- 10 In some cases, behavioral consultants and/or school psychologists are assigned to regularly observe in classrooms and consult with teachers. In all cases, referrals are made to LEAs for further evaluation if a child has persistent behavioral problems.
- 11 There is no policy set around expulsion of children from CPP. If it is determined that a specific teacher or classroom is not able to meet a child's needs, then the early childhood staff will work with the program and family to find a more suitable placement.
- 12 Providers that apply and are chosen to participate in this program have the capacity to serve at-risk children and their families. Programs are required to develop partnerships with LEAs and community agencies to more effectively meet the needs of CPP children.
- 13 CPP Rules and Regulations encourage all programs receiving money from the CPP to become NAEYC accredited. A number of CPP programs have received a quality (Qualistar) rating from the state.
- 14 If a teacher with a CDA is unavailable, an AA in ECE or child development becomes the minimum requirement.
- 15 The School Finance Act determines these funding amounts. As a result, funding in each community is a percentage of state share funds and local share funds as determined by the school finance formula.
- 16 Faith-based centers may receive subcontracts, although religious content is prohibited.

CONNECTICUT — School Readiness 2003–2004

- 1 Types of slots include full-day, full-year (10 hours/day, 50 weeks/year); part-day, part-year (2.5 hours/day, 180 days/year); and extended-day (extends the hours, days and weeks of a non-School Readiness program to meet full-day requirements). All programs operate 5 days per week, and about 75% of programs are full-day, though each community chooses its own specific combination of slots.
- 2 The new school-day, school-year slot type operates 7 hours/day, 5 days/week, 180 days/year and is reimbursed at \$6,000 annually. Annual funding for full-day slots increased from \$7,000 to \$7,500 and from \$2,500 to \$2,526 for extended-day slots.
- 3 Parent fees are set based on family size and income. All participants pay based on a sliding scale, although the state allows at least 23 types of family income (such as child support payments) to be excluded when determining fees. Also, TANF families and foster children are exempt from fees. Part-day and extended-day programs charge a lesser amount based on services offered. Communities can decide to exempt all part-day programs from charging fees.
- 4 Programs are required to serve 1 snack to children who attend less than 5 hours per day and 1 snack plus 1 meal to children in class for 5 to 8 hours per day. Children on the premises more than 8 hours per day must be provided 1 snack and 2 meals or 2 snacks and 1 meal. Either the program or the parent can provide food for all meals.
- 5 All children must have an annual well-child checkup that conforms to EPSDT standards. Most communities provide vision, hearing and dental checkups.
- 6 Parent involvement activities include parent education in nutrition, health, and literacy and opportunities to ensure parents are partners in their children's education. All programs must have a Parent Advisory Board that involves parents in policy-making decisions.
- 7 Eleven behavioral specialists are funded in the 6 state regions. They are available for consultation and technical assistance to programs and teachers and provide training in some circumstances.
- 8 For behavioral issues, the program must notify the community liaison when there is a problem, develop an action plan to address the issue, implement strategies and follow the local process. Non-behavioral reasons for expulsion include issues such as failure to pay parent fees.
- 9 The local community liaison can assist families in finding a new program and provide additional assistance such as referrals for evaluation.
- 10 Assessments must be aligned with the Framework. A companion document under pilot study is the Preschool Assessment Framework, which was derived from the Framework document.
- 11 Programs in public schools must have a certified teacher present at least 2.5 hours per day. For the remainder of the day, Pre-K teachers in public schools must meet the requirements for programs in nonpublic schools.
- 12 Assistant teachers must meet teacher requirements if acting in the capacity of lead teacher for part of the day. In full-day programs, assistant teachers generally act in a lead capacity for half of the program day and must meet the qualifications for lead teachers.
- 13 All staff in School Readiness programs participate in 2 trainings in ECE/child development and one training in serving children with disabilities. The 75 CEU requirement is additional for public school programs. For nonpublic settings, childcare licensing regulations of 1% of total hours worked apply.
- 14 Salaries in public schools depend in part on job titles. An employee with the title of teacher must meet state certification requirements and be paid on the public school scale. Other job titles do not require certification or that the employee be paid on the public school scale.
- 15 Project Stars is a federal grant that provides 4-credit college courses in literacy and challenging behaviors. Connecticut Charters-A-Course provides training for a CDA that can be linked with 12 credits at one of the community colleges.
- 16 Allocations are awarded to either the community or the board of education. The receiving agency is designated by the mayor and superintendent to be the fiscal agent. School Readiness Councils then advise the mayors and superintendents on the program applications and award funds to individual programs in their communities.
- 17 Technical assistance is provided to communities and programs to develop an action plan for addressing the process to resolve identified issues, provide training, issue policy alerts for guidance, and provide resources for assistance.

DELAWARE — Early Childhood Assistance Program (ECAP) 2003–2004

- 1 The state specifies that at least 10% of enrolled children must have an identified disability. Locally determined risk factors are based on community assessment.
- 2 Programs are required to the extent possible to ensure that staff are hired or volunteers are scheduled to represent the languages spoken in the classroom and ensure effective communication with children and families.
- 3 Parent involvement activities are required as per federal Head Start Performance Standards. Examples include family literacy activities, involvement in parent governance, and participation in parent committees and policy groups.
- 4 While not contractually specified, it is contrary to state philosophy to expel. Every effort is made to work with the program, and if those efforts fail, to find another program for the child. As of fiscal year 2006, programs will be required to document reasons for "drops" to ascertain if any child has been expelled.
- 5 Only DOE-funded programs are required to follow state standards.
- 6 This represents the requirement to meet state child care licensing standards. There is no specific ECAP requirement.

GEORGIA — Georgia Prekindergarten Program 2003–2004

- 1 The majority of children exit the program in the spring after completing one year of Pre-K. In rare instances, a child is allowed to repeat the program. If a child is age eligible for kindergarten but has not attended Pre-K, he or she is allowed to enroll in Pre-K. Such instances are considered on a case-by-case basis.
- 2 Providers are expected to encourage parents to volunteer in the classroom, offer parent meetings, and share children's portfolios with parents.
- 3 In rare instances, programs are allowed to disenroll or suspend children, but only upon approval at the state level after all other attempts at intervention have been exhausted. Once a child has been enrolled, he or she may not be disenrolled or suspended from the Pre-K program, unless it is determined that he or she is: not benefiting from the program, chronically disruptive, causing harm to himself or herself or others, chronically tardy or absent from the program, or repeatedly picked up late from Pre-K when the child is not enrolled in an extended-day program.
- 4 Information regarding disenrollment must be submitted to the Prekindergarten Division Program Manager for approval prior to disenrollment. The provider must report on the reasons why disenrollment has been recommended as well as the attempted interventions used to help the child benefit from the program. Programs disenrolling children without supplying adequate documentation and getting permission may risk losing funding.
- 5 The state released revised Pre-K content standards in June 2004. The standards were revised again in July 2005 to align with the Georgia Performance Standards for Kindergarten.
- 6 All Pre-K teachers must have a degree in an early childhood related field. The state-level public school certification covers Pre-K–5th grade. Local school systems typically require that Pre-K teachers be certified.
- 7 Effective with the 2004–2005 school year, the annual teacher in-service requirement will increase to 15 clock hours.
- 8 These children were enrolled in Georgia Pre-K programs but may have received some additional support from IDEA funding.
- 9 These activities are generally included in annual site evaluations. The Pre-K Program Quality Assessment (PQA) is used to assess classroom quality. Thirteen indicators from each site's annual PQA are publicly posted on the Governor's Office of Student Achievement website along with achievement information for all K–12 programs.

HAWAII — Preschool Open Doors Project (POD) 2003–2004

- 1 The Preschool Open Doors Project provides for subsidy reimbursements for all eligible families statewide.
- 2 Children with special needs are eligible at age 3, but nearly all enrolled children are 4 years old.
- 3 Most children are from families with incomes much lower than this cutoff.
- 4 The special needs identification is an eligibility requirement for 3-year-olds in the program, but for 4-year-olds, it is tied only to rank ordering (prioritization) of the application. Children are defined as having special needs if they are homeless, developmentally delayed, physically or mentally impaired, in foster care, or speak limited English.
- 5 The sliding fee schedule has 3 income brackets: families at or below 100% FPL have no co-payment, families from 101–150% FPL contribute 10% of the cost, and families above 151% FPL contribute 20%.
- 6 The project coordinator is funded through CCDF and conducts observations to determine the needs of the child. The coordinator then provides guidance as to specific community resources to help the child or family, and training for child care providers on how to work with the child in the classroom. In addition, the state Department of Health has staff in rural areas that may assist in providing observation.
- 7 Private preschools may opt to terminate the enrollment of a child that exhibits behaviors that cannot be accommodated within the center if the behavior poses a risk to other children or if the center's staffing cannot accommodate more individualized attention to the child.
- 8 When centers expel children due to behavioral challenges, the family is usually provided with information about additional resources that may be available to them.
- 9 State regulations do not prohibit using Pre-K funds to support transportation. The state is currently gathering information to determine whether a lack of transportation contributes to families deciding not to participate in the program.
- 10 The programs are not required to be accredited, but families that enroll their children in programs accredited by NAEYC or NECPA are eligible to receive higher subsidies (a maximum of \$475 a month compared to \$425 a month for non-accredited programs).
- 11 As of 2004, the Hawaii Preschool Content Standards were adopted, but programs were not required to implement the standards.
- 12 Teachers employed by the state DOE are paid according to the public school salary scale. Private preschools or Head Start programs that occupy space on public school campuses are not required to follow the public school salary scale.
- 13 The state DOE provides services only for Pre-K children with special needs. The POD Project serves 3- and 4-year-olds who do not meet eligibility requirements for the state DOE program.
- 14 Parents receive subsidies directly to cover tuition.
- 15 The POD Project does not specify any requirements for Pre-K programs. However, because private preschools chosen by families receiving POD funding are required to be licensed, there are some assurances for monitoring of the programs.

ILLINOIS — Prekindergarten Program for At-Risk Children 2003–2004

- 1 Most programs offer half-day services, 5 days per week.
- 2 Eligibility criteria are determined locally, but low-income status may be considered as one of the risk factors that qualifies a child to participate.
- 3 The state provides guidelines and districts specify eligibility criteria in their grant proposals. Risk factors include low parental education, poverty, drug or alcohol abuse in the family, non-English speaking status, and coming from a family with teen parents. Multiple factors are required for eligibility, and children are identified for enrollment through individual screenings and assessments.
- 4 Children in full-day programs receive lunch and a snack. Some programs use federal funds to provide breakfast as well.
- 5 Learning Standards are appropriate for 3- and 4-year-olds and are used by Head Start and child care as well as Pre-K.
- 6 The in-service requirement can also be met with 24 continuing education units over 5 years or by attaining National Board for Professional Teaching Standards certification.
- 7 As of fiscal year 2004, agencies in addition to public schools were allowed to apply for direct funding.

IOWA — Shared Visions 2003–2004

- 1 In addition, programs are offered in 14 out of 1,500 licensed child care centers, and 36 programs are offered by Head Start grantees out of 415 total Head Start programs.
- 2 LEAs can use *Shared Visions* funds to expand kindergarten programs to a full day, and 60 of the 217 5-year-olds were served in full-day kindergarten programs.
- 3 Grantees operate at least 3, but not more than 10 hours per day, based on local need and the original grant submitted. All grantees operate at least 4 days per week, but average 4.74 days per week and 181 days per year.
- 4 *Shared Visions* funds may be used to serve kindergarten-eligible 5-year-olds in Pre-K, but this is not encouraged.
- 5 Twenty percent of a program's enrollees may be from families above the income cut-off. These children must have at least 1 of the risk factors, which include: developmental delay, biological risk at birth, limited parental education, or exposure to substance abuse, mental illness, or physical abuse. Other special circumstances considered for eligibility include placement in foster care or being homeless.
- 6 The specific meal depends on the time of day children are present. All applicants for *Shared Visions* funding must address meal requirements in their grant applications.
- 7 Developmental, dental and nutrition services are decided at the local level. Although *Shared Visions* does not have specific requirements for screening and referral, applicants are required to address the types of screening and referral that will be provided. All *Shared Visions* programs provide screening and referral for vision, hearing, and health. Decisions about which developmental, dental, and nutrition services to provide are made at the local level.
- 8 Although the number of required parent conferences is not specified in state regulations, programs are required to involve and work with parents by providing home visits, instruction on parenting skills, and other services.
- 9 The Iowa Early Learning Standards went into effect as of November 2005. The state intends to require programs to implement these standards, which address all of the NEGP domains.
- 10 Teachers in nonpublic schools are required to have a state license in child care.
- 11 Though there is no specific requirement for the amount of in-service training, most grantees provide at least 15 clock hours per year.
- 12 NAEYC determines the percentage of programs that receive site visits and how frequently. In addition, state agency staff visit one-third of classrooms yearly.

KANSAS — At-Risk Four-Year-Old Children Preschool Program 2003–2004

- 1 Priority enrollment is offered to children who are eligible for free lunch, developmentally delayed, English Language Learners, referred from another agency, migrant children, or children of teen or single parents.
- 2 Although not mandated by the state, programs are encouraged to follow NAEYC recommendations and also limit class size to 15 students with 2 teachers.
- 3 Vision, hearing, and other general health screenings and referrals are not explicitly required but must be included as part of the grant proposal. The schools must explain in their proposals how they will provide comprehensive health services in order to receive funding.
- 4 Parent involvement activities include involvement with newsletters, planning activities, and general program decision-making.
- 5 A review draft of the Kansas Early Learning Guidelines has not been finalized or adopted.

KENTUCKY — Kentucky Preschool Program 2003–2004

- 1 Local programs may elect to operate more than 3 hours per day.
- 2 The standard preschool program operates 4 to 5 days per week. Alternative schedules (2 days per week) must be approved by the Chief State School Officer.
- 3 Children under age 3 who are diagnosed with a disability are eligible to enter the program as of their third birthday. Four-year-olds at risk must meet an October 1 cut-off date. There are no cut-off dates for 4-year-olds with disabilities.
- 4 A 5-year-old with a disability has the option of attending the program if the ARC committee decides the child would be best served in a preschool setting.
- 5 At-risk 4-year-olds attend for 1 year; 3-year-olds with identified disabilities may participate for 2 years.
- 6 Parent involvement activities include but are not limited to participation in classroom or other preschool programs as volunteers or observers, and meeting with preschool or other staff regarding children's individual needs and progress.
- 7 Statewide training that deals with connecting the standards and assessment documents is offered to all members of the early care and education community, including child care, Head Start, preschool and special education providers. A parent guide to the standards and accompanying training encourage personnel to include families when sharing information about the standards.
- 8 As of the 2004–2005 program year, the degree and pre-service training requirements for new teachers will be changed to a BA with early childhood certification.
- 9 Totals for Even Start and Head Start Enhanced Funds represent estimated figures and are not included in the total federal funding figure for the state program.
- 10 In 2004–2005 preschool programs voluntarily provided end-of-year reporting on implementation of the state standards.
- 11 Preschool is now included in a Special Education monitoring document for FAPE (Free Appropriate Public Education) 6.1. Preschool components of this district self-monitoring instrument include transition activity reporting and FAPE 6.1 improvement in the areas of social-emotional development, language, and early literacy for preschoolers with disabilities.

LOUISIANA — 8(g) Student Enhancement Block Grant Program 2003–2004

- 1 Students enrolled in 8(g) prekindergarten classes may be served in LA4 extended-day programs in those districts participating in LA4.
- 2 The 8(g) program funds the 6-hour instructional day, but not wrap-around/extended-day services. However, these services may be provided through other funding sources to children served in 8(g)-funded classrooms.
- 3 The state does not set specific income eligibility criteria, but priority is given to children from low-income families.
- 4 Children at risk of being insufficiently ready for school are identified based on screening results. Priority is given to children from low-income families.
- 5 Screening is conducted to determine which children are potentially eligible and to plan an appropriate program. The 8(g) program follows the referral process/policies established by the state Board of Elementary and Secondary Education.
- 6 Portfolio assessment is a requirement of the 8(g) program.
- 7 All teachers have a minimum of a BA. Data are not available on the percentage of teachers with advanced degrees.
- 8 Although not specified in the state prekindergarten standards document, all districts follow the state, district, and local regulations for public school teacher supervision.

LOUISIANA — LA4 and Starting Points Programs 2003–2004

- 1 The enrollment total of 8,046 children includes 7,205 children in LA4 and 841 children in Starting Points. Also note that the enrollment total includes 490 children whose families pay tuition.
- 2 Some families with incomes above the income requirement may enroll their children and pay tuition. The 490 children whose families pay tuition are included in the total enrollment count above.
- 3 There are some classes offered with teachers who speak the home languages of students who are English Language Learners.
- 4 Parent involvement activities include relevant parent workshops.
- 5 The Pre-K program follows the same disciplinary rules that apply to other grade levels. The program discourages suspending or expelling children. Resource coordinators are available to help children and families with appropriate interventions.
- 6 In 2004–2005, systems began reporting the number of suspensions and expulsions and reasons for such actions. There were 6 expulsions out of approximately 8,100 students.
- 7 Resource coordinators provide support services to families in order to prevent suspensions and expulsions.
- 8 Grade Level Expectations (GLEs) were developed for use to add specificity to the standards.
- 9 Teachers may also qualify with any of the following: Elementary certificate and an Out-of-Field Authorization to Teach, a BA and a Temporary Authority to Teach, a Temporary Employment Permit, or an Out-of-State Provisional Certificate. Teachers qualifying under these conditions must be working toward obtaining a Louisiana teaching certificate specified in program requirements.
- 10 The state provides monies to each school district for tuition payment for teachers working primarily on initial certification or alternative or add-on certification. The payment is made to the universities.
- 11 This number reflects the students enrolled in before- and after-school enrichment from other Pre-K programs.
- 12 Special education supplements with appropriate supports/services are provided as required by the child's IEP. Special education also provides funds for children to attend the Pre-K program if they do not meet the income eligibility requirements but have special needs.
- 13 Observations are conducted for one-third of all teachers, new teachers, and teachers scoring below a 5.0 on the ECERS-R in the previous year.
- 14 Additional monitoring activities include: monthly reporting of enrollment data and before- and after-school data, quarterly collaboration reports, and support services reports each semester.
- 15 Recommendations for program improvement are provided during on-site visits. Information is also used to determine compliance with the Memorandum of Understanding (MOU) with the funding agency.

LOUISIANA — Nonpublic Schools Early Childhood Development Program (NSECD) 2003–2004

- 1 As of the 2005–2006 program year, all new teachers must be certified in early childhood or elementary education, and all current uncertified teachers must have passed the Praxis and must enroll in an early childhood certification or add-on program. Teachers may also qualify with a BA in any field plus 12 credits in child development. As of the 2004–2005 program year, all teachers and assistants are required to participate in 18 annual clock hours of professional development, and teachers are required to attend a 3-day curriculum training workshop. The state also provides scholarships, mentoring, Praxis preparation, continuing education, support services, and training for state Pre-K teachers.

MAINE — Two-Year Kindergarten Program 2003–2004

- 1 Of the 94 children served in other settings, 64 are served in an adult education learning center and 30 in a school-owned building. Some children counted as served in public school settings are attending a school-based child care program that integrates a 4-year-old program into its day or a Head Start partnership program that is located in the public school.
- 2 Many programs operate 2.5 hours per day. A program must operate a minimum of 10 hours per week to receive a per-pupil subsidy. Programs are expected to operate for 34 weeks per year. A school subsidy formula is used to determine funding.
- 3 If a program provides wrap-around extended-day services, the program must meet child care licensing requirements. The majority of school-based programs have an "exempt school-based program" status in terms of child care licensing.
- 4 The Maine statute pertaining to Basic School Approval and addressing "classroom student-teacher ratios" is intended to guide classroom size. The majority of programs operate with a teacher and educational technician, reducing the ratio to 1:8 or 1:10.
- 5 If there are a significant number of families for which English is not the primary language, the school is obligated to provide a translator for parents.
- 6 A screening and evaluation are available, as well as a PET and IFSP process, which may include technical support from the University of Maine Center for Community Inclusion or one-to-one care from a Developmental Therapy Aide.
- 7 Programs in partnership with Head Start must follow Head Start requirements.
- 8 The State of Maine Early Childhood Learning Guidelines were adopted in March 2005 and address all NEGP domains. The guidelines apply to all children in state-funded Pre-K and are jointly endorsed by the Commissioners of Education and Health and Human Services. They are offered as guidance to preschool programs but not required. The standards may be found at www.maine.gov/dhhs/occhs/publications.htm.
- 9 If a program is located in a public school and the teacher is employed by the public school, then the teacher must be paid according to the public school salary scale.
- 10 The Maine Roads Scholarship gives money to help pay the costs of earning a CDA or college degree at any level from AA to doctorate. Any Maine resident who is employed in a licensed or certified early childhood program or licensed-exempt school-based program is eligible to apply.
- 11 Although not yet effective, a proposal has been submitted to the state board of education to create a Birth–5 teacher endorsement within the DOE credentialing system.
- 12 There were 13 Head Start/Public School partnership programs during 2003–2004, which included Head Start fiscal resources. The state contributed \$2,231,020 toward Head Start, which supported services for infants to 5-year-olds. For the most part, money is blended at the classroom level.
- 13 State funds can be blended with both Head Start and/or Child Development Services funds and/or Title I, Title V, IDEA Part B, Section 611, 611(f) or 619 to provide special education or enhanced support services. Funds are typically blended at the classroom level.

MARYLAND — Prekindergarten Program 2003–2004

- 1 Many children attend programs in both public school and Head Start settings. However, data to indicate the number of children served in multiple settings are not available.
- 2 Programs in centers supported by Judith P. Hoyer funds must operate full-day, full-year programs in collaboration with child care centers.
- 3 Once all children who are homeless or eligible for free or reduced-price lunch are served, districts may enroll other children based on secondary factors such as developmental delay in social, academic, health, language, or other areas.
- 4 By policy, 3-year-olds are not eligible, but state child care regulations require a maximum class size of 24 and a staff-child ratio of 1:10.
- 5 Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department. These services are not all required by the Prekindergarten Program, but they are required under Title I, which applies to all children enrolled.
- 6 Programs are required to offer parent involvement activities as specified under NCLB. The statute defines parental involvement as the participation of parents in regular and meaningful communication involving student academic learning and other school activities.
- 7 The Maryland Model for School Readiness (MMSR) Framework and Standards incorporates Maryland's Content Standards and was available in draft form in 2004, awaiting approval by the State Board of Education.
- 8 All Pre-K programs are required to either adopt or align local school system curriculum with Maryland Content Standards, which are part of the state's Voluntary State Curriculum (VSC) for Reading/Language Arts, Mathematics, Science and Social Studies, the Arts, and Physical and Health Education. The MMSR Framework and Standards includes the above and provides standards, indicators, and objectives for Personal and Social Development.
- 9 Some in-service requirements may be imposed locally. Also, all schools involved in the Prekindergarten Program have adopted the Maryland Model for School Readiness, which is aligned with Maryland Teacher Professional Development Standards. The model entails 5 days of training in teachers' first year, 4 days of training in their second, and 2-day institutes in a school-system-selected focus area for subsequent years. New professional development standards went into effect in 2003–2004. In addition, teachers must meet the requirements for "highly qualified" teachers under NCLB.
- 10 Scholarship programs are available through the Maryland Higher Education Commission. Mentors and literacy coaches are supplied by school systems.

MASSACHUSETTS — Community Partnerships for Children (CPC) 2003–2004

- 1 These children receive additional program hours above and beyond IEP requirements. Other children with IEPs benefit from being in the classrooms funded by CPC for children at risk because they may receive additional comprehensive services and quality enhancements.
- 2 Programs operate 2.5 to 10 hours per day, 2 to 5 days per week, depending on families' needs and preferences. At least one-third of children served statewide must be served in full-day, full-year programs.
- 3 Funding per child varies based on the number of hours per day, but the specifics are based on individual providers' fee schedules. Generally, fees depend on whether programs operate on half-day, three-quarters of a day, or full-day schedules.
- 4 This does not include children already enrolled in full-day programs, but does include children in part-day public school or Head Start programs who are funded by CPC in wrap-around programs.
- 5 Families above 100% SMI are eligible after all families up to 100% SMI have been served.
- 6 The income requirement does not apply to children in legal custody of grandparents or other family members, foster children, and children served with the portion of funding targeted to at-risk families.
- 7 Children are deemed at risk if they are from families with low incomes (earning less than 50% SMI) and/or present other risk factors. Additional child and family risk factors include but are not limited to: premature birth, low birth weight, emotional or physical abuse, low maternal education, single parent, substance abuse, or homelessness.
- 8 For "at-risk" children, the income guideline is 50% of SMI or less, approximately 200% FPL.
- 9 About 67% of families are required to pay on a sliding fee scale. The sliding fee scale does not apply to children in legal custody of grandparents or other family members, foster children, or children served with the portion of funding targeted to at-risk families.
- 10 Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide 2 meals and 2 snacks.
- 11 When possible, communication with parents is translated or interpreted.
- 12 Parent involvement activities include playgroups and enrichment activities.
- 13 A child's IEP may require transportation to a wrap-around program.
- 14 Standards are defined in the document "Early Childhood Program Standards", while the "Guidelines for Preschool Learning Experiences" were developed concurrently and relate to curriculum. They translate the Massachusetts state curriculum guidelines (Pre-K–12) into the kinds of curriculum expectations and activities that should be made available to children.
- 15 Nonpublic school teachers must be certified by the Department of Early Education and Care. Teachers must either be 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development. Family child care providers must have or acquire a CDA, AA, BA, or NAFCC accreditation. All nonpublic teachers must hold an AA degree by 2010.
- 16 Funding sources for preschool are blended locally by public schools and include CPC, Title I, state, and local funds for special education and regular education. Children with IEPs and children paying tuition are served in the same classrooms.
- 17 This figure includes all aspects of the CPC program, including program quality enhancements, comprehensive services, outreach, and professional development of teachers. The estimate of cost per child for direct services/subsidies only is \$3,132.

MICHIGAN — Michigan School Readiness Program 2003–2004

- 1 The state provided funds to fill 25,712 slots in the MSRP, but districts were allowed to divert some of these funds to Parent Involvement and Education programs. The amount of money diverted to parent-focused programs decreased the number of slots filled in the MSRP by approximately 1,000.
- 2 These enrollment breakdowns are based on a mid-year enrollment count of 25,046, which includes duplication of a small number of children who transferred to new school districts during the year. Private child care settings include university, college, and community college lab schools and centers.
- 3 Children with IEPs or IFSPs who are enrolled in Pre-K do not receive special education funding, but are supported using MSRP funds and additional funding for special services.
- 4 Programs are required to offer a minimum of 300 instructional hours per year. Most programs offer 4 half days per week, but some operate for 2 full days. Programs may charge tuition if offering a fifth day of class each week, full-day classes, or summer programs.
- 5 Local programs use additional funding streams such as tuition, child care subsidy reimbursement, Title I, or local funds to operate more hours or days, and to transport children.
- 6 A qualified teacher and associate teacher must be present in classes of 9 to 16 children. If more than 16 children are in a class, a third adult (who does not have to meet any specified qualifications) must be present.
- 7 Additional meals/snacks are required by child care licensing rules if the day is extended. If breakfast or lunch is served, it is recommended that the program be extended to at least 3 hours.
- 8 Programs must make referrals but are not required to conduct screenings. Programs that choose to use funds for the Parent Involvement and Education initiative must provide health, vision, hearing, and developmental screenings to all children in their areas.
- 9 Most districts call the DOE for additional supports and services before considering expulsion. Children may also be asked to leave the program because of poor attendance.
- 10 In 2003–2004, public school programs began using this database to enter data on enrollment and children leaving preschool programs. The database includes a field for the reason the child is exiting the program.
- 11 A new document, Early Childhood Standards of Quality for Prekindergarten, went into effect as of March 2005.
The document is available at www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_-_DRAFT_107748_7.PDF.
- 12 The state is working on a quality rating system for early education and care. The state is also constructing a professional development system, which will incorporate training on the use of early learning standards for curriculum development.
- 13 The number of school district teachers with an MA is unknown. In programs operated in other agencies, 6.5% of teachers had an MA or higher.
- 14 Assistant teachers are given 2 years to meet this requirement, but must have one course in child development to start working. An AA is preferred.
- 15 Certified teachers must complete 6 credit hours or 60 clock hours every 5 years to keep their certification.
- 16 As of the 2004–2005 program year, school districts that subcontracted with agencies could follow the agency requirements for teachers if they could prove that candidates meeting the MSRP requirements were not available.
- 17 This figure does not include state DOE costs and \$300,000 for an evaluation of the program.
- 18 Although not a requirement, local programs are monitored. Information on program implementation is gathered annually through a self-reported Program Quality Assessment and used to plan technical assistance sessions. Site visits are conducted for agency programs at least once during their 3-year funding cycle.

MINNESOTA — State-Funded Head Start Model 2003–2004

- 1 State Head Start funding is allocated by statute to all federally designated Head Start grantees in Minnesota as of 1989. This includes one school district, seven tribal governments, and 27 private, nonprofit agencies, each serving one or more counties. Head Start services are available to residents in all parts of the state.
- 2 Breakdown of enrollment by age does not include children who were under age 3. The state requires reporting of enrollment by age group, but not by year of age. Figures here are estimates based on the federal Program Information Report (PIR), which includes information on all eligible children receiving Head Start services but does not identify which children are supported by state funding.
- 3 State Head Start programs operate in public schools, Head Start centers, private child care centers, faith-based centers, and family child care homes, among other locations, but the state does not collect data that allows an estimate of the number of children enrolled in each setting.
- 4 Estimates are based on the federal PIR. Grantees report on the PIR all eligible children receiving Head Start services and do not identify enrollment by funding source.
- 5 Programs must comply with federal Head Start Performance Standards or receive explicit state approval for any proposed variation that does not comply with federal standards.
- 6 Extended hours are available in many locations, primarily in partnership with child care providers, and are funded by child care subsidies and parent fees.
- 7 Grantees may, with state approval, use Head Start funds to offer wrap-around/extended-day services, but the extended hours are primarily supported with non-Head Start funds.
- 8 This figure is an estimate based on grant documents and the Head Start Program Information Report.
- 9 At least 10% of children must have an identified disability.
- 10 Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs, and full-day programs to provide one-half to two-thirds of daily nutritional needs.
- 11 A translator is required if at least 50% of children in the class speak a language other than English.
- 12 A program may remove a child for safety reasons, but is expected to develop and implement an alternative plan for delivering services. Grantees are expected to notify the applicable funding source if safety concerns required the removal of a child from classroom attendance.
- 13 Programs must comply with the Head Start Act, which requires that at least 50% of all Head Start teachers nationwide in center-based programs have at least an AA in a field related to ECE, with experience teaching preschoolers. The majority of teachers employed in Minnesota Head Start programs have at least an AA and a certificate/licensure/endorsement in preschool education.
- 14 Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as a high school diploma, 12 quarter units in early childhood or a related field, and 2,080 hours of experience.
- 15 Non-degreed staff are required to complete 2% of their total working hours for in-service training (full-time employment requires 40 hours of in-service), and degreed staff are required to complete 1.5% of total working hours for in-service training.
- 16 T.E.A.C.H. is funded by the federal CCDF and foundation grants.
- 17 State early learning standards are voluntary and not monitored by the state.

MISSOURI — Missouri Preschool Project (MPP) 2003–2004

- 1 Programs are also offered by 66 private providers and one non-profit provider.
- 2 Programs apply as either a full-day or half-day program. Programs awarded in 1998–1999 had the option of operating 4 days per week with the fifth day for home visiting, but this practice is being phased out. Programs are required to operate for a minimum of 9 months, but may choose to operate year-round.
- 3 Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.
- 4 Sliding payment scales are determined locally and may be based on Department of Social Services eligibility criteria for child care assistance, free or reduced-price lunch eligibility, or other locally developed eligibility requirements.
- 5 Child care licensing requires full-day programs to offer lunch and two snacks and half-day programs to offer morning or afternoon snacks.
- 6 Development of the Pre-K standards began in 2001. Specific domains were phased into implementation over a 3-year period beginning in 2002. Standards for Literacy and Social/Emotional Development were adopted in 2002; Math in 2003; and Science and Physical Development, Health and Safety in 2004.
- 7 Teachers are also required to attend at least 2 full-day training programs and receive on-site technical assistance.
- 8 Certified teachers in nonpublic school settings must be paid at a rate comparable to the local public school salary scale.
- 9 Annual Final Report Monitoring is not required, but department supervisors visit once every five years.
- 10 Programs that fail to meet contract guidelines or that do not achieve and maintain accreditation are no longer funded.

NEBRASKA — Early Childhood Grant Program 2003–2004

- 1 This total includes some duplication due to the use of blended funding to support a single slot.
- 2 Breakdown of enrollment by age does not include enrollees younger than age 3.
- 3 A corporate setting is a school-based program located in a donated corporate space. Also note that these figures are based on the total number of children in the program, which includes children younger than age 3.
- 4 Grants are competitive with priority given to districts with large English Language Learner or low-income populations. Programs must designate at least 70% of their funding to serve children who are eligible for free or reduced-price lunch, were born prematurely or with low birth weight, have teen parents who have not completed high school, or are English Language Learners.
- 5 As of 2005–2006, programs are not required to provide a meal. Prior to this requirement, most programs provided lunch, and some offered breakfast as well, depending on the hours children were in attendance.
- 6 Parent involvement activities include written information about program policy and procedures, parent orientation, and opportunities to participate in dialogue, conferences, classroom volunteering, and advisory committees.
- 7 The state released the Nebraska Early Learning Guidelines in 2005 (available at www.nde.state.ne.us/ech/ELGuidelines/index.html). The guidelines are comprehensive and are intended for children ages 3 to 5. The guidelines are available as a resource, but programs are not required to follow them.
- 8 The state funds up to 50% of the total cost per child; districts provide the remainder with local and other funds.

NEVADA — Nevada Early Childhood Education Comprehensive Plan and Classroom on Wheels (COW) program 2003–2004

- 1 Total enrollment for 2003–2004 includes an estimated 20 children younger than 3 years of age. Breakdown of enrollment by age is approximate.
- 2 This breakdown of enrollment by location is based on the total number of children served during the 2003–2004 school year, rather than a point-in-time count.
- 3 Most programs operate 2.5 hours per day, 4 days per week and follow a typical school year.
- 4 Most children enter at age 4 and only participate for 1 year.
- 5 Although there is no income requirement, all programs give priority to children from low-income families.
- 6 Homelessness is a state-specified risk factor, while limited English proficiency is a locally determined risk factor. Programs specify detailed eligibility criteria based on local needs.
- 7 As of 2005–2006, all classrooms must have 2 adults, with a maximum class size of 16 for 3-year-olds, 20 for 4-year-olds, and 25 for 5-year-olds.
- 8 Each program is required to have a parent involvement component that typically encompasses home visits, classroom volunteering, literacy nights, parenting classes, workshops, ESL classes, and parent conferences.
- 9 Programs are required to develop withdrawal policies, which could be implemented if a child and family do not fully participate in required program components. Families have not been expelled, but have withdrawn due to incomplete participation. Behavior problems are typically addressed by programs in collaboration with special education services.
- 10 The Nevada Pre-Kindergarten Content Standards were approved in March 2004, and beginning in 2005–2006 all programs will be required to use the standards. The standards are specific to preschool-age children, address all NEGP domains, and are available at www.doe.nv.gov/standards/standprek/prek.html. A professional development system has been created that includes training for teachers on the standards and guidebooks for teachers and parents. The standards are not linked to any required child assessments.
- 11 COW teachers already employed as of 2003–2004 are not subject to the credential requirements, but are expected to work toward meeting them. Most COW classrooms now have a credentialed teacher.
- 12 Assistant teachers in Title I schools must meet applicable requirements.
- 13 School districts often provide special education services to Pre-K children who also participate in a typical classroom environment with children who do not have special needs. Special education teachers may visit children on site and collaborate with Pre-K teachers. Early childhood special education teachers may have a caseload of up to 22 students.
- 14 This cost is an estimate since the calculation includes children from project sites fully funded by multiple sources.
- 15 COW is a statewide initiative. Individual budgets for each program must be approved, with approved locations allocated a portion of the total grant award.
- 16 Beginning in 2005–2006, it is required that each program have an improvement plan based on their data. Improvement planning for each program began during the 2004–2005 year.

NEW JERSEY — Abbott Preschool Program 2003–2004

- 1 Only districts where at least 40% of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate.
- 2 The state DOE funds a 6-hour instructional day for the academic year. Funds from the Department of Human Services (DHS) are combined with DOE funds to operate programs for 10 hours per day and 245 days per year. At least 180 days must include the 6-hour educational day plus 4 hours of wrap-around services. Some districts may choose to provide 10 hours of service per day for more than 180 days.
- 3 Teachers who worked in center-based programs before the degree requirement was implemented have until September 2006 to meet the requirement. In 2005, fewer than 1.5% of teachers did not yet meet the degree requirement.
- 4 The Department of Human Services (DHS) provides approximately \$3,700 per child in addition to the DOE-funded, 6-hour educational day. DHS funds are a combination of federal and state CCDF money and are not included in this total.

NEW JERSEY — Non-Abbott Early Childhood Program Aid 2003–2004

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

NEW JERSEY — Early Launch to Learning Initiative (additional 2004–2005 notes)

- 1 Special circumstances may be considered beyond income, such as parental health or the number of children in a household under the age of 5.
- 2 A few districts charge tuition for children not funded by the ELLI program or special education.
- 3 Full-day programs must offer breakfast and lunch.
- 4 Every ELLI classroom is required to serve a mix of children who are income-eligible, non-income-eligible, and classified as special education participants.

NEW MEXICO — Child Development Program 2003–2004

- 1 This number does not include the children birth to age 3 who are also served in Child Development programs. The total number served, including all ages, was 850 children.
- 2 Most programs are full-day, full-week, although two school-based rural programs operate 4 days per week. School-based programs operate during the academic year, while community-based programs typically operate year-round.
- 3 This includes 267 children who were served by the Parents as Teachers program and approximately 200 children who received services in the intensive care neonatal unit at a hospital and special follow-up services.
- 4 There are no standard eligibility criteria. Individual programs set their own enrollment priorities. A major goal of Child Development programs is to meet the needs of children who are not eligible for programs such as Head Start or subsidized child care.
- 5 This requirement reflects child care licensing standards.
- 6 At least 1 meal and a snack are required for center-based programs that meet for at least a half-day session. This applies to all of the Child Development programs that serve 3- and 4-year-olds.
- 7 A translator is recommended but not required. All programs serving children who speak Navajo or Spanish have adults employed who speak these languages.
- 8 Parent involvement activities include family support services based on individual needs, parent advisory panels, literacy sessions, field trips, and classroom participation or other locally determined activities.
- 9 Expulsion is not sanctioned by any of the guidelines that the programs are required to follow, including accreditation standards and New Mexico Best Practices.
- 10 In 2005, a draft was released of new Pre-Kindergarten Program Standards and Early Learning Outcomes. These learning outcomes will apply to the new Pre-K initiative and will be used by the current Child Development programs that serve 4-year-olds. The standards are specific to preschool children, address all NEGP domains, and are available at http://www.ped.state.nm.us/seo/preschool/perf.standards.benchmarks_final.pdf. The programs are currently contractually obligated to use New Mexico's Best Practices: Essential Elements of Quality, developed in 1999.
- 11 Staff for the new state Pre-K initiative receive first priority for T.E.A.C.H. financial aid. However, funding not used to assist staff in the new initiative can be used to assist staff in Child Development programs.
- 12 This is the total funding for Child Development programs that served 3- and 4-year-olds. Some of these programs also served younger children. It was not possible to obtain separate spending data for services to 3- and 4-year-olds only. Total spending for the program for children of all ages was \$1,499,900.
- 13 It is estimated that an additional \$750,000 in local funding was used to support the program.
- 14 TANF funding was provided for one program.
- 15 Consultants do not provide direct preschool services but can be contracted to assist in improving a program's environment, professional practices, or health services, or provide a specific service such as counseling.

NEW YORK — New York State Targeted Prekindergarten (TPK) 2003–2004

- 1 Programs are required to provide a minimum of 12 hours per week and at least 4 days per week during the academic year. The length of the program day is determined locally, and programs may operate 5 days per week. Typically, programs operate 2.5 hours per day and 5 days per week.
- 2 Programs are funded by session; a half day is equal to 1 session, and a full day is equal to 1.45 sessions.
- 3 Children are eligible to participate in the TPK program during the year before their kindergarten eligibility year. State law sets a cutoff date of December 1 for kindergarten eligibility, but local districts have the authority to set the cutoff date between December 1 and December 31. As a result, minimum and maximum eligibility ages for the TPK program may vary by district between the December 1 and December 31 cutoff dates.
- 4 Most children enter at age 4 and only participate in the program for 1 year. When all low-income 4-year-olds have been served, the program may be offered to 3-year-olds if space allows.
- 5 Economically disadvantaged children are those from families eligible for some form of assistance such as TANF, free or reduced-price lunch, food stamps, Medicaid, or unemployment or disability compensation.
- 6 Specific parent involvement activities are determined locally but may include workshops, ESL classes, opportunities to volunteer in the classroom, newsletters, advisory committees, or field trips.
- 7 Specific standards titles vary by content area. The literacy standards are specific to preschool-age children; other content areas are not specified by individual grade level.
- 8 In February 2004, the required certification changed to cover birth–Grade 2.
- 9 New teacher certification requires a BA. An MA must be obtained within 3 years of obtaining the initial certificate.
- 10 Effective February 2004, assistant teachers must have a Level 1 certification, which requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test.
- 11 Special education services for prekindergarten children are funded at the county level with partial reimbursement through federal funds.
- 12 Onsite monitoring of all programs by the state is conducted in a similar manner using the same site review protocol. Other monitoring of agency sites is done by local district protocols that vary.

NEW YORK — New York State Universal Prekindergarten (UPK) 2003–2004

- 1 Children are eligible to participate in the UPK program during the year before their kindergarten eligibility year. State law sets a cutoff date of December 1 for kindergarten eligibility, but local districts have the authority to set the cutoff date between December 1 and December 31. As a result, minimum and maximum eligibility ages for the UPK program may vary by district between the December 1 and December 31 cutoff dates.
- 2 Programs operating less than 3 hours must provide a nutritional meal or snack. Programs operating more than 3 hours must provide appropriate meals and snacks to ensure that nutritional needs of children are met.
- 3 Physical exams must be conducted by a pediatrician within one year prior to enrollment. Districts must conduct screenings for new entrants.
- 4 UPK regulations require all teachers to possess a teaching license, including a bilingual certification extension when instruction is provided to students with limited English proficiency.
- 5 Specific parent involvement activities are determined locally but may include workshops, ESL classes, opportunities to volunteer in the classroom, newsletters, advisory committees, or field trips.
- 6 Specific standards titles vary by content area. The literacy standards are specific to preschool-age children; other content areas are not specified by individual grade level.
- 7 Beginning in September 2006, teachers in community-based UPK programs will be required to have the same credentials as teachers in public schools. When this requirement goes into effect, the UPK program will meet the NIEER benchmarks for teacher degree and teacher specialized training requirements.
- 8 In February 2004, the required certification changed to cover birth–Grade 2. Teachers in community-based organizations are currently exempt from certification if they have on-site supervision by a certified teacher.
- 9 Effective February 2004, assistant teachers must have a Level I certification, which requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test.
- 10 The state Office of Children and Family Services uses federal child care funds to support the Education Incentive Program (EIP). This program enables those working in licensed early childhood programs to enroll in credit-bearing programs, as well as participate in early childhood education training that does not issue credit.
- 11 This figure represents state funding only. Title I federal funds and local support may be significant, but the state does not collect that data.
- 12 Special education services for prekindergarten children are funded at the county level with partial reimbursement through federal funds.
- 13 Onsite monitoring of all programs by the state is conducted in a similar manner using the same site review protocol. Other monitoring of agency sites is done by local district protocols that vary.

NORTH CAROLINA — *More at Four* 2003–2004

- 1 During 2003–2004, local programs chose from two models to determine eligibility. The income cut-off was 250% of the federal poverty level under Model I, and 75% of the state median income (SMI) under Model II. As of 2004–2005, all programs must use Model II to determine eligibility. Though income is now considered the primary risk factor, children who do not meet the income criteria may still be served if they are deemed at risk due to other factors such as disability, limited English proficiency, a chronic health condition, or developmental/educational need.
- 2 Parent conferences and home visits are recommended, but are not required.
- 3 Expulsions from Pre-K programs are tracked through a state-level database. Policy and recommended strategies have been added to Program Guidelines to support placement of children with challenging behaviors.
- 4 In 2005, the state adopted Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success. The standards are specific to preschool children and address all NEGP domains. All programs will be required to follow these standards beginning in 2005.
- 5 Providers are given 4 years to phase in the degree requirement after being recognized as a *More at Four* program.
- 6 All licensed teachers have a continuing education requirement to renew their licenses every 5 years. Teachers must either hold or be working toward a Birth-K license at a minimum rate of 6 semester hours per year.
- 7 The educational levels for assistant teachers are as follows (categories overlap, and reflect percentages of assistant teachers who have obtained each degree): HSD/GED, 61.3%; CDA or NCECE, 41.9%; AA, 24.5%; BA, 14.1%; MA, <1%; Birth–K license or preschool add-on, 1.4%.
- 8 NCLB generally requires assistant teachers to have a 2-year degree. *More at Four* requires assistant teachers who meet NCLB requirements but do not hold a CDA to have 6 semester hours of EC coursework or 2 years experience in an early childhood classroom. An AA is strongly encouraged.

OHIO — State-Funded Head Start initiatives 2003–2004

- 1 Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs, and full-day programs to provide one-half to two-thirds of daily nutritional needs. All children in morning center-based settings must be offered a nutritious breakfast.
- 2 At least one staff member must speak the language of the majority of children.
- 3 The English Language Arts Content standard is linked to a standardized screening that addresses only those essential elements that are most correlated to reading success. Each indicator is not evaluated.
- 4 As of 2003, all classroom teachers must be working toward an AA and must have the degree by 2007.
- 5 This additional funding is to be used as cash flow during the TANF reimbursement cycle and is to be returned when Head Start ceases or is no longer funded through Title IV-A.

OHIO — Public School Preschool Program 2003–2004

- 1 Lunch must be provided for children in attendance for the entire period between 11:00AM and 1:30PM. Snack is provided for children attending 4 hours or longer.
- 2 Technical assistance is provided by the state for programs interested in NAEYC accreditation.
- 3 As of the 2005–2006 program year, Public Preschool programs will be required to follow new program guidelines developed by the state.
- 4 The English Language Arts Content standard is linked to a standardized screening that addresses only those essential elements that are most correlated to reading success. Each indicator is not evaluated.
- 5 Teachers in nonpublic schools must be working toward their AA, and are required to attain this degree by 2007.
- 6 Teachers may also qualify with a BA that includes 20 credits in early childhood plus a supervised practicum.
- 7 Grant funds support per pupil costs ranging from \$2,766 to \$4,907 per child. These figures reflect only the state contribution.

OKLAHOMA — Early Childhood Four-Year-Old Program 2003–2004

- 1 The sum of enrollment broken down by setting does not equal total enrollment because these figures are based on program reports, while total enrollment represents an audited figure.
- 2 Transportation services are determined locally. The state DOE encourages transportation to wrap-around/extended-day services.
- 3 In some rare instances, children who attend the program at age 4 may attend for a second year if necessary, based on a local district's determination of their needs and abilities.
- 4 The state DOE encourages a ratio of 1:8 for high-risk settings.
- 5 Specific meal requirements depend on the length and time of the program day.
- 6 State law requires public schools to encourage at least two parent-teacher conferences per year, or one per semester. Most programs conduct three or four conferences per year.
- 7 Other required services include provision of a counselor, psychologist, psychometrist, school nurse, special education services and referral for outside assistance if needed. Additional specific services may be offered at local discretion.
- 8 All state-funded Pre-K programs fall under the umbrella of the state DOE and must meet all requirements set forth for public schools.

OREGON — Oregon Head Start Prekindergarten 2003–2004

- 1 An additional 216 children were enrolled, but funded through other sources.
- 2 Most programs operate 3 or 4 days per week. All programs must operate a minimum of 32 weeks and 474 hours per year. Days, weeks, and number of home visits vary depending on program model. The Center Based Models are required to operate 128 days per year, Home Based Models are required to have 16 socializations and 32 home visits per year, and Combination Models are required to combine Home Based and Center Based Model requirements.
- 3 At least 10% of slots must be for children with diagnosed disabilities.
- 4 Programs are required to offer meals and snacks that provide at least one-third of a child's daily nutritional needs. Programs offer breakfast to all children who want it and also provide lunch for morning classes. For afternoon classes, programs provide lunch and a snack.
- 5 Translators are required if at least 50% of children in the class speak a language other than English.
- 6 Programs are required to support families in obtaining transportation. Most programs provide bus transportation to enrolled children.
- 7 In addition to the federal Head Start Child Outcomes Framework currently being used, Oregon plans to adopt the recently developed Early Childhood Foundations by the 2005-2006 academic year. The standards apply specifically to preschool children, address all NEGP domains, and will be offered as guidelines but not required. An early childhood assessment based on the standards is being piloted.
- 8 Requirements for public school teachers do not apply to classrooms run by agencies other than public schools, even if located in public schools.
- 9 In nonpublic school grantee settings, half of grantee teachers must have at least an AA or higher degree in ECE or a related degree with a minimum of 15 ECE college credits.
- 10 Assistant teachers paid with Title I funds must meet Title I paraprofessional requirements, which include an AA degree or local district qualifying procedures.
- 11 Federal Head Start Performance Standards require in-service professional development but do not specify the number of clock or credit hours.
- 12 Programs are required to allocate 2.5% of their budget for training to attain credentials or enhance skills. Scholarships and mentors are allowable expenses.
- 13 State staff jointly conduct monitoring visits of all jointly funded grantees with federal staff monitors. Monitoring visits for grantees funded by the state only are conducted by state staff using the federal Head Start PRISM review process.

PENNSYLVANIA — Education Accountability Block Grant — Prekindergarten Component (additional 2004–2005 notes)

- 1 State guidance recommends a minimum of 2.5 hours per day, 5 days per week, for the school year. It is preferred that programs operate 5 hours per day or longer.
- 2 Some programs offer home visiting as part of their design, but no program is specifically home-based.
- 3 Children are eligible for Pre-K 2 years prior to kindergarten entry. The age of kindergarten entry is locally determined.
- 4 The eligibility requirements are locally determined, but most districts focus on children who are at risk academically or economically. State guidance specifies that these programs should target children who are at risk.
- 5 State guidance recommends a maximum class size of 17 students and a staff-child ratio of 2:20.
- 6 Programs are not required to offer meals, but state guidance strongly encourages offering meals.
- 7 In 2005 the Early Learning Standards were adopted and offered as guidance, but not required. The standards are specific to preschool-age children, address all NEGP domains, and are available at www.pde.state.pa.us.
- 8 Teachers must obtain their BA within 3 years.

PENNSYLVANIA — State-Funded Head Start Model (additional 2004–2005 notes)

- 1 The operating schedule is determined locally, but the minimum follows federal Head Start requirements. Some programs offer 3.5 hours per day; others offer extended care from 10 to 12 hours per day.
- 2 Individualized grantees may utilize the Home Based option in their program design.
- 3 Individual programs determine age requirements, within the parameters set by federal Head Start Performance Standards. Individual school districts determine the kindergarten eligibility age.
- 4 Programs follow federal Head Start eligibility requirements for state-funded children.
- 5 At least 10% of children must have an identified disability.
- 6 Programs follow federal Head Start Performance Standards, which requires class sizes no larger than 20, but the state recommended maximum class size is 17.
- 7 Funds may be used for Head Start and/or Block Grant-funded Pre-K children.
- 8 State-funded Head Start programs that collaborate with child care are required to use certified child care sites that are participating in Pennsylvania's Keystone Stars quality improvement system.
- 9 In 2005 the Early Learning Standards were adopted and offered as guidance, but not required. The standards are specific to preschool-age children, address all NEGP domains, and are available at www.pde.state.pa.us.

PENNSYLVANIA — Kindergarten for Four-Year-Olds 2003–2004

- 1 In 2005 the Early Learning Standards were adopted and offered as guidance, but not required. The standards are specific to preschool-age children, address all NEGP domains, and are available at www.pde.state.pa.us.
- 2 Assistant teachers are not required in classrooms.

SOUTH CAROLINA — Half-Day Child Development Program (4K) 2003–2004

- 1 Each district is required to offer at least one class.
- 2 Approximately 15% of the programs use local, First Steps, or Title I funds to operate a full school day or 7 hours per day.
- 3 First Steps state funds can be used for 240 children to be served all day in the private center site where they receive their half-day Pre-K experience.
- 4 State-specified risk factors include having a single parent, a parent who has not graduated high school or has a low literacy level, an identified developmental problem, homelessness, qualifying for Even Start or a state-funded family literacy program, or being a foster child. Districts develop ranking systems based on these risk factors, and also conduct screenings to determine which children are most in need.
- 5 Half-day programs must provide breakfast or lunch plus a snack; full-day programs must provide breakfast and lunch plus a snack.
- 6 Every district must offer a family literacy or parenting program. Parents enrolled in family literacy programs receive education services or job training, parenting support, parent involvement opportunities, and literacy support.
- 7 Expulsion is permitted only if the safety of the child or the safety of other children in the classroom is at risk.
- 8 Transportation is the responsibility of the state school bus system. State Pre-K funds are rarely used to support transportation.
- 9 Programs must be certified through the state Office of Early Childhood Education. Primary schools with Pre-K programs must be monitored using the ECERS.
- 10 Assistant teachers in Title I schools must either hold an AA degree or pass a state test. It is recommended that all assistant teachers complete an early childhood class within one year of their hiring date.
- 11 All teachers in 4K are paid on the public school salary scale, but teachers in First Steps programs operating outside of public schools are not.
- 12 This figure includes \$2 million in state First Steps funds. The remainder comes from regular Pre-K funding through the Education Improvement Act of 1984.
- 13 If stipulated in an IEP that a child's needs can best be met in a state Pre-K program, he or she will be served with state Pre-K funding.
- 14 ADEPT is the state program used to assess the quality of first-year teachers. All teachers are required to have an annual walk-through observation by an administrator and an in-depth evaluation every 3 years. Also, administrators are required to visit classrooms randomly throughout the year.
- 15 District programs are required to use one of the following curricula: High/Scope, Montessori, Creative Curriculum, or Project Approach. Descriptions of other curricula used are submitted to the state DOE for review.

TENNESSEE — Early Childhood Education Pilot Project 2003–2004

- 1 There are 147 Early Childhood Education Pilot programs, located in 59 school districts statewide. In some districts, programs are offered only by community-based organizations or institutes of higher education, while in others, community-based programs exist where school districts are also grantees. In 50 of the 59 districts, school districts are the only grantees.
- 2 Breakdowns of enrollment by age and program location represent children enrolled at any time during the 2003–2004 school year, whereas the total enrollment figure is an unduplicated count.
- 3 Three-year-olds and children with an IEP may attend for 2 years if deemed appropriate.
- 4 Risk factors include children at risk of abuse or neglect, in state custody, or with IEPs.
- 5 A requirement for all children to have a vision and hearing screening was added to the Scope of Services for the 2005–2006 school year. In prior years, screening and referral requirements for vision and hearing were determined locally.
- 6 Parent involvement activities include 2 family advisory committee meetings per year, an annual family satisfaction survey, and other locally determined activities.
- 7 Children may be expelled for behavioral reasons only after a plan for support is determined not to have impacted the child's behavior and the child continues to pose a risk to himself or others in the classroom. If a child's attendance does not meet the program's policy, and the family is uncooperative in resolving the issue, the child may be expelled.
- 8 These standards cover birth through age 5.
- 9 Teachers hired by public schools are paid on the public school salary scale regardless of where the classroom is located.
- 10 As of the 2005–2006 school year, new programs will be required to provide a local match.
- 11 Starting in the 2005–2006 school year, only public schools may receive direct funding. They may in turn subcontract with a variety of agencies to provide services.

TEXAS — Public School Prekindergarten 2003–2004

- 1 Districts are required to offer a program if they have 15 or more eligible 4-year-olds.
- 2 All programs are contracted to public schools, and charter schools are considered part of the public school system. Legislation enacted in 2004 states that a school district must seek space from an existing Head Start or other child care site before establishing a new Pre-K program. If a district contracts with a private agency, the program must comply with applicable child care licensing standards. Some children are served at Head Start and child care centers through subcontracts, but enrollment totals in these locations are not known.
- 3 Districts that receive Prekindergarten Expansion Grant funding are required to offer 6 hours of services per day. Foundation funding covers half-day services only.
- 4 State-specified risk factors include homelessness or inability to speak and comprehend English.
- 5 Class size is mandated for grades K–4 only. Prekindergarten classes no larger than 15 (3-year-olds) and 18 (4-year-olds) are preferred but not required.
- 6 School districts are not required to serve meals to prekindergarten students. However, most school districts do serve either breakfast or lunch, and some offer both meals. All districts offering a full-day program provide lunch.
- 7 Each school district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level must offer a bilingual education or special language program.
- 8 School districts are required to provide instruction in the TEKS at each grade level, K–12. Regional Education Service Centers are responsible for offering statewide training in implementing the Prekindergarten Curriculum Guidelines.
- 9 These subjects address the following NEGP domains: physical well-being/motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge.
- 10 The certification requirement for teachers changed in 2002 from endorsement in Early Childhood or Kindergarten to the Generalist Teaching Certificate (EC–Grade 4). The state no longer issues an Early Childhood or Kindergarten endorsement. Prekindergarten teachers are required to pass the Texas Examinations of Educator Standards (TEXES) for the Generalist Teaching Certification.
- 11 All classroom teachers holding a Standard Certificate with an effective date of September 1, 1999 or later are required to complete at least 150 clock hours of Continuing Professional Education during each 5-year renewal period.
- 12 TxBESS is a systemic initiative to support beginning teachers that includes standards-based trainings involving mentoring, professional development, and formative assessment.
- 13 This amount represents Foundation School Program (FSP) funding of \$364,415,798, plus funds received through the Prekindergarten Expansion Grant Program. For the 2003–2004 program year, a total of \$90,165,173 in Prekindergarten Expansion Grant funds allowed 299 school districts to serve 48,243 students in full-day preschool.
- 14 FSP funding is limited by statute to half-day ADA for prekindergarten. The total cost per child cannot be determined due to the flexibility available to districts with regard to supplemental local and tuition-based resources and the fact that school district expenditures cannot be disaggregated by grade level.
- 15 The Foundation School Program has a local fund assignment that is based on the taxation formula applied to each district.

VERMONT - Average Daily Membership-Funded Prekindergarten (ADM) 2003–2004

- 1 Although funding is based on the traditional school year calendar, tuition supports full year programs for some children.
- 2 Programs that operate for 10 hours per week receive 40% of the K–6 funding level, but funds may be prorated for less than 10 hours of service.
- 3 New legislation is pending that will require NAEYC, NAFCC, or STARS (state program) accreditation.

VERMONT — Early Education Initiative (EEI) 2003–2004

- 1 Figures are estimates of non-overlapping enrollment with ADM-funded programs.
- 2 Programs average 10.5 hours per week. Public schools and Head Start programs generally follow the academic year, while programs in child care centers usually operate throughout the calendar year.
- 3 Risk factors include: developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence or substance abuse, social isolation, and low educational attainment by parents.
- 4 District-wide screenings for all 3- to 5-year-olds are conducted, and referrals for services are provided to children whether or not they are EEI eligible.
- 5 Parent involvement activities include: parent education, program decision-making, and participation in program activities with children.
- 6 The Children's Upstream Services (CUPS) initiative addresses the emotional needs of children, particularly those with persistent behavioral challenges. Consultation services are provided by trained mental health professionals sensitive to early education issues.
- 7 Educational services are provided in accordance with Section 504 of the Rehabilitation Act. Public schools do not expel, although private programs are permitted to do so when behavior poses a danger to other children.
- 8 For non-behavioral problems, families are aided in finding another program that better meets their child's needs.
- 9 Assessments must correlate with Vermont Early Learning Standards learning domains but do not have to match each indicator.
- 10 The following figures represent the percentages of programs that have at least one teacher credentialed at the various levels: CDA/AA, 39%; BA, 84%; MA, 59%.

VIRGINIA — Virginia Preschool Initiative 2003–2004

- 1 Effective with the 2004–2005 school year, localities may choose to offer half-day programs for 3 hours per day. Funding is cut by 50% under these circumstances.
- 2 Risk factors include poverty, homelessness, parents who have dropped out of school or have limited education, and chronically ill parents.
- 3 Effective with the 2004–2005 school year, meal and snack requirements are determined locally for half-day programs. Most programs offer a snack, and some offer lunch.
- 4 All staff must have some training in early childhood development. Teachers in Head Start settings must hold a CDA.
- 5 Parent satisfaction surveys and ongoing supervision of teachers are local responsibilities.

WASHINGTON — Early Childhood Education and Assistance Program (ECEAP) 2003–2004

- 1 Enrollment numbers are based on children actively served as of December 15, 2003. ECEAP funded 5,804 slots. Cumulative enrollment as of June 30, 2004 was 6,882.
- 2 Faith-based programs are located in churches, but ECEAP children do not receive any religious education. Additional program settings include colleges/universities, community organization facilities, Educational Service Districts, local governments, tribal organizations, and others.
- 3 Most programs operate 3 or 4 days per week.
- 4 Direct services for children that count toward the 240-hour requirement can include group sessions, home education sessions, and peer experience. Programs must provide a total of 32 weeks of direct services, which may also include educational planning meetings and adult contact.
- 5 Three-year-olds without any environmental or developmental risk factors are accepted only after all eligible 4-year-olds whose families wish to participate have been enrolled. However, of the 3-year-olds enrolled, many have environmental or developmental risk factors and did not have to wait until all 4-year-olds were served. Children who enter the program at age 4 typically stay in the program for 1 year, while children who enter the program at age 3 typically stay for 2 years.
- 6 Ten percent of slots are reserved for children of migrant or seasonal farm workers or Native Americans. Up to 10% of enrollees may exceed income limits if they are at risk due to developmental delays or environmental factors such as domestic violence, foster placement, or homelessness.
- 7 Program standards specify that when it is not possible to maintain group sizes of 18, groups of 24 are permissible. In classes of 18 students, the staff-child ratio must be 1:9, and in classes of 24, the staff-child ratio must be 1:6.
- 8 Programs of less than 4 hours must offer meals and snacks that meet one-third of a child's daily nutritional needs. For programs of more than 4 hours, one-half to two-thirds of a child's daily nutritional needs must be met. The average program offers one meal and one snack during a half-day class.
- 9 Although not required, providing a translator is encouraged and common practice. Many sites have aides and community volunteers that assist with translation for the families.
- 10 Parent involvement activities include opportunities to serve on the policy council and as classroom volunteers.
- 11 ECEAP provides transportation for 42 sites (18%), school districts provide transportation for 102 sites (43%), 39 sites (16%) have other means of transportation, and 56 sites (23%) do not provide transportation.
- 12 The state adopted the Early Learning and Development Benchmarks in June 2005 but has not yet determined how to apply the Benchmarks to ECEAP.
- 13 This figure includes funding from the following sources: State ECEAP, \$26,405,403; state Department of Social and Health Services interagency agreement, \$5,141,990; start-up spending from state Department of Health interagency agreement for Basic Food Nutrition Education Plan (BFNEP), \$28,169; and other funds, \$3,620,054.
- 14 An additional \$383,090 came from unknown sources. Local funding includes: Local Government, \$353,266; and Businesses, \$148,213. State sources include \$701,401 from unknown state agencies.
- 15 A reported \$6,216,655 from in-kind services are from school districts, community based organizations, local government, businesses, and other sources. Since not all contractors report receipt of additional funds and in-kind resources, figures may underestimate total contributions.
- 16 Based on a May 2005 contractor survey, 78 children were being served in ECEAP programs but funded through other sources.
- 17 This statewide average cost-per-slot includes state general funds and DSHS funds to ECEAP only. Grants and other funds developed locally by contractors are not included.
- 18 A multi-day program review is conducted every 4 years for all contractors. Observations are conducted in all classrooms for small contractors and in a randomly selected sample of about 50% of classrooms for large contractors. Document review is also conducted, along with interviews with parents, education staff, family support workers, fiscal officers, and mental health, health, and transportation staff.

WEST VIRGINIA — Public School Early Childhood Education Program 2003–2004

- 1 Programs typically operate 2 full days per week or 4 full days with Friday reserved for activities such as home visits and planning. Some counties offer a full-day, full-week program.
- 2 Hours per week determine the percentage of FTE for which programs receive credit, with 25 hours per week equal to 1 FTE.
- 3 As of July 2004, 3-year-olds are eligible to participate in the program if they have an IEP.
- 4 Children typically attend for 1 year but may attend for 2 years if there is a documentation of need.
- 5 Meals must be offered if the program operates for more than 4 hours per day.
- 6 Expulsion is permitted only if the parent, teacher, and administrator deem the removal to be in the best interest of the child.
- 7 The West Virginia Early Learning Standards Framework (WV ELSF) represents the content standards and objectives (CSOs) for Pre-K, and is a part of the CSOs for Pre-K–grade 12. All Pre-K classrooms are required to use the ELSF. It is cross-referenced to the Head Start Performance Outcomes and the approved curriculum classrooms are required to use.
- 8 The adoption of a curriculum was required for 2003–2004, and the use of its accompanying assessment was required for 2004–2005.
- 9 If the classroom is in a community collaborative (a classroom supported by 2 or more funding sources and located in a public school or community-based setting), the teacher may be on permit, with a minimum of an AA in an approved field and working toward certification. Teachers may be on permit for up to 5 years.
- 10 Documentation of children's learning through the required assessments, annual observations of classroom quality, and annual submission of a county collaborative plan are required as of 2004–2005.
- 11 The West Virginia DOE employs a Technical Assistance Coordinator to provide and coordinate on-site technical assistance to Pre-K classrooms.

WISCONSIN — Four-Year-Old Kindergarten (4K) 2003–2004

- 1 There are 63 children who are served in settings that include 4K, child care, and Head Start.
- 2 There are 5,437 4-year-olds in the state who receive special education, but they may not all be enrolled in 4K.
- 3 The program is funded for a required minimum of 437 hours and 180 days per year. Although districts determine specific weeks and months of operation, most programs operate 2.5 hours per day and 5 days per week. Programs may add 87.5 hours per year for parent outreach.
- 4 Districts claim .5 FTE membership aid when operating 5 days per week or 4 days per week plus 87.5 hours of parent outreach, and .6 FTE when operating 5 days per week plus parent outreach.
- 5 Standard practice is for children to exit the program at age 5.
- 6 Vision, hearing, immunization, and general health screenings are required at kindergarten entrance for all children. Typically, they are provided by family physicians or through the Women, Infants, and Children (WIC) program. LEAs follow up with children who do not receive these services. However, referrals are not mandatory.
- 7 Parent involvement activities are required if the program provides parent outreach. Activities include, but are not limited to, parent/child activities, parent education, and governance activities.
- 8 For the building team model, teachers meet on a regular basis with a team from the school to discuss concerns about a student's academic performance, behavior, learning, or other areas, and to plan strategies for addressing the concerns. The team usually consists of the principal, social worker/counselor, and other teachers.
- 9 Classroom teachers and principals are not permitted to expel children. By state statute, only school boards have the ability to expel a child. School boards must follow due process procedures as defined in the statutes, including a notice, hearing, and appeal process. Statutes define circumstances for expulsion and allow districts to set these policies. Less than 0.1% of children were expelled from programs from Pre-K to 5th grade.
- 10 State statutes require reporting of data including grade level, length of expulsion, reinstatement conditions, and if services were continued.
- 11 Children with disabilities cannot be expelled if the disability is the cause of the behavior leading to the expulsion. Children with disabilities who are expelled for other reasons must still be provided with special education services by the district.
- 12 Accreditation from NAEYC or the North Central Association Commission on Accreditation and School Improvement-Early Childhood Accreditation is considered best practice, but not required.
- 13 As of 2004, new teachers are required to have professional development plans that move them from an initial teacher level to a professional level within 3 to 5 years.
- 14 TANF child care subsidies can be used when children in 4K partnering sites attend full-day child care or Head Start.
- 15 This figure represents 50% of the total district cost per full-time student.

WISCONSIN — State-Funded Head Start Model 2003–2004

- 1 At least 10% of children must have an identified disability.
- 2 Districts are required to provide transportation to 4K programs. When a 4K program partners with Head Start, the agencies determine who is responsible for transportation.
- 3 School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure.
- 4 School districts that are federal Head Start grantees may require an AA degree and assistant teacher license.
- 5 Some in-service activity is required, but the amount is not specified.
- 6 As of 2004, new licensed teachers are required to have professional development plans that move them from an initial teacher level to a professional level within 3 to 5 years.
- 7 4K funds support children with disabilities who are served in 4K programs partnering with Head Start.
- 8 Head Start programs that are also licensed child care programs are subject to the state's child care licensing requirements. When the public school or Cooperative Educational Service Agency (CESA) is the grantee for the Head Start program, the school board or CESA board of controls is responsible for monitoring requirements.

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START				FEDERAL HEAD START						
	State funding (Fiscal Year 2004)	State enrollment: additional funded slots for 3- and 4- year-olds (2004) ¹	State funding (Fiscal Year 2005)	State enrollment: additional funded slots for 3- and 4- year-olds (2005) ¹	Federal funding (Fiscal Year 2004)	Funded enrollment by state (Program Year 2003–2004) ²	American Indian/ Alaska Native enrollment (Program Year 2003–2004) ²		Migrant enrollment (Program Year 2003–2004) ²		
						3-year-olds ³	4-year-olds ³	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama					\$105,500,307	5,538	10,078	0	0	25	14
Alaska	\$6,076,000 ⁴	332	\$6,076,000 ⁴	332	\$12,352,697	471	708	458	588	0	0
Arizona					\$102,022,603	3,536	8,265	1,899	2,999	230	269
Arkansas					\$63,808,419	3,773	6,184	0	0	72	108
California					\$823,694,368	29,608	55,533	328	380	1,322	1,212
Colorado					\$67,676,158	3,093	5,186	101	71	127	126
Connecticut	\$4,521,150	346 ⁵	\$4,521,150 ⁶	346	\$51,400,659	2,584	3,422	0	0	0	0
Delaware	\$4,456,700	843	\$4,903,200	843	\$12,770,909	643	936	0	0	9	5
District of Columbia					\$24,864,991	1,484	1,257	0	0	0	0
Florida					\$260,307,421	11,316	20,289	13	7	947	718
Georgia					\$166,837,016	11,470	9,789	0	0	78	37
Hawaii	\$390,000 ⁷	0 ⁷	\$390,000 ⁷	0 ⁷	\$22,664,976	1,110	1,593	0	0	0	0
Idaho	\$1,500,000	188	\$1,500,000	149	\$22,410,937	502	1,997	71	139	168	211
Illinois					\$267,111,453	13,957	19,271	0	0	92	68
Indiana					\$95,093,413	4,373	7,767	0	0	0	0
Iowa					\$51,049,850	2,618	3,842	0	0	0	0
Kansas					\$50,433,097	2,634	3,654	28	34	0	0
Kentucky					\$106,799,358	5,637	9,097	0	0	17	7
Louisiana					\$144,497,478	8,969	10,440	0	0	10	11
Maine	\$3,605,518 ⁸	301	\$3,600,018 ⁸	301	\$27,343,732	1,211	1,702	37	23	0	0
Maryland	\$3,000,000 ⁹	159	\$3,000,000 ⁹	159	\$77,277,126	4,173	4,645	0	0	17	18
Massachusetts	\$6,140,000 ¹⁰	255	\$6,140,000 ¹⁰	236	\$107,298,837	4,552	6,297	0	0	15	17
Michigan					\$232,214,668	12,824	18,433	161	167	307	260
Minnesota	\$16,475,000	2,010	\$17,100,000	2,048	\$71,119,492	3,529	5,471	290	356	156	150
Mississippi					\$160,120,548	10,262	15,171	112	97	0	0
Missouri					\$117,837,078	6,316	8,488	0	0	0	0
Montana					\$20,746,775	1,035	1,598	464	773	0	0
Nebraska					\$35,709,352	1,665	2,322	58	115	17	16
Nevada					\$23,698,194	986	1,512	164	215	0	0
New Hampshire	\$241,337	0	\$241,337	0	\$13,257,126	483	853	0	0	0	0
New Jersey					\$127,761,210	6,200	7,370	0	0	49	32
New Mexico	\$1,650,000 ¹¹	0	\$1,650,000 ¹¹	0	\$51,789,732	1,781	4,116	577	672	0	0
New York					\$430,086,285	18,100	23,154	102	41	96	104
North Carolina					\$139,359,686	6,213	11,037	109	103	156	139
North Dakota					\$17,009,140	713	1,212	396	469	0	0
Ohio	\$66,987,200	11,102	\$48,752,840	5,196	\$244,101,839	15,054	18,460	0	0	0	0
Oklahoma	\$2,905,620 ¹²	185	\$2,905,620 ¹²	185	\$80,249,056	5,414	6,956	1,120	1,335	0	0
Oregon	\$26,700,000	3,502	\$26,700,000	3,502	\$58,892,507	1,995	3,817	147	176	493	529
Pennsylvania					\$15,000,000	2,486		0	0	73	74
Rhode Island	\$1,828,939	331 ¹³	\$1,828,939	331 ¹³	\$21,802,422	768	1,569	0	0	0	0
South Carolina					\$81,718,067	5,507	5,665	37	45	70	61
South Dakota					\$18,643,605	929	1,330	636	694	0	0
Tennessee					\$118,216,822	5,197	10,173	0	0	42	37
Texas					\$474,091,773	23,639	33,903	13	8	2,202	1,875
Utah					\$37,398,515	1,226	3,606	96	119	81	104
Vermont					\$13,428,786	464	688	0	0	0	0
Virginia					\$98,142,388	4,209	7,247	0	0	49	44
Washington					\$100,192,902	2,873	6,130	415	532	539	576
West Virginia					\$50,152,151	2,609	3,950	0	0	0	0
Wisconsin	\$7,212,500	1,416	\$7,212,500	1,319	\$89,783,879	5,302	6,261	423	385	109	120
Wyoming					\$12,252,314	478	911	89	109	44	36
50 States + DC	\$153,689,964	20,970	\$151,521,604	17,431	\$5,828,994,370 ¹⁵	279,447	419,604	8,347	10,650	7,612	6,978

STATE	Percent of children enrolled full-day, 5 days per week, all ages (Program Year 2003–2004)	AVERAGE SALARIES FOR HEAD START TEACHERS, DIRECTORS, AND ASSISTANT TEACHERS (2004)						
		Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Program directors	Assistant teachers
Alabama	70%	\$19,643	\$17,192	\$19,239	\$23,380	\$26,518	\$61,097	\$13,596
Alaska	7%	\$23,367	\$22,819	\$25,450	\$25,524	NA	\$55,476	\$16,900
Arizona	8%	\$24,448	\$22,082	\$24,530	\$26,631	\$28,244	\$57,451	\$15,975
Arkansas	83%	\$21,186	\$19,002	\$21,733	\$25,256	\$29,116	\$50,584	\$13,941
California	24%	\$27,478	\$26,508	\$26,695	\$31,099	\$37,018	\$72,591	\$17,636
Colorado	14%	\$23,530	\$19,537	\$21,027	\$25,230	\$32,041	\$49,789	\$14,555
Connecticut	56%	\$29,273	\$22,657	\$24,992	\$28,759	\$36,396	\$62,544	\$17,522
Delaware	23%	\$18,609	\$14,489	\$17,868	\$19,283	\$19,305	\$49,361	\$13,810
District of Columbia	26%	\$32,822	\$24,060	\$26,230	\$34,636	\$44,660	\$76,190	\$21,946
Florida	89%	\$23,486	\$20,326	\$21,729	\$28,091	\$36,137	\$61,220	\$16,704
Georgia	86%	\$23,157	\$18,920	\$22,949	\$28,339	\$34,688	\$63,644	\$15,308
Hawaii	38%	\$30,318	\$29,496	\$30,830	\$32,536	\$45,000	\$58,379	\$20,261
Idaho	7%	\$18,760	\$15,882	\$18,856	\$19,252	\$22,481	\$51,119	\$11,895
Illinois	40%	\$24,132	\$20,398	\$22,554	\$25,393	\$29,913	\$54,678	\$16,919
Indiana	20%	\$21,482	\$17,418	\$19,866	\$22,897	\$28,374	\$50,720	\$14,143
Iowa	36%	\$22,395	\$17,856	\$18,473	\$23,010	\$30,031	\$50,617	\$13,890
Kansas	16%	\$24,516	\$22,140	\$21,389	\$25,269	\$32,945	\$52,916	\$12,932
Kentucky	34%	\$22,575	\$17,366	\$19,894	\$25,164	\$34,843	\$57,542	\$12,697
Louisiana	76%	\$21,454	\$19,081	\$20,693	\$23,336	\$24,478	\$50,411	\$13,591
Maine	20%	\$23,404	\$21,808	\$22,345	\$23,464	\$25,467	\$50,678	\$16,070
Maryland	51%	\$27,804	\$20,311	\$22,716	\$30,338	\$37,761	\$54,994	\$15,637
Massachusetts	31%	\$23,458	\$21,694	\$23,311	\$25,602	\$25,064	\$58,259	\$16,487
Michigan	15%	\$28,335	\$21,940	\$23,939	\$29,325	\$38,159	\$60,274	\$16,304
Minnesota	9%	\$23,067	\$20,878	\$21,575	\$23,406	\$27,883	\$50,736	\$15,696
Mississippi	72%	\$18,341	\$16,998	\$17,611	\$20,170	\$21,393	\$63,038	\$12,346
Missouri	30%	\$20,900	\$17,920	\$21,067	\$23,192	\$28,047	\$52,210	\$14,199
Montana	15%	\$17,219	\$15,853	\$18,075	\$19,528	\$21,501	\$45,486	\$11,968
Nebraska	23%	\$21,478	\$21,212	\$19,989	\$23,251	\$34,394	\$45,854	\$12,526
Nevada	8%	\$23,861	\$22,996	\$25,493	\$24,310	\$31,702	\$52,355	\$15,861
New Hampshire	14%	\$20,935	\$21,503	\$19,994	\$22,204	\$20,793	\$52,305	\$13,383
New Jersey	83%	\$31,603	\$23,959	\$26,285	\$34,189	\$42,081	\$67,663	\$18,003
New Mexico	29%	\$21,877	\$19,337	\$21,210	\$27,261	\$34,499	\$50,784	\$13,849
New York	48%	\$31,000	\$21,466	\$23,729	\$30,039	\$35,877	\$58,916	\$19,595
North Carolina	85%	\$21,728	\$17,970	\$19,299	\$23,597	\$34,025	\$52,684	\$15,092
North Dakota	19%	\$23,746	\$20,849	\$22,351	\$24,834	\$32,897	\$47,651	\$14,569
Ohio	25%	\$21,573	\$19,022	\$21,155	\$23,621	\$38,116	\$61,764	\$14,782
Oklahoma	51%	\$21,945	\$19,465	\$21,770	\$25,057	\$26,534	\$46,888	\$14,887
Oregon	15%	\$24,259	\$21,899	\$23,281	\$24,247	\$24,641	\$54,411	\$15,923
Pennsylvania	36%	\$22,265	\$20,066	\$19,978	\$22,669	\$28,579	\$53,377	\$14,037
Rhode Island	28%	\$24,048	\$17,811	\$22,903	\$27,494	\$40,645	\$60,040	\$14,810
South Carolina	87%	\$19,926	\$15,655	\$17,524	\$18,989	\$18,461	\$59,806	\$12,387
South Dakota	14%	\$21,174	\$19,181	\$19,266	\$22,905	\$29,669	\$43,181	\$13,406
Tennessee	46%	\$22,292	\$18,011	\$21,218	\$25,623	\$31,461	\$56,815	\$14,121
Texas	71%	\$27,281	\$19,694	\$21,583	\$30,203	\$35,864	\$57,795	\$13,952
Utah	11%	\$19,259	\$17,391	\$18,039	\$20,816	\$26,425	\$55,173	\$14,404
Vermont	23%	\$21,760	\$22,092	\$20,309	\$22,285	\$20,939	\$51,060	\$16,184
Virginia	57%	\$26,004	\$20,645	\$21,992	\$27,773	\$35,408	\$56,461	\$14,983
Washington	18%	\$23,725	\$22,177	\$23,896	\$25,387	\$31,005	\$55,337	\$16,474
West Virginia	18%	\$23,403	\$15,709	\$17,903	\$23,269	\$35,647	\$47,391	\$14,607
Wisconsin	14%	\$25,734	\$21,166	\$21,677	\$27,093	\$32,372	\$54,771	\$15,759
Wyoming	6%	\$21,808	\$18,003	\$20,454	\$24,048	\$23,771	\$44,147	\$12,962
50 States + DC	47% ¹⁴	\$24,556	\$20,286	\$22,045	\$26,348	\$32,878	\$56,696	\$15,574

APPENDIX B: HEAD START DATA continued

Source:

Data from Head Start Program Information Reports (PIR) for 2003–2004, unless otherwise noted.

Notes:

- 1 Several states providing Head Start supplements were not able to report the number of children served with these state funds. In some cases, this was because a portion of state funds were used to enhance services for federally funded Head Start participants rather than for separate, additional slots. For these states, enrollment was estimated based on non-ACYF funded enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2003–2004 Head Start PIR.
- 2 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.
- 3 Funded enrollment was not available by single year of age. Data shown here are estimates, calculated based on the percentage of total actual enrollment represented by 3-year-olds and by 4-year-olds in the 2003–2004 program year and the total ACYF-funded enrollment by state as reported on the 2003–2004 Head Start PIR.
- 4 State Head Start funds in Alaska were used for quality improvements such as professional development and to support a school readiness initiative. Some funds may support additional slots, but the state does not track these data.
- 5 A total of 368 full-day and 17 part-day slots in Head Start were fully supported by state funds in Connecticut during 2003–2004.
- 6 The amount of the 2004–2005 state Head Start supplement was not available at press time. This figure is an estimate based on flat funding for the previous two fiscal years.
- 7 Hawaii did not provide data regarding its state Head Start supplement during fiscal years 2004 or 2005. These figures are based on fiscal year 2003.
- 8 State funds in Maine are distributed to federal Head Start grantees and support full-day, full-year services for infants, toddlers, and preschoolers.
- 9 Maryland's state Head Start funds were also used for professional development, parent education, mental health services, expanded transitional services, and literacy projects. In addition, funds were devoted to summer care, extended-day, or extended-year services.
- 10 Most state funds in Massachusetts (\$4.43 million) supported staff salaries. The remainder (\$1.71 million) was devoted to program expansion. Massachusetts increased its state Head Start supplement by \$1,000,000 for fiscal year 2006.
- 11 State Maintenance of Effort funds for TANF are used in New Mexico to extend the Head Start day, but not to create additional slots.
- 12 Oklahoma used its state Head Start funds to extend services, increase enrollment, and improve quality.
- 13 A total of 400 new slots in Head Start were supported by state supplement funds in Rhode Island. Additional costs were covered through Medicaid.
- 14 Data on the percentage of children enrolled in full-time programs include Puerto Rico and other US territories.
- 15 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 \$6,773,909,000 in FY 2004.

APPENDIX C: CHILD CARE DATA

STATE	INCOME ELIGIBILITY LIMIT FOR CHILD CARE ASSISTANCE FOR A FAMILY OF 3 (AS OF OCTOBER 1, 2003)		
	Eligibility limit as annual income figure	Eligibility limit as monthly income figure	Eligibility limit as percent of state median income (SMI)
Alabama	\$19,836	\$1,653	43%
Alaska	\$46,236	\$3,853	77%
Arizona	\$25,188	\$2,099	53%
Arkansas	\$24,108	\$2,009	60%
California	\$35,100	\$2,925	75%
Colorado	\$34,344	\$2,862	61%
Connecticut	\$34,668	\$2,889	50%
Delaware	\$30,528	\$2,544	52%
Florida	\$30,516	\$2,543	66%
Georgia	\$24,420	\$2,035	46%
Hawaii	\$44,136	\$3,678	85%
Idaho	\$20,472	\$1,706	45%
Illinois	\$27,936	\$2,328	50%
Indiana	\$19,380	\$1,615	37%
Iowa	\$21,360	\$1,780	41%
Kansas	\$28,236	\$2,353	59%
Kentucky	\$22,896	\$1,908	50%
Louisiana	\$31,152	\$2,596	75%
Maine	\$40,116	\$3,343	85%
Maryland	\$29,988	\$2,499	50%
Massachusetts	\$28,968	\$2,414	50%
Michigan	\$23,880	\$1,990	41%
Minnesota	\$26,700	\$2,225	44%
Mississippi	\$30,156	\$2,513	85%
Missouri	\$17,784	\$1,482	35%
Montana	\$22,536	\$1,878	56%
Nebraska	\$17,556	\$1,463	37%
Nevada	\$37,344	\$3,112	75%
New Hampshire	\$28,884	\$2,407	48%
New Jersey	\$38,148	\$3,179	58%
New Mexico	\$30,520	\$2,543	72%
New York	\$30,516	\$2,543	56%
North Carolina	\$35,352	\$2,946	75%
North Dakota	\$29,556	\$2,463	64%
Ohio	\$15,264	\$1,272	28%
Oklahoma	\$33,900	\$2,825	83%
Oregon	\$22,896	\$1,908	46%
Pennsylvania	\$30,520	\$2,543	55%
Rhode Island	\$34,332	\$2,861	58%
South Carolina	\$22,896	\$1,908	48%
South Dakota	\$30,528	\$2,544	61%
Tennessee	\$28,260	\$2,355	60%
Texas	\$40,416	\$3,368	85%
Utah	\$26,928	\$2,244	56%
Vermont	\$31,032	\$2,586	83%
Virginia	\$22,896	\$1,908	39%
Washington	\$30,528	\$2,544	57%
West Virginia	\$21,228	\$1,769	51%
Wisconsin	\$28,236	\$2,353	51%
Wyoming	\$30,528	\$2,544	65%

Data Sources

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NR=Not regulated

APPENDIX C: CHILD CARE DATA continued

STATE	FUNDING FOR CHILD CARE (FY 2004)						
	Child Care and Development Fund: Federal allocations ¹	Child Care and Development Fund: State maintenance of effort	Child Care and Development Fund: State matching funds	Total CCDF funding (federal and state)	TANF transfers to the Child Care and Development Fund	Percent of total TANF transferred to CCDF	TANF direct spending on child care
Alabama	\$107,455,610	\$6,896,417	\$7,150,220	\$121,502,247	\$19,913,961	19%	\$0
Alaska	\$25,941,046	\$3,769,058	\$3,578,355	\$33,288,459	\$15,380,000	6%	\$4,152,536
Arizona	\$125,339,687	\$10,032,936	\$25,035,095	\$160,407,718	\$0	0%	\$0
Arkansas	\$57,801,935	\$1,886,543	\$5,723,966	\$65,412,444	\$16,202,199	25%	\$0
California	\$980,897,195	\$85,593,217	\$564,317,681	\$1,630,808,093	\$305,203,000	8%	\$155,725,389
Colorado	\$76,139,278	\$8,985,901	\$37,478,054	\$122,603,233	\$28,089,730	19%	\$0
Connecticut	\$51,487,607	\$46,773,803	\$17,915,835	\$116,177,245	\$0	0%	\$0
Delaware	\$14,416,883	\$21,352,800	\$3,975,566	\$39,745,249	\$3,215,000	10%	\$0
Florida	\$377,669,658	\$33,415,872	\$56,673,093	\$467,758,623	\$122,549,160	19%	\$1,527,619
Georgia	\$156,396,882	\$23,736,382	\$32,137,883	\$212,271,147	\$29,700,000	8%	\$0
Hawaii	\$24,457,091	\$4,971,630	\$3,388,373	\$32,817,094	\$7,780,000	8%	\$0
Idaho	\$31,128,000	\$1,175,819	\$3,144,004	\$35,447,823	\$6,782,121	19%	\$0
Illinois	\$203,274,188	\$56,873,825	\$67,552,527	\$327,700,540	\$0	0%	\$0
Indiana	\$123,347,627	\$15,356,947	\$19,816,128	\$158,520,702	\$4,052,906	2%	\$0
Iowa	\$70,139,950	\$6,306,877	\$9,818,966	\$86,265,793	\$27,552,754	20%	\$0
Kansas	\$64,073,887	\$7,504,256	\$9,009,566	\$80,587,709	\$21,459,991	21%	\$0
Kentucky	\$108,329,960	\$7,274,537	\$8,117,765	\$123,722,262	\$46,324,247	25%	\$1,279,902
Louisiana	\$113,177,713	\$5,219,488	\$6,858,836	\$125,256,037	\$22,121,018	12%	\$0
Maine	\$26,049,417	\$2,360,413	\$3,461,085	\$31,870,915	\$7,710,958	10%	\$3,274,484
Maryland	\$92,009,925	\$23,301,407	\$26,744,462	\$142,055,794	\$20,269,279	8%	\$0
Massachusetts	\$194,195,057	\$44,973,368	\$31,662,407	\$270,830,832	\$91,874,224	20%	\$6,974,595
Michigan	\$154,458,006	\$24,411,364	\$48,900,860	\$227,770,230	\$0	0%	\$32,815,726
Minnesota	\$82,210,391	\$19,690,299	\$25,095,300	\$126,995,990	\$25,012,000	9%	\$0
Mississippi	\$60,661,117	\$1,715,430	\$5,525,736	\$67,902,283	\$2,828,019	3%	\$1,962,657
Missouri	\$121,491,508	\$16,548,755	\$17,752,351	\$155,792,614	\$25,042,439	11%	\$0
Montana	\$18,359,536	\$1,313,990	\$1,680,329	\$21,353,855	\$2,000,000	4%	\$0
Nebraska	\$40,903,346	\$6,049,353	\$5,971,980	\$52,924,679	\$9,000,000	15%	\$0
Nevada	\$13,851,805	\$2,580,521	\$4,566,696	\$20,999,022	\$0	0%	\$0
New Hampshire	\$15,127,649	\$4,581,870	\$6,131,836	\$25,841,355	\$146,703	0%	\$0
New Jersey	\$152,800,467	\$26,374,178	\$43,970,198	\$223,144,843	\$51,153,055	12%	\$11,069,079
New Mexico	\$71,085,862	\$3,569,590	\$3,441,552	\$78,097,004	\$33,049,543	28%	\$0
New York	\$819,893,029	\$101,983,998	\$110,749,704	\$1,032,626,731	\$408,000,000	17%	\$0
North Carolina	\$265,823,412	\$37,927,282	\$25,551,351	\$329,302,045	\$83,763,165	25%	\$0
North Dakota	\$10,927,695	\$1,017,036	\$1,678,688	\$13,623,419	\$0	0%	\$0
Ohio	\$198,370,336	\$52,214,392	\$40,550,029	\$291,134,757	\$0	0%	\$0
Oklahoma	\$102,837,576	\$10,630,233	\$7,455,690	\$120,923,499	\$29,518,846	20%	\$0
Oregon	\$51,298,897	\$11,714,966	\$9,158,431	\$72,172,294	\$0	0%	\$7,776,525
Pennsylvania	\$321,205,917	\$46,629,051	\$55,821,843	\$423,656,811	\$165,899,000	23%	\$0
Rhode Island	\$30,212,294	\$5,321,126	\$3,818,993	\$39,352,413	\$94,255,831	14%	\$0
South Carolina	\$66,720,597	\$4,085,269	\$9,335,959	\$80,141,825	\$1,300,000	1%	\$0
South Dakota	\$13,951,494	\$802,914	\$2,033,735	\$16,788,143	\$0	0%	\$0
Tennessee	\$170,994,717	\$18,975,782	\$15,290,121	\$205,260,620	\$54,064,923	24%	\$468,241
Texas	\$391,328,745	\$34,681,426	\$79,282,764	\$505,292,935	\$0	0%	\$0
Utah	\$39,629,447	\$4,474,923	\$1,501,986	\$45,606,356	\$0	0%	\$5,013,825
Vermont	\$19,036,655	\$9,465,244	\$1,706,754	\$30,208,653	\$9,224,074	17%	\$0
Virginia	\$121,962,310	\$21,328,762	\$33,777,140	\$177,068,212	\$16,816,255	10%	\$0
Washington	\$203,802,916	\$38,707,605	\$30,299,650	\$272,810,171	\$95,537,933	25%	\$0
West Virginia	\$30,159,985	\$2,971,392	\$2,570,112	\$35,701,489	\$0	0%	\$1,258,727
Wisconsin	\$143,081,244	\$16,449,406	\$29,190,391	\$188,721,041	\$65,198,737	20%	\$0
Wyoming	\$13,484,110	\$1,553,707	\$1,150,267	\$16,188,084	\$0	0%	\$0

Data Sources

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NR=Not regulated

STATE	MAXIMUM CHILD: STAFF RATIOS IN CHILD CARE CENTERS (FEBRUARY 2004)		MAXIMUM GROUP SIZE IN CHILD CARE CENTERS (FEBRUARY 2004)	
	For 3-year-olds	For 4-year-olds	For 3-year-olds	For 4-year-olds
Alabama	10:1	16:1	NR	NR
Alaska	10:1	10:1	20	20
Arizona	13:1	15:1	NR	NR
Arkansas	12:1	15:1	24	30
California	12:1	12:1	NR	NR
Colorado	10:1	12:1	20	24
Connecticut	10:1	10:1	20	20
Delaware	12:1	15:1	NR	NR
Florida	15:1	20:1	NR	NR
Georgia	15:1	18:1	30	36
Hawaii	12:1	16:1	NR	NR
Idaho	12:1	12:1	NR	NR
Illinois	10:1	10:1	20	20
Indiana	10:1	12:1	20	24
Iowa	8:1	12:1	NR	NR
Kansas	12:1	12:1	24	24
Kentucky	12:1	14:1	24	28
Louisiana	13:1	15:1	13	15
Maine	8:1	10:1	24	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	9:1	13:1	18	20
Texas	15:1	18:1	30	35
Utah	12:1	15:1	24	30
Vermont	10:1	10:1	20	20
Virginia	10:1	12:1	NR	NR
Washington	10:1	10:1	20	20
West Virginia	10:1	12:1	20	24
Wisconsin	10:1	13:1	20	24
Wyoming	10:1	12:1	24	30

Data sources
NR=Not regulated

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APPENDIX C: CHILD CARE DATA continued

STATE	CHILD CARE STAFF PRE-SERVICE QUALIFICATIONS (FEBRUARY 2004)				
	Child care center teachers: education/training requirements	Child care center teachers: experience required?	Child care center directors: education/training requirements	Child care center directors: experience required?	Average annual child care worker salaries (2003)
Alabama	12 hrs CC training	N	124 hrs CC training	Y (1 year)	\$12,348
Alaska	None	N	CDA	N	\$15,982
Arizona	None	N	60 hrs ECE/CD training	Y (2 years)	\$15,235
Arkansas	None	N	None	N	\$12,320
California	6 ECE/CD credits	N	12 EC credits	Y (4 years)	\$19,761
Colorado	None	N	18 ECE credits	Y (2 years)	\$16,849
Connecticut	None	N	CDA	Y (1,080 hrs)	\$16,904
Delaware	Vocational CC program	Y (6 months)	CDA	Y (2 years)	\$15,284
Florida	None	N	State Director's credential	N	\$15,259
Georgia	None	N	None	N	\$14,315
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)	\$18,014
Idaho	None	N	None	N	\$11,470
Illinois	CDA or CCP certification	N	CDA or CCP + 12 credits	Y (2 years)	\$16,683
Indiana	None	N	AA in ECE	Y (3 years)	\$14,146
Iowa	None	N	75 hrs CD training	Y (> 1 year)	\$10,812
Kansas	CDA	Y (1 year)	CDA	Y (1 year)	\$12,640
Kentucky	None	N	None	N	\$12,319
Louisiana	None	N	30 hrs ECE	Y (1 year)	\$12,017
Maine	None	N	135 hrs training	Y (5 years)	\$15,369
Maryland	90 hrs ECD training	Y (1 year)	90 hrs ECD training	N	\$16,708
Massachusetts	2 yr CC course	N	CDA + 5 CD/ECE credits	Y (33 months)	\$20,625
Michigan	None	N	CDA + 12 child-related credits	N	\$14,775
Minnesota	CDA	Y (1,560 hrs)	90 hrs CD or Human Relations	Y (1,040 hrs)	\$16,183
Mississippi	None	N	CDA or CCP credential	Y (2 years)	\$13,422
Missouri	None	N	CDA + 6 child-related credits	Y (1 year)	\$13,486
Montana	None	N	None	N	\$11,484
Nebraska	None	N	None	N	\$12,548
Nevada	None	N	CDA	N	\$14,606
New Hampshire	2 yr CC course	N	CDA	Y (4,000 hrs)	\$16,038
New Jersey	CDA or CCP certification	N	None	N	\$18,937
New Mexico	None	N	1-year vocational certificate	Y (2 years)	\$14,344
New York	None	N	CDA	Y (4 years)	\$19,203
North Carolina	None	N	CDA	N	\$14,932
North Dakota	None	N	CDA	Y (1 year)	\$10,183
Ohio	None	N	CDA	Y (2 years)	\$15,190
Oklahoma	None	N	None	N	\$11,939
Oregon	None	N	None	N	\$15,699
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)	\$14,662
Rhode Island	None	Y (3 years)	6 college courses in ECE/CD	Y (5 years)	\$17,648
South Carolina	None	N	None	N	\$12,946
South Dakota	None	N	None	N	\$12,365
Tennessee	None	N	TECTA certificate + 4 hrs training	N	\$12,838
Texas	8 hrs EC training	N	CDA	Y (2 years)	\$14,008
Utah	None	N	CDA, CCP, or NAC credential	N	\$12,247
Vermont	CDA	N	CDA	Y (2 years)	\$14,975
Virginia	None	N	None	N	\$15,187
Washington	None	N	CDA	Y (2 years)	\$15,087
West Virginia	None	N	None	N	\$11,788
Wisconsin	4 ECE credits	Y (80 days)	2 ECE courses	Y (80 days)	\$14,831
Wyoming	None	N	100 hrs training	Y (1 year)	\$15,917

Data Source
NR=Not regulated

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Data Sources:

- a** Information was compiled from state CCDF plans, FY 2004–2005.
- b** Data were retrieved from the U. S. Department of Health and Human Services web site at <http://www.acf.hhs.gov>.
- c** LeMoine, S. (2004). Compiled from licensing regulations posted on the National Resource Center for Health and Safety in Child Care web site: <http://nrc.uchsc.edu>.
- d** U.S. Department of Labor, Bureau of Labor Statistics (2003). Available at <http://www.bls.gov>.

Notes:

- i** These data represent the sums of mandatory, discretionary, and federal shares of the matching funds.

APPENDIX D: U.S. CENSUS POPULATION ESTIMATES

STATE	NUMBERS OF 3- AND 4-YEAR-OLDS, BY STATE					
	3-year-olds		4-year-olds		Total 3- and 4-year-olds	
	2003	2004	2003	2004	2003	2004
Alabama	59,138	60,422	58,077	58,839	117,215	119,261
Alaska	9,569	10,023	9,465	9,585	19,034	19,608
Arizona	85,215	90,642	82,982	86,532	168,197	177,174
Arkansas	36,608	37,376	36,335	36,473	72,943	73,849
California	497,959	530,326	488,718	503,332	986,677	1,033,658
Colorado	64,829	69,063	62,730	65,598	127,559	134,661
Connecticut	42,619	42,606	43,788	42,951	86,407	85,557
Delaware	10,303	10,758	10,166	10,213	20,469	20,971
Florida	208,003	223,482	203,064	212,607	411,067	436,089
Georgia	128,495	138,476	123,899	129,547	252,394	268,023
Hawaii	15,663	17,656	15,078	15,623	30,741	33,279
Idaho	20,265	20,692	20,066	20,288	40,331	40,980
Illinois	174,184	180,947	171,322	174,304	345,506	355,251
Indiana	87,135	87,400	86,458	87,413	173,593	174,813
Iowa	35,861	35,663	36,033	35,395	71,894	71,058
Kansas	37,242	37,508	37,121	36,817	74,363	74,325
Kentucky	53,319	53,761	53,121	53,068	106,440	106,829
Louisiana	63,154	64,804	62,092	62,558	125,246	127,362
Maine	13,473	13,442	13,825	13,503	27,298	26,945
Maryland	71,989	75,862	71,033	72,838	143,022	148,700
Massachusetts	76,789	80,003	76,233	76,334	153,022	156,337
Michigan	130,891	132,296	131,527	131,376	262,418	263,672
Minnesota	64,664	65,584	64,474	64,370	129,138	129,954
Mississippi	40,882	42,096	40,048	40,539	80,930	82,635
Missouri	72,577	74,063	72,827	72,082	145,404	146,145
Montana	10,395	10,454	10,552	10,269	20,947	20,723
Nebraska	23,225	23,958	23,073	23,008	46,298	46,966
Nevada	32,733	34,546	32,289	33,708	65,022	68,254
New Hampshire	14,455	14,920	14,949	14,654	29,404	29,574
New Jersey	112,613	115,565	112,356	113,575	224,969	229,140
New Mexico	26,240	26,636	26,030	26,016	52,270	52,652
New York	239,143	250,740	234,465	239,100	473,608	489,840
North Carolina	117,540	123,709	113,869	118,853	231,409	242,562
North Dakota	7,103	7,009	7,172	6,903	14,275	13,912
Ohio	146,905	148,090	146,513	146,278	293,418	294,368
Oklahoma	47,000	48,162	46,887	46,323	93,887	94,485
Oregon	45,502	45,696	45,280	45,752	90,782	91,448
Pennsylvania	141,869	143,960	142,033	142,850	283,902	286,810
Rhode Island	12,183	12,409	12,531	12,263	24,714	24,672
South Carolina	55,263	56,999	53,683	55,522	108,946	112,521
South Dakota	10,094	10,128	10,111	9,968	20,205	20,096
Tennessee	75,291	77,347	74,319	75,055	149,610	152,402
Texas	349,158	371,685	336,213	349,715	685,371	721,400
Utah	45,110	46,387	43,458	44,500	88,568	90,887
Vermont	6,269	6,304	6,519	6,271	12,788	12,575
Virginia	96,614	101,429	94,774	97,221	191,388	198,650
Washington	78,503	78,839	78,692	78,456	157,195	157,295
West Virginia	20,110	20,172	19,977	20,023	40,087	40,195
Wisconsin	67,208	67,734	67,425	66,958	134,633	134,692
Wyoming	5,970	5,934	6,082	5,852	12,052	11,786
50 states	3,887,322	4,043,763	3,829,734	3,901,278	7,717,056	7,945,041

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