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APPENDIX A: STATE SURVEY DATA 2020-2021

ACCESS

STATE	Name of state-funded preschool program
Alabama	Alabama First Class Pre-K Program
Alaska	Alaska Pre-Elementary Programs
Arizona	Quality First Scholarships
Arkansas	Arkansas Better Chance/ Arkansas Better Chance for School Success
California CSPP	California State Preschool Program (CSPP)
California TK	California Transitional Kindergarten (TK) Program
Colorado	Colorado Preschool Program
Connecticut CDCC	Connecticut Child Day Care Contracts
Connecticut SR	Connecticut School Readiness
Connecticut Smart Start	Connecticut Smart Start
Delaware	Delaware Early Childhood Assistance Program (ECAP)
District of Columbia	District of Columbia Universal Pre-K
Florida	Florida Voluntary Prekindergarten Program ¹
Georgia	Georgia's Pre-K Program
Hawaii EOEL	Hawaii's Executive Office on Early Learning Public Prekindergarten Program
Hawaii SPCSP	Hawaii State Public Charter School Early Learning Program
Illinois	Illinois Preschool for All and Preschool Expansion
Iowa Shared Visions	Iowa Shared Visions
Iowa SWVPP	Iowa Statewide Voluntary Preschool Program
Kansas	Preschool Offered by Public School Districts
Kentucky	Kentucky Preschool Program
Louisiana 8(g)	Louisiana 8(g) Student Enhancement Block Grant Program
Louisiana LA 4	Cecil J. Picard LA 4 Early Childhood Program
Louisiana NSECD	Louisiana Nonpublic Schools Early Childhood Development Program (NSECD)
Maine	Maine Public Preschool Program
Maryland	Maryland Prekindergarten Program
Massachusetts UPK	Massachusetts Universal Pre-Kindergarten
Massachusetts Chapter 70	Massachusetts Chapter 70
Michigan GSRP	Michigan Great Start Readiness Program
Michigan DK	Michigan Developmental Kindergarten
Minnesota HdSt	Minnesota Head Start
Minnesota VPK/SRP	Minnesota Voluntary Prekindergarten and School Readiness Plus
Mississippi	Mississippi Early Learning Collaborative
Missouri PP	Missouri Preschool Program
Missouri Pre-K FF	Missouri Pre-K Foundation Formula
Nebraska	Nebraska Early Childhood Education Program
Nevada	Nevada Ready! State Pre-K
New Jersey Expansion	New Jersey Preschool Expansion Program (Former Abbott Preschool Program)
New Jersey ECPA	New Jersey Former Non-Abbott Early Childhood Program Aid
New Jersey ELLI	New Jersey Former Early Launch to Learning Initiative
New Mexico	New Mexico PreK (4s) and NM Early Prek (3s) and NM Mixed Age PreK (3s & 4s)
New York	New York State Administered Prekindergarten Program
North Carolina	North Carolina Pre-Kindergarten Program
North Dakota	North Dakota Early Childhood Grant Program
Ohio	Ohio Early Childhood Education
Oklahoma	Oklahoma Early Childhood Four-Year-Old Program
Oregon Pre-K	Oregon Pre-Kindergarten
Oregon Preschool Promise	Oregon Preschool Promise
Pennsylvania RTL	Pennsylvania Ready to Learn Block Grant
Pennsylvania HSSAP	Pennsylvania Head Start Supplemental Assistance Program
Pennsylvania K4 & SBPK	Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K
Pennsylvania PKC	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island State Pre-Kindergarten Program
South Carolina	South Carolina Child Early Reading Development and Education Program (CERDEP)/South Carolina EIA Child Development Program (EIA 4K)
Tennessee	Tennessee Voluntary Pre-K (VPK)
Texas	Texas Public School Prekindergarten
Utah	Expanded Student Access to High Quality School Readiness Programs (ESA)
Vermont	Vermont Universal Prekindergarten Education (Act 166)
Virginia	Virginia Preschool Initiative
Washington ECEAP	Early Childhood Education and Assistance Program (ECEAP)
Washington TK	Transitional Kindergarten
West Virginia	West Virginia Universal Pre-K
Wisconsin	Wisconsin Four-Year-Old Kindergarten (4K)
Guam	Guam Department of Education Pilot Prekindergarten Program

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	State agency with administrative authority over state preschool
Alabama	Alabama Department of Early Childhood Education ¹
Alaska	Alaska Department of Education and Early Development
Arizona	First Things First
Arkansas	Arkansas Department of Education, Division of Elementary and Secondary Education ¹
California CSPP	California Department of Education (CDE)
California TK	California Department of Education (CDE)
Colorado	Colorado Department of Education
Connecticut CDCC	Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood) ¹
Connecticut SR	Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood) ¹
Connecticut Smart Start	Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood) ¹
Delaware	Delaware Department of Education, Office of Early Learning
District of Columbia	Office of the State Superintendent of Education ¹
Florida	Florida Department of Education, Office of Early Learning
Georgia	Georgia Department of Early Care and Learning: Bright from the Start (State Office of School Readiness or Early Learning) ¹
Hawaii EOEL	Executive Office on Early Learning (State Office of School Readiness or Early Learning) ¹
Hawaii SPCSP	State Public Charter School Commission
Illinois	Illinois State Board of Education
Iowa Shared Visions	Iowa Department of Education
Iowa SWVPP	Iowa Department of Education
Kansas	Kansas State Department of Education ¹
Kentucky	Kentucky Department of Education, Office of Special Education and Early Learning, Division of IDEA Implementation and Early Learning, School Readiness Branch
Louisiana 8(g)	Louisiana Board of Elementary and Secondary Education ¹
Louisiana LA 4	Louisiana Department of Education
Louisiana NSECD	Louisiana Department of Education
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts UPK	Massachusetts Department of Early Education and Care
Massachusetts Chapter 70	Massachusetts Department of Elementary and Secondary Education
Michigan GSRP	Michigan Department of Education, Office of Great Start, Preschool and Out-of-School Time Learning
Michigan DK	Michigan Department of Education, Office of State Aid & School Finance and Office of Preschool and Out-of-School Time Learning
Minnesota HdSt	Minnesota State Head Start Collaboration Office within Early Learning Services Division of the Minnesota Department of Education
Minnesota VPK/SRP	Minnesota Department of Education, Early Learning Services Division ¹
Mississippi	Mississippi Department of Education
Missouri PP	Missouri Department of Elementary and Secondary Education
Missouri Pre-K FF	Missouri Department of Elementary and Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Nevada Department of Education, Office of Early Learning and Development
New Jersey Expansion	New Jersey Department of Education ¹
New Jersey ECPA	New Jersey Department of Education ¹
New Jersey ELLI	New Jersey Department of Education ¹
New Mexico	New Mexico Early Childhood Education and Care Department (State Office of School Readiness or Early Learning) ¹
New York	New York State Education Department
North Carolina	North Carolina Department of Health and Human Services, Division of Child Development and Early Education ¹
North Dakota	North Dakota Department of Commerce, Workforce Development Division ¹
Ohio	Ohio Department of Education, Office for Early Learning and School Readiness
Oklahoma	Oklahoma State Department of Education
Oregon Pre-K	Oregon Department of Education, Early Learning Division ¹
Oregon Preschool Promise	Oregon Department of Education, Early Learning Division ¹
Pennsylvania RTL	Pennsylvania Department of Education
Pennsylvania HSSAP	Pennsylvania Department of Education, Office of Child Development and Early Learning
Pennsylvania K4 & SBPK	Pennsylvania Department of Education
Pennsylvania PKC	Pennsylvania Department of Education, Office of Child Development and Early Learning
Rhode Island	Rhode Island Department of Education
South Carolina	South Carolina Department of Education, Office of Early Learning and Literacy; South Carolina First Steps for School Readiness (State Office of School Readiness or Early Childhood) ¹
Tennessee	Tennessee Department of Education
Texas	Texas Education Agency, Early Childhood Education Division
Utah	Utah State Board of Education; Department of Workforce Services, Office of Child Care ¹
Vermont	Vermont Agency of Education; Vermont Agency of Human Services
Virginia	Virginia Department of Education, Division of School Readiness ¹
Washington ECEAP	Department of Children, Youth, and Families (DCYF) ¹
Washington TK	Office of Superintendent of Public Instruction
West Virginia	West Virginia Department of Education, Office of Early and Elementary Services; West Virginia Department of Health and Human Resources, Division of Early Care and Education ¹
Wisconsin	Wisconsin Department of Public Instruction
Guam	Guam Department of Education ¹

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Geographic availability of program
Alabama	67 out of 67 counties (100%) ²
Alaska	17 of 54 school districts (31%) ¹
Arizona	23 out of 28 Regional Partnership Councils (82%) ¹
Arkansas	74 out of 75 counties (99%) ²
California CSPP	57 out of 58 counties (98%)
California TK	58 out of 58 counties (100%)
Colorado	176 out of 179 school districts (98%) ¹
Connecticut CDCC	47 out of 169 towns/communities (28%) ²
Connecticut SR	67 out of 169 towns/communities (40%) ²
Connecticut Smart Start	23 out of 169 towns/communities (14%) ²
Delaware	3 out of 3 counties (100%)
District of Columbia	8 out of 8 wards (100%) ²
Florida	67 out of 67 counties (100%)
Georgia	159 out of 159 counties (100%)
Hawaii EOEL	1 out of 1 school district (100%)
Hawaii SPCSP	8 out of 15 complex areas (53%) ¹
Illinois	100 out of 102 counties (98%) ¹
Iowa Shared Visions	29 out of 99 counties (29%) ¹
Iowa SWVPP	322 out of 327 school districts (98%) ¹
Kansas	283 out of 286 school districts (99%) ²
Kentucky	171 out of 171 school districts (100%)
Louisiana 8(g)	64 out of 69 local education agencies (LEA) (93%)
Louisiana LA 4	61 out of 64 parishes (95%) ¹
Louisiana NSECD	13 out of 64 parishes (20%) ¹
Maine	152 out of 194 eligible school administrative units (78%) ¹
Maryland	24 out of 24 school districts (100%) ¹
Massachusetts UPK	267 out of 351 towns/communities (76%) ¹
Massachusetts Chapter 70	275 out of 275 school districts (100%) ¹
Michigan GSRP	82 out of 83 counties (99%) ¹
Michigan DK	396 out of 835 local education agencies/public school academies (47%)
Minnesota HdSt	87 out of 87 counties/parishes (100%)
Minnesota VPK/SRP	110 out of 330 school districts (33%); 20 out of 194 Charter Schools (10%) ²
Mississippi	24 out of 144 school districts (17%) ¹
Missouri PP	10 out of 516 public school districts (2%)
Missouri Pre-K FF	165 out of 516 school districts (32%); 15 out of 39 charter schools (38%)
Nebraska	223 out of 246 school districts (91%) ¹
Nevada	11 out of 17 LEAs (65%), 3 Community-Based Organizations ¹
New Jersey Expansion	156 out of 591 school districts (26%) ²
New Jersey ECPA	36 out of 591 school districts (6%) ²
New Jersey ELLI	7 out of 591 school districts (1%) ²
New Mexico	78 out of 89 school districts (88%)
New York	484 out of 731 school districts (66%)
North Carolina	100 out of 100 counties/parishes (100%) ²
North Dakota	58 out of 178 school districts (33%)
Ohio	353 out of 612 school districts (58%) ¹
Oklahoma	509 out of 509 public school districts (100%)
Oregon Pre-K	36 out of 36 counties/parishes (100%)
Oregon Preschool Promise	16 out of 16 Early Learning Hub Regions (100%); 36 out of 36 counties (100%) ²
Pennsylvania RTL	17 out of 500 school districts (3%)
Pennsylvania HSSAP	125 out of 500 school districts (25%)
Pennsylvania K4 & SBPK	99 out of 500 school districts (20%)
Pennsylvania PKC	483 out of 500 school districts (97%)
Rhode Island	16 out of 39 communities (41%)
South Carolina	81 out of 81 school districts (100%) ²
Tennessee	137 out of 142 school districts (96%)
Texas	1,077 out of 1,221 school districts (88%)
Utah	12 out of 29 counties (41%) ²
Vermont	413 out of 413 districts (100%) ¹
Virginia	125 out of 135 school divisions (93%) ²
Washington ECEAP	37 out of 39 counties (95%) ²
Washington TK	33 out of 295 school districts (11%) ¹
West Virginia	55 out of 55 counties/parishes (100%)
Wisconsin	406 out of 411 school districts (99%)
Guam	1 out of 1 school district (100%) ¹

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ACCESS

STATE	Are districts/counties/parishes/towns in the state required to offer this preschool program?
Alabama	Not required, but funding is awarded on a competitive basis ³
Alaska	Not required, but funding is awarded on a competitive basis
Arizona	Not required, but funds are available to any district/county/town choosing to offer the program ¹
Arkansas	Not required, but funding is awarded on a competitive basis ³
California CSPP	Not required, but funding is awarded on a competitive basis
California TK	Required for all ¹
Colorado	Not required, positions are capped, and funding is awarded on a competitive basis ²
Connecticut CDCC	Not required, but funds are available to any district/county/town choosing to offer the program ²
Connecticut SR	Not required, but funds are available to any district/county/town choosing to offer the program
Connecticut Smart Start	Not required, but funding is awarded on a competitive basis
Delaware	Not required, but funding is awarded on a competitive basis
District of Columbia	Not required, but funds are available to any district/county/town choosing to offer the program ³
Florida	Not required, but funds are available to any district/county/town choosing to offer the program (school year program); Required for all (summer program)
Georgia	Not required, but funding is awarded on a competitive basis
Hawaii EOEL	Not required, but funding is awarded on a competitive basis
Hawaii SPCSP	Not required, but funding is awarded on a competitive basis ²
Illinois	Not required, but funding is awarded on a competitive basis
Iowa Shared Visions	Not required, but funding is awarded on a competitive basis
Iowa SWVPP	Not required, but funds are available to any district/county/town choosing to offer the program
Kansas	Not required, but funds are available to any district/county/town choosing to offer the program ³
Kentucky	Required for all
Louisiana 8(g)	Not required, but funds are available to any district/county/town choosing to offer the program ²
Louisiana LA 4	Not required, but funds are available to any district/county/town choosing to offer the program ²
Louisiana NSECD	Not required, but funding is awarded on a competitive basis
Maine	Not required, but funds are available to any district/county/town choosing to offer the program
Maryland	Required for all ²
Massachusetts UPK	Not required, but funds are available to any district/county/town choosing to offer the program
Massachusetts Chapter 70	Not required, but funds are available to any district/county/town choosing to offer the program
Michigan GSRP	Not required, but funds are available to any district/county/town choosing to offer the program ²
Michigan DK	Not required, but funds are available to any district/county/town choosing to offer the program ¹
Minnesota HdSt	Only federally designated Head Start programs are eligible for funding ¹
Minnesota VPK/SRP	Not required, but funding is awarded on a competitive basis ³
Mississippi	Not required, but funding is awarded on a competitive basis
Missouri PP	Not required, but funding is awarded on a competitive basis ¹
Missouri Pre-K FF	Not required, but funds are available to any district/county/town choosing to offer the program
Nebraska	Not required, but funding is awarded on a competitive basis ²
Nevada	Not required, but funding is awarded on a competitive basis ²
New Jersey Expansion	Required for some ²
New Jersey ECPA	Required for specific districts where, in the late 1990's between 20% and 40% of children were eligible for FRPL ²
New Jersey ELLI	Not required, but funding is awarded on a competitive basis
New Mexico	Not required, but funding is awarded on a competitive basis
New York	Not required, but funding is awarded on a competitive basis ¹
North Carolina	Not required, but funds are available to any district/county/town choosing to offer the program ²
North Dakota	Not required, but funds are available to any district/county/town choosing to offer the program
Ohio	Not required, but funding is awarded on a competitive basis
Oklahoma	Not required, but funds are available to any district/county/town choosing to offer the program ¹
Oregon Pre-K	Not required, but funding is awarded on a competitive basis
Oregon Preschool Promise	Not required, but funding is awarded on a competitive basis
Pennsylvania RTL	Not required, but funds are available to any district/county/town choosing to offer the program
Pennsylvania HSSAP	Not required, but funding is awarded on a competitive basis
Pennsylvania K4 & SBPK	Not required, but funds are available to any district/county/town choosing to offer the program
Pennsylvania PKC	Not required, but funding is awarded on a competitive basis
Rhode Island	Not required, but funding is awarded on a competitive basis
South Carolina	Required for all ³
Tennessee	Not required, but funding is awarded on a competitive basis
Texas	Required for some ¹
Utah	Not required, but funding is awarded on a competitive basis
Vermont	Required for all ²
Virginia	Optional for eligible entities ³
Washington ECEAP	Not required, but funding is awarded on a competitive basis ³
Washington TK	Not required, but funds are available to any district/county/town choosing to offer the program ¹
West Virginia	Required for all
Wisconsin	Not required, but funds are available to any district/county/town choosing to offer the program
Guam	Required for some ¹

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Total enrollment, Fall 2020	Program enrollment by age, Fall 2020
Alabama	18,906 ⁴	18,906 4-year-olds
Alaska	636 ²	116 3-year-olds; 520 4-year-olds
Arizona	3,630 ²	1,358 3-year-olds; 1,821 4-year-olds; 451 5-year-olds ²
Arkansas	17,325 ⁴	1,011 children under age 3; 5,879 3-year-olds; 10,421 4-year-olds; 14 5-year-olds ⁴
California CSPP	77,724 ¹	618 children under age 3; 21,444 3-year-olds; 53,177 4-year-olds; 2,476 5-year-olds; 9 6-year-olds
California TK	79,382	79,382 4-year-olds
Colorado	18,188 ³	4,757 3-year-olds; 13,431 4-year-olds ³
Connecticut CDCC	1,570 ³	48 children under age 3; 567 3-year-olds; 788 4-year-olds; 167 5-year-olds
Connecticut SR	7,465 ³	133 children under age 3; 2,420 3-year-olds; 4,404 4-year-olds; 508 5-year-olds ³
Connecticut Smart Start	631	4 children under age 3; 133 3-year-olds; 451 4-year-olds; 43 5-year-olds ³
Delaware	830	169 3-year-olds; 661 4-year-olds
District of Columbia	12,923	19 children under age 3; 5,596 3-year-olds; 7,220 4-year-olds; 88 5-year-olds
Florida	136,142	136,142 4-year-olds
Georgia	66,554 ²	66,554 4-year-olds
Hawaii EOEL	239 ²	239 4-year-olds
Hawaii SPCSP	152 ³	152 4-year-olds
Illinois	66,609	24,840 3-year-olds; 41,621 4-year-olds; 148 5-year-olds
Iowa Shared Visions	876	360 3-year-olds; 509 4-year-olds; 7 5-year-olds
Iowa SWVPP	24,219	25 children under age 3; 756 3-year-olds; 23,188 4-year-olds; 250 5-year-olds ²
Kansas	20,148 ⁴	5,037 3-year-olds; 15,111 4-year-olds ⁴
Kentucky	15,424	488 children under age 3; 3,246 3-year-olds; 11,690 4-year-olds
Louisiana 8(g)	2,138	2,138 4-year-olds
Louisiana LA 4	14,306	14,306 4-year-olds
Louisiana NSECD	1,019	100 3-year-olds; 919 4-year-olds
Maine	4,597	4,413 4-year-olds; 184 5-year-olds
Maryland	25,065 ³	2,225 3-year-olds; 22,840 4-year-olds
Massachusetts UPK	20,324	9,927 3-year-olds; 10,397 4-year-olds
Massachusetts Chapter 70	21,170 ²	5,542 3-year-olds; 13,878 4-year-olds; 1,750 5-year-olds
Michigan GSRP	26,775 ³	26,775 4-year-olds
Michigan DK	9,018 ²	9,018 4-year-olds ²
Minnesota HdSt	885 ²	Age breakdown not available
Minnesota VPK/SRP	7,252	7,252 4-year-olds
Mississippi	2,727	2,727 4-year-olds
Missouri PP	181	47 3-year-olds; 134 4-year-olds
Missouri Pre-K FF	6,274	Age breakdown not available
Nebraska	12,806	484 children under age 3; 4,026 3-year-olds; 8,254 4-year-olds; 42 5-year-olds
Nevada	1,969 ³	1,969 4-year-olds
New Jersey Expansion	44,815 ³	16,039 3-year-olds; 28,171 4-year-olds ³
New Jersey ECPA	1,852	158 3-year-olds; 1,694 4-year-olds
New Jersey ELLI	228	44 3-year-olds; 184 4-year-olds
New Mexico	10,388 ²	1,848 3-year-olds; 8,540 4-year-olds
New York	115,597 ²	13,197 3-year-olds; 102,400 4-year-olds ²
North Carolina	23,718 ³	23,718 4-year-olds
North Dakota	1,354	1,354 4-year-olds
Ohio	15,052 ²	2,431 3-year-olds; 12,621 4-year-olds ²
Oklahoma	38,450 ²	68 children under age 3; 1,623 3-year-olds; 34,456 4-year-olds; 2,303 5-year-olds ²
Oregon Pre-K	6,121 ²	200 children under age 3; 2,236 3-year-olds; 3,633 4-year-olds; 52 5-year-olds
Oregon Preschool Promise	2,874 ³	1,057 3-year-olds; 1,703 4-year-olds ³
Pennsylvania RTL	4,152	Age breakdown not available
Pennsylvania HSSAP	5,487	184 children under age 3; 1,705 3-year-olds; 3,202 4-year-olds; 396 5-year-olds
Pennsylvania K4 & SBPK	7,119	Age breakdown not available
Pennsylvania PKC	23,804	196 children under age 3; 7,500 3-year-olds; 14,518 4-year-olds; 1,456 5-year-olds; 126 6-year-olds, 7 7-year-olds, 1 8-year-old
Rhode Island	1,848	1,848 4-year-olds
South Carolina	21,293 ⁴	38 3-year-olds; 21,061 4-year-olds; 194 5-year-olds
Tennessee	15,601 ¹	642 3-year-olds; 14,959 4-year-olds ¹
Texas	196,221	26,425 3-year-olds; 169,796 4-year-olds
Utah	2,083	517 3-year-olds; 1,566 4-year-olds
Vermont	6,594	1,778 3-year-olds; 3,425 4-year-olds; 1,391 5-year-olds
Virginia	18,056 ⁴	822 3-year-olds; 17,234 4-year-olds ⁴
Washington ECEAP	14,649 ⁴	5,567 3-year-olds; 9,082 4-year-olds
Washington TK	856 ²	778 4-year-olds; 78 5-year-olds ²
West Virginia	11,981	182 children under age 3; 1,015 3-year-olds; 10,540 4-year-olds; 244 5-year-olds
Wisconsin	41,993	42 3-year-olds; 37,843 4-year-olds; 4,106 5-year-olds; 2 6-year-olds
Guam	50 ²	50 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Enrollment by learning model, Fall 2020	Did in-person preschool enrollment increase between Fall 2020 and Spring 2021?
Alabama	Not reported ⁵	Yes
Alaska	Not reported ³	Unknown
Arizona	Not reported	Yes ³
Arkansas	In-person: 17,325 ⁵	Yes ⁶
California CSPP	Not reported	Yes ²
California TK	Not reported	Unknown
Colorado	Not reported	Yes
Connecticut CDCC	Not reported ⁴	Yes ⁵
Connecticut SR	In-person: 5,651; Virtual: 1,012; Hybrid: 802 ⁴	Yes ⁵
Connecticut Smart Start	In-person: 347; Virtual: 158; Hybrid: 126 ⁴	Yes ⁵
Delaware	Not reported	No change
District of Columbia	In-person: 103; Virtual: 11,743; Hybrid: 94; Unknown: 983 ⁴	Yes ⁵
Florida	Not reported	Not reported
Georgia	Not reported ³	Unknown ⁴
Hawaii EOEL	In-person: 179; Virtual: 60	Yes ³
Hawaii SPCSP	In-person: 53; Virtual: 88; Hybrid: 11 ⁴	Yes ⁴
Illinois	Not reported ²	Unknown ³
Iowa Shared Visions	Not reported	Yes
Iowa SWVPP	Not reported	Unknown
Kansas	Not reported	Unknown
Kentucky	Not reported	Yes
Louisiana 8(g)	Not reported	Unknown
Louisiana LA 4	Not reported	Yes
Louisiana NSECD	Not reported	Unknown
Maine	Not reported	Unknown
Maryland	Not reported ⁴	Yes ⁴
Massachusetts UPK	Not reported	Unknown ²
Massachusetts Chapter 70	Not reported	Yes ³
Michigan GSRP	Not reported ⁴	Yes ⁴
Michigan DK	Not reported	Not reported
Minnesota HdSt	Not reported	Unknown
Minnesota VPK/SRP	Not reported	Unknown
Mississippi	Not reported ²	No, it decreased ³
Missouri PP	Not reported	Unknown
Missouri Pre-K FF	In-person: 6,274	No, it decreased
Nebraska	Not reported	Unknown
Nevada	Not reported	Yes ⁴
New Jersey Expansion	Not reported	Unknown ⁴
New Jersey ECPA	Not reported	Unknown ³
New Jersey ELLI	Not reported	Unknown ³
New Mexico	Not reported ³	Yes ⁴
New York	Not reported	No, it decreased
North Carolina	In-person: 6,111; Virtual: 5,239; Hybrid: 8,316 ⁴	Yes ⁵
North Dakota	Not reported	No
Ohio	Not reported	No, it decreased ³
Oklahoma	In-person: 27,490; Virtual: 8,140; Hybrid: 1,532 ²	Yes ³
Oregon Pre-K	Not reported	Yes ³
Oregon Preschool Promise	Not reported	Yes ⁴
Pennsylvania RTL	Not reported	Unknown
Pennsylvania HSSAP	Not reported	No
Pennsylvania K4 & SBPK	Not reported	Unknown
Pennsylvania PKC	Not reported	Unknown
Rhode Island	In person: 1,848	No
South Carolina	In-person: 2,244 (First Steps only) ⁵	4K: Yes; First Steps: No, slight decrease
Tennessee	Virtual: 2,124; Hybrid: 13,477 ²	Yes ³
Texas	Not reported	Unknown
Utah	Not reported	Yes
Vermont	Not reported	Not reported
Virginia	Not reported ⁴	Yes ⁵
Washington ECEAP	In-person: 4,541; Virtual: 10,108 ⁵	Yes ⁶
Washington TK	Not reported	Not reported
West Virginia	Not reported	Unknown ²
Wisconsin	Not reported	Unknown
Guam	Hybrid: 50 ²	No, it decreased

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Special education enrollment in state-funded preschool
Alabama	747 4-year-olds ⁶
Alaska	Data not available ⁴
Arizona	102 children (15 children under age 3; 17 3-year-olds; 51 4-year-olds; 19 5-year-olds) ⁴
Arkansas	1,525 children (62 children under age 3; 448 3-year-olds; 1,009 4-year-olds; 6 5-year-olds) ⁷
California CSPP	3,749 children (64 children under age 3; 1,106 3-year-olds; 2,578 4-year-olds; 1 5-year-olds)
California TK	8,744 4-year-olds
Colorado	1,112 children (6 children under age 3; 247 3-year-olds; 806 4-year-olds; 53 5-year-olds)
Connecticut CDCC	55 children (4 children under age 3; 4 3-year-olds; 20 4-year-olds; 27 5-year-olds)
Connecticut SR	851 children (12 children under age 3; 263 3-year-olds; 532 4-year-olds; 44 5-year-olds)
Connecticut Smart Start	139 children (4 children under age 3; 25 3-year-olds; 73 4-year-olds; 16 5-year-olds) ⁶
Delaware	56 4-year-olds
District of Columbia	1,429 children (897 3-year-olds; 495 4-year-olds) ⁶
Florida	Data not available
Georgia	2,692 4-year-olds
Hawaii EOEL	22 4-year-olds
Hawaii SPCSP	9 4-year-olds
Illinois	12,961 children (5,895 3-year-olds; 6,976 4-year-olds; 90 5-year-olds)
Iowa Shared Visions	137 children (48 3-year-olds; 88 4-year-olds; 1 5-year-old)
Iowa SWVPP	1,452 children (392 3-year-olds; 1,008 4-year-olds; 52 5-year-olds) ³
Kansas	6,171 children
Kentucky	9,105 children (488 children under age 3; 3,246 3-year-olds; 5,371 4-year-olds)
Louisiana 8(g)	Data not available ³
Louisiana LA 4	809 4-year-olds ³
Louisiana NSECD	19 4-year-olds ²
Maine	595 children (553 4-year-olds; 42 5-year-olds)
Maryland	Data not available
Massachusetts UPK	Data not available
Massachusetts Chapter 70	9,173 children (2,627 3-year-olds; 5,447 4-year-olds; 1,099 5-year-olds)
Michigan GSRP	3,869 4-year-olds ⁵
Michigan DK	1,495 4-year-olds
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment ⁴
Mississippi	226 4-year-olds
Missouri PP	25 children (8 3-year-olds; 17 4-year-olds)
Missouri Pre-K FF	537 children (70 3-year-olds; 371 4-year-olds; 96 5-year-olds)
Nebraska	3,821 children (285 children under age 3; 1,366 3-year-olds; 2,128 4-year-olds; 42 5-year-olds)
Nevada	236 4-year-olds
New Jersey Expansion	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Jersey ECPA	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Jersey ELLI	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Mexico	1,130 children (24 3-year-olds; 1,106 4-year-olds) ⁵
New York	13,871 children (4,161 3-year-olds; 9,710 4-year-olds)
North Carolina	1,445 4-year-olds
North Dakota	466 4-year-olds
Ohio	2,338 children (498 3-year-olds; 1,840 4-year-olds)
Oklahoma	6,213 children (65 children under age 3; 1,430 3-year-olds; 4,156 4-year-olds; 562 5-year-olds) ⁴
Oregon Pre-K	1,159 children
Oregon Preschool Promise	327 children (122 3-year-olds; 205 4-year-olds)
Pennsylvania RTL	Children who receive special education services may attend state preschool classrooms, but are not differentiated in state preschool enrollment
Pennsylvania HSSAP	320 children (13 children under age 3; 86 3-year-olds; 205 4-year-olds; 16 5-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	1,377 children (8 children under age 3; 389 3-year-olds; 861 4-year-olds; 119 5-year-olds)
Rhode Island	210 4-year-olds
South Carolina	2,834 children ⁶
Tennessee	1,397 children (72 3-year-olds; 1,325 4-year-olds) ¹
Texas	29,909 children (2 children under age 3; 8,096 3-year-olds; 17,853 4-year-olds; 3,958 5-year-olds)
Utah	Data not available
Vermont	563 children (133 3-year-olds; 301 4-year-olds; 129 5-year-olds)
Virginia	1,401 children (107 3-year-olds; 1,294 4-year-olds) ⁴
Washington ECEAP	1,965 children (724 3-year-olds; 1,241 4-year-olds)
Washington TK	58 children (54 4-year-olds; 4 5-year-olds)
West Virginia	2,692 children (182 children under age 3; 1,015 3-year-olds; 1,381 4-year-olds; 114 5-year-olds)
Wisconsin	4,595 children (33 3-year-olds; 3,868 4-year-olds; 692 5-year-olds) ¹
Guam	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Are children enrolled in both Head Start and state-funded preschool?
Alabama	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
Alaska	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services
Arizona	Unknown ⁵
Arkansas	Unknown ⁸
California CSPP	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services
California TK	Unknown
Colorado	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services
Connecticut CDCC	Children attend Head Start and use the Child Day Care Contract as a wrap around service
Connecticut SR	Children attend Head Start and use School Readiness as a wrap around service
Connecticut Smart Start	No dual enrollment
Delaware	Unknown
District of Columbia	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
Florida	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Georgia	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
Hawaii EOEL	No dual enrollment
Hawaii SPCSP	No dual enrollment
Illinois	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services
Iowa Shared Visions	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services
Iowa SWVPP	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start
Kansas	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services
Kentucky	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
Louisiana 8(g)	No dual enrollment
Louisiana LA 4	No dual enrollment
Louisiana NSECD	No dual enrollment
Maine	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services ²
Maryland	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services ⁵
Massachusetts UPK	Unknown
Massachusetts Chapter 70	Unknown
Michigan GSRP	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds ⁵
Michigan DK	No dual enrollment
Minnesota HdSt	This state funded preschool is Head Start
Minnesota VPK/SRP	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services; Other ⁵
Mississippi	All of the ELCs have Head Start partners
Missouri PP	Unknown
Missouri Pre-K FF	Children can be enrolled in both state-funded preschool and Head Start in one program
Nebraska	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
Nevada	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Are children enrolled in both Head Start and state-funded preschool?
New Jersey Expansion	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
New Jersey ECPA	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
New Jersey ELLI	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
New Mexico	Children were enrolled in part-day state-funded preschool and part-day Head Start
New York	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services
North Carolina	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
North Dakota	No dual enrollment
Ohio	Unknown
Oklahoma	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
Oregon Pre-K	No dual enrollment
Oregon Preschool Promise	No dual enrollment ⁵
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	Children enrolled in state-funded PreK might also be enrolled in Head Start as long as the hours of instruction do not overlap
Rhode Island	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Other ²
South Carolina	No dual enrollment ⁷
Tennessee	Children are not enrolled in both VPK and Head Start, but children may be in a classroom that is blended
Texas	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services
Utah	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Vermont	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds ³
Virginia	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
Washington ECEAP	No dual enrollment ⁷
Washington TK	No dual enrollment
West Virginia	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds
Wisconsin	Children were enrolled in both state-funded preschool and Head Start in one program using blended funds; Children were enrolled in part-day state-funded preschool and part-day Head Start; Children attended state-funded preschool and used Head Start for wrap around services
Guam	No dual enrollment

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Number of children dually enrolled in both Head Start and state-funded preschool
Alabama	1,144 4-year-olds
Alaska	Data not available
Arizona	Unknown
Arkansas	Unknown ⁸
California CSPP	Data not available ³
California TK	Unknown
Colorado	Data not available ⁴
Connecticut CDCC	174 children (69 3-year-olds; 105 4-year-olds)
Connecticut SR	244 children (85 3-year-olds; 159 4-year-olds)
Connecticut Smart Start	None
Delaware	Unknown
District of Columbia	91 children
Florida	Data not available
Georgia	3,811 4-year-olds
Hawaii EOEL	None
Hawaii SPCSP	None
Illinois	446 children (192 3-year-olds; 254 4-year-olds)
Iowa Shared Visions	473 children (245 3-year-olds; 228 4-year-olds) ²
Iowa SWVPP	343 4-year-olds
Kansas	Data not available
Kentucky	1,017 children ¹
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	727 4-year-olds ²
Maryland	437 children (28 3-year-olds; 409 4-year-olds)
Massachusetts UPK	Unknown
Massachusetts Chapter 70	Unknown
Michigan GSRP	4,664 4-year-olds ⁶
Michigan DK	None
Minnesota HdSt	885 children
Minnesota VPK/SRP	Data not available
Mississippi	962 4-year-olds
Missouri PP	Unknown
Missouri Pre-K FF	2 4-year-olds
Nebraska	1,575 children (132 under age 3; 592 3-year-olds; 847 4-year-olds; 4 5-year-olds)
Nevada	237 4-year-olds
New Jersey Expansion	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	None ⁴
New Mexico	At least 6 4-year-olds ⁶
New York	7,111 children (1,542 3-year-olds; 5,569 4-year-olds)
North Carolina	3,159 4-year-olds
North Dakota	None
Ohio	Unknown
Oklahoma	Data not available ⁵
Oregon Pre-K	None
Oregon Preschool Promise	None
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	200 children (63 3-year-olds; 137 4-year-olds)
Rhode Island	244 4-year-olds ³
South Carolina	None ⁷
Tennessee	4,240 4-year-olds
Texas	Data not available
Utah	31 children (8 3-year-olds; 23 4-year-olds)
Vermont	Data not available ³
Virginia	Data not available
Washington ECEAP	None ⁷
Washington TK	None
West Virginia	3,519 children (709 3-year-olds; 2,810 4-year-olds)
Wisconsin	Data not available
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE HEAD START SUPPLEMENTS

STATE	Does the State Supplement Federal Head Start or Early Head Start?
Alabama	Yes, Head Start
Alaska	Yes, Head Start & Early Head Start ⁵
Arizona	No
Arkansas	No
California CSPP	No
California TK	No
Colorado	No ⁵
Connecticut CDCC	Yes, Head Start & Early Head Start
Connecticut SR	Yes, Head Start & Early Head Start
Connecticut Smart Start	Yes, Head Start & Early Head Start
Delaware	No ¹
District of Columbia	Yes, Early Head Start
Florida	Data not available
Georgia	No
Hawaii EOEL	No
Hawaii SPCSP	No
Illinois	No
Iowa Shared Visions	Yes, Early Head Start
Iowa SWVPP	Yes, Early Head Start
Kansas	Yes, Early Head Start
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	No
Maryland	Yes, Head Start & Early Head Start
Massachusetts UPK	Yes, Head Start & Early Head Start
Massachusetts Chapter 70	Yes, Head Start & Early Head Start
Michigan GSRP	No
Michigan DK	No
Minnesota HdSt	Yes, Head Start & Early Head Start
Minnesota VPK/SRP	Yes, Head Start & Early Head Start
Mississippi	No
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No ⁵
New Jersey Expansion	Yes, Head Start
New Jersey ECPA	Yes, Head Start
New Jersey ELLI	Yes, Head Start ⁴
New Mexico	No
New York	No
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	Yes, Head Start & Early Head Start
Oregon Pre-K	Yes, Head Start & Early Head Start
Oregon Preschool Promise	Yes, Head Start & Early Head Start
Pennsylvania RTL	Yes, Head Start
Pennsylvania HSSAP	Yes, Head Start ¹
Pennsylvania K4 & SBPK	Yes, Head Start
Pennsylvania PKC	Yes, Head Start
Rhode Island	Yes, Head Start
South Carolina	No
Tennessee	No
Texas	No
Utah	No
Vermont	No
Virginia	No
Washington ECEAP	No
Washington TK	No
West Virginia	No
Wisconsin	Yes, Head Start & Early Head Start
Guam	Yes, Head Start

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE HEAD START SUPPLEMENTS

STATE	Uses of State Supplemental Funding
Alabama	Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services; Other ⁷
Alaska	Fund additional Head Start slots; Fund additional Early Head Start slots; Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services; Provide non-federal share ⁵
Arizona	
Arkansas	
California CSPP	
California TK	
Colorado	
Connecticut CDCC	Fund additional Head Start slots; Fund additional Early Head Start slots; Extend the federally-funded hours of operation; Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services
Connecticut SR	Fund additional Head Start slots; Fund additional Early Head Start slots; Extend the federally-funded hours of operation; Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services
Connecticut Smart Start	Fund additional Head Start slots; Fund additional Early Head Start slots; Extend the federally-funded hours of operation; Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services
Delaware	
District of Columbia	Fund additional Early Head Start slots; Other ⁷
Florida	
Georgia	
Hawaii EOEL	
Hawaii SPCSP	
Illinois	
Iowa Shared Visions	Fund additional Early Head Start slots; Extend the federally-funded hours of operation; Provide additional services beyond those funded by federal dollars, or to enhance services
Iowa SWVPP	Fund additional Early Head Start slots; Extend the federally-funded hours of operation; Provide additional services beyond those funded by federal dollars, or to enhance services
Kansas	Other ⁸
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland	Fund additional Head Start slots; Fund additional Early Head Start slots; Extend the federally-funded hours of operation; Improve the quality of federally-funded Head Start programs
Massachusetts UPK	Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services ³
Massachusetts Chapter 70	Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services ⁴
Michigan GSRP	
Michigan DK	
Minnesota HdSt	Fund additional Head Start slots; Fund additional Early Head Start slots
Minnesota VPK/SRP	Fund additional Head Start slots; Fund additional Early Head Start slots
Mississippi	
Missouri PP	
Missouri Pre-K FF	
Nebraska	
Nevada	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE HEAD START SUPPLEMENTS

STATE	Uses of State Supplemental Funding
New Jersey Expansion	Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services
New Jersey ECPA	Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services
New Jersey ELLI	Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services ⁴
New Mexico	
New York	
North Carolina	
North Dakota	
Ohio	
Oklahoma	Extend the federally-funded hours of operation; Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services
Oregon Pre-K	Fund additional Head Start slots; Fund additional Early Head Start slots
Oregon Preschool Promise	Fund additional Head Start slots; Fund additional Early Head Start slots
Pennsylvania RTL	Fund additional Head Start slots; Extend the federally-funded hours of operation; Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services
Pennsylvania HSSAP	Fund additional Head Start slots; Extend the federally-funded hours of operation; Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services
Pennsylvania K4 & SBPK	Fund additional Head Start slots; Extend the federally-funded hours of operation; Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services
Pennsylvania PKC	Fund additional Head Start slots; Extend the federally-funded hours of operation; Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services
Rhode Island	Provide services to 130 three- & four-year-olds
South Carolina	
Tennessee	
Texas	
Utah	
Vermont	
Virginia	
Washington ECEAP	
Washington TK	
West Virginia	
Wisconsin	Fund additional Head Start slots; Fund additional Early Head Start slots; Extend the federally-funded hours of operation; Improve the quality of federally-funded Head Start programs; Provide additional services beyond those funded by federal dollars, or to enhance services; Other ²
Guam	Improve the quality of federally-funded Head Start programs

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS
STATE HEAD START SUPPLEMENTS
Number of Head Start Slots supported

STATE	Number of Head Start Slots supported
Alabama	
Alaska	Not reported
Arizona	
Arkansas	
California CSPP	
California TK	
Colorado	
Connecticut CDCC	3-year-olds: 228 (statewide)
Connecticut SR	3-year-olds: 228 (statewide)
Connecticut Smart Start	3-year-olds: 228 (statewide)
Delaware	
District of Columbia	
Florida	
Georgia	
Hawaii EOEL	
Hawaii SPCSP	
Illinois	
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland	
Massachusetts UPK	
Massachusetts Chapter 70	
Michigan GSRP	
Michigan DK	
Minnesota HdSt	Total: 885 (statewide)
Minnesota VPK/SRP	Total: 885 (statewide)
Mississippi	
Missouri PP	
Missouri Pre-K FF	
Nebraska	
Nevada	
New Jersey Expansion	
New Jersey ECPA	
New Jersey ELLI	
New Mexico	
New York	
North Carolina	
North Dakota	
Ohio	
Oklahoma	
Oregon Pre-K	Total: 7,731 (statewide)
Oregon Preschool Promise	Total: 7,731 (statewide)
Pennsylvania RTL	Children under 3: 184; 3-year-olds: 1,705; 4-year-olds: 3,202; 5-year-olds: 396; Total: 5,487 (statewide)
Pennsylvania HSSAP	Children under 3: 184; 3-year-olds: 1,705; 4-year-olds: 3,202; 5-year-olds: 396; Total: 5,487 (statewide)
Pennsylvania K4 & SBPK	Children under 3: 184; 3-year-olds: 1,705; 4-year-olds: 3,202; 5-year-olds: 396; Total: 5,487 (statewide)
Pennsylvania PKC	Children under 3: 184; 3-year-olds: 1,705; 4-year-olds: 3,202; 5-year-olds: 396; Total: 5,487 (statewide)
Rhode Island	
South Carolina	
Tennessee	
Texas	
Utah	
Vermont	
Virginia	
Washington ECEAP	
Washington TK	
West Virginia	
Wisconsin	Total: 472 (Head Start & Early Head Start) ³
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS
STATE HEAD START SUPPLEMENTS
Number of Early Head Start Slots supported

STATE	Number of Early Head Start Slots supported
Alabama	
Alaska	Not reported
Arizona	
Arkansas	
California CSPP	
California TK	
Colorado	
Connecticut CDCC	1-year-olds: 8 (statewide)
Connecticut SR	1-year-olds: 8 (statewide)
Connecticut Smart Start	1-year-olds: 8 (statewide)
Delaware	
District of Columbia	Total: 341
Florida	
Georgia	
Hawaii EOEL	
Hawaii SPCSP	
Illinois	
Iowa Shared Visions	Children under 1: 14; 1-year-olds: 17; 2-year-olds: 16; Total: 47 (statewide)
Iowa SWVPP	Children under 1: 14; 1-year-olds: 17; 2-year-olds: 16; Total: 47 (statewide)
Kansas	
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland	
Massachusetts UPK	
Massachusetts Chapter 70	
Michigan GSRP	
Michigan DK	
Minnesota HdSt	Total: 1,089 (statewide)
Minnesota VPK/SRP	Total: 1,089 (statewide)
Mississippi	
Missouri PP	
Missouri Pre-K FF	
Nebraska	
Nevada	
New Jersey Expansion	
New Jersey ECPA	
New Jersey ELLI	
New Mexico	
New York	
North Carolina	
North Dakota	
Ohio	
Oklahoma	
Oregon Pre-K	Total: 1,136 (statewide)
Oregon Preschool Promise	Total: 1,136 (statewide)
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC	
Rhode Island	
South Carolina	
Tennessee	
Texas	
Utah	
Vermont	
Virginia	
Washington ECEAP	
Washington TK	
West Virginia	
Wisconsin	Total: 472 (Head Start & Early Head Start) ³
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS
STATE HEAD START SUPPLEMENTS

STATE	State Supplemental Funding
Alabama	Head Start: \$3,820,271
Alaska	Total: \$6,853,000
Arizona	
Arkansas	
California CSPP	
California TK	
Colorado	
Connecticut CDCC	Total: \$4,676,217 (statewide)
Connecticut SR	Total: \$4,676,217 (statewide)
Connecticut Smart Start	Total: \$4,676,217 (statewide)
Delaware	
District of Columbia	Early Head Start: \$2,136,745
Florida	
Georgia	
Hawaii EOEL	
Hawaii SPCSP	
Illinois	
Iowa Shared Visions	Early Head Start: \$574,500 (statewide)
Iowa SWVPP	Early Head Start: \$574,500 (statewide)
Kansas	Early Head Start: \$11,873,429
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland	Head Start: \$2,190,866; Early Head Start: \$809,134; Total: \$3,000,000
Massachusetts UPK	Total: \$15,000,000 (statewide)
Massachusetts Chapter 70	Total: \$15,000,000 (statewide)
Michigan GSRP	
Michigan DK	
Minnesota HdSt	Head Start: \$9,547,680; Early Head Start: \$15,314,207 (statewide)
Minnesota VPK/SRP	Head Start: \$9,547,680; Early Head Start: \$15,314,207 (statewide)
Mississippi	
Missouri PP	
Missouri Pre-K FF	
Nebraska	
Nevada	
New Jersey Expansion	Head Start: \$48,151,029 (statewide)
New Jersey ECPA	Head Start: \$48,151,029 (statewide) ⁴
New Jersey ELLI	Head Start: \$48,151,029 (statewide)
New Mexico	
New York	
North Carolina	
North Dakota	
Ohio	
Oklahoma	Total: \$1,656,869 ⁶
Oregon Pre-K	Head Start: \$111,285,754; Early Head Start: \$23,096,500; Total: \$134,382,254 (statewide) ⁴
Oregon Preschool Promise	Head Start: \$111,285,754; Early Head Start: \$23,096,500; Total: \$134,382,254 (statewide) ⁶
Pennsylvania RTL	Head Start: \$64,173,169 (statewide)
Pennsylvania HSSAP	Head Start: \$64,173,169 (statewide)
Pennsylvania K4 & SBPK	Head Start: \$64,173,169 (statewide)
Pennsylvania PKC	Head Start: \$64,173,169 (statewide)
Rhode Island	Head Start: \$1,190,000
South Carolina	
Tennessee	
Texas	
Utah	
Vermont	
Virginia	
Washington ECEAP	
Washington TK	
West Virginia	
Wisconsin	Total: \$6,264,100 ³
Guam	Not reported ³

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Enrollment by home language
Alabama	English only: 19,262 4-year-olds; Home language other than English: 1,177 4-year-olds; Unknown: 17 4-year-olds
Alaska	Data not available
Arizona	Data not available ⁶
Arkansas	English only: 14,025 children (5,139 3-year-olds; 8,886 4-year-olds); Home language other than English: 2,275 children (740 3-year-olds; 1,535 4-year-olds)
California CSPP	English only: 44,219 children (365 children under age 3; 12,370 3-year-olds; 30,716 4-year-olds; 1,463 5-year-olds; 5 6-year-olds); Home language other than English: 35,505 children (253 children under age 3; 8,774 3-year-olds; 22,461 4-year-olds; 1,013 5-year-olds; 4 6-year-olds) ⁴
California TK	English only: 53,408 4-year-olds; Home language other than English: 25,643 4-year-olds; Unknown: 331 4-year-olds
Colorado	English only: 16,121 children (440 children under age 3; 4,115 3-year-olds; 10,955 4-year-olds; 611 5-year-olds); Home language other than English: 2,515 children (8 children under age 3; 642 3-year-olds; 1,818 4-year-olds; 47 5-year-olds)
Connecticut CDCC	English only: 206 children (103 3-year-olds; 103 4-year-olds); Home language other than English: 233 children (103 3-year-olds; 130 4-year-olds) ⁶
Connecticut SR	English only: 1,799 children (585 3-year-olds; 1,033 4-year-olds); Home language other than English: 1,112 children (377 3-year-olds; 633 4-year-olds) ⁶
Connecticut Smart Start	English only: 73 children (19 3-year-olds; 54 4-year-olds); Home language other than English: 34 children (9 3-year-olds; 25 4-year-olds) ⁷
Delaware	Data not available
District of Columbia	English only: 10,622 children (4,573 3-year-olds; 6,049 4-year-olds); Home language other than English: 1,322 children (465 3-year-olds; 857 4-year-olds) ⁸
Florida	Data not available
Georgia	Home language other than English: 3,925 4-year-olds ⁵
Hawaii EOEL	English only: 202 4-year-olds; Home language other than English: 37 4-year-olds
Hawaii SPCSP	English only: 145 4-year-olds; Home language other than English: 7 4-year-olds
Illinois	English only: 46,851 children (17,998 3-year-olds, 28,712 4 year-olds, 141 5 year-olds); Home language other than English: 19,758 children (6,842 3 year-olds, 12,909 4 year-olds, 7 five-year olds)
Iowa Shared Visions	Data not available
Iowa SWVPP	English only: 21,858 children (174 3-year-olds; 21,684 4-year-olds); Home language other than English: 1,019 children (14 3-year-olds; 1,005 4-year-olds) ⁴
Kansas	English only: 5,052 4-year-olds; Home language other than English: 1,867 4-year-olds ⁶
Kentucky	Data not available
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	English only: 4,617 children; Home language other than English: 129 children ³
Maryland	Data not available
Massachusetts UPK	Not reported
Massachusetts Chapter 70	English only: 15,547 children; Home language other than English: 5,623 children
Michigan GSRP	English only: 24,104 4-year-olds; Home language other than English: 2,671 4-year-olds
Michigan DK	English only: 8,426 children; Home language other than English: 592 children
Minnesota HdSt	Data not available
Minnesota VPK/SRP	English only: 4,831 4-year-olds; Home language other than English: 2,426 4-year-olds
Mississippi	English only: 2,655 4-year-olds; Home language other than English: 72 4-year-olds
Missouri PP	Data not available
Missouri Pre-K FF	Data not available
Nebraska	English only: 10,339 children (3,481 3-year-olds; 6,858 4-year-olds); Home language other than English: 1,941 children (545 3-year-olds; 1,396 4-year-olds)
Nevada	Data not available

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Enrollment by home language
New Jersey Expansion	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	English only: 8,883 children (1,490 3-year-olds; 7,393 4-year-olds); Home language other than English: 1,505 children (358 3-year-olds; 1,147 4-year-olds)
New York	Data not available
North Carolina	English only: 20,057 4-year-olds; Home language other than English: 3,661 4-year-olds ⁶
North Dakota	Data not available
Ohio	English only: 14,806 children (2,386 3-year-olds; 12,420 4-year-olds); Home language other than English: 246 children (45 3-year-olds; 201 4-year-olds)
Oklahoma	English only: 28,154 children (1,338 3-year-olds; 24,913 4-year-olds); Home language other than English: 9,008 children (285 3-year-olds; 8,255 4-year-olds) ⁷
Oregon Pre-K	English only: 4,417 children; Home language other than English: 1,652 children; Missing: 52
Oregon Preschool Promise	English only: 2,034 children (797 3-year-olds; 1,237 4-year-olds); Home language other than English: 611 children (211 3-year-olds; 400 4-year-olds); Unknown: 229 children
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	English only: 4,821 children (1,479 3-year-olds; 2,806 4-year-olds); Home language other than English: 666 children (226 3-year-olds; 396 4-year-olds) ²
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	English only: 20,938 children (6,577 3-year-olds; 12,697 4-year-olds); Home language other than English: 2,866 children (923 3-year-olds; 1,821 4-year-olds) ¹
Rhode Island	English only: 994 4-year-olds; Home language other than English: 854 4-year-olds
South Carolina	English only: 1,943 4-year-olds; Home language other than English: 301 4-year-olds (First Steps only) ⁸
Tennessee	Data not available
Texas	English only: 120,181 children (17,007 3-year-olds; 103,174 4-year-olds); Home language other than English: 75,915 children (9,421 3-year-olds; 66,494 4-year-olds) ²
Utah	English only: 1,195 children; Home language other than English: 888 children ³
Vermont	Data not available
Virginia	English only: 13,145 4-year-olds; Home language other than English: 3,535 4-year-olds ⁴
Washington ECEAP	English only: 9,566 children (3,624 3-year-olds; 5,942 4-year-olds); Home language other than English: 5,083 children (1,943 3-year-olds; 3,140 4-year-olds) ⁸
Washington TK	English only: 636 children (577 4-year-olds); English Language Learners: 220 children (201 4-year-olds)
West Virginia	English only: 11,551 children (1,013 3-year-olds; 10,538 4-year-olds); Home language other than English: 4 children (2 3-year-olds; 2 4-year-olds)
Wisconsin	English only: 41,540 4-year-olds; Home language other than English: 425 4-year-olds ⁴
Guam	English only: 40 4-year-olds; Home language other than English: 10 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Enrollment by race/ethnicity
Alabama	Race: American Indian or Alaska Native: 91 4-year-olds; Asian: 179 4-year-olds; Black or African American: 7,303 4-year-olds; Native Hawaiian or other Pacific Islander: 11 4-year-olds; White: 9,163 4-year-olds; Biracial/Multi-racial: 983 4-year-olds; Other Race: 957 4-year-olds; Unspecified/Not reported: 219 4-year-olds Ethnicity: Hispanic or Latino origin: 950 4-year-olds; Non-Hispanic or Non-Latino origin: 17,737 4-year-olds; Ethnicity unspecified: 219 4-year-olds
Alaska	Data not available
Arizona	Data not available
Arkansas	Race: American Indian or Alaska Native: 163 children (66 3-year-olds; 97 4-year-olds); Asian: 131 children (36 3-year-olds; 95 4-year-olds); Black or African American: 4,601 children (1,813 3-year-olds; 2,788 4-year-olds); Native Hawaiian or other Pacific Islander: 54 children (8 3-year-olds; 46 4-year-olds); White: 8,275 children (2,956 3-year-olds; 5,319 4-year-olds); Biracial/Multi-racial: 513 children (187 3-year-olds; 326 4-year-olds); Other Race: 1,600 children (151 3-year-olds; 1,449 4-year-olds); Unspecified/Not reported: 963 children (662 3-year-olds; 301 4-year-olds) Ethnicity: Hispanic or Latino origin: 2,593 children (793 3-year-olds; 1,800 4-year-olds); Non-Hispanic or Non-Latino origin: 12,735 children (4,792 3-year-olds; 7,943 4-year-olds); Ethnicity unspecified: 972 children (294 3-year-olds; 678 4-year-olds)
California CSPP	Race: American Indian or Alaska Native: 266 children (74 3-year-olds; 183 4-year-olds); Asian: 5,795 children (1,720 3-year-olds; 4,033 4-year-olds); Black or African American: 5,210 children (1,558 3-year-olds; 3,433 4-year-olds); Native Hawaiian or other Pacific Islander: 646 children (236 3-year-olds; 402 4-year-olds); White: 8,481 children (2,592 3-year-olds; 5,630 4-year-olds); Biracial/Multi-racial: 1,132 children (315 3-year-olds; 790 4-year-olds) Ethnicity: Hispanic or Latino origin: 56,292 children (15,088 3-year-olds; 38,856 4-year-olds); Non-Hispanic or Non-Latino origin: 21,432 children (6,356 3-year-olds; 14,321 4-year-olds)
California TK	Race: American Indian or Alaska Native: 274 4-year-olds; Asian: 7,949 4-year-olds; Black or African American: 3,388 4-year-olds; Native Hawaiian or other Pacific Islander: 250 4-year-olds; White: 16,605 4-year-olds; Biracial/Multi-racial: 3,721 4-year-olds; Other Race: 1,724 4-year-olds; Unspecified/Not reported: 1,168 4-year-olds Ethnicity: Hispanic or Latino origin: 44,303 4-year-olds; Non-Hispanic or Non-Latino origin: 33,911 4-year-olds; Ethnicity unspecified: 1,168 4-year-olds
Colorado	Race/Ethnicity: American Indian or Alaska Native: 127 children (34 3-year-olds; 93 4-year-olds); Asian: 546 children (146 3-year-olds; 400 4-year-olds); Black or African American: 1,541 children (530 3-year-olds; 1,011 4-year-olds); Hispanic or Latino: 8,887 children (2,356 3-year-olds; 6,531 4-year-olds); Native Hawaiian or other Pacific Islander: 44 children (12 3-year-olds; 32 4-year-olds); White: 6,351 children (1,497 3-year-olds; 4,854 4-year-olds); Biracial/Multi-racial: 692 children (182 3-year-olds; 510 4-year-olds)
Connecticut CDCC	Race: American Indian or Alaska Native: 7 children (age breakdown not available); Asian: 15 children (6 3-year-olds; 6 4-year-olds); Black or African American: 444 children (157 3-year-olds; 206 4-year-olds); Native Hawaiian or other Pacific Islander: 7 children (age breakdown not available); White: 686 children (246 3-year-olds; 352 4-year-olds); Biracial/Multi-racial: 34 children (11 3-year-olds; 19 4-year-olds); Unspecified/Not reported: 377 children (147 3-year-olds; 205 4-year-olds) Ethnicity: Hispanic or Latino origin: 605 children (229 3-year-olds; 317 4-year-olds); Non-Hispanic or Non-Latino origin: 337 children (130 3-year-olds; 145 4-year-olds); Ethnicity unspecified: 628 children (208 3-year-olds; 326 4-year-olds)
Connecticut SR	"Race: American Indian or Alaska Native: 58 children (13 3-year-olds; 42 4-year-olds); Asian: 190 children (43 3-year-olds; 138 4-year-olds); Black or African American: 2,051 children (694 3-year-olds; 1,161 4-year-olds); Native Hawaiian or other Pacific Islander: 22 children (5 3-year-olds; 17 4-year-olds); White: 3,795 children (1,237 3-year-olds; 2,259 4-year-olds); Biracial/Multi-racial: 188 children (51 3-year-olds; 120 4-year-olds); Unspecified/Not reported: 1,161 children (377 3-year-olds; 667 4-year-olds) Ethnicity: Hispanic or Latino origin: 3,098 children (957 3-year-olds; 1,870 4-year-olds); Non-Hispanic or Non-Latino origin: 1,509 children (488 3-year-olds; 874 4-year-olds); Ethnicity unspecified: 2,858 children (975 3-year-olds; 1,660 4-year-olds)
Connecticut Smart Start	Race: American Indian or Alaska Native: 7 children (age breakdown not available); Asian: 28 children (6 3-year-olds; 22 4-year-olds); Black or African American: 98 children (28 3-year-olds; 65 4-year-olds); Native Hawaiian or other Pacific Islander: 5 4-year-olds; White: 377 children (70 3-year-olds; 274 4-year-olds); Biracial/Multi-racial: 24 children (10 3-year-olds; 12 4-year-olds); Unspecified/Not reported: 92 children (19 3-year-olds; 73 4-year-olds) Ethnicity: Hispanic or Latino origin: 117 children (32 3-year-olds; 81 4-year-olds); Non-Hispanic or Non-Latino origin: 108 children (17 3-year-olds; 79 4-year-olds); Ethnicity unspecified: 406 children (84 3-year-olds; 291 4-year-olds)
Delaware	Data not available
District of Columbia	Race/Ethnicity: American Indian or Alaska Native: 25 children (< 10 3-year-olds; < 10 4-year-olds); Asian: 244 children (97 3-year-olds; 147 4-year-olds); Black or African American: 7,873 children (3,410 3-year-olds; 4,463 4-year-olds); Hispanic or Latino: 1,639 children (637 3-year-olds; 1,002 4-year-olds); Native Hawaiian or other Pacific Islander: 10 children; White: 2,686 children (1,264 3-year-olds; 1,422 4-year-olds); Biracial/Multi-racial: 446 children (184 3-year-olds; 262 4-year-olds) ⁹
Florida	Data not available
Georgia	Race: American Indian or Alaska Native: 123 4-year-olds; Asian: 2,569 4-year-olds; Black or African American: 24,420 4-year-olds; Native Hawaiian or other Pacific Islander: 68 4-year-olds; White: 24,815 4-year-olds; Biracial/Multi-racial: 2,870 4-year-olds; Other Race: 10,268 4-year-olds; Unspecified/Not reported: 1,421 4-year-olds Ethnicity: Hispanic or Latino origin: 10,268 4-year-olds; Non-Hispanic or Non-Latino origin: 54,865 4-year-olds; Ethnicity unspecified: 1,421 4-year-olds
Hawaii EOEL	Race/Ethnicity: Asian: 40 4-year-olds; Black or African American: 2 4-year-olds; Hispanic or Latino: 58 4-year-olds; Native Hawaiian or other Pacific Islander: 66 4-year-olds; White: 32 4-year-olds; Biracial/Multi-racial: 57 4-year-olds ⁴
Hawaii SPCSP	Data not available
Illinois	Race/Ethnicity: American Indian or Alaska Native: 189 children (68 3-year-olds; 120 4-year-olds; 1 5-year-old); Asian: 2,842 children (1,134 3-year-olds; 1,706 4-year-olds; 2 5-year-olds); Black or African American: 15,285 children (5,387 3-year-olds; 9,876 4-year-olds; 22 5-year-olds); Hispanic or Latino: 19,956 children (6,687 3-year-olds; 13,258 4-year-olds; 11 5-year-olds); Native Hawaiian or other Pacific Islander: 52 children (19 3-year-olds; 33 4-year-olds); White: 25,024 children (10,142 3-year-olds; 14,779 4-year-olds; 103 5-year-olds); Other race: 3,261 children (1,403 3-year-olds; 1,849 4-year-olds; 9 5-year-olds)
Iowa Shared Visions	Race: American Indian or Alaska Native: 27 children; Asian: 26 children; Black or African American: 186 children; Native Hawaiian or other Pacific Islander: 6 children; White: 571 children; Biracial/Multi-racial: 56 children; Unspecified/Not reported: 4 children Ethnicity: Hispanic or Latino origin: 193 children; Non-Hispanic or Non-Latino origin: 683 children
Iowa SWVPP	Race: American Indian or Alaska Native: 72 children (6 3-year-olds; 66 4-year-olds); Asian: 585 children (15 3-year-olds; 570 4-year-olds); Black or African American: 1,228 children (48 3-year-olds; 1,180 4-year-olds); Hispanic or Latino: 49 children (1 3-year-olds; 48 4-year-olds); Native Hawaiian or other Pacific Islander: 18,796 children (576 3-year-olds; 18,220 4-year-olds); White: 973 children (39 3-year-olds; 934 4-year-olds) Ethnicity: Hispanic or Latino origin: 2,497 children (96 3-year-olds; 2,401 4-year-olds); Non-Hispanic or Non-Latino origin: 21,703 children (685 3-year-olds; 20,787 4-year-olds)
Kansas	Race/Ethnicity: American Indian or Alaska Native: 48 4-year-olds; Asian: 247 4-year-olds; Black or African American: 640 children 4-year-olds; Hispanic or Latino: 2,274 4-year-olds; Native Hawaiian or other Pacific Islander: 16 4-year-olds; White: 3,269 4-year-olds; Biracial/Multi-racial: 425 4-year-olds ⁷

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Enrollment by race/ethnicity
Kentucky	Race/Ethnicity: American Indian or Alaska Native: 22 children (5 3-year-olds; 14 4-year-olds); Asian: 388 children (46 3-year-olds; 336 4-year-olds); Black or African American: 1,793 children (263 3-year-olds; 1,494 4-year-olds); Hispanic or Latino: 1,471 children (257 3-year-olds; 1,169 4-year-olds); Native Hawaiian or other Pacific Islander: 19 children (2 3-year-olds; 17 4-year-olds); White: 10,820 children (2,504 3-year-olds; 7,940 4-year-olds); Biracial/Multi-racial: 911 children (169 3-year-olds; 720 4-year-olds)
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	Race/Ethnicity: Asian: 43 children; Black or African American: 210 children; Hispanic or Latino: 120 children; White: 4,169 children; Other race: 159 children ⁴
Maryland	Data not available
Massachusetts UPK	Data not available
Massachusetts Chapter 70	Race/Ethnicity: American Indian or Alaska Native: 49 children (14 3-year-olds; 30 4-year-olds); Asian: 1,761 children (449 3-year-olds; 1,195 4-year-olds); Black or African American: 2,423 children (509 3-year-olds; 1,690 4-year-olds); Hispanic or Latino: 5,084 children (1,108 3-year-olds; 3,553 4-year-olds); Native Hawaiian or other Pacific Islander: 25 children (7 3-year-olds; 15 4-year-olds); White: 10,809 children (3,176 3-year-olds; 6,730 4-year-olds); Biracial/Multi-racial: 1,019 children (279 3-year-olds; 665 4-year-olds)
Michigan GSRP	Race: American Indian or Alaska Native: 220 4-year-olds; Asian: 718 4-year-olds; Black or African American: 7,483 4-year-olds; Native Hawaiian or other Pacific Islander: 25 4-year-olds; White: 18,226 4-year-olds; Unspecified/Not reported: 103 4-year-olds Ethnicity: Hispanic or Latino origin: 3,732 4-year-olds; Non-Hispanic or Non-Latino origin: 22,940 4-year-olds; Ethnicity unspecified: 103 4-year-olds
Michigan DK	Race/Ethnicity: American Indian or Alaska Native: 15 4-year-olds; Asian: 228 4-year-olds; Black or African American: 601 4-year-olds; Hispanic or Latino: 759 4-year-olds; Native Hawaiian or other Pacific Islander: 8 4-year-olds; White: 6,872 4-year-olds; Biracial/Multi-racial: 535 4-year-olds
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Race/Ethnicity: American Indian or Alaska Native: 141 4-year-olds; Asian: 788 4-year-olds; Black or African American: 1,803 4-year-olds; Hispanic or Latino: 1,245 4-year-olds; Native Hawaiian or other Pacific Islander: 4-year-olds; White: 2,767 4-year-olds; Biracial/Multi-racial: 496 4-year-olds
Mississippi	Race/Ethnicity: American Indian or Alaska Native: 5 4-year-olds; Asian: 18 4-year-olds; Black or African American: 1,532 4-year-olds; Hispanic or Latino: 84 4-year-olds; Native Hawaiian or other Pacific Islander: 3 4-year-olds; White: 1,017 4-year-olds; Biracial/Multi-racial: 68 4-year-olds
Missouri PP	Data not available
Missouri Pre-K FF	Data not available
Nebraska	Race/Ethnicity: American Indian or Alaska Native: 212 children (77 3-year-olds; 135 4-year-olds); Asian: 481 children (147 3-year-olds; 334 4-year-olds); Black or African American: 862 children (297 3-year-olds; 565 4-year-olds); Hispanic or Latino: 2,646 children (781 3-year-olds; 1,865 4-year-olds); Native Hawaiian or other Pacific Islander: 15 children (4 3-year-olds; 11 4-year-olds); White: 7,600 children (2,577 3-year-olds; 5,023 4-year-olds); Biracial/Multi-racial: 464 children (143 3-year-olds; 321 4-year-olds)
Nevada	Data not available
New Jersey Expansion	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	Race: American Indian or Alaska Native: 830 children (99 3-year-olds; 731 4-year-olds); Asian: 151 children (29 3-year-olds; 122 4-year-olds); Black or African American: 236 children (53 3-year-olds; 183 4-year-olds); Native Hawaiian or other Pacific Islander: 13 children (2 3-year-olds; 11 4-year-olds); White: 4,697 children (1,391 3-year-olds; 3,306 4-year-olds); Biracial/Multi-racial: 312 children (76 3-year-olds; 236 4-year-olds); Hispanic: 3,916 children (109 3-year-olds; 3,807 4-year-olds); Unspecified/Not reported: 233 children (89 3-year-olds; 144 4-year-olds) Ethnicity: Hispanic or Latino origin: 5,892 children (889 3-year-olds; 5,003 4-year-olds); Non-Hispanic or Non-Latino origin: 4,399 children (930 3-year-olds; 3,469 4-year-olds); Ethnicity unspecified: 97 children (29 3-year-olds; 68 4-year-olds) ⁷
New York	Data not available
North Carolina	Race: American Indian or Alaska Native: 958 4-year-olds; Asian: 541 4-year-olds; Black or African American: 8,387 4-year-olds; Native Hawaiian or other Pacific Islander: 147 4-year-olds; White: 11,900 4-year-olds; Biracial/Multi-racial: 1,785 4-year-olds Ethnicity: Hispanic or Latino origin: 5,537 4-year-olds; Non-Hispanic or Non-Latino origin: 18,181 4-year-olds
North Dakota	Data not available
Ohio	Race/Ethnicity: American Indian or Alaska Native: 27 children (6 3-year-olds; 21 4-year-olds); Asian: 296 children (44 3-year-olds; 252 4-year-olds); Black or African American: 4,140 children (705 3-year-olds; 3,435 4-year-olds); Hispanic or Latino: 1,277 children (179 3-year-olds; 1,098 4-year-olds); Native Hawaiian or other Pacific Islander: 23 children (8 3-year-olds; 15 4-year-olds); White: 7,978 children (1,255 3-year-olds; 6,723 4-year-olds); Biracial/Multi-racial: 1,311 children (234 3-year-olds; 1,077 4-year-olds)
Oklahoma	Race: American Indian or Alaska Native: 4,735 children (338 3-year-olds; 4,054 4-year-olds); Asian: 760 children (21 3-year-olds; 721 4-year-olds); Black or African American: 2,742 children (65 3-year-olds; 2,596 4-year-olds); Native Hawaiian or other Pacific Islander: 148 children (5 3-year-olds; 133 4-year-olds); White: 23,273 children (962 3-year-olds; 20,724 4-year-olds); Biracial/Multi-racial: 5,504 children (232 3-year-olds; 4,940 4-year-olds) Ethnicity: Hispanic or Latino origin: 6,751 children (194 3-year-olds; 6,282 4-year-olds); Non-Hispanic or Non-Latino origin: 30,411 children (1,429 3-year-olds; 26,886 4-year-olds) ⁷
Oregon Pre-K	Race: American Indian or Alaska Native: 140 children; Asian: 156 children; Black or African American: 429 children; Native Hawaiian or other Pacific Islander: 58 children; White: 4,142 children; Biracial/Multi-racial: 454 children; Other Race: 595 children; Unspecified/Not reported: 85 children Ethnicity: Hispanic or Latino origin: 2,423 children; Non-Hispanic or Non-Latino origin: 3,624 children; Ethnicity unspecified: 24 children; Other ethnicity: 3; Ethnicity missing: 47
Oregon Preschool Promise	Race: American Indian or Alaska Native: 113 children (39 3-year-olds; 74 4-year-olds); Asian: 72 children (33 3-year-olds; 39 4-year-olds); Black or African American: 185 children (83 3-year-olds; 102 4-year-olds); Native Hawaiian or other Pacific Islander: 42 children (17 3-year-olds; 25 4-year-olds); White: 1,757 children (679 3-year-olds; 1,078 4-year-olds); Other Race: 350 children (121 3-year-olds; 229 4-year-olds); Unspecified/Not reported: 175 children (71 3-year-olds; 104 4-year-olds) Ethnicity: Hispanic or Latino origin: 957 children (354 3-year-olds; 603 4-year-olds); Non-Hispanic or Non-Latino origin: 1,516 children (580 3-year-olds; 936 4-year-olds); Other Ethnicity: 138 children (55 3-year-olds, 83 4-year-olds); Ethnicity unspecified: 106 children (46 3-year-olds; 60 4-year-olds) ⁷

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Enrollment by race/ethnicity
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Race: American Indian or Alaska Native: 15 children (4 3-year-olds; 9 4-year-olds); Asian: 353 children (102 3-year-olds; 201 4-year-olds); Black or African American: 1,512 children (396 3-year-olds; 899 4-year-olds); Native Hawaiian or other Pacific Islander: 6 children (2 3-year-olds; 4 4-year-olds); White: 2,588 children (867 3-year-olds; 1,505 4-year-olds); Other Race: 723 children (232 3-year-olds; 426 4-year-olds); Unspecified/Not reported: 290 children (102 3-year-olds; 158 4-year-olds) Ethnicity: Hispanic or Latino origin: 1,316 children (416 3-year-olds; 782 4-year-olds); Non-Hispanic or Non-Latino origin: 4,128 children (1,284 3-year-olds; 2,392 4-year-olds); Ethnicity unspecified: 43 children (5 3-year-olds; 28 4-year-olds) ²
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	Race: American Indian or Alaska Native: 83 children (31 3-year-olds; 46 4-year-olds); Asian: 947 children (294 3-year-olds; 594 4-year-olds); Black or African American: 5,596 children (1,745 3-year-olds; 3,207 4-year-olds); Native Hawaiian or other Pacific Islander: 29 children (10 3-year-olds; 15 4-year-olds); White: 13,061 children (4,091 3-year-olds; 8,114 4-year-olds); Other Race: 2,489 children (788 3-year-olds; 1,563 4-year-olds); Unspecified/Not reported: 1,599 children (541 3-year-olds; 979 4-year-olds) Ethnicity: Hispanic or Latino origin: 4,099 children (1,184 3-year-olds; 2,652 4-year-olds); Non-Hispanic or Non-Latino origin: 18,876 children (6,139 3-year-olds; 11,324 4-year-olds); Ethnicity unspecified: 829 children (177 3-year-olds; 542 4-year-olds) ¹
Rhode Island	Race/Ethnicity: American Indian or Alaska Native: 36 4-year-olds; Asian: 81 4-year-olds; Black or African American: 421 4-year-olds; Hispanic or Latino: 529 4-year-olds; Native Hawaiian or other Pacific Islander: 6 4-year-olds; White: 526 4-year-olds; Biracial/Multi-racial: 221 4-year-olds; Unspecified/Not reported: 28 4-year-olds
South Carolina	Race: Asian: 8 4-year-olds; Black or African American: 1,354 4-year-olds; Native Hawaiian or other Pacific Islander: 3 4-year-olds; White: 684 4-year-olds; Biracial/Multi-racial: 195 4-year-olds; American Indian or Alaska Native: 43 children; Asian: 233 children; Black or African American: 6,750 children; Hispanic or Latino: 3,130 children; Native Hawaiian or other Pacific Islander: 12 children; White: 7,728 children; Biracial/Multi-racial: 1,153 children Ethnicity: Hispanic or Latino origin: 135 4-year-olds; Non-Hispanic or Non-Latino origin: 2,027 4-year-olds; Ethnicity unspecified: 82 children (62 4-year-olds) ⁹
Tennessee	Data not available
Texas	Data not available
Utah	Data not available
Vermont	Race: American Indian or Alaska Native: 13 children (4 3-year-olds; 5 4-year-olds); Asian: 131 children (35 3-year-olds; 71 4-year-olds); Black or African American: 153 children (41 3-year-olds; 79 4-year-olds); Native Hawaiian or other Pacific Islander: 6 children (2 3-year-olds; 3 4-year-olds); White: 5,879 children (1,576 3-year-olds; 3,052 4-year-olds); Biracial/Multi-racial: 203 children (61 3-year-olds; 107 4-year-olds) Ethnicity: Hispanic or Latino origin: 209 children (59 3-year-olds; 108 4-year-olds); Non-Hispanic or Non-Latino origin: 6,385 children (1,719 3-year-olds; 3,317 4-year-olds)
Virginia	Race/Ethnicity: American Indian or Alaska Native: 39 4-year-olds; Asian: 674 4-year-olds; Black or African American: 5,547 4-year-olds; Hispanic or Latino: 3,616 4-year-olds; Native Hawaiian or other Pacific Islander: 21 4-year-olds; White: 5,764 4-year-olds; Biracial/Multi-racial: 1,019 4-year-olds ⁴
Washington ECEAP	Race: American Indian or Alaska Native: 439 children (166 3-year-olds; 273 4-year-olds); Asian: 586 children (278 3-year-olds; 308 4-year-olds); Black or African American: 1,758 children (724 3-year-olds; 1,034 4-year-olds); Native Hawaiian or other Pacific Islander: 293 children (56 3-year-olds; 237 4-year-olds); White: 9,522 children (3,619 3-year-olds; 5,903 4-year-olds); Biracial/Multi-racial: 1,172 children (390 3-year-olds; 782 4-year-olds); Unspecified/Not reported: 879 children (334 3-year-olds; 545 4-year-olds) Ethnicity: Hispanic or Latino origin: 6,197 children (2,349 3-year-olds; 3,848 4-year-olds); Non-Hispanic or Non-Latino origin: 8,452 children (3,218 3-year-olds; 5,234 4-year-olds)
Washington TK	Race/Ethnicity: American Indian or Alaska Native: 13 4-year-olds; Asian: 31 children (30 4-year-olds); Black or African American: 18 children (16 4-year-olds); Hispanic or Latino: 366 children (325 4-year-olds); Native Hawaiian or other Pacific Islander: 9 children (6 4-year-olds); White: 372 children (341 4-year-olds); Biracial/Multi-racial: 47 children (47 4-year-olds) ²
West Virginia	Race/Ethnicity: American Indian or Alaska Native: 5 4-year-olds; Asian: 67 children (7 3-year-olds; 60 4-year-olds); Black or African American: 411 children (38 3-year-olds; 373 4-year-olds); Hispanic or Latino: 190 children (21 3-year-olds; 169 4-year-olds); Native Hawaiian or other Pacific Islander: 2 4-year-olds; White: 10,423 children (915 3-year-olds; 9,508 4-year-olds); Biracial/Multi-racial: 457 children (34 3-year-olds; 423 4-year-olds)
Wisconsin	Race/Ethnicity: American Indian or Alaska Native: 330 children; Asian: 1,710 children; Black or African American: 3,532 children; Hispanic or Latino: 5,061 children; Native Hawaiian or other Pacific Islander: 48 children; White: 29,056 children; Biracial/Multi-racial: 2,167 children; Unspecified/Not reported: 72 children ⁵
Guam	Race: Asian: 1 4-year-old; Native Hawaiian or other Pacific Islander: 49 4-year-olds Ethnicity: Non-Hispanic or Non-Latino origin: 50 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Enrollment by family income
Alabama	At or below 200% FPL: 16,832 4-year-olds; Above 200% FPL: 2,074 4-year-olds
Alaska	Data not available
Arizona	Below 100% FPL: 1,430 children (544 3-year-olds; 717 4-year-olds); 100%-149% FPL: 878 children (310 3-year-olds; 448 4-year-olds); 150% - 200% FPL: 1,341 children (517 3-year-olds; 662 4-year-olds) ⁷
Arkansas	Up to 200% of FPL: 16,081 children (5,833 3-year-olds; 10,248 4-year-olds); 200% - 250% FPL on sliding fee: 219 children (46 3-year-olds; 173 4-year-olds) ⁹
California CSPP	CSPP Income-Eligibility: At or below 85 percent of State Median Income, adjusted for family size: 76,401 children (21,121 3-year-olds; 52,209 4-year-olds); CSPP eligibility by other categories: 1,323 children (323 3-year-olds; 968 4-year-olds)
California TK	Free lunch: 31,582 4-year-olds; Reduced-price lunch: 10,043 4-year-olds
Colorado	Free lunch: 7,285 children (1,983 3-year-olds; 5,302 4-year-olds); Reduced-price lunch: 1,250 children (306 3-year-olds; 944 4-year-olds)
Connecticut CDCC	Less than 50% of SMI: 683 children (235 3-year-olds; 312 4-year-olds); 50%-75% of SMI: 317 children (98 3-year-olds; 154 4-year-olds); Greater than 75% of SMI, or Unknown: 570 children (234 3-year-olds; 322 4-year-olds) ⁸
Connecticut SR	Less than 50% of SMI: 3,360 children (999 3-year-olds; 2,005 4-year-olds); 50%-75% of SMI: 1,103 children (362 3-year-olds; 622 4-year-olds); Greater than 75% of SMI, or Unknown: 3,002 children (1,059 3-year-olds; 1,777 4-year-olds) ⁷
Connecticut Smart Start	Less than 50% of SMI: 127 children (30 3-year-olds; 79 4-year-olds); 50%-75% of SMI: 57 children (10 3-year-olds; 42 4-year-olds); Greater than 75% of SMI, or Unknown: 447 children (93 3-year-olds; 330 4-year-olds) ⁸
Delaware	Data not available
District of Columbia	Free lunch: 9,304 children (3,978 3-year-olds; 5,326 4-year-olds); Reduced-price lunch: 106 children (38 3-year-olds; 68 4-year-olds) ¹⁰
Florida	Data not available
Georgia	Category One: 29,789 4-year-olds; Category Two: 36,765 4-year-olds ⁶
Hawaii EOEL	<300% FPL: 225 4-year-olds; >300% FPL: 14 4-year-olds
Hawaii SPCSP	Free lunch: 117 4-year-olds; Reduced-price lunch: 8 4-year-olds ⁵
Illinois	50% FPL: 14,510 children (5,246 3-year-olds; 9,231 4-year-olds; 33 5-year-olds); 100% FPL: 16,678 children (6,187 3-year-olds; 10,466 4-year-olds; 25 5-year-olds); 200% FPL: 19,571 children (7,427 3-year-olds; 12,095 4-year-olds; 49 5-year-olds); 400% FPL: 8,183 (2,870 3-year-olds; 5,288 4-year-olds; 25 5-year-olds); Above 400% FPL: 5,298 (1,936 3-year-olds; 3,354 4-year-olds; 11 5-year-olds); Did not collect: 2,369 (1,174 3-year-olds; 1,190 4-year-olds; 5 5 year-olds)
Iowa Shared Visions	At or below 130% FRL: 823 children; Above 130% FPL: 53
Iowa SWVPP	Data not available ⁵
Kansas	Free lunch: 3,741 4-year-olds; Reduced-price lunch: 573 4-year-olds ⁸
Kentucky	Data not available ²
Louisiana 8(g)	Data not available ⁴
Louisiana LA 4	200% FPL: 14,306 4-year-olds
Louisiana NSECD	200% FPL: 1,019 children (100 3-year-olds; 919 4-year-olds)
Maine	Not economically disadvantaged: 2,887 children; Economically disadvantaged: 1,859 children
Maryland	Data not available
Massachusetts UPK	Data not available
Massachusetts Chapter 70	Economically disadvantaged: 8,814 children (2,133 3-year-olds; 5,911 4-year-olds)
Michigan GSRP	Less than 250% FPL: 23,982 4-year-olds; Between 251% and 400% of FPL: 2,568 4-year-olds; Over-income: 225 4-year-olds ⁷
Michigan DK	Economically disadvantaged: 3,998 4-year-olds; Not economically disadvantaged: 5,020 4-year-olds
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Free lunch: 3,224 children; Reduced-price lunch: 672 children; Not eligible: 3,353
Mississippi	Data not available
Missouri PP	Data not available
Missouri Pre-K FF	Data not available
Nebraska	Free lunch: 5,487 children (1,753 3-year-olds; 3,734 4-year-olds); Reduced-price lunch: 951 children (284 3-year-olds; 667 4-year-olds) ³
Nevada	Data not available ⁶

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCESS

STATE	Enrollment by family income
New Jersey Expansion	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	Data not available
New York	Data not available
North Carolina	Above 75% of SMI: 2,204 4-year-olds; At or Below 75% of SMI: 21,514 4-year-olds
North Dakota	Free lunch: 473 4-year-olds; Reduced-price lunch: 187 4-year-olds
Ohio	200% FPL or less: 12,714 children (1,933 3-year-olds; 10,781 4-year-olds) ⁴
Oklahoma	Free lunch: 11,304 children (395 3-year-olds; 10,141 4-year-olds); Reduced-price lunch: 2,099 children (44 3-year-olds; 1,925 4-year-olds); Free and/or reduced-price lunch: 7,277 children (428 3-year-olds; 6,546 4-year-olds); Not eligible for free or reduced-price lunch: 16,482 ⁷
Oregon Pre-K	<= 100% FPL: 4,691 children; 101-130% FPL: 858 children; Unknown: 499 children ⁵
Oregon Preschool Promise	<= 100% FPL: 1,050 children; 101-130% FPL: 575 children; 131-200% FPL: 1,094 children; Other/unknown: 49 children ⁸
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	0-100% FPL: 4,600 children (1,425 3-year-olds; 2,691 4-year-olds); 101-130% FPL: 527 children (180 3-year-olds; 297 4-year-olds); 131-200% FPL: 250 children (70 3-year-olds; 151 4-year-olds); Above 200% FPL: 110 Total (30 3-year-olds; 63 4-year-olds) ²
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	FPL 0-100%: 9,223 children (2,863 3-year-olds; 5,530 4-year-olds); FPL 101-130%: 3,013 children (1,011 3-year-olds; 1,779 4-year-olds); FPL 131-200%: 6,149 children (1,915 3-year-olds; 3,817 4-year-olds); FPL over 200%: 5,419 children (1,711 3-year-olds; 3,392 4-year-olds) ¹
Rhode Island	Below 185% FPL: 1,072 4-year-olds; Above 185% FPL: 776 4-year-olds
South Carolina	First Steps: 185% FPL: 2,244 children; CERDEP: Pupils in Poverty (PIP): 14,472 children; CERDEP: Non-PIP: 4,577 children ¹⁰
Tennessee	Free and/or reduced-price lunch: 13,454 children (463 3-year-olds; 12,991 4-year-olds)
Texas	Data not available
Utah	Data not available ⁴
Vermont	Free lunch: 1,452 children (307 3-year-olds; 787 4-year-olds); Free and/or reduced-price lunch: 5,142 children (1,471 3-year-olds; 2,638 4-year-olds) ⁴
Virginia	At or below 200% of Federal Poverty Level: 13,810 4-year-olds; 201% to 350% of Federal Poverty: 2,109 4-year-olds; 351% and Above Federal Poverty: 761 4-year-olds ⁶
Washington ECEAP	Free lunch: 12,027 children (4,509 3-year-olds; 7,518 4-year-olds); Reduced-price lunch: 1,436 children (612 3-year-olds; 824 4-year-olds) ⁹
Washington TK	Free and/or reduced lunch price: 424 4-year-olds
West Virginia	Data not available
Wisconsin	Free and/or reduced-price lunch: 15,119 4-year-olds; Unknown: 4 4-year-olds
Guam	Free and/or reduced-price lunch: 50 4-year-olds

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ACCESS

STATE	Enrollment by program location
Alabama	Public schools: 15,455; Head Start: 1,144; Private agencies: 1,476; Faith-based centers: 443; University operated and private schools: 388
Alaska	Public schools: 626; Private agencies: 10
Arizona	Public centers: 1,128; Private centers: 2,478 children (180 children in homes); Unknown: 32 ⁸
Arkansas	Public schools: 13,888; Head Start: 890; Private agencies: 2,437; Faith-based centers: 45; Family child care: 65
California CSPP	Public schools: 52,183; Other public settings: 1,705; Private Settings: 23,836 ⁵
California TK	Public schools: 79,382
Colorado	Public schools: 14,201; Head Start: 1,804; Private agencies: 2,183 ⁶
Connecticut CDCC	Head Start: 193; Private agencies: 1,257; Faith-based centers: 120
Connecticut SR	Public schools: 2,603; Head Start: 759; Private agencies: 7,457 ⁸
Connecticut Smart Start	Public schools: 631
Delaware	Public schools: 423; Head Start: 312; Private agencies: 84; Other: 35 ²
District of Columbia	DCPS: 5,502; CBOs: 979; Public charter schools: 6,442 ¹¹
Florida	Data not available
Georgia	Public schools: 36,119; Head Start: 3,811; Private agencies: 25,897; Other: 727
Hawaii EOEL	Public schools: 239
Hawaii SPCSP	Public schools: 152 ⁶
Illinois	Public schools: 58,059; Private agencies: 3,174; Other: 5,376
Iowa Shared Visions	Public schools: 530; Head Start: 222; Private agencies: 99; Faith-based centers: 25
Iowa SWVPP	Data not available
Kansas	Data not available ⁹
Kentucky	Data not available
Louisiana 8(g)	Public schools: 2,138
Louisiana LA 4	Data not available
Louisiana NSECD	Private agencies: 348; Faith-based centers: 671
Maine	Data not available ⁶
Maryland	Public schools: 23,609; Head Start: 437; Private agencies: 985; Family child care: 34
Massachusetts UPK	Data not available
Massachusetts Chapter 70	Data not available ⁵
Michigan GSRP	Public schools: 15,685; Head Start: 4,664; Private agencies: 2,945; Other: 3,481
Michigan DK	Data not available
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Public schools: 7,252
Mississippi	Public schools: 1,600; Head Start: 962; Private agencies: 155; Other: 10
Missouri PP	Data not available
Missouri Pre-K FF	Data not available
Nebraska	Data not available
Nevada	Public schools: 1,456; Head Start: 237; Private agencies: 276
New Jersey Expansion	Data not available ⁵
New Jersey ECPA	Public schools: 1,850; Private agencies: 2 ⁵
New Jersey ELLI	Public schools: 228
New Mexico	Public schools: 5,456; Head Start: 212; Private agencies: 4,192; Faith-based centers: 410; Family child care: 118
New York	Public schools: 50,353; Head Start: 7,111; Private agencies: 52,010; Family child care: 2,293; Other (includes faith-based centers and private agencies): 3,830
North Carolina	Public schools: 12,221; Head Start: 3,159; Private agencies: 8,338
North Dakota	Public schools: 1,105; Private agencies: 171; Faith-based centers: 78
Ohio	Public schools: 10,878; Other: 4,174 ⁵
Oklahoma	Data not available
Oregon Pre-K	Public schools: 646; Head Start: 5,475
Oregon Preschool Promise	Public schools: 950; Head Start: 452; Private agencies: 788; Family child care: 592; Education Service District: 92
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Public schools: 397; Head Start: 3,580; Private agencies: 1,510
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	Public schools: 4,613; Head Start: 6,355; Private agencies: 12,836
Rhode Island	Public schools: 504; Head Start: 702; Private agencies: 642
South Carolina	Public schools: 19,049; Head Start: 10; Private agencies: 1,855; Faith-based centers: 361; Federal military childcare: 18
Tennessee	Data not available
Texas	Data not available
Utah	Public schools: 1,790; Head Start: 31; Private agencies: 262
Vermont	Data not available
Virginia	Public schools: 16,813; Private agencies: 619 ⁴
Washington ECEAP	Public schools: 8,780; Head Start: 1,564; Private agencies: 3,301; Faith-based centers: 400; Family child care: 117; Other (includes tribal, city, government, higher education settings): 487
Washington TK	Public schools: 856 ²
West Virginia	Properties owned by county boards of education: 693; Properties not owned by county boards of education: 251 ³
Wisconsin	Data not available ⁶
Guam	Public schools: 50

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ACCESS

STATE	Enrollment by operating schedule
Alabama	Extended day: 18,906
Alaska	Data not available ⁶
Arizona	400 hours annually: 966 center-based; 10 home-based; 1,120 hours annually: 2,727 center-based; 174 home-based ⁹
Arkansas	Extended day: 17,325 ¹⁰
California CSPP	School day: 28,643; Part day: 49,081 ⁶
California TK	Data not available
Colorado	School day: 5,460; Part day: 12,728 ⁷
Connecticut CDCC	Extended day: 1,396; Part day: 174
Connecticut SR	Extended day: 4,974; School day: 984; Part day: 1,507
Connecticut Smart Start	School day: 631
Delaware	Part day: 830 ³
District of Columbia	Extended day: 12,923
Florida	Data not available
Georgia	Extended day: 66,554
Hawaii EOEL	School day: 239
Hawaii SPCSP	School day: 152
Illinois	School day: 21,785; Part day: 44,824
Iowa Shared Visions	Extended day: 645; School day: 183; Part day: 48
Iowa SWVPP	Extended day: 1,122; School day: 4,246; Part day: 17,509 ⁶
Kansas	Extended day: 1,109; School day: 449; Part day: 5,361 ¹⁰
Kentucky	Data not available
Louisiana 8(g)	School day: 2,138
Louisiana LA 4	School day: 14,306
Louisiana NSECD	School day: 1,019
Maine	Data not available
Maryland	Extended day: 15,559; Part day: 9,506
Massachusetts UPK	Data not available
Massachusetts Chapter 70	Data not available
Michigan GSRP	Extended day: 25,063; Part day: 1,712 ⁸
Michigan DK	Data not available
Minnesota HdSt	Data not available
Minnesota VPK/SRP	350-410 hours: 45 sites; 411-510 hours: 174 classrooms
Mississippi	School day: 2,721; Part day: 6
Missouri PP	School day: 181
Missouri Pre-K FF	School day: 5,372; Part day: 902
Nebraska	Data not available
Nevada	School day: 1,969
New Jersey Expansion	School day: 44,597; Part day: 218 ⁶
New Jersey ECPA	School day: 850; Part day: 1,002 ⁶
New Jersey ELLI	School day: 27; Part day: 201
New Mexico	School day: 9,015; Part day: 1,373
New York	School day: 92,937; Part day: 22,660
North Carolina	Extended day: 23,718
North Dakota	School day: 1,354 ²
Ohio	Part day: 15,052 ⁶
Oklahoma	School day: 34,257; Part day: 2,905; Locally determined: 1,288 ⁸
Oregon Pre-K	Extended day: 2,448; Part day: 3,673
Oregon Preschool Promise	Extended day: 940; School day: 1,485; Locally determined: 449 ⁹
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	School day: 4,868; Part day: 619
Pennsylvania K4 & SBPK	School day: 5,564; Part day: 1,555
Pennsylvania PKC	School day: 22,370; Part day: 1,434
Rhode Island	School day: 1,848
South Carolina	Extended day: 10,785; School day: 10,508 ¹¹
Tennessee	School day: 15,601
Texas	School day: 161,617; Part day: 34,604
Utah	Extended day: 56; School day: 42; Part day: 1,985
Vermont	Data not available
Virginia	School day: 16,728; Part day: 704 ⁴
Washington ECEAP	Extended day: 632; School day: 3,642; Part day: 10,375
Washington TK	School day: 856 ²
West Virginia	School day: 11,528; Part day: 453 ⁴
Wisconsin	Data not available
Guam	School day: 50

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

OPERATING SCHEDULE

STATE	Minimum hours per day funded to operate using state funds	Days per week funded to operate using state funds
Alabama	6.5 ⁸	5 days per week ⁸
Alaska	Determined locally ⁷	Determined locally ⁷
Arizona	34 hours per month ¹⁰	34 hours per month ¹⁰
Arkansas	7 ¹⁰	5 days per week
California CSPP	3 ⁶	5 days per week ⁶
California TK	3 ²	5 days per week ³
Colorado	2.5 ⁷	Determined locally ⁷
Connecticut CDCC	10 ⁹	5 days per week
Connecticut SR	2.5 ⁹	5 days per week
Connecticut Smart Start	6	5 days per week
Delaware	3.5 ⁴	5 days per week
District of Columbia	6.5	5 days per week
Florida	Determined locally ²	Determined locally ²
Georgia	6.5	5 days per week
Hawaii EOEL	Per Hawaii Department of Education's school-day schedule (30.5 hours per week) ⁵	5 days per week
Hawaii SPCSP	Aligned to the Hawaii Department of Education's school-day schedule (30.5 hours per week) ⁷	5 days per week
Illinois	2.5	5 days per week
Iowa Shared Visions	No minimum requirement ³	Determined locally ³
Iowa SWVPP	At least 10 hours per week ⁷	Determined locally ⁷
Kansas	465 hours per year ¹¹	Determined locally ¹²
Kentucky	2.5 ³	Determined locally ⁴
Louisiana 8(g)	6 ⁵	5 days per week
Louisiana LA 4	6 ⁴	5 days per week
Louisiana NSECD	6 ³	5 days per week
Maine	2 ⁷	Determined locally ⁷
Maryland	2.5 ⁶	5 days per week
Massachusetts UPK	Determined locally ⁴	Determined locally ⁴
Massachusetts Chapter 70	Determined locally ⁶	Determined locally ⁶
Michigan GSRP	3 hours per day for part-day programs ⁹	4 days per week ¹⁰
Michigan DK	Determined locally ³	Determined locally ⁴
Minnesota HdSt	Per Federal Head Start Performance Standards ³	Per Federal Head Start Performance Standards ³
Minnesota VPK/SRP	350 instructional hours per school year ⁶	Determined locally ⁴
Mississippi	4 ⁴	5 days per week ⁴
Missouri PP	3 ²	Determined locally ³
Missouri Pre-K FF	No minimum requirement	Determined locally
Nebraska	12 hours per week ⁴	Determined locally ⁴
Nevada	5 hours/day or 25 hours/week	Determined locally ⁷
New Jersey Expansion	6 ⁷	5 days per week
New Jersey ECPA	2.5 ⁶	5 days per week
New Jersey ELLI	2.5 ⁵	5 days per week
New Mexico	3 ⁸	Determined locally ⁹
New York	2.5 ³	5 days per week
North Carolina	6.5	5 days per week
North Dakota	400 hours per year	Determined locally
Ohio	2.5 ⁶	Determined locally
Oklahoma	2.5 ⁹	5 days per week ⁹
Oregon Pre-K	3.5 ⁶	Determined locally ⁴
Oregon Preschool Promise	Determined locally ¹⁰	Determined locally ¹⁰
Pennsylvania RTL	2.5	5 days per week
Pennsylvania HSSAP	3.5 ³	Determined locally ³
Pennsylvania K4 & SBPK	2.5	5 days per week
Pennsylvania PKC	2.5 ²	5 days per week
Rhode Island	6	5 days per week
South Carolina	CERDEP: 6.5; EIA 4K: 4 ¹¹	5 days per week
Tennessee	5.5 hours of instruction per day (excluding nap)	5 days per week
Texas	32,400 minutes/year (part-day, PK3); 75,600 minutes/year (full-day, PK4) ³	5 days per week
Utah	Determined locally	Determined locally
Vermont	10 hours per week ⁵	Determined locally
Virginia	3 ⁷	5 days per week
Washington ECEAP	3 ¹⁰	Determined locally
Washington TK	Full-day: 1,000 hours/year; 27.75 hours/week ³	5 days per week ³
West Virginia	1,500 minutes (25 hours) per week ⁴	At least 4 days per week
Wisconsin	2.5 ⁷	Determined locally ⁷
Guam	6 ²	5 days per week ²

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OPERATING SCHEDULE

STATE	Hours per year funded to operate using state funds	State-funded annual operating schedule	Were there COVID-related changes in the state-funded preschool operating schedule?
Alabama	1,170 ⁸	School year or academic year ⁸	Yes ⁹
Alaska	Determined locally ⁷	Determined locally ⁸	No ⁹
Arizona	Part-day: 400; Full-day: 1,120 ¹⁰	Determined locally ¹⁰	No ¹¹
Arkansas	1,246	School year or academic year ¹⁰	No
California CSPP	Part Day/Part Year: minimum of 175 days/year; Full Day/Full Year: minimum of 246 days/year	Determined locally	Yes ⁷
California TK	600	School year or academic year	Yes ⁴
Colorado	Half-day: 360; Full-day: 720 ⁷	School year or academic year ⁷	No
Connecticut CDCC	Minimum of 1,560 hours/year ¹⁰	Full calendar year ¹¹	Yes
Connecticut SR	Full-day/full-year: 2,500; School-day: 1,080; Part-day: 450 ⁹	Determined locally ⁹	Yes ¹⁰
Connecticut Smart Start	885 ⁹	School year or academic year ⁹	Yes ⁹
Delaware	At least 560 ⁵	Minimum 160 days/year ⁵	No
District of Columbia	1,170	School year or academic year	Yes ¹²
Florida	School-year programs: 540; Summer programs: 300 ²	Determined locally ²	Not reported
Georgia	1,170	School year or academic year	No
Hawaii EOEL	1,080	School year or academic year	Yes ⁶
Hawaii SPCSP	1,080 ⁷	School year or academic year ⁷	Yes ⁸
Illinois	2.5 to 5 hours/day, 5 days/week for approximately 165 days/year	School year or academic year	Yes ⁵
Iowa Shared Visions	Determined locally	Determined locally	Yes ⁴
Iowa SWVPP	Approximately 350 ⁸	Determined locally ⁹	Yes ¹⁰
Kansas	465 ¹³	School year or academic year ¹⁴	Yes ¹⁵
Kentucky	Unknown	School year or academic year ⁵	Yes ⁶
Louisiana 8(g)	1,062	School year or academic year	No
Louisiana LA 4	1,062	School year or academic year	No
Louisiana NSECD	1,050	School year or academic year	No
Maine	Minimally 350 hours per year ⁷	School year or academic year	No
Maryland	Part-Day: 839.79; Extended-Day: 1,255.34	School year or academic year	Yes ⁷
Massachusetts UPK	Determined locally ⁴	Determined locally ⁴	No
Massachusetts Chapter 70	Determined locally	Determined locally	No
Michigan GSRP	Part-day: 360; School-day: 780 ¹⁰	Determined locally ¹⁰	Yes ¹¹
Michigan DK	Determined locally ⁵	School year or academic year ⁵	Not reported
Minnesota HdSt	Per Federal Head Start Performance Standards ³	Determined locally ³	No
Minnesota VPK/SRP	Minimum of 350 hours; Funded up to 510 hours ⁶	School year or academic year ⁷	No ⁸
Mississippi	Part-time: 540; Full-time: 1,080	School year or academic year	Yes ⁵
Missouri PP	Determined locally ²	School or academic year (schools/government entities only); Full calendar year ⁴	No
Missouri Pre-K FF	522 hours/year (part-day); 1,044 hours/year (school-day)	School year or academic year	No
Nebraska	450 if receiving a grant or qualified to have State Aid calculated ⁴	School year or academic year ⁵	Yes ⁶
Nevada	Determined locally	Determined locally ⁸	Yes ⁹
New Jersey Expansion	1,080 ⁷	School year or academic year ⁷	Yes ⁷
New Jersey ECPA	450 to 1080	School year or academic year ⁶	Yes ⁷
New Jersey ELLI	450 to 1080	School year or academic year ⁶	Yes ⁶
New Mexico	Part-day: 450 hours; Extended-day: 900 hours ¹⁰	Determined locally	Yes ¹¹
New York	Part-day: 450; Full-day: 900	School year or academic year	No
North Carolina	1,170	School year or academic year ⁷	No
North Dakota	400 ²	School year or academic year	No
Ohio	455 ⁶	School year or academic year	No
Oklahoma	1,080 hours or 175 school days ⁹	School year or academic year ⁹	No
Oregon Pre-K	Per Federal Head Start Program Performance Standards ⁶	School year or academic year ⁶	Yes ⁷
Oregon Preschool Promise	900 ¹⁰	Determined locally ¹⁰	Yes ¹¹
Pennsylvania RTL	450 to 990	School year or academic year	No
Pennsylvania HSSAP	448 ⁴	Determined locally ⁴	No
Pennsylvania K4 & SBPK	450 to 990 ¹	School year or academic year ¹	No
Pennsylvania PKC	At least 180 days	School year or academic year	No
Rhode Island	1,080	School year or academic year	No
South Carolina	CERDEP: 1,170 (public), 1,870 (First Steps); EIA 4K: 720 ¹¹	School year or academic year ¹¹	Yes ¹²
Tennessee	990 ⁴	School year or academic year ⁴	No
Texas	540 (3-year-olds); 1,250 (4-year-olds)	School year or academic year	Yes ⁴
Utah	Determined locally	Determined locally	Yes ⁵
Vermont	350	School year or academic year	Not reported
Virginia	990 hours or 180 days	School year or academic year	Yes ⁸
Washington ECEAP	Part-day 360; School-day 1,000; Working-Day 2,370 ¹⁰	School year (part-day and school-day models); Calendar year (working-day model)	No ¹¹
Washington TK	1,000 instructional hours/year ³	School year or academic year ³	Not reported
West Virginia	800 hours (48,000 minutes) per year	School year or academic year ⁵	No
Wisconsin	437 ⁸	Determined locally	Yes ⁹
Guam	1,080	School year or academic year	Yes ²

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

AGE ELIGIBILITY

STATE	Minimum age for preschool eligibility	Minimum age for kindergarten eligibility
Alabama	4 by September 1 ¹⁰	5 by September 1 ¹⁰
Alaska	3 by locally determined date	5 by September 1
Arizona	No minimum age	5 by September 1 ¹²
Arkansas	3 by August 1	5 by August 1 ¹¹
California CSPP	3 by June 30 ⁸	5 by September 1 ⁸
California TK	5 by December 2 ⁵	5 by September 1 ⁵
Colorado	3 on or before October 1 ⁸	5 on or before October 1 ⁸
Connecticut CDCC	2 years, 8 months at enrollment ¹²	5 on or before January 1
Connecticut SR	2 years, 8 months at enrollment ¹¹	5 on or before January 1
Connecticut Smart Start	No minimum age ¹⁰	5 on or before January 1
Delaware	3 by August 31	5 by August 31
District of Columbia	3 by September 30 ¹³	5 by September 30 ¹³
Florida	4 by September 1	5 by September 1
Georgia	4 by September 1 ⁷	5 by September 1 ⁷
Hawaii EOEL	4 on or before July 31	5 on or before July 31
Hawaii SPCSP	3 on or before July 31 ⁹	5 on or before July 31
Illinois	3 by September 1 ⁶	5 by September 1 ⁶
Iowa Shared Visions	3 by September 15 ⁵	5 by September 15 ⁵
Iowa SWVPP	4 on or before September 15 ¹¹	5 on or before September 15 ¹¹
Kansas	3 years old on or before August 31 ¹⁶	5 years old on or before August 31 ¹⁶
Kentucky	3 by August 1 ⁷	5 by August 1 ⁷
Louisiana 8(g)	4 by September 30	5 by September 30
Louisiana LA 4	4 by September 30	5 by September 30
Louisiana NSECD	3 by September 30	5 by September 30
Maine	4 by October 15	5 by October 15
Maryland	4 by September 1 ⁸	5 by September 1 ⁸
Massachusetts UPK	2 years, 9 months by locally determined date	5 by locally determined date ⁵
Massachusetts Chapter 70	3 by locally determined date ⁷	5 by locally determined date ⁷
Michigan GSRP	4 by September 1 ¹²	5 by September 1 ¹²
Michigan DK	5 by December 1	5 by September 1
Minnesota HdSt	3 per Federal Head Start Performance Standards ⁴	5 by September 1
Minnesota VPK/SRP	4 by September 1	5 by September 1
Mississippi	4 by September 1	5 by September 1
Missouri PP	3 by July 31 ⁵	5 by July 31 ⁵
Missouri Pre-K FF	3 by July 31	5 by July 31
Nebraska	Determined locally ⁷	5 by August 1 ⁷
Nevada	4 by September 30	5 by September 30
New Jersey Expansion	3 by locally determined date ⁸	5 by locally determined date ⁸
New Jersey ECPA	3 by locally determined date ⁸	5 by locally determined date ⁸
New Jersey ELLI	3 by locally determined date ⁷	5 by locally determined date ⁷
New Mexico	3 by August 31 ¹²	5 by August 31
New York	3 by December 1 ⁴	5 by December 1 ⁴
North Carolina	4 by August 31	5 by August 31 ⁸
North Dakota	4 by August 1 ³	5 by August 1 ³
Ohio	4 by August 1 or September 30 ⁷	5 by August 1 or September 30
Oklahoma	4 by September 1 ¹⁰	5 by September 1 ¹⁰
Oregon Pre-K	3 by locally determined date ⁸	5 by September 1
Oregon Preschool Promise	3 by September 1	5 by September 1
Pennsylvania RTL	Determined locally	Determined locally
Pennsylvania HSSAP	Determined locally ⁵	Determined locally ⁵
Pennsylvania K4 & SBPK	Determined locally	Determined locally
Pennsylvania PKC	Determined locally ³	Determined locally ³
Rhode Island	4 by September 1	5 by September 1
South Carolina	4 by September 1 ¹³	5 by September 1 ¹³
Tennessee	3 or 4 by August 15 ⁵	5 by August 15
Texas	3 by September 1	5 by September 1
Utah	3 at the time of enrollment ⁶	5 before September 2nd ⁶
Vermont	3 by locally determined date ⁶	5 by locally determined date ⁶
Virginia	4 by September 30 ⁹	5 by September 30
Washington ECEAP	3 by August 31 ¹²	5 by August 31 ¹²
Washington TK	4 by August 31 ⁴	5 by August 31 ⁴
West Virginia	4 before July 1 ⁶	5 before July 1 ⁶
Wisconsin	4 by September 1 ¹⁰	5 on or by September 1 ¹⁰
Guam	4 by July 31	5 by July 31

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AGE ELIGIBILITY

STATE	Were there COVID-related changes in preschool or kindergarten age eligibility requirements in 2021-2022?	Age for compulsory school attendance
Alabama	No	6 by September 1
Alaska	No	7
Arizona	No	6 by September 1
Arkansas	No	5
California CSPP	No	6 by September 1
California TK	No	6 by September 1
Colorado	No	6 by August 1
Connecticut CDCC	No	5 with exceptions for 6- and 7-year-olds ¹³
Connecticut SR	No	5 with exceptions for 6- and 7-year-olds ¹²
Connecticut Smart Start	No	5 with exceptions for 6- and 7-year-olds ¹¹
Delaware	No	5 by August 31
District of Columbia	No	5
Florida	Not reported	6
Georgia	No	6 by September 1
Hawaii EOEL	No	5
Hawaii SPCSP	No	5
Illinois	No	6
Iowa Shared Visions	No	6 by September 15 ⁶
Iowa SWVPP	No	6 by September 15 ¹²
Kansas	No	7
Kentucky	Yes, for kindergarten age-eligibility ⁸	6
Louisiana 8(g)	No	7
Louisiana LA 4	No	7
Louisiana NSECD	No	7
Maine	No	6 by October 15
Maryland	No	5
Massachusetts UPK	No	6
Massachusetts Chapter 70	No	6
Michigan GSRP	No	6
Michigan DK	Not reported	6
Minnesota HdSt	No	7 by September 1
Minnesota VPK/SRP	No	7 by September 1
Mississippi	No	6
Missouri PP	No	7
Missouri Pre-K FF	No	7
Nebraska	No	6 by January 1
Nevada	No	7
New Jersey Expansion	No	6
New Jersey ECPA	No	6
New Jersey ELLI	No	6
New Mexico	No	5
New York	No	6
North Carolina	No	6
North Dakota	No	7
Ohio	No	6 by August 1 or September 30
Oklahoma	No	5 ¹⁰
Oregon Pre-K	No	6 by September 1
Oregon Preschool Promise	No	6 by September 1
Pennsylvania RTL	No	6
Pennsylvania HSSAP	No	6
Pennsylvania K4 & SBPK	No	6
Pennsylvania PKC	No	6
Rhode Island	No	6 by September 1
South Carolina	Yes, for preschool age-eligibility ¹⁴	5
Tennessee	No	6
Texas	Yes, for preschool age-eligibility ⁵	6 by September 1
Utah	No	6
Vermont	Not reported	6
Virginia	Yes, for preschool age-eligibility ¹⁰	5 by September 30
Washington ECEAP	No	8 ¹³
Washington TK	Not reported	8
West Virginia	No	6 by July 1 ⁷
Wisconsin	No	6
Guam	No	5

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OTHER ELIGIBILITY POLICIES

STATE	Besides age, how is eligibility for state-funded preschool determined for individual children?
Alabama	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹⁰
Alaska	Eligibility is determined by individual child or family characteristics in addition to age ¹⁰
Arizona	Eligibility is determined by individual child or family characteristics in addition to age ¹³
Arkansas	Eligibility is determined by individual child or family characteristics in addition to age ¹²
California CSPP	Eligibility is determined by individual child or family characteristics in addition to age ⁹
California TK	All age-eligible children in districts offering the program, or in the entire state, may enroll
Colorado	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Connecticut CDCC	Eligibility is determined by individual child or family characteristics in addition to age ¹⁴
Connecticut SR	Eligibility is determined by individual child or family characteristics in addition to age ¹³
Connecticut Smart Start	Eligibility is determined by individual child or family characteristics in addition to age ¹²
Delaware	Eligibility is determined by individual child or family characteristics in addition to age ⁶
District of Columbia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Florida	All age-eligible children in districts offering the program, or in the entire state, may enroll
Georgia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Hawaii EOEL	Eligibility is determined by individual child or family characteristics in addition to age ⁷
Hawaii SPCSP	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹⁰
Illinois	Eligibility is determined by individual child or family characteristics in addition to age ⁷
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age ⁷
Iowa SWVPP	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹³
Kansas	Eligibility is determined by individual child or family characteristics in addition to age ¹⁷
Kentucky	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Louisiana LA 4	Eligibility is determined by individual child or family characteristics in addition to age
Louisiana NSECD	Eligibility is determined by individual child or family characteristics in addition to age
Maine	Eligibility is determined by individual child or family characteristics in addition to age ⁸
Maryland	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Massachusetts UPK	All age-eligible children in districts offering the program, or in the entire state, may enroll
Massachusetts Chapter 70	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁷
Michigan GSRP	Eligibility is determined by individual child or family characteristics in addition to age ¹³
Michigan DK	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁶
Minnesota HdSt	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Minnesota VPK/SRP	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁹
Mississippi	Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age ⁶
Missouri PP	All age-eligible children in districts offering the program, or in the entire state, may enroll
Missouri Pre-K FF	Eligibility is determined by individual child or family characteristics in addition to age ¹
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age ⁸
Nevada	Eligibility is determined by individual child or family characteristics in addition to age ⁶
New Jersey Expansion	All age-eligible resident children in districts offering the program may enroll ⁹
New Jersey ECPA	All age-eligible resident children in districts offering the program may enroll ⁹
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age ⁸
New Mexico	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹³
New York	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁵
North Carolina	Eligibility is determined by individual child or family characteristics in addition to age ⁹
North Dakota	Eligibility is determined by individual child or family characteristics in addition to age
Ohio	Eligibility is determined by individual child or family characteristics in addition to age ⁸
Oklahoma	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹¹
Oregon Pre-K	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Oregon Preschool Promise	Eligibility is determined by individual child or family characteristics in addition to age ¹²
Pennsylvania RTL	Eligibility is determined by individual child or family characteristics in addition to age ¹
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Pennsylvania K4 & SBPK	K4: All age-eligible children in districts offering the program, or in the entire state, may enroll; SBPK: Eligibility is determined by individual child or family characteristics in addition to age ²
Pennsylvania PKC	Eligibility is determined by individual child or family characteristics in addition to age ⁴
Rhode Island	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁴
South Carolina	Eligibility is determined by individual child or family characteristics in addition to age ¹⁵
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Texas	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Utah	Eligibility is determined by individual child or family characteristics in addition to age ⁷
Vermont	All age-eligible children in districts offering the program, or in the entire state, may enroll ²
Virginia	Eligibility is determined by individual child or family characteristics in addition to age ¹¹
Washington ECEAP	Eligibility is determined by individual child or family characteristics in addition to age ¹²
Washington TK	Eligibility is determined by individual child or family characteristics in addition to age ⁵
West Virginia	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁶
Wisconsin	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹¹
Guam	All age-eligible children in districts offering the program, or in the entire state, may enroll

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OTHER ELIGIBILITY POLICIES

STATE	Income requirement
Alabama	None
Alaska	None
Arizona	200% of FPL
Arkansas	200% of FPL ¹²
California CSPP	85% of SMI ⁹
California TK	None
Colorado	Eligible for free or reduced-price lunch, or 185% of FPL ⁹
Connecticut CDCC	75% SMI or below
Connecticut SR	75% SMI or below for at least 60% of children in each municipality ¹³
Connecticut Smart Start	None ¹²
Delaware	100% of FPL ⁶
District of Columbia	None
Florida	None
Georgia	None
Hawaii EOEL	300% of FPL
Hawaii SPCSP	None
Illinois	None
Iowa Shared Visions	Eligible for free lunch, or 130% of FPL ⁷
Iowa SWVPP	None
Kansas	Kansas Preschool-Aged At-Risk: Eligible for free lunch, or 130% of FPL; Kansas Preschool Pilot: Eligible for free or reduced-price lunch, or 185% of FPL. ¹⁷
Kentucky	160% of FPL ⁹
Louisiana 8(g)	200% of FPL ⁶
Louisiana LA 4	200% of FPL
Louisiana NSECD	200% of FPL
Maine	None
Maryland	Eligible for free or reduced-price lunch, or 185% and below of FPL (part-day); up to 300% of FPL (full-day) ⁹
Massachusetts UPK	None
Massachusetts Chapter 70	None
Michigan GSRP	400% of FPL, with some exception above that for this COVID-19 pandemic year only as set by the State Legislature. ¹³
Michigan DK	None
Minnesota HdSt	Per Federal Head Start: 100% of FPL ⁵
Minnesota VPK/SRP	None ⁹
Mississippi	None
Missouri PP	None
Missouri Pre-K FF	Eligible for free or reduced-price lunch, or 185% of FPL
Nebraska	Eligible for free or reduced-price lunch, or 185% of FPL ⁸
Nevada	200% of FPL
New Jersey Expansion	None
New Jersey ECPA	None
New Jersey ELLI	Eligible for free or reduced-price lunch, or 185% of FPL ⁸
New Mexico	None
New York	None
North Carolina	75% of SMI ⁹
North Dakota	Eligible for free or reduced-price lunch, or 185% of FPL ⁴
Ohio	At or below 200% FPL ⁸
Oklahoma	None
Oregon Pre-K	100% of FPL ⁹
Oregon Preschool Promise	200% of FPL ¹³
Pennsylvania RTL	None
Pennsylvania HSSAP	Per Federal Head Start: 100% of FPL
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	300% FPL
Rhode Island	None
South Carolina	Eligible for free or reduced-price lunch or Medicaid, or 185% of FPL ¹⁵
Tennessee	Eligible for free or reduced-priced lunch or 185% of FPL
Texas	Eligible for free or reduced-price lunch, or 185% of FPL (one of several risk factors)
Utah	Eligible for free or reduced-price lunch, or 185% of FPL ⁷
Vermont	None
Virginia	200% of FPL; 350% of FPL for students with disabilities ¹¹
Washington ECEAP	110% of FPL ¹²
Washington TK	None
West Virginia	None
Wisconsin	None
Guam	None

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OTHER ELIGIBILITY POLICIES

STATE	How is the income requirement applied to determine eligibility?
Alabama	NA
Alaska	NA
Arizona	100% of children must meet the income requirement
Arkansas	98.6% of the enrolled children met the income criteria & 1.4% were on the sliding fee scale for families with income is between 200% and 250% FPL ¹²
California CSPP	Part-day CSPP: once all eligible children are enrolled, contractors may enroll up to 10% of children whose families exceed the income eligibility threshold by no more than 15% ⁹
California TK	NA
Colorado	Income is one of several eligibility criteria for children ⁹
Connecticut CDCC	100% of children must meet the income requirement ⁸
Connecticut SR	A minimum of 60% of enrolled families must fall below 75% SMI
Connecticut Smart Start	A minimum of 60% of enrolled families must fall below 75% SMI or at least 50% families must be eligible for FRPL
Delaware	Per the Federal Head Start Program Performance Standards ⁶
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii EOEL	Priority is given to families at or below 300% FPL
Hawaii SPCSP	NA
Illinois	NA
Iowa Shared Visions	At least 80% of children must meet the income criteria ⁷
Iowa SWVPP	NA
Kansas	100% of the students in the Preschool-Aged At-Risk program must meet at least one of the at-risk criteria, but there is not a certain number that must meet the income requirement. At least 50% of the students must meet one of the at risk criteria in order to be funded by the Kansas Preschool Pilot program but there is not a certain number that must meet the income requirement. ¹⁷
Kentucky	Once all at-risk 4-year-olds (160% FPL) and 3- and 4-year-olds with disabilities are served, other children may enroll if space is available ⁹
Louisiana 8(g)	Priority is given to students at or below 200% FPL ⁶
Louisiana LA 4	100% of children must meet the income requirement
Louisiana NSECD	100% of children must meet the income requirement
Maine	NA
Maryland	100% of children must first meet the income, homelessness, or foster care requirement ⁹
Massachusetts UPK	NA
Massachusetts Chapter 70	NA
Michigan GSRP	90% of children must meet income eligibility of 400% FPL for the 2020-21 year only, with exceptions for those over income if sufficient numbers of children cannot be recruited at 400% FPL. ¹³
Michigan DK	NA
Minnesota HdSt	Per the Federal Head Start Program Performance Standards ⁵
Minnesota VPK/SRP	NA
Mississippi	NA
Missouri PP	NA
Missouri Pre-K FF	100% of children must meet the income requirement
Nebraska	70% of children must have one risk factor ⁸
Nevada	All children must be income eligible

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OTHER ELIGIBILITY POLICIES

STATE	How is the income requirement applied to determine eligibility?
New Jersey Expansion	NA
New Jersey ECPA	NA
New Jersey ELLI	100% of children must meet the income requirement ⁸
New Mexico	NA
New York	NA
North Carolina	20% of a county's NC Pre-K slots allocation may be used to serve children above 75% of SMI, if they have another designated risk factor. ⁹
North Dakota	100% of children must meet the income requirement
Ohio	Income requirement is for all children, except those who are eligible due to having an IEP in Preschool Special Education ⁸
Oklahoma	NA
Oregon Pre-K	Per the Federal Head Start Program Performance Standards ⁹
Oregon Preschool Promise	100% of children must meet the income requirement ¹³
Pennsylvania RTL	NA
Pennsylvania HSSAP	Per the Federal Head Start Program Performance Standards: at least 90% of children ⁶
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	100% of children must meet the income requirement
Rhode Island	NA
South Carolina	NA ¹⁶
Tennessee	Goal for at least 90% of children must meet the income requirement ⁵
Texas	Eligibility for free and reduced price lunch is one of seven ways to qualify (in addition to age eligibility) ⁶
Utah	Children must either be English Language Learners, or qualify for Free or Reduced lunch in addition to experiencing at least one risk factor ⁷
Vermont	NA
Virginia	85% of children must meet the income requirement (including homelessness or dropout). However, if a VPI program determines that more than 15% of slots need to be filled using local eligibility due negative impact of COVID-19 or other at-risk factors, the program may apply for a waiver to increase the use of local criteria above 15% ¹¹
Washington ECEAP	90% of children must meet the income requirement ¹²
Washington TK	NA
West Virginia	NA
Wisconsin	NA
Guam	NA

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OTHER ELIGIBILITY POLICIES

STATE	Risk factors besides income that can be used to determine eligibility
Alabama	NA
Alaska	Determined locally
Arizona	None
Arkansas	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Child has an incarcerated parent; Child is in custody or living with a family member other than parent
California CSPP	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care; Families whose children are receiving CPS or at risk of abuse, neglect or exploitation; Families receiving cash aid ⁹
California TK	NA
Colorado	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Child history of foster care; Other locally determined risk factors ⁹
Connecticut CDCC	Homelessness or unstable housing; Child history of foster care
Connecticut SR	NA
Connecticut Smart Start	NA ¹³
Delaware	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s) ⁷
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii EOEL	Child disability or developmental delay; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen Parent; Child history of foster care ⁷
Hawaii SPCSP	NA
Illinois	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty ⁷
Iowa Shared Visions	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent is chronically, mentally ill; Parent is illiterate; Parent is incarcerated; Other locally determined risk factors ⁷
Iowa SWVPP	NA
Kansas	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Child history of foster care; Other risk factor(s) ¹⁷
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care ⁹
Louisiana 8(g)	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty ⁵
Louisiana LA 4	Homelessness or unstable housing; Child history of foster care
Louisiana NSECD	Homelessness or unstable housing; Child history of foster care
Maine	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty ⁸
Maryland	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty ⁹
Massachusetts UPK	NA
Massachusetts Chapter 70	NA
Michigan GSRP	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s) ¹³
Michigan DK	NA
Minnesota HdSt	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s) ⁵
Minnesota VPK/SRP	NA ⁹
Mississippi	Child disability or developmental delay; Homelessness or unstable housing ⁶
Missouri PP	NA
Missouri Pre-K FF	None
Nebraska	Child disability or developmental delay; Low parent education; Home language other than English; Teen Parent; Low birth weight or other child health risk ⁸
Nevada	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s) ¹⁰

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

OTHER ELIGIBILITY POLICIES

STATE	Risk factors besides income that can be used to determine eligibility
New Jersey Expansion	NA
New Jersey ECPA	NA
New Jersey ELLI	Determined locally ⁸
New Mexico	NA
New York	NA
North Carolina	Child disability or developmental delay; Homelessness or unstable housing; Home language other than English; Risk child will not be ready for kindergarten; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Chronic health condition ⁹
North Dakota	None
Ohio	Child disability or developmental delay
Oklahoma	NA
Oregon Pre-K	Homelessness or unstable housing; Child history of foster care ⁹
Oregon Preschool Promise	Child history of foster care; Living in an area with low access to care
Pennsylvania RTL	None
Pennsylvania HSSAP	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty ⁶
Pennsylvania K4 & SBPK	K4: NA; SBPK: Locally determined risk factors
Pennsylvania PKC	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty ⁴
Rhode Island	NA
South Carolina	CERDEP/EIA: Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty ¹⁵
Tennessee	Child disability or developmental delay; Homelessness or unstable housing; Home language other than English; Child history of foster care; Parent on active military duty; Other risk factor(s) ⁵
Texas	Homelessness or unstable housing; Home language other than English; Child history of foster care; Parent on active military duty; Parent injured or killed while on active duty ⁶
Utah	Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen Parent; Child history of foster care; Member of the child's household is incarcerated; Living in a neighborhood with high violence or crime; Moving at least once in the past year; Living with multiple families in the same household ⁷
Vermont	NA
Virginia	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other locally determined risk factor(s) ¹¹
Washington ECEAP	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Other risk factor(s) ¹⁴
Washington TK	Child disability or developmental delay; Low parent education; History of abuse, neglect or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen Parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s) observed by and at the enrolling district's discretion. ⁵
West Virginia	NA
Wisconsin	NA
Guam	NA

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OTHER ELIGIBILITY POLICIES

STATE	Sliding scale based on income	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	Yes ¹¹	No
Alaska	Determined locally ¹¹	No
Arizona	No	Yes ¹⁴
Arkansas	Yes ¹²	No
California CSPP	Yes ¹⁰	Yes ¹¹
California TK	No	No
Colorado	No	Yes ¹⁰
Connecticut CDCC	Yes ¹⁵	Yes ¹⁶
Connecticut SR	Yes ¹⁴	No
Connecticut Smart Start	Yes ¹⁴	No
Delaware	No	Yes ⁹
District of Columbia	No	No
Florida	No	No
Georgia	No	No
Hawaii EOEL	No	No
Hawaii SPCSP	No	No
Illinois	No	No
Iowa Shared Visions	Determined locally ⁸	No
Iowa SWVPP	No	No
Kansas	No	Yes ¹⁸
Kentucky	Determined locally ¹⁰	No
Louisiana 8(g)	Determined locally ⁷	No
Louisiana LA 4	Determined locally ⁵	No
Louisiana NSECD	Determined locally ⁴	No
Maine	No	Yes ⁹
Maryland	No	No
Massachusetts UPK	Determined locally ⁶	No
Massachusetts Chapter 70	Determined locally	No
Michigan GSRP	Yes ¹⁴	No
Michigan DK	Not reported	Not reported
Minnesota HdSt	No	Yes ⁶
Minnesota VPK/SRP	No ¹⁰	Yes ¹¹
Mississippi	No	No
Missouri PP	Determined locally ⁶	No
Missouri Pre-K FF	No	No
Nebraska	Determined locally ⁹	No
Nevada	No	No
New Jersey Expansion	No	Yes ⁹
New Jersey ECPA	No	Yes ⁹
New Jersey ELLI	No	Yes ⁸
New Mexico	No	No
New York	No	No
North Carolina	No	No
North Dakota	Determined locally ⁵	No
Ohio	Determined locally ⁸	No
Oklahoma	No	No
Oregon Pre-K	No	No
Oregon Preschool Promise	No	No
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	No	No
Rhode Island	No	No
South Carolina	No	No
Tennessee	No	No
Texas	No	No
Utah	No ⁸	Yes ⁹
Vermont	No	No
Virginia	No	No
Washington ECEAP	No	No
Washington TK	No	No
West Virginia	No	No
Wisconsin	No	No
Guam	No	No

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PROGRAM STANDARDS

STATE	Maximum class size
Alabama	4-year-olds: 20 ¹²
Alaska	3- and 4-year-olds: Determined locally
Arizona	3-year-olds: 26; 4-year-olds: 30; mixed-age: 26 ¹⁵
Arkansas	3- and 4-year-olds: 20 ¹³
California CSPP	3- and 4-year-olds: No Limit ¹²
California TK	4-year-olds: 33; mixed-age: 24 ⁶
Colorado	3- and 4-year-olds: 16
Connecticut CDCC	3- and 4-year-olds: 20
Connecticut SR	3- and 4-year-olds: 20
Connecticut Smart Start	3- and 4-year-olds: 18
Delaware	3-year-olds: 17; 4-year-olds: 20; mixed-age: 17 ⁸
District of Columbia	3-year-olds: 16; 4-year-olds: 20 (DCPS & CBOs only); mixed-age: 17 (DCPS), 16 (CBO) ¹⁴
Florida	4-year-olds: 12 (summer); 20 (school year)
Georgia	4-year-olds: 22 ⁸
Hawaii EOEL	4-year-olds: 10 ⁸
Hawaii SPCSP	4-year-olds: 20
Illinois	3- and 4-year-olds: 20
Iowa Shared Visions	3- and 4-year-olds: 20 ⁹
Iowa SWVPP	3- and 4-year-olds: 20
Kansas	3- and 4-year-olds: 20 ¹⁹
Kentucky	3- and 4-year-olds: 20
Louisiana 8(g)	4-year-olds: 20
Louisiana LA 4	4-year-olds: 20
Louisiana NSECD	3- and 4-year-olds: 20
Maine	4-year-olds: 16 ¹⁰
Maryland	3- and 4-year-olds: Average of 20 ¹⁰
Massachusetts UPK	3- and 4-year-olds: 20; mixed-age: Depends on the ages of the children
Massachusetts Chapter 70	3- and 4-year-olds: No limit ⁸
Michigan GSRP	4-year-olds: 18 ¹⁵
Michigan DK	4-year-olds: No limit ⁷
Minnesota HdSt	3-year-olds: 15; 4-year-olds: 20; mixed-age: 20 ⁷
Minnesota VPK/SRP	4-year-olds: 20
Mississippi	4-year-olds: 20; mixed-age: 14 ⁷
Missouri PP	3- and 4-year-olds: 20
Missouri Pre-K FF	3- and 4-year-olds: No limit
Nebraska	3- and 4-year-olds: 20
Nevada	4-year-olds: 20
New Jersey Expansion	3- and 4-year-olds: 15
New Jersey ECPA	3- and 4-year-olds: 18
New Jersey ELLI	4-year-olds: 20
New Mexico	3-year-olds: 16; 4-year-olds: 20; mixed-age: 16 ¹⁴
New York	3- and 4-year-olds: 20 ⁶
North Carolina	4-year-olds: 18 ¹⁰
North Dakota	4-year-olds: No limit
Ohio	3-year-olds: 24; 4-year-olds: 28; mixed-age: 24 ⁹
Oklahoma	3-year-olds: 18; 4-year-olds: 20; mixed-age: 18
Oregon Pre-K	3-year-olds: 17; 4-year-olds: 20
Oregon Preschool Promise	3- and 4-year-olds: 18, 20 with a waiver ¹⁴
Pennsylvania RTL	3- and 4-year-olds: 20
Pennsylvania HSSAP	3- and 4-year-olds: 20
Pennsylvania K4 & SBPK	3- and 4-year-olds: 20 (SBPK); No limit (K4) ³
Pennsylvania PKC	3- and 4-year-olds: 20
Rhode Island	4-year-olds: 20 ⁵
South Carolina	4-year-olds: 20 ¹⁷
Tennessee	3- and 4-year-olds: 20
Texas	3- and 4-year-olds: No limit ⁷
Utah	3- and 4-year-olds: 20
Vermont	3- and 4-year-olds: 20
Virginia	3- and 4-year-olds: 20 ¹²
Washington ECEAP	3- and 4-year-olds: 20 ¹⁵
Washington TK	4-year-olds: No limit ⁶
West Virginia	3- and 4-year-olds: 20 ⁸
Wisconsin	4-year-olds: Determined locally ¹²
Guam	4-year-olds: 18

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PROGRAM STANDARDS

STATE	Staff to child ratio requirement
Alabama	4-year-olds: 1:10 ¹²
Alaska	3- and 4-year-olds: Determined locally
Arizona	3-year-olds: 1:13; 4-year-olds: 1:15; mixed-age: 1:13 ¹⁵
Arkansas	3- and 4-year-olds: 1:10 ¹³
California CSPP	3- and 4-year-olds: 1:8 ¹²
California TK	4-year-olds: 1:33; mixed-age: 1:8 ⁶
Colorado	3- and 4-year-olds: 1:8
Connecticut CDCC	3- and 4-year-olds: 1:10
Connecticut SR	3- and 4-year-olds: 1:10
Connecticut Smart Start	3- and 4-year-olds: 1:9
Delaware	3-year-olds: 2:17; 4-year-olds: 1:10; mixed-age: 2:17 ⁸
District of Columbia	3-year-olds: 1:8 ; 4-year-olds: 1:10 (DCPS & CBO only); mixed-age: 1:9 (DCPS), 1:8 (CBO) ¹⁴
Florida	4-year-olds: 1:12 (summer); 1:11 or 2:12-20 (school year)
Georgia	4-year-olds: 1:11 ⁸
Hawaii EOEL	4-year-olds: 1:10 ⁸
Hawaii SPCSP	4-year-olds: 1:10
Illinois	3- and 4-year-olds: 1:10
Iowa Shared Visions	3- and 4-year-olds: 1:8 ⁹
Iowa SWVPP	3- and 4-year-olds: 1:10
Kansas	3- and 4-year-olds: 1:10 ¹⁹
Kentucky	3- and 4-year-olds: 1:10
Louisiana 8(g)	4-year-olds: 1:10
Louisiana LA 4	4-year-olds: 1:10
Louisiana NSECD	3- and 4-year-olds: 1:10
Maine	4-year-olds: 1:8 ¹⁰
Maryland	3- and 4-year-olds: 1:10 ¹⁰
Massachusetts UPK	3- and 4-year-olds: 1:10; mixed-age: Depends on program type
Massachusetts Chapter 70	3- and 4-year-olds: 2:15 or 1:10 ⁸
Michigan GSRP	4-year-olds: 1:8 ¹⁵
Michigan DK	4-year-olds: No limit ⁷
Minnesota HdSt	3-year-olds: 2:15; 4-year-olds: 1:10; mixed-age: 1:10 ⁷
Minnesota VPK/SRP	4-year-olds: 1:10
Mississippi	4-year-olds: 1:10; mixed-age: 1:7 ⁷
Missouri PP	3- and 4-year-olds: 1:10
Missouri Pre-K FF	3- and 4-year-olds: 1:10
Nebraska	3- and 4-year-olds: 1:10
Nevada	4-year-olds: 1:10
New Jersey Expansion	3- and 4-year-olds: 2:15
New Jersey ECPA	3- and 4-year-olds: 1:9
New Jersey ELLI	4-year-olds: 1:10
New Mexico	3-year-olds: 1:8; 4-year-olds: 1:10; mixed-age: 1:8 ¹⁴
New York	3- and 4-year-olds: 1:9 ⁶
North Carolina	4-year-olds: 1:9 ¹⁰
North Dakota	4-year-olds: No limit
Ohio	3-year-olds: 1:12; 4-year-olds: 1:14; mixed-age: 1:12 ⁹
Oklahoma	3-year-olds: 1:9; 4-year-olds: 1:10; mixed-age: 1:9
Oregon Pre-K	3-year-olds: 2:17; 4-year-olds: 1:10
Oregon Preschool Promise	3- and 4-year-olds: 1:10 with 18, 1:9 with 20 ¹⁴
Pennsylvania RTL	3- and 4-year-olds: 1:10
Pennsylvania HSSAP	3- and 4-year-olds: 1:10
Pennsylvania K4 & SBPK	3- and 4-year-olds: 1:10 (SBPK); No limit (K4) ³
Pennsylvania PKC	3- and 4-year-olds: 1:10
Rhode Island	4-year-olds: 1:10 ⁵
South Carolina	4-year-olds: 1:10 ¹⁷
Tennessee	3- and 4-year-olds: 1:10
Texas	3-year-olds: No limit; 4-year-olds and mixed age: Must strive for 1:11 ⁷
Utah	3- and 4-year-olds: 1:10
Vermont	3- and 4-year-olds: 1:10
Virginia	3- and 4-year-olds: 1:10 ¹²
Washington ECEAP	3- and 4-year-olds: 1:10 ¹⁵
Washington TK	4-year-olds: No limit ⁶
West Virginia	3- and 4-year-olds: 1:10 ⁸
Wisconsin	4-year-olds: Determined locally ¹²
Guam	4-year-olds: 1:9

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PROGRAM STANDARDS

Were COVID-related changes/waivers for class size and staff to child ratio in effect during the 2021-2022 school year?

STATE	
Alabama	NA, no Covid-related changes ¹³
Alaska	Determined locally
Arizona	NA, no Covid-related changes
Arkansas	NA, no Covid-related changes ¹⁴
California CSPP	Yes, for maximum class size and staff-child ratio ¹³
California TK	Other ⁷
Colorado	Yes, for maximum class size and staff-child ratio ¹¹
Connecticut CDCC	No ¹⁷
Connecticut SR	No ¹⁵
Connecticut Smart Start	No ¹⁵
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	NA, no Covid-related changes ⁹
Hawaii EOEL	Yes, for maximum class size ⁹
Hawaii SPCSP	Determined locally ¹¹
Illinois	No ⁸
Iowa Shared Visions	NA, no Covid-related changes ¹⁰
Iowa SWVPP	NA, no Covid-related changes
Kansas	NA, no Covid-related changes
Kentucky	No
Louisiana 8(g)	NA, no Covid-related changes
Louisiana LA 4	NA, no Covid-related changes
Louisiana NSECD	NA, no Covid-related changes
Maine	NA, no Covid-related changes
Maryland	No
Massachusetts UPK	NA, no Covid-related changes
Massachusetts Chapter 70	No ⁹
Michigan GSRP	NA, no Covid-related changes
Michigan DK	Not reported
Minnesota HdSt	No
Minnesota VPK/SRP	No ¹²
Mississippi	NA, no Covid-related changes
Missouri PP	NA, no Covid-related changes
Missouri Pre-K FF	NA, no Covid-related changes
Nebraska	NA, no Covid-related changes
Nevada	Yes, for maximum class size ¹¹
New Jersey Expansion	NA, no Covid-related changes
New Jersey ECPA	NA, no Covid-related changes
New Jersey ELLI	NA, no Covid-related changes
New Mexico	No
New York	Yes, for staff-child ratios ⁷
North Carolina	NA, no Covid-related changes
North Dakota	NA, no Covid-related changes
Ohio	No
Oklahoma	NA, no Covid-related changes
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	Determined locally ²
Pennsylvania HSSAP	Determined locally ⁷
Pennsylvania K4 & SBPK	Determined locally ⁴
Pennsylvania PKC	Determined locally ⁵
Rhode Island	NA, no Covid-related changes
South Carolina	NA, no Covid-related changes
Tennessee	No ⁶
Texas	NA, no Covid-related changes
Utah	No ¹⁰
Vermont	NA, no Covid-related changes
Virginia	NA, no Covid-related changes
Washington ECEAP	NA, no Covid-related changes ¹⁵
Washington TK	NA, no Covid-related changes
West Virginia	NA, no Covid-related changes
Wisconsin	Determined locally ¹²
Guam	No

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PROGRAM STANDARDS

STATE	Meal requirements: in person
Alabama	Lunch ¹⁴
Alaska	No meals are required
Arizona	Requirements depend on length of program day ¹⁶
Arkansas	Breakfast, lunch, snack
California CSPP	One meal or one snack (part-day); One meal and two snacks or two meals and one snack (full-day) ¹⁴
California TK	At least one meal to children who qualify for FRPL ⁸
Colorado	Requirements depend on length of program day ¹²
Connecticut CDCC	Breakfast, lunch, snack ¹⁸
Connecticut SR	Requirements depend on length of program day ¹⁶
Connecticut Smart Start	No meals are required
Delaware	At least one meal ⁹
District of Columbia	Breakfast, lunch, snack ¹⁵
Florida	Requirements depend on length of program day ³
Georgia	Lunch ¹⁰
Hawaii EOEL	Breakfast, lunch ¹⁰
Hawaii SPCSP	Lunch ¹²
Illinois	Snack (part-day); PFA: Breakfast or lunch (full-day); PFA Expansion: Breakfast, Lunch, Snack
Iowa Shared Visions	At least one meal, requirements depend on hours of operation ¹¹
Iowa SWVPP	Requirements depend on length of program day ¹⁴
Kansas	At least one meal or snack ²⁰
Kentucky	Breakfast or lunch (part-day); Breakfast and lunch (full-day)
Louisiana 8(g)	Breakfast, lunch, snack
Louisiana LA 4	Breakfast, lunch, snack
Louisiana NSECD	Breakfast, lunch, snack
Maine	At least snack; Other meals depend on length of program day
Maryland	Breakfast, lunch ¹¹
Massachusetts UPK	Requirements depend on length of program day ⁷
Massachusetts Chapter 70	No meals are required
Michigan GSRP	Requirements depend on length of program day ¹⁶
Michigan DK	No meals are required ⁸
Minnesota HdSt	At least one meal, requirements depend on length of program day ⁸
Minnesota VPK/SRP	Breakfast, lunch ¹³
Mississippi	At least one meal ⁸
Missouri PP	One meal or snack (part-day); One meal and two snacks or two meals and one snack (full-day)
Missouri Pre-K FF	No meals are required
Nebraska	At least one meal ¹⁰
Nevada	Lunch
New Jersey Expansion	Breakfast, lunch, snack
New Jersey ECPA	Requirements depend on length of program day ¹⁰
New Jersey ELLI	Requirements depend on length of program day ⁹
New Mexico	One meal (part-day); Two meals (full-day)
New York	Requirements depend on length of program day ⁸
North Carolina	Lunch and either breakfast and a snack or two snacks
North Dakota	No meals are required ⁶
Ohio	Requirements depend on length of program day ¹⁰
Oklahoma	Breakfast or lunch (part-day); Breakfast and lunch (full-day)
Oregon Pre-K	Lunch and either breakfast or snack (part-day); Breakfast, lunch, snack (full-day) ¹⁰
Oregon Preschool Promise	At least one meal and one snack or two meals ¹⁵
Pennsylvania RTL	No meals are required
Pennsylvania HSSAP	At least one meal ⁸
Pennsylvania K4 & SBPK	At least one meal ¹⁵
Pennsylvania PKC	At least one meal (part-day); At least one meal and snack (full-day)
Rhode Island	Lunch, snack ⁶
South Carolina	At least one meal ¹⁸
Tennessee	Breakfast, lunch, snack
Texas	At least one meal ⁸
Utah	Requirements depend on length of program day ¹¹
Vermont	Breakfast, lunch
Virginia	No meals are required ¹³
Washington ECEAP	Requirements depend on length of program day ¹⁶
Washington TK	Other requirements
West Virginia	Lunch and either breakfast or snack ⁹
Wisconsin	Requirements depend on length of program day ¹³
Guam	Breakfast, lunch

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PROGRAM STANDARDS

STATE	Meal requirements: remote learning
Alabama	No meals required
Alaska	No meals required
Arizona	No meals required
Arkansas	Remote learning was not permitted
California CSPP	One meal or one snack (part-day); One meal and two snacks or two meals and one snack (full-day) ¹⁴
California TK	At least one meal to children who qualify for FRPL ⁸
Colorado	No meals required ¹²
Connecticut CDCC	No meals required
Connecticut SR	No meals required
Connecticut Smart Start	No meals required
Delaware	Breakfast, lunch, snack
District of Columbia	Breakfast, lunch, snack ¹⁵
Florida	Not reported
Georgia	Lunch ¹⁰
Hawaii EOEL	Breakfast, lunch ¹⁰
Hawaii SPCSP	Other ¹³
Illinois	Requirements depend on length of day
Iowa Shared Visions	Determined locally
Iowa SWVPP	No meals required
Kansas	At least one meal or snack ²⁰
Kentucky	Other ¹¹
Louisiana 8(g)	No meals required ⁸
Louisiana LA 4	No meals required
Louisiana NSECD	No meals required
Maine	At least snack; Other meals depend on length of program day
Maryland	Breakfast, lunch ¹¹
Massachusetts UPK	No meals required
Massachusetts Chapter 70	No meals required
Michigan GSRP	No meals required ¹⁶
Michigan DK	No meals required
Minnesota HdSt	At least one meal, requirements depend on length of program day
Minnesota VPK/SRP	Breakfast, lunch ¹³
Mississippi	No meals required ⁸
Missouri PP	Not reported
Missouri Pre-K FF	Not reported
Nebraska	No meals required
Nevada	Not reported
New Jersey Expansion	Breakfast, lunch, snack
New Jersey ECPA	Requirements depend on length of program day ¹⁰
New Jersey ELLI	Requirements depend on length of program day ⁹
New Mexico	Two meals per day (public schools only) ¹⁵
New York	Requirements depend on length of program day ⁸
North Carolina	Not reported
North Dakota	No meals required
Ohio	Requirements depend on length of day ¹⁰
Oklahoma	Breakfast or lunch (part-day); Breakfast and lunch (full-day)
Oregon Pre-K	No meals required
Oregon Preschool Promise	No meals required
Pennsylvania RTL	No meals required
Pennsylvania HSSAP	At least one meal per day ⁸
Pennsylvania K4 & SBPK	Other meal requirements
Pennsylvania PKC	At least one meal (part-day); At least one meal and snack (full-day)
Rhode Island	Other ⁶
South Carolina	At least one meal per day ¹⁸
Tennessee	No meals required
Texas	Not reported
Utah	No meals required
Vermont	Breakfast, lunch
Virginia	No meals are required ¹³
Washington ECEAP	No meals required ¹⁶
Washington TK	Not reported
West Virginia	Lunch and either breakfast or snack ⁹
Wisconsin	Requirements depend on length of program day ¹³
Guam	Breakfast, lunch

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PROGRAM STANDARDS

STATE	Required screenings: in person
Alabama	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental ¹⁵
Alaska	None
Arizona	Immunizations ¹⁷
Arkansas	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Developmental; Full physical exam ¹⁵
California CSPP	Vision; Hearing; Immunizations; Full physical exam ¹⁵
California TK	Vision; Hearing; Immunizations; Dental; Full physical exam ⁹
Colorado	None ¹³
Connecticut CDCC	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Dental; Developmental; Full physical exam ¹⁹
Connecticut SR	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Dental; Developmental; Full physical exam ¹⁷
Connecticut Smart Start	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Dental; Developmental; Full physical exam ¹⁶
Delaware	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ¹⁰
District of Columbia	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ¹⁶
Florida	None
Georgia	Vision; Hearing; Height/Weight/BMI; Immunizations; Dental ¹¹
Hawaii EOEL	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Full physical exam ¹¹
Hawaii SPCSP	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Developmental; Full physical exam ¹⁴
Illinois	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Developmental; Full physical exam ⁹
Iowa Shared Visions	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Developmental; Full physical exam ¹²
Iowa SWVPP	Vision; Hearing; Immunizations; Full physical exam ¹⁵
Kansas	Vision; Hearing; Immunizations; Dental; Developmental; Full physical exam ²¹
Kentucky	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Developmental; Full physical exam
Louisiana 8(g)	None ⁹
Louisiana LA 4	Vision; Hearing; Immunizations ⁶
Louisiana NSECD	Vision; Hearing; Immunizations ⁵
Maine	Vision; Hearing; Immunizations; Psychosocial/Behavioral; Developmental
Maryland	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Full physical exam ¹²
Massachusetts UPK	None ⁸
Massachusetts Chapter 70	Vision; Hearing; Full physical exam ¹⁰
Michigan GSRP	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Dental; Developmental; Full physical exam
Michigan DK	Vision; Immunizations
Minnesota HdSt	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ⁹
Minnesota VPK/SRP	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychosocial/Behavioral; Developmental
Mississippi	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental ⁹
Missouri PP	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ⁷
Missouri Pre-K FF	None
Nebraska	Determined locally
Nevada	Developmental
New Jersey Expansion	Vision; Hearing; Height/Weight/BMI; Immunizations; Dental; Developmental ¹⁰
New Jersey ECPA	Vision; Hearing; Height/Weight/BMI; Immunizations; Dental; Developmental ¹¹
New Jersey ELLI	Vision; Hearing; Height/Weight/BMI; Immunizations; Dental; Developmental ¹⁰
New Mexico	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ¹⁶
New York	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam
North Carolina	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ¹¹
North Dakota	None
Ohio	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam
Oklahoma	Vision; Hearing; Immunizations ¹²
Oregon Pre-K	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ¹¹
Oregon Preschool Promise	Immunizations; Developmental ¹⁶
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam
Pennsylvania K4 & SBPK	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Dental; Full physical exam
Pennsylvania PKC	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam
Rhode Island	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ⁷
South Carolina	Immunizations; Developmental ¹⁹
Tennessee	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Developmental; Full physical exam ⁷
Texas	Vision; Hearing; Immunizations
Utah	None ¹²
Vermont	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychosocial/Behavioral; Developmental ⁷
Virginia	Vision; Hearing; Immunizations; Full physical exam ¹⁴
Washington ECEAP	Vision; Hearing; Height/Weight/BMI; Immunizations; Dental; Developmental; Full physical exam
Washington TK	Vision; Hearing; Immunizations
West Virginia	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam
Wisconsin	Vision; Immunizations ¹⁴
Guam	Immunizations; Full physical exam ⁴

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PROGRAM STANDARDS

STATE	Required screenings: remote learning
Alabama	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental ¹⁵
Alaska	None, screenings not required
Arizona	None, remote learning was not permitted
Arkansas	None, remote learning was not permitted
California CSPP	Vision; Hearing; Immunizations; Full physical exam ¹⁵
California TK	Vision; Hearing; Immunizations; Dental; Full physical exam ⁹
Colorado	None, screenings not required ¹³
Connecticut CDCC	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Dental; Developmental; Full physical exam ¹⁹
Connecticut SR	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Dental; Developmental; Full physical exam ¹⁷
Connecticut Smart Start	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Dental; Developmental; Full physical exam ¹⁶
Delaware	None
District of Columbia	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ¹⁶
Florida	None, screenings not required
Georgia	Vision; Hearing; Height/Weight/BMI; Immunizations; Dental ¹¹
Hawaii EOEL	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Full physical exam ¹¹
Hawaii SPCSP	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Full physical exam ¹⁴
Illinois	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Developmental; Full physical exam ⁹
Iowa Shared Visions	Determined locally
Iowa SWVPP	Vision; Hearing; Immunizations; Full physical exam ¹⁵
Kansas	Vision; Hearing; Immunizations; Dental; Developmental; Full physical exam ²¹
Kentucky	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Developmental; Full physical exam ¹²
Louisiana 8(g)	None, screenings not required
Louisiana LA 4	None
Louisiana NSECD	None
Maine	Vision; Hearing; Immunizations; Psychosocial/Behavioral; Developmental
Maryland	None ¹²
Massachusetts UPK	None, screenings not required
Massachusetts Chapter 70	Vision; Hearing; Full physical exam ¹⁰
Michigan GSRP	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Dental; Developmental; Full physical exam ¹⁷
Michigan DK	Vision; Immunizations
Minnesota HdSt	Per federal Head Start
Minnesota VPK/SRP	Option for parent reports allowed for: Vision; Hearing; Height/Weight/BMI; Immunizations; Psychosocial/Behavioral; Developmental ¹⁴
Mississippi	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental ⁹
Missouri PP	None
Missouri Pre-K FF	None, screenings not required
Nebraska	None, screenings determined locally
Nevada	None
New Jersey Expansion	Vision; Hearing; Height/Weight/BMI; Immunizations; Dental; Developmental ¹⁰
New Jersey ECPA	Vision; Hearing; Height/Weight/BMI; Immunizations; Dental; Developmental ¹¹
New Jersey ELLI	Vision; Hearing; Height/Weight/BMI; Immunizations; Dental; Developmental ¹⁰
New Mexico	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ¹⁶
New York	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam
North Carolina	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ¹¹
North Dakota	None, screenings not required
Ohio	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam
Oklahoma	Vision; Hearing; Immunizations ¹²
Oregon Pre-K	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ¹¹
Oregon Preschool Promise	None
Pennsylvania RTL	None, screenings determined locally
Pennsylvania HSSAP	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam
Pennsylvania K4 & SBPK	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Dental; Full physical exam
Pennsylvania PKC	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam
Rhode Island	Vision; Hearing; Psychosocial/Behavioral; Developmental ⁷
South Carolina	None
Tennessee	None
Texas	Not reported
Utah	None, screenings not required
Vermont	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychosocial/Behavioral; Developmental ⁷
Virginia	Vision; Hearing; Immunizations; Full physical exam ¹⁴
Washington ECEAP	Vision; Hearing; Height/Weight/BMI; Immunizations; Dental; Developmental; Full physical exam ¹⁷
Washington TK	None
West Virginia	Vision; Hearing; Height/Weight/BMI; Blood Pressure; Immunizations; Psychosocial/Behavioral; Dental; Developmental; Full physical exam ¹⁰
Wisconsin	Vision; Immunizations ¹⁴
Guam	Immunizations; Full physical exam ⁴

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PROGRAM STANDARDS

STATE	Are referrals required for children who screen positive?	Were COVID-related changes/waivers for screening and referral in effect during the 2021-2022 school year?
Alabama	Yes ¹⁵	No
Alaska	No	NA, Screenings not required
Arizona	Yes ¹⁷	NA, no Covid-related changes
Arkansas	Yes ¹⁶	NA, no Covid-related changes
California CSPP	Yes	NA, no Covid-related changes
California TK	No	No
Colorado	No ¹⁴	NA, Screenings not required ¹⁵
Connecticut CDCC	No	No ²⁰
Connecticut SR	No	No ¹⁸
Connecticut Smart Start	No	No ¹⁷
Delaware	Yes	No ¹¹
District of Columbia	Yes	No
Florida	Yes ⁴	Not reported
Georgia	Yes ¹¹	No
Hawaii EOEL	Yes	NA, no Covid-related changes
Hawaii SPCSP	Yes ¹⁵	NA, no Covid-related changes
Illinois	Yes	NA, no Covid-related changes
Iowa Shared Visions	Yes	NA, no Covid-related changes
Iowa SWVPP	Yes ¹⁵	NA, no Covid-related changes
Kansas	No	NA, no Covid-related changes
Kentucky	Yes ¹²	No
Louisiana 8(g)	Yes	NA, Screenings not required
Louisiana LA 4	Yes	Yes ⁷
Louisiana NSECD	Yes	Yes ⁶
Maine	Yes	NA, no Covid-related changes
Maryland	Yes	NA, no Covid-related changes
Massachusetts UPK	No	NA, no Covid-related changes
Massachusetts Chapter 70	Yes ¹¹	NA, no Covid-related changes ¹²
Michigan GSRP	Yes ¹⁸	No
Michigan DK	Yes	Not reported
Minnesota HdSt	Yes ¹⁰	No
Minnesota VPK/SRP	Yes ¹⁵	No ¹⁶
Mississippi	Yes ⁹	NA, no Covid-related changes
Missouri PP	Yes ⁷	NA, no Covid-related changes
Missouri Pre-K FF	No	NA, Screenings not required
Nebraska	Determined locally	NA, Screenings not required
Nevada	Yes	Yes ¹²
New Jersey Expansion	Yes	NA, no Covid-related changes
New Jersey ECPA	Yes	NA, no Covid-related changes
New Jersey ELLI	Yes	NA, no Covid-related changes
New Mexico	Yes	Yes ¹⁷
New York	Yes	No
North Carolina	Yes ¹¹	NA, no Covid-related changes
North Dakota	No	NA, Screenings not required
Ohio	Yes	NA, no Covid-related changes
Oklahoma	Yes	NA, no Covid-related changes
Oregon Pre-K	Yes	NA, no Covid-related changes
Oregon Preschool Promise	Yes	NA, no Covid-related changes
Pennsylvania RTL	Determined locally	NA, Screenings not required
Pennsylvania HSSAP	Yes	NA, no Covid-related changes
Pennsylvania K4 & SBPK	Yes	NA, no Covid-related changes
Pennsylvania PKC	Yes	NA, no Covid-related changes
Rhode Island	Yes	Yes ⁸
South Carolina	Yes	NA, no Covid-related changes
Tennessee	Yes	No
Texas	Yes	NA, no Covid-related changes
Utah	No ¹²	NA, Screenings not required
Vermont	Yes ⁸	Not reported
Virginia	No ¹⁵	NA, no Covid-related changes
Washington ECEAP	Yes	Yes ¹⁷
Washington TK	Yes	Not reported
West Virginia	Yes	NA, no Covid-related changes
Wisconsin	No ¹⁵	NA, no Covid-related changes
Guam	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PROGRAM STANDARDS

STATE	Comprehensive support services required for all programs
Alabama	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits Locally determined comprehensive services; Other comprehensive services are required ¹⁶
Alaska	None ¹²
Arizona	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits ¹⁸
Arkansas	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits Locally determined comprehensive services ¹⁷
California CSPP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required
California TK	Parent conferences and/or home visits
Colorado	Parent involvement activities ¹⁶
Connecticut CDCC	None ²¹
Connecticut SR	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
Connecticut Smart Start	None ¹⁸
Delaware	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home ; Locally determined comprehensive services; Other comprehensive services are required ¹²
District of Columbia	CBOs & DCPS Title 1 schools: Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits ¹⁷
Florida	None
Georgia	Parenting support or training; Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required
Hawaii EOEL	Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Hawaii SPCSP	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits ¹⁶
Illinois	Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required
Iowa Shared Visions	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services ¹³
Iowa SWVPP	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services ¹⁶
Kansas	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities ²²
Kentucky	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Parent conferences and/or home visits; Other comprehensive services are required ¹⁴
Louisiana 8(g)	None ¹⁰
Louisiana LA 4	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services ⁹
Louisiana NSECD	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services ⁷
Maine	Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services ¹¹
Maryland	Transition to kindergarten activities
Massachusetts UPK	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits ⁹
Massachusetts Chapter 70	None
Michigan GSRP	Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits ¹⁹
Michigan DK	None
Minnesota HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
Minnesota VPK/SRP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required ¹⁷
Mississippi	Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
Missouri PP	Parenting support or training; Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits ⁷

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PROGRAM STANDARDS

STATE	Comprehensive support services required for all programs
Missouri Pre-K FF	None
Nebraska	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits ¹¹
Nevada	Locally determined comprehensive services ¹³
New Jersey Expansion	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other comprehensive services are required ¹¹
New Jersey ECPA	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits ¹²
New Jersey ELLI	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits ¹¹
New Mexico	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits Locally determined comprehensive services ¹⁸
New York	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required
North Carolina	Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other comprehensive services are required ¹²
North Dakota	Parent involvement activities; Referral to social services
Ohio	Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits ¹¹
Oklahoma	Parent involvement activities; Referral to social services; Parent conferences and/or home visits; Locally determined comprehensive services ¹³
Oregon Pre-K	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required ¹²
Oregon Preschool Promise	Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Pennsylvania RTL	None
Pennsylvania HSSAP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits Locally determined comprehensive services
Rhode Island	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
South Carolina	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services ²⁰
Tennessee	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required
Texas	None
Utah	Parent involvement activities; Transition to kindergarten activities; Locally determined comprehensive services
Vermont	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Virginia	Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits ¹⁵
Washington ECEAP	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Washington TK	Not reported
West Virginia	Parent involvement activities; Health services for children; Transition to kindergarten activities; Parent conferences and/or home visits ¹¹
Wisconsin	None ¹⁶
Guam	Parenting support or training; Parent involvement activities; Referral to social services; Parent conferences and/or home visits ⁵
Guam	Parenting support or training; Parent involvement activities; Parent conferences and/or home visits

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PROGRAM STANDARDS

STATE	Does the state collect preschool attendance data?
Alabama	Yes, monthly ¹⁷
Alaska	No
Arizona	Yes, monthly
Arkansas	Yes, monthly ¹⁸
California CSPP	Yes, quarterly ¹⁶
California TK	No ¹⁰
Colorado	No
Connecticut CDCC	No ²²
Connecticut SR	No ¹⁹
Connecticut Smart Start	No ¹⁹
Delaware	No
District of Columbia	Yes, daily (DCPS & PCS) & monthly (CBO) ¹⁸
Florida	Not reported
Georgia	No ¹²
Hawaii EOEL	Yes, annually ¹²
Hawaii SPCSP	Yes, daily ¹⁷
Illinois	Yes, monthly
Iowa Shared Visions	No
Iowa SWVPP	Yes, annually
Kansas	Yes, annually ²³
Kentucky	Yes ¹⁵
Louisiana 8(g)	No ¹¹
Louisiana LA 4	Yes, monthly
Louisiana NSECD	Yes, monthly
Maine	Yes, annually
Maryland	No
Massachusetts UPK	No
Massachusetts Chapter 70	Yes, three times per year
Michigan GSRP	No ²⁰
Michigan DK	Not reported
Minnesota HdSt	No ¹¹
Minnesota VPK/SRP	Yes, annually
Mississippi	Yes, annually ¹⁰
Missouri PP	Yes, annually
Missouri Pre-K FF	Yes, annually
Nebraska	Yes, quarterly ¹²
Nevada	No ¹⁴
New Jersey Expansion	No ¹²
New Jersey ECPA	No ¹³
New Jersey ELLI	No ¹²
New Mexico	No
New York	Yes, annually
North Carolina	Yes, monthly ¹³
North Dakota	Yes, monthly
Ohio	No
Oklahoma	Yes, weekly
Oregon Pre-K	Yes, monthly ¹³
Oregon Preschool Promise	Yes, monthly
Pennsylvania RTL	No
Pennsylvania HSSAP	No ⁹
Pennsylvania K4 & SBPK	Yes, annually
Pennsylvania PKC	No ⁶
Rhode Island	Yes, monthly
South Carolina	Yes, daily (First Steps) & quarterly (public) ²¹
Tennessee	No ⁸
Texas	Yes, annually
Utah	Yes, monthly ¹³
Vermont	No
Virginia	Yes, three times per year ¹⁶
Washington ECEAP	No ¹⁸
Washington TK	Yes, monthly ²
West Virginia	Yes, annually ¹²
Wisconsin	Yes, other ¹⁷
Guam	Yes, weekly

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Title of state's ELDS document
Alabama	Alabama Standards for Early Learning and Development
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards; Infant Toddler Developmental Guidelines
Arkansas	Arkansas Child Development and Early Learning Standards: Birth through 60 Months
California CSPP	California Preschool Learning Foundations ¹⁷
California TK	California Preschool Learning Foundations
Colorado	Colorado Early Learning and Development Guidelines
Connecticut CDCC	Connecticut Early Learning and Development Standards ²³
Connecticut SR	Connecticut Early Learning and Development Standards ²⁰
Connecticut Smart Start	Connecticut Early Learning and Development Standards ²⁰
Delaware	Delaware Early Learning Foundations
District of Columbia	District of Columbia Early Learning Standards (DC ELS)
Florida	Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017)
Georgia	Georgia Early Learning and Development Standards
Hawaii EOEL	Hawaii Early Learning and Development Standards
Hawaii SPCSP	Hawaii Early Learning and Development Standards
Illinois	Illinois Early Learning and Development Standards
Iowa Shared Visions	Iowa Early Learning Standards - 3rd Edition
Iowa SWVPP	Iowa Early Learning Standards - 3rd Edition
Kansas	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years
Louisiana LA 4	The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years
Louisiana NSECD	The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years
Maine	Maine's Early Learning & Development Standards
Maryland	Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy
Massachusetts UPK	EEC Learning Standards and Curriculum Guidelines
Massachusetts Chapter 70	Massachusetts Curriculum Frameworks
Michigan GSRP	Early Childhood Standards of Quality for Prekindergarten
Michigan DK	Michigan Academic Standards K-12
Minnesota HdSt	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Minnesota VPK/SRP	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Mississippi	Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children
Missouri PP	Missouri Early Learning Standards
Missouri Pre-K FF	Missouri Early Learning Standards
Nebraska	Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards
Nevada	Nevada Pre-Kindergarten Standards
New Jersey Expansion	New Jersey Preschool Teaching and Learning Standards
New Jersey ECPA	New Jersey Preschool Teaching and Learning Standards
New Jersey ELLI	New Jersey Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Guidelines, Birth to Kindergarten Preschool
New York	Resource Guides for School Success: The Prekindergarten Early Learning Standards
North Carolina	North Carolina Foundations for Early Learning and Development ¹⁴
North Dakota	North Dakota Birth - Kindergarten Standards
Ohio	Ohio's Early Learning & Development Standards; Ohio's Early Learning Program Standards
Oklahoma	Oklahoma Academic Standards ¹⁴
Oregon Pre-K	Oregon Early Learning and Kindergarten Guidelines ¹⁴
Oregon Preschool Promise	Oregon Early Learning and Kindergarten Guidelines ¹⁷
Pennsylvania RTL	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania PKC	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina	South Carolina Early Learning Standards (SC-ELS)
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Texas Prekindergarten Guidelines
Utah	Utah Early Learning Standards: Ages 3-5 ¹⁴
Vermont	Vermont Early Learning Standards ⁷
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds ¹⁷
Washington ECEAP	Washington State Early Learning and Development Guidelines
Washington TK	Washington State Early Learning and Development Guidelines
West Virginia	West Virginia Pre-K Standards (Ages 3-5) ¹³
Wisconsin	Wisconsin Model Early Learning Standards
Guam	Guam Early Learning Guidelines

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Web address of state's ELDS document
Alabama	https://children.alabama.gov/for-educators/aseld/
Alaska	https://www.alaskaelg.org/
Arizona	https://www.azed.gov/ece/publications-manuals
Arkansas	https://dese.ade.arkansas.gov/Files/20201201142946_AR_Early_Learning_Standards_2016.pdf
California CSPP	https://www.cde.ca.gov/sp/cd/re/psfoundations.asp
California TK	https://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	https://earlylearningco.org/pdf/FINAL-ELDG-Guidelines-2020.pdf
Connecticut CDCC	https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf
Connecticut SR	https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf
Connecticut Smart Start	https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf
Delaware	https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf
District of Columbia	https://osse.dc.gov/publication/district-columbia-early-learning-standards-dc-els
Florida	http://flbt5.floridaearlylearning.com/
Georgia	http://gelds.dec.al.ga.gov/
Hawaii EOEL	https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf
Hawaii SPCSP	https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf
Illinois	https://www.isbe.net/documents/early_learning_standards.pdf
Iowa Shared Visions	https://educateiowa.gov/sites/files/ed/documents/IowaEarlyLearningStandards-3rdEdition12.20.18_508.pdf
Iowa SWVPP	https://educateiowa.gov/sites/files/ed/documents/IowaEarlyLearningStandards-3rdEdition12.20.18_508.pdf
Kansas	https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf
Kentucky	https://kyecac.ky.gov/professionals/Pages/Early-Childhood-Standards.aspx
Louisiana 8(g)	https://www.doe.la.gov/media/4bzgdmj1/28v159.pdf
Louisiana LA 4	https://www.doe.la.gov/media/4bzgdmj1/28v159.pdf
Louisiana NSECD	https://www.doe.la.gov/media/4bzgdmj1/28v159.pdf
Maine	https://www.maine.gov/doe/learning/earlychildhood/publicpreschool/standards
Maryland	https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf
Massachusetts UPK	https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines
Massachusetts Chapter 70	https://www.doe.mass.edu/frameworks/current.html
Michigan GSRP	https://www.michigan.gov/mde/0,4615,7-140-63533_50451-193806--,00.html
Michigan DK	https://www.michigan.gov/mde/0,4615,7-140-28753--,00.html
Minnesota HdSt	https://edocs.dhs.state.mn.us/lfsrver/Public/DHS-7596A-ENG
Minnesota VPK/SRP	https://edocs.dhs.state.mn.us/lfsrver/Public/DHS-7596A-ENG
Mississippi	https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Early%20Childhood/Infants%20through%20Four-Year-Old%20Early%20Learning%20Standards%202018.05.16%20-%20APA.pdf
Missouri PP	https://dese.mo.gov/childhood/quality-programs/preschool-programs/early-learning-standards
Missouri Pre-K FF	https://dese.mo.gov/childhood/quality-programs/preschool-programs/early-learning-standards
Nebraska	https://cdn.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf
Nevada	https://www.nevadaregistry.org/ece-resources/nevada-pre-k-standards/
New Jersey Expansion	https://www.nj.gov/education/ece/guide/standards.pdf
New Jersey ECPA	https://www.nj.gov/education/ece/guide/standards.pdf
New Jersey ELLI	https://www.nj.gov/education/ece/guide/standards.pdf
New Mexico	Public Schools: https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/New-Mexico-Early-Learning-Guidelines-June-2020.pdf Non-Public Schools: https://www.newmexicoprek.org/
New York	http://www.nysed.gov/early-learning/resource-guides-school-success-early-learning
North Carolina	https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf
North Dakota	https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf
Ohio	http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards
Oklahoma	https://sde.ok.gov/oklahoma-academic-standards
Oregon Pre-K	https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx
Oregon Preschool Promise	https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx
Pennsylvania RTL	https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/
Pennsylvania HSSAP	https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/
Pennsylvania K4 & SBPK	https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/
Pennsylvania PKC	https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/
Rhode Island	fields.com
South Carolina	https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/
Tennessee	https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_4yo_2018.pdf
Texas	https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines
Utah	https://www.schools.utah.gov/curr/preschool?mid=1181&tid=1
Vermont	https://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf
Virginia	https://www.doe.virginia.gov/early-childhood/curriculum/foundation-blocks.pdf
Washington ECEAP	https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf
Washington TK	https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf
West Virginia	http://wvde.state.wv.us/policies/policy.php?p=2520.15
Wisconsin	https://dpi.wi.gov/early-childhood/practice
Guam	https://www.guamehdi.org/wp-content/uploads/2016/12/2014-GELG-Age-3-5.pdf

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EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Year state's ELDS was revised
Alabama	2020
Alaska	2019
Arizona	Arizona Early Learning Standards 4th Edition 2018; Infant Toddler Developmental Guidelines 2nd Edition 2020
Arkansas	2016
California CSPP	2015
California TK	2015
Colorado	2019 ¹⁷
Connecticut CDCC	2013
Connecticut SR	2013
Connecticut Smart Start	2013
Delaware	2010
District of Columbia	2019
Florida	2017
Georgia	2018-2019
Hawaii EOEL	Currently under revision
Hawaii SPCSP	Currently under revision
Illinois	2013
Iowa Shared Visions	2018
Iowa SWVPP	2018
Kansas	2013 ²⁴
Kentucky	Currently under revision ¹⁶
Louisiana 8(g)	2013
Louisiana LA 4	2013
Louisiana NSECD	2013
Maine	2014
Maryland	2015
Massachusetts UPK	Varies: Each content area has been revised at different times
Massachusetts Chapter 70	Varies: Each content area has been revised at different times.
Michigan GSRP	2013 ²¹
Michigan DK	Varies based on domain
Minnesota HdSt	2017
Minnesota VPK/SRP	2017
Mississippi	2018
Missouri PP	2021
Missouri Pre-K FF	2021
Nebraska	2018
Nevada	2010 ¹⁵
New Jersey Expansion	Currently under revision
New Jersey ECPA	Currently under revision
New Jersey ELLI	Currently under revision
New Mexico	Public Schools: 6/2020 Non-Public Schools: 9/2017
New York	2021
North Carolina	2013
North Dakota	2018
Ohio	Under revision currently; previously 2011(ELDS); 2009(ELPS)
Oklahoma	2016
Oregon Pre-K	2016
Oregon Preschool Promise	2016
Pennsylvania RTL	2014
Pennsylvania HSSAP	2014
Pennsylvania K4 & SBPK	2014
Pennsylvania PKC	2014
Rhode Island	2013
South Carolina	2017
Tennessee	2018
Texas	2015
Utah	2020
Vermont	2015 (under revision)
Virginia	Currently under revision
Washington ECEAP	2012
Washington TK	2012
West Virginia	Revised 2017; Effective 2019
Wisconsin	2017
Guam	2015

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EARLY LEARNING & DEVELOPMENT STANDARDS

DOMAINS ADDRESSED IN THE STATE'S ELDS

STATE	Physical and motor development	Social and emotional development	Approaches to learning	Language development	Cognitive development and general knowledge
Alabama	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes	Yes
Arizona	Yes	Yes	Yes	Yes	Yes
Arkansas	Yes ¹⁹	Yes ¹⁹	Yes ¹⁹	Yes ¹⁹	Yes ¹⁹
California CSPP	Yes	Yes	Yes	Yes	Yes
California TK	Yes	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes	Yes	Yes
Connecticut SR	Yes	Yes	Yes	Yes	Yes
Connecticut Smart Start	Yes	Yes	Yes	Yes	Yes
Delaware	Yes	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	Yes	Yes
Hawaii EOEL	Yes	Yes	Yes	Yes	Yes
Hawaii SPCSP	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes ¹⁴	Yes ¹⁴	Yes ¹⁴	Yes ¹⁴	Yes ¹⁴
Iowa SWVPP	Yes	Yes	Yes	Yes	Yes
Kansas	Yes	Yes	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes
Massachusetts UPK	Yes	Yes	Yes	Yes	Yes
Massachusetts Chapter 70	Yes	Yes	Yes	Yes	Yes
Michigan GSRP	Yes	Yes	Yes	Yes	Yes
Michigan DK	Yes	Yes	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes ¹¹	Yes ¹¹	Yes ¹¹	Yes ¹¹	Yes ¹¹
Missouri PP	Yes	Yes	Yes	Yes	Yes
Missouri Pre-K FF	Yes	Yes	Yes	Yes	Yes
Nebraska	Yes	Yes	Yes	Yes	Yes
Nevada	Yes	Yes	Yes	Yes	Yes
New Jersey Expansion	Yes	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes
Oregon Pre-K	Yes	Yes	Yes	Yes	Yes
Oregon Preschool Promise	Yes ¹⁷	Yes	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes	Yes	Yes
Pennsylvania PKC	Yes	Yes	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	Yes	Yes	Yes	Yes	Yes
Utah	Yes	Yes	Yes	Yes	Yes
Vermont	Yes	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes
Washington ECEAP	Yes	Yes	Yes	Yes	Yes
Washington TK	Yes	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes	Yes
Wisconsin	Yes	Yes	Yes	Yes	Yes
Guam	Yes	Yes	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	ELDS (or Guidance) contains content related to serving DLLs or cultural awareness
Alabama	Yes
Alaska	Yes
Arizona	Yes
Arkansas	Yes ¹⁹
California CSPP	Yes ⁷
California TK	Yes ¹¹
Colorado	Yes
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes
Delaware	Yes
District of Columbia	Yes ¹⁹
Florida	Yes
Georgia	Yes ¹³
Hawaii EOEL	Yes
Hawaii SPCSP	Yes
Illinois	Yes
Iowa Shared Visions	Yes ¹⁴
Iowa SWVPP	Yes
Kansas	Yes
Kentucky	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts UPK	Yes
Massachusetts Chapter 70	Yes
Michigan GSRP	Yes
Michigan DK	Yes
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes ¹¹
Missouri PP	Yes
Missouri Pre-K FF	Yes
Nebraska	Yes
Nevada	Yes
New Jersey Expansion	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes ¹⁹
New York	Yes
North Carolina	Yes
North Dakota	Yes
Ohio	Yes
Oklahoma	Yes
Oregon Pre-K	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes ³
Pennsylvania HSSAP	Yes ¹⁰
Pennsylvania K4 & SBPK	Yes ⁶
Pennsylvania PKC	Yes ⁷
Rhode Island	Yes
South Carolina	Yes ²²
Tennessee	Yes
Texas	Yes
Utah	Yes
Vermont	Yes
Virginia	Yes
Washington ECEAP	Yes
Washington TK	Yes
West Virginia	Yes
Wisconsin	Yes
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

**EARLY LEARNING & DEVELOPMENT STANDARDS
ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS**

STATE	State K-3 standards	State developed/adopted college and career ready standards for the early grades	State infant and toddler standards
Alabama	Yes	Yes	Yes
Alaska	Yes	No	Yes
Arizona	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes
California CSPP	Yes	Yes	Yes
California TK	Yes	Yes	Yes
Colorado	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Included in ELDS ²³
Connecticut SR	Yes	Yes	Included in ELDS ²⁰
Connecticut Smart Start	Yes	Yes	Included in ELDS ²⁰
Delaware	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes
Florida	Yes	Yes	Yes
Georgia	Yes	Yes	Yes
Hawaii EOEL	Yes	Yes	Yes
Hawaii SPCSP	Yes	Yes	Yes
Illinois	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes
Kansas	Yes	Yes	Yes
Kentucky	Alignment is in Progress	Alignment is in Progress	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine	Yes	Yes	Yes
Maryland	Yes	Yes	Yes
Massachusetts UPK	Yes	Alignment is in Progress	Yes
Massachusetts Chapter 70	Yes	Yes	Yes
Michigan GSRP	Yes	Yes	Yes
Michigan DK	Yes	Yes	No
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes
Missouri PP	No	No	Yes
Missouri Pre-K FF	No	No	Yes
Nebraska	Yes	Yes	Yes
Nevada	Alignment is in Progress	Alignment is in Progress	Alignment is in Progress
New Jersey Expansion	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes
New York	Yes	Yes	Included in ELDS
North Carolina	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes
Ohio	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes
Oregon Pre-K	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes
Pennsylvania PKC	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes
Texas	Yes	Yes	Yes
Utah	Yes	No	No
Vermont	Yes	Yes	Yes
Virginia	Yes	No	Yes
Washington ECEAP	Yes	No	Yes
Washington TK	Yes	No	Yes
West Virginia	Yes	Yes	Yes
Wisconsin	No ¹⁸	No	Included in ELDS
Guam	Yes	No	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

**EARLY LEARNING & DEVELOPMENT STANDARDS
ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS**

STATE	Head Start standards	Other standards
Alabama	Yes	Yes ¹⁸
Alaska	Yes	No
Arizona	Yes	No
Arkansas	Yes	No
California CSPP	Yes	Yes ¹⁸
California TK	Yes	Yes ¹²
Colorado	Yes	No ¹⁷
Connecticut CDCC	Yes	No
Connecticut SR	Yes	No
Connecticut Smart Start	Yes	No
Delaware	Yes	No
District of Columbia	Yes	Yes ¹⁹
Florida	Yes	No
Georgia	Yes	Yes ¹⁴
Hawaii EOEL	No	Yes ¹³
Hawaii SPCSP	No	Yes ¹⁸
Illinois	Yes	No
Iowa Shared Visions	Yes	No ¹⁵
Iowa SWVPP	Yes	No ¹⁷
Kansas	No	Yes ²⁵
Kentucky	Alignment is in Progress	No ¹⁶
Louisiana 8(g)	No	No
Louisiana LA 4	No	No
Louisiana NSECD	No	No
Maine	Yes	No ¹²
Maryland	Yes	No ¹³
Massachusetts UPK	Yes	Yes
Massachusetts Chapter 70	No	No
Michigan GSRP	Yes	Yes: NAEYC
Michigan DK	No	Yes ⁹
Minnesota HdSt	Alignment is in Progress	No
Minnesota VPK/SRP	Alignment is in Progress	Included in ELDS ¹⁹
Mississippi	Yes	No
Missouri PP	Yes	No
Missouri Pre-K FF	Yes	No
Nebraska	Yes	No
Nevada	Alignment is in Progress	Alignment is in Progress ¹⁶
New Jersey Expansion	Yes	No
New Jersey ECPA	Yes	No
New Jersey ELLI	Yes	No
New Mexico	Yes	No ²⁰
New York	Yes	Yes ⁹
North Carolina	Yes	Yes ¹⁴
North Dakota	Yes	Yes ⁷
Ohio	Yes	No
Oklahoma	Yes	No
Oregon Pre-K	Yes	Yes ¹⁵
Oregon Preschool Promise	Yes	Yes ¹⁸
Pennsylvania RTL	Yes	Yes ⁴
Pennsylvania HSSAP	Yes	Yes ¹¹
Pennsylvania K4 & SBPK	Yes	Yes ⁶
Pennsylvania PKC	Yes	Yes ⁷
Rhode Island	Yes	Yes ⁹
South Carolina	Yes	No
Tennessee	No	No
Texas	No	No
Utah	Yes	No
Vermont	Yes	Yes
Virginia	Yes	Yes ¹⁸
Washington ECEAP	No	Yes ¹⁹
Washington TK	No	Yes ⁸
West Virginia	Yes	No
Wisconsin	Yes	Yes ¹⁸
Guam	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	State requires child assessments to be aligned with the ELDS
Alabama	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁹
Alaska	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ¹³
Arizona	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ¹⁹
Arkansas	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ²⁰
California CSPP	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁹
California TK	The state preschool program does not require child assessments ¹³
Colorado	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ¹⁸
Connecticut CDCC	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ²⁴
Connecticut SR	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ²⁰
Connecticut Smart Start	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ²⁰
Delaware	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments ¹³
District of Columbia	Yes, state policy requires child assessments to be aligned with the ELDS (CBO), Approval and review process ensures alignment (DCPS & PCS) ²⁰
Florida	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
Georgia	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁵
Hawaii EOEL	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
Hawaii SPCSP	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁹
Illinois	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
Iowa Shared Visions	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁶
Iowa SWVPP	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁸
Kansas	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ²⁶
Kentucky	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁷
Louisiana 8(g)	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹²
Louisiana LA 4	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ⁹
Louisiana NSECD	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ⁸
Maine	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
Maryland	Child assessments are not required to align with the ELDS ¹⁴
Massachusetts UPK	The state does not require child assessments
Massachusetts Chapter 70	The state does not require child assessments
Michigan GSRP	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ²²
Michigan DK	The state does not require child assessments ¹⁰
Minnesota HdSt	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments ¹²
Minnesota VPK/SRP	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ²⁰
Mississippi	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
Missouri PP	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
Missouri Pre-K FF	The state preschool program does not require child assessments
Nebraska	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹³
Nevada	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ¹⁷

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	State requirements for alignment between child assessments and ELDS
New Jersey Expansion	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
New Jersey ECPA	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
New Jersey ELLI	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
New Mexico	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ²¹
New York	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ¹⁰
North Carolina	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
North Dakota	The state preschool program does not require child assessments
Ohio	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
Oklahoma	The state preschool program does not require child assessments
Oregon Pre-K	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ¹⁶
Oregon Preschool Promise	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
Pennsylvania RTL	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ⁴
Pennsylvania HSSAP	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ¹¹
Pennsylvania K4 & SBPK	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ⁷
Pennsylvania PKC	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS ⁸
Rhode Island	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁰
South Carolina	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments
Tennessee	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ⁹
Texas	State policy requires some programs to use a child assessment that is aligned with the ELDS ⁹
Utah	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁵
Vermont	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁰
Virginia	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁹
Washington ECEAP	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
Washington TK	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ⁹
West Virginia	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs ¹⁴
Wisconsin	Child assessments are not required to align with the ELDS ¹⁹
Guam	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

**EARLY LEARNING & DEVELOPMENT STANDARDS
STATE SUPPORTS FOR THE USE OF ELDS**

STATE	Offer guidance on selecting curricula aligned with ELDS	Provides professional development opportunities to support use of ELDS	Child assessments required to be aligned with ELDS
Alabama	Yes	Yes	Yes
Alaska	No	No	Yes
Arizona	Yes ²⁰	Yes ²⁰	Yes
Arkansas	Yes	Yes	Yes
California CSPP	Yes	Yes	Yes
California TK	Yes	Yes	No
Colorado	No	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes
Connecticut SR	Yes	Yes	Yes
Connecticut Smart Start	Yes	Yes	Yes
Delaware	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes (CBO); Alignment ensured through review and approval process (DCPS & PCS)
Florida	Yes	Yes	Yes
Georgia	Yes	Yes	Yes
Hawaii EOEL	Yes	Yes	Yes
Hawaii SPCSP	Yes	Yes	Yes
Illinois	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes
Kansas	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine	Yes	Yes	Yes
Maryland	Yes	Yes	No
Massachusetts UPK	Yes	Yes	No
Massachusetts Chapter 70	Yes	Yes	No
Michigan GSRP	Yes	Yes	Yes
Michigan DK	No	No	No
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes
Missouri PP	Yes	Yes	Yes
Missouri Pre-K FF	Yes	Yes	No
Nebraska	No	Yes	Yes
Nevada	Yes	Yes	Yes
New Jersey Expansion	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes
New York	No	Yes	Yes
North Carolina	Yes	Yes	Yes
North Dakota	No	Yes	No
Ohio	Yes	Yes	Yes
Oklahoma	Yes	Yes	No
Oregon Pre-K	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes ¹²	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes
Pennsylvania PKC	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes
South Carolina	Yes	Yes ²³	Yes
Tennessee	Yes	Yes	Yes
Texas	Yes	Yes	Yes (4's only)
Utah	No	Yes	Yes
Vermont	Yes	Yes ¹⁰	Yes
Virginia	Yes	Yes	Yes
Washington ECEAP	Yes	Yes	Yes
Washington TK	No	No	Yes
West Virginia	Yes	Yes	Yes
Wisconsin	Yes	Yes	No
Guam	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

**EARLY LEARNING & DEVELOPMENT STANDARDS
STATE SUPPORTS FOR THE USE OF ELDS**

STATE	Additional resources are provided to programs to implement the ELDS	Other supports are provided
Alabama	Yes	Yes ²⁰
Alaska	No	Yes ¹⁴
Arizona	Yes	No
Arkansas	Yes	Yes ²¹
California CSPP	Yes	Yes ²⁰
California TK	No	No ¹⁴
Colorado	Yes	Yes ¹⁹
Connecticut CDCC	Yes	Yes ²³
Connecticut SR	Yes	Yes ²⁰
Connecticut Smart Start	Yes	Yes ²⁰
Delaware	Yes	No
District of Columbia	Yes	No ²¹
Florida	Yes ⁵	Yes ⁵
Georgia	Yes	Yes ¹⁶
Hawaii EOEL	Yes	No
Hawaii SPCSP	Yes	No
Illinois	Yes	Yes ¹⁰
Iowa Shared Visions	No	Yes ¹⁵
Iowa SWVPP	No	Yes ¹⁷
Kansas	Yes	Yes ²⁶
Kentucky	Yes	Yes ¹⁸
Louisiana 8(g)	Yes	Yes ¹³
Louisiana LA 4	Yes	Yes ¹⁰
Louisiana NSECD	Yes	Yes ⁷
Maine	No	Yes ¹³
Maryland	Yes	No
Massachusetts UPK	Yes	Yes ¹⁰
Massachusetts Chapter 70	Yes	No ¹³
Michigan GSRP	No	No ²³
Michigan DK	No	No
Minnesota HdSt	No	Yes ¹³
Minnesota VPK/SRP	Yes	Yes ²¹
Mississippi	Yes	Yes ¹²
Missouri PP	No	No
Missouri Pre-K FF	No	No
Nebraska	No	No
Nevada	Yes	No
New Jersey Expansion	No	No
New Jersey ECPA	No	No
New Jersey ELLI	No	No
New Mexico	Yes	Yes ²²
New York	Yes	No
North Carolina	Yes	No
North Dakota	No	Yes ⁸
Ohio	Yes	No
Oklahoma	Yes	Yes ¹⁵
Oregon Pre-K	Yes	No
Oregon Preschool Promise	No	No ¹⁹
Pennsylvania RTL	Yes	No ⁵
Pennsylvania HSSAP	Yes	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	Yes	No
Rhode Island	Yes	Yes ¹¹
South Carolina	Yes	No
Tennessee	Yes	Yes ¹⁰
Texas	Yes	No ⁹
Utah	Yes	No ¹⁶
Vermont	Yes	Yes ¹⁰
Virginia	No	Yes ²⁰
Washington ECEAP	No	Yes ²⁰
Washington TK	Yes	No
West Virginia	Yes	Yes ¹⁵
Wisconsin	Yes	Yes ²⁰
Guam	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

CURRICULUM

STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

STATE	Guidance on criteria for selecting evidence-based curriculum models	List of state approved curricula	List of state recommended curricula	Requires adoption of specific curricula by all programs and sites	Requires alignment of curricula with ELDS
Alabama	Yes ²¹	No	No	No	Yes
Alaska	No	No ¹⁵	No ¹⁵	No	Yes ¹⁵
Arizona	No	No	No	No	Yes ¹⁹
Arkansas	Yes	Yes	No	No	Yes
California CSPP	Yes	No	No	No	No ²¹
California TK	No	No	No	No	No ¹⁵
Colorado	Yes	No ²⁰	No ²⁰	No ²⁰	No
Connecticut CDCC	Yes	No	No	No	Yes
Connecticut SR	Yes	No	No	No	Yes
Connecticut Smart Start	Yes	No	No	No	Yes
Delaware	Yes	Yes ¹⁴	Yes ¹⁴	No	Yes ¹⁴
District of Columbia	Yes	Yes	No	No	Yes ²⁰
Florida	Yes	Yes	Yes	No	Yes
Georgia	Yes	Yes	No	Yes	Yes
Hawaii EOEL	Yes	No	No	No	Yes
Hawaii SPCSP	Yes	No	No	No	Yes
Illinois	Yes	No ¹¹	No ¹¹	Yes	Yes ¹²
Iowa Shared Visions	Yes	No	No	No	Yes
Iowa SWVPP	Yes	No ¹⁹	No	No	Yes
Kansas	Yes	No	No	No	Yes
Kentucky	Yes	No	No	No	No
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes
Maine	Yes	No ¹⁴	No ¹⁴	No	Yes
Maryland	Yes	No	Yes ¹⁵	No	Yes
Massachusetts UPK	Yes	No	No	No	No
Massachusetts Chapter 70	In progress	No	In progress ¹⁴	No	Yes
Michigan GSRP	Yes	Yes ²⁴	No	No	Yes
Michigan DK	No	No	No	No	No
Minnesota HdSt	Yes	Yes ¹⁴	Yes ¹⁴	Yes ¹⁴	Yes
Minnesota VPK/SRP	Yes	Yes ²²	Yes ²²	Yes ²²	Yes ²²
Mississippi	Yes	Yes	No	Yes	Yes
Missouri PP	No	Yes	No	No	No
Missouri Pre-K FF	No	Yes	No	No	No
Nebraska	No	No	No	No	Yes
Nevada	Yes	No	No	No	Yes
New Jersey Expansion	Yes	No	Yes	No	Yes
New Jersey ECPA	Yes	No	Yes	No	Yes
New Jersey ELLI	Yes	No	Yes	No	Yes
New Mexico	Yes ²³	No	No	No	Yes
New York	Yes	No	No	No	Yes
North Carolina	Yes	Yes	No	No	Yes ¹⁵
North Dakota	No	No	No	No	No
Ohio	Yes	No	No	No	Yes
Oklahoma	Yes	Yes	No	No	Yes
Oregon Pre-K	Yes	No	No	No ¹⁷	Yes
Oregon Preschool Promise	Yes	No	No	No	Yes
Pennsylvania RTL	Yes	No	Yes ⁵	No	Yes
Pennsylvania HSSAP	Yes	Yes	Yes	No	Yes
Pennsylvania K4 & SBPK	Yes	No	Yes	No	Yes
Pennsylvania PKC	Yes	Yes	Yes	No	Yes
Rhode Island	Yes	Yes ¹²	Yes ¹²	Yes ¹²	Yes
South Carolina	Yes	Yes	Yes	No	Yes
Tennessee	Yes	Yes ¹⁰	No	Yes	Yes
Texas	Yes	Yes	Yes	No	Yes
Utah	No	No ¹⁶	No	No	Yes
Vermont	Yes	No	No	No	Yes ¹¹
Virginia	Yes	Yes ²¹	No	Yes	Yes
Washington ECEAP	Yes	Yes ²¹	Yes ²¹	Yes ²¹	Yes
Washington TK	Yes	No	No	No	No
West Virginia	Yes	Yes	No	Yes	Yes
Wisconsin	Yes	No	No	No	No
Guam	Yes	Yes	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

CURRICULUM

STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

STATE	SEA/Office of Early Learning sponsored training	On-going technical assistance on curriculum implementation	Funding to support curriculum implementation/training	Other supports
Alabama	Yes	Yes ²¹	Yes	Yes
Alaska	No	No	No	No
Arizona	No	Yes ²⁰	Yes	No
Arkansas	Yes ²²	Yes ²²	Yes ²²	Yes
California CSPP	Yes ²⁰	Yes	No	Yes ²²
California TK	Yes ¹⁵	Yes ¹⁵	Yes	Yes ¹⁵
Colorado	No	No	No	No
Connecticut CDCC	Yes	Yes	No	Yes ²⁵
Connecticut SR	Yes	Yes	Yes	Yes ²⁰
Connecticut Smart Start	Yes	Yes	No	Yes ²⁰
Delaware	Yes ¹⁴	Yes	Yes	No
District of Columbia	Yes	Yes	Yes	No
Florida	No	No	No	No
Georgia	No	No	Yes	No
Hawaii EOEL	Yes	Yes	Yes	No
Hawaii SPCSP	Yes	Yes	Yes	No
Illinois	Yes	Yes	Yes	Yes
Iowa Shared Visions	No ¹⁷	Yes	Yes ¹⁷	No
Iowa SWVPP	No ¹⁹	No	Yes ¹⁹	No
Kansas	No ²⁷	Yes ²⁷	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes ¹⁸
Louisiana 8(g)	Yes	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes	Yes
Maine	No	Yes ¹⁴	No	Yes
Maryland	Yes	Yes	Yes	No
Massachusetts UPK	No	No	No	Yes ¹¹
Massachusetts Chapter 70	Yes	Yes	Yes	No
Michigan GSRP	No	No	Yes ²⁴	Yes ²⁴
Michigan DK	No	No	No	No
Minnesota HdSt	Yes	Yes	No	No
Minnesota VPK/SRP	Yes ²²	Yes ²²	Yes	Yes ²²
Mississippi	Yes	Yes	Yes	No
Missouri PP	No	No	Yes	No
Missouri Pre-K FF	No	No	No	No
Nebraska	Yes	No	Yes ¹⁴	No
Nevada	No	Yes	No	No
New Jersey Expansion	No ¹³	No	Yes ¹³	No
New Jersey ECPA	No ¹⁴	No	Yes ¹⁴	No
New Jersey ELLI	No ¹³	No	Yes ¹³	No
New Mexico	Yes	Yes ²³	Yes	Yes ²³
New York	Yes	No	Yes	Yes ¹¹
North Carolina	Yes ¹⁵	Yes ¹⁵	Yes	Yes ¹⁵
North Dakota	No	No	No	No
Ohio	Yes	Yes	No	Yes
Oklahoma	Yes ¹⁶	Yes	Yes	Yes ¹⁶
Oregon Pre-K	Yes	Yes	Yes	Yes ¹⁷
Oregon Preschool Promise	No	No	Yes	Yes ²⁰
Pennsylvania RTL	Yes ⁶	No	No	Yes
Pennsylvania HSSAP	Yes	No	Yes	No
Pennsylvania K4 & SBPK	Yes	No	No	No
Pennsylvania PKC	Yes	No	Yes	No
Rhode Island	Yes	Yes	Yes	No
South Carolina	Yes	Yes	Yes	No
Tennessee	Yes	Yes	Yes ¹⁰	Yes
Texas	No	No	No	No
Utah	No	No	No	No ¹⁶
Vermont	Yes ¹¹	Yes ¹¹	Yes	Yes ¹¹
Virginia	No	No	Yes	No
Washington ECEAP	Yes	Yes	Yes ²¹	Yes
Washington TK	No	Yes	No	No
West Virginia	No	Yes	Yes	No
Wisconsin	Yes ²¹	Yes ²¹	No	Yes ²¹
Guam	Yes	Yes	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

CURRICULUM

STATE	Approved/recommend comprehensive curricula
Alabama	
Alaska	
Arizona	
Arkansas	Big Day for PreK (8%); Connect4Learning; Core Knowledge Curriculum Series (5%); The Creative Curriculum for Preschool (21%); Curiosity Corner; DLM Early Childhood Express (2%); Frog Street (4%); HighReach Learning Curriculum; HighScope Preschool Curriculum; InvestiGator Club (2%); Little Treasures; Montessori; Opening the World of Learning (OWL; 1.2%); PreK On My Way (3.2%); Reggio Emilia (2%); State developed curriculum (45.2%); Other state approved preschool curricula (6.4%)
California CSPP	
California TK	
Colorado	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware	Big Day for PreK; Core Knowledge Curriculum Series; The Creative Curriculum for Preschool; Frog Street; HighScope Preschool Curriculum; InvestiGator Club; Montessori; Opening the World of Learning (OWL); Other ¹⁵
District of Columbia	Big Day for PreK; Connect4Learning; Core Knowledge Curriculum Series; The Creative Curriculum for Preschool; Frog Street; HighScope Preschool Curriculum; Montessori; Opening the World of Learning (OWL); Tools of the Mind
Florida	Data not reported
Georgia	Big Day for PreK (0.5%); Connect4Learning (0.39%); Core Knowledge Curriculum Series (0.11%); The Creative Curriculum for Preschool (33.52%); HighScope Preschool Curriculum (16.26%); InvestiGator Club (2.82%); Montessori (0.28%); Opening the World of Learning (OWL; 4.98%); We Can Early Learning Curriculum (5.75%); Locally developed curriculum (5.14%); Other (30.25%) ¹⁷
Hawaii EOEL	
Hawaii SPCSP	
Illinois	
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky	
Louisiana 8(g)	Big Day for PreK; Connect4Learning; The Creative Curriculum for Preschool; Frog Street DIG: Develop. Inspire. Grow.; InvestiGator Club; Opening the World of Learning (OWL); We Can Early Learning Curriculum; Frog Street Pre-K
Louisiana LA 4	Big Day for PreK; Connect4Learning; The Creative Curriculum for Preschool; Frog Street DIG: Develop. Inspire. Grow.; InvestiGator Club; Opening the World of Learning (OWL); We Can Early Learning Curriculum; Frog Street Pre-K
Louisiana NSECD	Big Day for PreK (8%); Connect4Learning; The Creative Curriculum for Preschool (40%); Frog Street DIG: Develop. Inspire. Grow. (4%); InvestiGator Club; Opening the World of Learning (OWL; 4%); We Can Early Learning Curriculum; Frog Street Pre-K (44%)
Maine	
Maryland	The state is currently in the process of revising the list of recommended curricula
Massachusetts UPK	
Massachusetts Chapter 70	
Michigan GSRP	Connect4Learning (14%); The Creative Curriculum for Preschool (47%); HighScope Preschool Curriculum (38%); Montessori (0.003%); Reggio Emilia (0.005%); The Project Approach (0.003%)
Michigan DK	
Minnesota HdSt	Bank Street College of Education; Big Day for PreK; Connect4Learning; Core Knowledge Curriculum Series; The Creative Curriculum for Preschool; Curiosity Corner; DLM Early Childhood Express; Frog Street; HighReach Learning Curriculum; HighScope Preschool Curriculum; InvestiGator Club; Montessori; Opening the World of Learning (OWL); PreK On My Way; Tools of the Mind; Locally developed curriculum; Other ¹⁴
Minnesota VPK/SRP	Bank Street College of Education; Big Day for PreK; Connect4Learning; Core Knowledge Curriculum Series; The Creative Curriculum for Preschool; Curiosity Corner; DLM Early Childhood Express; Frog Street; HighReach Learning Curriculum; HighScope Preschool Curriculum; InvestiGator Club; Montessori; Opening the World of Learning (OWL); Tools of the Mind; Locally developed curriculum; Other ²³
Mississippi	Opening the World of Learning (OWL; 100%)
Missouri PP	The Creative Curriculum for Preschool; HighScope Preschool Curriculum; Montessori; Project Construct; Emerging Language & Literacy Curriculum (ELLC)
Missouri Pre-K FF	
Nebraska	
Nevada	

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CURRICULUM

STATE	Approved/recommend comprehensive curricula
New Jersey Expansion	The Creative Curriculum for Preschool; Curiosity Corner; HighScope Preschool Curriculum; Tools of the Mind
New Jersey ECPA	The Creative Curriculum for Preschool; Curiosity Corner; HighScope Preschool Curriculum; Tools of the Mind
New Jersey ELLI	The Creative Curriculum for Preschool; Curiosity Corner; HighScope Preschool Curriculum; Tools of the Mind
New Mexico	
New York	
North Carolina	Big Day for PreK; Connect4Learning (0.14%); The Creative Curriculum for Preschool (93.68%); Curiosity Corner; Frog Street (0.24%); HighReach Learning Curriculum (0.1%); HighScope Preschool Curriculum (2.65%); InvestiGator Club (0.14%); Tools of the Mind (1.16%); Other (1.88%)
North Dakota	
Ohio	
Oklahoma	Big Day for PreK; The Creative Curriculum for Preschool; Frog Street
Oregon Pre-K	
Oregon Preschool Promise	
Pennsylvania RTL	The Creative Curriculum for Preschool; Curiosity Corner; Frog Street; HighScope Preschool Curriculum; InvestiGator Club; Opening the World of Learning (OWL); We Can Early Learning Curriculum; Locally developed curriculum (if aligned with ELS); Other ⁶
Pennsylvania HSSAP	The Creative Curriculum for Preschool; Curiosity Corner; Frog Street; HighScope Preschool Curriculum; InvestiGator Club; Opening the World of Learning (OWL); We Can Early Learning Curriculum; Other ¹¹
Pennsylvania K4 & SBPK	The Creative Curriculum for Preschool; Curiosity Corner; Frog Street.; HighScope Preschool Curriculum; InvestiGator Club; Opening the World of Learning (OWL); We Can Early Learning Curriculum; Locally developed curriculum (if aligned with ELS)
Pennsylvania PKC	The Creative Curriculum for Preschool; Curiosity Corner; Frog Street; HighScope Preschool Curriculum; InvestiGator Club; Opening the World of Learning (OWL); We Can Early Learning Curriculum
Rhode Island	The Creative Curriculum for Preschool (65%); HighScope Preschool Curriculum (5%); State developed curriculum (30%)
South Carolina	The Creative Curriculum for Preschool; HighScope Preschool Curriculum; Montessori; Other ²⁴
Tennessee	Big Day for PreK; Connect4Learning; The Creative Curriculum for Preschool; Montessori (with a waiver request); Reggio Emilia (with a waiver request) ¹⁰
Texas	Connect4Learning; The Creative Curriculum for Preschool; HighScope Preschool Curriculum; InvestiGator Club; PreK On My Way; CIRCLE Pre-K Curriculum
Utah	
Vermont	State developed curriculum
Virginia	Big Day for PreK (27.5%); The Creative Curriculum for Preschool (34.2%); Frog Street (14.2%); HighScope Preschool Curriculum (4.2%); InvestiGator Club (0.1%); Opening the World of Learning (OWL; 0.5%); Tools of the Mind (1.2%); Locally developed curriculum (0.1%); Other (18%) ²¹
Washington ECEAP	The Creative Curriculum for Preschool; HighScope Preschool Curriculum; Other ²¹
Washington TK	
West Virginia	The Creative Curriculum for Preschool ¹⁶
Wisconsin	
Guam	Pilot PreK Curriculum

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CURRICULUM

Are programs required to select a curriculum from the approved/recommended list?

STATE	
Alabama	
Alaska	
Arizona	
Arkansas	Yes
California CSPP	
California TK	
Colorado	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware	Yes
District of Columbia	Yes (DCPS & CBOs only) ²⁰
Florida	
Georgia	Yes
Hawaii EOEL	
Hawaii SPCSP	
Illinois	
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky	
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	
Maryland	
Massachusetts UPK	
Massachusetts Chapter 70	
Michigan GSRP	Yes
Michigan DK	
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri PP	Yes
Missouri Pre-K FF	
Nebraska	
Nevada	
New Jersey Expansion	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	
New York	
North Carolina	Yes
North Dakota	
Ohio	
Oklahoma	No ¹⁷
Oregon Pre-K	
Oregon Preschool Promise	
Pennsylvania RTL	Yes
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	Yes
Rhode Island	Yes
South Carolina	Yes ²⁴
Tennessee	Yes
Texas	No
Utah	
Vermont	Yes
Virginia	Yes
Washington ECEAP	Yes
Washington TK	
West Virginia	Yes ¹⁶
Wisconsin	
Guam	No

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CURRICULUM

STATE	Subject-specific curricula approved for use in this state-funded pre-K program
Alabama	None
Alaska	None
Arizona	None
Arkansas	Yes: Launchpad for Pre-Kindergarten by Really Great Reading & Heggerty Phonological Awareness for Pre-Kindergarten ²³
California CSPP	None
California TK	None
Colorado	None
Connecticut CDCC	None
Connecticut SR	None
Connecticut Smart Start	None
Delaware	Yes ¹⁶
District of Columbia	None
Florida	Data not reported
Georgia	None
Hawaii EOEL	None
Hawaii SPCSP	None
Illinois	None
Iowa Shared Visions	None
Iowa SWVPP	None
Kansas	None
Kentucky	None
Louisiana 8(g)	Yes: Blueprint for Early Literacy - Children Literacy Initiative - Ages 3-4 & Eureka Math - Great Minds - Ages 3-4
Louisiana LA 4	Yes: Blueprint for Early Literacy - Children Literacy Initiative - Ages 3-4 & Eureka Math - Great Minds - Ages 3-4
Louisiana NSECD	Yes: Blueprint for Early Literacy - Children Literacy Initiative - Ages 3-4 & Eureka Math - Great Minds - Ages 3-4
Maine	None
Maryland	None
Massachusetts UPK	None
Massachusetts Chapter 70	None
Michigan GSRP	None
Michigan DK	Data not reported
Minnesota HdSt	None
Minnesota VPK/SRP	Yes ²³
Mississippi	None
Missouri PP	None
Missouri Pre-K FF	None
Nebraska	None
Nevada	None
New Jersey Expansion	None ¹⁴
New Jersey ECPA	None ¹⁵
New Jersey ELLI	None ¹³
New Mexico	None
New York	None
North Carolina	None
North Dakota	None
Ohio	None
Oklahoma	Yes ¹⁸
Oregon Pre-K	None
Oregon Preschool Promise	None
Pennsylvania RTL	Yes ⁵
Pennsylvania HSSAP	Yes ¹¹
Pennsylvania K4 & SBPK	Yes ⁷
Pennsylvania PKC	Yes ⁸
Rhode Island	None
South Carolina	Yes (First Steps only): Conscious Discipline ²⁴
Tennessee	Yes: TN Foundational Skills Literacy or another research proven sounds-first foundational skills model
Texas	None
Utah	None
Vermont	None
Virginia	None
Washington ECEAP	None
Washington TK	None
West Virginia	None
Wisconsin	None
Guam	Yes ⁶

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

CHILD ASSESSMENT

STATE	Does state policy require state preschool programs to assess children's learning and development during the preschool year?
Alabama	Yes
Alaska	Yes
Arizona	Yes
Arkansas	Yes
California CSPP	Yes
California TK	No
Colorado	Yes
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes
Delaware	Yes
District of Columbia	Yes
Florida	Yes
Georgia	Yes
Hawaii EOEL	Yes
Hawaii SPCSP	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas	Yes
Kentucky	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts UPK	No
Massachusetts Chapter 70	No
Michigan GSRP	Yes
Michigan DK	Yes
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri PP	Yes
Missouri Pre-K FF	No
Nebraska	Yes
Nevada	Yes
New Jersey Expansion	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes
New York	Yes
North Carolina	Yes
North Dakota	No
Ohio	Yes
Oklahoma	No
Oregon Pre-K	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania PKC	Yes
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes (for 4-year-olds) ¹⁰
Utah	Yes
Vermont	Yes
Virginia	Yes
Washington ECEAP	Yes
Washington TK	Yes
West Virginia	Yes
Wisconsin	Yes
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

CHILD ASSESSMENT

STATE	Preschool assessment tools
Alabama	Programs must use: Teaching Strategies GOLD
Alaska	Programs must use: Teaching Strategies GOLD ¹⁶
Arizona	Programs must use: Teaching Strategies GOLD; Other ¹⁹
Arkansas	Programs must use: Work Sampling System
California CSPP	Programs must use: Desired Results Developmental Profile (DRDP) developed by CDE ²³
California TK	NA
Colorado	Programs may use: HighScope COR; Teaching Strategies GOLD ²¹
Connecticut CDCC	Determined locally ²⁶
Connecticut SR	Determined locally ²¹
Connecticut Smart Start	Determined locally ²¹
Delaware	Programs may use: Teaching Strategies GOLD ¹⁷
District of Columbia	Programs must use: Teaching Strategies GOLD, Required Curricular Tasks, Ages & Stages Questionnaires (DCPS); Determined locally, but must be aligned with DC ELS (CBO); Determined locally (PCS) ²²
Florida	Programs must use: Florida VPK Assessment
Georgia	Programs must use: Work Sampling System
Hawaii EOEL	Programs must use: Teaching Strategies GOLD
Hawaii SPCSP	Programs must use: Teaching Strategies GOLD; Programs may use: State-approved alternative assessments ¹⁹
Illinois	Determined locally ¹³
Iowa Shared Visions	Programs must use: Teaching Strategies GOLD
Iowa SWVPP	Programs must use: Teaching Strategies GOLD
Kansas	Determined locally ²⁶
Kentucky	Programs may use: Assessment, Evaluation and Programming System (AEPS) for Infants and Children; HighScope COR; Teaching Strategies GOLD; Work Sampling System; Carolina Curriculum ¹⁹
Louisiana 8(g)	Programs must use: Teaching Strategies GOLD ¹²
Louisiana LA 4	Programs must use: Teaching Strategies GOLD ⁹
Louisiana NSECD	Programs must use: Teaching Strategies GOLD ⁸
Maine	Determined locally ¹⁵
Maryland	Determined locally
Massachusetts UPK	NA ¹²
Massachusetts Chapter 70	NA
Michigan GSRP	Programs may use: Assessment, Evaluation and Programming System (AEPS) for Infants and Children; HighScope COR; Teaching Strategies GOLD; Work Sampling System ²⁵
Michigan DK	Determined locally ¹¹
Minnesota HdSt	Programs may use: Desired Results Developmental Profile (DRDP); HighScope COR; Teaching Strategies GOLD; Work Sampling System ¹⁴
Minnesota VPK/SRP	Programs may use: Desired Results Developmental Profile (DRDP); HighScope COR; Teaching Strategies GOLD; Work Sampling System ²¹
Mississippi	Programs must use: Mississippi State Kindergarten Readiness Assessment and Brigance III ¹³
Missouri PP	Programs must use: Desired Results Developmental Profile (DRDP)
Missouri Pre-K FF	NA
Nebraska	Programs must use: Teaching Strategies GOLD
Nevada	Programs may use: Assessment, Evaluation, and Programming System (AEPS) for Infants and Children; Desired Results Developmental Profile (DRDP); Early Learning Scale (ELS); HighScope COR; Phonological Awareness Literacy Screening (PALS); Teaching Strategies GOLD; Work Sampling System

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

CHILD ASSESSMENT

STATE	Preschool assessment tools
New Jersey Expansion	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling System ¹⁵
New Jersey ECPA	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling System ¹⁶
New Jersey ELLI	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling System ¹⁵
New Mexico	Programs must use: New Mexico Preschool Observational Assessment ²⁴
New York	Determined locally ¹²
North Carolina	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling System; Other ¹⁶
North Dakota	NA
Ohio	Programs must use: Ohio's Early Learning Assessment
Oklahoma	NA
Oregon Pre-K	Programs may use: Desired Results Developmental Profile (DRDP); Teaching Strategies GOLD
Oregon Preschool Promise	Providers may use: Assessment, Evaluation, and Programming System (AEPS) for Infants and Children; Teaching Strategies GOLD; Other ²¹
Pennsylvania RTL	Assessments are determined locally, but programs may use: Desired Results Developmental Profile (DRDP); Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling System ⁷
Pennsylvania HSSAP	Programs may use: Desired Results Developmental Profile (DRDP); Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling System; Other ¹³
Pennsylvania K4 & SBPK	Assessments are determined locally, but programs may use: Assessment, Evaluation, and Programming System (AEPS) for Infants and Children; Desired Results Developmental Profile (DRDP); Early Learning Scale; HighScope COR; Phonological Awareness Literacy Screening (PALS); Teaching Strategies GOLD; Work Sampling System; State developed assessment; Other ⁸
Pennsylvania PKC	Programs may use: Desired Results Developmental Profile (DRDP); Early Learning Scale; HighScope COR; Phonological Awareness Literacy Screening (PALS); Teaching Strategies GOLD; Work Sampling System ⁹
Rhode Island	Programs must use: Teaching Strategies GOLD
South Carolina	Programs may use: HighScope COR; Phonological Awareness Literacy Screening (PALS); Teaching Strategies GOLD; Work Sampling System; Other ²⁵
Tennessee	Programs must use: Growth Portfolio Model ⁹
Texas	Programs may use: Teaching Strategies GOLD; Other ¹⁰
Utah	Programs must use: State developed assessment; Programs may use: Other ¹⁵
Vermont	Programs must use: Teaching Strategies GOLD; Ready For Kindergarten! Survey (R4KIS) ¹²
Virginia	Programs must use: Phonological Awareness Literacy Screening (PALS); Other ¹⁹
Washington ECEAP	Programs must use: Teaching Strategies GOLD
Washington TK	Programs must use: Teaching Strategies GOLD
West Virginia	Programs must use: Early Learning Scale; Programs may also use: Phonological Awareness Literacy Screening (PALS) ¹⁷
Wisconsin	Determined locally ²²
Guam	Programs must use: State developed assessment ⁷

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

CHILD ASSESSMENT

STATE	Were there COVID-related changes to preschool child assessments during the 2020-2021 school year?
Alabama	Child assessments were done virtually; Other change to child assessments ²²
Alaska	Child assessments were not required/requirement was waived ¹⁷
Arizona	No changes ²¹
Arkansas	No changes ²⁴
California CSPP	Other change to child assessments ²⁴
California TK	Assessments are not required
Colorado	No changes
Connecticut CDCC	No changes ²⁷
Connecticut SR	No changes ²²
Connecticut Smart Start	No changes ²²
Delaware	Child assessments were done virtually; Other change to child assessments ¹⁸
District of Columbia	Other change to child assessments ²³
Florida	Not reported
Georgia	Child assessments were done virtually; Other change to child assessments ¹⁸
Hawaii EOEL	Child assessments were done virtually; Fewer time points of child assessments were required ¹⁴
Hawaii SPCSP	No changes
Illinois	Other change to child assessments ¹⁴
Iowa Shared Visions	Child assessments were done virtually ¹⁸
Iowa SWVPP	No changes
Kansas	No changes
Kentucky	No changes
Louisiana 8(g)	Other change to child assessments ¹⁴
Louisiana LA 4	Other change to child assessments ¹¹
Louisiana NSECD	Other change to child assessments ¹⁰
Maine	No changes
Maryland	Assessments are not required
Massachusetts UPK	Assessments are not required
Massachusetts Chapter 70	Assessments are not required
Michigan GSRP	Child assessments were done virtually ²⁶
Michigan DK	Not reported
Minnesota HdSt	Other change to child assessments
Minnesota VPK/SRP	Child assessments were done virtually; Fewer time points of child assessments were required ²⁴
Mississippi	Other change to child assessments ¹⁴
Missouri PP	No changes
Missouri Pre-K FF	Assessments are not required
Nebraska	No changes
Nevada	No changes
New Jersey Expansion	Child assessments were done virtually ¹⁶
New Jersey ECPA	Child assessments were done virtually ¹⁷
New Jersey ELLI	Child assessments were done virtually ¹⁶
New Mexico	Other change to child assessments ²⁵
New York	Other change to child assessments ¹³
North Carolina	Child assessments were done virtually
North Dakota	Assessments are not required
Ohio	No changes
Oklahoma	Assessments are not required
Oregon Pre-K	No changes ¹⁸
Oregon Preschool Promise	No changes ²²
Pennsylvania RTL	No changes
Pennsylvania HSSAP	No changes
Pennsylvania K4 & SBPK	No changes
Pennsylvania PKC	No changes
Rhode Island	Child assessments were done virtually; Fewer time points of child assessments were required ¹³
South Carolina	No changes
Tennessee	No changes
Texas	No changes
Utah	No changes
Vermont	Not reported
Virginia	Other change to child assessments ²²
Washington ECEAP	Fewer time points of child assessments were required ²²
Washington TK	Not reported
West Virginia	No changes
Wisconsin	No changes
Guam	No changes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

CHILD ASSESSMENT

STATE	Were COVID-related changes/waivers for preschool child assessments in effect for the 2021-2022 school year?
Alabama	Yes
Alaska	No
Arizona	NA
Arkansas	NA
California CSPP	Yes
California TK	NA
Colorado	NA
Connecticut CDCC	NA
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	Yes
Hawaii EOEL	No
Hawaii SPCSP	NA
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	NA
Kansas	NA
Kentucky	NA
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	NA
Maryland	NA
Massachusetts UPK	NA
Massachusetts Chapter 70	NA
Michigan GSRP	No
Michigan DK	Not reported
Minnesota HdSt	Per federal Head Start
Minnesota VPK/SRP	Yes
Mississippi	No
Missouri PP	NA
Missouri Pre-K FF	NA
Nebraska	NA
Nevada	NA
New Jersey Expansion	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No
North Carolina	No
North Dakota	NA
Ohio	NA
Oklahoma	NA
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	NA
Rhode Island	No
South Carolina	NA
Tennessee	NA
Texas	NA
Utah	NA
Vermont	Not reported
Virginia	Yes
Washington ECEAP	No
Washington TK	Not reported
West Virginia	NA
Wisconsin	NA
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

CHILD ASSESSMENT

STATE	Were COVID-related changes/waivers for kindergarten child assessments in effect for the 2021-2022 school year?
Alabama	Yes ²³
Alaska	No ¹⁸
Arizona	NA, no Covid-related changes ²²
Arkansas	NA, no Covid-related changes
California CSPP	NA, kindergarten assessments are not required
California TK	NA, kindergarten assessments are not required
Colorado	No ²²
Connecticut CDCC	NA, no Covid-related changes
Connecticut SR	NA, no Covid-related changes
Connecticut Smart Start	NA, no Covid-related changes
Delaware	No
District of Columbia	No ²⁴
Florida	Not reported
Georgia	Yes ¹⁹
Hawaii EOEL	NA, kindergarten assessments are not required
Hawaii SPCSP	NA, kindergarten assessments are not required
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas	No ²⁸
Kentucky	No ²⁰
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	NA, no Covid-related changes
Maryland	No
Massachusetts UPK	NA, no Covid-related changes
Massachusetts Chapter 70	NA, kindergarten assessments are not required
Michigan GSRP	NA, kindergarten assessments are not required ²⁷
Michigan DK	Not reported
Minnesota HdSt	NA, kindergarten assessments are not required
Minnesota VPK/SRP	NA, kindergarten assessments are not required
Mississippi	No
Missouri PP	NA, no Covid-related changes
Missouri Pre-K FF	NA, no Covid-related changes
Nebraska	NA, kindergarten assessments are not required
Nevada	Yes ¹⁸
New Jersey Expansion	NA, no Covid-related changes
New Jersey ECPA	NA, no Covid-related changes
New Jersey ELLI	NA, no Covid-related changes
New Mexico	No
New York	NA
North Carolina	NA, no Covid-related changes
North Dakota	NA, no Covid-related changes
Ohio	No
Oklahoma	NA, no Covid-related changes
Oregon Pre-K	Yes ¹⁹
Oregon Preschool Promise	Yes ²³
Pennsylvania RTL	NA, no Covid-related changes
Pennsylvania HSSAP	NA, no Covid-related changes
Pennsylvania K4 & SBPK	NA, kindergarten assessments are not required
Pennsylvania PKC	NA, no Covid-related changes
Rhode Island	NA, kindergarten assessments are not required
South Carolina	No ²⁶
Tennessee	NA, kindergarten assessments are not required ¹²
Texas	No ¹¹
Utah	No
Vermont	Not reported
Virginia	Yes ²³
Washington ECEAP	Yes ²³
Washington TK	Not reported
West Virginia	NA, kindergarten assessments are not required ¹⁸
Wisconsin	NA, no Covid-related changes
Guam	NA, no Covid-related changes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Minimum lead teacher degree requirement
Alabama	BA (public and nonpublic) ²⁴
Alaska	BA (public and nonpublic)
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic) ²³
Arkansas	One BA for every three classrooms, AA for the other two classrooms (public and nonpublic) ²⁵
California CSPP	California Child Development Associate Teacher Permit (public and nonpublic) ²⁵
California TK	BA (public) ¹⁶
Colorado	Early Childhood Teacher Qualification (public and nonpublic) ²³
Connecticut CDCC	CDA plus 12 Early Childhood credits (nonpublic) ²⁸
Connecticut SR	CDA plus 12 Early Childhood credits (public and nonpublic) ²³
Connecticut Smart Start	BA (public) ²³
Delaware	BA (public); AA with at least 50% BA (nonpublic) ¹⁹
District of Columbia	BA (DCPS and CBO); Determined locally (PCS) ²⁵
Florida	BA (summer); CDA or equivalent plus specified training (school year) ⁶
Georgia	BA (public and nonpublic) ²⁰
Hawaii EOEL	BA (public)
Hawaii SPCSP	BA (public) ²⁰
Illinois	BA (public and nonpublic) ¹⁵
Iowa Shared Visions	BA (public); AA (nonpublic) ¹⁹
Iowa SWVPP	BA (public and nonpublic) ²¹
Kansas	BA (public and nonpublic) ²⁹
Kentucky	BA (public and nonpublic) ²¹
Louisiana 8(g)	BA (public)
Louisiana LA 4	BA (public) ¹²
Louisiana NSECD	BA (nonpublic)
Maine	BA (public and nonpublic) ¹⁶
Maryland	BA (public and nonpublic)
Massachusetts UPK	Other (nonpublic) ¹³
Massachusetts Chapter 70	BA (public)
Michigan GSRP	BA (public and nonpublic) ²⁸
Michigan DK	BA (public)
Minnesota HdSt	BA (public); AA (nonpublic) ¹⁵
Minnesota VPK/SRP	Other (public and nonpublic) ²⁵
Mississippi	BA (public and nonpublic) ¹⁵
Missouri PP	BA (public and nonpublic) ⁸
Missouri Pre-K FF	BA (public)
Nebraska	BA (public and nonpublic) ¹⁵
Nevada	BA (public and nonpublic)
New Jersey Expansion	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Jersey ELLI	BA (public and nonpublic)
New Mexico	BA (public); High school diploma or equivalent (nonpublic) ²⁶
New York	BA (public and nonpublic) ¹⁴
North Carolina	BA (public and nonpublic) ¹⁷
North Dakota	BA (public and nonpublic) ⁹
Ohio	AA (public and nonpublic) ¹²
Oklahoma	BA (public) ¹⁹
Oregon Pre-K	AA (public and nonpublic) ²⁰
Oregon Preschool Promise	CDA (public and nonpublic) ²⁴
Pennsylvania RTL	BA (public); AA (nonpublic)
Pennsylvania HSSAP	AA (public and nonpublic) ¹⁴
Pennsylvania K4 & SBPK	BA (public); AA (nonpublic) ⁹
Pennsylvania PKC	BA (public and nonpublic) ¹⁰
Rhode Island	BA (public and nonpublic) ¹⁴
South Carolina	BA (public); AA (nonpublic)
Tennessee	BA (public and nonpublic) ¹³
Texas	BA (public and nonpublic) ¹²
Utah	CDA (public and nonpublic) ¹⁷
Vermont	BA (public); BA for one teacher per center (nonpublic) ¹³
Virginia	BA (public); High school diploma or equivalent (nonpublic) ²⁴
Washington ECEAP	AA (public and nonpublic) ²⁴
Washington TK	BA (public)
West Virginia	BA (public and nonpublic) ¹⁹
Wisconsin	BA (public and nonpublic) ²³
Guam	AA (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Required lead teacher degree specialization
Alabama	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) ²⁴
Alaska	None (public and nonpublic) ¹⁹
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic) ²³
Arkansas	Early Childhood Education, Child Development, Preschool Special Education, Elementary Education + 12 ECE/CD hours, Special Education + 12 ECE/CD hours (public and nonpublic) ²⁶
California CSPP	Early Childhood Education, Child Development (public and nonpublic) ²⁵
California TK	Early Childhood Education, Child Development, Elementary Education (public)
Colorado	Early Childhood Education, Child Development, Other (public and nonpublic) ²³
Connecticut CDCC	Early Childhood Education, Child Development (nonpublic) ²⁸
Connecticut SR	Early Childhood Education, Child Development (public); Early Childhood Education (nonpublic) ²³
Connecticut Smart Start	Early Childhood Education, Preschool Special Education (public) ²³
Delaware	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) ¹⁹
District of Columbia	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (DCPS); Early Childhood Education, Child Development, Child and Family Studies (CBO); Determined locally (PCS) ²⁶
Florida	Other (public and nonpublic) ⁶
Georgia	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic) ²⁰
Hawaii EOEL	Early Childhood Education, Child Development (public) ¹⁵
Hawaii SPCSP	Early Childhood Education, Child Development (public) ²¹
Illinois	Early Childhood Education, Special Education (public and nonpublic)
Iowa Shared Visions	Early Childhood Education, Child Development (public and nonpublic) ¹⁹
Iowa SWVPP	Early Childhood Education, Child Development, Elementary Education (public and nonpublic) ²²
Kansas	Early Childhood Education, Child Development, Elementary Education (public and nonpublic) ²⁹
Kentucky	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic) ²¹
Louisiana 8(g)	None (public)
Louisiana LA 4	None (public)
Louisiana NSECD	None (nonpublic)
Maine	Early Childhood Education (public and nonpublic) ¹⁶
Maryland	Early Childhood Education (public and nonpublic)
Massachusetts UPK	None (nonpublic) ¹³
Massachusetts Chapter 70	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public) ¹⁵
Michigan GSRP	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public and nonpublic) ²⁸
Michigan DK	Elementary Education (public) ¹²
Minnesota HdSt	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) ¹⁵
Minnesota VPK/SRP	Other (public and nonpublic) ²⁵
Mississippi	Early Childhood Education, Child Development, Elementary Education (public and nonpublic) ¹⁵
Missouri PP	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic) ⁸
Missouri Pre-K FF	Early Childhood Education, Preschool Special Education (public)
Nebraska	Early Childhood Education, Preschool Special Education (public and nonpublic) ¹⁶
Nevada	Early Childhood Education (public and nonpublic)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Required lead teacher degree specialization
New Jersey Expansion	Early Childhood Education (public and nonpublic) ¹⁷
New Jersey ECPA	Early Childhood Education (public and nonpublic) ¹⁸
New Jersey ELLI	Early Childhood Education (public and nonpublic) ¹⁷
New Mexico	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Other (nonpublic) ²⁷
New York	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic) ¹⁴
North Carolina	Early Childhood Education, Child Development (public and nonpublic) ¹⁷
North Dakota	Early Childhood Education, Elementary Education with K credential, Other (public); Child Development, Elementary Education with K credential, Other (nonpublic) ¹⁰
Ohio	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public); Early Childhood Education, Child Development (nonpublic) ¹²
Oklahoma	Early Childhood Education (public) ¹⁹
Oregon Pre-K	Early Childhood Education (public and nonpublic) ²⁰
Oregon Preschool Promise	Early Childhood Education, Child Development, Elementary Education, Other (public and nonpublic) ²⁵
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	Early Childhood Education, Child Development, Other (public and nonpublic) ¹⁴
Pennsylvania K4 & SBPK	Early Childhood Education, Child Development, Elementary Education (public); Early Childhood Education, Child Development (nonpublic) ⁹
Pennsylvania PKC	Early Childhood Education (public and nonpublic) ¹⁰
Rhode Island	Early Childhood Education (public and nonpublic) ¹⁴
South Carolina	Early Childhood Education (public); Early Early Childhood Education, Child Development (nonpublic)
Tennessee	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) ¹⁴
Texas	None (public and nonpublic) ¹²
Utah	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education, Other (public and nonpublic) ¹⁷
Vermont	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public); Early Childhood Education, Child Development (nonpublic) ¹⁴
Virginia	Early Childhood Education, Child Development, Elementary Education, Special Education (public); Early Childhood Education, Child Development (nonpublic) ²⁴
Washington ECEAP	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) ²⁴
Washington TK	Early Childhood Education, Elementary Education, Preschool Special Education, Special Education (public)
West Virginia	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Child Development, Preschool Special Education, Other (nonpublic) ¹⁹
Wisconsin	Early Childhood Education, Elementary Education, Other (public and nonpublic) ²⁴
Guam	Early Childhood Education (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Required lead teacher credentials/licenses/endorsements
Alabama	Pre-K, Pre-K - 3rd grade, Birth - 3rd grade (public); None (nonpublic) ²⁴
Alaska	Other (public); None (nonpublic) ²⁰
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic) ²³
Arkansas	Pre-K - 4th grade, Birth- Kindergarten, Elementary K - 6 with ECE endorsement (public); 12 college credits (or more) in ECE/CD (nonpublic) ²⁵
California CSPP	Pre-K, Nursery, California Child Development Associate Teacher Permit (public); Pre-K, Nursery, 9 college credits (or more) in ECE, California Child Development Associate Teacher Permit (nonpublic) ²⁵
California TK	Other (public) ¹⁷
Colorado	Early Childhood Teacher (public and nonpublic) ²³
Connecticut CDCC	CDA plus 12 college credits in ECE (nonpublic) ²⁸
Connecticut SR	CDA plus 12 college credits in ECE (public and nonpublic) ²⁴
Connecticut Smart Start	Pre-K - K, Pre-K - 3rd grade, Pre-K - 6th grade, Pre-K - 8th grade, Birth - K, Special Education, Preschool Special Education (public)
Delaware	9 college credits (or more) in ECE (public and nonpublic) ¹⁹
District of Columbia	Pre-K, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, Birth - K, Birth - 3rd grade, Special Education, Preschool Special Education, State licensure (DCPS); 18 college credits (or more) in ECE (CBO); Determined locally (PCS)
Florida	Pre-K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, Birth - K, Birth - 3rd grade, K - 3rd grade, K - 6th grade, Florida Child Care Professional Credential (public); CDA, Florida Child Care Professional Credential (nonpublic) ⁶
Georgia	Pre-K, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - K, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - K, Elementary Education with ECE endorsement, Preschool Special Education (nonpublic) ²⁰
Hawaii EOEL	Pre-K - K, Pre-K - 3rd grade (public) ¹⁶
Hawaii SPCSP	Pre-K, Pre-K - K, Pre-K - 3rd grade, Pre-K - 6th grade (public) ²²
Illinois	Birth - 3rd grade, Preschool Special Education, Bilingual (public and nonpublic)
Iowa Shared Visions	Other (public and nonpublic) ¹⁹
Iowa SWVPP	Pre-K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement (public and nonpublic) ²¹
Kansas	Pre-K, Birth - K, Birth - 3rd grade, K - 6th grade, K - 8th grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic) ³⁰
Kentucky	Interdisciplinary Early Childhood Education, Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - K, Birth - K, Preschool Special Education (public and nonpublic) ²¹
Louisiana 8(g)	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (public) ¹⁵
Louisiana LA 4	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (public) ¹²
Louisiana NSECD	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (nonpublic) ¹¹
Maine	Pre-K, Elementary Education with ECE endorsement (public and nonpublic) ¹⁶
Maryland	Pre-K - 3rd grade (public and nonpublic)
Massachusetts UPK	Other (nonpublic) ¹³
Massachusetts Chapter 70	Pre-K - 2nd grade (public)
Michigan GSRP	Elementary Education with ECE endorsement, Other (public and nonpublic) ²⁸
Michigan DK	K - 8th grade (public) ¹²
Minnesota HdSt	Other (public and nonpublic) ¹⁵
Minnesota VPK/SRP	Other (public and nonpublic) ²⁵
Mississippi	Pre-K, Nursery, Pre-K - K, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, K - 3rd grade, K - 6th grade, K - 8th grade, Elementary Education with ECE endorsement, CDA, 9 college credits (or more) in ECE, Other (public and nonpublic) ¹⁵
Missouri PP	Birth - 3rd grade (public and nonpublic) ⁸
Missouri Pre-K FF	ECE or EC Special Ed (public) ²
Nebraska	3 years to K, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic) ¹⁶
Nevada	Pre-K - 2nd grade (public and nonpublic)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Required lead teacher credentials/licenses/endorsements
New Jersey Expansion	Nursery, Pre-K - 3rd grade, K - 8th grade, Special Education, Other (public and nonpublic) ¹⁷
New Jersey ECPA	Nursery, Pre-K - 3rd grade, K - 8th grade, Special Education, Other (public and nonpublic) ¹⁸
New Jersey ELLI	Nursery, Pre-K - 3rd grade, K - 8th grade, Special Education, Other (public and nonpublic) ¹⁷
New Mexico	Pre-K - 3rd grade, Birth - 3rd grade, Other (public); None (nonpublic) ²⁶
New York	Pre-K - 2nd grade, Nursery - 6th (N-6) (public and nonpublic) ¹⁴
North Carolina	Pre-K, Pre-K - K, Birth - K, Other (public and nonpublic) ¹⁷
North Dakota	Kindergarten, Pre-K - K, Birth - 3rd grade, Elementary Education with ECE endorsement (public and nonpublic)
Ohio	Pre-K, Pre-K - 3rd grade, K - 3rd grade, K - 8th grade, 9 college credits (or more) in ECE (public and nonpublic) ¹²
Oklahoma	Pre-K - 3rd grade, Elementary Education with ECE endorsement, Other (public) ¹⁹
Oregon Pre-K	Pre-K, Pre-K - K, Birth - K, Birth- 3rd grade (public); Pre-K (nonpublic) ²⁰
Oregon Preschool Promise	CDA (public and nonpublic)
Pennsylvania RTL	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)
Pennsylvania HSSAP	None (public and nonpublic)
Pennsylvania K4 & SBPK	Pre-K - 4th grade, Birth - 3rd grade, K - 6th grade (public); Pre-K - 4th grade, Birth - 3rd grade (nonpublic)
Pennsylvania PKC	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)
Rhode Island	Pre-K - 2nd grade (public); 9 college credits (or more) in ECE (nonpublic) ¹⁴
South Carolina	Pre-K - 3rd grade (public); Other (nonpublic) ²⁷
Tennessee	Pre-K (public and nonpublic) ¹⁴
Texas	Pre-K - 6th grade, Special Education, Bilingual (public and nonpublic) ¹²
Utah	CDA (public and nonpublic) ¹⁷
Vermont	Pre-K, 3 years to K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, Kindergarten, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (nonpublic) ¹³
Virginia	Pre-K - 3rd grade, Pre-K - 6th grade (public); Other (nonpublic) ²⁴
Washington ECEAP	Pre-K, Pre-K - 3rd grade, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic) ²⁴
Washington TK	Pre-K - 3rd grade, Birth - 3rd grade, K - 8th grade, Special Education, Preschool Special Education (public)
West Virginia	Pre-K, Nursery, Pre-K - K, Pre-K - 4th grade, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, Nursery, Pre-K - K, Pre-K - 4th grade, Elementary Education with ECE endorsement, Preschool Special Education, Community Program Permanent Authorization (nonpublic) ¹⁹
Wisconsin	Pre-K, Kindergarten, Other (public and nonpublic) ²⁵
Guam	Pre-K, Pre-K - 2nd grade (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Were COVID-related changes/waivers to Lead Teacher requirements in effect for the 2021-2022 school year?
Alabama	NA, no Covid-19 related changes
Alaska	NA, no Covid-19 related changes
Arizona	NA, no Covid-19 related changes
Arkansas	NA, no Covid-19 related changes
California CSPP	NA, no Covid-19 related changes
California TK	NA, no Covid-19 related changes
Colorado	NA, no Covid-19 related changes
Connecticut CDCC	No
Connecticut SR	No ²⁵
Connecticut Smart Start	NA, no Covid-19 related changes
Delaware	No
District of Columbia	Yes ²⁷
Florida	Not reported
Georgia	Yes ²¹
Hawaii EOEL	NA, no Covid-19 related changes
Hawaii SPCSP	NA, no Covid-19 related changes
Illinois	NA, no Covid-19 related changes
Iowa Shared Visions	NA, no Covid-19 related changes
Iowa SWVPP	NA, no Covid-19 related changes
Kansas	Yes ³¹
Kentucky	NA, no Covid-19 related changes ²²
Louisiana 8(g)	NA, no Covid-19 related changes
Louisiana LA 4	NA, no Covid-19 related changes
Louisiana NSECD	NA, no Covid-19 related changes
Maine	Yes ¹⁷
Maryland	NA, no Covid-19 related changes
Massachusetts UPK	NA, no Covid-19 related changes
Massachusetts Chapter 70	Yes ¹⁶
Michigan GSRP	NA, no Covid-19 related changes
Michigan DK	Not reported
Minnesota HdSt	NA, no Covid-19 related changes
Minnesota VPK/SRP	NA, no Covid-19 related changes ²⁶
Mississippi	NA, no Covid-19 related changes
Missouri PP	NA, no Covid-19 related changes
Missouri Pre-K FF	NA, no Covid-19 related changes
Nebraska	NA, no Covid-19 related changes
Nevada	NA, no Covid-19 related changes
New Jersey Expansion	NA, no Covid-19 related changes
New Jersey ECPA	NA, no Covid-19 related changes
New Jersey ELLI	NA, no Covid-19 related changes
New Mexico	NA, no Covid-19 related changes
New York	No
North Carolina	NA, no Covid-19 related changes
North Dakota	NA, no Covid-19 related changes
Ohio	NA, no Covid-19 related changes
Oklahoma	NA, no Covid-19 related changes
Oregon Pre-K	NA, no Covid-19 related changes
Oregon Preschool Promise	NA, no Covid-19 related changes
Pennsylvania RTL	NA, no Covid-19 related changes
Pennsylvania HSSAP	Not reported
Pennsylvania K4 & SBPK	NA, no Covid-19 related changes
Pennsylvania PKC	NA, no Covid-19 related changes
Rhode Island	NA, no Covid-19 related changes
South Carolina	NA, no Covid-19 related changes
Tennessee	NA, no Covid-19 related changes ¹⁴
Texas	NA, no Covid-19 related changes
Utah	NA, no Covid-19 related changes ¹⁸
Vermont	Not reported
Virginia	NA, no Covid-19 related changes
Washington ECEAP	NA, no Covid-19 related changes
Washington TK	Not reported
West Virginia	NA, no Covid-19 related changes
Wisconsin	NA, no Covid-19 related changes
Guam	NA, no Covid-19 related changes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	How many teachers are employed in the state preschool program?
Alabama	1,239 (Public: 985; Nonpublic: 254)
Alaska	30
Arizona	2,211
Arkansas	1,135 (Public: 881; Nonpublic: 254)
California CSPP	Not reported
California TK	Not reported
Colorado	4,651 ²⁴
Connecticut CDCC	Nonpublic: 231
Connecticut SR	628 (Public: 223; Nonpublic: 405)
Connecticut Smart Start	Public: 39
Delaware	Not reported
District of Columbia	Public: 435 ²⁸
Florida	Not reported
Georgia	3,729 (Public: 1,880; Nonpublic: 1,849)
Hawaii EOEL	Public: 34
Hawaii SPCSP	Public: 17
Illinois	4,097 (Public: 3,871; Nonpublic: 226) ¹⁶
Iowa Shared Visions	94 (Public: 45; Nonpublic: 49)
Iowa SWVPP	Public: 835; Nonpublic: Not reported ²³
Kansas	Not reported
Kentucky	Public: 1,128
Louisiana 8(g)	Public: 169
Louisiana LA 4	Public: 715
Louisiana NSECD	Nonpublic: 86
Maine	Public: 333
Maryland	Not reported
Massachusetts UPK	Not reported
Massachusetts Chapter 70	Public: 2,594
Michigan GSRP	2,130 (Public: 1,111; Nonpublic: 1,019)
Michigan DK	Not reported
Minnesota HdSt	Not reported
Minnesota VPK/SRP	Not reported
Mississippi	184 (Public: 97; Nonpublic: 87)
Missouri PP	11 (Public: 9; Nonpublic: 2)
Missouri Pre-K FF	Public: 688
Nebraska	714
Nevada	148 (Public: 101; Nonpublic: 47)
New Jersey Expansion	Not reported
New Jersey ECPA	Not reported
New Jersey ELLI	Not reported
New Mexico	764 (Public: 397; Nonpublic: 367) ²⁸
New York	10,099 (Public: 6,081; Nonpublic: 4,018) ¹⁵
North Carolina	2,317 (Public: 1,138; Nonpublic: 1,179) ¹⁸
North Dakota	58 (Public: 53; Nonpublic: 5)
Ohio	1,718
Oklahoma	Public: 1,994
Oregon Pre-K	427 (Public: 39; Nonpublic: 388) ²¹
Oregon Preschool Promise	343 (Public: 118; Nonpublic: 225)
Pennsylvania RTL	Not reported
Pennsylvania HSSAP	460
Pennsylvania K4 & SBPK	Not reported
Pennsylvania PKC	1,507
Rhode Island	100 (Public: 26; Nonpublic: 74)
South Carolina	1,391 (Public: 1,159; Nonpublic: 232) ²⁸
Tennessee	925
Texas	Public: 12,007
Utah	267 (Public: 245; Nonpublic: 22)
Vermont	413 (Public: 150; Nonpublic: 263)
Virginia	1,336
Washington ECEAP	775 (Public: 465; Nonpublic: 310)
Washington TK	Public: 191
West Virginia	946 (Public: 650; Nonpublic: 296)
Wisconsin	Not reported ²⁶
Guam	Public: 4

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Education level of teachers: percent
Alabama	BA: 75%; MA: 23.4%; EdD/PhD: 0.2%; Other: 1.4% ²⁵
Alaska	Data not available
Arizona	HSD: 0.68%; CDA: 2.13%; AA: 2.62%; BA: 2.67%; MA: 0.68%; Certificate of Completion in ECE: 1.31%; AZ Teaching Certification: 0.005%; AZ Teaching Certification with ECE Endorsement: 2.44%; AMI/AMS Montessori Credential: 0.09%; Unknown: 87.3%
Arkansas	CDA: 1.9%; AA: 12.9%; BA: 65.7%; MA: 17.4%; EdD/PhD: 0.08%; Other: 2.02% ²⁷
California CSPP	Data not available
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 2%; AA: 32%; BA: 50%; MA: 10%; Other: 6%
Connecticut SR	CDA: 1%; AA: 15%; BA: 50%; MA: 30%; Other: 4%
Connecticut Smart Start	BA: 33%; MA: 67%
Delaware	Data not available
District of Columbia	Data not available
Florida	Data not available
Georgia	AA: 0.56%; BA: 63.82%; MA: 33.52%; EdD/PhD: 0.32%; Other: 1.77% ²²
Hawaii EOEL	BA: 82.4%; MA: 17.6%
Hawaii SPCSP	AA: 12%; BA: 76%; MA: 12% ²³
Illinois	Data not available
Iowa Shared Visions	HSD: 1%; CDA: 2%; AA: 20%; BA: 61%; MA: 16%
Iowa SWVPP	BA: 77%; MA: 23%
Kansas	Data not available
Kentucky	Data not available
Louisiana 8(g)	100% BA or higher
Louisiana LA 4	100% BA or higher
Louisiana NSECD	100% BA or higher
Maine	BA: 71.8%; MA: 27.6%; Other: 0.6%
Maryland	100% BA or higher
Massachusetts UPK	Data not available
Massachusetts Chapter 70	100% BA or higher
Michigan GSRP	BA: 66.6%; MA: 22.4%; Other: 9.8% ²⁹
Michigan DK	Data not available
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Data not available ²⁷
Mississippi	BA: 82%; MA: 16%; EdD/PhD: 1%; Specialist Degrees: 1%
Missouri PP	BA or higher: 100%
Missouri Pre-K FF	AA: 1.16%; BA: 45.78%; MA: 50%; EdD/PhD: 0.73%; Other: 2.33% ³
Nebraska	HSD: 1%; BA: 55%; MA: 43%; Other: 1% ¹⁷
Nevada	BA: 82.4%; Other: 17.6% ¹⁹
New Jersey Expansion	100% BA or higher
New Jersey ECPA	100% BA or higher
New Jersey ELLI	100% BA or higher
New Mexico	HSD: 2.22%; CDA: 0.26%; AA: 20.03%; BA: 56.81%; MA: 18.19%; EdD/PhD: 0.39%; NM Child Development Certificate: 2.09% ²⁹
New York	100% BA or higher
North Carolina	AA: 4.75%; BA: 83.25%; MA: 12% ¹⁷
North Dakota	BA: 100%
Ohio	AA: 12%; BA: 48%; MA: 40%
Oklahoma	BA: 81.5%; MA: 17.3%; EdD/PhD: 0.2%; Other: 1% ²⁰
Oregon Pre-K	CDA: 10.8%; AA: 29.5%; BA: 42.9%; MA: 12.2%; Other: 4.7% ²¹
Oregon Preschool Promise	HSD: 5%; CDA: 7.8%; AA: 14.9%; BA: 38.8%; MA: 21.9%; Other: 11.6% ²⁶
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 2%; CDA: 6%; AA: 16%; BA: 58%; MA: 10%; Other: 8% ¹⁵
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	HSD: <1%; CDA: 1%; AA: 1%; BA: 60%; MA: 25%; Other: 13% ¹¹
Rhode Island	BA: 61%; MA: 39%
South Carolina	AA: 6.9%; BA: 41.7%; MA: 51%; EdD/PhD: 0.4%
Tennessee	BA: 57%; MA: 38%; EdD/PhD: 5%
Texas	Data not available
Utah	HSD: 7.9%; CDA: 27.7%; AA: 12.7%; BA: 39.7%; MA: 11.6%; Other: 0.4%
Vermont	Data not available
Virginia	CDA: 3%; AA: 1%; BA: 96%
Washington ECEAP	CDA: 1%; AA: 31%; BA: 29%; MA: 10.5% Other: 28.5% ²⁵
Washington TK	BA: 34.5%; MA: 62.8%; Education Specialist: 0.5%; Not reported: 2.1%
West Virginia	Data not available
Wisconsin	Data not available
Guam	AA: 75%; BA: 25%

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Education level of teachers: number
Alabama	BA: 929; MA: 290; EdD/PhD: 3; Other: 17 ²⁵
Alaska	Data not available
Arizona	HSD: 15; CDA: 47; AA: 58; BA: 59; MA: 15; Certificate of Completion in ECE: 29; AZ Teaching Certification: 1; AZ Teaching Certification with ECE Endorsement: 54; AML/AMS Montessori Credential: 2; Unknown: 1,931
Arkansas	CDA: 22; AA: 147; BA: 744; MA: 198; EdD/PhD: 1; Other: 23 ²⁷
California CSPP	Data not available
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 4; AA: 74; BA: 116; MA: 24; Other: 13
Connecticut SR	CDA: 7; AA: 97; BA: 314; MA: 187; EdD/PhD: 1; Other: 22
Connecticut Smart Start	BA: 13; MA: 26
Delaware	Data not available
District of Columbia	Data not available
Florida	Data not available
Georgia	AA: 21; BA: 2,380; MA: 1,250; EdD/PhD: 12; Other: 66 ²²
Hawaii EOEL	BA: 28; MA: 6
Hawaii SPCSP	AA: 2; BA: 13; MA: 2 ²³
Illinois	Data not available
Iowa Shared Visions	HSD: 1; CDA: 2; AA: 19; BA: 57; MA: 15
Iowa SWVPP	BA: 640; MA: 195
Kansas	Data not available
Kentucky	Data not available
Louisiana 8(g)	BA or higher: 169
Louisiana LA 4	BA or higher: 715
Louisiana NSECD	BA or higher: 86
Maine	BA: 239; MA: 92; Other: 2
Maryland	Data not available
Massachusetts UPK	Data not available
Massachusetts Chapter 70	BA or higher: 2,594
Michigan GSRP	BA: 1,419; MA: 477; Other: 234 ²⁹
Michigan DK	Data not available
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Data not available ²⁷
Mississippi	BA: 151; MA: 30; EdD/PhD: 1; Specialist Degrees: 2
Missouri PP	BA or higher: 11
Missouri Pre-K FF	AA: 8; BA: 315; MA: 344; EdD/PhD: 5; Other: 16 ³
Nebraska	HSD: 2; BA: 396; MA: 308; Other: 8 ¹⁷
Nevada	BA: 122; Other: 26 ¹⁹
New Jersey Expansion	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	HSD: 17; CDA: 2; AA: 153; BA: 434; MA: 139; EdD/PhD: 3; NM Child Development Certificate: 16 ²⁹
New York	BA or higher: 10,099
North Carolina	AA: 110; BA: 1,929; MA: 278 ¹⁷
North Dakota	BA: 58
Ohio	AA: 211; BA: 831; MA: 676
Oklahoma	BA: 1,625; MA: 345; EdD/PhD: 4; Other: 20 ²¹
Oregon Pre-K	CDA: 46; AA: 126; BA: 183; MA: 52; Other: 20 ²¹
Oregon Preschool Promise	HSD: 17; CDA: 27; AA: 51; BA: 133; MA: 75; Other: 40 ²⁶
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 8; CDA: 26; AA: 73; BA: 268; MA: 47; Other: 38 ¹⁵
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	HSD: 1; CDA: 13; AA: 16; BA: 893; MA: 375; Other: 209 ¹¹
Rhode Island	BA: 63; MA: 41
South Carolina	AA: 96; BA: 580; MA: 709; EdD/PhD: 6
Tennessee	BA: 530; MA: 353; EdD/PhD: 42
Texas	Data not available
Utah	HSD: 21; CDA: 74; AA: 34; BA: 106; MA: 31; Other: 1
Vermont	Data not available
Virginia	CDA: 40; AA: 13; BA: 1,283
Washington ECEAP	CDA: 8; AA: 240; BA: 225; MA: 81; Other: 221 ²⁵
Washington TK	BA: 66; MA: 120; Education Specialist: 1; Not reported: 4
West Virginia	Data not available
Wisconsin	Data not available
Guam	AA: 3; BA: 1

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Minimum assistant teacher degree requirement
Alabama	CDA or 9 college credits in ECE/CD (public and nonpublic)
Alaska	High School Diploma or Equivalent (public and nonpublic) ²¹
Arizona	High School Diploma or Equivalent (public and nonpublic) ²⁴
Arkansas	CDA (public and nonpublic) ²⁸
California CSPP	High School Diploma or Equivalent (public and nonpublic) ²⁶
California TK	High School Diploma or Equivalent if there is an aide (public) ¹⁸
Colorado	None (public and nonpublic) ²⁵
Connecticut CDCC	High School Diploma or Equivalent (nonpublic) ²⁹
Connecticut SR	High School Diploma or Equivalent (public and nonpublic) ²⁶
Connecticut Smart Start	High School Diploma or Equivalent (public) ²⁴
Delaware	Working towards CDA or Equivalent (public and nonpublic) ²¹
District of Columbia	Paraprofessional Certificate (DCPS); AA (CBO); Determined locally (PCS) ²⁹
Florida	High School Diploma or Equivalent (public and nonpublic) ⁷
Georgia	CDA (public and nonpublic) ²³
Hawaii EOEL	CDA or equivalent (public) ¹⁷
Hawaii SPCSP	CDA or equivalent (public) ²⁴
Illinois	Educator License (public and nonpublic) ¹⁷
Iowa Shared Visions	High School Diploma or Equivalent (public and nonpublic) ²⁰
Iowa SWVPP	High School Diploma or Equivalent (public and nonpublic) ²³
Kansas	Other (public and nonpublic) ³²
Kentucky	High School Diploma or Equivalent (public and nonpublic) ²³
Louisiana 8(g)	Other (public) ¹⁶
Louisiana LA 4	Other (public) ¹³
Louisiana NSECD	CDA (nonpublic) ¹²
Maine	Educational Technician II (public and nonpublic) ¹⁸
Maryland	High School Diploma or Equivalent (public and nonpublic) ¹⁶
Massachusetts UPK	High School Diploma or Equivalent (nonpublic) ¹⁴
Massachusetts Chapter 70	Determined locally (public)
Michigan GSRP	CDA or AA in ECE/CD (public and nonpublic) ³⁰
Michigan DK	High School Diploma or Equivalent (public) ¹³
Minnesota HdSt	CDA (public and nonpublic) ¹⁶
Minnesota VPK/SRP	Determined locally (public and nonpublic) ²⁸
Mississippi	Associate Degree (public and nonpublic) ¹⁶
Missouri PP	CDA, AA in ECE or CD, or 60 college hours (including 9 in ECE or CD) (public and nonpublic) ⁹
Missouri Pre-K FF	AA in ECE or CD, or 60 college hours (including 9 in ECE or CD) (public) ⁴
Nebraska	K-6 Elementary Endorsement, 6 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic) ¹⁸
Nevada	High School Diploma or Equivalent (public and nonpublic)
New Jersey Expansion	High School Diploma or Equivalent (public and nonpublic) ¹⁸
New Jersey ECPA	High School Diploma or Equivalent (public and nonpublic) ¹⁹
New Jersey ELLI	High School Diploma or Equivalent (public and nonpublic) ¹⁸
New Mexico	Associate Degree (public); High School Diploma or Equivalent (nonpublic) ³⁰
New York	Level I Teaching Assistant Certification (public); High school diploma or equivalent (nonpublic) ¹⁶
North Carolina	High School Diploma or Equivalent (public and nonpublic) ¹⁹
North Dakota	High School Diploma or Equivalent (public); None (nonpublic)
Ohio	High School Diploma or Equivalent (public and nonpublic)
Oklahoma	High School Diploma or Equivalent (public) ²²
Oregon Pre-K	CDA (public and nonpublic) ²²
Oregon Preschool Promise	Other (public and nonpublic) ²⁷
Pennsylvania RTL	Other (public and nonpublic) ⁹
Pennsylvania HSSAP	CDA (public and nonpublic) ¹⁶
Pennsylvania K4 & SBPK	Other (public and nonpublic) ¹⁰
Pennsylvania PKC	Other (public and nonpublic) ¹²
Rhode Island	Nine (or more) college credits in Early Childhood or Child Development (public); HSD plus 12 college credits in ECE/CD or a CDA (nonpublic)
South Carolina	High School Diploma or Equivalent (public and nonpublic) ²⁹
Tennessee	High School Diploma or Equivalent (public and nonpublic) ¹⁵
Texas	High School Diploma or Equivalent (public and nonpublic) ¹³
Utah	None (public and nonpublic) ¹⁹
Vermont	High School Diploma or Equivalent (public and nonpublic) ¹⁵
Virginia	High School Diploma or Equivalent (public); None (nonpublic) ²⁴
Washington ECEAP	CDA or Initial or higher Washington State Early Childhood Education Certificate or equivalent (12 credits) (public and nonpublic) ²⁶
Washington TK	High School Diploma or Equivalent (public)
West Virginia	CDA (public and nonpublic) ²⁰
Wisconsin	High School Diploma or Equivalent (public); Other (nonpublic) ²⁷
Guam	High School Diploma or Equivalent (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Required assistant teacher degree specializations and/or pre-service training
Alabama	Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic)
Alaska	Other (public); None (nonpublic) ²¹
Arizona	Other (public and nonpublic) ²⁴
Arkansas	AA in CD or ECE, CDA, Birth to Pre-K Credential, Technical Certificate (public and nonpublic) ²⁸
California CSPP	None (public and nonpublic) ²⁶
California TK	Meets NCLB requirements (public) ¹⁸
Colorado	None (public and nonpublic) ²⁵
Connecticut CDCC	None (nonpublic) ³⁰
Connecticut SR	None (public and nonpublic) ²⁶
Connecticut Smart Start	None (public) ²⁵
Delaware	CDA, Paraprofessional Certification (public); Nine (or more) college credits in Early Childhood or Child Development, CDA (nonpublic) ²¹
District of Columbia	Paraprofessional Certification (DCPS); Training in Early Childhood Education, Training in Child Development, Nine (or more) college credits in Early Childhood or Child Development, CDA, Health and Safety Training (CBO); Determined locally (PCS) ²⁹
Florida	None (public and nonpublic) ⁷
Georgia	CDA (public and nonpublic) ²³
Hawaii EOEL	CDA (public)
Hawaii SPCSP	CDA (public) ²⁴
Illinois	Paraprofessional Certification (public and nonpublic) ¹⁷
Iowa Shared Visions	Other (public and nonpublic) ²⁰
Iowa SWVPP	None (public and nonpublic) ²³
Kansas	Other (public and nonpublic) ³²
Kentucky	Other (public and nonpublic) ²³
Louisiana 8(g)	None (public) ¹⁶
Louisiana LA 4	None (public) ¹³
Louisiana NSECD	CDA (nonpublic) ¹²
Maine	Training in Early Childhood Education, Training in Child Development, Paraprofessional Certification (public and nonpublic) ¹⁸
Maryland	None (public and nonpublic) ¹⁶
Massachusetts UPK	None (nonpublic) ¹⁴
Massachusetts Chapter 70	Determined locally (public)
Michigan GSRP	Training in Early Childhood Education, Training in Child Development, CDA, Other (public and nonpublic) ³⁰
Michigan DK	None (public) ¹³
Minnesota HdSt	Training in Early Childhood Education, Training in Child Development, CDA (public and nonpublic) ¹⁶
Minnesota VPK/SRP	Determined locally (public and nonpublic) ²⁸
Mississippi	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Nine (or more) college credits in Early Childhood or Child Development, CDA, Other (public and nonpublic) ¹⁶
Missouri PP	CDA, Other (public and nonpublic) ⁹
Missouri Pre-K FF	Other (public) ⁴
Nebraska	Training in Elementary Education, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic) ¹⁸
Nevada	Paraprofessional Certification (public); None (nonpublic)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Required assistant teacher degree specializations and/or pre-service training
New Jersey Expansion	None (public and nonpublic)
New Jersey ECPA	None (public and nonpublic) ¹⁹
New Jersey ELLI	None (public and nonpublic) ¹⁸
New Mexico	Training in Early Childhood Education, Highly qualified paraprofessional, Teaching Assistant certification (public); Training in Early Childhood Education (nonpublic) ²¹
New York	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Other (public and nonpublic) ¹⁶
North Carolina	Other (public and nonpublic) ¹⁹
North Dakota	Paraprofessional Certification (public); None (nonpublic)
Ohio	None (public and nonpublic)
Oklahoma	Other (public) ²²
Oregon Pre-K	CDA (public and nonpublic) ²²
Oregon Preschool Promise	Other (public and nonpublic) ²⁷
Pennsylvania RTL	Other (public and nonpublic) ⁸
Pennsylvania HSSAP	CDA (public and nonpublic) ¹⁶
Pennsylvania K4 & SBPK	Other (public and nonpublic) ¹⁰
Pennsylvania PKC	Other (public and nonpublic) ¹²
Rhode Island	Nine (or more) college credits in Early Childhood or Child Development (public); HSD plus 12 college credits in ECE/CD or a CDA (nonpublic)
South Carolina	Training in Early Childhood Education, Training in Child Development (public and nonpublic) ³⁰
Tennessee	Training in Early Childhood Education, Training in Child Development (public and nonpublic) ¹⁵
Texas	None (public and nonpublic) ¹³
Utah	Determined locally (public and nonpublic)
Vermont	Training in Early Childhood Education, Training in Child Development, Training in Preschool Special Education, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic) ¹⁵
Virginia	None (public and nonpublic) ²⁴
Washington ECEAP	Training in Early Childhood Education, Training in Child Development, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic) ²⁶
Washington TK	None (public)
West Virginia	Training in Early Childhood Education, Training in Child Development, CDA, Teaching Assistant certification (public and nonpublic) ²⁰
Wisconsin	Other (public); None (nonpublic) ²⁷
Guam	None (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Lead teacher in-service professional development requirement
Alabama	30 clock hours/year (public and nonpublic) ²⁶
Alaska	6 credit hours/5 years (public and nonpublic) ²²
Arizona	18 clock hours/year (public and nonpublic) ²⁵
Arkansas	30 clock hours/year (public and nonpublic) ²⁹
California CSPP	105 clock hours/5 years (public and nonpublic) ²⁷
California TK	Determined locally (public)
Colorado	15 clock hours/year (public and nonpublic) ²⁶
Connecticut CDCC	1% of total hours worked (nonpublic)
Connecticut SR	1% of total annual hours worked (public and nonpublic) ²⁷
Connecticut Smart Start	Determined locally (public)
Delaware	90 clock hours/5 years (public); 18 clock hours/year (nonpublic) ²²
District of Columbia	25 hours (DCPS); 30 clock hours/year (CBO); Determined locally (PCS) ³⁰
Florida	120 hours/5 years (public); 10 clock hours/year (licensed child care)
Georgia	15 clock hours/year (public and nonpublic) ²⁴
Hawaii EOEL	60 clock hours/year (public) ¹⁸
Hawaii SPCSP	50 clock hours/year (public) ²⁵
Illinois	120 clock hours/5 years (public and nonpublic) ¹⁸
Iowa Shared Visions	Outlined in application and determined by program standards (public and nonpublic) ²¹
Iowa SWVPP	Recommended: 15 clock hours/year (public and nonpublic) ²⁴
Kansas	15 clock hours/year (public and nonpublic) ³³
Kentucky	24 clock hours/year (public and nonpublic)
Louisiana 8(g)	18 clock hours/year (public)
Louisiana LA 4	18 clock hours/year (public)
Louisiana NSECD	18 clock hours/year (nonpublic)
Maine	6 credit hours/5 years (public and nonpublic)
Maryland	6 credit hours/5 years (public and nonpublic)
Massachusetts UPK	20 clock hours/year (nonpublic)
Massachusetts Chapter 70	150 Professional Development Points/5 years (public) ¹⁷
Michigan GSRP	16 clock hours/year (public and nonpublic) ³¹
Michigan DK	150 hours/5 years (public) ¹⁴
Minnesota HdSt	15 clock hours/year (public and nonpublic) ¹⁷
Minnesota VPK/SRP	125 clock hours/5 years (licensed teachers, public and nonpublic) ²⁹
Mississippi	15 clock hours/year (public and nonpublic)
Missouri PP	22 clock hours/year (public and nonpublic)
Missouri Pre-K FF	30 clock hours/year (teachers in years 1 to 4), 15 hours/year for other teachers until exempt (public) ⁵
Nebraska	15 clock hours/year (public and nonpublic)
Nevada	6 credit hours/5 years (public); 24 clock hours/5 years (nonpublic) ²⁰
New Jersey Expansion	20 clock hours/year (public and nonpublic)
New Jersey ECPA	20 clock hours/year (public and nonpublic)
New Jersey ELLI	20 clock hours/year (public and nonpublic)
New Mexico	50 clock hours/year (first year teachers), 45.5 clock hours/year (second year teachers), 20 clock hours/year (other teachers) (public); 24 clock hours/year & 6 credit hours/year if no AA degree (nonpublic) ³²
New York	175 clock hours/5 years (public and nonpublic) ¹⁷
North Carolina	21 clock hours per year (public and nonpublic) ²⁰
North Dakota	Varies by teaching license held (public and nonpublic) ¹¹
Ohio	20 clock hours/2 years (public and nonpublic) ¹³
Oklahoma	15 clock hours/year (public) ²³
Oregon Pre-K	15 clock hours/year (public and nonpublic)
Oregon Preschool Promise	20 clock hours/year (public and nonpublic)
Pennsylvania RTL	180 clock hours/ 5 years (public and nonpublic)
Pennsylvania HSSAP	15 clock hours/ year (public and nonpublic)
Pennsylvania K4 & SBPK	180 clock hours/5 years (public); Determined locally (nonpublic) ¹¹
Pennsylvania PKC	180 clock hours/5 years (public and nonpublic) ¹³
Rhode Island	20 clock hours/year (public and nonpublic) ¹⁵
South Carolina	15 clock hours/year (public and nonpublic) ³¹
Tennessee	30 clock hours/school year (public and nonpublic) ¹⁶
Texas	30 clock hours/year (public and nonpublic) ¹⁴
Utah	None (public and nonpublic) ²⁰
Vermont	9 credit hours/7 years (public); 15 clock hours/year (nonpublic) ¹⁶
Virginia	15 clock hours/school year (public and nonpublic) ²⁵
Washington ECEAP	20 clock hours/year (public and nonpublic) ²⁷
Washington TK	100 clock hours/5 year (public)
West Virginia	15 clock hours/year (public and nonpublic) ²¹
Wisconsin	None (public and nonpublic) ²⁸
Guam	30 clock hours/year (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Assistant teacher in-service professional development requirement
Alabama	20 clock hours/year (public and nonpublic) ²⁶
Alaska	None (public and nonpublic) ²²
Arizona	18 clock hours/year (public and nonpublic) ²⁵
Arkansas	30 clock hours/year (public and nonpublic) ²⁹
California CSPP	105 clock hours/5 years (public and nonpublic) ²⁷
California TK	Determined locally (public)
Colorado	15 clock hours/year (public and nonpublic) ²⁶
Connecticut CDCC	1% of total hours worked (nonpublic)
Connecticut SR	1% of total annual hours worked (public and nonpublic) ²⁷
Connecticut Smart Start	Determined locally (public)
Delaware	15 clock hours/year (public); 18 clock hours/year (nonpublic) ²²
District of Columbia	6 days per year (DCPS); 21 clock hours/year (CBO); Determined locally (PCS) ³⁰
Florida	None (public and nonpublic)
Georgia	15 clock hours/year (public and nonpublic) ²⁴
Hawaii EOEL	10 PD sessions/year (public) ¹⁸
Hawaii SPCSP	30 clock hours/year (public) ²⁵
Illinois	None (public and nonpublic) ¹⁸
Iowa Shared Visions	Outlined in application and determined by program standards (public and nonpublic) ²¹
Iowa SWVPP	Determined locally (public and nonpublic) ²⁴
Kansas	15 clock hours/year (public and nonpublic) ³³
Kentucky	18 clock hours/year (public and nonpublic)
Louisiana 8(g)	18 clock hours/year (public)
Louisiana LA 4	18 clock hours/year (public)
Louisiana NSECD	18 clock hours/year (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	24 clock hours/year (public and nonpublic)
Massachusetts UPK	20 clock hours/year (nonpublic)
Massachusetts Chapter 70	None (public) ¹⁷
Michigan GSRP	16 clock hours/year (public and nonpublic) ³¹
Michigan DK	None (public and nonpublic) ¹⁴
Minnesota HdSt	15 clock hours/year (public and nonpublic) ¹⁷
Minnesota VPK/SRP	At least 10 hours/year (public and nonpublic) ²⁹
Mississippi	15 clock hours/year (public and nonpublic)
Missouri PP	22 clock hours/year (public and nonpublic)
Missouri Pre-K FF	None (public) ⁵
Nebraska	15 clock hours/year (public and nonpublic)
Nevada	6 credit hours/5 years (public); 24 clock hours/year (nonpublic) ²⁰
New Jersey Expansion	100 clock hours/5 years (public and nonpublic)
New Jersey ECPA	100 clock hours/5 years (public and nonpublic)
New Jersey ELLI	100 clock hours/5 years (public and nonpublic)
New Mexico	35 clock hours/year for first year teachers, at least 20 clock hours/years all other teachers (public); 24 clock hours/year & 6 credit hours/year if no AA degree (nonpublic) ³²
New York	Determined locally (public and nonpublic) ¹⁷
North Carolina	5 clock hours/year (public and nonpublic) ²⁰
North Dakota	Varies by teaching license held (public and nonpublic) ¹¹
Ohio	20 clock hours/2 years (public and nonpublic) ¹³
Oklahoma	15 clock hours/year (public) ²³
Oregon Pre-K	15 clock hours/year (public and nonpublic)
Oregon Preschool Promise	20 clock hours/year (public and nonpublic)
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	15 clock hours/year (public and nonpublic)
Pennsylvania K4 & SBPK	None (public and nonpublic) ¹¹
Pennsylvania PKC	24 clock hours/year (public and nonpublic) ¹³
Rhode Island	20 clock hours/year (public and nonpublic) ¹⁵
South Carolina	15 clock hours/year (public and nonpublic) ³¹
Tennessee	30 clock hours/school year (public and nonpublic) ¹⁶
Texas	None (public and nonpublic) ¹⁴
Utah	None (public and nonpublic) ²⁰
Vermont	15 clock hours/year (public and nonpublic) ¹⁶
Virginia	15 clock hours/school year (public and nonpublic) ²⁵
Washington ECEAP	15 clock hours/year (public and nonpublic) ²⁷
Washington TK	15 clock hours/year (public)
West Virginia	15 clock hours/year (public and nonpublic) ²¹
Wisconsin	None (public); varies (nonpublic) ²⁸
Guam	None (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Required in-service hours on topics related to health and safety
Alabama	More than 3 hours per year ²⁶
Alaska	Unknown ²²
Arizona	Unknown ²⁵
Arkansas	At least 8 hours per year ²⁹
California CSPP	15 hours per year ²⁷
California TK	Determined locally
Colorado	Determined locally ²⁶
Connecticut CDCC	Programs that accept CCDF Subsidy are required to have Professional Development that totals 1% of total annual hours worked including at least one training on a health and safety topic area as defined by CCDF.
Connecticut SR	Non-public and public schools that accept CCDF Subsidy are required to have PD that totals 1% of total annual hours worked including at least one training on a health and safety topic area as defined by CCDF. ²⁷
Connecticut Smart Start	Determined locally
Delaware	Unknown ²²
District of Columbia	Approximately 3-4 hours (DCPS); Approximately 5-8 hours (Head Start); All staff are required to complete health and safety training on 11 specific topics (CBO); Determined locally (PCS) ³⁰
Florida	8 hours of health and safety training upon hire in a licensed child care facility
Georgia	None ²⁴
Hawaii EOEL	Varies ¹⁸
Hawaii SPCSP	8 hours ²⁵
Illinois	Determined locally ¹⁸
Iowa Shared Visions	Approximately 1 hour per year but determined locally and guided by program standards ²¹
Iowa SWVPP	Determined locally ²⁴
Kansas	Grantees must provide 15 hours of in-service training. This must include Child Abuse and Neglect training. ³³
Kentucky	Unknown
Louisiana 8(g)	Unknown
Louisiana LA 4	Determined locally
Louisiana NSECD	Determined locally
Maine	Unknown
Maryland	Unknown
Massachusetts UPK	All educators must take the EEC Essentials Online Course prior to working in the field.
Massachusetts Chapter 70	None ¹⁷
Michigan GSRP	2 hours per year ³¹
Michigan DK	PD must be grade specific and/or specific to the course of study ¹⁴
Minnesota HdSt	Follows federal Head Start requirements and DHS Rule 3 licensing regulations, if applicable ¹⁷
Minnesota VPK/SRP	Determined locally ²⁹
Mississippi	Unknown
Missouri PP	Unknown
Missouri Pre-K FF	Not specified ⁵
Nebraska	None
Nevada	Unknown ²⁰
New Jersey Expansion	20 hours per 5 years
New Jersey ECPA	20 hours per 5 years
New Jersey ELLI	20 hours per 5 years
New Mexico	4 hours ³²
New York	Determined locally ¹⁷
North Carolina	Required, but exact number not specified ²⁰
North Dakota	None ¹¹
Ohio	Unknown ¹³
Oklahoma	5 hours per year ²³
Oregon Pre-K	Per federal Head Start Requirements
Oregon Preschool Promise	Varies
Pennsylvania RTL	None
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown ¹¹
Pennsylvania PKC	Unknown ¹³
Rhode Island	Varies based on need ¹⁵
South Carolina	5 hours per year ³¹
Tennessee	18 hours per school year
Texas	Unknown ¹⁴
Utah	Determined locally ²⁰
Vermont	Unknown ¹⁶
Virginia	Required, but exact number not specified ²⁵
Washington ECEAP	Determined locally ²⁷
Washington TK	Not reported
West Virginia	Required for new staff, but exact number not specified ²¹
Wisconsin	None required ²⁸
Guam	5 hours per year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Were there COVID-related changes to professional development requirements during 2020-2021?
Alabama	Additional training on health/safety, supporting children's social-emotional needs, providing remote instruction; Other changes in professional development content/topics; Virtual professional development ²⁷
Alaska	Virtual professional development ²³
Arizona	No
Arkansas	Virtual professional development; Other changes ³⁰
California CSPP	No
California TK	Additional training on supporting children's social-emotional needs, providing remote instruction; Other changes in professional development content/topics ¹⁹
Colorado	Other changes ²⁷
Connecticut CDCC	Additional training on providing remote instruction; Virtual professional development ³¹
Connecticut SR	Additional training on providing remote instruction; Virtual professional development ²⁸
Connecticut Smart Start	Additional training on providing remote instruction; Virtual professional development ²⁶
Delaware	Virtual professional development ²³
District of Columbia	Additional training on health/safety, supporting children's social-emotional needs, providing remote instruction (DCPS only)
Florida	Not reported
Georgia	Additional training on providing remote instruction; Virtual professional development
Hawaii EOEL	Fewer hours of professional development were required ¹⁹
Hawaii SPCSP	Additional training on health/safety, supporting children's social-emotional needs, providing remote instruction; Other changes in professional development content/topics; Virtual professional development; Shorter and more frequent PD sessions were offered virtually. ²⁶
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas	No
Kentucky	No
Louisiana 8(g)	No ¹⁷
Louisiana LA 4	No
Louisiana NSECD	No
Maine	No
Maryland	Virtual professional development
Massachusetts UPK	No
Massachusetts Chapter 70	No
Michigan GSRP	No ³²
Michigan DK	Not reported
Minnesota HdSt	No
Minnesota VPK/SRP	Virtual professional development; Other changes ³⁰
Mississippi	No
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No
New Jersey Expansion	No ¹⁹
New Jersey ECPA	No ²⁰
New Jersey ELLI	No ¹⁹
New Mexico	Additional training on health/safety; Virtual professional development ³³
New York	No
North Carolina	Additional training on health/safety, supporting children's social-emotional needs, providing remote instruction; More hours of professional development were required ²¹
North Dakota	No
Ohio	Virtual professional development ¹⁴
Oklahoma	No
Oregon Pre-K	Virtual professional development ²³
Oregon Preschool Promise	Virtual professional development ²⁸
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	Virtual professional development ¹⁶
South Carolina	Other changes ³²
Tennessee	No
Texas	No
Utah	No ²⁰
Vermont	Not reported
Virginia	Other changes ²⁶
Washington ECEAP	Virtual professional development; Other changes ²⁸
Washington TK	Not reported
West Virginia	Virtual professional development
Wisconsin	Other changes
Guam	Additional training on supporting children's social-emotional needs, providing remote instruction

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Were COVID-related changes/waivers to professional development requirements in effect for the 2021-2022 school year?
Alabama	Yes ²⁸
Alaska	NA, no Covid-19 related changes
Arizona	NA, no Covid-19 related changes
Arkansas	No
California CSPP	NA, no Covid-19 related changes ²⁸
California TK	No
Colorado	No
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	Yes ³¹
Florida	Not reported
Georgia	Yes ²⁵
Hawaii EOEL	Yes ²⁰
Hawaii SPCSP	Yes ²⁷
Illinois	NA, no Covid-19 related changes
Iowa Shared Visions	NA, no Covid-19 related changes
Iowa SWVPP	NA, no Covid-19 related changes
Kansas	NA, no Covid-19 related changes
Kentucky	NA, no Covid-19 related changes
Louisiana 8(g)	NA, no Covid-19 related changes
Louisiana LA 4	NA, no Covid-19 related changes
Louisiana NSECD	NA, no Covid-19 related changes
Maine	NA, no Covid-19 related changes
Maryland	Yes
Massachusetts UPK	NA, no Covid-19 related changes
Massachusetts Chapter 70	NA, no Covid-19 related changes
Michigan GSRP	NA, no Covid-19 related changes ³³
Michigan DK	Not reported
Minnesota HdSt	NA, no Covid-19 related changes
Minnesota VPK/SRP	No
Mississippi	NA, no Covid-19 related changes
Missouri PP	NA, no Covid-19 related changes
Missouri Pre-K FF	NA, no Covid-19 related changes
Nebraska	NA, no Covid-19 related changes
Nevada	NA, no Covid-19 related changes
New Jersey Expansion	NA, no Covid-19 related changes
New Jersey ECPA	NA, no Covid-19 related changes
New Jersey ELLI	NA, no Covid-19 related changes
New Mexico	Yes ³⁴
New York	NA, no Covid-19 related changes
North Carolina	Yes ²²
North Dakota	NA, no Covid-19 related changes
Ohio	No/NA
Oklahoma	NA, no Covid-19 related changes ²⁴
Oregon Pre-K	No/NA
Oregon Preschool Promise	No/NA
Pennsylvania RTL	NA, no Covid-19 related changes
Pennsylvania HSSAP	NA, no Covid-19 related changes
Pennsylvania K4 & SBPK	NA, no Covid-19 related changes
Pennsylvania PKC	NA, no Covid-19 related changes
Rhode Island	Yes ¹⁶
South Carolina	No ³²
Tennessee	NA, no Covid-19 related changes
Texas	NA, no Covid-19 related changes
Utah	NA, no Covid-19 related changes ²⁰
Vermont	Not reported
Virginia	Yes ²⁷
Washington ECEAP	Yes ²⁹
Washington TK	Not reported
West Virginia	Yes ²²
Wisconsin	Determined locally
Guam	Yes ⁸

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PERSONNEL

STATE	Are lead teachers required to have written, individualized annual professional development plans?	Are assistant teachers required to have written, individualized annual professional development plans?
Alabama	Yes (public and nonpublic) ²⁹	Yes (public and nonpublic) ²⁹
Alaska	Yes, some teachers (public and nonpublic) ²⁴	Yes, some assistant teachers (public and nonpublic) ²⁴
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Yes (public); No (nonpublic) ³¹	No (public and nonpublic) ³¹
California CSPP	Yes, some teachers determined locally (public and nonpublic)	Determined locally (public and nonpublic)
California TK	Yes, some teachers (public)	Determined locally (public)
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	Yes, some teachers (nonpublic) ³²	Yes, some assistant teachers (nonpublic) ³²
Connecticut SR	Yes, some teachers (public and nonpublic) ²⁹	Yes, some assistant teachers (public and nonpublic) ²⁹
Connecticut Smart Start	Yes (public) ²⁷	No (public) ²⁷
Delaware	Yes (public and nonpublic)	Yes (public and nonpublic)
District of Columbia	No (public and nonpublic) ³²	No (public and nonpublic) ³²
Florida	Yes, some teachers (public and nonpublic)	Yes, some assistant teachers (public and nonpublic)
Georgia	Yes (public and nonpublic) ²⁶	Yes (public and nonpublic) ²⁶
Hawaii EOEL	Yes (public)	Yes (public)
Hawaii SPCSP	Yes (public)	Yes (public)
Illinois	Yes (public and nonpublic) ¹⁹	Yes (public and nonpublic) ¹⁹
Iowa Shared Visions	Yes (public and nonpublic)	Yes (public and nonpublic)
Iowa SWVPP	Yes (public and nonpublic) ²⁵	Yes (public and nonpublic) ²⁵
Kansas	Yes (public and nonpublic)	No (public and nonpublic)
Kentucky	Yes (public); No (nonpublic)	No (public and nonpublic)
Louisiana 8(g)	No (public)	No (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Yes (public and nonpublic)	No (public and nonpublic)
Maryland	Yes (public and nonpublic)	Yes (public and nonpublic)
Massachusetts UPK	No (nonpublic)	No (nonpublic)
Massachusetts Chapter 70	Yes (public)	No (public) ¹⁷
Michigan GSRP	Yes (public and nonpublic)	Yes (public and nonpublic)
Michigan DK	Yes, some teachers (public)	No (public) ¹⁵
Minnesota HdSt	Yes (public and nonpublic)	Yes (public and nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)	No (public and nonpublic) ³¹
Mississippi	Yes (public and nonpublic)	Yes (public and nonpublic)
Missouri PP	Yes (public and nonpublic) ¹⁰	Yes (public and nonpublic) ¹⁰
Missouri Pre-K FF	Yes, some teachers (public) ⁶	No (public)
Nebraska	Yes (public and nonpublic)	Yes (public and nonpublic)
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Expansion	Yes (public and nonpublic)	Determined locally (public and nonpublic) ²⁰
New Jersey ECPA	Yes (public and nonpublic)	Determined locally (public and nonpublic) ²¹
New Jersey ELLI	Yes (public and nonpublic)	Determined locally (public and nonpublic) ²⁰
New Mexico	Yes (public and nonpublic)	Yes (public and nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public and nonpublic)	Yes (public and nonpublic)
North Dakota	Yes (public); No (nonpublic)	No (public and nonpublic)
Ohio	Yes (public and nonpublic)	Yes (public and nonpublic)
Oklahoma	Yes (public)	Yes (public) ²⁵
Oregon Pre-K	Yes, per Federal Head Start Performance Standards (public and nonpublic)	Yes, per Federal Head Start Performance Standards (public and nonpublic)
Oregon Preschool Promise	Yes, some teachers (public and nonpublic) ²⁹	Yes, some assistant teachers (public and nonpublic) ²⁹
Pennsylvania RTL	Yes, some teachers (public); No (nonpublic) ⁹	No (public and nonpublic) ⁹
Pennsylvania HSSAP	Yes (public and nonpublic) ¹⁷	Yes (public and nonpublic) ¹⁷
Pennsylvania K4 & SBPK	Yes, some teachers (public and nonpublic) ¹²	No (public); Some assistant teachers (nonpublic) ¹²
Pennsylvania PKC	Yes, some teachers (public and nonpublic) ¹⁴	Yes, some assistant teachers (public and nonpublic) ¹⁴
Rhode Island	Yes (public and nonpublic)	Yes (public and nonpublic)
South Carolina	Yes (public and nonpublic)	Yes (public and nonpublic)
Tennessee	Yes (public and nonpublic)	Yes (public and nonpublic) ¹⁷
Texas	Yes (public and nonpublic)	No (public and nonpublic) ¹⁵
Utah	No (public and nonpublic)	No (public and nonpublic) ²¹
Vermont	Yes (public and nonpublic)	Yes (public and nonpublic)
Virginia	No (public and nonpublic) ²⁸	No (public and nonpublic) ²⁸
Washington ECEAP	Yes (public and nonpublic)	Yes (public and nonpublic) ³⁰
Washington TK	Yes (public)	No (public)
West Virginia	Yes (public and nonpublic) ²³	Yes (public and nonpublic) ²³
Wisconsin	Yes (public); No (nonpublic)	No (public and nonpublic) ²⁹
Guam	Yes (public)	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Does state policy require ongoing classroom-embedded support to be provided to lead teachers?	Does state policy require ongoing classroom-embedded support to be provided to assistant teachers?
Alabama	Yes (public and nonpublic) ²⁹	Yes (public and nonpublic) ²⁹
Alaska	No (public and nonpublic) ²⁵	No (public and nonpublic) ²⁵
Arizona	No (public and nonpublic) ²⁶	No (public and nonpublic) ²⁶
Arkansas	No (public and nonpublic) ³²	No (public and nonpublic) ³²
California CSPP	No (public and nonpublic) ²⁹	No (public and nonpublic) ²⁹
California TK	Yes, some teachers (public) ²⁰	Yes, some assistant teachers (public) ²⁰
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SR	No (public and nonpublic)	No (public and nonpublic)
Connecticut Smart Start	Determined locally (public)	Determined locally (public)
Delaware	Yes (public and nonpublic)	Yes (public and nonpublic)
District of Columbia	Yes (DCPS & CBO); No (PCS) ³³	Yes (DCPS & CBO); No (PCS) ³³
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) ²⁷	Yes (public and nonpublic) ²⁷
Hawaii EOEL	Yes (public) ²¹	Yes (public) ²¹
Hawaii SPCSP	Yes (public) ²⁸	Yes (public) ²⁸
Illinois	Yes, some teachers (public and nonpublic) ²⁰	Yes, some assistant teachers (public and nonpublic) ²⁰
Iowa Shared Visions	Yes, some teachers (public); No (nonpublic) ²²	No (public and nonpublic) ²²
Iowa SWVPP	Yes (public); No (nonpublic) ²⁶	No (public and nonpublic) ²⁶
Kansas	Yes, some teachers (public and nonpublic) ³⁴	No (public and nonpublic) ³⁴
Kentucky	Yes, some teachers (public); No (nonpublic) ²⁴	No (public and nonpublic) ²⁴
Louisiana 8(g)	No (public) ¹⁸	No (public) ¹⁸
Louisiana LA 4	No (public) ¹⁴	No (public) ¹⁴
Louisiana NSECD	No (nonpublic) ¹³	No (nonpublic) ¹³
Maine	No (public and nonpublic)	No (public and nonpublic)
Maryland	No (public and nonpublic) ¹⁷	No (public and nonpublic) ¹⁷
Massachusetts UPK	No (nonpublic) ¹⁵	No (nonpublic) ¹⁵
Massachusetts Chapter 70	No (public)	No (public)
Michigan GSRP	Yes (public and nonpublic) ³⁴	Yes (public and nonpublic) ³⁴
Michigan DK	Yes, some teachers (public) ¹⁵	Yes, some assistant teachers (public) ¹⁵
Minnesota HdSt	Yes, per Federal Head Start Performance Standards (public and nonpublic) ¹⁸	Yes, per Federal Head Start Performance Standards (public and nonpublic) ¹⁸
Minnesota VPK/SRP	Yes (public and nonpublic) ³⁰	Yes (public and nonpublic) ³⁰
Mississippi	Yes (public and nonpublic)	Yes (public and nonpublic)
Missouri PP	Yes (public and nonpublic)	Yes (public and nonpublic)
Missouri Pre-K FF	Yes, some teachers (public) ⁷	No (public)
Nebraska	Yes, some teachers (public and nonpublic) ¹⁹	No (public and nonpublic) ¹⁹
Nevada	No (public and nonpublic) ²¹	No (public and nonpublic) ²¹
New Jersey Expansion	Yes (public and nonpublic) ²¹	Yes (public and nonpublic) ²¹
New Jersey ECPA	Yes (public and nonpublic)	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)	Yes (public and nonpublic)
New Mexico	Yes (public and nonpublic)	Yes (public and nonpublic)
New York	Yes, some teachers (public); No (nonpublic) ¹⁸	No (public and nonpublic) ¹⁸
North Carolina	Yes (public and nonpublic) ²³	No (public and nonpublic) ²³
North Dakota	No (public and nonpublic)	No (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public) ²⁶	Yes (public) ²⁶
Oregon Pre-K	Yes, per Federal Head Start Performance Standards (public and nonpublic)	Yes, per Federal Head Start Performance Standards (public and nonpublic)
Oregon Preschool Promise	No (public and nonpublic) ³⁰	No (public and nonpublic) ³⁰
Pennsylvania RTL	Yes, some teachers (public); No (nonpublic) ⁹	No (public and nonpublic) ⁹
Pennsylvania HSSAP	Yes (public and nonpublic) ¹⁸	Yes (public and nonpublic) ¹⁸
Pennsylvania K4 & SBPK	Yes, some teachers (public and nonpublic) ¹²	No (public); Yes, some assistant teachers (nonpublic) ¹²
Pennsylvania PKC	Yes, some teachers (public and nonpublic) ¹⁴	No (public and nonpublic)
Rhode Island	Yes (public and nonpublic) ¹⁷	Yes (public and nonpublic) ¹⁷
South Carolina	Yes (public and nonpublic) ³³	Yes (public and nonpublic) ³³
Tennessee	Yes (public and nonpublic) ¹⁷	Yes (public and nonpublic) ¹⁷
Texas	Yes, 4K teachers (public and nonpublic) ¹⁶	No (public and nonpublic) ¹⁶
Utah	Yes (public and nonpublic) ²²	No (public and nonpublic) ²²
Vermont	Yes, some teachers (public and nonpublic) ¹⁷	Yes, some assistant teachers (public and nonpublic) ¹⁷
Virginia	No (public and nonpublic) ²⁹	No (public and nonpublic) ²⁹
Washington ECEAP	Yes (public and nonpublic) ³⁰	Yes (public and nonpublic) ³¹
Washington TK	Yes (public)	Yes (public)
West Virginia	Yes, some teachers (public and nonpublic) ²⁴	Yes, some assistant teachers (public and nonpublic) ²⁴
Wisconsin	No (public); Yes, some teachers (nonpublic) ³⁰	No (public); Yes, some assistant teachers (nonpublic) ³⁰
Guam	Yes (public)	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	How often do teachers receive coaching or mentoring?
Alabama	Monthly ³⁰
Alaska	NA
Arizona	NA
Arkansas	NA
California CSPP	NA
California TK	Determined locally
Colorado	NA
Connecticut CDCC	NA
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	Determined locally
District of Columbia	Weekly (DCPS); Determined locally (CBO); NA (PCS)
Florida	Not reported
Georgia	Varies based on need ²⁸
Hawaii EOEL	Varies based on need
Hawaii SPCSP	Varies based on need
Illinois	Varies based on monitoring visit ²¹
Iowa Shared Visions	Determined locally
Iowa SWVPP	Determined locally ²⁷
Kansas	Weekly during first year
Kentucky	Varies from district to district
Louisiana 8(g)	NA
Louisiana LA 4	NA
Louisiana NSECD	NA
Maine	NA
Maryland	NA
Massachusetts UPK	NA
Massachusetts Chapter 70	NA
Michigan GSRP	At least monthly ³⁴
Michigan DK	Not reported
Minnesota HdSt	Per federal Head Start Performance Standards
Minnesota VPK/SRP	Varies ³²
Mississippi	At least monthly ¹⁷
Missouri PP	Varies based on need and experience
Missouri Pre-K FF	Varies based on need and experience
Nebraska	Varies based on need
Nevada	NA
New Jersey Expansion	At least twice/month
New Jersey ECPA	At least twice/month
New Jersey ELLI	At least twice/month
New Mexico	Averages 3 hours/month ³⁵
New York	Determined locally
North Carolina	Varies based on need
North Dakota	NA
Ohio	NA
Oklahoma	Determined locally ²⁷
Oregon Pre-K	Variable per program decision
Oregon Preschool Promise	NA
Pennsylvania RTL	Determined locally (detailed in induction plans)
Pennsylvania HSSAP	Varies ¹⁸
Pennsylvania K4 & SBPK	Determined locally (detailed in induction plan)
Pennsylvania PKC	Determined locally (detailed in induction plan)
Rhode Island	Bi-weekly group opportunities available; On-site visits at least monthly
South Carolina	Varies based on need ³⁴
Tennessee	Multiple times during coaching cycle ¹⁸
Texas	15 hours per year ¹⁶
Utah	Determined locally
Vermont	Determined locally ¹⁸
Virginia	NA
Washington ECEAP	Varies ³²
Washington TK	Not reported
West Virginia	Determined locally
Wisconsin	Determined locally
Guam	Monthly

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Were there COVID-related changes to coaching/mentoring requirements in 2020-2021?
Alabama	Coaching on delivering remote instruction, health/safety, and children's social-emotional needs; Virtual coaching; Other ³¹
Alaska	No
Arizona	Virtual coaching ²⁷
Arkansas	Virtual coaching ³³
California CSPP	No
California TK	No
Colorado	Determined locally ²⁸
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Coaching on delivering remote instruction, health/safety, children's social-emotional needs, and other new topics; Virtual coaching
District of Columbia	Coaching on delivering remote instruction, health/safety, and children's social-emotional needs (DCPS only)
Florida	Not reported
Georgia	More coaching was provided; Coaching provided on delivering remote instruction, health/safety, children's social-emotional needs; Virtual coaching
Hawaii EOEL	Virtual coaching ²²
Hawaii SPCSP	More coaching was provided; Coaching provided on delivering remote instruction, health/safety, children's social-emotional needs, other new topics; Virtual coaching
Illinois	Virtual coaching
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts UPK	No
Massachusetts Chapter 70	No
Michigan GSRP	Virtual coaching
Michigan DK	Not reported
Minnesota HdSt	No
Minnesota VPK/SRP	No
Mississippi	Coaching on delivering remote instruction, health/safety, children's social-emotional needs; Virtual coaching
Missouri PP	Virtual coaching
Missouri Pre-K FF	No
Nebraska	Virtual coaching
Nevada	No
New Jersey Expansion	Virtual coaching
New Jersey ECPA	Virtual coaching
New Jersey ELLI	Virtual coaching
New Mexico	Coaching on delivering remote instruction, health/safety, children's social-emotional needs, other new topics; Virtual coaching; Other changes ³⁶
New York	No
North Carolina	More coaching was provided; Coaching on delivering remote instruction, children's social-emotional needs, other new topics; Virtual coaching; Other changes ²⁴
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	Virtual coaching ¹⁶
South Carolina	Coaching on children's social-emotional needs; Virtual coaching; Other changes ³⁵
Tennessee	No
Texas	No
Utah	No
Vermont	Not reported
Virginia	More coaching was provided; Coaching on children's social-emotional needs and other new topics; Change in who provided coaching; Virtual coaching
Washington ECEAP	Virtual coaching
Washington TK	Not reported
West Virginia	Determined locally ²⁵
Wisconsin	Determined locally ³¹
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Were COVID-related changes/waivers to coaching/classroom embedded support in effect for the 2021-2022 school year?
Alabama	Virtual coaching
Alaska	NA, no Covid-19 related changes
Arizona	No ²⁷
Arkansas	No
California CSPP	NA, no Covid-19 related changes
California TK	NA, no Covid-19 related changes
Colorado	Determined locally
Connecticut CDCC	NA, no Covid-19 related changes
Connecticut SR	NA, no Covid-19 related changes
Connecticut Smart Start	NA, no Covid-19 related changes
Delaware	No
District of Columbia	Yes, some ³⁴
Florida	Not reported
Georgia	Virtual coaching
Hawaii EOEL	Virtual coaching ²²
Hawaii SPCSP	Yes
Illinois	Virtual coaching
Iowa Shared Visions	NA, no Covid-19 related changes
Iowa SWVPP	NA, no Covid-19 related changes
Kansas	NA, no Covid-19 related changes
Kentucky	NA, no Covid-19 related changes ²⁵
Louisiana 8(g)	NA, no Covid-19 related changes
Louisiana LA 4	NA, no Covid-19 related changes
Louisiana NSECD	NA, no Covid-19 related changes
Maine	NA, no Covid-19 related changes
Maryland	NA, not required
Massachusetts UPK	NA, not required
Massachusetts Chapter 70	NA, not required
Michigan GSRP	Virtual coaching ³⁵
Michigan DK	Not reported
Minnesota HdSt	NA, no Covid-19 related changes
Minnesota VPK/SRP	NA, no Covid-19 related changes
Mississippi	Virtual coaching ¹⁸
Missouri PP	Yes
Missouri Pre-K FF	NA, no Covid-19 related changes
Nebraska	Virtual coaching
Nevada	NA, no Covid-19 related changes
New Jersey Expansion	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	NA, no Covid-19 related changes
North Carolina	No ²⁵
North Dakota	NA, no Covid-19 related changes
Ohio	NA, no Covid-19 related changes
Oklahoma	NA, no Covid-19 related changes
Oregon Pre-K	NA, no Covid-19 related changes
Oregon Preschool Promise	NA, no Covid-19 related changes ²⁸
Pennsylvania RTL	NA, no Covid-19 related changes
Pennsylvania HSSAP	NA, no Covid-19 related changes
Pennsylvania K4 & SBPK	NA, no Covid-19 related changes
Pennsylvania PKC	NA, no Covid-19 related changes
Rhode Island	Virtual coaching ¹⁶
South Carolina	Virtual coaching ³⁵
Tennessee	NA, no Covid-19 related changes
Texas	NA, not required
Utah	NA, no Covid-19 related changes
Vermont	Not reported
Virginia	No
Washington ECEAP	Virtual coaching
Washington TK	Not reported
West Virginia	Determined locally ²⁵
Wisconsin	Determined locally ³¹
Guam	NA, no Covid-19 related changes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Same starting salary as K-3
Alabama	Yes (public and nonpublic) ³²
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic) ³⁴
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Yes (public) ²⁸
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) ³⁵
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic) ²⁹
Hawaii EOEL	Yes (public) ²³
Hawaii SPCSP	Yes (public) ²⁹
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	Yes, teachers with an active license (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic) ²⁸
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic) ²⁶
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Yes, Prekindergarten Expansion Grant (nonpublic) ¹⁸
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public) ¹⁸
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	Yes (public)
Minnesota HdSt	Determined locally (public and nonpublic) ¹⁹
Minnesota VPK/SRP	Yes (public and nonpublic) ³³
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Yes (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic) ²⁰
Nevada	Yes (public and nonpublic)
New Jersey Expansion	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public) ²⁸
Oregon Pre-K	Yes (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) ¹⁸
South Carolina	Yes (public); No (nonpublic) ³⁶
Tennessee	Yes (public); Determined locally (nonpublic) ¹⁹
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Yes (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³²
Guam	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Salary schedule
Alabama	Yes (public and nonpublic) ³²
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic) ³⁴
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Yes (public) ²⁸
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS); No (CBO & PCS) ³⁵
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic) ²⁹
Hawaii EOEL	Yes (public) ²³
Hawaii SPCSP	Yes (public) ²⁹
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	Yes, teachers with an active license (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic) ²⁸
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic) ²⁶
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic) ¹⁸
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public) ¹⁸
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	Yes (public)
Minnesota HdSt	Determined locally (public and nonpublic) ¹⁹
Minnesota VPK/SRP	Determined locally (public and nonpublic) ³³
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Yes (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic) ²⁰
Nevada	Yes (public and nonpublic)
New Jersey Expansion	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public) ²⁸
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined Locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) ¹⁸
South Carolina	Yes (public); No (nonpublic) ³⁶
Tennessee	Yes (public); Determined locally (nonpublic) ¹⁹
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Yes (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³²
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Salary schedule prorated for differences in length of work day or year
Alabama	Determined locally (public and nonpublic) ³²
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic) ³⁴
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS); No (CBO and PCS) ³⁵
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) ²⁹
Hawaii EOEL	Yes (public) ²³
Hawaii SPCSP	Yes (public) ²⁹
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	Yes, teachers with an active license (public); No (nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic) ²⁸
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic) ²⁶
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic) ¹⁸
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public) ¹⁸
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	Yes (public)
Minnesota HdSt	Determined locally (public and nonpublic) ¹⁹
Minnesota VPK/SRP	Yes (public and nonpublic) ³³
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Determined locally (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic) ²⁰
Nevada	Yes (public and nonpublic)
New Jersey Expansion	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public) ²⁸
Oregon Pre-K	Yes (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic) ¹⁸
South Carolina	Yes (public); No (nonpublic) ³⁶
Tennessee	No (public and nonpublic) ¹⁹
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Yes (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³²
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Retirement benefits
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Yes (public) ²⁸
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS); No (CBO and PCS) ³⁵
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic) ²⁹
Hawaii EOEL	Yes (public) ²³
Hawaii SPCSP	Yes (public) ²⁹
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	Yes, teachers with an active license (public); No (nonpublic)
Iowa SWVPP	Yes (public); No (nonpublic) ²⁸
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined Locally (nonpublic) ¹⁸
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public) ¹⁸
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	Yes (public)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Determined locally (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic) ²⁰
Nevada	Yes (public); No (nonpublic)
New Jersey Expansion	Yes (public); Determined locally (nonpublic)
New Jersey ECPA	Yes (public); Determined locally (nonpublic)
New Jersey ELLI	Yes (public); Determined locally (nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic) ¹⁸
South Carolina	Yes (public); No (nonpublic) ³⁶
Tennessee	Yes (public and nonpublic) ¹⁹
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Yes (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³²
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Health care
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Yes (public) ²⁸
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS); No (CBO and PCS) ³⁵
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic) ²⁹
Hawaii EOEL	Yes (public) ²³
Hawaii SPCSP	Yes (public) ²⁹
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	Yes, teachers with an active license (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic) ²⁸
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic) ¹⁸
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public) ¹⁸
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	Yes (public)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Determined locally (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic) ²⁰
Nevada	Yes (public); No (nonpublic)
New Jersey Expansion	Yes (public); Determined locally (nonpublic)
New Jersey ECPA	Yes (public); Determined locally (nonpublic)
New Jersey ELLI	Yes (public); Determined locally (nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic) ¹⁸
South Carolina	Yes (public); No (nonpublic) ³⁶
Tennessee	Yes (public and nonpublic) ¹⁹
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Yes (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³²
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Same paid time off as K-3
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Yes (public) ²⁸
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) ³⁵
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic) ²⁹
Hawaii EOEL	Yes (public) ²³
Hawaii SPCSP	Yes (public) ²⁹
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	Yes, teachers with an active license (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic) ²⁸
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic) ¹⁸
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public) ¹⁸
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	Yes (public)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Yes (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic) ²⁰
Nevada	Yes (public); No (nonpublic)
New Jersey Expansion	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	Yes (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) ¹⁸
South Carolina	Yes (public); No (nonpublic) ³⁶
Tennessee	Yes (public and nonpublic) ¹⁹
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Yes (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic); Yes (public); No (High School Diploma or Equivalent) ³²
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Same paid time for professional responsibilities
Alabama	Yes (public and nonpublic)
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Yes (public) ²⁸
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS); No (CBO and PCS) ³⁵
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic) ²⁹
Hawaii EOEL	Yes (public) ²³
Hawaii SPCSP	Yes (public) ²⁹
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic) ²⁸
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic) ¹⁸
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public) ¹⁸
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	Yes (public)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic) ²⁰
Nevada	Yes (public); No (nonpublic)
New Jersey Expansion	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) ¹⁸
South Carolina	Yes (public); No (nonpublic) ³⁶
Tennessee	Yes (public and nonpublic) ¹⁹
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Yes (public)
West Virginia	Yes (public and nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³²
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Same paid time for PD days
Alabama	Yes (public and nonpublic)
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Yes (public) ²⁸
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) ³⁵
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) ²⁹
Hawaii EOEL	Yes (public) ²³
Hawaii SPCSP	Yes (public) ²⁹
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	Yes, teachers with an active license (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic) ²⁸
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic) ¹⁸
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public) ¹⁸
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	Yes (public)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic) ²⁰
Nevada	Yes (public); No (nonpublic)
New Jersey Expansion	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) ¹⁸
South Carolina	Yes (public); No (nonpublic) ³⁶
Tennessee	Yes (public and nonpublic) ¹⁹
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Yes (public)
West Virginia	Yes (public and nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³²
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE	Average annual salary for preschool lead teachers	Did the state provide COVID-related incentives for recruiting or retaining preschool teachers during the 2020-2021 school year?
Alabama	Public: \$49,866; Nonpublic: \$42,734	No
Alaska	Public and Nonpublic: \$72,040	No
Arizona	Not reported	Yes, for recruiting and retaining teachers ²⁸
Arkansas	Public: \$42,915; Nonpublic: \$27,900	No ³⁵
California CSPP	Not reported	Yes, for recruiting and retaining teachers ³¹
California TK	Not reported	No
Colorado	Not reported	No ³⁰
Connecticut CDCC	Nonpublic: \$38,495	No
Connecticut SR	Public: \$60,543; Nonpublic: \$41,024	No
Connecticut Smart Start	Public: \$60,779	No
Delaware	Not reported	Yes, for recruiting and retaining teachers ²⁴
District of Columbia	Not reported	No
Florida	Not reported	Not reported
Georgia	Public and nonpublic: \$38,821	Yes, for retaining preschool teachers ³⁰
Hawaii EOEL	Public: \$65,293	No
Hawaii SPCSP	Public: \$50,300	No
Illinois	Public: \$54,487; Nonpublic: \$45,933	No
Iowa Shared Visions	Public: \$52,201; Nonpublic: \$34,417 ²³	No
Iowa SWVPP	Public: \$54,075; Nonpublic: \$49,223	No
Kansas	Not reported	No
Kentucky	Public: \$54,548; Nonpublic: Not reported	No ²⁷
Louisiana 8(g)	Not reported	No
Louisiana LA 4	Public: \$41,217	No
Louisiana NSECD	Nonpublic: \$31,640	No
Maine	Public: \$44,576; Nonpublic: Not reported	No
Maryland	Public: \$47,962; Nonpublic: Not reported	Yes, for retaining preschool teachers ¹⁹
Massachusetts UPK	Nonpublic: \$33,000	Yes, for recruiting and retaining teachers
Massachusetts Chapter 70	Not reported	No
Michigan GSRP	Public: \$43,505; Nonpublic: \$33,051	No ³⁶
Michigan DK	Not reported	Not reported
Minnesota HdSt	Public: \$42,544; Nonpublic: \$38,379	No
Minnesota VPK/SRP	Not reported	No
Mississippi	Public: \$45,528; Nonpublic: \$28,198	No
Missouri PP	Not reported	No
Missouri Pre-K FF	Not reported	No
Nebraska	Public and nonpublic: \$52,005	No
Nevada	Public: \$50,295; Nonpublic: \$33,000	No
New Jersey Expansion	Not reported	No
New Jersey ECPA	Not reported	No
New Jersey ELLI	Not reported	No
New Mexico	Public: \$51,013; Nonpublic: Not reported	Yes, for recruiting and retaining teachers ³⁷
New York	Not reported	No
North Carolina	Public: \$42,000; Nonpublic: \$34,727 ²⁶	Yes, for retaining preschool teachers
North Dakota	Not reported	No
Ohio	Not reported	No
Oklahoma	Public: \$53,341	No
Oregon Pre-K	Public: \$71,726; Nonpublic: \$41,995	No
Oregon Preschool Promise	Public: \$56,658 (10-month); Nonpublic: \$40,893 (10-month)	Yes, for recruiting and retaining teachers ³²
Pennsylvania RTL	Not reported	No
Pennsylvania HSSAP	Not reported	No ¹⁹
Pennsylvania K4 & SBPK	Not reported	No
Pennsylvania PKC	Not reported	No ¹⁵
Rhode Island	Public: \$87,000; Nonpublic: \$62,000	No
South Carolina	Public: \$51,780; Nonpublic: Not reported	No
Tennessee	Public and Nonpublic: \$54,000	No
Texas	Public: \$56,274; Nonpublic: Not reported	No
Utah	Public: \$29,000; Nonpublic: \$25,000	No
Vermont	Public: \$56,585; Nonpublic: Not reported	Not reported
Virginia	Not reported	No
Washington ECEAP	Public: \$44,118; Nonpublic: \$35,508	No
Washington TK	Not reported ¹¹	Not reported
West Virginia	Public: \$47,013; Nonpublic: Not reported	No
Wisconsin	Not reported	No
Guam	Public: \$35,000	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Same starting salary as K-3
Alabama	Yes (public and nonpublic) ³³
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic) ³⁴
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) ³²
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) ³¹
Hawaii EOEL	Yes (public) ²⁴
Hawaii SPCSP	Yes (public) ³⁰
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	NA
Minnesota HdSt	Determined locally (public and nonpublic) ¹⁹
Minnesota VPK/SRP	No (public and nonpublic) ³⁴
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); No (nonpublic)
New Jersey Expansion	Yes (public and nonpublic) ²⁰
New Jersey ECPA	Yes (public and nonpublic) ²¹
New Jersey ELLI	Yes (public and nonpublic) ²⁰
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public) ²⁸
Oregon Pre-K	Yes (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) ¹⁹
South Carolina	Yes (public); Determined locally (nonpublic) ³⁶
Tennessee	Determined locally (public and nonpublic) ¹⁹
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Determined locally (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³³
Guam	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Salary schedule
Alabama	Yes (public and nonpublic) ³³
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic) ³⁴
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (CBO and PCS) ³²
Florida	Determined locally (public and nonpublic)
Georgia	Determined locally (public and nonpublic) ³¹
Hawaii EOEL	Yes (public) ²⁴
Hawaii SPCSP	Yes (public) ³⁰
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	NA
Minnesota HdSt	Determined locally (public and nonpublic) ¹⁹
Minnesota VPK/SRP	No (public and nonpublic) ³⁴
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)
New Jersey Expansion	Yes (public and nonpublic) ²⁰
New Jersey ECPA	Yes (public and nonpublic) ²¹
New Jersey ELLI	Yes (public and nonpublic) ²⁰
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public) ²⁹
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) ¹⁹
South Carolina	Yes (public); Determined locally (nonpublic) ³⁶
Tennessee	Yes (public); Determined locally (nonpublic) ¹⁹
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Determined locally (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³³
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Salary schedule is prorated for differences in length of work day or year
Alabama	Determined locally (public and nonpublic) ³³
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic) ³⁴
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (CBO and PCS) ³²
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic) ³¹
Hawaii EOEL	Yes (public) ²⁴
Hawaii SPCSP	Yes (public) ³⁰
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	NA
Minnesota HdSt	Determined locally (public and nonpublic) ¹⁹
Minnesota VPK/SRP	No (public and nonpublic) ³⁴
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)
New Jersey Expansion	Yes (public and nonpublic) ²⁰
New Jersey ECPA	Yes (public and nonpublic) ²¹
New Jersey ELLI	Yes (public and nonpublic) ²⁰
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public) ²⁹
Oregon Pre-K	Yes (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) ¹⁹
South Carolina	Yes (public); Determined locally (nonpublic) ³⁶
Tennessee	No (public); Determined locally (nonpublic) ¹⁹
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Determined locally (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³³
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Retirement
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (CBO and PCS) ³²
Florida	Determined locally (public and nonpublic)
Georgia	Determined locally (public and nonpublic) ³¹
Hawaii EOEL	Yes (public) ²⁴
Hawaii SPCSP	Yes (public) ³⁰
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	NA
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic) ³⁴
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)
New Jersey Expansion	Yes (public); Determined locally (nonpublic) ²⁰
New Jersey ECPA	Yes (public); Determined locally (nonpublic) ²¹
New Jersey ELLI	Yes (public); Determined locally (nonpublic) ²⁰
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public) ²⁹
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic) ¹⁹
South Carolina	Yes (public); Determined locally (nonpublic) ³⁶
Tennessee	Yes (public); Determined locally (nonpublic) ¹⁹
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Determined locally (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³³
Guam	Yes (public)

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PERSONNEL
STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Health care
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (CBO and PCS) ³²
Florida	Determined locally (public and nonpublic)
Georgia	Determined locally (public and nonpublic) ³¹
Hawaii EOEL	Yes (public) ²⁴
Hawaii SPCSP	Yes (public) ³⁰
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	NA
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic) ³⁴
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)
New Jersey Expansion	Yes (public); Determined locally (nonpublic) ²⁰
New Jersey ECPA	Yes (public); Determined locally (nonpublic) ²¹
New Jersey ELLI	Yes (public); Determined locally (nonpublic) ²⁰
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public) ²⁹
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic)
South Carolina	Yes (public); Determined locally (nonpublic) ³⁶
Tennessee	Yes (public); Determined locally (nonpublic) ¹⁹
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Determined locally (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³³
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Same paid time off as K-3
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (CBO and PCS) ³²
Florida	Determined locally (public and nonpublic)
Georgia	Determined locally (public and nonpublic) ³¹
Hawaii EOEL	Yes (public) ²⁴
Hawaii SPCSP	Yes (public) ³⁰
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	NA
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic) ³⁴
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); No (nonpublic)
New Jersey Expansion	Yes (public and nonpublic) ²⁰
New Jersey ECPA	Yes (public and nonpublic) ²¹
New Jersey ELLI	Yes (public and nonpublic) ²⁰
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public) ²⁹
Oregon Pre-K	Yes (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)
South Carolina	Yes (public); Determined locally (nonpublic) ³⁶
Tennessee	Yes (public); Determined locally (nonpublic) ¹⁹
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Determined locally (public)
West Virginia	Yes (public); No (nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³³
Guam	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

PERSONNEL

STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Same paid time for professional responsibilities
Alabama	Yes (public and nonpublic)
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (CBO and PCS) ³²
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) ³¹
Hawaii EOEL	Yes (public) ²⁴
Hawaii SPCSP	Yes (public) ³⁰
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas	Determined locally (public and nonpublic)
Kentucky	Determined locally (public and nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	NA
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic) ³⁴
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); No (nonpublic)
New Jersey Expansion	Determined locally (public and nonpublic) ²⁰
New Jersey ECPA	Determined locally (public and nonpublic) ²¹
New Jersey ELLI	Determined locally (public and nonpublic) ²⁰
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Determined locally (public) ²⁹
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)
South Carolina	Yes (public); Determined locally (nonpublic) ³⁶
Tennessee	Yes (public); Determined locally (nonpublic) ¹⁹
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Determined locally (public and nonpublic)
Virginia	No (public and nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Determined locally (public)
West Virginia	Yes (public and nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³³
Guam	Yes (public)

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PERSONNEL

STATE POLICY REQUIRES COMPENSATION PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Same paid time for PD days
Alabama	Yes (public and nonpublic)
Alaska	Determined locally (public and nonpublic) ²⁶
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) ³⁰
California TK	Yes (public) ²¹
Colorado	No (public and nonpublic) ²⁹
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	No (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) ³²
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) ³¹
Hawaii EOEL	Yes (public) ²⁴
Hawaii SPCSP	Yes (public) ³⁰
Illinois	Determined locally (public); No (nonpublic) ²²
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas	Determined locally (public and nonpublic)
Kentucky	Determined locally (public and nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	No (nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan GSRP	Determined locally (public and nonpublic)
Michigan DK	NA
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic) ³⁴
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); No (nonpublic)
New Jersey Expansion	Determined locally (public and nonpublic) ²⁰
New Jersey ECPA	Determined locally (public and nonpublic) ²¹
New Jersey ELLI	Determined locally (public and nonpublic) ²⁰
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Determined locally (public) ²⁹
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) ³¹
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)
South Carolina	Yes (public); Determined locally (nonpublic) ³⁶
Tennessee	Yes (public); Determined locally (nonpublic) ¹⁹
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic) ²³
Vermont	Determined locally (public and nonpublic)
Virginia	No (public and nonpublic)
Washington ECEAP	Determined locally (public and nonpublic)
Washington TK	Determined locally (public)
West Virginia	Yes (public and nonpublic) ²⁶
Wisconsin	Determined locally (public and nonpublic) ³³
Guam	Yes (public)

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PERSONNEL

STATE	Average annual salary for preschool assistant teachers
Alabama	Public: \$21,824; Nonpublic: \$22,869
Alaska	Public and Nonpublic: \$32,014
Arizona	Not reported
Arkansas	Public: \$20,393; Nonpublic: \$18,111
California CSPP	Not reported
California TK	Not reported
Colorado	Not reported
Connecticut CDCC	Nonpublic: \$30,604
Connecticut SR	Public: \$35,228; Nonpublic: \$31,890
Connecticut Smart Start	Public: \$33,919
Delaware	Not reported
District of Columbia	Not reported
Florida	Not reported
Georgia	Public and nonpublic: \$16,190
Hawaii EOEL	Public: \$34,434
Hawaii SPCSP	Public: \$27,000
Illinois	Not reported
Iowa Shared Visions	Public: \$19,999; Nonpublic: \$21,476 ²³
Iowa SWVPP	Public: \$18,775; Nonpublic: Not reported
Kansas	Not reported
Kentucky	Not reported
Louisiana 8(g)	Not reported
Louisiana LA 4	Public: \$22,720
Louisiana NSECD	Nonpublic: \$22,251
Maine	Not reported
Maryland	Not reported
Massachusetts UPK	Not reported
Massachusetts Chapter 70	Not reported
Michigan GSRP	Public: \$17,624; Nonpublic: \$21,432
Michigan DK	Not reported
Minnesota HdSt	Public and nonpublic: \$28,611
Minnesota VPK/SRP	Not reported
Mississippi	Public: \$17,037; Nonpublic: \$18,612
Missouri PP	Not reported
Missouri Pre-K FF	Not reported
Nebraska	Not reported
Nevada	Not reported
New Jersey Expansion	Not reported
New Jersey ECPA	Not reported
New Jersey ELLI	Not reported
New Mexico	Public: \$20,150; Nonpublic: Not reported
New York	Not reported
North Carolina	Public: \$21,017; Nonpublic: \$20,640 ²⁴
North Dakota	Not reported
Ohio	Not reported
Oklahoma	Public: \$15,497
Oregon Pre-K	Public: \$26,473; Nonpublic: 28,598
Oregon Preschool Promise	Public: \$29,746 (10-month); Nonpublic: \$29,458 (10-month)
Pennsylvania RTL	Not reported
Pennsylvania HSSAP	Not reported
Pennsylvania K4 & SBPK	Not reported
Pennsylvania PKC	Not reported
Rhode Island	Public: \$22,000; Nonpublic: \$32,000 ¹⁹
South Carolina	Not reported
Tennessee	Public and Nonpublic: \$15,000 ¹⁹
Texas	Public: \$22,165; Nonpublic: Not reported
Utah	Not reported
Vermont	Not reported
Virginia	Not reported
Washington ECEAP	Public: \$25,551; Nonpublic: \$26,449
Washington TK	Not reported
West Virginia	Public: \$25,650; Nonpublic: Not reported
Wisconsin	Not reported
Guam	Public: \$26,000

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RESOURCES

STATE	Total fiscal year 2021 spending:	How much of total spending came from...
Alabama	\$183,927,679	State: \$126,450,264; Federal: \$20,214,254; Required local: \$25,615,707; Non-required local: \$11,647,454 ³⁴
Alaska	\$2,778,966	State: \$2,778,966 ²⁷
Arizona	\$14,496,361	State: \$14,496,361 ²⁹
Arkansas	\$217,080,017	State: \$106,500,000; Federal: \$40,956,799; Required local: \$69,623,217
California CSPP	\$1,108,374,308 ³²	State: \$1,062,652,787; Federal: \$44,068,580; Required local: \$1,652,941 ³²
California TK	\$862,000,000 ²²	State: \$862,000,000 ²²
Colorado	\$99,035,431	State: \$56,553,132; Required local: \$42,482,299 ³¹
Connecticut CDCC	\$31,448,312	State: \$31,448,312
Connecticut SR	\$90,645,443	State: \$90,645,443
Connecticut Smart Start	\$3,391,229	State: \$3,316,429; Federal: \$74,800
Delaware	\$6,149,300	State: \$6,149,300
District of Columbia	\$248,483,087	State: \$248,301,087; Federal: \$182,000 ³⁶
Florida	\$302,505,878	State: \$302,505,878
Georgia	\$361,514,563	State: \$361,514,563
Hawaii EOEL	\$4,810,954	State: \$4,810,954
Hawaii SPCSP	\$4,000,000	State: \$4,000,000
Illinois	\$562,578,037	State: \$412,983,822; Non-required local: \$149,594,215
Iowa Shared Visions	\$11,402,568	State: \$6,391,823; Required local: \$1,277,365; Non-required local: \$3,733,380
Iowa SWVPP	\$85,371,304	State: \$85,371,304
Kansas	\$103,699,531	State: \$99,567,214; Federal: \$4,132,317 ³⁵
Kentucky	\$182,071,828	State: \$100,654,195; Federal: \$51,257,622; Non-required local: \$30,160,011
Louisiana 8(g)	\$6,991,769	State: \$6,991,769 ¹⁹
Louisiana LA 4	\$78,123,350	State: \$27,540,914; Federal: \$50,582,436
Louisiana NSECD	\$6,340,320	State: \$6,340,320
Maine	\$53,206,024	State: \$25,728,271; Required local: \$27,477,753
Maryland	\$394,644,241	State: \$245,475,145; Non-required local: \$149,169,096
Massachusetts UPK	\$128,030,054	State: \$14,336,710; Federal: \$113,693,344
Massachusetts Chapter 70	\$137,980,718	State: \$62,698,438; Required local: \$75,282,280 ¹⁹
Michigan GSRP	\$249,600,000	State: \$249,600,000 ³⁷
Michigan DK	\$73,144,998	State: \$73,144,998 ¹⁶
Minnesota HdSt	\$9,547,680	State: \$9,547,680 ²
Minnesota VPK/SRP	\$46,522,562	State: \$39,092,872; Required local: \$7,429,690
Mississippi	\$21,308,967	State: \$7,721,258; Federal: \$3,390,179; Required local: \$4,619,629; Non-required local: \$5,577,901 ¹⁹
Missouri PP	\$841,200	State: \$841,200
Missouri Pre-K FF	\$23,981,272	State: \$23,981,272
Nebraska	\$128,020,164	State: \$28,658,207; Federal: \$52,940,897; Required local: \$29,766,725; Non-required local: \$16,654,335
Nevada	\$18,372,239	State: \$12,154,392; Federal: \$6,217,847 ²²
New Jersey Expansion	\$855,660,144	State: \$855,660,144
New Jersey ECPA	\$17,680,673	State: \$17,680,673
New Jersey ELLI	\$933,900	State: \$933,900
New Mexico	\$92,687,760	State: \$75,087,760; Federal: \$17,600,000
New York	\$815,134,186	State: \$815,134,186
North Carolina	\$255,306,505	State: \$113,509,071; Federal: \$103,063,348; Required local: \$13,058,983; Non-required local: \$25,675,103
North Dakota	\$568,110	State: \$568,110
Ohio	\$60,208,000	State: \$60,208,000 ¹⁵
Oklahoma	\$392,771,015	State: \$178,522,508; Federal: \$55,873,383; Required local: \$158,250,831; Non-required local: \$124,293
Oregon Pre-K	\$104,548,724	State: \$104,548,724
Oregon Preschool Promise	\$44,137,179	State: \$44,137,179 ³³
Pennsylvania RTL	\$7,590,940	State: \$7,590,940
Pennsylvania HSSAP	\$64,173,169	State: \$64,173,169
Pennsylvania K4 & SBPK	\$29,366,975	State: \$29,366,975
Pennsylvania PKC	\$217,122,927	State: \$217,122,927
Rhode Island	\$17,563,881	State: \$14,399,362; Federal: \$3,164,519
South Carolina	\$106,065,709	State: \$90,278,353; Federal: \$15,787,356
Tennessee	\$105,877,190	State: \$82,351,190; Required local: \$23,526,000
Texas	\$1,080,687,664	State: \$687,447,707; Federal & Required local: \$393,239,957
Utah	\$7,337,840	State: \$1,878,272; Federal: \$5,459,568 ²⁴
Vermont	\$58,102,762	Not reported
Virginia	\$150,119,559	State: \$72,405,681; Federal: \$36,376,801; Required local: \$41,337,077
Washington ECEAP	\$141,535,000	State: \$141,535,000 ³³
Washington TK	\$12,548,960	Not reported ¹²
West Virginia	\$151,898,526	State: \$102,661,605; Federal: \$48,936,836; Non-required local: \$300,085
Wisconsin	\$284,755,962	State: \$148,612,432; Required local: \$136,143,530
Guam	\$437,987	State: \$437,987

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

RESOURCES

STATE	Federal funding sources and amounts
Alabama	IDEA: \$225,688; PDG: \$140,000; Title I: \$12,612,744; Head Start: \$6,241,077; Title II: \$46,932; CARES: \$947,813; USDA CACFP, McKinney-Vento, Social Services Block Grant: Amounts not reported
Alaska	IDEA, Title I, CARES: Amounts not reported
Arizona	
Arkansas	TANF: \$7,500,000; CARES: \$33,456,799; USDA CACFP: Amount not reported ³⁶
California CSPP	CRRSA: \$44,068,580; USDA CACFP: Amount not reported ³³
California TK	IDEA, USDA CACFP, McKinney-Vento, Title I, Title II, CARES, GEERS, CRRSA, ESSER, Other: Amounts not reported ²³
Colorado	Other: Amount not reported ³²
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	Coronavirus Relief through Connecticut Office of Policy and Management: \$74,800
Delaware	
District of Columbia	ESSER: \$182,000; TANF, CCDF, USDA CACFP: Amounts not reported ³⁷
Florida	
Georgia	CRRSA: Amount not reported ³²
Hawaii EOEL	
Hawaii SPCSP	
Illinois	TANF, CCDF, IDEA, USDA CACFP, GEERS, ESSER: Amounts not reported
Iowa Shared Visions	TANF, CCDF, IDEA, USDA CACFP, Head Start: Amounts not reported ²⁴
Iowa SWVPP	
Kansas	TANF: \$4,132,317; CCDF, USDA CACFP, McKinney-Vento, Title I, Head Start, Title II, Other Federal funding sources: Amounts not reported ³⁶
Kentucky	IDEA: \$8,316,618; PDG: \$509,409; USDA: \$50,048; Title I: \$8,049,658; Head Start: \$30,326,245; Title II: \$40,192; CARES: \$688,438; GEERS: \$73,738; CRRSA: \$861,793; ESSER: \$1,169,697; Other: \$1,171,785
Louisiana 8(g)	
Louisiana LA 4	TANF: \$50,582,436
Louisiana NSECD	
Maine	IDEA, USDA CACFP, Title I, Head Start, Title II, CARES, ESSER: Amounts not reported ¹⁹
Maryland	Title I, Head Start: Amounts not reported
Massachusetts UPK	CCDF: \$113,693,344
Massachusetts Chapter 70	
Michigan GSRP	TANF, CCDF, IDEA, PDG, USDA CACFP, McKinney-Vento, Title I, Head Start, Title II, ESSER: Amounts not reported ³⁷
Michigan DK	
Minnesota HdSt	TANF, CCDF, IDEA, USDA CACFP, McKinney-Vento, Head Start, CARES, Other: Amounts not reported ²⁰
Minnesota VPK/SRP	
Mississippi	USDA: \$1,831,285; Title I: \$1,457,645; Head Start: \$101,249
Missouri PP	
Missouri Pre-K FF	
Nebraska	IDEA: \$36,965,676; Title I: \$5,719,487; Head Start: \$10,255,734
Nevada	GEERS: \$6,217,847; Title I, Head Start: Amounts not reported
New Jersey Expansion	IDEA, USDA CACFP, Title I, Head Start: Amounts not reported ²²
New Jersey ECPA	IDEA, USDA CACFP, Title I, Head Start: Amounts not reported ²²
New Jersey ELLI	IDEA, USDA CACFP, Title I, Head Start: Amounts not reported ²¹
New Mexico	TANF: \$17,600,000; GEERS: Amount not reported ³⁸
New York	
North Carolina	TANF: \$68,300,000; CCDF: \$3,189,946; IDEA: \$13,050; PDG: \$2,303,527; USDA CACFP: \$1,612,454; Title I: \$7,693,172; Head Start: \$11,711,556; CARES: \$3,581,723; Preschool Disabilities: \$4,657,920
North Dakota	
Ohio	
Oklahoma	IDEA, Title I, Head Start, Title II, Title IV, Title V, Title VII, Title III, Title VI, Federal Direct Fund, Federal Grants-In-Aid, Adult Education and Literacy: Amounts not reported
Oregon Pre-K	USDA CACFP, Head Start: Amounts not reported ²⁴
Oregon Preschool Promise	USDA CACFP: Amount not reported
Pennsylvania RTL	
Pennsylvania HSSAP	CARES: Amount not reported ²⁰
Pennsylvania K4 & SBPK	
Pennsylvania PKC	CARES: Amount not reported ¹⁶
Rhode Island	PDG: \$3,164,519
South Carolina	CCDF: \$447,483; IDEA: \$7,371,514; PDG: \$30,000; GEERS: \$3,747,521; COVID-19 Relief funds: \$4,190,838
Tennessee	Title I: Amount not reported
Texas	Not reported
Utah	CCDF: \$5,459,568; IDEA, Title I, Head Start, CARES: Amounts not reported ²⁵
Vermont	TANF, IDEA, PDG, USDA CACFP, McKinney-Vento; Title I, Head Start, Title II, Social Services Block Grant: Amounts not reported
Virginia	TANF: \$16,600,000; Title I: \$19,776,801
Washington ECEAP	
Washington TK	TANF, CCDF, IDEA, PDG; USDA CACFP, McKinney-Vento, Title I, Title II, CARES, GEERS, CRRSA, ESSER: Amounts not reported
West Virginia	TANF/CCDF: \$5,941,335; IDEA: \$5,633,321; Title I: \$564,631; Head Start: \$36,420,643; ESSER: \$376,906
Wisconsin	IDEA, McKinney-Vento, Title I, Title II: Amounts not reported ³⁴
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

RESOURCES

STATE	State sources of revenue used to fund state preschool
Alabama	Annual legislative appropriation from the Education Trust Fund budget
Alaska	Annual legislative appropriation of state general funds
Arizona	"Sin" tax
Arkansas	Annual legislative appropriation of state general funds
California CSPP	Annual legislative appropriation of state general funds
California TK	Other ²⁴
Colorado	Annual legislative appropriation of state general funds
Connecticut CDCC	Annual legislative appropriation of state general funds
Connecticut SR	Annual legislative appropriation of state general funds
Connecticut Smart Start	Annual legislative appropriation of state general funds
Delaware	Annual legislative appropriation of state general funds
District of Columbia	Annual legislative appropriation of general funds
Florida	Not reported
Georgia	Lottery
Hawaii EOEL	Annual legislative appropriation of state general funds
Hawaii SPCSP	Annual legislative appropriation of state general funds
Illinois	Annual legislative appropriation of state general funds
Iowa Shared Visions	Annual legislative appropriation of state general funds
Iowa SWVPP	Preschool funding formula
Kansas	Annual legislative appropriation of state general funds ³⁷
Kentucky	Annual legislative appropriation of state general funds ²⁸
Louisiana 8(g)	State General Statutory Dedication
Louisiana LA 4	Settlement funds; Annual legislative appropriation of state general funds; Other ¹⁵
Louisiana NSECD	Settlement funds; Annual legislative appropriation of state general funds; Other ¹⁴
Maine	Annual legislative appropriation of state general funds
Maryland	Settlement funds
Massachusetts UPK	Annual legislative appropriation of state general funds
Massachusetts Chapter 70	There is no dedicated revenue source for Chapter 70
Michigan GSRP	Annual legislative appropriation of state general funds
Michigan DK	Not reported
Minnesota HdSt	Annual legislative appropriation of state general funds
Minnesota VPK/SRP	Annual legislative appropriation of state general funds
Mississippi	Annual legislative appropriation of state general funds
Missouri PP	Settlement funds
Missouri Pre-K FF	Annual legislative appropriation of state general funds
Nebraska	Annual legislative appropriation of state general funds
Nevada	Annual legislative appropriation of state general funds; GEER funds were used to backfill state budget cuts (\$6,217,847) resulting from COVID
New Jersey Expansion	Annual legislative appropriation of state general funds
New Jersey ECPA	Annual legislative appropriation of state general funds
New Jersey ELLI	Annual legislative appropriation of state general funds
New Mexico	Annual legislative appropriation of state general funds
New York	Annual legislative appropriation of state general funds
North Carolina	Lottery; Annual legislative appropriation of state general funds; Local Smart Start funds
North Dakota	Bi-annual legislative appropriation with legislative intent
Ohio	Settlement funds; Annual legislative appropriation of state general funds
Oklahoma	Annual legislative appropriation of state general funds
Oregon Pre-K	Annual legislative appropriation of state general funds; Corporate Activity Tax
Oregon Preschool Promise	Annual legislative appropriation of state general funds; Corporate Activity Tax
Pennsylvania RTL	Annual legislative appropriation of state general funds
Pennsylvania HSSAP	Annual legislative appropriation of state general funds
Pennsylvania K4 & SBPK	Annual legislative appropriation of state general funds
Pennsylvania PKC	Annual legislative appropriation of state general funds
Rhode Island	Annual legislative appropriation of state general funds; Other ²⁰
South Carolina	Annual legislative appropriation of state general funds; Federal funds: COVID Relief Funds, GEER Funds, CCDF, Preschool Development Grant
Tennessee	Annual legislative appropriation of state general funds
Texas	Lottery; Annual legislative appropriation of state general funds; Other ¹⁷
Utah	Annual legislative appropriation of state general funds
Vermont	Annual legislative appropriation of state general funds
Virginia	Annual legislative appropriation of state general funds
Washington ECEAP	Lottery; Annual legislative appropriation of state general funds; Other ³⁴
Washington TK	Annual legislative appropriation of state general funds
West Virginia	Annual legislative appropriation of state general funds
Wisconsin	Annual legislative appropriation of state general funds
Guam	Annual legislative appropriation of state general funds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

RESOURCES

STATE	Mechanism for determining funding amounts for individual providers/grantees in this state-funded preschool program
Alabama	Based on pre-established per classroom rate(s) ³
Alaska	Other ²⁸
Arizona	Based on pre-established per child rate(s) and estimated or actual enrollment
Arkansas	Based on pre-established per child rate(s) and estimated or actual enrollment
California CSPP	Based on pre-established per child rate(s) and estimated or actual enrollment
California TK	State aid formula
Colorado	State aid formula
Connecticut CDCC	Based on pre-established per child rate(s) and estimated or actual enrollment
Connecticut SR	Based on pre-established per child rate(s) and estimated or actual enrollment
Connecticut Smart Start	Based on pre-established per child rate(s) and estimated or actual enrollment; Based on pre-established classroom rate(s) and estimated or actual enrollment
Delaware	Based on pre-established per child rate(s) and estimated or actual enrollment
District of Columbia	State aid formula; Based on pre-established per child rate(s) and estimated or actual enrollment
Florida	Not reported
Georgia	Based on pre-established per child rate(s) and estimated or actual enrollment
Hawaii EOEL	Based on pre-established per classroom rate(s)
Hawaii SPCSP	Based on pre-established per classroom rate(s)
Illinois	Based on pre-established per child rate(s) and estimated or actual enrollment
Iowa Shared Visions	Individual budgets submitted to the state by current or prospective providers; Other ²⁵
Iowa SWVPP	State aid formula; Based on pre-established per child rate(s) and estimated or actual enrollment
Kansas	State aid formula; Individual budgets submitted to the state by current or prospective providers; Other ³⁸
Kentucky	Other ²⁹
Louisiana 8(g)	Other ¹⁹
Louisiana LA 4	Other ¹⁶
Louisiana NSECD	Other ¹⁵
Maine	State aid formula
Maryland	Based on pre-established per child rate(s) and estimated or actual enrollment
Massachusetts UPK	State aid formula
Massachusetts Chapter 70	State aid formula
Michigan GSRP	Based on pre-established per child rate(s) and estimated or actual enrollment
Michigan DK	Not reported
Minnesota HdSt	Based on pre-established per child rate(s) and estimated or actual enrollment; Individual budgets submitted to the state by current or prospective providers; Other ²¹
Minnesota VPK/SRP	State aid formula
Mississippi	State aid formula
Missouri PP	Based on pre-established per child rate(s) and estimated or actual enrollment
Missouri Pre-K FF	Based on pre-established per child rate(s) and estimated or actual enrollment
Nebraska	State aid formula
Nevada	Varies by provider/grantee settings ²³
New Jersey Expansion	State aid formula; Based on pre-established per child rate(s) and estimated or actual enrollment; Varies by provider/grantee settings; Other ²³
New Jersey ECPA	State aid formula
New Jersey ELLI	State aid formula
New Mexico	Based on pre-established per child rate(s) and estimated or actual enrollment
New York	State aid formula; Based on pre-established per child rate(s) and estimated or actual enrollment
North Carolina	Based on pre-established per child rate(s) and estimated or actual enrollment
North Dakota	Based on pre-established per child rate(s) and estimated or actual enrollment
Ohio	Based on pre-established per child rate(s) and estimated or actual enrollment
Oklahoma	State aid formula
Oregon Pre-K	Based on pre-established per child rate(s) and estimated or actual enrollment
Oregon Preschool Promise	Based on pre-established per child rate(s) and estimated or actual enrollment
Pennsylvania RTL	Individual budgets submitted to the state by current or prospective providers
Pennsylvania HSSAP	Varies by provider/grantee settings; Other ²¹
Pennsylvania K4 & SBPK	Varies by provider/grantee settings
Pennsylvania PKC	Based on pre-established per child rate(s) and estimated or actual enrollment
Rhode Island	Based on pre-established per child rate(s) and estimated or actual enrollment
South Carolina	Based on pre-established per child rate(s) and estimated or actual enrollment; Based on pre-established per classroom rate(s) (public); Individual budgets submitted to the state by current or prospective providers (First Steps) ³⁷
Tennessee	State aid formula
Texas	State aid formula; Other ¹⁸
Utah	Based on pre-established per child rate(s) and estimated or actual enrollment; Individual budgets submitted to the state by current or prospective providers; Other ²⁶
Vermont	Based on pre-established per child rate(s) and estimated or actual enrollment
Virginia	Based on pre-established per child rate(s) and estimated or actual enrollment
Washington ECEAP	Based on pre-established per child rate(s) and estimated or actual enrollment
Washington TK	State aid formula
West Virginia	State aid formula
Wisconsin	State aid formula
Guam	State aid formula

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

RESOURCES

STATE	Local funding sources and amounts	Is there a required local match?
Alabama	School district: \$20,657,174, Community organizations, Faith-based programs, Private childcare, Head Start programs, Private schools, and Universities: \$4,958,534 ³⁵	Yes ³⁵
Alaska	School district, Municipality: Amounts not reported	No
Arizona		No
Arkansas	School District & Philanthropic support: \$69,623,217 ³⁷	Yes ³⁸
California CSPP	Local Housing and Urban Development funds: Amounts not reported	Yes
California TK	Local Control Funding Formula ²⁵	No
Colorado	School District: \$42,482,299, Other: Amount not reported ³³	Yes ³³
Connecticut CDCC		No
Connecticut SR	School district, Municipality: Amounts not reported	No
Connecticut Smart Start	School district: Amount not reported	No
Delaware		No
District of Columbia		No
Florida		No
Georgia		No
Hawaii EOEL		No
Hawaii SPCSP		No
Illinois	Other: Amount not reported ²³	No
Iowa Shared Visions	School district, Municipality, County, Philanthropic support, Community businesses, United Way: Amounts not reported	Yes ²⁶
Iowa SWVPP		No
Kansas	School district, Philanthropic support, Other: Amounts not reported ³⁶	No
Kentucky	School district, Municipality, County: Amounts not reported	No
Louisiana 8(g)		No
Louisiana LA 4		No
Louisiana NSECD		No
Maine	School district: Amount not reported	Yes ²⁰
Maryland	School district: Amount not reported ²⁰	No
Massachusetts UPK		No
Massachusetts Chapter 70	School district: \$75,282,280 ¹⁹	Yes ²⁰
Michigan GSRP	Intermediate School Districts: Amount not reported ³⁸	No
Michigan DK		No ¹⁷
Minnesota HdSt	Determined locally	No ²²
Minnesota VPK/SRP	Local Levy: \$7,429,690	No
Mississippi	Early learning collaboratives: \$4,419,629, Philanthropic support: \$200,000, Other: \$5,577,901 ²⁰	Yes ²¹
Missouri PP		No
Missouri Pre-K FF		No
Nebraska	School district: Amount not reported	Yes ²¹
Nevada		No
New Jersey Expansion	School district: Amount not reported	No
New Jersey ECPA	School district: Amount not reported	No ²³
New Jersey ELLI	School district: Amount not reported	No ²²
New Mexico		No
New York	School district: Amount not reported ¹⁹	No
North Carolina	County: \$2,494,183, Private provider funds: \$1,122,494, Smart Start funds: \$4,227,307, Other funds: \$5,214,999, Unknown: \$25,675,103 ²⁷	Yes ²⁸
North Dakota		No
Ohio	Unknown	No
Oklahoma	Determined locally ³⁰	No
Oregon Pre-K		No
Oregon Preschool Promise		No
Pennsylvania RTL		No
Pennsylvania HSSAP		No
Pennsylvania K4 & SBPK		No
Pennsylvania PKC		No
Rhode Island		No
South Carolina		No
Tennessee	School district, Municipality, County, Philanthropic support: Amounts not provided	Yes ²⁰
Texas	Data not reported	No
Utah	School district: Amount not reported	No
Vermont		No
Virginia	School district, Municipality, County, Philanthropic support, Other: Amounts not provided ³⁰	Yes ³⁰
Washington ECEAP		No
Washington TK		No
West Virginia	County: \$300,085	No
Wisconsin	General operating funds: Amount not reported ³⁵	No
Guam		No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

RESOURCES

STATE	Agencies eligible to receive funding directly
Alabama	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Military child care, College/University, Community-based child care, Private schools
Alaska	Public schools, Head Start
Arizona	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Tribally regulated programs ³⁰
Arkansas	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, State Education Service Cooperatives, Higher Education Institutions
California CSPP	Public schools, Head Start, Private agencies, Faith-based centers, Higher Education Institutions, Counties, Cities, Tribal organizations, Family Childcare Home Education Network through the CSPP ³⁴
California TK	Public schools (school districts and charter schools)
Colorado	School districts ³⁴
Connecticut CDCC	Public schools, Head Start, Private agencies, Faith-based centers, Other Agency ³³
Connecticut SR	Public schools ³⁰
Connecticut Smart Start	Public schools
Delaware	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
District of Columbia	Public schools, Head Start, Private agencies, Faith-based centers
Florida	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Boys and Girls Clus, the YMCA
Georgia	Public schools, Head Start, Private agencies, Faith-based centers, University and Technical Schools, Military Bases, Charter Schools
Hawaii EOEL	Public schools
Hawaii SPCSP	Public schools
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Higher Education Institutions, Regional Offices of Education
Iowa Shared Visions	Public schools, Head Start, Private agencies, Faith-based centers, Any public or private non-profit organization ²⁷
Iowa SWVPP	Public schools ²⁹
Kansas	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other Agency ³⁹
Kentucky	Public schools
Louisiana 8(g)	Public schools
Louisiana LA 4	Public schools, Independent LEA Charter Schools, Tribal Schools
Louisiana NSECD	Private agencies, Faith-based centers, BESE-Approved Nonpublic Schools
Maine	Public schools
Maryland	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts UPK	Head Start, Private agencies, Faith-based centers ¹⁶
Massachusetts Chapter 70	Public schools
Michigan GSRP	Intermediate School Districts
Michigan DK	Public schools
Minnesota HdSt	Head Start
Minnesota VPK/SRP	Public schools ³⁵
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri PP	Public schools, Head Start, Private agencies, Family child care homes
Missouri Pre-K FF	Public schools
Nebraska	Public schools
Nevada	Public schools, Head Start, Private agencies, Faith-based centers

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

RESOURCES

STATE	Agencies eligible to receive funding directly
New Jersey Expansion	Public schools (including Charter schools)
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private agencies, Faith-based centers without religious content during PreK hours, Family child care homes, Universities, Colleges, Cities, Tribal programs
New York	Public schools, Private agencies (for SUFDPK only), Faith-based centers (for SUFDPK only), Libraries, Museums
North Carolina	Public schools, Head Start, Public-private partnerships (local Smart Start partnerships), Community Action Agencies
North Dakota	Public schools, Private agencies, Faith-based centers, Family child care homes ¹³
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools
Oregon Pre-K	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies ²⁵
Oregon Preschool Promise	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Early Learning Hubs, Relief Nurseries, Education Service Districts
Pennsylvania RTL	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania K4 & SBPK	Public schools
Pennsylvania PKC	Public schools, Head Start, Private agencies, PDE licensed private nurseries
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina	Public schools, Head Start, Private agencies, Faith-based centers, Other Agency ³⁸
Tennessee	Public schools ²¹
Texas	Public schools, Open enrollment charter schools
Utah	Public schools, Head Start, Private agencies, Faith-based centers
Vermont	Public schools, Head Start, Private agencies, Family child care homes, Parent-child centers
Virginia	Public schools, Other state and local government agencies
Washington ECEAP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Local governments, college/universities, Tribes, Educational Service Districts
Washington TK	Public schools
West Virginia	County Boards of Education (Public Schools) ²⁷
Wisconsin	Public schools ³⁶
Guam	Public schools

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

RESOURCES

STATE	Agencies with which subcontracting is permitted
Alabama	None
Alaska	Public schools, Head Start, Private agencies
Arizona	None
Arkansas	Public schools, Family child care homes ³⁹
California CSPP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Higher education institutions, Counties, Cities, Tribal organizations
California TK	None
Colorado	Public schools, Head Start, Private agencies, Faith-based centers, university and college lab school programs, tribal agencies, charter schools, and public agencies such as city recreation centers, when they meet the child care licensing requirements
Connecticut CDCC	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities
Connecticut SR	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities, RESCs and Human Service Agencies
Connecticut Smart Start	Head Start, Private agencies ²⁹
Delaware	None
District of Columbia	None
Florida	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Boys and Girls Clubs, the YMCA
Georgia	None
Hawaii EOEL	None
Hawaii SPCSP	Public schools
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Iowa Shared Visions	Public schools, Head Start, Private agencies, Faith-based centers, Other
Iowa SWVPP	Head Start, Private agencies, Faith-based centers, Family child care homes ²⁹
Kansas	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other ⁴⁰
Kentucky	Public schools, Head Start, Private agencies, Faith-based centers
Louisiana 8(g)	None
Louisiana LA 4	Head Start, Private agencies, Non-Independent LEA Charter Schools
Louisiana NSECD	Head Start, Private agencies, Faith-based centers
Maine	Head Start, Private agencies, Family child care homes
Maryland	None
Massachusetts UPK	None
Massachusetts Chapter 70	None
Michigan GSRP	Public schools, Head Start, Private agencies, Faith-based centers, For-profit public or private agencies, Universities
Michigan DK	None
Minnesota HdSt	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Non-profit or for-profit agencies
Minnesota VPK/SRP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community-based organizations such as the YMCA or Boys and Girls Club
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri PP	Public schools, Head Start, Private agencies, Family child care homes
Missouri Pre-K FF	None
Nebraska	Public schools, Head Start, Private agencies
Nevada	None ²⁴

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

RESOURCES

STATE	Agencies with which subcontracting is permitted
New Jersey Expansion	Public schools, Head Start, Private agencies, Faith-based centers without religious content
New Jersey ECPA	Public schools, Head Start, Private agencies, Faith-based centers ²⁴
New Jersey ELLI	Public schools, Head Start, Private agencies, Faith-based centers ²³
New Mexico	None
New York	Only school districts can subcontract with: public schools, Head Start, private agencies, faith-based centers without religious content, family child care homes, other agencies
North Carolina	Public schools, Head Start, Private agencies, Faith-based centers ²⁹
North Dakota	Head Start ¹³
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other
Oklahoma	Public schools, Head Start
Oregon Pre-K	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies
Oregon Preschool Promise	None ³⁴
Pennsylvania RTL	Public schools, Head Start, Private agencies
Pennsylvania HSSAP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Pennsylvania K4 & SBPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Pennsylvania PKC	Public schools, Head Start, Private agencies, Faith-based centers, PDE licensed private nurseries
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina	None
Tennessee	Public schools, Head Start, Private agencies, Faith-based centers, Institutions of higher learning ²²
Texas	Head Start, Private agencies, Faith-based centers, Family child care homes
Utah	Unknown ²⁷
Vermont	Public schools, Head Start, Private agencies, Family child care homes
Virginia	Public schools, Head Start, Private agencies, Family child care homes
Washington ECEAP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Local governments, college/universities, Tribes, Educational Service Districts
Washington TK	None
West Virginia	Public schools, Head Start, Private agencies, Faith-based centers ²⁸
Wisconsin	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY

STATE	Does state policy require structured observations of classroom quality?
Alabama	Yes, all classrooms are observed, at least annually ³⁶
Alaska	No ²⁹
Arizona	Yes, all classrooms are observed, every 24 to 27 months per QRIS ³¹
Arkansas	Yes, all classrooms are observed, over the course of a multi-year cycle ⁴⁰
California CSPP	Yes, some classrooms are selected to be observed each year ³⁵
California TK	No
Colorado	Yes, but which classrooms or how often is determined locally ³⁵
Connecticut CDCC	Yes, all classrooms are observed, over the course of a multi-year cycle ³⁴
Connecticut SR	Yes, all classrooms are observed, over the course of a multi-year cycle ³¹
Connecticut Smart Start	Yes, all classrooms are observed, over the course of a multi-year cycle ³⁰
Delaware	Yes, all classrooms are observed, over the course of a 3-year cycle
District of Columbia	Yes, all classrooms are observed, at least annually ³⁸
Florida	No
Georgia	Yes, some classrooms are selected to be observed each year ³³
Hawaii EOEL	Yes, all classrooms are observed, at least annually
Hawaii SPCSP	Yes, all classrooms are observed, at least annually
Illinois	Yes, all classrooms are observed, over the course of a 3- to 4-year cycle
Iowa Shared Visions	Yes, all classrooms are observed, over the course of a multi-year cycle ²⁸
Iowa SWVPP	Yes, all classrooms are observed, at least every three years ³⁰
Kansas	No
Kentucky	Yes, all classrooms are observed, over the course of a three-year cycle ³⁰
Louisiana 8(g)	Yes, all classrooms are observed, at least annually
Louisiana LA 4	Yes, all classrooms are observed, at least annually
Louisiana NSECD	Yes, all classrooms are observed, at least annually
Maine	Yes, all classrooms are observed on at least a 3-year cycle ²¹
Maryland	Yes, all classrooms are observed, at least annually
Massachusetts UPK	No
Massachusetts Chapter 70	Yes, all classrooms are observed, at least annually
Michigan GSRP	Yes, all classrooms are observed, at least annually ³⁹
Michigan DK	Yes, all classrooms are observed, at least annually ¹⁸
Minnesota HdSt	Yes, all classrooms are observed, over the course of a multi-year cycle per federal Head Start Performance Standards ²³
Minnesota VPK/SRP	Yes, all classrooms are observed, at least annually ³⁶
Mississippi	Yes, all classrooms are observed, at least annually
Missouri PP	Yes, all classrooms are observed, at least annually
Missouri Pre-K FF	No
Nebraska	Yes, new, low performing, and a percentage of other classrooms are observed annually ²²
Nevada	No ²⁵
New Jersey Expansion	Yes, all classrooms are observed, at least annually
New Jersey ECPA	Yes, all classrooms are observed, at least annually
New Jersey ELLI	Yes, all classrooms are observed, at least annually
New Mexico	Yes, all classrooms are observed, at least annually
New York	One prekindergarten grant funding stream requires annual visits; Other structured observations are determined locally
North Carolina	Yes, all classrooms are observed, over the course of a multi-year cycle (at most, every 3 years) ³⁰
North Dakota	No
Ohio	Yes, all classrooms are observed, at least annually
Oklahoma	Yes, all classrooms are observed, at least annually ³¹
Oregon Pre-K	Yes, but which classrooms or how often is determined locally
Oregon Preschool Promise	Yes, some classrooms are selected to be observed each year ³⁵
Pennsylvania RTL	Yes, classrooms with Instructional I certified teachers are observed annually
Pennsylvania HSSAP	Yes, all classrooms are observed, over the course of a 3-year cycle
Pennsylvania K4 & SBPK	Yes, classrooms with Instructional I certified teachers are observed annually
Pennsylvania PKC	Yes, all classrooms are observed, at least annually
Rhode Island	Yes, all classrooms are observed, at least annually
South Carolina	Yes, all classrooms are observed, at least annually ³⁹
Tennessee	Yes, all classrooms are observed, over the course of a multi-year cycle ²³
Texas	Yes, all classrooms are observed, at least annually
Utah	Yes, some classrooms are selected to be observed each year ²⁸
Vermont	Yes, all classrooms are observed, over the course of a 3-year cycle ¹⁹
Virginia	Yes, all classrooms are observed, at least annually ³¹
Washington ECEAP	Yes, all classrooms are observed, over the course of a 3-year cycle ³⁵
Washington TK	Yes, all classrooms are observed, at least annually ¹³
West Virginia	Yes, all classrooms are observed, at least annually ²⁹
Wisconsin	Yes, but which classrooms or how often is determined locally
Guam	Yes, all classrooms are observed, at least annually

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY

STATE	Required classroom observation instruments
Alabama	CLASS; DECA-P reflective checklists ³⁷
Alaska	NA
Arizona	CLASS; ERS/ECERS; Quality First Points Scale ³¹
Arkansas	ERS/ECERS ⁴¹
California CSPP	ERS/ECERS; Other ³⁵
California TK	NA
Colorado	Determined locally ³⁶
Connecticut CDCC	ERS/ECERS; NAEYC Accreditation
Connecticut SR	ERS/ECERS; NAEYC Accreditation
Connecticut Smart Start	ERS/ECERS; NAEYC Accreditation ³⁰
Delaware	ERS/ECERS ²⁵
District of Columbia	CLASS; Danielson Framework ³⁹
Florida	NA
Georgia	CLASS; ERS/ECERS; TPOT
Hawaii EOEL	CLASS; Danielson Framework
Hawaii SPCSP	CLASS
Illinois	ERS/ECERS ²⁴
Iowa Shared Visions	CLASS; NAEYC Accreditation; Other ²⁹
Iowa SWVPP	Determined locally ²¹
Kansas	NA
Kentucky	ERS/ECERS ³¹
Louisiana 8(g)	CLASS
Louisiana LA 4	CLASS
Louisiana NSECD	CLASS
Maine	CLASS
Maryland	CLASS; ERS/ECERS
Massachusetts UPK	NA
Massachusetts Chapter 70	Determined locally ²¹
Michigan GSRP	CLASS; Program Quality Assessment-R (PQA-R) ³⁹
Michigan DK	Determined locally; Marzano and Danielson are commonly used
Minnesota HdSt	CLASS ²³
Minnesota VPK/SRP	CLASS; Danielson Framework; Marzano; TPOT ³⁷
Mississippi	CLASS
Missouri PP	ERS/ECERS ¹¹
Missouri Pre-K FF	NA
Nebraska	CLASS; ERS/ECERS; TPOT ²³
Nevada	NA
New Jersey Expansion	Danielson Framework; ERS/ECERS; Marzano; TPOT ²⁴
New Jersey ECPA	Danielson Framework; Marzano ²⁵
New Jersey ELLI	Danielson Framework; Marzano ²⁴
New Mexico	CLASS; ERS/ECERS; TPOT ³⁹
New York	Determined locally ²⁰
North Carolina	ERS/ECERS; NC Professional Teaching Standards
North Dakota	NA
Ohio	The Ohio Classroom Observation Tool
Oklahoma	Marzano; Tulsa Teacher Leader Effectiveness ³¹
Oregon Pre-K	CLASS
Oregon Preschool Promise	CLASS; ERS/ECERS
Pennsylvania RTL	Danielson Framework
Pennsylvania HSSAP	CLASS; ERS/ECERS (per Federal Head Start guidance) ²²
Pennsylvania K4 & SBPK	Danielson Framework; Other ¹³
Pennsylvania PKC	CLASS; Danielson Framework; ERS/ECERS; TPOT; Other ¹⁷
Rhode Island	CLASS; ERS/ECERS
South Carolina	ELLCO; ERS/ECERS; Other ⁴⁰
Tennessee	CLASS; ERS/ECERS; State-developed walk-through tool
Texas	Other ¹⁹
Utah	CLASS; ERS/ECERS ²⁹
Vermont	CLASS; ERS/ECERS; NAEYC Accreditation; TPOT; ICP (as part of UPK ACIS system)
Virginia	CLASS
Washington ECEAP	Other ³⁵
Washington TK	Danielson Framework; Marzano; CEL 5D+ Teacher Evaluation Rubric
West Virginia	Determined locally ²⁹
Wisconsin	Determined locally
Guam	Other ⁹

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY

STATE	Were there COVID-related changes to structured classroom quality observations during the 2020-2021 school year?
Alabama	Classroom observations conducted virtually; Changes in timing/frequency of observations ³⁸
Alaska	No
Arizona	Classroom observations were not required ³²
Arkansas	Classroom observations were not required ⁴²
California CSPP	Other change ³⁵
California TK	NA, classroom observations not required pre-Covid
Colorado	Classroom observations conducted virtually; Changes in timing/frequency of observations ³⁷
Connecticut CDCC	Other change ³⁵
Connecticut SR	Other change ³²
Connecticut Smart Start	Other change ³¹
Delaware	Classroom observations were not required ²⁵
District of Columbia	Classroom observations were not required ³⁸
Florida	Not reported
Georgia	Classroom observations conducted virtually; Changes in which observation tools were required ³⁴
Hawaii EOEL	Classroom observations were not required ²⁵
Hawaii SPCSP	Classroom observations conducted virtually; Changes in which observation tools were required ³¹
Illinois	Classroom observations were not required
Iowa Shared Visions	Classroom observations conducted virtually; Changes in timing/frequency of observations; Other changes ³⁰
Iowa SWVPP	Classroom observations conducted virtually; Changes in timing/frequency of observations; Other changes ³²
Kansas	NA, classroom observations not required pre-Covid
Kentucky	Classroom observations were not required
Louisiana 8(g)	Classroom observations conducted virtually; Changes in timing/frequency of observations ²⁰
Louisiana LA 4	Classroom observations conducted virtually; Changes in timing/frequency of observations ¹⁷
Louisiana NSECD	Classroom observations conducted virtually; Changes in timing/frequency of observations ¹⁶
Maine	Classroom observations were not required
Maryland	Classroom observations were not required
Massachusetts UPK	No
Massachusetts Chapter 70	No
Michigan GSRP	Classroom observations were not required ⁴⁰
Michigan DK	Not reported
Minnesota HdSt	Changes in timing/frequency of observations; Other changes ²⁴
Minnesota VPK/SRP	No ³⁸
Mississippi	Classroom observations were not required
Missouri PP	Classroom observations conducted virtually
Missouri Pre-K FF	NA, classroom observations not required pre-Covid
Nebraska	Classroom observations were not required
Nevada	NA, classroom observations not required pre-Covid
New Jersey Expansion	Classroom observations were not required
New Jersey ECPA	Classroom observations were not required
New Jersey ELLI	Classroom observations were not required
New Mexico	Classroom observations conducted virtually; Changes in timing/frequency of observations ⁴⁰
New York	Classroom observations conducted virtually; Other changes ²¹
North Carolina	Classroom observations were not required
North Dakota	NA, classroom observations not required pre-Covid
Ohio	No
Oklahoma	Other change ³²
Oregon Pre-K	Classroom observations were not required
Oregon Preschool Promise	Classroom observations were not required
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	Classroom observations conducted virtually
Pennsylvania PKC	Classroom observations conducted virtually
Rhode Island	Classroom observations were not required (Fall 2020); Classroom observations conducted virtually (Spring 2021) ²¹
South Carolina	Classroom observations conducted virtually (First Steps); Changes in which observation tools were required ⁴¹
Tennessee	Classroom observations conducted virtually ²⁴
Texas	No Covid-19 related changes
Utah	Other change ³⁰
Vermont	Not reported
Virginia	Classroom observations conducted virtually; Changes in timing/frequency of observations; Other changes ³²
Washington ECEAP	Classroom observations were not required
Washington TK	Not reported
West Virginia	Other change ³⁰
Wisconsin	Other change ³⁷
Guam	Classroom observations conducted virtually

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY

STATE	Were COVID-related changes/waivers to structured classroom observations in effect for the 2021-2022 school year?
Alabama	No
Alaska	NA, no Covid-19 related changes
Arizona	No ³³
Arkansas	No
California CSPP	Yes ³⁶
California TK	NA, classroom observations not required pre-Covid
Colorado	No ³⁸
Connecticut CDCC	No ³⁶
Connecticut SR	No ³³
Connecticut Smart Start	No ³²
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	Yes ³⁵
Hawaii EOEL	No
Hawaii SPCSP	Yes
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas	NA, classroom observations not required pre-Covid
Kentucky	Yes ³²
Louisiana 8(g)	No ²¹
Louisiana LA 4	No ¹⁸
Louisiana NSECD	No ¹⁷
Maine	No
Maryland	No
Massachusetts UPK	NA, no Covid-19 related changes
Massachusetts Chapter 70	NA, no Covid-19 related changes
Michigan GSRP	No
Michigan DK	Not reported
Minnesota HdSt	No
Minnesota VPK/SRP	NA, no Covid-19 related changes
Mississippi	No
Missouri PP	NA, program ended
Missouri Pre-K FF	NA, classroom observations not required pre-Covid
Nebraska	Yes ²⁴
Nevada	NA, classroom observations not required pre-Covid
New Jersey Expansion	No ²⁵
New Jersey ECPA	No ²⁶
New Jersey ELLI	No ²⁵
New Mexico	No
New York	No
North Carolina	No
North Dakota	NA, classroom observations not required pre-Covid
Ohio	NA, no Covid-19 related changes
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No ³⁶
Pennsylvania RTL	NA, no Covid-19 related changes
Pennsylvania HSSAP	NA, no Covid-19 related changes
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	Yes
Rhode Island	Yes ²²
South Carolina	Yes ⁴²
Tennessee	No
Texas	NA, no Covid-19 related changes
Utah	No
Vermont	Not reported
Virginia	No
Washington ECEAP	Yes ³⁵
Washington TK	Not reported
West Virginia	No
Wisconsin	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY

STATE	How does the state support reliability and validity of the classroom quality observation data?
Alabama	Double coding and CLASS Calibration
Alaska	NA
Arizona	The state requires all assessors to be reliable in the tools ³⁴
Arkansas	ERS/ECERS is conducted via an independent contractor with trained and reliable personnel ⁴³
California CSPP	Master Anchors (certified to at least 90% reliability) train Regional Anchors (reliability is re-tested periodically) ³⁷
California TK	NA
Colorado	The state asks for a summation of the report results in the program's annual report
Connecticut CDCC	Annual ERSI training; raters at least 85% reliable ³⁷
Connecticut SR	Annual ERSI training; raters at least 85% reliable ³⁴
Connecticut Smart Start	Annual ERSI training; raters at least 85% reliable ³³
Delaware	Delaware Stars evaluators are required to be reliable on all observation tools used
District of Columbia	All data collectors have a current CLASS Pre-K certification through Teachshone; Monthly calibration; Double coding of a random sample ⁴⁰
Florida	NA
Georgia	Observers must demonstrate annual reliability for all instruments for which they conduct observation ³⁶
Hawaii EOEL	Observers must pass a training course and maintain certification yearly by passing required reliability testing
Hawaii SPCSP	Observers must pass a training course and maintain certification by passing annual required reliability testing
Illinois	Ongoing reliability checks with the state anchor ²⁵
Iowa Shared Visions	Staff are trained on the Iowa Quality Preschool Program Standards ³¹
Iowa SWVPP	Administrator license requires current evaluator approval training ³³
Kansas	NA
Kentucky	Staff who achieved anchor status with ESRI trained other staff; Cross-agency reliability between state-funded preschool, Head Start, and child care ³³
Louisiana 8(g)	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required
Louisiana LA 4	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required
Louisiana NSECD	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required
Maine	All CLASS observers must have an updated reliability certificate to perform the CLASS
Maryland	Fidelity checks are conducted on all assessors ²¹
Massachusetts UPK	NA
Massachusetts Chapter 70	State provides callibration training for evaluators ²²
Michigan GSRP	Early Childhood Specialists are formally trained in the tools and must renew status as a reliable assessor with a minimum test score of 80% biennially (PQA and PQA-R) or annually (CLASS) ⁴¹
Michigan DK	Not reported
Minnesota HdSt	Per Federal Head Start
Minnesota VPK/SRP	Programs should follow the reliability and validity practices designed by the tool's publisher ³⁹
Mississippi	All classroom monitors are reliable to the PreK CLASS tool, and maintain reliability annually ²²
Missouri PP	Inter-rater reliability approximately every tenth assessment with state anchor; all assessors are trained and reliable with the authors of the instrument
Missouri Pre-K FF	NA
Nebraska	Observers are required to maintain an 85% reliability rating with state anchors who have achieved reliability with the tool authors.
Nevada	NA

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ACCOUNTABILITY

STATE	How does the state support reliability and validity of the classroom quality observation data?
New Jersey Expansion	The state offers training in the ECERS-3 and reliability training for the TPOT
New Jersey ECPA	The state offers training in the ECERS-3 and reliability training for the TPOT
New Jersey ELLI	The state offers training in the ECERS-3 and reliability training for the TPOT
New Mexico	All persons administering classroom observations must receive training; For those using CLASS and TPOT, all raters must have passed a test for inter-rater reliability.
New York	Districts are required to use valid and reliable tools that include environmental quality and teacher/child interactions ²⁰
North Carolina	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability
North Dakota	NA
Ohio	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Oklahoma	Observers must complete an initial five-day training with a final exam; Recertification training must be completed every two years
Oregon Pre-K	Certified CLASS observers must be used
Oregon Preschool Promise	Some double coding is used
Pennsylvania RTL	Not supported
Pennsylvania HSSAP	Per Federal Head Start
Pennsylvania K4 & SBPK	Not supported
Pennsylvania PKC	ERS and CLASS are supported with reliable assessors
Rhode Island	Rhode Island contracts with a third party vendor that hires reliable assessors
South Carolina	All state-level observations are conducted using the same rubric, and all observers are trained in the rubric before entering the field. First Steps 4K: Reliability and validity is supported by ongoing PD for individual and organizational growth and change ⁴³
Tennessee	State supports training to reliability in CLASS and ECERS-3 for specific staff ²⁵
Texas	Training and professional development are provided
Utah	All observers must renew their reliability annually ³¹
Vermont	Vermont conducts state-wide and regional trainings for the ECERS and CLASS ²⁰
Virginia	All external observers required to recertify with a pass rate of 85% overall; Inter-rater reliability checks through double-coding sessions; Weekly video coding calibrations
Washington ECEAP	The state contracts with the University of Washington (UW), using observers who are certified reliable
Washington TK	Not reported
West Virginia	Determined locally
Wisconsin	The state provides guidance via the WI Educator Effectiveness System but these resources are not required to be used ³⁸
Guam	Classroom observations are completed by the School Administrator utilizing the district's Professional Teacher Evaluation Program (PTEP) tool

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY

Does state policy require programs, teachers, and/or classrooms to receive on-going feedback based on data collected from structured observations of classroom quality?

Does the state receive the results of structured observations of classroom quality?

STATE	Does state policy require programs, teachers, and/or classrooms to receive on-going feedback based on data collected from structured observations of classroom quality?	Does the state receive the results of structured observations of classroom quality?
Alabama	Yes	Yes
Alaska	NA	NA
Arizona	Yes	Yes
Arkansas	Yes	Yes
California CSPP	Yes	Yes
California TK	NA	NA
Colorado	No	No
Connecticut CDCC	No	Yes
Connecticut SR	Yes	Yes
Connecticut Smart Start	Yes	Yes
Delaware	Yes	Yes
District of Columbia	No ⁴¹	Yes
Florida	NA	NA
Georgia	Yes	Yes
Hawaii EOEL	Yes	Yes
Hawaii SPCSP	Yes	Yes
Illinois	Yes	Yes
Iowa Shared Visions	Yes, some ³²	No
Iowa SWVPP	No	No
Kansas	NA	NA
Kentucky	Yes	Yes
Louisiana 8(g)	Yes	Yes
Louisiana LA 4	Yes	Yes
Louisiana NSECD	Yes	Yes
Maine	Yes	Yes
Maryland	No	Yes
Massachusetts UPK	NA	NA
Massachusetts Chapter 70	Yes ²³	Yes
Michigan GSRP	Yes	Yes
Michigan DK	NA	NA
Minnesota HdSt	Yes	No
Minnesota VPK/SRP	Yes	No
Mississippi	Yes	Yes
Missouri PP	No	Yes
Missouri Pre-K FF	NA	NA
Nebraska	Yes	Yes
Nevada	NA	NA
New Jersey Expansion	Yes	No
New Jersey ECPA	Yes	No
New Jersey ELLI	Yes	No
New Mexico	Yes	Yes
New York	No	No
North Carolina	Yes	Yes
North Dakota	NA	NA
Ohio	Yes	Yes
Oklahoma	Yes	Yes
Oregon Pre-K	Yes	Yes
Oregon Preschool Promise	Yes	Yes
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
Tennessee	Yes	Yes
Texas	Yes	No
Utah	No	Yes
Vermont	Yes	Yes
Virginia	Yes	Yes
Washington ECEAP	Yes	Yes
Washington TK	Yes	Yes
West Virginia	Yes	Yes
Wisconsin	No	No
Guam	No	Yes

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ACCOUNTABILITY
HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS
OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT?

STATE	To make adjustments to the curricula	To provide feedback to parents
Alabama	State and Local Level	State and Local Level
Alaska		
Arizona	Local Level	
Arkansas	Local Level	Local Level
California CSPP	Local Level	Local Level
California TK		
Colorado	Local Level	Local Level
Connecticut CDCC	Local Level	Local Level
Connecticut SR	Local Level	Local Level
Connecticut Smart Start	Local Level	Local Level
Delaware		
District of Columbia	Local Level	
Florida		
Georgia	State and Local Level	Local Level
Hawaii EOEL	State and Local Level	
Hawaii SPCSP	State and Local Level	
Illinois	Local Level	Local Level
Iowa Shared Visions	Local Level	
Iowa SWVPP	Local Level	
Kansas		
Kentucky	State and Local Level	Local Level
Louisiana 8(g)	Local Level	State Level
Louisiana LA 4	Local Level	State Level
Louisiana NSECD	Local Level	State Level
Maine	Local Level	Local Level
Maryland	State and Local Level	Local Level
Massachusetts UPK		
Massachusetts Chapter 70		
Michigan GSRP	Local Level	Local Level
Michigan DK		
Minnesota HdSt	Local Level	Local Level
Minnesota VPK/SRP		
Mississippi	Local Level	Local Level
Missouri PP		
Missouri Pre-K FF		
Nebraska	Local Level	Local Level
Nevada		
New Jersey Expansion	Local Level	Local Level
New Jersey ECPA	Local Level	Local Level
New Jersey ELLI	Local Level	Local Level
New Mexico	Local Level	Local Level
New York	Local Level	Local Level
North Carolina	Local Level	Local Level
North Dakota		
Ohio	Local Level	Local Level
Oklahoma	Local Level	Local Level
Oregon Pre-K	Local Level	Local Level
Oregon Preschool Promise	Local Level	Local Level
Pennsylvania RTL	Local Level	Local Level
Pennsylvania HSSAP	Local Level	Local Level
Pennsylvania K4 & SBPK	Local Level	Local Level
Pennsylvania PKC	Local Level	Local Level
Rhode Island	Local Level	Local Level
South Carolina	State and Local Level	State Level (First Steps) and Local Level
Tennessee		
Texas	Local Level	Local Level
Utah	Local Level	Local Level
Vermont	Local Level	State and Local Level
Virginia		
Washington ECEAP	Local Level	State Level
Washington TK	Not reported	Not reported
West Virginia	Local Level	Local Level
Wisconsin	Local Level	Local Level
Guam	State Level	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY

HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS
OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT?

STATE	To provide program staff with technical assistance and/or mentoring	To identify needs that will guide teacher training or professional development
Alabama	State and Local Level ³⁹	State and Local Level ³⁹
Alaska		
Arizona	State Level	State Level
Arkansas	State and Local Level	State and Local Level
California CSPP	State and Local Level	State and Local Level
California TK		
Colorado	Local Level	Local Level
Connecticut CDCC	State Level	State and Local Level
Connecticut SR	Local Level	Local Level
Connecticut Smart Start	State Level	State and Local Level ³⁴
Delaware	State Level	State Level
District of Columbia	Local Level	
Florida		
Georgia	State and Local Level	State and Local Level
Hawaii EOEL	State and Local Level	State and Local Level
Hawaii SPCSP	State and Local Level	State and Local Level
Illinois	Local Level	Local Level
Iowa Shared Visions	State and Local Level	State and Local Level
Iowa SWVPP	Local Level ³⁴	Local Level
Kansas		
Kentucky	State and Local Level	State and Local Level
Louisiana 8(g)	State Level	State and Local Level
Louisiana LA 4	State Level	State and Local Level
Louisiana NSECD	State Level	State and Local Level
Maine	State and Local Level	State and Local Level
Maryland	State and Local Level	State and Local Level
Massachusetts UPK		
Massachusetts Chapter 70		Local Level
Michigan GSRP	State and Local Level	State and Local Level
Michigan DK		
Minnesota HdSt		Local Level ²³
Minnesota VPK/SRP	Local Level ⁴⁰	Local Level ⁴⁰
Mississippi	State and Local Level	State and Local Level
Missouri PP	State Level	State Level
Missouri Pre-K FF		
Nebraska	State and Local Level	State and Local Level
Nevada		
New Jersey Expansion	Local Level	Local Level
New Jersey ECPA	Local Level	Local Level
New Jersey ELLI	Local Level	Local Level
New Mexico	State and Local Level ⁴¹	State and Local Level
New York	Local Level	Local Level
North Carolina	State and Local Level	State and Local Level
North Dakota		
Ohio	State and Local Level	State and Local Level
Oklahoma	State and Local Level	State and Local Level
Oregon Pre-K	State and Local Level	State and Local Level
Oregon Preschool Promise	State and Local Level	State and Local Level
Pennsylvania RTL	Local Level	Local Level
Pennsylvania HSSAP	Local Level	Local Level
Pennsylvania K4 & SBPK	Local Level	Local Level
Pennsylvania PKC	State and Local Level	State and Local Level
Rhode Island	State Level	State and Local Level
South Carolina	State and Local Level	State and Local Level
Tennessee	State and Local Level	State and Local Level
Texas	Local Level	Local Level
Utah	Local Level	Local Level
Vermont	State and Local Level	State and Local Level
Virginia	State and Local Level	State and Local Level
Washington ECEAP	State and Local Level	State and Local Level
Washington TK	Not reported	Not reported
West Virginia	Local Level	Local Level
Wisconsin	Local Level	Local Level
Guam	State Level	State Level

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY

HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS
OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT?

STATE	To create a program improvement plan	To measure programs on a Quality Rating and Improvement System (QRIS)
Alabama	State and Local Level	
Alaska		
Arizona	Local Level	State Level
Arkansas	State and Local Level	State Level
California CSPP	State and Local Level ³⁸	State and Local Level
California TK		
Colorado	Local Level	State Level ³⁹
Connecticut CDCC	State Level ³⁸	
Connecticut SR	Local Level	
Connecticut Smart Start	State and Local Level	
Delaware	State Level ²⁶	State Level
District of Columbia	State and Local Level	State Level ⁴²
Florida		
Georgia	State and Local Level	State Level
Hawaii EOEL	State and Local Level	
Hawaii SPCSP	State and Local Level	
Illinois	State and Local Level	State Level
Iowa Shared Visions	State and Local Level	
Iowa SWVPP	Local Level	
Kansas		
Kentucky	State and Local Level	State and Local Level
Louisiana 8(g)	Local Level	State Level
Louisiana LA 4	Local Level	State Level
Louisiana NSECD	Local Level	State Level
Maine	State and Local Level	
Maryland	State and Local Level	State Level
Massachusetts UPK		
Massachusetts Chapter 70		
Michigan GSRP	Local Level	State and Local Level
Michigan DK		
Minnesota HdSt		
Minnesota VPK/SRP	Local Level	
Mississippi	State and Local Level	
Missouri PP	State and Local Level	
Missouri Pre-K FF		
Nebraska	Local Level	State and Local Level
Nevada		
New Jersey Expansion	Local Level	State and Local Level
New Jersey ECPA	Local Level	State and Local Level
New Jersey ELLI	Local Level	State and Local Level
New Mexico	State and Local Level	
New York	Local Level	Local Level
North Carolina	State and Local Level	State and Local Level
North Dakota		
Ohio	State and Local Level	State and Local Level
Oklahoma	Local Level	
Oregon Pre-K	State and Local Level	State and Local Level
Oregon Preschool Promise	State and Local Level	State and Local Level
Pennsylvania RTL		
Pennsylvania HSSAP	Local Level	
Pennsylvania K4 & SBPK	Local Level	
Pennsylvania PKC	State and Local Level	State Level
Rhode Island	State and Local Level	State and Local Level
South Carolina	State and Local Level	
Tennessee	State and Local Level	
Texas	Local Level	Local Level
Utah	Local Level	State Level
Vermont	State and Local Level	State and Local Level
Virginia		State and Local Level
Washington ECEAP	Local Level	State Level
Washington TK	Not reported	Not reported
West Virginia	State and Local Level	
Wisconsin	Local Level	Local Level
Guam	State Level	

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ACCOUNTABILITY

HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT?

STATE	To make changes to state policies regarding the preschool program	To target funding for quality improvement efforts
Alabama	State Level	State Level
Alaska		
Arizona	State Level	State Level
Arkansas	State Level	State Level
California CSPP	State Level	State and Local Level
California TK		
Colorado	State Level	Local Level
Connecticut CDCC	State Level	State Level
Connecticut SR		
Connecticut Smart Start	State Level	State Level
Delaware	State Level	State Level
District of Columbia	State Level	State Level
Florida		
Georgia	State Level	State and Local Level
Hawaii EOEL		State Level
Hawaii SPCSP		State and Local Level
Illinois	State Level	State Level
Iowa Shared Visions		
Iowa SWVPP		
Kansas		
Kentucky	State and Local Level	State and Local Level
Louisiana 8(g)	State Level	State Level
Louisiana LA 4	State Level	State Level
Louisiana NSECD	State Level	State Level
Maine	State Level	State Level
Maryland	State Level	State Level
Massachusetts UPK		
Massachusetts Chapter 70		
Michigan GSRP	State Level	State and Local Level
Michigan DK		
Minnesota HdSt		
Minnesota VPK/SRP		Local Level
Mississippi	State Level	
Missouri PP	State Level	
Missouri Pre-K FF		
Nebraska	State Level	State and Local Level ²⁵
Nevada		
New Jersey Expansion	State Level	State and Local Level
New Jersey ECPA	State Level	State and Local Level
New Jersey ELLI	State Level	State and Local Level
New Mexico	State Level	State and Local Level
New York	Local Level	Local Level
North Carolina	State Level	State and Local Level
North Dakota		
Ohio	State Level	State and Local Level
Oklahoma		
Oregon Pre-K	State Level	State and Local Level
Oregon Preschool Promise	State Level	State and Local Level
Pennsylvania RTL		
Pennsylvania HSSAP		
Pennsylvania K4 & SBPK		
Pennsylvania PKC	State and Local Level	
Rhode Island	State Level	State Level
South Carolina	State Level and Local Level (First Steps)	State Level and Local Level (First Steps)
Tennessee		
Texas	Local Level	Local Level
Utah		Local Level ³²
Vermont	State and Local Level	State Level
Virginia		State and Local Level
Washington ECEAP	State Level	State and Local Level
Washington TK	Not reported	Not reported
West Virginia		Local Level
Wisconsin		Local Level
Guam		

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ACCOUNTABILITY

HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT?

STATE	To make funding decisions about programs or grantees	To identify programs for corrective action or sanctions
Alabama	State Level	State and Local Level
Alaska		
Arizona	State Level	
Arkansas	State Level	State Level
California CSPP	State Level	State Level
California TK		
Colorado	State Level	State Level
Connecticut CDCC	State Level	State Level
Connecticut SR	Local Level	Local Level
Connecticut Smart Start	State Level	State Level
Delaware	State Level	State Level
District of Columbia	State Level	
Florida		
Georgia	State Level	
Hawaii EOEL		
Hawaii SPCSP		
Illinois	State Level	State Level
Iowa Shared Visions	State Level	State Level
Iowa SWVPP	Local Level	
Kansas		
Kentucky		State and Local Level
Louisiana 8(g)	State Level	State Level
Louisiana LA 4	State Level	State Level
Louisiana NSECD	State Level	State Level
Maine		
Maryland	State Level	State Level
Massachusetts UPK		
Massachusetts Chapter 70		
Michigan GSRP	Local Level	State and Local Level
Michigan DK		
Minnesota HdSt		
Minnesota VPK/SRP		
Mississippi	State Level	State Level
Missouri PP		
Missouri Pre-K FF		
Nebraska	State Level	
Nevada		
New Jersey Expansion	State and Local Level	State and Local Level
New Jersey ECPA	State and Local Level	State and Local Level
New Jersey ELLI	State and Local Level	State and Local Level
New Mexico		
New York	Local Level	Local Level
North Carolina	State and Local Level	State and Local Level
North Dakota		
Ohio	State Level	State Level
Oklahoma	Local Level	
Oregon Pre-K		
Oregon Preschool Promise		
Pennsylvania RTL		
Pennsylvania HSSAP		
Pennsylvania K4 & SBPK		
Pennsylvania PKC		
Rhode Island	State Level	State and Local Level
South Carolina	State and Local Level (First Steps only)	State and Local Level (First Steps only)
Tennessee		
Texas	Local Level	Local Level
Utah	State Level ³²	State Level
Vermont	State and Local Level	State and Local Level
Virginia		
Washington ECEAP	State Level	State and Local Level
Washington TK	Not reported	Not reported
West Virginia	Local Level	Local Level
Wisconsin	Local Level	
Guam		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY
HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS
OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT?

STATE	Information is used in other ways
Alabama	State Level
Alaska	
Arizona	
Arkansas	State Level ⁴⁴
California CSPP	State and Local Level
California TK	
Colorado	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware	Local Level
District of Columbia	Local Level ⁴²
Florida	
Georgia	
Hawaii EOEL	
Hawaii SPCSP	State and Local Level ³²
Illinois	
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky	
Louisiana 8(g)	Local Level
Louisiana LA 4	Local Level
Louisiana NSECD	Local Level
Maine	State Level ²²
Maryland	
Massachusetts UPK	
Massachusetts Chapter 70	State Level ²¹
Michigan GSRP	State and Local Level ⁴²
Michigan DK	
Minnesota HdSt	Local Level ²³
Minnesota VPK/SRP	Local Level ⁴⁰
Mississippi	
Missouri PP	
Missouri Pre-K FF	
Nebraska	
Nevada	
New Jersey Expansion	
New Jersey ECPA	
New Jersey ELLI	
New Mexico	
New York	
North Carolina	
North Dakota	
Ohio	
Oklahoma	Local Level ³³
Oregon Pre-K	
Oregon Preschool Promise	
Pennsylvania RTL	State Level ¹⁰
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	State Level ¹⁴
Pennsylvania PKC	
Rhode Island	
South Carolina	State Level (First Steps) ⁴⁴
Tennessee	
Texas	Local Level
Utah	
Vermont	
Virginia	
Washington ECEAP	
Washington TK	Not reported
West Virginia	State Level ³¹
Wisconsin	Local Level ³⁹
Guam	Local Level ¹⁰

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY

STATE	Does state policy require site visits?
Alabama	Yes: More than once a year ⁴⁰
Alaska	No
Arizona	Yes: Monthly
Arkansas	Yes: Annually ⁴⁴
California CSPP	Yes: More than every 2 years, less than every 5 years ³⁹
California TK	Yes ²⁶
Colorado	No ⁴⁰
Connecticut CDCC	Yes ³⁹
Connecticut SR	Yes ³⁶
Connecticut Smart Start	Yes ³⁵
Delaware	Yes: Annually
District of Columbia	Yes: Annually ⁴³
Florida	Yes
Georgia	Yes: Annually
Hawaii EOEL	Yes ²⁶
Hawaii SPCSP	Yes: More than once a year ³³
Illinois	No ²⁶
Iowa Shared Visions	Yes ³³
Iowa SWVPP	Yes ³⁵
Kansas	No ⁴¹
Kentucky	Yes: More than every 2 years, less than every 5 years ³⁴
Louisiana 8(g)	No ²²
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes: More than every 2 years, less than every 5 years
Maryland	Yes: At least once per year ²²
Massachusetts UPK	No
Massachusetts Chapter 70	No
Michigan GSRP	Yes: More than every 2 years, less than every 5 years ⁴³
Michigan DK	Yes
Minnesota HdSt	Yes: Annually ²⁵
Minnesota VPK/SRP	No
Mississippi	Yes: Annually
Missouri PP	Yes: Varies based on grant year ¹²
Missouri Pre-K FF	No
Nebraska	Yes ²⁶
Nevada	Yes: Annually ²⁵
New Jersey Expansion	Yes: More than every 2 years, less than every 5 years ²⁶
New Jersey ECPA	Yes ²⁷
New Jersey ELLI	Yes ²⁶
New Mexico	Yes: Annually
New York	Yes ²²
North Carolina	Yes: More than once a year ³¹
North Dakota	No
Ohio	Yes: Annually
Oklahoma	No
Oregon Pre-K	Yes: Every 2 years
Oregon Preschool Promise	Yes: Annually
Pennsylvania RTL	No
Pennsylvania HSSAP	Yes: Annually ²³
Pennsylvania K4 & SBPK	No ¹⁵
Pennsylvania PKC	Yes: Annually
Rhode Island	Yes: More than once a year
South Carolina	Yes: More than every 2 years, less than every 5 years ⁴⁵
Tennessee	No ²⁶
Texas	No ²⁰
Utah	Yes: Annually ²⁸
Vermont	Yes: Annually ²¹
Virginia	Yes: More than every 2 years, less than every 5 years ³³
Washington ECEAP	Yes ³⁶
Washington TK	No
West Virginia	Yes: More than once a year ³²
Wisconsin	No ⁴⁰
Guam	Yes: Annually

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

ACCOUNTABILITY

STATE	Were COVID-related changes/waivers for site visits in effect for the 2021-2022 school year?	Were COVID-related changes/waivers for preschool teacher evaluations in effect for the 2021-2022 school year?
Alabama	Yes, virtual allowed ⁴¹	Determined locally
Alaska	NA, site visits not required pre-Covid	NA, preschool teacher evaluations are not required
Arizona	Yes ³⁵	NA, preschool teacher evaluations are not required
Arkansas	No	NA, no Covid-19 related changes
California CSPP	Yes ⁴⁰	NA, no Covid-19 related changes
California TK	Yes ²⁷	NA, no Covid-19 related changes
Colorado	NA, site visits not required pre-Covid	NA, preschool teacher evaluations are not required
Connecticut CDCC	NA, no Covid-19 related changes ⁴⁰	Determined locally
Connecticut SR	NA, no Covid-19 related changes ³⁷	Determined locally
Connecticut Smart Start	Yes, virtual allowed ³⁶	Determined locally
Delaware	No	No
District of Columbia	No	NA, preschool teacher evaluations are not required
Florida	Not reported	Not reported
Georgia	Yes ³⁷	Determined locally
Hawaii EOEL	No ²⁷	NA, no Covid-19 related changes
Hawaii SPCSP	Yes ³⁴	NA, no Covid-19 related changes
Illinois	NA, site visits not required pre-Covid	No
Iowa Shared Visions	No	No
Iowa SWVPP	Yes ³⁶	No
Kansas	NA, site visits not required pre-Covid	NA, preschool teacher evaluations are not required
Kentucky	Yes ³⁵	NA, no Covid-19 related changes
Louisiana 8(g)	NA, site visits not required pre-Covid	NA, preschool teacher evaluations are not required
Louisiana LA 4	NA, site visits not required pre-Covid	NA, preschool teacher evaluations are not required
Louisiana NSECD	NA, site visits not required pre-Covid	NA, preschool teacher evaluations are not required
Maine	No	No
Maryland	No	NA, no Covid-19 related changes
Massachusetts UPK	NA, site visits not required pre-Covid	NA, no Covid-19 related changes
Massachusetts Chapter 70	NA, site visits not required pre-Covid	NA, no Covid-19 related changes
Michigan GSRP	Yes ⁴⁴	NA, no Covid-19 related changes
Michigan DK	Not reported	Not reported
Minnesota HdSt	No	No
Minnesota VPK/SRP	NA, site visits not required pre-Covid	NA, no Covid-19 related changes
Mississippi	No	No
Missouri PP	No Covid-19 related changes	NA, no Covid-19 related changes
Missouri Pre-K FF	NA, site visits not required pre-Covid	NA, no Covid-19 related changes
Nebraska	Yes ²⁷	NA, no Covid-19 related changes
Nevada	NA, site visits not required pre-Covid	No
New Jersey Expansion	Returned to pre-Covid-19 requirements	NA, no Covid-19 related changes
New Jersey ECPA	Returned to pre-Covid-19 requirements	NA, no Covid-19 related changes
New Jersey ELLI	Returned to pre-Covid-19 requirements	NA, no Covid-19 related changes
New Mexico	NA, no Covid-19 related changes	Public school teacher evaluations delayed until January 2022
New York	Returned to pre-Covid-19 requirements ²³	No
North Carolina	Returned to pre-Covid-19 requirements	No
North Dakota	NA, site visits not required pre-Covid	NA, no Covid-19 related changes
Ohio	Returned to pre-Covid-19 requirements	NA, no Covid-19 related changes
Oklahoma	NA, site visits not required pre-Covid	NA, no Covid-19 related changes
Oregon Pre-K	Returned to pre-Covid-19 requirements	NA, preschool teacher evaluations are not required
Oregon Preschool Promise	Returned to pre-Covid-19 requirements	NA, preschool teacher evaluations are not required
Pennsylvania RTL	NA, site visits not required pre-Covid	NA, no Covid-19 related changes
Pennsylvania HSSAP	NA, no Covid-19 related changes	NA, preschool teacher evaluations are not required
Pennsylvania K4 & SBPK	NA, site visits not required pre-Covid	NA, no Covid-19 related changes
Pennsylvania PKC	NA, no Covid-19 related changes	NA, no Covid-19 related changes
Rhode Island	No	No
South Carolina	Yes ⁴⁶	NA, no Covid-19 related changes
Tennessee	NA, site visits not required pre-Covid	No
Texas	NA, site visits not required pre-Covid	NA, no Covid-19 related changes
Utah	No	NA, preschool teacher evaluations are not required
Vermont	Not reported	Not reported
Virginia	No ³³	NA, no Covid-19 related changes
Washington ECEAP	Yes ³⁷	NA, preschool teacher evaluations are not required
Washington TK	Not reported	Not reported
West Virginia	No	NA, no Covid-19 related changes
Wisconsin	NA, site visits not required pre-Covid	Determined locally ⁴¹
Guam	Yes	NA, no Covid-19 related changes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Was the 2020-2021 school year shortened due to COVID-19?
Alabama	Varied by individual program provider ⁴²
Alaska	Yes ³⁰
Arizona	No ³⁶
Arkansas	No
California CSPP	No
California TK	Varied by individual program provider
Colorado	No
Connecticut CDCC	Varied by individual program provider ⁴¹
Connecticut SR	Varied by individual program provider ³⁸
Connecticut Smart Start	Varied by individual program provider ³⁷
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	No
Hawaii EOEL	No
Hawaii SPCSP	No
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	Determined locally
Kansas	Yes ¹⁵
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Varied by individual program provider ²³
Maryland	No ⁷
Massachusetts UPK	Unknown
Massachusetts Chapter 70	Yes ²⁴
Michigan GSRP	No
Michigan DK	Not reported
Minnesota HdSt	No
Minnesota VPK/SRP	No ⁴¹
Mississippi	No
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No
New Jersey Expansion	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	Varied by individual program provider ²⁶
Oregon Preschool Promise	Varied by individual program provider ³⁷
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee	No
Texas	Not reported
Utah	Varied by individual program provider ³³
Vermont	Not reported
Virginia	No
Washington ECEAP	Varied by individual program provider ³⁸
Washington TK	Not reported
West Virginia	No
Wisconsin	Varied by individual program provider ⁴²
Guam	No

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COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	What did the last day of the 2020-2021 school year look like for state-funded preschool?
Alabama	Mix of remote and in-person preschool
Alaska	Mix of remote and in-person preschool ³¹
Arizona	Mix of remote, in-person, and closed preschool
Arkansas	All preschool programs were physically open
California CSPP	Mix of remote, hybrid model, and in-person preschool
California TK	All programs were required to physically reopen on June 15th, 2021 (some programs may have ended before that date)
Colorado	Mix of remote, hybrid model, and in-person preschool
Connecticut CDCC	Mix of remote and in-person preschool
Connecticut SR	Mix of remote and in-person preschool
Connecticut Smart Start	Mix of remote and in-person preschool
Delaware	Mix of remote and in-person preschool
District of Columbia	Mix of remote and in-person preschool
Florida	Not reported
Georgia	Mix of remote, hybrid model, and in-person preschool ³
Hawaii EOEL	All preschool programs were physically open
Hawaii SPCSP	All preschool programs were physically open
Illinois	Mix of remote and in-person preschool
Iowa Shared Visions	Mix of remote and in-person preschool ³⁴
Iowa SWVPP	Mix of remote and in-person preschool
Kansas	Mix of remote and in-person preschool ⁴²
Kentucky	Mix of remote and in-person preschool
Louisiana 8(g)	Mix of remote and in-person preschool ²³
Louisiana LA 4	Mix of remote and in-person preschool
Louisiana NSECD	Mix of remote and in-person preschool
Maine	Mix of remote and in-person preschool
Maryland	Mix of remote and in-person preschool
Massachusetts UPK	All preschool programs were physically open
Massachusetts Chapter 70	All preschool programs were physically open ²⁵
Michigan GSRP	Mix of remote and in-person preschool ⁴⁵
Michigan DK	Not reported
Minnesota HdSt	Mix of remote and in-person preschool
Minnesota VPK/SRP	Mix of remote, hybrid model, and in-person preschool ⁴²
Mississippi	Mix of remote and in-person preschool
Missouri PP	All preschool programs were physically open
Missouri Pre-K FF	All preschool programs were physically open
Nebraska	All preschool programs were physically open (but some students participated in remote learning)
Nevada	Most schools were physically open
New Jersey Expansion	All preschool programs were using a hybrid model ²⁷
New Jersey ECPA	All preschool programs were using a hybrid model ²⁸
New Jersey ELLI	All preschool programs were using a hybrid model ²⁷
New Mexico	Mix of remote and in-person preschool
New York	Mix of remote and in-person preschool
North Carolina	Mix of remote and in-person preschool
North Dakota	Mix of remote and in-person preschool
Ohio	Mix of remote and in-person preschool
Oklahoma	Mix of remote and in-person preschool
Oregon Pre-K	Mix of remote and in-person preschool
Oregon Preschool Promise	Mix of remote and in-person preschool
Pennsylvania RTL	Mix of remote and in-person preschool
Pennsylvania HSSAP	Mix of remote and in-person preschool
Pennsylvania K4 & SBPK	Mix of remote and in-person preschool
Pennsylvania PKC	Mix of remote and in-person preschool
Rhode Island	All preschool programs were physically open
South Carolina	All preschool programs were physically open
Tennessee	All preschool programs were physically open
Texas	Mix of remote and in-person preschool
Utah	Mix of remote and in-person preschool ³⁴
Vermont	Not reported
Virginia	Mix of remote and in-person preschool
Washington ECEAP	Mix of remote and in-person preschool ³⁹
Washington TK	Not reported
West Virginia	All preschool programs were physically open
Wisconsin	Mix of remote and in-person preschool
Guam	Mix of remote and in-person preschool

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	What did the first day of the 2021-2022 school year look like for state-funded preschool?
Alabama	Mix of remote and in-person preschool
Alaska	Mix of remote and in-person preschool ³²
Arizona	Mix of in-person and closed preschool ³⁷
Arkansas	All preschool programs were in-person
California CSPP	A mix of remote learning, hybrid model, and physically open preschool buildings
California TK	Mix of remote and in-person preschool ²⁸
Colorado	Mix of remote and in-person preschool ⁴¹
Connecticut CDCC	All preschool programs were in-person
Connecticut SR	All preschool programs were in-person
Connecticut Smart Start	All preschool programs were in-person
Delaware	All preschool programs were in-person
District of Columbia	All preschool programs were in-person ⁴⁴
Florida	Not reported
Georgia	All preschool programs were in-person ³⁸
Hawaii EOEL	All preschool programs were in-person
Hawaii SPCSP	Mix of remote and in-person preschool ³⁵
Illinois	All preschool programs were in-person ²⁷
Iowa Shared Visions	All preschool programs were in-person
Iowa SWVPP	All preschool programs were in-person
Kansas	All preschool programs were in-person ⁴³
Kentucky	All preschool programs were in-person
Louisiana 8(g)	All preschool programs were in-person
Louisiana LA 4	Other ¹⁹
Louisiana NSECD	Other ¹⁸
Maine	All preschool programs were in-person
Maryland	All preschool programs were in-person ²³
Massachusetts UPK	All preschool programs were in-person
Massachusetts Chapter 70	All preschool programs were in-person
Michigan GSRP	All preschool programs were in-person ⁴⁶
Michigan DK	Not reported
Minnesota HdSt	Mix of remote and in-person preschool
Minnesota VPK/SRP	Mix of remote and in-person preschool ⁴³
Mississippi	Mix of remote and in-person preschool ²³
Missouri PP	All preschool programs were in-person
Missouri Pre-K FF	All preschool programs were in-person
Nebraska	All preschool programs were in-person ²⁸
Nevada	All preschool programs were in-person
New Jersey Expansion	All preschool programs were in-person
New Jersey ECPA	All preschool programs were in-person
New Jersey ELLI	All preschool programs were in-person
New Mexico	Other ⁴²
New York	All preschool programs were in-person
North Carolina	All preschool programs were in-person
North Dakota	All preschool programs were in-person
Ohio	All preschool programs were in-person
Oklahoma	Mix of remote and in-person preschool
Oregon Pre-K	All preschool programs were in-person
Oregon Preschool Promise	All preschool programs were in-person
Pennsylvania RTL	Other
Pennsylvania HSSAP	All preschool programs were in-person ²⁴
Pennsylvania K4 & SBPK	Locally determined, but in-person expected
Pennsylvania PKC	All preschool programs were in-person ¹⁸
Rhode Island	All preschool programs were in-person
South Carolina	All preschool programs were in-person
Tennessee	All preschool programs were in-person
Texas	Mix of remote and in-person preschool ²¹
Utah	Mix of remote and in-person preschool ³⁵
Vermont	Not reported
Virginia	All preschool programs were in-person ³⁴
Washington ECEAP	Mix of remote and in-person preschool ⁴⁰
Washington TK	Not reported
West Virginia	All preschool programs were in-person
Wisconsin	Mix of remote and in-person preschool
Guam	Mix of remote and in-person preschool ¹¹

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Which preschool children can participate in remote learning?
Alabama	Determined locally
Alaska	Determined locally
Arizona	Hybrid/remote learning is not allowed
Arkansas	Hybrid/remote learning is not allowed ⁴⁵
California CSPP	Determined locally ⁴¹
California TK	Other ²⁸
Colorado	Other ⁴¹
Connecticut CDCC	Other
Connecticut SR	Other
Connecticut Smart Start	Other
Delaware	Determined locally
District of Columbia	Other ⁴⁴
Florida	Not reported
Georgia	Other ³⁹
Hawaii EOEL	Hybrid/remote learning is not allowed
Hawaii SPCSP	Determined locally
Illinois	Hybrid/remote is required for some ²⁸
Iowa Shared Visions	Other
Iowa SWVPP	Determined locally
Kansas	Other ⁴⁴
Kentucky	Other ³⁶
Louisiana 8(g)	Determined locally
Louisiana LA 4	Determined locally
Louisiana NSECD	Determined locally
Maine	Determined locally
Maryland	Determined locally
Massachusetts UPK	Determined locally
Massachusetts Chapter 70	Other
Michigan GSRP	Other
Michigan DK	Not reported
Minnesota HdSt	Determined locally
Minnesota VPK/SRP	Determined locally ⁴⁴
Mississippi	Determined locally
Missouri PP	Hybrid/remote learning is not allowed
Missouri Pre-K FF	Determined locally
Nebraska	Determined locally
Nevada	Determined locally
New Jersey Expansion	Other
New Jersey ECPA	Other
New Jersey ELLI	Other
New Mexico	Determined locally ⁴³
New York	Determined locally ²⁴
North Carolina	Other
North Dakota	Determined locally
Ohio	Determined locally
Oklahoma	Determined locally
Oregon Pre-K	Hybrid/remote learning is not allowed ²⁷
Oregon Preschool Promise	Hybrid/remote learning is not allowed
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Programs must submit a flexible instruction plan to allow for remote options for varying circumstances
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania PKC	Based on programs' submitted flexible instruction plans.
Rhode Island	Other ²³
South Carolina	Only for children in quarantine (public); Hybrid/remote learning is not allowed (First Steps)
Tennessee	Hybrid/remote learning is not allowed
Texas	Other ²¹
Utah	Determined locally
Vermont	Not reported
Virginia	Determined locally
Washington ECEAP	Determined locally
Washington TK	Not reported
West Virginia	Hybrid/remote learning is not allowed
Wisconsin	Determined locally
Guam	Hybrid/remote learning must be offered to all

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Was new or expanded summer preschool program offered due to COVID-19 prior to the 2021-2022 school year?
Alabama	For incoming kindergarteners ⁴³
Alaska	Other ³³
Arizona	Other ³⁸
Arkansas	No ⁴⁶
California CSPP	No
California TK	No
Colorado	No
Connecticut CDCC	For incoming or continuing preschoolers
Connecticut SR	For incoming or continuing preschoolers
Connecticut Smart Start	For incoming or continuing preschoolers
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	For incoming or continuing preschoolers; For incoming kindergarteners
Hawaii EOEL	No
Hawaii SPCSP	Other ³⁶
Illinois	For incoming kindergarteners ²⁹
Iowa Shared Visions	No ³⁵
Iowa SWVPP	No
Kansas	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	No ²⁴
Maryland	For incoming or continuing preschoolers; For incoming kindergarteners
Massachusetts UPK	No
Massachusetts Chapter 70	No ²⁶
Michigan GSRP	No
Michigan DK	Not reported
Minnesota HdSt	For incoming kindergarteners; Other ²⁶
Minnesota VPK/SRP	Other ⁴⁵
Mississippi	For incoming kindergarteners
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No ²⁶
New Jersey Expansion	Other ²⁸
New Jersey ECPA	Other ²⁹
New Jersey ELLI	Other ²⁸
New Mexico	No
New York	No
North Carolina	For incoming kindergarteners
North Dakota	No
Ohio	No
Oklahoma	Other ³⁴
Oregon Pre-K	For incoming or continuing preschoolers; For incoming kindergarteners
Oregon Preschool Promise	For incoming or continuing preschoolers; For incoming kindergarteners
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	For incoming kindergarteners
South Carolina	For incoming or continuing preschoolers; For incoming kindergarteners
Tennessee	Not reported
Texas	No
Utah	No
Vermont	Not reported
Virginia	No
Washington ECEAP	For outgoing preschoolers, funding from a private donor ¹¹
Washington TK	Not reported
West Virginia	For incoming kindergarteners
Wisconsin	No ⁴³
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Which children were eligible for the COVID-19-related summer program?
Alabama	Children eligible for state preschool ⁴³
Alaska	Determined locally
Arizona	Children eligible for state preschool ³⁹
Arkansas	
California CSPP	
California TK	
Colorado	
Connecticut CDCC	Programs prioritized enrollment for (1) children entering kindergarten in the fall 2021 or who were eligible to enter kindergarten in 2020 and who did not have a complete preschool experience, (2) children who were not currently enrolled in a preschool program and (3) children who were not otherwise enrolled in a preschool program in the summer.
Connecticut SR	Programs prioritized enrollment for (1) children who will be entering kindergarten in the fall 2021 or who were eligible to enter kindergarten in 2020 and did not have a complete preschool experience, (2) children who are not currently enrolled in a preschool program and (3) children who will not be otherwise enrolled in a preschool program in the summer. Individual children who have completed kindergarten remotely may also be enrolled to support the child's entry into first grade.
Connecticut Smart Start	Programs prioritized enrollment for (1) children who will be entering kindergarten in the fall 2021 or who were eligible to enter kindergarten in 2020 and did not have a complete preschool experience, (2) children who are not currently enrolled in a preschool program and (3) children who will not be otherwise enrolled in a preschool program in the summer. Individual children who have completed kindergarten remotely may also be enrolled to support the child's entry into first grade.
Delaware	
District of Columbia	
Florida	Not reported
Georgia	Other ⁴⁰
Hawaii EOEL	
Hawaii SPCSP	All age-eligible children; Dual Language Learners; Children with an IEP/IFSP; Children who experienced trauma related to the Covid-19 pandemic; Children at risk of not being ready for kindergarten; Other ³⁷
Illinois	All age-eligible children; Dual Language Learners; Children with an IEP/IFSP; Children who experienced trauma related to the Covid-19 pandemic; Children at risk of not being ready for kindergarten
Iowa Shared Visions	
Iowa SWVPP	
Kansas	The state passed most discretionary ESSER funding directly to districts. Many districts decided locally to offer summer programming.
Kentucky	Some school districts provided summer enrichment programs/services to support school readiness during the pandemic.
Louisiana 8(g)	
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland	All age-eligible children; Dual Language Learners; Children with an IEP/IFSP; Children were required to meet an income requirement; Children who experienced trauma related to the Covid-19 pandemic; Children at risk of not being ready for kindergarten ²⁴
Massachusetts UPK	
Massachusetts Chapter 70	
Michigan GSRP	
Michigan DK	Not reported
Minnesota HdSt	Dual Language Learners; Children with an IEP/IFSP; Children were required to meet an income requirement; Children at risk of not being ready for kindergarten; Other ²⁶
Minnesota VPK/SRP	Dual Language Learners; Children with an IEP/IFSP; Children were required to meet an income requirement; Children at risk of not being ready for kindergarten; Other ⁴⁶
Mississippi	All age-eligible children
Missouri PP	
Missouri Pre-K FF	
Nebraska	
Nevada	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Which children were eligible for the COVID-19-related summer program?
New Jersey Expansion	Determined locally
New Jersey ECPA	Determined locally
New Jersey ELLI	Determined locally
New Mexico	
New York	
North Carolina	All age-eligible children; Dual Language Learners; Children with an IEP/IFSP; Children who experienced trauma related to the Covid-19 pandemic; Children at risk of not being ready for kindergarten ³²
North Dakota	
Ohio	
Oklahoma	Determined locally
Oregon Pre-K	All age-eligible children ²⁸
Oregon Preschool Promise	All age-eligible children
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC	
Rhode Island	All age-eligible children ²⁴
South Carolina	Children were required to meet an income requirement; Children at risk of not being ready for kindergarten (CERDEP/EIA only) ⁴⁷
Tennessee	
Texas	
Utah	Support for summer programs was not provided by the grant/ESA program. However, some grantees chose to offer summer programs on their own.
Vermont	Not reported
Virginia	
Washington ECEAP	All age-eligible children; Dual Language Learners; Children with an IEP/IFSP; Children were required to meet an income requirement; Children at risk of not being ready for kindergarten; Other ⁴²
Washington TK	Not reported
West Virginia	All age-eligible children ³³
Wisconsin	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Additional federal, state, or philanthropic COVID-19 relief funding for state preschool for the 2021-2022 school year
Alabama	None
Alaska	None ³⁴
Arizona	None ⁴⁰
Arkansas	ARP; CARES ³⁶
California CSPP	State (\$11,616,000); ARP (\$429,966,000) ⁴²
California TK	None ²⁹
Colorado	Not reported
Connecticut CDCC	ARP (\$3,500,000); CRRSA (amount unknown) ⁴²
Connecticut SR	ARP (\$3,500,000); CRRSA (amount unknown) ³⁹
Connecticut Smart Start	ARP (\$3,500,000); CRRSA (amount unknown) ³⁸
Delaware	None ²⁷
District of Columbia	ESSER (\$182,000) ³⁶
Florida	Not reported
Georgia	ARP (amount not reported); Other (amount not reported) ⁴¹
Hawaii EOEL	None
Hawaii SPCSP	None
Illinois	ESSER (\$7,500,000); GEERS (\$14,304,937) ²⁹
Iowa Shared Visions	None
Iowa SWVPP	None ³⁷
Kansas	None
Kentucky	State (\$97,694); CARES (\$688,438); CRRSA (\$861,793); ESSER (\$1,169,697); GEERS (\$73,738)
Louisiana 8(g)	None
Louisiana LA 4	CRRSA (\$354,000) ²⁰
Louisiana NSECD	CRRSA (\$416,000) ¹⁹
Maine	None ²⁵
Maryland	State (\$20,000,000); ARP (amount not reported); CARES (amount not reported)
Massachusetts UPK	ARP (amount not reported) ¹⁷
Massachusetts Chapter 70	None ²⁷
Michigan GSRP	ARP (\$121,000,000) ⁴⁷
Michigan DK	Not reported
Minnesota HdSt	State, ARP, CARES (amount not reported)
Minnesota VPK/SRP	Local (amount not reported); CARES (\$20,000,000); GEERS (\$6,470,000) ⁴⁷
Mississippi	ESSER (\$490,262)
Missouri PP	None
Missouri Pre-K FF	Other ⁸
Nebraska	Other ²⁹
Nevada	GEERS (\$1,829,553)
New Jersey Expansion	None ²⁹
New Jersey ECPA	None ³⁰
New Jersey ELLI	None ²⁹
New Mexico	GEERS (\$1,729,906)
New York	CARES (\$105,000,000) ²⁵
North Carolina	CRRSA (\$9,500,000)
North Dakota	ESSER (amount not reported)
Ohio	None
Oklahoma	None ³⁵
Oregon Pre-K	None ²⁹
Oregon Preschool Promise	None ³⁸
Pennsylvania RTL	None
Pennsylvania HSSAP	None
Pennsylvania K4 & SBPK	None ¹⁶
Pennsylvania PKC	None
Rhode Island	ESSER (amount not reported)
South Carolina	ESSER (\$4,894,750 - First Steps); GEERS (\$3,252,479 - First Steps); No (CERDEP/EIA)
Tennessee	None
Texas	Not reported
Utah	None ³⁶
Vermont	Not reported
Virginia	GEERS (\$9,977,390) ³⁵
Washington ECEAP	Philanthropic funds (\$3,903,609) ⁴¹
Washington TK	Not reported
West Virginia	Not reported
Wisconsin	None ⁴³
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '20-'21 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX A: STATE SURVEY DATA 2019-2020

ALABAMA – Alabama First Class Pre-K Program (FCPK)

- ¹ The Office of School Readiness is housed within the Alabama Department of Early Childhood Education (ADECE) under the Governor's Office.
- ² The Alabama First Class Pre-K Program (FCPK) is a competitive grant program administered by the ADECE that provides funding for preschool education for 4-year-olds. FCPK is available in all counties throughout the state and provides funding to start new classrooms, support quality improvements in existing classrooms, and provide extra support to classrooms serving low-income populations.
- ³ Funds for FCPK are provided from the Alabama Education Trust Fund (ETF) Budget and distributed through a competitive process to programs running full-day, school-year programs. Grantees must provide a 25% match to the award and sliding-scale parent fees can be included in the matching funds. There are three levels of grants that can be awarded to pre-K programs: (1) Pre-K Excellence Grants of up to \$46,800 per grant are awarded to aid programs in meeting Alabama's quality standards, and are intended for use by programs that have other primary sources of funding and are renewable on a three-year grant cycle; (2) Pre-K Tiered Grants of \$83,304 to \$96,408 per grant, awarded on a three-year basis are intended to be primary sources of funding, and are awarded to classrooms serving a certain percentage of children receiving free and reduced-price lunch; and (3) New Classroom Grants of \$120,000 per grant are one-year grants awarded to new classrooms for the cost of materials, equipment, furnishings, and one full year of the general expenses of operation.
- ⁴ Enrollment for the 2020-2021 school year was decreased because parents opted to keep children at home due to the COVID-19 pandemic. FCPK had a total capacity to serve 22,284 preschoolers during the 2020-2021 school year.
- ⁵ Of the 256 funded FCPK programs, 59% opened in Fall of 2020 with in-person instruction, 28% opened using a hybrid instructional model, and 13% opened with remote instruction only. Of the 13% remote instruction only programs, 99% of these programs incorporated full in-person instruction or a hybrid instruction model by the Spring of 2021.
- ⁶ Both Part B and Part C engaged in virtual eligibility assessments, so the number of children identified as having disabilities decreased in most programs serving young children.
- ⁷ Funds were also used for lead and auxiliary teacher pay parity required by FCPK. Professional development was offered to Head Start teachers. Classroom and playground enhancement funds were provided. The Ready Rosie platform was provided to enhance family engagement. Online teaching and assessment support through the Creative Curriculum Cloud was provided. Infant and early childhood mental health consultation services were also provided.
- ⁸ The FCPK program is designed to provide a full school day (6.5 hours) of developmentally appropriate instruction and support for 4-year-old children, five days per week, for a recommended 180 days per year. Each program is funded for 187 days to include seven days of professional development for staff. Services beyond 6.5 hours per day are locally determined and may be provided at the parent's expense. Income-eligible families may receive services through the Department of Human Resources, Childcare Management Agency office or the Department of Family and Children's Services subsidized childcare program.
- ⁹ There were program-level adjustments implemented to adhere to federal and local guidance in response to the COVID-19 pandemic, such as hybrid models to include virtual instruction.
- ¹⁰ Children must be 4 years of age on or before September 1 and a resident of the state of Alabama, based on acceptable documentation, such as birth certificates, passports, official medical documents, or official documents from other countries. Children who are 5 years of age and are eligible for kindergarten may not enroll in FCPK. Other locally determined school system boundaries may be applicable.
- ¹¹ Parent fees are not a requirement of the FCPK program. Programs may choose, however, to request parent fees (tuition) based on FCPK guidelines. If a program charges fees, the program must show how all parent fees are reinvested back into the FCPK classroom. No child may be refused access to a FCPK program based on inability to pay. If a child is designated as being served by Title I, migrant or homeless funds, programs should refer to the guidance of their local LEA concerning the charging of fees to these students. Parent fees can be assessed beginning at the 200% FPL and go up to greater than 400% FPL.
- ¹² Except for Head Start classrooms, all classrooms have a 1:9 staff-to-child ratio with a maximum enrollment of 18 students. In Head Start programs, classrooms are allowed to have a 1:10 staff-to-child ratio with maximum of 20 students.
- ¹³ The ADECE is providing some flexibility regarding department expectations for programs to reach maximum enrollment.
- ¹⁴ Classrooms must provide at least lunch. Additional snacks and/or meals are optional but suggested. School meals are healthy meals that are required to meet the Dietary Guidelines for Americans.
- ¹⁵ Screenings are to be provided by a medical professional on site at no cost. OSR has partnered with The Alabama Partnership for Children to offer 2-1-1 Help Me Grow referrals to parents, as needed. Regional Care Coordinators help connect parents with needed services and supports. Physical screenings must be conducted by a medical professional such as a nurse, nurse practitioner or physician's assistant. They must include information regarding height, weight, body mass index and blood pressure. Additionally, the ASQ-3 developmental screener and DECA-P2 were required. Families were provided additional options regarding how screenings could be completed.
- ¹⁶ All nonpublic school programs are encouraged to participate in the USDA food subsidy program. Teachers make referrals to 2-1-1 Connects Alabama/Help Me Grow Alabama. The Help Me Grow Alabama regional care coordinator works to connect the family to local resources such as a home visiting program, behavioral counseling, Part B special education evaluation services, etc.
- ¹⁷ All funded FCPK programs are required to formulate written procedures for addressing issues regarding attendance and tardiness. These procedures should be shared with families during orientation and are also reviewed by the Monitor. Monitors review attendance data monthly and pre-K program directors consult with their Monitor if they have questions concerning child attendance.
- ¹⁸ Alabama's Standards for Early Learning and Development (ASELD) have been redesigned to reinforce the developmental continuum and to complement and coordinate with the Head Start Child Development Learning Framework, Special Education, Part B and C, Home Visiting guidelines and the Alabama Courses of Study, Kindergarten through Second Grade. WIDA Performance Definitions based on the Can-Do Descriptors is included in the Language and Literacy Domain. The standards offer adults who work with children a shared knowledge and understanding of children's development along a continuum, enabling them to create culturally appropriate, individualized goals and work plans that support each child's individual learning styles and abilities.
- ¹⁹ TS GOLD is the required state assessment tool as well as the ASQ-3 Developmental Screener and the PPVT.
- ²⁰ Each classroom is assigned a coach who works directly with teachers on best practices and self-reflection, including incorporating the developmental standards into daily planning and reviewing assessment practices. The standards are vertically aligned with Alabama's Course of Study Standards as well as horizontally aligned with TS GOLD.
- ²¹ Classrooms implement the Alabama First Class Pre-K Framework, which consists of the Alabama Standards for Early Learning and Development, First Class Pre-K Program Guidelines, First Class Pre-K Classroom Guidelines, the ASQ-3 Developmental Screener, and the TS GOLD Assessment. The ADECE reviews curricula to provide guidance on which curricula are most aligned to the Alabama FCPK Framework and Alabama Standards for Early Learning and Development. Regional Directors and coaches must approve all curriculum decisions and purchases. Implementation of curriculum is embedded into the Alabama Reflective Coaching Model that includes effective teaching practices, curriculum content based on early learning standards, and professional development. Classroom guidance and support is provided by First Class Coaches. Monthly leadership training is provided for Regional Directors. It is important to note that FCPK teachers and administrators work closely with coaches and/or program monitors to choose a curriculum that will help a teacher be successful. All curricula must promote appropriate instructional practice and be used as a supplement to the Alabama FCPK Framework.
- ²² The assessment checkpoint dates were adjusted based on the needs in the field. Also, teachers were encouraged to partner with families for data collection and documentation.
- ²³ The AlaKiDs (state Kindergarten entry assessment) checkpoint date has been moved to meet the fluctuating needs of the field due to the COVID-19 pandemic.
- ²⁴ Pre-K teachers are required to have a bachelor's degree in early childhood, child development, or early childhood special education at minimum, regardless of the delivery system. All lead teachers must have 18 hours of coursework in early childhood or child development, at minimum. A new certificate was implemented during the 2016-2017 school year resulting in a Class B Pre-K Certificate (Birth to age 4). To qualify, the candidate must have a bachelor's degree from a 4-year institution and pass the Praxis II 5025, Pre-K Education. In addition, the program must be accredited by NAEYC or submitted for review and approved by the ALSDE. The certificate is valid for five years and is renewable. Pre-service training for lead and auxiliary teachers includes, but is not limited to, New Teacher Training (DAP), Teaching Strategies GOLD Assessment training, DHR Mandatory Reporter training, CLASS training, ASQ-3 Developmental Screener training and Strengthening Families training.

- ²⁵ There were 5 lead teachers with an Ed.S. and 12 lead teachers with waivers.
- ²⁶ All public schools and programs licensed by DHR are required to provide Universal Precautions training, Bullying Prevention, and Mandatory Reporters Training to all staff. Teachers in licensed childcare programs also receive training on (1) child development; (2) health, safety and universal precautions; (3) quality child care and licensing; (4) the child care professional and the family; (5) language development; (6) positive discipline and guidance. Health and safety training is provided through public schools and is also mandatory for licensed child care sites. In addition, during the first coaching visit, coaches provide PD on health and safety.
- ²⁷ ADECE department staff and FCPK teachers were provided additional virtual professional development opportunities focusing on increasing effectiveness of virtual instruction and interactions with children. Professional development experiences varied based on the tools, resources, and virtual learning platforms the teachers utilized in the process of providing instruction. Pre-recorded "how-to" videos were also added to the Department website. The Department also created a new professional development credit system where teachers could submit information based on external PD experiences for credit. This allowed teachers to complete appropriate and current PD experiences that may not come with credit hours and certificates of completion. This process included summaries of the content learned as well as next steps from the teacher how he/she plan to use the learned strategies. The Department shifted the Alabama Early Childhood Education Conference to a virtual experience so that teachers could benefit from high quality learning experiences in both live and pre-recorded sessions with local and national presenters. Additional information regarding pre-K programming was provided in the ADECE, OSR, First Class Pre-K Reopening and Operating Framework and the 2020-2021 ADECE, OSR, First Class Pre-K Remote Instruction Guidance, 1st Nine Weeks and Beyond Addendum.
- ²⁸ The ADECE sponsored Early Childhood Education Conference for 2021-2022 remains virtual. In person trainings are limited to 20 people per room including participants and presenters. All required TS GOLD professional development has moved to a virtual format.
- ²⁹ Individual PD plans are required for lead and auxiliary teachers. FCPK uses a tiered model of coaching so the teacher is continuously setting goals and self-reflecting throughout the year. Most teachers are visited at least once per month. This requirement is written into the Alabama Early Childhood B-8 Coaching Framework, which is applicable for all pre-K teachers.
- ³⁰ Teachers receive coaching based on the Tiered Coaching Model. Each teacher receives monthly virtual and/or in-person coaching support but may also receive more frequent support as needed. New teachers receive training specifically designed for them and are engaged in multiple monthly coaching interactions.
- ³¹ When programs shifted their instruction from face-to-face to virtual, coaching professional development experiences shifted to virtual support where Department coaches participated in classroom virtual learning experiences to gather observation data in order to provide the teachers with an opportunity for reflection and quality feedback based on these experiences. Additional one-on-one individualized professional learning and small group coaching experiences were provided based on the current trends and needs of teachers.
- ³² Policies are in place that require salary parity for non-public lead teachers. Salary supplement is provided for master's degree level teachers.
- ³³ OSR requires programs to pay the CDA salary for auxiliary teachers. If the auxiliary teacher has a higher credential, programs may pay the recommended salary for that credential. It is recommended that local programs develop a new classification to reflect the increased education requirement and increased work expectations of a FCPK auxiliary teacher.
- ³⁴ Alabama also spent \$348,381 for a summer camp program to support 708 outgoing FCPK students.
- ³⁵ At minimum, a 25% in-kind/cash match is required per classroom.
- ³⁶ Structured classroom observations consist of CLASS and a learning environment checklist aligned with ECERS. The learning environment checklist is conducted two times annually. The Department conducts formal pre- and post- CLASS observations on every classroom over the course of a three-year cycle. All classrooms are informally observed with the CLASS tool multiple times each year to support individual teacher growth.
- ³⁷ The data collected from CLASS and DECA-P classroom reflective checklist are used for a variety of purposes, including PD, reflection, state-wide evaluation, and research. During the completion of pre- and post-assessments and observations by a coach for each classroom, data is used as a part of the coaching process to design individualized PD and supports that target the teacher-created goals and action steps. Additional tools used in this classroom observation process can include but are not limited to the following: ECERS, additional DECA-P reflective classroom checklists, and learning environment checklists.
- ³⁸ The Department did not change requirements for classroom observations for programs that provided face-to-face instruction for at least 50% of the students, at least 2 days a week. Classrooms that did not offer face to face instruction received virtual, informal observations using appropriate observation tools such as CLASS.
- ³⁹ CLASS is used to coach teachers on individual PD needs. The coach facilitates goal setting with the teacher. The scores are used at the state level to determine PD needs and coaching priorities. It is used as a formal and informal tool to support teacher goal-setting. CLASS is also used in the P-3 classrooms to create continuity.
- ⁴⁰ Classrooms are visited by Department staff, Regional Directors, monitors and coaches. Programs receive a minimum of one or more visits depending on the level of need. Monitoring and data collection reports are completed every two months on all sites. Desk monitoring is used when programs have shown consistent implementation of classroom and program guidelines. Classrooms receive a site visit by a representative of the Department at least 6 times a year (only refined classrooms). However, on average classrooms receive 12 visits a year.
- ⁴¹ In situations where programs close temporarily due to COVID-19, coaches and monitors are permitted to conduct virtual site visits.
- ⁴² Some programs modified their school calendars based on individual situations and needs, in response to COVID-19.
- ⁴³ The ADECE provided additional funding to programs to offer summer programs. In instances where the number of eligible participants exceeded a site's summer enrollment capacity, children who did not have an in-person instructional experience or who had limited in-person instructional time during the program year were prioritized for enrollment in the summer learning program. 708 students attended FCPK summer programs in 2021.

ALASKA - Alaska Pre-Elementary Programs

- ¹ Of the 54 school districts, one is a public high school boarding school. The 17 grantees are spread across the state, most being in rural and remote areas.
- ² An additional 14 Head Start programs received DEED grant funding and served 784 3-year-old children and 1,232 4-year-old children; 2,016 children total.
- ³ For Pre-Elementary school district programs, in the fall, 9 districts reporting being in-person, 10 were virtual, 3 were hybrid, and 1 provided no services. In the winter, 10 reported being in-person, 9 were virtual, 5 were hybrid, and 1 provided no services. In the spring, 14 reported being in-person, 6 were virtual, and 5 were hybrid. Some districts used more than one model within the reported period.
- ⁴ DEED does not have the data separating children on IEPs attending school district Pre-Elementary programs. In the 17 school districts, there were 275 three-year-old children, 515 four-year-old children, and 64 five-year-old children with active IEPs.
- ⁵ Most of the Head Start programs have both 0-3 and 3-5 year-old programs.
- ⁶ DEED does not have the data for children enrolled. However, of the 17 school districts: 1 has extended day programs, 10 have school day programs, and 6 have part day programs.
- ⁷ Each funded school district determines the hours of operation based on community needs.
- ⁸ Programs may operate in the summer, the school year, or a combination of both.
- ⁹ Preschool operating schedule was locally determined using the [Alaska Smart Start Framework](#).
- ¹⁰ Eligibility is determined locally.
- ¹¹ DEED does not collect data on those districts requiring tuition other than identifying which districts require tuition at some or all their locations. 3 of 17 districts report charging tuition.
- ¹² All programs follow state Pre-Elementary statute and regulations. Support services include parenting support or training, health services for children, and nutrition information. Pre-Elementary programs providing special education services must follow Individuals with IDEA requirements.
- ¹³ Pre-Elementary grantees are required to use TS GOLD and may access it online at DEED's expense. The only exception is grantees with programs that run for 8 weeks in the summer.
- ¹⁴ DEED provides funding to non-profit agencies that provide support and instruction on the understanding and use of Alaska's Early Learning Guidelines. Additionally, in

- FY21, DEED funded a pilot program for two school districts and one Head Start program to participate in Alaska's QRIS.
- ¹⁵ Curriculum decisions are made locally. The only requirement is in regulation and states the curriculum must be in alignment with Alaska's Early Learning Guidelines.
 - ¹⁶ Pre-Elementary school year programs must use Teaching Strategies GOLD, but summer programs use a developmental check-list that is aligned with the ELG's.
 - ¹⁷ Fall assessments were cancelled. Spring assessments were required if programs were in-person for all the semester; if they were in-person for "most or some of the semester," it was a local determination to complete assessment, and it was canceled for those providing services virtually.
 - ¹⁸ The kindergarten entrance assessment was cancelled in 2020-2021 school year.
 - ¹⁹ There are no state pre-service training requirements as listed above, other than a "person employed by or on behalf of a school district to teach special education to a preschool child with a disability, who does not hold an endorsement in early childhood special education, must have completed six semester hours in early childhood special education in addition to the requirements in (a) of this section." For more information, see this [link](#).
 - ²⁰ DEED requires all Lead Teachers in public schools have an initial, professional, or master teacher certificate.
 - ²¹ Go to [here](#) for the regulation addressing teacher assistant/paraprofessional requirements.
 - ²² Regulation 4 AAC 04.22 states a paraprofessional has the option of earning higher education hours or taking a test. For more information, see [link](#).
 - ²³ In general, there were more opportunities and time for use of virtual platform to attend trainings. Anecdotally, there was an increase in professional development opportunities and attendance of trainings.
 - ²⁴ Alaska regulations state school district lead teachers who are not performing well in 2 or more areas of evaluation must have an annual professional development plan to guide improvement. Paraprofessionals (assistant teachers) are required to have an annual evaluation; an annual evaluation must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals.
 - ²⁵ Coaching and mentoring services are provided to some school district Pre-Elementary programs on a voluntary basis through a non-profit agency that DEED provides funding to. Some individual districts have internal coaching and mentoring systems.
 - ²⁶ The state does not require the parity; the unions in the school districts do. There are a few districts that do not have unions and parity is locally determined.
 - ²⁷ State funded Head Start and Early Head Start expenditures for FY21 totaled \$6,799,956.
 - ²⁸ All districts get the same amount in the competitive RFP process. Changes in the amount may occur due to availability of funds and demonstrated need.
 - ²⁹ Pre-Elementary grantees are asked to address how they implement structured observations of their classroom quality in their grant applications; however, they are not required to report the data. It is at their discretion which tools/process, the frequency, and classrooms they will use.
 - ³⁰ This was determined locally and based on the rate of spread in the community. DEED provided guidance through Alaska Smart Start.
 - ³¹ The service model was determined locally and based on rate of infection.
 - ³² Most programs started in-person, a few of those opened a week to four weeks late. There is not a current count of which did not open until later or who are still not open or in-person. That information will be collected at the end of the year.
 - ³³ All grantees had an option to expand or offer new summer programming if they had the funding for it. Districts that have not offered summer programs had the option to continue services into the summer. The target age was at the discretion of the local LEA as long as it was within the 3-5 range.
 - ³⁴ Each school district received additional funds. There was no earmarking for Pre-Elementary programs. Use of funds was locally determined.

ARIZONA - Quality First Scholarships

- ¹ First Things First (FTF) was designed to meet the diverse needs of Arizona communities. Decisions about which early childhood strategies will be funded, such as Quality First (QF) Scholarships, are made by 28 [Regional Partnership Councils](#) composed of community volunteers.
- ² In total, the number of children birth through five who participated in both centers and homes served through QF Scholarships is 5,863 children. In addition to the 3,630 preschool-aged children attending center-based programs, 184 preschool children were served in homes (59 three-year-olds, 92 four-year-olds, and 33 five-year-olds). In 2020-2021, 2,054 children under the age of three were also included in QF Scholarships in centers (411 infants, 626 one-year-olds, and 865 two-year-olds) and homes (28 infants, 56 one-year-olds, and 70 two-year-olds). Age and group settings breakdowns do not add up exactly as some children may have attended in multiple settings and/or had birthdays mid-year and were counted in two age groups.
- ³ While funding levels did not change much, the number of children only include those receiving in person, on-site services. Additional children were served through virtual services, but those data were not collected.
- ⁴ In addition to center based programs, children with IEPs and IFSPs were also served in home-based settings (1 two-year-old and 3 four-year-olds). These numbers only reflect the counts for those children who are receiving a preschool experience through First Things First (FTF). Arizona does not offer state funded preschool from the General Fund. The numbers reflected here do not include children under Part B being serviced by ADE with 619 funds. The Arizona Department of Education (ADE) publicly displays this data on their website. However, there is currently no mechanism in place to un-duplicate the children with IEPs reported by FTF with that of ADE.
- ⁵ A part time QF Scholarship can be blended with a part time Head Start program to offer a full day of service.
- ⁶ For those programs and children using the state identified on-going progress monitoring tool, the number of children enrolled in certain programs (i.e., special education, head start, etc.) is a data set captured within the tool. These data are also captured for any student in the ADE system with a Unique identifier.
- ⁷ In addition to center based programs, children are also served in home-based settings. Under 100% FPL – 65 children (16 three-year-olds and 40 four-year-olds), 100% - 149% FPL - 56 children (21 three-year-olds and 24 four-year-olds), and 150% - 200% FPL - 63 children (22 three-year-olds and 28 four-year-olds). Numbers do not add up to the enrollment total because some children may have attended in multiple settings and/or had birthdays mid-year and were counted in two age groups.
- ⁸ The children served in an unknown location may include programs on Tribal lands. Numbers do not add up to the enrollment total because some children may have attended in multiple settings and/or had birthdays mid-year and were counted in two age groups. In addition, 139 infants and toddlers were served in public centers; 1,916 infants and toddlers were served in private centers (1,765 were center-based and 153 were home based); and 1 child was served in an unknown home-based setting.
- ⁹ Arizona defines full time and part time differently. Full time is at least 93 hours per month, at least 8 days in a month, and a total of 1,120 hours annually. Part time is defined as at least 34 hours per month, at least 8 days in a month, and a total of 400 hours annually. The breakdown exceeds the total enrollment because there are some children counted as both full and part time during the year depending on their schedule each month.
- ¹⁰ The program is based on minimum monthly and annual hours, not daily hours. The state does not dictate the annual operating schedule, but programs must operate a minimum of 400 instructional hours annually (9-, 10-, 11-, or 12-months), 34 hours per month, and 8 days per month to receive reimbursement for a part time QF Scholarship. This assumes a minimum of 2 days per week. To receive reimbursement for a full time QF Scholarship, children must be enrolled for a minimum of 93 hours per month, 1,120 hours annually, and a minimum of 8 days per month.
- ¹¹ Although there were no changes to the operating schedule, there were accommodations made to support continued funding. The numbers identified represent those that met the operating schedule. Financing was provided for programs operating a variety of schedules in person, virtual, or other.
- ¹² Arizona does have provisions in statute for early entry to kindergarten with an age cut-off of five by December 30th on a district by district basis.
- ¹³ Eligibility to participate in QF Scholarships includes age requirements and income requirements. Age requirements only include children birth through five years of age, not eligible for kindergarten. Family income eligibility only include families earning 200% of FPL or below.
- ¹⁴ Eligibility is re-determined each state fiscal year based on the child's age and the family's income. Once deemed eligible, children remain eligible for the entire state fiscal year. Children who are deemed ineligible at the start of a new state fiscal year are dis-enrolled from the program.
- ¹⁵ Group size and teacher-child ratio are based on the age of the youngest child in attendance. Ratios and group sizes are assessed every other year in all classrooms during the Quality First rating process. Starting in SFY 22, ratios and group sizes will no longer be assessed by Quality First but will continue to be assessed by the Department of Health Services, Bureau of Child Care Licensure.

- ¹⁶ State childcare licensing regulations require the following: children enrolled two to four hours receive one or more snacks; children enrolled four to eight hours receive one or more snacks and a meal; children enrolled nine or more hours receive two snacks and a meal. These requirements are only specified for in-person learning.
- ¹⁷ Programs participating in Quality First and QF Scholarships must have a written procedure for both screening and referring children for additional services as part of their Quality First rating. Programs may provide screening themselves or refer families to receive screening from other organizations.
- ¹⁸ As part of the Quality First Rating (required for participation in QF Scholarships), programs are assessed every 24 to 27 months on kindergarten transition activities, involvement of parents in ongoing progress monitoring, parent conferences and/or home visits, and their screening/referral policy.
- ¹⁹ Programs make decisions on which preschool assessment tool to use in their program. The tool must be aligned with the Arizona Early Learning Standards and the Infant Toddler Developmental Guidelines. Please note that any preschool program under the administrative purview of the ADE must use the State Board Approved Ongoing Progress Monitoring tool. Although it may not be a requirement for children on FTF scholarships it is a requirement. The ADE offers an introduction to the standards training as well as in depth training on each of the sections of the standards. Coaching content may also include support for the implementation of the ELDS.
- ²⁰ The ADE provides [online resources](#) to support programs in selecting a curriculum. Early Care and Education programs participating in QF Scholarships are assessed every 24 to 27 months on the alignment of their curriculum with the Arizona ELDS and Infant Toddler Developmental Guidelines. The curriculum assessment also includes a requirement to include curriculum learning objectives for children, and any modifications to the curriculum made for individual children if there are children enrolled with special needs in the classroom. In addition, programs receive on-site technical assistance on a monthly basis that can include support in curriculum implementation.
- ²¹ Any preschool program under the administrative purview of the Arizona Department of Education must use the State Board Approved Ongoing Progress Monitoring tool. Although it may not be a requirement for children on FTF scholarships it is a requirement for preschools overseen by ADE (SPED, Title I, etc.).
- ²² Under the Move On When Reading Legislation, K-3 Benchmark data relative to early literacy resumed on its normal schedule along with school and district reporting requirements. The use of a KEA for the 2021-2022 is voluntary, but its schedule of use was not impacted.
- ²³ The minimum requirement is that 25% of lead teachers and administrators have at least 12 college credit hours in early childhood or related fields or a Certificate of Completion in ECE or CD, or a CDA. However, all programs must have a minimum star rating based on the Quality First assessment to participate in QF Scholarships.
- ²⁴ Fifty percent of QF Scholarships assistant teachers must have a minimum of six months of experience working in an early care and education program. However, all programs must have a minimum star rating to participate in the state-funded preschool. The Arizona Department of Health Services, Bureau of Child Care Licensing includes training requirements that all programs are responsible to meet.
- ²⁵ QF Scholarships requirements for ongoing PD are aligned with the State Licensing standards. All programs participating in Quality First Scholarships that also have a contract with the Arizona Department of Economic Security to accept child care subsidy must meet the health and safety requirements identified in the CCDBG re-authorization of 2014.
- ²⁶ Monthly coaching is provided to all early care and education programs participating in QF Scholarships. The coaching can be used to support teachers, assistant teachers, and administrators, and includes the review of assessment reports. While the coaching is required, the audience (teacher, assistant teacher, administrator) receiving the coaching is not dictated by the state.
- ²⁷ Virtual coaching was offered at the end of 2019-2020 and throughout 2020-2021. On-site coaching was offered in some programs during the end of 2020-2021.
- ²⁸ All participants of QF Scholarships receive an annual financial incentive based on their star rating and program size. Annual financial incentives could be used on recruitment and retention supports for program staff.
- ²⁹ In addition to three- to five-year-olds in center-based settings, QF Scholarships operates in home settings and serves children 0 - 3 years of age. Additional expenditures from state sources include: Homes (3-5 year old children) - \$711,947 & Centers and Homes (Infants and Toddlers) - \$13,202,704. The total expenditure was \$28,411,012.
- ³⁰ Programs implementing faith-based instruction have QF Scholarships that families can transfer to any program that they would like, while QF Scholarships at non-faith-based programs are not transferable. All participating programs must be regulated by the state, military, or tribal authority.
- ³¹ All programs are assessed on Staff Qualifications, Administrative Practices (Ratios/Groups Sizes and Retention), and Curriculum/Child Assessment using the Quality First Points Scale, developed by FTF. All programs participating in QF Scholarships must also participate in Quality First, Arizona's QRIS. Each program receives a program assessment every 24 to 27 months that includes assessments in one-third of the total number of classrooms randomly selected at the site using the ERS-R (ITERS-R, ECERS-R, FCCERS-R), the CLASS (Toddler, Pre-K), and the Quality First Points Scale that includes reviewing curriculum, child assessment, ratios and group sizes, staff qualifications, staff turnover, policies for kindergarten transition, and screening/referral. The assessments are used to determine if the program is eligible to participate in QF Scholarships and to support the program in improving or maintaining quality.
- ³² Formal program assessments were paused during the entire 2020-2021 school year. However, where possible and within safety guidelines, informal on-site observational assessments were offered to programs.
- ³³ During the 2021-2022 school year, formal assessments resumed starting September 13, 2021. Formal assessments have also changed for this school year and moving forward. The rating scale has also changed starting 2021-2022 school year and moving forward.
- ³⁴ The state contracts with an organization to conduct all the assessments in QF. The state requires that all assessors must meet the reliability as identified by the tool. In addition, ongoing reliability checks are required every 10th assessment an assessor conducts. The ongoing reliability checks must be conducted in tandem with an assessor supervisor or assessor trainer to ensure ongoing reliability in use of the tool. Assessors that fall below the reliability as required by the tool cannot conduct assessments.
- ³⁵ While changes to the policy for monthly TA visits was not changed, there was flexibility in how those site visits occurred. Some occurred virtually and some were paused. During the 2021-2022 school year, it was expected that visits resume as normal, however, there are still some programs that are closed and some that are not allowing external visitors due to COVID-19. TA visits are adjusting to the needs/requirements of the program.
- ³⁶ While the expectations of dosage/schedule remained the same, QF Scholarships maintained funding resources for programs for a variety of operating schedules.
- ³⁷ The majority of programs were physically open and operating. A small percentage (less than 10%) were not open due to sovereign government executive orders.
- ³⁸ Quality First Scholarships operates on a full year calendar. Programs that operate 12 months have been and continued to be eligible to operate over the summer. Many programs that operate less than 12 months did not open before their typical start date.
- ³⁹ Any child deemed eligible based on the existing eligibility criteria were eligible to participate over the summer.
- ⁴⁰ While QF Scholarships did not receive any federal COVID-19 relief funds, Quality First did. The funds allowed for the enrollment of 800 new programs in Quality First, the state's QRIS. These programs will not be eligible to participate in QF Scholarships but will be eligible to receive tiered reimbursement for state subsidy based on their star rating in Quality First.

ARKANSAS - Arkansas Better Chance (ABC)/Arkansas Better Chance for School Success (ABCSS)

- ¹ State funding is provided through the Arkansas Department of Education (ADE) - Division of Elementary and Secondary Education (DESE). The State Board of Education must be informed of and/or approve grant awards, program standards/regulations and the impact of these services as they relate to school readiness.
- ² All 234 school districts have access to the Arkansas state funded preschool program.
- ³ School districts classified as being low performing, appearing on the Needs Improvement Priority School list, or where more than 75% of fourth graders score below proficient on benchmark exams, are required to work with the Arkansas Department of Education (ADE) Division of Elementary and Secondary Education (DESE) and the local community to establish, promote, and assist in the development of an ABC Pre-K program. Awarded funding goes to either the school district or a community provider in the identified locations.
- ⁴ The enrollment total does not include children who received only ABC home-visiting services. Children who are dually served in center-based care and home visiting are included in the enrollment total. All 14 five-year-old children are enrolled through a waiver process, which may be due to a disability, severe development delay, or the child is in foster care and needs more time to prepare for kindergarten.
- ⁵ All ABC Programs were open to serve children in-person for the 178 days. If a physical closure of a program due COVID-19 occurred, then the programs followed the guidance of the Arkansas Department of Health and CDC. During required quarantine periods the ABC programs followed their approved Ready For Learning Plan by providing families with learning materials and supplies, support and guidance in order to continue the children's early childhood education remotely.

- ⁶ Comparing the beginning weeks of Fall 2020 to the concluding weeks of Spring 2021, the Arkansas state funded preschool program experienced an approximate increase of 25% in the enrollment of children attending in-person early childhood instruction settings.
- ⁷ All children enrolled in an ABC program receive an annual developmental screening to identify individual developmental delays and/or educational deficiencies. Identified children are referred for special education services through either the regional Education Service Cooperative or the local school district. The team of parents, early childhood staff, and special education professionals collaboratively develop plans to design the individualized early intervention service components for eligible students.
- ⁸ The number of children dually enrolled in the state preschool and Head Start programs is unknown, but there are several Early Head Start and Head Start programs that are ABC grantees.
- ⁹ ABC programs may utilize the state (DESE-ABC) established annual fee schedule and sliding fee scale to determine eligibility of families with incomes between 200% and 250% FPL. Families who qualify for enrollment under a sliding fee scale pay fees directly to the local program. The amount of parent co-pay as determined by DESE-ABC is deducted from the reimbursement to the program. If the ABC programs have available space to serve additional children, those families with incomes above the 250% FPL are private pay and supported with funds other than state ABC.
- ¹⁰ All state-funded preschool services are mandated to operate for a minimum of 7 hours per day and 178 days per year. This is considered the regular school day and not an extended day in Arkansas. The local ABC program operating schedule typically reflects the annual operating schedule of the local school district.
- ¹¹ Kindergarten-age eligible children may enroll in preschool contingent on the DESE-ABC team reviewing and approving the child waiver containing the supporting documentation and IEP if applicable. The Kindergarten Child Waiver must be approved by the DESE-ABC team prior to enrolling the child in an ABC program.
- ¹² The \$10 Million (Arkansas Better Chance) funding uses other individual child or family characteristics to determine eligibility and can serve children beginning at birth. Children eligible to participate in an ABC program shall have at least one of the following characteristics: family with gross income not exceeding 200% FPL; a parent without a high school diploma or GED; low birth weight (below 5 pounds, 9 ounces); parent who was under 18 years of age at birth of child; immediate family member with a history of substance abuse; a demonstrable developmental delay identified through screening; eligible for services under IDEA; income-eligible for Title I programs; limited English proficiency; a parent who has a history of abuse or neglect, or who is a victim of abuse or neglect; meets the state homeless criteria; is in foster care; or has an incarcerated parent. The \$104 Million (Arkansas Better Chance for School Success) funding uses income eligibility and targets children ages 3 and 4 years old or those children who are not eligible for kindergarten without an approved waiver. To be eligible to participate in the ABCSS program, the family must have a gross income not exceeding 200% FPL and the child must be age-eligible. A sliding fee scale applies to families with incomes between 200% and 250% FPL.
- ¹³ The maximum class size for each age group of ABC children cannot exceed the classroom's licensing capacity at any time.
- ¹⁴ The classroom size and ratios have not changed. The focus is on creating smaller group sizes within the learning space to allow teachers to have quality interactions with smaller groups of children to mitigate transmission.
- ¹⁵ The age appropriate health/well child screenings include the age appropriate Early Periodic Screening and Diagnosis Treatment (EPSDT) screening, hearing and vision assessments. The complete health/well child screenings should be completed every two years while the child is in the ABC program.
- ¹⁶ Children who are identified with developmental delays and/or educational deficiencies must be referred to Early Childhood Special Education within seven calendar days of the date of screening.
- ¹⁷ Each ABC program is required to create and implement a local Parent Engagement/Involvement Plan including a minimum of two parent-teacher conferences, an open door policy, and opportunities for parents to have input in their child's educational decisions. Each ABC program is also required to create and implement a local Transition Plan to Kindergarten.
- ¹⁸ ABC programs are required to take daily child attendance and record in the Data Management System. The state office reviews and analyzes the program data on a monthly frequency.
- ¹⁹ In addition, the Arkansas ELDS includes: Emergent Literacy based on the Science of Reading, Mathematical Thinking, Science and Technology, Social Studies, and Creativity and Aesthetics. The ELDS are linked to all the approved KEAs.
- ²⁰ ABC programs are required to use the Work Sampling System (WSS) - Pearson Assessments for every child enrolled. The ABC teaching staff continuously assess children's progress by monitoring their skills, knowledge, behavior, and accomplishments. Teachers evaluate a child's progress in each of the WSS domains three times during the year - in the Fall, Winter, and Spring. WSS is curriculum neutral and has been aligned with the Arkansas ELDS. Additionally, the state has an approved list of developmental screening instruments that programs use to conduct a routine annual developmental screening on each child to identify developmental delays and/or educational deficiencies.
- ²¹ The state strongly supports the ELDS and has approved these standards via the Arkansas Early Childhood Commission, which is an advisory group. The state manages and initiates professional service grants with contractors to disseminate training and technical assistance statewide for early childhood providers.
- ²² ABC funding awarded to programs may be used for technical assistance (TA) to support curriculum implementation. The use of funding for curriculum TA is a decision made at the local level. The state supports and makes available to all ABC programs professional development opportunities that offer enhancements to any curriculum.
- ²³ The Pre-K R.I.S.E (Reading Initiative for Student Excellence) was launched in the Spring of 2021 to strengthen the focus of foundational literacy in pre-K programs. ADE provides the supplemental foundational literacy curriculum that is based on the Science of Reading to enhance their comprehensive curriculum's pre-reading skills.
- ²⁴ All ABC programs continued to receive training, coaching, and support from the child assessment specialists via on-line platforms. The programs continued to collect, assess, and evaluate children's progress in each of the WSS domains for the three collection periods (Fall, Winter, Spring). Classroom teachers supported the individual child's learning and needs both in the classroom and/or communicating with the family of those children working remotely due to COVID quarantine.
- ²⁵ Lead teachers are required to have a minimum of a bachelor's degree in Early Childhood Education or Child Development. For programs with multiple classrooms, one lead teacher is required for every three classrooms and the other two classroom teachers shall hold, at minimum, an AA in Early Childhood Education or Child Development. The lead teacher employed by public schools must hold a standard Arkansas teacher license with an early childhood certification.
- ²⁶ Teachers who do not have one of these pre-service specializations are put on a two-year staff qualification plan (SQP).
- ²⁷ The "Other" category includes those teachers who may have three years of college with a Certificate of Proficiency and are working to obtain a four-year degree.
- ²⁸ To serve as a paraprofessional/assistant teacher in the ABC program, teachers are required to either complete the CDA credential or have an associate degree in early childhood education (ECE) or child development (CD). If an assistant teacher has an AA in another subject, they must complete a minimum of 12 credit hours in ECE/CD. The Birth to Pre K Credential and Technical Certificate in ECE/CD are also options for the state-funded preschool program. The Technical Certificate requires 24 Early Childhood Education coursework hours in ECE and/or CD.
- ²⁹ The state contracts with state agencies to provide professional development and technical assistance opportunities for preschool staff. ABC teachers are required to receive early childhood training in the areas of Arkansas Child Development and Early Learning Standards: Birth through 60 Months.
- ³⁰ The preschool staff were provided opportunities through the state professional service grants with state agencies and other approved providers to obtain professional development in a variety of delivery systems including virtual on-line platforms.
- ³¹ The teachers and paraprofessionals in public and non-public school settings are strongly encouraged to have a written, individualized annual professional growth goal (PGG) and develop a professional development plan to support their PGG.
- ³² Classroom-embedded support is not required by state policy but is encouraged at the local level. Technical assistance and coaching are available for the Environmental Rating Scale (ERS) and for implementing the on-going state assessment system using anecdotal recording and observation. Early childhood professional development opportunities and coaching are offered for all areas of the ELDS to support teachers and/or paraprofessionals in achieving continuous quality improvement and meet the required hours and courses to maintain program standards.
- ³³ During the 2020-2021 program year the ERS annual assessments were waived. Teaching staff were provided virtual professional development through LearnERS CQI Coaching Framework.
- ³⁴ Salary parity is highly recommended and was initially expected. Because the program has been flat funded with minimal increases, the preschool salary schedule may vary across the state. Many programs pay the preschool teachers on a comparable pay scale as other K-2 teachers and assistant teachers depending on their educational level and credentials.
- ³⁵ The state issued ABC grantees the fully awarded amounts with the intent and expectations that the programs would continue to provide early childhood services for the

children and families, adhere to the employment agreements/contracts of the preschool staff, and maintain a sanitized facility.

- ³⁶ All Licensed Child Care Facilities in the state, including the ABC providers, received CARES funding which was distributed by DHS - Division of Child Care and Early Childhood Education (DCCECE). Other funding such as Child Care Development Funds (CCDF) and Head Start provided the support to serve additional children in the preschool programs.
- ³⁷ Funding sources by local school districts and philanthropies provides the support to serve additional children in the preschool programs.
- ³⁸ All ABC programs are required to have a 40% local match. The local match may be cash or in-kind.
- ³⁹ Several of the Education Service Cooperatives ABC grantees write and manage the grant for state funds on behalf of the local school districts. The Education Cooperative establishes the services, management, and oversight of the operations for the preschool program on behalf of the local school district. One of the higher education institution ABC grantees writes and manages the grant on behalf of the local school districts, local community programs, and family care homes. The higher education institute establishes the services, management, and oversight of the operations for the preschool programs.
- ⁴⁰ Typically, the facilities with ABC classrooms are observed on a two year cycle. The professional development opportunities, technical assistance, coaching, observations and assessments for the ECERS-3 are conducted by a state agency contracted by the state. The contracted agency employs, trains, ensures reliable and validated personnel are in place to provide the services.
- ⁴¹ The state is utilizing the ECERS-3 for all ABC preschool classrooms observations and assessments. Preschool teachers and paraprofessionals participate in professional development opportunities, receive technical assistance, and classroom coaching for the ECERS-3.
- ⁴² The delivery system for professional development, technical assistance, and coaching for the ECERS-3 changed from face-to-face to on-line platforms due to the COVID-19 restrictions. During 2020-2021, the ERS/ECERS classroom assessments were postponed to provide the teaching staff with additional training, coaching, and technical assistance.
- ⁴³ ERS/ECERS observations and classroom assessments are conducted by a state funded contractor who employs, trains, ensures reliable and validated personnel.
- ⁴⁴ The ABC Office monitors the programs in collaboration with the DHS Licensing Unit. The DHS Licensing Specialists focus on the teacher-child ratios and other programmatic areas of review that are pertinent to the ABC program then communicates the information to the specific ABC Specialist. The ABC Specialists conduct on-site and/or desk monitoring, provides technical assistance and support to the programs. Classrooms are observed and teaching staff are provided technical assistance as requested and/or when areas of noncompliance and program improvement are identified.
- ⁴⁵ Remote learning will be instituted with ABC children only if the child is required to quarantine, classroom and/or center closures are required by the Arkansas Department of Health due to COVID-19, or events of a natural disaster causing a closure.
- ⁴⁶ The ABC programs collaborated and were able to participate with the DHS-DCCECE funded Summer Program providing services for early childhood education and care.

CALIFORNIA – California State Preschool Program (CSPP)

- ¹ Overall, total CSPP enrollment dropped by 64,195 children from 141,919 children in the 2019-20 school year to 77,724 children in the 2020-21 school year.
- ² In September 2020, the in-person attendance percentage was 34.21%. In March 2021, the in-person attendance percentage was 42.25%. The September 2021 in-person percentage was 91.19%.
- ³ The CDE is in the initial stages of a long, multi-year process to develop a new data system which would have unique identifiers. This system would enable the collection and reporting of dual enrollment data for CSPP and Head Start programs.
- ⁴ This data represents what parents list on the enrollment form as being their child's native language. However, since only one language can be listed, and anecdotes indicate that parents want their child's English knowledge reflected, this number does not necessarily reflect home language.
- ⁵ The October 2020 enrollment data is by location of the agency with administrative/ fiscal responsibility.
- ⁶ Some of the children receiving extended day programs are participating in school day programs. CDE funds CSPP part-day and full-day services. Part-day programs are funded to operate between three and less than four hours per day, and 175 to 185 days per year, unless the contract specifies a lower number of minimum of days of operation. A CSPP contractor must serve a CSPP-eligible child under four hours per day to earn a half-time reimbursement rate. Full-day CSPP programs are funded to operate for the number of hours needed to meet the needs of the community for a minimum of 246 days per year unless the contract specifies a lower number of minimum days of operation. A CSPP contractor must serve a CSPP-eligible child from four hours to under 6.5 hours per day to receive a three-quarters-time reimbursement rate, 6.5 hours to under 10.5 hours to receive a full-time reimbursement rate, and 10.5 hours and over to receive a full-time plus reimbursement rate.
- ⁷ The state did not require the state-funded preschools to operate differently, but several laws during the COVID-19 pandemic allowed them to operate differently. Due to COVID-19, many contractors may have shut down or reduced operating hours to meet the cleaning and sanitation requirements. Some state-funded part-day preschools resumed hybrid operating schedules to serve as many children as possible; however, full-day programs are required to operate at a full-day schedule to meet the needs of the families in the community. Any child not receiving in-person services, due to capacity limitations from the state or local public health department or the family's choice to shelter in place, was offered distance learning opportunities.
- ⁸ The minimum age for CSPP eligibility is 3 by June 30 of the fiscal year they would be enrolled. CSPP-eligible 3-year-old children are defined as those who will have their 3rd birthday on or before December 1st of the fiscal year in which they are enrolled in a CSPP. Children who turn 3 years old in the FY between December 2nd, inclusive and June 30th, inclusive may be enrolled in CSPP on or after their 3rd birthday per CA EC Section 8205(aa). CSPP-eligible 4-year-old children are those who will have their 4th birthday on or before December 1st of the fiscal year in which they are enrolled in a CSPP per CA EC Section 8205(ab). Priority for CSPP is given to 4-year-olds who are not enrolled in Transitional Kindergarten (TK).
- ⁹ Families must meet at least one of the following eligibility criteria to be enrolled in CSPP: 1) income eligible (at or below 185% SMI), 2) receiving cash aid, 3) homeless, or 4) have a child who is receiving child protective services or is at risk of abuse, neglect, or exploitation. Full-day services are provided based on family employment, vocational training, homelessness, and parental incapacitation. For full-day CSPP, families must also establish at least one of the following needs for care: employment/ seeking employment, education or vocational training, homelessness, or parental incapacity.
- ¹⁰ Neglected or abused children who are recipients of Child Protective Services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency may be excluded from paying family fees for up to 12 months (CA EC Section 8253). CalWORKs cash-aided (TANF) families are excluded from paying the family free (CA EC Section 8253). Families do not pay family fees for their CSPP-eligible children to receive part-day CSPP services. (CA EC Section 8253). Family fees were waived for all families with CSPP-enrolled children for July-August 2020 and for families with CSPP-enrolled children when the family was not attending in person and receiving distance learning from September 2020-June 2021 due to the COVID-19 pandemic. For more information, visit: [MB 20-05](#) and [MB 20-19a](#).
- ¹¹ A part-day CSPP contracting agency has 120 calendar days prior to the first day of the beginning of the new preschool year to certify eligibility and enroll families into their program (CA EC Section 8208). In February 2021, the CDE issued MB 21-04 and its revised 12-Month Eligibility Implementation Guidance to provide specificity and clarity regarding implementation of 12-month eligibility. For more information, visit [MB 21-04](#). Full-day and part-day CSPP contractors at initial certification or recertification shall certify services for not less than 12 months and consider the family to meet the eligibility and/or need requirements for not less than 12 months. Although a family's eligibility is valid for no less than 12 months, families will only receive services through the end of the part-day CSPP program year. Once a family is determined to be eligible for full-day CSPP, they may receive full-day CSPP services for the program year unless their income exceeds the 85 percent of SMI eligibility threshold, and the family lacks another basis for full-day CSPP eligibility.
- ¹² Although there is no limit to class size, programs typically enroll 24 children in a classroom. If groups of children of varying ages are commingled, the teacher and adult ratios shall be proportionate and appropriate to the ages and groups of children. In CSPP classrooms, the staffing ratio for children 3-to 6-years-old is 1 adult to 8 children and 1 teacher for 24 children (pursuant to CA EC Section 8241). When CSPP-enrolled children are commingled with TK-enrolled children in a blended TK classroom, the required ratio is 1 adult to 8 children (pursuant to CA EC Section 48000(h)).
- ¹³ Some CSPP contractors may be required to continue adhering to group size restrictions, dependent upon their local public health guidance or order related to the COVID-19 pandemic and specific to early education or childcare. In January 2021, the CDE issued MB 21-02 requiring CSPP contractors for the remainder of FY 2020-21 to maintain at least the following ratios in all CSPP centers: 1:8 adult-child ratio and 1:24 teacher-child ratio. For more information, visit [MB 21-02](#).
- ¹⁴ Contractors must provide meals and snacks that meet nutritional requirements specified by the federal CACFP or the National School Lunch Program. In the 2020-21

- school year, refer to the Nutrition Services Division [MB SNP-11-2020](#) published in November 2020.
- 15 Full physical exam includes vision and hearing screenings; other health screenings are determined locally. If screenings are not provided by parents, local programs must address them.
 - 16 The CDE collects aggregate attendance data (not child level) on its fiscal report forms, however this data is collected as “child days of attendance”, which is a metric that counts the number of times each child is considered in attendance during the reporting period.
 - 17 CDE’s Preschool Learning Foundations and Preschool Curriculum Framework feature an English Language Learner foundations domain. The Preschool Learning Foundations and Preschool Curriculum Framework include companion videos for preschool foundations for children ages three through five. Online modules describe the content of the Preschool Learning Foundations and Preschool Curriculum Framework. The CDE has statewide training systems to provide professional development for early learning and care professional about the content of the foundations and framework.
 - 18 The ELDS are aligned with the Common Core Standards, California Preschool Learning Foundations, California Content Standards, and Head Start Early Learning Outcomes Framework, Ages Birth to Five. The CDE has published The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: the California Infant/Toddler Learning and Development Foundations, the California Content Standards, and the Head Start Early Learning Outcomes Framework: Ages Birth to Five, Second Edition. This publication presents the developmental continuum of learning for children from birth through kindergarten. It shows the connections that the nine domains of the preschool learning foundations have with the content of other important resources, including areas of the California Infant/Toddler Learning & Development Foundations, recently updated California Content Standards, and the Head Start Early Learning Outcomes Framework, Ages Birth to Five. For more information, visit [here](#).
 - 19 The DRDP is aligned to the California Preschool Learning Foundations.
 - 20 Statewide training systems are available that teach the content from the early learning foundations and frameworks (0-5), and these systems include the Family Child Care at its Best, the PITC, and CPIN. The CPIN provides guidance for implementing subject-specific curricula in social–emotional development, language and literacy, English language learners, mathematics, visual and performing arts, physical development, health, history, social science, and science. The trainings are based on the California Preschool Learning Foundations, which describe the competencies, knowledge and skills, that most children can be expected to exhibit in a high-quality program before entering kindergarten. Companion videos for each of the domains found in the foundations are available through a free video-streaming website. Additionally, other supports for the ELDS include free online overview modules covering all ELDS and framework content, and the modules are provided through the [CECO website](#).
 - 21 Although there is not a requirement for CSPPs to align their curricula with the California Preschool Learning Foundations, the CDE encourages CSPPs to align their curricula with the California Preschool Learning Foundations.
 - 22 The CDE has developed the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks to be used as a resource by programs. The DRDP, which all CSPP programs are required to use to inform their curriculum, is aligned with the foundations and the frameworks. As a result, while curricula used in CSPP is not required to align with the California Preschool Learning Foundations, CDE does require use of DRDP, which includes strong components that align with the Preschool Learning Foundations.
 - 23 CSPPs are required to use the DRDP that the CDE developed which is designed to improve the quality of programs and services provided to all children, who are enrolled in state subsidized early care and education programs and before-and after-school programs.
 - 24 The CDE is continuing to allow all CSPP programs to utilize a modified version of the DRDP, the DRDP Modified Essential View, which consists of fewer measures: three domains with 16 measures for preschoolers. These measures are those that can be observed through virtual interactions and designed to ease the reporting requirements on teachers. For dual language learners, a minimum of the DRDP Modified Essential view plus the four English Language Development measures is required. Guidance, training, and additional resources are available on the [Desired Results website](#).
 - 25 California Child Development Associate Teacher Permit is the minimum education/degree requirement for Lead CSPP Teachers employed by Public Schools and Nonpublic Schools. The permit requires 12 units in early childhood education (ECE) or child development (CD) and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A teacher may also have the full Child Development Teacher Permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or CD, and 175 days of work experience, or a Master Teacher permit. For more information, visit [here](#).
 - 26 Assistant teachers in CSPP are required to have a high school diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD. The permit is issued for five years and is renewable for successive five-year periods upon completion of 105 hours of professional growth.
 - 27 Lead and assistant teachers are required to complete 105 hours of professional growth every five years. Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Lead teachers are required to complete 15 additional units toward a Teacher Permit, and they must meet the Teacher requirements within 10 years.
 - 28 The Commission on Teacher Credentialing moved the renewal process for child development permits to an online system, in response to COVID-19, which made the renewal process quicker. Most technical assistance, if not all, moved to an online engagement platform. This helped reduce time away from the classroom to take courses, and also allowed teachers to move through them at their own pace.
 - 29 Each CSPP contractor must develop and implement a staff development program that includes the following: identification of training needs of staff or service providers, written job descriptions, an orientation plan for new employees, an annual written performance evaluation procedure unless a different frequency of performance evaluations is specified in a contractor’s collective bargaining agreement with their employees, staff development opportunities that include topics related to the functions specified in each employee’s job description and those training needs identified by the contractor, and an internal communication system that provides each staff member with the information necessary to carry out his or her assigned duties. In addition, California allocates funds each year through Quality Counts California that may be used for embedded supports such as coaching or mentoring.
 - 30 Local contractors determine the salary and fringe benefits for public and nonpublic school employees.
 - 31 The state allocated federal relief funds for this purpose with the guidance that they could be used for hazard pay.
 - 32 The final fiscal year 2021 spending data is preliminary.
 - 33 The federal CRRSA funds consisted of \$44 million, and these funds paid for stipends.
 - 34 While family child care homes do not receive funds directly through the CSPP, an organization may apply to operate a family child care home education network through the CSPP.
 - 35 All classrooms are observed at least annually. Classrooms are observed using the ERS annually by the CSPP contractor as part of the Program Self Evaluation. Consultants observe a classroom per contract type during an agency’s contract monitoring review which occurs at least once within three years and as resources permit (5 CCR Section 18023). For FY 2020-21 programs that were open, in part or in whole, must complete the Environment Self-Certification During Pandemic Conditions Questionnaire in lieu of completing an ERS as a part of the self-evaluation process (refer to [MB 21-05](#)). Classrooms that scored below “good” or a 5, on any subscale of the Environment Rating Scale during the most recent contract monitoring review receive an observation.
 - 36 For FY 2021-22, the assigned CDE, ELCD Program Quality Implementation (PQI) Office regional consultant will complete the applicable ERS observation for all on-site monitoring reviews. The ERS observation results will be used to provide CSPP contractors with technical assistance for subscales that score below a five (5). Scores will not be used to determine a CSPP contractor’s compliance with the terms of the CSPP contract. For FY 2021-22 CSPP contractors are required to complete the ERS as part of the annual self-evaluation, whereas in FY 2020-21 they were allowed to submit an Environment Self-Certification During Pandemic Conditions Questionnaire in lieu of completing an ERS as a part of the self-evaluation process.
 - 37 The State has a set of trainers for each ERS tool. These trainers are trained and certified as SMA. SMAs are certified to at least 90 percent reliability. The SMAs train Regional Anchors and certifies all new raters. Reliability is re-tested periodically, and recertification of reliable rater is performed.
 - 38 Per existing law and [MB 21-05](#), each CSPP contractor is required to develop and implement an annual plan for its program self-evaluation process. The Environment Rating Scale (ERS) tools are used to measure the quality of the program environment. CSPP contractors are required to use the appropriate ERS tool when completing the annual program self-evaluation at the local level to determine areas in need of improvement, and to develop an action plan for continuous program quality improvements. Additionally, the ERS tools are used during the reviews conducted by CDE/ELCD program staff to determine the CSPP contractor’s compliance with the terms of the CSPP contract, and to provide technical assistance to the CSPP contractor regarding continuous program quality improvements. For additional details, visit the January 2021 at [MB 21-02](#).
 - 39 Due to the COVID-19 pandemic, the CDE did not conduct any in-person site visits in 2020-21 to best support health and safety during the pandemic. In normal years, the

CDE conducts in-person monitoring reviews of CSPP contractors every three years, as resources become available. In 2020-21, the CDE conducted scheduled Contract Monitoring Reviews (CMRs) and provided technical assistance remotely. The CDE field consultants worked with agencies to ensure that all public health cohort directives were being followed and provided technical assistance to agencies as they navigated through the many health and safety protocols being implemented throughout the state.

- ⁴⁰ During the first half of Fiscal Year 2021-22, the CDE is conducting the Federal Program Monitoring (FPM) review, and any scheduled Contract Monitoring Reviews (CMR) remotely. The CMR is only being conducted for agencies to be considered at-risk. Once it has been determined that it is safe to resume on-site FPMs and CMRs, the CDE, ELCD will return to normal operating procedures for these reviews.
- ⁴¹ CSPP contractors who are closed, or unable to provide in-person services for all enrolled children when capacity is limited due to a public health order or guidance, must submit a distance learning plan and offer distance learning services for all CSPP enrolled children who are unable to receive in-person services. CSPP contractors, however, are not required to provide distance learning services for families who choose to shelter in place due to the COVID-19 pandemic. For additional information, refer to [MB 21-11](#).
- ⁴² The state funds pay for CSPP family fee waivers. The ARPA funds pay for costs associated with reimbursement rate reform, reimbursement rate supplements, and stipends.

CALIFORNIA – California Transitional Kindergarten (TK)

- ¹ Pursuant to CA EC Section 48000(c)(1)(C), every school district or charter school is required to offer TK to all age-eligible students in the district. However, not every school site is required to offer TK.
- ² Pursuant to CA EC Section 46117, the minimum school day for pupils in TK and kindergarten is 180 minutes inclusive of recesses. Effective June 27th, 2017, an LEA may maintain TK or kindergarten classes for different lengths of time during the school day, either at the same or a different school site, but the minimum instructional minute and day requirements must be met.
- ³ For TK and kindergarten, all school districts and county offices of education, with the exception of a few school districts, operate 5 days per week. Charter schools may operate 5 to 7 days per week.
- ⁴ The annual instructional minute requirement for TK was waived for the State Fiscal Year (SFY) 2020-21.
- ⁵ TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate (pursuant to CA EC Section 48000(d)). Children who turn five between September 2nd and December 2nd are eligible to participate and must be served if they are interested. Early Admittance (EA) TK is an exception to regular TK. Pursuant to CA EC Section 48000(c)(2), a public school or charter school may, at any time during a school year, admit a child into a TK program if the child will have their fifth birthday after December 2nd, but before the end of the school year (June 30). A pupil admitted to an EA TK program shall not generate average daily attendance for purposes of CA EC Section 46300, or be included in the enrollment or unduplicated pupil count pursuant to CA EC Section 42238.02, until the pupil has attained his or her fifth birthday, regardless of when the pupil was admitted during the school year. In addition, CA EC Section 48000(b) provides that school districts may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five years at any time during the school under certain conditions.
- ⁶ Blended and commingled TK and California State Preschool Program (CSPP) classrooms are mixed age. Pursuant to CA EC Section 41378, school districts are discouraged financially from operating each of their TK classrooms with enrollments in excess of 33 pupils or a total number of TK pupils in which the average TK class size exceeds 31 pupils. Commingled TK and CSPP Mixed Age Classes: Pursuant to CA EC Section 48000(h), a school district or charter school may place four-year-old children enrolled in a CSPP into a TK program classroom. A school district or charter school that commingles children from both programs in the same classroom shall meet all of the requirements of the respective programs in which the children are enrolled, and the school district or charter school shall adhere to all of the following requirements, irrespective of the program in which the child is enrolled: the classroom shall be 1:8 adult-child ratio and the maximum teacher to child ratio is 1 to 24. Required ratios are as follows: 1:31 for an average TK classroom, not to exceed 1:33. 1:8 adult-child ratio; 1:24 teacher-child ratio.
- ⁷ There were no changes/waivers to the ratio for TK. For FY 2020-21 only, California Education Code (EC) Section 43507 included students participating in distance learning in the class size count, but the ratio remained the same. The maximum class size did not change due to COVID-19.
- ⁸ LEAs are required to make available, free or at a reduced price, one nutritionally adequate meal every school day to each needy student who qualifies according to specified family size and income standards. California public LEAs are enrolled in the National School Lunch Program which assists schools and other agencies in providing nutritious lunches to children at reasonable prices.
- ⁹ Per CA EC Section 49452, school districts are required to provide for the testing of the sight and hearing of each pupil enrolled in the schools of the district and provides that the pupil's vision shall be appraised by the school nurse or other authorized person under CA EC Section 49452 during the kindergarten year or upon first enrollment or entry in a California school district of a pupil at an elementary school. For admission to TK programs, student must meet immunization requirements for Diphtheria, Tetanus, and Pertussis; Polio; Hepatitis B; Measles, Mumps, and Rubella, and Varicella (Chickenpox) (17 CCR Sections 6000-6075).
- ¹⁰ The CDE did not collect average daily attendance data (ADA) in 2020-21 due to legislation related to the pandemic. In most cases, 2019-20 ADA was used to calculate an LEA's 2020-21 funding. As of 2021-22, the CDE collects ADA data by grade span (TK/K-3, 4-6, 7-8, 9-12). TK-specific ADA is not currently used for funding, and it is not audited. This may change in the future, pending any legislative changes that would require us to collect TK ADA.
- ¹¹ Each Preschool Learning Foundations (PLF) publication (volumes 1, 2, & 3) has a companion Preschool Curriculum Framework (PCF) publication (volumes 1, 2, & 3). LEAs use the California English Language Development Standards to provide language development instruction to TK English learners. The English Language Arts/English Language Development Framework provides guidance to LEAs for instruction of TK English learners. CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature the domain of English Language Development. The Preschool Learning Foundations and Preschool Curriculum Frameworks include Companion videos for preschool foundations for children ages three through five. Online modules describe the content of the Preschool Learning Foundations and Preschool Curriculum Frameworks. There are statewide training systems to provide professional development for early learning and care professional about the content of the foundations and framework.
- ¹² The ELDS are aligned with the Common Core Standards, California Preschool Learning Foundations, California Content Standards, and Head Start Early Learning Outcomes Framework, Ages Birth to Five. The CDE has published The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: the California Infant/Toddler Learning and Development Foundations, the California Content Standards, and the Head Start Early Learning Outcomes Framework: Ages Birth to Five, Second Edition. This publication presents the developmental continuum of learning for children from birth through kindergarten. It shows the connections that the nine domains of the preschool learning foundations have with the content of other important resources, including areas of the California Infant/Toddler Learning & Development Foundations, recently updated California Content Standards, and the Head Start Early Learning Outcomes Framework, Ages Birth to Five. For more information, visit [here](#).
- ¹³ The state does not require a child assessment in TK but encourages the use of the DRDP-K. The DRDP-K (2015) is based on the previous DRDP-SR (2012) instrument. It includes refinements made over the past several years and new elements that are essential to quality ECE. It aligns with the California Department of Education's Early Learning and Development Foundations and the California Content Standards for Kindergarten. The use of child assessments and their alignment with ELDS are locally determined by TK programs.
- ¹⁴ CDE provides many statewide, in-person trainings, certifications, online modules, and engaging professional web sites for early childhood professionals. CDE professional resources are aligned to CA ELDS.
- ¹⁵ Pursuant to CA EC Section 48000(f), it is the Legislature's intent that TK curriculum be aligned to the California Preschool Learning Foundations developed by the department. California provides the following resource and training: [TK Implementation Guide](#). The CDE developed a series of videos demonstrating integrated English Language Development (ELD) instruction and its related designated ELD instruction during ELA, mathematics, and science. The Integrated and Designated ELD Video Series demonstrates the relationship between the California English Language Development Standards (CA ELD Standards) and the state content standards. When used in tandem, English learner students build English proficiency, refine academic use of English, and access subject area content in TK/K-12.
- ¹⁶ Teachers hired prior to July 1st, 2015 are required to have a teaching credential. Assembly Bill (AB) 130, Education Omnibus Budget Trailer Bill of 2021, extended the deadline for credentialed TK teachers to meet the requirements in CA EC Section 48000(g) from August 1st, 2021 to August 1st, 2023. Consequently, a school district or charter school must ensure that credentialed teachers who are first assigned to a TK classroom after July 1st, 2015, have one of the following by August 1st, 2023: 1) At least 24 units in ECE, or childhood development, or both; 2) As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-aged children that is comparable to the 24 units of education; or 3) A Child Development Teacher Permit issued by the Commission on Teacher Credentialing.

Lead TK teachers must possess an English learner authorization or bilingual authorization to teach English learners. An English learner authorization authorizes teachers to provide instruction in English language development and Specially Designed Academic Instruction in English. A bilingual authorization authorizes teachers to provide instruction in the authorized language, in English, in English language development, and Specially Designed Academic Instruction in English.

- ¹⁷ Lead Teacher is assumed to be the teacher of record. TK must be taught by an educator who holds one of the following credentials: Multiple Subject Credentials (P, K-12 and adults), General Kindergarten-Primary Teaching Credential (K-3), General Elementary Teaching Credential (K-8), Standard Early Childhood Credential (PreK-3), Standard Elementary Credential (K-9), Specialist Instruction Credential in Early Childhood Education, visit [page 46](#). In California, general education teachers need to hold Multiple Subject (MS) Teaching Credentials (or provisional documents that authorize the same type of instruction while the educator is meeting remaining requirements to earn a full credential) in order to be appropriately authorized to teach a general education TK courses. This credential authorizes the holder to teach preschool, Kindergarten through twelfth grade, and courses organized primarily for adult in a self-contained classroom setting. In special education TK classrooms, the educator would need to hold an Education Specialist Instruction Credential, (or provisional documents that authorize the same type of instruction while the educator is meeting remaining requirements to earn a full credential) and the authorizations needed are dependent upon their students' disability areas or needs. Finally, in either setting, if there are students in the classroom who have not yet attained full proficiency in English (English Learners), then the lead TK teacher must hold an appropriate English Learner (EL) or bilingual authorization.
- ¹⁸ There are no TK Assistant Teachers. There are Title I paraprofessionals whose duties include instructional support must have: (1) high school diploma or the equivalent, and (2) two years of college (48 units), or (3) AA degree (or higher), or (4) pass a local assessment of knowledge and skills in assisting in instruction. Many districts use the California Basic Educational Skills Test for this purpose.
- ¹⁹ The learning continuity and attendance plan must describe professional development that will be provided to staff and the resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community. For supports to help TK teachers with distance learning, refer to the resources on the [CDE Support tab](#).
- ²⁰ The need for ongoing classroom-embedded support is locally determined. The General Education Induction Consortium is an approved induction program to assist TK-12 beginning teachers, experienced teachers, and school site administrators to ensure beginning teacher success and retention through at least one hour per week of support and/or mentoring.
- ²¹ All TK teachers have parity with kindergarten teachers.
- ²² Spending data reported here are an estimate from the Legislative Analyst's Office (LAO). The LAO provides a July 2021 estimate of TK funding as a component of their yearly budget analysis. For more information, visit [here](#).
- ²³ Some school districts may support their TK programs with funding authorized by Titles I and II of the Every Student Succeeds Act and Title III of the McKinney-Vento. State-funded LEAs may receive federal funds that are used to support TK, but these funds are not reflected in the estimated statewide funding for TK. Many TK students may receive meals through the USDA School Nutrition programs, such as the National School Lunch Program and the School Breakfast Program.
- ²⁴ TK is primarily funded through the Local Control Funding Formula (LCFF) based on Average Daily Attendance (ADA) in the TK/K-3 grade span. The ADA in this grade span does not distinguish between ADA in grades: TK/Kindergarten, 1st, 2nd, or 3rd. Furthermore, the funds apportioned on the basis of ADA in the TK/K-3 grade span are not dedicated to serving TK students; they are general purpose funds apportioned to LEAs as part of their LCFF entitlement. The LCFF entitlement is fulfilled by a continuous appropriation of state general funds, as well as local property taxes. An LEA may also use other funding sources to support the program. Lottery funds are also apportioned to LEAs on the basis of total ADA and not dedicated specifically to TK students.
- ²⁵ The LCFF entitlement is fulfilled by a combination of the general fund and local property taxes. LEAs receive LCFF funding, and the use of LCFF funding varies from school district to school district. The funds may be used for preschool programs, but the CDE does not collect this data.
- ²⁶ For compliance monitoring purposes, it depends on whether the LEA was identified for a Federal Program Monitoring review. In the Federal Program Monitoring (FPM) process, a LEA could be identified for a compliance monitoring reviews every two years. The CDE Monitoring Tool (CMT) is a Web-based system, which allows LEAs to facilitate a response to state and federal requirements for program monitoring. Additional information can be found [here](#) on the CDE's web page.
- ²⁷ Telemonitoring is an alternative FPM review format that was developed in 2020 in response to the COVID-19 pandemic. An FPM review using this format is conducted remotely, similar to an online review, but with interviews and other meetings taking place using Web videoconferencing applications, such as Zoom. For the 2021-22 academic year, Cycle D Onsite reviews will begin in the Telemonitoring format. If there are significant positive changes in health and safety conditions state-wide, then CDE reserved the right to resume onsite reviews for Cycle D LEAs.
- ²⁸ Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) was approved on July 9, 2021 and, for the 2021-22 school year only, requires school districts and county offices of education to offer independent study as an educational option. For more information, visit [here](#) and [here](#).
- ²⁹ For ESSER funds, allocation methodology was based on Title I schools, so preschools were included. For CARES and GEERS, funds may be used to support individuals served by LEAs, including, but not limited to, those enrolled in a child care program, CSPP, TK, kindergarten, any of grades 1 to 12, inclusive, and adult education programs. The amount used from the specified sources, however, is not known to the CDE.

COLORADO – Colorado Preschool Program

- ¹ School districts can contract with community preschool sites in their district, as well as provide services in district classrooms. Colorado has 178 traditional school districts and one Charter School Institute, making a total of 179 school districts in the state. The districts that do not participate in the Colorado Preschool Program (CPP) partner with their neighboring districts to provide preschool services.
- ² Any school district may apply to the Colorado Department of Education (CDE) for participation in CPP using an application provided by the Department. Along with the application, the school district shall submit a proposal for the implementation of its district preschool program. The Department shall evaluate any application and give priority to school districts that include exemplary plans for the coordination of the program and are not participating in the program currently.
- ³ CPP also serves 448 infants and toddlers who are not included in this report. State and local spending for these children totaled \$3,164,718.11.
- ⁴ State-wide data are not available for dual enrollment in Head Start and CPP. Based on anecdotal discussions with preschool providers and a pilot project to match the CPP student records with a sample of records from select Head Start Programs grantees, we do know that there are students enrolled in both programs within Colorado. The percentage of Head Start-funded children in each of the pilot project grantees who were dually enrolled in CPP ranged from 12-90%. The overall CPP/Head Start dual enrollment rate among pilot grantees was 30% although this cannot be considered representative of all of CPP/Head Start.
- ⁵ CPP receives its funding from the CDE, and CPP funding is not used to directly fund Colorado Head Start. Head Start is administered CDHS. Some children receive programming from both funding streams. The CDE and Head Start systems track children separately. At this time, there isn't a way to match children between the systems.
- ⁶ Colorado does not collect information on the religious affiliation of individual programs. All programs with a religious affiliation will be included in the "Private Agencies" category. CPP advises school districts to consult with their in-house legal counsel regarding Sections 7 and 8 of Article IX of the Constitution of the State of Colorado as it applies to contract district services out to a community partner program.
- ⁷ Half-day CPP funding requires 360 hours per school year at a minimum, which is equivalent to approximately 2.5 hours per day. Full-day CPP funding requires 720 hours per school year at a minimum, which is equivalent to approximately 5 hours per day. Statute requires children to attend four, half days per week (or the equivalent), with the fifth day being funded for home visits, teacher planning time, completion of child assessments, or staff training. Programs may extend the hours and days beyond the minimum requirement. These opportunities are determined locally and based on the needs of children and families. District advisory councils are encouraged to stack CPP funding with other sources, such as Head Start, child care subsidy, and parent tuition so that children can participate in full-day programs.
- ⁸ Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. In 2020-21, 448 children under age 3 participated in CPP. Under certain conditions, highly advanced, gifted children may be granted early entrance to kindergarten. If a child is granted early entrance to kindergarten, they will not receive CPP funding. If a child is age eligible for kindergarten and still is attending preschool, then they are not eligible to receive CPP funding. A kindergarten-eligibility date is established by the local school board. Children must turn 5 by October 1 in order to be funded, so no school district establishes a cut-off date later than October 1. However, school districts may establish dates as early as June 1 for eligibility for kindergarten. Additionally, there is a state policy limiting children to two years of participation in CCP.
- ⁹ Eligibility is determined by the child's age and the number of significant family risk factors that may impact a child's learning. The program is intended to serve preschoolers most at risk of school failure. 4-year-olds qualify for the preschool program with one risk factor. 3-year-olds must have three or more risk factors to qualify.

- Income eligibility is one of several eligibility factors used to qualify for CPP. In some areas of the state where the cost of living is extremely high, local district advisory councils have increased the income eligibility to 200-225% of FPL. The state-specified significant family risk factors are: Eligibility for free or reduced price meals; Homelessness of the child's family; An abusive adult residing in the home of the child; Drug or alcohol abuse in the child's family (present or past); Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child; The child's parent or guardian has not successfully completed a high school education or its equivalent; Frequent relocation by the child's family to new residences; Poor social skills of the child; Child in need of language development, including the ability to speak English; or Receiving services from the Department of Human Services as a neglected or dependent child. School districts may designate additional family risk factors in their community to qualify children for CPP. The local risk factors are determined by their district advisory council and approved by the State.
- ¹⁰ Eligibility for CPP is determined each fall. Once a child is deemed eligible, they are enrolled in the program for the duration of that school year. Their eligibility will be reassessed at the start of each school year.
 - ¹¹ Before the pandemic, the maximum class size was 16 children, and the staff-child ratio was 1 staff member per 8 children. The CPP class size limit continues to be 16 unless there is a smaller group size requirement put in place by the local health authority, which has jurisdiction over the program. Public health guidelines and safety measures can limit class sizes to ten children in response to pandemic health concerns. In this case the staff-child ratio may be increased to one to ten. As stated before, the CPP class size limit continues to be 16 children, unless mandated by public health guidelines.
 - ¹² All meals and snacks provided by the center must meet current USDA child and adult care food program meal pattern requirements and be offered at suitable intervals. Children who are at the center for more than 4 hours must be offered a meal that meets at least one-third of their daily nutritional needs. Colorado did not have a state-wide legislated meal requirement for preschool students in remote learning in the 2020-21 school year. LEA's were allowed to determine their own requirements locally.
 - ¹³ Though screenings are not mandated in statute, they are highly encouraged. Of the 176 districts serving CPP, 27 provided hearing screening, 27 provided vision screenings, and 54 provided developmental screenings. This is lower than previous years. Many districts reported that pandemic-related restrictions prevented or greatly reduced their ability to perform screenings.
 - ¹⁴ Parental consent is required before any referrals are made for services. Facilities shall have knowledge to assist parent(s)/guardian(s) and families in accessing services for mental health or other special needs to support early intervention when necessary. Children shall not be referred for mental health services without parental consent.
 - ¹⁵ In the 2020-21 school year, mass screening requirements will resume unless an executive or public health order suspending activities occurs. In addition to the universal screening mandate, screening requirements and recommendations under Parts C and B of IDEA are still in effect for students undergoing screenings and evaluations for special education eligibility.
 - ¹⁶ CPP providers must have a written plan that addresses family involvement and a plan for coordinating the district preschool program with a parenting program. CPP rules require that families shall enter into an agreement about their responsibilities to the educational program of their child with the program that is providing the services. Children cannot participate unless such an agreement is made. The agreement may be formal or informal. The District Advisory Councils should assess the needs specific to the families they serve when creating a written family partnering agreement and the signed agreement should be kept in the child's file. School districts or local agencies may choose to provide additional support services. Support services include: Education services for parents, job training for parents, parenting support or training, parental involvement activities, nutritional information, referral to social services, kindergarten transition activities, parent conferences, home visits, and locally determined support services.
 - ¹⁷ Colorado's ELDGs were revised in 2019. The update aligned them with the Colorado Department of Education Academic Standards (CAS) and Head Start Early Learning Outcomes Framework (ELOF). The updated ELDGs include enhanced content focused on transitions between stages of children's development.
 - ¹⁸ In 2020-21, Colorado had two child assessment tools approved: Teaching Strategies GOLD and COR Advantage by HighScope. Programs participating in CPP are required to choose one of these approved assessment tools. These assessment tools are aligned with the State's current ELDGs. An assessment tool's alignment with the State's ELDGs is one of CDE's minimum requirements for selection.
 - ¹⁹ Colorado offers PD opportunities for the implementation of the Early Learning and Development Guidelines (ELDGs). The Professional Development Information System (PDIS) is the statewide web-based system supporting PD for Colorado's early childhood workforce. There is a training course on the ELDGs in PDIS.
 - ²⁰ While CPP does not endorse specific curricula, CPP does encourage districts to implement a research-based, developmentally appropriate curriculum to close the achievement gap that may already exist when children with significant family risk factors begin preschool. Any curriculum choices should follow national standards, the Colorado Quality Standards, and/or Colorado's ELDS. For additional ELDG support examples please refer to the ELDG website.
 - ²¹ Colorado has two child assessment tools approved: Teaching Strategies GOLD and COR Advantage by HighScope. Programs participating in CPP are required to choose one of these approved assessment tools. These assessment tools are aligned with the State's current ELDS. An assessment tool's alignment with the State's ELDS is one of CDE's minimum requirements for selection.
 - ²² The Kindergarten School Readiness assessment was optional in the 2020-21 school year. The Kindergarten School Readiness assessment will again be required for the 2021-22 school year, as it was before the pandemic.
 - ²³ Lead teachers are required to be qualified as an Early Childhood Teacher (ECT) by Child Care Licensing under the Colorado Department of Human Services. Local districts can require lead teachers to possess an Educator License endorsed in ECE from the Colorado Department of Education.
 - ²⁴ In the 2020-21 school year, CPP collected information on the total number of lead teachers serving children in CPP. We did not collect information on whether the teachers were serving in public or non-public schools. CDE asks districts to self-report the number of lead teachers for classrooms that have children enrolled in CPP. This total includes the lead teachers for classrooms that have CPP children under the age of three. CDE does not collect information on the ages of the CPP students in each individual classroom, so we are not able to exclude those lead teachers who are only teaching CPP children under the age of three. Classrooms can include a mix of children who are enrolled in CPP and children who are not enrolled. The state's expectation for all classrooms with children funded by CPP is that these classrooms are inclusive, meaning that children are not segregated by funding or perceived ability but instead are in classrooms that are as diverse as possible. When CPP children are spread throughout many classrooms, the total number of lead teachers will be higher.
 - ²⁵ Staff aides must meet the following Colorado Department of Human Services Licensing Requirements: at least 16 years of age and have a favorable background check.
 - ²⁶ To meet the annual clock hour training requirements, all licensed child care providers are required to complete 15 clock hours of training. Three of those hours must be in the focus of social emotional development. The remaining 12 clock hours shall be in one or more of the following competency areas: Child growth and development and learning; Child observation and assessment; Family and community partnership; Guidance, Health, safety and nutrition; Professional development and leadership; Program planning and development; and Teaching practices.
 - ²⁷ The Council for Professional Recognition is currently not allowing virtual observations for the Child Development Associate (CDA) certification to occur and Colorado Public Health Guidance is not permitting in-person observations. To accommodate early childhood professionals seeking their CDA certification, Colorado Child Care Licensing will be providing a Provisional-Early Childhood Teacher (P-ECT) letter for candidates that have completed their 120 hours of CDA training, 480 hours of work experience and proof of exam. This letter will be valid for 6 months or until the professional completes their full CDA. CDE has issued an extensive guide for programs considering remote instruction: [Remote Learning Options for State Funded Preschool in the 2021-2022 School Year as a Result of COVID-19 Health Concerns](#).
 - ²⁸ Coaching is not required but determined locally. For childcare programs utilizing coaching this school year, it was recommended it be done remotely.
 - ²⁹ Though state policy does not require specific salary, benefits, or paid time off, districts may set their own policy. Some districts require their preschool teachers hold a commensurate degree with K-12 teachers and offer additional benefits.
 - ³⁰ CPP did not provide specific funding for early childhood staff retention incentives. LEA's and preschool programs were free to access pandemic relief funding from other sources independently and use it to provide their own incentives and bonuses. CDE did not collect itemized expenditure funding for pandemic relief funding distributed by outside organizations.
 - ³¹ Colorado Senate Bill 21-053 provided Mitigation Funding to 53 school districts that met a legislatively defined drop in state funding during the 2020-21 school year. Legislation allowed the funding to be spent at the districts' discretion. The 2020-21 Mitigation Funding is excluded from the financial calculations in this report, as an itemized list of Mitigation Funding expenditures are not currently available, however, preschool is an allowable expense for those funds.
 - ³² Other resources were provided through grant applications. The federal Coronavirus Aid, Relief and Economic Security Act (CARES Act) of 2020 allocated supplemental funds to CCDF to support child care as a result of the COVID-19 global pandemic. Grants from \$1,000 - \$3,000 were available for open and operating child care programs, in response to the financial impacts of COVID-19. On May 18, Gov. Polis signed Executive Order 20-070, which directed the transfer of \$510 million from the State of Colorado's CARES Act Coronavirus Relief Fund to the Colorado Department of Education to be awarded to school districts, the Charter School Institute, the Colorado School for the Deaf and the Blind and facility schools on a per pupil basis. Additionally, each BOCES in the state will receive \$25,000.

- ³³ In the Colorado School Finance Formula, each preschool slot is funded at 0.5 FTE (part time) and provides for both a local and state share. Local school districts are required to contribute to their per-pupil revenue according to the school finance formula. This local share differs significantly by school district due to the variables in Colorado school finance formula.
- ³⁴ CPP funds flow from the state directly to school districts. Local district advisory councils then provide oversight, with final approval required by the school district superintendent. The early childhood setting may be located in school district settings, local child care centers, community preschools or Head Start programs including early childhood programs located on tribal lands. Any child who receives CPP funding is considered a school district student, even if they are served through a community provider.
- ³⁵ Observations for each classroom will vary depending on the program's QRIS rating. If a program is rated at 3 through 5 in QRIS then the QRIS observations will meet CPP's observation requirements. If a program is rated at 1 or 2 in QRIS then the program must continue to have the District Advisory Council oversee quality monitoring. The DAC shall make at least two on-site visits per year to all head start agencies and public and private child care facilities with which the school district has contracted to monitor overall program compliance and make recommendations for any needed improvements. However, DACs may observe each program (not each classroom) or hire external raters to conduct observations. In any case, DACs must review data from QRIS, or any other quality data, to oversee and implement continuous improvements to the district's preschool programs.
- ³⁶ District Advisory Councils visit all settings providing CPP enrollment, and although not required, many districts serving CPP use ERS/ECERS and CLASS for classroom observations and participate in the state QRIS. 129 districts reported participating in structured observation through Colorado Shines. 13 districts used CLASS, 26 used ECERS, 1 used TPOT, 2 used Pyramid, and 7 used NAEYC Accreditation. Some districts used multiple tools. Many districts reported that their classroom assessments were adapted to accommodate pandemic-related restrictions.
- ³⁷ In the 2020-21 school year, the Colorado Shines rating system remained the same, with the exception of the classroom observation/ERS component. There were no in-person classroom visits, and Colorado Shines modified the scales to support a virtual assessment and align with current health department regulations. Additionally, any program with a QRIS rating of 3-5 did not have their rating drop during the 2020-21 school year. CDE encouraged District Advisory Councils to complete their two annual quality walkthrough observations, as long as they followed county health, school district, and preschool program guidance for outside observers.
- ³⁸ Structured observations will return to pre-COVID procedures, as long as they follow current county health, school district, and preschool program restrictions for outside observers.
- ³⁹ CDE receives summary statements related to quality monitoring from LEAs, which they use to inform their continuous quality improvement efforts. CDHS rates all preschool programs in the state on a 0-5 scale. Programs with higher ratings (levels 3-5) have completed a process to show quality programs and practice in all areas that Colorado Shines reviews. Once a program receives a rating, Colorado Shines provides support to help the program continue to improve its quality. The greatest percentage of programs serving CPP children were rated at level 4 (43.8%). This was followed by 22.5% of CPP programs receiving a level 1 rating, 15.0% of programs receiving a level 2 rating, 13.8% of programs receiving a level 3 rating, and 4.9% of programs receiving a level 5 rating.
- ⁴⁰ Each district advisory council oversees and implements their own visitation program for each site, and they set the frequency for visits. State agency staff provide support and oversight, including site visits to each district program. The frequency and intensity of site visits are determined based on a variety of factors and data, including quality of the annual report, local staff turnover, review of available data sources (child count, preschool outcomes, etc.). CPP did not conduct in-person site visits during COVID-19. During the 2020-21 year, program specialists supported preschools virtually, including through webinars, video conferences, phone calls and emails.
- ⁴¹ Preschool programming is expected to be offered to all families as an in-person option. Only when a family has made a choice to decline in-person learning due to COVID-related health concerns should remote learning be offered, and then may only be made available when the district has a remote learning plan approved by the CDE Preschool Team and has submitted Preschool Assurances for Remote Learning.

CONNECTICUT – Connecticut Child Day Care Contracts (CDCC)

- ¹ The Office of Early Childhood Early Care and Education Division coordinates the work for this state funded Preschool program. Additional agency support provided by the OEC Quality Improvement, Fiscal, Contract, and Communication Division(s) staff as well as OEC Leadership.
- ² Child Day Care Contracts (CDCC) are with individual contractors which by statute may be municipalities, human resource development agencies, or nonprofit corporations. Contractors may serve multiple towns. No towns are required to offer these services and the funds are currently distributed through purchase of service contracts. Sites are funded under two-year contracts. In 2020-2021 school year, one contractor closed its town-operated child care center and was unable to secure a subcontractor to maintain implementation.
- ³ The total enrollment number is from January 2021. Details for the number of children shown by age, are an estimate based on the percent of children in each age group from ECE Reporter Enrollment for January 2021 against January 2021 Monthly Report. The ages are prorated and applied to the total School Readiness enrollment reported. Numbers by age are percentages by year of Birth (3% 2019+; 36% 2018; 50% 2017; 11% 2016+). Age as of January 1, 2021.
- ⁴ Public School programs made local decisions for in-person, hybrid (blended), or remote learning models for pre-K to Grade 12 education for the fall of 2020 because many CDCCs follow the open / close decisions of their local school districts. In addition, the ripple effects of COVID-19 positive cases and quarantine of students and teachers potentially "exposed" have also impacted the number of children attending public and private settings.
- ⁵ The classroom /cohort size allowed during COVID-19 changed during the 2020-2021 allowing higher numbers by the Spring.
- ⁶ Home language is unknown for the remainder of the children.
- ⁷ Based on data per ECE Reporter January 2021 Child Day Care Preschool Age. Total also includes ages less than 3 years, and greater than 4 years.
- ⁸ Families must meet income eligibility criteria upon enrollment. Eligibility is re-assessed annually based on family income (75% SMI for state funds). If a child meets eligibility upon enrollment, they remain eligible until they age out of the program, but the family pays a higher fee if their income increases. Eligibility is determined by individual child or family characteristics in addition to age. Details by Age and Income per ECE Reporter January 2021. Totals in ECE Reporter are less than Enrollment. Details by Age and Income per ECE Reporter January 2021 and prorated against the January 2021 Monthly Report. The Total includes ages <3 and > 4 with HH Income <50% = 136; HH income between 50%-75% SMI = 65 and HH Income > 75% or unknown = 14. For age 3 there are 154 children estimated with HH income >75% SMI + 80 Unknown Income (shown as 234 in Income Measure 3). For Age 4, 179 children est. with HH Income >75% SMI and 143 Unknown Income (shown as 322 in Income Measure 3).
- ⁹ CDCC programs provide services through multiple funding sources. The minimum number of hours paid for with CDCC funds cannot be specified.
- ¹⁰ Due to COVID-19, CDCC contractors had the option to revise hours of operation and transition from on-site to hybrid or distance/remote learning upon Office of Early Childhood (OEC) approval to respond to community and family needs during the pandemic.
- ¹¹ The State does not have a requirement regarding hours per year. Programs generally operate for 52 weeks a year: however, they are allowed up to 22 days of closure per year.
- ¹² A child who is 2 year 8 months may be enrolled in a CDCC slot in licensed programs as a 3-year-old if the program: is licensed with a preschool endorsement; obtains authorization from the child's parent or guardian; director provides authorization for enrollment of the child in preschool; written authorizations are maintained on file. Applicable only to licensed programs and exempt programs with families enrolled who receive child care assistance.
- ¹³ Compulsory school attendance begins in Kindergarten, however, parents of a child who is 5 years old have the option not to send their child to school until the child is 6 or 7 years old. If they choose not to send their child when the child is age eligible, they must go to the school district office and sign an opt-out form.
- ¹⁴ Eligibility is based on multiple factors of CDCC programs, including family income, residency requirements and workforce requirements. 80% of enrolled children's families must be earning income through employment.
- ¹⁵ The sliding scale is a published General Policy (B-02) that provides Guidelines on the implementation of the OEC-published Fee Schedule (also known as "the fee scale") to determine Fees and Family and/or per-Child Contributions. These guidelines apply to Child Day Care contractors and sub-contractors. All children included in the total program enrollment are paying on a sliding scale. For more information, see [here](#).
- ¹⁶ Income eligibility is reassessed for all enrolled CDCC families annually. Factors considered in the reassessment process are income and family size. During the reassessment process, if the family income exceeds 75% of the SMI, the family pays a higher family fee.
- ¹⁷ Maximum class size for preschool programs during July-August 2020 was limited to 14. Maximum class size for preschool increased to 16 effective August 20, 2020.

- Maximum class size for preschool was maintained at 16, however effective October 12, 2020, up to 18 children were allowable in a space provided a minimum of 50 square feet of total usable program space was available for each child in the group. Group size restrictions ended effective May 20, 2021.
- 18 Child Day Care contracted programs are required to participate in the Child and Adult Care Food Program (CACFP) program. Programs can submit a waiver if the implementation of the CACFP is a financial hardship for the program, is incompatible with the needs of enrolled families, or if more than half the children in the program are not supported through the Child Day Care Contract.
 - 19 An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screenings noted above are required as a part of the Early Childhood Health Assessment Record. The form asks families to report concerns across domains, including social and emotional development and behavior. The form also includes a "developmental assessment" indicating that it is a mandated screening/test to be completed by provider.
 - 20 Requirements for health and immunization records for licensed programs were waived during COVID provided one of the two following conditions were met: records were on file prior to the emergency and expired, or the child was attending a legally operating program or school that was closed and the parent attested in writing that the child was up-to-date. The immunization waiver was removed in November 2020 and the health record waiver expired on 6/30/21.
 - 21 Programs provide a variety of services unique to their communities and report on their local collaborations to support children and families.
 - 22 Enrollment data is collected on a monthly basis. A child must have attended at least one day of the month to be considered actively enrolled in the program.
 - 23 CT ELDS are for birth to age five, therefore, they are inclusive of state infant and toddler development standards. CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A series of documents 'Using the CT ELDS to Support All Children' is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System (CT DOTS). OEC funds professional development related to standards, curriculum, and assessment that includes both training and coaching opportunities.
 - 24 Programs are required to achieve NAEYC accreditation and accreditation criteria address ongoing child assessment. There are no additional policy requirements related to child assessment for Child Day Care Programs. Locally determined assessment. CT offers an aligned framework for formative assessment tied to CT ELDS (CT DOTS).
 - 25 Guidance documents available: 'Supporting All Children Using the CT ELDS: Building Meaningful Curriculum' includes a curriculum self-assessment tool, which has been used in trainings for administrators. Additional guidance related to the intersection of Standards, Curriculum, and Assessment is also available.
 - 26 State policy requires NAEYC accreditation, therefore, it is expected that all programs are engaging in ongoing assessment to inform instruction. Programs may use any curriculum and assessment aligned with the ELDS. There is no policy regarding how the pre-K assessment data are used. Communities have used this data to guide teacher training and PD, to share data upon kindergarten enrollment, to adjust curricula and track child and program outcomes over time.
 - 27 Guidance related to ongoing child assessments was incorporated into professional learning opportunities about remote learning. There is a section on Assessment and Remote Learning in the OEC document on Remote Learning Guidance for Preschool.
 - 28 Until June 30, 2025 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree. Between July 1, 2022 and June 30, 2025 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have a Associate's degree or higher, specific to early childhood, with all remaining lead teachers holding at least a CDA credential plus 12 Early Childhood credits. On July 1, 2025 to June 30, 2029, 50% or more of the lead teachers across the program must have a Bachelor's degree or higher, specific to early childhood, with all remaining lead teachers holding an Associate's degree specific to early childhood. As of July 2029, 100% of lead teachers must hold a Bachelor's degree in Early Childhood. The Staff Qualifications requirement for OEC funded programs requires a Qualified Staff Member for each classroom in a program, including classrooms that do not receive funding and classrooms that serve infants and toddlers. Qualified Staff Members may enter the role with a minimum of a CDA plus 12 credits, and are required to attain a BA. The OEC provides scholarships for teachers to achieve the requirement.
 - 29 Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.
 - 30 There are no minimum education degree requirements for Assistant teachers. Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.
 - 31 Programs providing remote learning or hybrid models and receiving state funding for these services are required to participate in OEC sponsored training related to remote learning. Other professional development related to health and safety guidelines has been offered but has not been required. Most professional learning since March 2020 has been offered virtually to comply with state and local guidelines related to health and safety.
 - 32 Lead Teachers who do not meet the final benchmark of a Bachelor's degree for Qualified Staff Member (QSM) must have a written PD plan. If teachers seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Teacher Assistants who do not meet qualifications requirements may have a PD plan if they intend to achieve QSM status. If they seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans.
 - 33 Other agencies, including municipalities, Regional Education Services Centers, and Human Service Agencies are eligible to receive funding directly from the state.
 - 34 Programs that have not yet achieved accreditation are required to have an annual ERS conducted by an OEC approved rater. Programs must be Head Start approved or achieve NAEYC accreditation within 3 years of receiving funding. Programs are observed on an annual basis prior to achieving NAEYC accreditation. Programs that are Head Start approved or achieve NAEYC accreditation receive structured classroom observations through the Head Start annual review process and/or NAEYC accreditation process.
 - 35 An addendum to the OEC General Policy related to quality assurance requirements was issued to address accreditation timeline extensions, Provisional Accreditation, and shifting the ERS process to a facilitated self-assessment process for 2020-2021 school year. For more information, see [here](#).
 - 36 ERS ratings will resume for the FY 2021-2022 school year and OEC monitoring visits will be conducted via either desk-audit or in person on a case-by-case basis, as warranted.
 - 37 The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at a minimum of every 10 visits.
 - 38 Response reflects a broadened response to reflect OEC monitoring and NAEYC in addition to ERS. This response also reflects ongoing work to use data at the state level and work to promote local improvement efforts.
 - 39 There are no specific requirements to the frequency of site visits. Compliance Monitoring is performed periodically to ensure that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding; Experiencing licensing compliance challenges; Non-compliant with approval system requirements including reporting and required criteria; Chronically under enrolled; Non-compliant with OEC reporting requirements, General Policies, or legislation; Enrolling families in OEC funded spaces that do not meet income eligibility requirements; Experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. Due to staffing constraints and COVID -19, compliance monitoring was limited to desk audits for the 2020-2021 school year.
 - 40 Because there are not specific requirements related to site visits, no formal changes/waivers were necessary. However, ongoing periodic monitoring was conducted virtually.
 - 41 Temporary closures due to Covid related issues were left to individual programs/districts.
 - 42 To assist families and assist programs in ensuring continuity of care for children during the summer months, a family fee payment will be provided by OEC to programs for preschool age children, on behalf of families. These payments will be made directly to School Readiness and Child Day Care programs located in priority districts, and for families under 75% of State Median income in competitive districts, or to eligible facilities as notified by OEC. To be eligible all programs must meet the following requirements: a. provide full-day, part-day, or wrap-around care for preschool children; b. operate during the months of July and August; and c. be in good standing with funding requirements. 2. The average per child family fee summer payment rate will be calculated at \$145 per child and will be based on 90% of capacity during the months of July and August. This information is codified in [OEC Memo 43](#).

CONNECTICUT – Connecticut School Readiness (SR)

- 1 The Office of Early Childhood Early Care and Education Division coordinates the work for this state funded Preschool program. Additional agency support is provided by the OEC Quality Improvement, Fiscal, Contract, and Communication Division(s) staff as well as OEC Leadership.
- 2 Of the 67 communities, 21 are priority districts and 46 are competitive municipalities as defined by legislation. The 21 priority school districts are not required to

- participate in the School Readiness Program, but funds are available to all eligible districts.
- ³ The total enrollment number is from January 2021. Details for the number of children shown by age, are an estimate based on the percent of children in each age group from ECE Reporter Enrollment for January 2021 against January 2021 Monthly Report. The ages are prorated and applied to the total School Readiness enrollment reported. Numbers by age are % percentage by year of Birth (3% 2019; 36% 2018; 50% 2017; 11% 2016+.) Age as of January 1, 2021. Age of 2 years 8 months as long as parent and program are in agreement. There has been a significant decrease in the number of children enrolled in October 2020 from the February 2020 enrollments, due to COVID-19.
 - ⁴ The Learning Format changed throughout the school year. Numbers represent an estimate per January 2021 Reports.
 - ⁵ The classroom /cohort size allowed during COVID-19 changed during the 2020-2021 allowing higher numbers by the Spring.
 - ⁶ Home Language data based on actuals shown in ECE Reporter by Age. In addition to numbers reported, there are also 4,554 children whose home language is unknown (1,417 3 years + 2,665 4 years + 125 unknown age). While supports to DLLs are encouraged and guidance is provided, there is no requirement. The Connecticut ELDS include a DLL Framework, and the Office Early Childhood (OEC) has provided a guidance document, Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners. Legislative requirements mandate identification of DLLs in kindergarten, but the CT State Department of Education (SDE) added an Optional Identification Policy for Students in June 2018 that recommends an approach for identifying DLLs who are at least 4 years old. The OEC also embarked on a partnership with WIDA Early Years beginning in August 2019 allowing OEC staff and other ECE professionals to participate in professional learning and a train-the-trainer opportunity. The document Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners includes a section on Engaging Families of Children Who Are Dual Language Learners.
 - ⁷ Income by Age as reported in ECE Reporter January 2021. All age-eligible children in districts offering the program, or in the entire state, may enroll. All families, regardless of income levels, can apply for School Readiness spaces in Competitive and Priority municipalities. However, 60% of the children enrolled in each municipality must meet the income requirement of being at or below 75% of SMI. Details by Age and Income per ECE Reporter January 2021 and prorated against the January 2021 Monthly Report. The Total includes ages <3 and > 4 with HH Income <50% = 356; HH income between 50%-75% SMI = 119 and HH Income > 75% or unknown = 166. In Income Measure 3, there are 753 children with No Income Data shown, 266 3 years + 409 4 years + 78 <3 or >4 years>. All children remain eligible for the program but the fee is reassessed annually and residency is verified (although a School Readiness Council does have the local option whether to accept non-residents). Parent fees can change depending on a change of income of \$50.00 or more per week and/or family size. Programs work with families to keep children enrolled.
 - ⁸ Breakdown by setting is based on capacity, not actual enrollment.
 - ⁹ Operating schedules are locally determined and hours vary by program. Minimum hours and dates of operations are: Full-day programs operate 10 hours per day, 50 weeks per year, while school-day programs operate 6 hours per day, 180 days per year. Part-day programs operate 2.5 hours per day, 180 days per year. Funding from another source can be used to extend programs. Extended day operates 10 hours per day, 50 weeks per year.
 - ¹⁰ During FY21, waivers were made available for School Readiness funded districts to request a variance in the number of hours, days and weeks the program is required for programs to operate due to COVID-19.
 - ¹¹ A child who is 2 year 8 months may be enrolled in a School Readiness slot in licensed programs as a three-year-old if the program: is licensed with a preschool endorsement; obtains authorization from the child's parent or guardian; director provides authorization for enrollment of the child in preschool; written authorizations are maintained on file. Applicable only to licensed programs and exempt programs with families enrolled who receive child care assistance.
 - ¹² Compulsory school attendance begins in Kindergarten. However, parents of a child who is 5 years old have the option not to send their child to school until the child is 6 or 7 years old. If they choose not to send their child when the child is age eligible, they must go to the school district office and sign an opt-out form.
 - ¹³ All age-eligible children in districts may enroll however, districts are required to enroll at least 60% of families with incomes below 75% SMI. Eligibility is determined by Family Income and Residency. Local policy can be established to allow programs to enroll non-resident children.
 - ¹⁴ All children included in the total program enrollment are paying on a sliding scale.
 - ¹⁵ Maximum class size for preschool programs during July-August 2020 was limited to 14. Maximum class size for preschool increased to 16 effective August 20, 2020. Maximum class size for preschool was maintained at 16, however effective October 12, 2020, up to 18 children were allowable in a space provided a minimum of 50 square feet of total usable program space was available for each child in the group. Group size restrictions ended effective May 20, 2021.
 - ¹⁶ Licensed Programs are required to serve one snack to children who attend fewer than five hours per day and one snack plus one meal to children in school for five to eight hours per day. Children attending more than eight hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.
 - ¹⁷ An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screenings noted above are required as a part of the Early Childhood Health Assessment Record. The form asks families to report concerns across domains, including social and emotional development and behavior. The form also includes a "developmental assessment" with an asterisk indicating is a mandated screening/test to be completed by provider.
 - ¹⁸ Requirements for health and immunization records for licensed programs were waived during COVID provided one of the two following conditions were met: records were on file prior to the emergency and expired, or the child was attending a legally operating program or school that was closed and the parent attested in writing that the child was up-to-date. The immunization waiver was removed in November 2020 and the health record waiver expired on 6/30/21.
 - ¹⁹ Programs are required to submit monthly enrollment. To be considered enrolled children must have attended at least one day in that month.
 - ²⁰ CT ELDS are for birth to age five, therefore, they are inclusive of state infant and toddler development standards. CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A series of documents 'Using the CT ELDS to Support All Children' is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System (CT DOTS). OEC funds professional development related to standards, curriculum, and assessment that includes both training and coaching opportunities. Grantees agree to ensure that both the curriculum and child assessments used are aligned to CT ELDS.
 - ²¹ State policy requires NAEYC accreditation. It is expected that all programs are engaging in ongoing assessment to inform instruction. Programs may use any curriculum and assessment that is aligned with the CT ELDS. There is no policy regarding how the pre-K assessment data are used. Communities have used this data to guide teacher training and PD, to share data upon kindergarten enrollment, to adjust curricula and track child and program outcomes over time. State policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS.
 - ²² Guidance related to ongoing child assessments was incorporated into professional learning opportunities about remote learning. There is a section on Assessment and Remote Learning in the OEC document on Remote Learning Guidance for Preschool.
 - ²³ Until June 30, 2025 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree. Between July 1, 2022 and June 30, 2025 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have a Associate's degree or higher, specific to early childhood, with all remaining lead teachers holding at least an CDA credential plus 12 Early Childhood credits. On July 1, 2025 to June 30, 2029, 50% or more of the lead teachers across the program must have a Bachelor's degree or higher, specific to early childhood, with all remaining lead teachers holding an Associate's degree specific to early childhood. As of July 2029, 100% of lead teachers must hold a Bachelor's degree in Early Childhood. The Staff Qualifications requirement for OEC funded programs requires a Qualified Staff Member for each classroom in a program, including classrooms that do not receive funding and classrooms that serve infants and toddlers. Qualified Staff Members may enter the role with a minimum of a CDA plus 12 credits, and are required to attain a BA. The OEC provides scholarships for teachers to achieve the requirement.
 - ²⁴ The Early Childhood Teaching Credential (ECTC), which includes an option for an Individual Review Route, is one option for meeting education requirements.
 - ²⁵ The OEC temporarily waived QSM requirements due to COVID-19. The OEC expects programs to comply with General Policy A-01 which outlines requirements for staff qualifications.
 - ²⁶ There are no minimum education degree requirements for Assistant teachers. Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.
 - ²⁷ License-exempt and licensed School Readiness programs must have a plan for professional development for staff, including, but not limited to, training (A) in pre-literacy skills development, and (B) designed to assure respect for racial and ethnic diversity.
 - ²⁸ Programs providing remote learning or hybrid models and receiving state funding for these services are required to participate in OEC sponsored training related to remote learning. Other professional development related to health and safety guidelines has been offered but has not been required. Most professional learning since

March 2020 has been offered virtually to comply with state and local guidelines related to health and safety.

- ²⁹ Lead Teachers who do not meet the final benchmark of a Bachelor's degree for Qualified Staff Member (QSM) must have a written PD plan. Teacher Assistants who do not meet qualifications requirements may have a PD plan if they intend to achieve QSM status. If Lead Teachers or Teacher Assistants seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans. For more information, see [here](#).
- ³⁰ Funds are issued to the fiscal agents in each eligible district for distribution to programs in public schools, Head Start, private agencies, faith-based centers and other agencies including municipalities, RESCs and Human Service Agencies.
- ³¹ Programs that have not yet achieved accreditation are required to have an annual ERS conducted by an OEC approved rater. Programs must be Head Start approved or achieve NAEYC accreditation within 3 years of receiving funding. Programs are observed on an annual basis prior to achieving NAEYC accreditation. Programs that are Head Start approved or achieve NAEYC accreditation receive structured classroom observations through the Head Start annual review process and/or NAEYC accreditation process.
- ³² An addendum to the OEC General Policy related to quality assurance requirements was issued to address accreditation timeline extensions, Provisional Accreditation, and shifting the ERS process to a facilitated self-assessment process for 2020-2021 school year. For more information, see [here](#).
- ³³ ERS ratings will resume for the FY 2021-2022 school year and OEC monitoring visits will be conducted via either desk-audit or in person on a case-by-case basis, as warranted.
- ³⁴ The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at a minimum of every 10 visits.
- ³⁵ Local Councils make recommendations for funding to the OEC and include observations of classroom quality conducted at the local level in their decision making.
- ³⁶ There are no specific requirements to the frequency of site visits. Compliance Monitoring is performed periodically to ensure that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding; Experiencing licensing compliance challenges; Non-compliant with approval system requirements including reporting and required criteria; Chronically under enrolled; Non-compliant with OEC reporting requirements, General Policies, or legislation; Enrolling families in OEC funded spaces that do not meet income eligibility requirements; Experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. Due to staffing constraints and COVID-19, compliance monitoring was limited to desk audits for the 2020-2021 school year.
- ³⁷ Because there are not specific requirements related to site visits, no formal changes/waivers were necessary. However, ongoing periodic monitoring was conducted virtually.
- ³⁸ The state board of education allowed districts to operate for 177 days instead of 180 days to allow 3 days for cleaning/preparation purposes. Temporary closures due to Covid related issues were left to individual programs/districts.
- ³⁹ To assist families and assist programs in ensuring continuity of care for children during the summer months, a family fee payment will be provided by OEC to programs for preschool age children, on behalf of families. These payments will be made directly to School Readiness and Child Day Care programs located in priority districts, and for families under 75% of State Median income in competitive districts, or to eligible facilities as notified by OEC. To be eligible all programs must meet the following requirements: a. provide full-day, part-day, or wrap-around care for preschool children; b. operate during the months of July and August; and c. be in good standing with funding requirements. 2. The average per child family fee summer payment rate will be calculated at \$145 per child and will be based on 90% of capacity during the months of July and August. This information is codified in [OEC Memo 43](#).

CONNECTICUT – Connecticut Smart Start

- ¹ The Office of Early Childhood Early Care and Education Division coordinates the work for this state funded Preschool program. Additional agency support provided by the OEC Quality Improvement, Fiscal, Contract, and Communication Division(s) staff as well as OEC Leadership.
- ² One community decided to not participate in this grant opportunity effective FY 2021 as they work toward a more universal approach to early care and education in their community. Only local or regional boards of education are eligible to apply for Smart Start program funds.
- ³ Regarding the minimum age for preschool eligibility, children age 2 years and 9 months may attend, but it is locally determined if they can start prior to their 3rd birthday. Age 5 on or before January 1. The total enrollment number is from January 2021. Details for the number of children shown by age, are an estimate based on the percent of children in each age group from ECE Reporter Enrollment for January 2021 against January 2021 Monthly Report. Numbers by age are percentage by year of Birth (1% 2019; 21% 2018; 71% 2017; 7% 2016).
- ⁴ The Learning Format changed throughout the school year. Numbers represent an estimate per January 2021 Reports.
- ⁵ The classroom/cohort size allowed during COVID-19 changed during the 2020-2021 allowing higher numbers by the Spring.
- ⁶ Preschoolers with disabilities may be counted in the enrollment total or may be served in one of three optional additional spaces per Smart Start classroom, depending upon the services outlined in their IFSP or IEP. The details for the number of children shown by age per ECE Reporter January 2021 Enrollment, which was new as of that date. The Total of 139 is from the January 2021 Monthly Program Report. The number by age of the 21 students (per different reports) are not known. Percentages by age are: 3% <3 years, 21% 3 years, 62% 4 years, 14% 5 years.
- ⁷ Home Language is only known for 107 children based on data shown in ECE Reporter by Age. Home Language not reported for 524 children (96 3 years + 341 4 years + 87 other ages). While supports to DLLs are encouraged and guidance is provided, there is no requirement. The Connecticut ELDS include a DLL Framework, and the OEC has provided a guidance document, Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners. Legislative requirements mandate identification of DLLs in kindergarten, but the CT State Department of Education (SDE) added an Optional Identification Policy for Students in June 2018 that recommends an approach for identifying DLLs who are at least 4 years old. The OEC also embarked on a partnership with WIDA Early Years beginning in August 2019 allowing OEC staff and other ECE professionals to participate in professional learning and a train-the-trainer opportunity.
- ⁸ Eligibility for Smart Start is determined at the local level. Districts submitted initial plans for prioritizing enrollment (including vulnerable children) and were allowed to adjust these priorities based upon changing local needs due to COVID-19. It is a local decision whether to charge tuition. However, if the district chooses to charge tuition, they must use the Office of Early Childhood (OEC) Sliding Fee Scale. Details by Age and Income per ECE Reporter January 2021 and prorated against the January 2021 Monthly Report. The Total includes ages <3 and > 4 with HH Income <50% = 18; HH income between 50%-75% SMI = 5 and HH Income > 75% or unknown = 24. All age-eligible children in districts offering the program, or in the entire state, may enroll. Districts may prioritize enrollment based on local need.
- ⁹ The typical school year is 5 days per week, 6 hours per day, 180 days per year. For the 2020-2021 school year districts were allowed to use 3 of these 180 days to prepare for the safe transition to school, resulting in a requirement to provide 177 days of school. Clarification issued on 11/12/20 specifies a threshold of at least 885 hours of actual school time.
- ¹⁰ There is no minimum age set for preschool entry for license-exempt programs, but 2 years and 9 months at entry is a common practice to ensure that children have access to 2 years of preschool.
- ¹¹ Compulsory school attendance begins in Kindergarten. However, parents of a child who is 5 years old have the option not to send their child to school until the child is 6 or 7 years old. If they choose not to send their child when the child is age eligible, they must go to the school district office and sign an opt-out form.
- ¹² Individual districts receiving the Smart Start grant set priorities for enrollment. The expectation is that at least 60% of families enrolled fall at or below 75 % of the State Median Income or that 50% or more of families enrolled qualify for free or reduced lunch. Districts may set other priorities including homelessness, foster care status, and/or status as a dual language learner.
- ¹³ Districts should not exclude children based on the eligibility criteria listed above, but can prioritize enrollment based on district needs and priorities. Districts are required to submit data on the number of children with an IEP, children who are dual language learners, children who are in foster care, and children who are homeless/ experiencing unstable housing.
- ¹⁴ Districts are not required to charge a family fee; however, if they do charge a family fee, they must use the OEC sliding fee scale to determine fees. OEC collects data on the amount of family fees collected.
- ¹⁵ Maximum class size for preschool was 16 effective August 20, 2020. Maximum class size for preschool increased to 16 effective August 20, 2020. Maximum class size for preschool was maintained at 16, however effective October 12, 2020, up to 18 children was allowed in a space provided a minimum of 50 square feet of total usable

- program space is available for each child in the group. Group size restrictions ended effective May 20, 2021.
- 16 An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screenings noted above are required as a part of the Early Childhood Health Assessment Record. The form asks families to report concerns across domains, including social and emotional development and behavior. The form also includes a "developmental assessment" with an asterisk indicating is a mandated screening/test to be completed by provider.
 - 17 Requirements for health and immunization records for licensed programs were waived during COVID provided one of the two following conditions were met: records were on file prior to the emergency and expired, or the child was attending a legally operating program or school that was closed and the parent attested in writing that the child was up-to-date. The immunization waiver was removed in November 2020 and the health record waiver expired on 6/30/21.
 - 18 Smart Start does not require specific comprehensive services, but local School Districts provide a variety of services unique to their communities and district programs report on their local collaborations to support children and families.
 - 19 Enrollment data is collected on a monthly basis. A child must have attended at least one day of the month to be considered actively enrolled in the program.
 - 20 CT ELDS are for birth to age five, therefore, they are inclusive of state infant and toddler development standards. CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A series of documents 'Using the CT ELDS to Support All Children' is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System (CT DOTS)). Grantees are required to use curriculum and child assessments that are aligned to ELDS. OEC funds professional development related to standards, curriculum, and assessment that includes both training and coaching opportunities.
 - 21 State policy requires NAEYC accreditation; therefore, it is expected that all programs are engaging in ongoing assessment to inform instruction. Programs may use any curriculum and assessment aligned with the ELDS and are required to describe curriculum and assessment processes in application and annual reports. There is no policy regarding how the pre-K assessment data are used. Communities have used this data to guide teacher training and PD, to share data upon kindergarten enrollment, to adjust curricula and track child and program outcomes over time.
 - 22 Guidance related to ongoing child assessments was incorporated into professional learning opportunities about remote learning. There is a section on Assessment and Remote Learning in the OEC document on Remote Learning Guidance for Preschool.
 - 23 The Lead Teacher must hold certification with a CT State Department of Education endorsement that includes early childhood education or early childhood special education.
 - 24 Paraeducators may achieve a score of at least 47 on the ETS ParaPro Assessment in lieu of the Associate's degree requirement. In addition, assistant teachers must meet NAEYC accreditation standards and/or Head Start requirements related to assistant teachers.
 - 25 Assistant Teachers must meet either NAEYC/licensing professional development and/or Head Start requirements.
 - 26 Programs providing remote learning or hybrid models and receiving state funding for these services are required to participate in OEC sponsored training related to remote learning. Other professional development related to health and safety guidelines has been offered but has not been required. Most professional learning since March 2020 has been offered virtually to comply with state and local guidelines related to health and safety. Health and safety training may have been required locally.
 - 27 Lead teachers are certified by CSDE and fall under Educator Evaluation requirements. These requirements state, districts and schools shall provide professional learning opportunities for teachers, pursuant to subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individual's needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback. For more information, see [here](#).
 - 28 While OEC policy does not specifically address parity in pay and benefits, teachers in Smart Start classrooms must be certified and employed by the local school district. Therefore, union agreements regarding pay and benefits would apply to teachers in Smart Start classrooms, thereby ensuring parity. Salary and benefits parity is required although actual pay and benefits varies by district.
 - 29 Districts can subcontract with community-based providers to provide services at their location; however, the teachers in Smart Start classrooms must be employed by the board of education.
 - 30 Programs that have not yet achieved accreditation are required to have an annual ERS conducted by an OEC approved rater. Programs must be Head Start approved or achieve NAEYC accreditation within 3 years of receiving funding. Programs are observed on an annual basis prior to achieving NAEYC accreditation. Programs that are Head Start approved or achieve NAEYC accreditation receive structured classroom observations through the Head Start annual review process and/or NAEYC accreditation process. Other programs may be required to have an ERS if they lose accreditation or if other concerns related to quality arise from ongoing monitoring. Within a program, classrooms are randomly selected for observation.
 - 31 An addendum to the OEC General Policy related to quality assurance requirements was issued to address accreditation timeline extensions, Provisional Accreditation, and shifting the ERS process to a facilitated self-assessment process for 2020-2021 school year. For more information, see [here](#).
 - 32 ERS ratings will resume for the FY 2021-2022 school year and OEC monitoring visits will be conducted via either desk-audit or in person on a case-by-case basis, as warranted.
 - 33 The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at a minimum of every 10 visits.
 - 34 The OEC does not require preschool teacher evaluations; however, as certified public school teachers, SDE requirements regarding teacher evaluation would apply to educators. SDE has provided resources to implement flexibilities within the [CT Guidelines for Educator Evaluation](#).
 - 35 There are no specific requirements to the frequency of site visits. Compliance Monitoring is performed periodically to ensure that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding; Experiencing licensing compliance challenges; Non-compliant with approval system requirements including reporting and required criteria; Chronically under enrolled; Non-compliant with OEC reporting requirements, General Policies, or legislation; Enrolling families in OEC funded spaces that do not meet income eligibility requirements; Experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. Due to staffing constraints and COVID -19, compliance monitoring was limited to desk audits for the 2020-2021 school year.
 - 36 Because there are not specific requirements related to site visits, no formal changes/waivers were necessary. However, ongoing periodic monitoring was conducted virtually.
 - 37 The state board of education allowed districts to operate for 177 days instead of 180 days to allow 3 days for cleaning/preparation purposes. Temporary closures due to Covid related issues were left to individual programs/districts.
 - 38 To assist families and assist programs in ensuring continuity of care for children during the summer months, a family fee payment will be provided by OEC to programs for preschool age children, on behalf of families. These payments will be made directly to School Readiness and Child Day Care programs located in priority districts, and for families under 75% of State Median income in competitive districts, or to eligible facilities as notified by OEC. To be eligible all programs must meet the following requirements: a. provide full-day, part-day, or wrap-around care for preschool children; b. operate during the months of July and August; and c. be in good standing with funding requirements. 2. The average per child family fee summer payment rate will be calculated at \$145 per child and will be based on 90% of capacity during the months of July and August. This information is codified in [OEC Memo 43](#).

DELAWARE – Delaware Early Childhood Assistance Program (ECAP)

- 1 Federally funded Head Start and Early Head Start programs are also eligible to apply to the ECAP RFP. Those that are awarded as ECAPs are funded for seats in addition to their federally funded seats.
- 2 Total enrollment is the number of seats funded by the Delaware Department of Education (DDOE), Office of Early Learning (OEL). Enrollment numbers by program location reflect reported numbers served and therefore totals more than the funded seats. Children who are enrolled can leave the program, which is why programs have a waitlist. Seats are filled within 30 days as per Head Start Program Performance Standards.
- 3 ECAP funding is provided for at least 3.5 hours per day, making all ECAP seats part day. However, ECAPs provide services for children part day or full day, depending upon each operating schedule. Programs blend and braid other funding sources to reach a full day of funding for each "seat."
- 4 Schedule requirements are indicated by the Head Start Program Performance Standards (HSPPS) and Delaware's QRIS requirements. Programs that operate longer than 3.5 hours per day have funding from multiple sources to support the additional service hours. Some ECAPs align with school district schedules. Some programs use

- state subsidy (Purchase of Care) dollars to extend the program day for children. Programs operate for at least nine months but do not necessarily follow school district calendars. The program year for state-funded ECAPs is based on the state fiscal year and extends from July 1 through June 30 of the following year; programs determine operating schedules within this program year.
- ⁵ Programs provide high-quality educational and comprehensive services to children for at least 160 days per year, 5 days per week, and 3.5 hours per day with ECAP funding.
 - ⁶ ECAP-funded children must meet the federal HSPPS eligibility guidelines. Eligibility is determined based on age of child, family income, disability, housing status, parental status, and other individual/family factors. Ten percent of available slots must be provided for children with disabilities; programs can apply for waivers to this requirement. Effective as of the Head Start Act of 2007, 35% of enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL.
 - ⁷ As per the federal Head Start Program Performance Standards, each program establishes selection criteria annually based on community needs identified in its community needs assessment; this may result in identification of additional risk factors.
 - ⁸ Delaware ECAPs follow the required HSPPS.
 - ⁹ Which meal is offered depends on the duration of the day and the start and end time.
 - ¹⁰ ECAPs follow the requirements for screenings per the federal HSPPS. Depending on the screening, these are conducted within the first 45 or 90 calendar days of the program year. Screening procedures are locally determined.
 - ¹¹ We do still see a delay in meeting the requirement because of staffing shortages across all sectors.
 - ¹² Comprehensive services are required, but the specific services offered are determined locally. ECAPs follows HSPPS which require comprehensive services.
 - ¹³ This requirement is through Delaware Stars and all ECAPs are required to be in Delaware Stars.
 - ¹⁴ Curriculum decision-making and implementation is guided by Delaware Stars for Early Success, Delaware's QRIS. There is a list of approved curricula and recommended supplemental curricula. All ECAPs are a Star 4 or 5, and thus follow curricula guidelines and receive training and technical assistance as a Stars Level 4 or 5 center on curriculum implementation.
 - ¹⁵ See the full list, [here](#).
 - ¹⁶ The list can be found under "[Supplemental Curricula](#)".
 - ¹⁷ Most programs use MyTeachingStrategies (formerly Teaching Strategies GOLD) because the State funds child portfolios for all Star 4 and 5 programs. They are required to use an approved assessment from the Stars approved assessment list.
 - ¹⁸ Child assessments could be done virtually or in-person, depending on the situation for the program (with COVID case closures).
 - ¹⁹ Federal HSPPS require at least an Associate's degree in early childhood education or a related field in addition to coursework equivalent to a major relating to early childhood education and experience teaching preschool-age children for all lead teachers. Fifty percent of teachers must have a BA in child development, early childhood education, or equivalent coursework. Lead teachers in both public and private settings must meet these requirements. Additional certifications and specializations are required by school district programs. (State and federal requirements are dictated by the funding source).
 - ²⁰ Federal Head Start Program Performance Standards require at least an associate degree in early childhood education or a related field in addition to coursework equivalent to a major relating to early childhood education and experience teaching preschool-age children for all lead teachers. 50% of teachers must have a BA in child development, early childhood education, or equivalent coursework. Lead teachers in both public and private settings must meet these requirements. Additional certifications and specializations are required by school district programs. (State and federal requirements are dictated by the funding source).
 - ²¹ Federal HSPPS require that assistant teachers must have at least a CDA, be enrolled in a program leading to an Associate's or Bachelor's degree, or be enrolled in a CDA program to be completed within 2 years.
 - ²² ECAP programs can participate in the DE Head Start Association and included in HS trainings.
 - ²³ Additional virtual training on all of the topics were made available, but not required.
 - ²⁴ Delaware provided enhanced reimbursement payments to programs receiving POC. Programs could use those dollars on strategies to recruit and retain teachers. However, this was not a program specific to ECAP; all early childhood programs were eligible.
 - ²⁵ During COVID-19, all Stars verification visits were suspended. Therefore, programs did not receive structured external observations aside from their resumed Office of Child Care Licensing monitoring visits in the 2020-2021 program year.
 - ²⁶ QRIS classroom observations are shared with programs, who can choose to use this information in their self-assessment and continuous quality improvement processes.
 - ²⁷ Delaware did not direct any federal COVID-19 assistance funding directly to ECAPs. Any federal assistance was available to all early childhood programs statewide.

DISTRICT OF COLUMBIA – District of Columbia Universal Pre-K

- ¹ The District utilizes a mixed-delivery system operating across three sectors for pre-K services, including traditional public schools (DCPS), public charter schools (PCS), and publicly funded community-based organizations (CBOs) that have a high-quality designation through the Pre-K Enhancement and Expansion Program (PKEEP). Both DCPS and PCS provide publicly funded pre-K that is open to all DC residents and funded through the Uniform Per Student Funding Formula (UPSFF), the District of Columbia's school funding formula. PCS are publicly funded schools that operate independently from the traditional public school system. Each PCS is authorized and monitored by the DC Public Charter School Board (PCSB). CBOs that achieve and maintain a high-quality designation under the PKEEP, provide publicly funded pre-K education that is open to all DC residents. These CBOs receive funding equivalent to the UPSFF for each student enrolled in the CBO PKEEP class(es).
- ² Across the District's eight Wards, pre-K is offered in 39 Local Education Agencies. An additional 28 pre-K programs are offered in community-based organizations (CBOs).
- ³ Most elementary schools in DCPS and PCS offer pre-K for age-eligible students. PCS sites that are approved to provide pre-K (by way of the school's charter) may offer pre-K to any student that meets the District residency and age eligibility requirements. Additionally, the Pre-K Enhancement and Expansion Program provides funding to high-quality community-based organizations (CBOs).
- ⁴ The learning format of 983 children is unknown, largely in CBOs where learning format at the child level was not collected due to variability in pre-K attendance. OSSE collected the following data on the program-level mode of instruction from CBOs: As of August 2020, 14 CBOs implemented hybrid learning models, a combination of in-person and at-home learning, including a model where children are present in person on only some days; 6 programs conducted in-person only modes of instruction and 4 programs implemented all virtual, at-home learning.
- ⁵ From Fall 2020 to Spring 2021, the number of children attending pre-K in-person increased as DCPS and some charter LEAs returned to in-person or hybrid schooling for at least some percentage of their students, including pre-K students. OSSE did not capture this data for most CBOs due to variability in pre-K attendance.
- ⁶ Data on children under 3 and 5-year-olds is required to be suppressed in order to protect potentially identifiable information of children.
- ⁷ OSSE serves as the state-level grantee for the two federal Early Head Start-Child Care Partnership (EHS-CCP) grants. OSSE leveraged the EHS-CCP grants to develop the Quality Improvement Network (QIN) to build capacity, increase access and enhance the quality of care for infants and toddlers in DC. The QIN is supported by layering federal funds with locally appropriated funds to support the work of the hubs and local child care subsidy funding to support the child care partners (CCPs). Additionally, local funding created 341 additional Early Head Start slots.
- ⁸ Enrollment for this question is reported based on whether a student is designated an English-Language Learner. The home language total does not match the enrollment total because this information is not available for CBOs.
- ⁹ According to OSSE's PII policies, the number of 3-year-olds and 4-year-olds identified as Native Hawaiian or other Pacific Islander is less than 10 and those children identified as American Indian or Alaska Native is dually suppressed in order to prevent reconstruction of protected data.
- ¹⁰ FRPL status is not collected for most CBOs. FRPL status was collected for 12,486 children in total.
- ¹¹ 91 children in Head Start were also enrolled in CBOs.

- ¹² The District issued guidance on defining attendance and collecting attendance data for the 2020-21 school year. The guidance was issued to recognize that pre-K education services would be offered in virtual (through distance learning platforms) as well as in-person formats in the 2020-21 school year. Click [here](#) for additional information. Additionally, guidance was issued for traditional public and public charter schools to develop Continuous Education & School Recovery Plans for the 2020-21 school year. The plans were required for the District to waive minimum requirements. Click [here](#) for resources on Continuous Education. The District issued guidance for CBOs that allowed flexibility in the operating schedules for the 2020-21 school year. The guidance noted that the State Education Agency would not enforce the requirement regarding the daily school schedule and the school calendar year. The full policy can be read [here](#).
- ¹³ While public charter schools have the autonomy to select their own preschool eligibility date, most follow the state guidelines. Currently, only one early childhood program follows a different date, which is age 3 by December 31.
- ¹⁴ Ratios and group size requirements are indicated for the sector (e.g. applicable to DCPS and CBOs). Ratios and group size requirements are based on the age of the youngest child in the classroom. PCS have autonomy to develop their own guidelines/program standards for class sizes within each charter LEA, subject to their charter approved by the Public Charter School Board.
- ¹⁵ The DC Healthy Tots Act requires all DC Public Pre-K Programs to follow Child and Adult Care Food Programs dietary guidelines as identified by the USDA/ Schools are required to serve breakfast in the classroom as required by the School Breakfast Program. During 2020-21 when most schools were in remote learning, students were able to access meals at established DC meal sites.
- ¹⁶ The following additional requirements apply to DCPS Title I schools: All students enrolled in DCPS must have a completed DC Universal Health Certificate, completed and signed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, and completion of immunizations. The required components of the physical exam as set by DC's EPSDT can be found [here](#). Pursuant to the Child Care Licensing Regulations, CBOs must have a policy in place to adhere to all OSSE licensing standards regarding immunizations. Currently, the regulations require that each child attending a facility shall, prior to the child's first day of services and at least annually thereafter, submit to the facility appropriate, complete documentation of a comprehensive physical health examination, and, for each child 3 years of age or older, evidence of an oral health examination. Under the District's COVID-19 public health emergency and OSSE's health and safety guidance, OSSE has issued an exception for children 3 and older. The exception provided a 90-day extension to submit Universal Health Certificates (UHCs), Oral Health Assessments (OHAs), and Medication and Treatment Authorization Forms and was in effect through Nov. 2, 2020 for UHCs and Medication and Treatment Authorization Forms and Jan. 31, 2021 for OHAs. The 90-day extension for children aged 3 and older did not affect the requirement for all children to continue to timely receive all necessary immunizations as required by District law.
- ¹⁷ In 2020-21, DCPS offered comprehensive services to children in Title 1 schools. Non-Title 1 schools provide more limited services. Public charter schools have autonomy to offers services that reflect their mission and population served. CBOs conducted developmental screenings and provided comprehensive services for children enrolled in the public pre-K program.
- ¹⁸ CBOs are required to submit monthly attendance reports as part of their programmatic monthly reports. During 2020-21, attendance data in LEAs for virtual/hybrid learning was adapted to be able to be collected daily via an online learning management system. This was recorded through a student's daily login to the online learning management system. For LEAs that used a learning management system, students that did not login at least daily were recorded as absent. For LEAs that did not use a learning management system, LEAs were required to make one-on-one contact with the student in order to verify they were present and were required to provide daily evidence of engagement consistent with the LEA's policy.
- ¹⁹ The District of Columbia Early Learning Standards (DC ELS) are aligned to 1.) the Common Core State Standards for English Language Arts and Mathematics (2010); 2.) the Next Generation Science Standards (2013); and 3.) the Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015). They are also translated into Spanish, Amharic, French, Korean, Chinese, and Vietnamese in order to increase accessibility to educators and families.
- ²⁰ The District requires all licensed child development providers that enter into and maintain a Provider Agreement for Subsidized Child Care Services with OSSE to use an OSSE-approved, research-based curriculum and a child assessment aligned to the DC ELS. All CBOs serving children in DC Universal Pre-K are required to have signed provider agreements for subsidized child care and thus must meet the requirement for DC ELS alignment. DC policy does not require DCPS to align their curriculum or child assessments to the DC ELS. However, DCPS utilizes Creative Curriculum and Teaching Strategies GOLD, which align closely with the standards. Alignment is ensured through the approval and review process. PCS have autonomy over their curriculum and child assessments, consistent with their charters, but the DC PCSB ensures alignment through the charter review process.
- ²¹ Monthly DC ELS training is offered through the Professional Development Information System and is open for all early educators of the District's mixed delivery system to attend. For school year 2020-21, OSSE also created a document called "How to Use the Early Learning Standards and Distance Learning Guide to Support Children and Families" to support providers, teachers or caregivers on how to utilize the early learning standards and the distance learning guide and to support children and families from home. This document can be accessed [here](#) and is also available in Spanish and Amharic.
- ²² DCPS implements Required Curricular Tasks assessments to assess key learning standards three times per year in PK3 and PK4. DCPS also utilizes the Ages and Stages Questionnaires tool and TS GOLD/Creative Curriculum Developmental Continuum. CBOs are required to conduct childhood assessments that are aligned to the curriculum used for the pre-K classrooms. Most CBOs use TS GOLD/Creative Curriculum Developmental Continuum. Charter schools must assess their students, at minimum in literacy and math. Many also assess in social emotional and other areas but do not report those results to the DC PCSB. DC PCSB maintains an approved list that schools can choose from. Schools can always ask to have additional assessments evaluated to be added to the approved list. For most information, see [here](#).
- ²³ DCPS required a more limited number of GOLD ODLs to be assessed as certain GOLD ODLs are impossible to assess virtually. PCS had the option to choose a different assessment that would have better fit the needs of programming while virtual and hybrid. Many schools could not find a reliable alternative and could not assess early childhood students in 2020-21. CBOs could submit a waiver request from the high-quality standards, including the requirement to collect child assessment three times per year, during the COVID-19 public health emergency.
- ²⁴ PCS had flexibility in 2020-21 to assess their students as they determined was best during virtual and hybrid learning. In 2021-22, schools needed to assess kindergarten students with a nationally normed growth assessment, if possible, in addition to the assessment in their charter goals.
- ²⁵ Lead teachers working in CBOs must have a bachelor's degree in child development, early childhood education, or child and family studies. Alternately, a lead teacher is qualified to teach if they hold a bachelor's degree in a field other than child development, early childhood education, or child and family studies and have 18 credits in early childhood education. Public charter schools have autonomy to establish their own requirements for lead teachers, consistent with their charters and federal law (where applicable).
- ²⁶ DCPS allows any combination of the selected pre-service training for general education pre-K classrooms. Special Education training is required for Special Education classrooms. Lead teachers in CBOs are required to: (A) Hold at least a bachelor's degree in child development, early childhood education, early childhood special education or child and family studies; (B) Hold a bachelor's degree in a field other than child development, early childhood education, early childhood special education, or child and family studies and have earned eighteen (18) credits in early childhood education; or (C) Hold a bachelor's degree in a field other than a child development, early childhood education, early childhood special education or child and family studies and successful completion of applicable Early Childhood Praxis Exams. Public charter schools have autonomy to determine the minimum education/degree requirements for Lead Teachers they employ, consistent with their charters and federal law (where applicable).
- ²⁷ CBOs may apply for a waiver of the lead teacher requirements.
- ²⁸ The number of lead teachers in CBOs is not available for school year 2020-21, due to waivers provided to enable providers to adapt their models to offer high-quality pre-k during the public health emergency, as well as the variation in learning delivery models used. Individual charter LEAs employ their own teachers and aggregated data on the number of pre-K lead teachers in PCS is not available.
- ²⁹ CBOs require assistant teachers have the following minimum education requirements: (a) hold an associate degree in child development, early childhood education, early childhood special education or child and family studies or (b) hold an associate degree a field other than child development, early childhood education, early childhood special education, or child and family studies and have earned nine (9) credits in early childhood education. DCPS requires an associate degree, a 48 college credit hour transcript, or a high school diploma and have passed the ParaPro Assessment. For early childhood education aides, at least 12 credit hours in early childhood education is preferred but not required. PCS have autonomy to establish their own requirements for assistant teacher education and credentials, consistent with their charters and federal law (where applicable).
- ³⁰ For DCPS, in addition to the pre-service week and PD days scheduled throughout the year, teachers participate in ongoing job-embedded PD through weekly LEAP (PD) seminars and regular coaching.
- ³¹ DCPS is providing ongoing training related to health and safety and supporting social emotional development.
- ³² PCS have autonomy to establish their own policies and practices, consistent with their charters.

- ³³ DCPS requires teachers to receive ongoing classroom-embedded support such as coaching and mentoring. Ongoing classroom-embedded support is not required for assistant teachers in DCPS; however, many schools require teaching teams to be coached together. While PCS do not have a uniform standard/approach for ongoing classroom embedded support, many provide coaching and professional development for their teaching staff.
- ³⁴ DCPS is providing additional coaching support related to health and safety (on the implementation of COVID-19 classroom protocols).
- ³⁵ CBOs are required to follow the DCPS calendar and pay the same paid time off for holidays and official closings. PCS have autonomy to establish their own policies and practices related to staff compensation, consistent with their charters.
- ³⁶ DCPS received \$182,000 in ESSER2 funds to support pre-K programming exclusively. While DCPS received additional funds beyond this, those funds were used to support school-wide initiatives, so it is not possible to disentangle the portion of that support pre-K students.
- ³⁷ The CBOs layer subsidy funding with public pre-K dollars for children enrolled in the subsidy program. OSSE first considers Head Start or subsidy funding that supports the child, then adds public pre-K dollars to these amounts in order to fully fund each child at the USPPF. Subsidy funding is paid to the child care providers based on a child's enrollment in the program, and while OSSE can determine the total amount of subsidy funding per child, it is not possible to determine how much of the subsidy funding is TANF or CCDF due to the limited technology of OSSE's case management and accounting systems. DCPS received \$182,000 in ESSER2 funds to support pre-K programming exclusively. While DCPS received additional funds beyond this, those funds were used to support school-wide initiatives, so it is not possible to disentangle the portion of that support pre-K students.
- ³⁸ All state-funded preschool classrooms in the District are observed using the CLASS Pre-K on an annual basis. In Spring 2021, CLASS observations were cancelled due to the COVID-19 public health emergency. However, virtual CLASS observations were offered on a voluntary basis to all preschool classrooms.
- ³⁹ The Danielson Framework is used to assess charter schools only, at minimum once every five years.
- ⁴⁰ OSSE contracts with an independent organization to provide CLASS observations. The contractor requires that all observers for CLASS observations must hold a current certification with Teachstone and must demonstrate on-going reliability to the CLASS measure by meeting an 80% threshold for reliability on monthly calibration activities. Additionally, 10% of all pre-K classrooms are double-coded throughout the data collection window to ensure ongoing inter-rater reliability between observers. Observers must score within 80% of one another across all dimensions (as described above).
- ⁴¹ Programs do receive program-level data based on their observations that are designed to be used for program improvement, and state policy supports improvement using this data through our QRIS. However, state policy does not require that programs receive ongoing feedback based on the results of the CLASS assessments, which are conducted once a year at the state level (although some LEAs and CBOs collect their own CLASS observations more frequently).
- ⁴² The DC PCSB also uses the CLASS observation scores in their School Quality Reports, published annually. The CLASS scores make up a portion of the overall score for each school with pre-K. However, DC PCSB did not produce School Quality Reports during 2020-21 due to COVID-19. Data from CLASS observations is used more broadly as a component of scoring in the School Transparency and Reporting (STAR) framework which measures performance of DCPS and PCS schools along frameworks based upon grades served. Data from CLASS observations is also used to generate ratings for Capital Quality, the District's Quality, Rating, and Improvement System.
- ⁴³ CBOs are required to be part of Capital Quality, the District's QRIS system. DCPS and PCS are required to participate in the School Transparency and Reporting (STAR) Framework, which includes CLASS Pre-K as a measure of pre-K classroom quality. CLASS Pre-K is also included in the DC PCSB's Performance Management Framework (PMF) which is used to assess and communicate performance of Public Charter Schools.
- ⁴⁴ For DCPS and PCS, a small number of children who received medical waivers are participating in virtual school.

FLORIDA – Florida Voluntary Prekindergarten Program (VPK)

- ¹ Florida did not complete the 2020-2021 survey. Therefore, most information (with the exception of enrollment and spending which are from 2020-2021) is based on information reported in the 2019-2020 survey.
- ² Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.
- ³ Child care providers are required to have a plan of scheduled daily activities, which includes meals and snacks as appropriate for the age and the times children are in care. Meals and snacks are required for extended-day programs.
- ⁴ All children participating in programs in licensed childcare facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. Referrals for follow-up are recommended by the health professional. For public school programs, referrals for further follow-up are required. The VPK program allows faith-based license-exempt providers to offer the state-funded preschool program.
- ⁵ The Florida Early Learning and Developmental Standards: Four Years Old to Kindergarten (2017) Educator's Guide was developed to provide support for VPK teachers implementing the standards. The Guide includes information on meeting needs of diversity and how learning can be supported at home.
- ⁶ Lead teachers in the summer program must have a bachelor's degree or higher in early childhood education, prekindergarten or primary education, preschool education, family and consumer science, or a teacher certification in any area. Lead teachers in the school-year program are required to have a CDA or equivalent, plus specified training about performance standards and emergent literacy training. VPK requires lead teachers, whether working in public or nonpublic school settings, to maintain a valid CDA or the Florida Child Care Professional Credential (FCCPC) equivalent as a minimum credential for the school-year program. A CDA or FCCPC must be renewed every five years. Training in specified performance standards and emergent literacy is also required for school year teachers. Lead teachers in the summer program must have a bachelor's degree in a specified major and/or teacher certification. All childcare personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.
- ⁷ Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training course if employed at a licensed child care facility. This training course is offered by DCF. VPK providers on probation who must complete the Staff Development Plan as a part of their improvement plan, are required to have directors, VPK instructors, and VPK assistants complete several additional trainings.

GEORGIA – Georgia's Pre-K Program

- ¹ Georgia has a separate state agency governing services for children birth to age five and their families. Georgia Department of Early Care and Learning (DECAL) administers Georgia's Pre-K program.
- ² Enrollment in Georgia's Pre-K Program for the 2020-2021 school year was significantly impacted by the COVID-19 pandemic.
- ³ Georgia's Pre-K Program grantees offered instruction in three different program models: traditional/in-person, distance learning/virtual, and hybrid (a combination of in-person and distance learning). Each grantee selected the model of instruction for each classroom: 65% of classes offered traditional instruction; 25% of classes offered virtual instruction; and 10% of classes offered hybrid instruction.
- ⁴ Student enrollment was not tracked by program model type; therefore, Georgia is unable to report enrollment for in-person enrollment. However, based on the number of classrooms reported as in-person, there was an approximate increase in student enrollment of 3,265 from Fall 2020 to Spring 2021.
- ⁵ DECAL does not require the individual home languages be reported on Pre-K rosters. What is reported is whether they are a Dual Language Learner.
- ⁶ Category One for Georgia's Pre-K is defined as the child's and/or family's participation in one of the following: Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI), Medicaid, TANF, or Child and Parent Services (CAPS) program. Category 2 would be any child that does not meet the Category 1 definition.
- ⁷ Children who are eligible for kindergarten and attend Pre-K may repeat if the program submits a Retention Request, with supporting documentation, which has been reviewed and approved by DECAL.
- ⁸ The maximum class size and teacher-to-student ratio was changed as of the 2011-2012 school year, as a result of budget constraints. However, roster data reports that the average class size is 20 students with a 1:10 ratio. The maximum for an inclusion classroom is 18 students with 3 teachers.
- ⁹ There was not a change in maximum class size during the 2020-2021 school year; however, funding was not prorated by student enrollment. This allowed for programs to receive payment for a full class regardless of class size and allowed programs to reduce class size as desired to help mitigate the spread of COVID-19.

- ¹⁰ All programs are required to serve lunch, but if a program participates in the CACFP, the program is also required to serve a snack during the Pre-K day.
- ¹¹ Children in blended Pre-K Program/Head Start classrooms are required to have developmental screenings. All Pre-K programs are required to ask parents if a child has received a developmental health screening and provide a referral and appropriate follow-up to children who have not. Children eligible for Medicaid or PeachCare are required to have a 4-year-old full physical exam.
- ¹² Attendance data is maintained locally by the individual schools.
- ¹³ WIDA's (World-Class Instructional Design and Assessment) Early English Language Development (E-ELD) Standards describe the social and academic language DLLs need to process and produce across standards-based curricula in early care and education programs. The E-ELD Standards are aligned with the WIDA K-12 English Language Development Standards and have been cross-walked with the Georgia Early Learning and Development Standards (GELDS).
- ¹⁴ Other standards include WSS indicators for 4-year-olds.
- ¹⁵ All Georgia's Pre-K classrooms are required to use Work Sampling Online (WSO). A correlation between the ELDS and WSO has been developed. All teachers receive professional development and onsite technical assistance on curriculum, lesson planning, and child assessment.
- ¹⁶ DECAL provides a [website](#) which includes resources for families, teachers, and providers on the GELDS. All Pre-K teachers are provided with a GELDS manual and toolbox. PEACH is an interactive [website](#) that provides GELDS-aligned activities for teachers to use in instructional planning. This website allows teachers to develop, save online, and print lesson plans. The state is updating the GELDS and PEACH websites utilizing PDG B-5 funding.
- ¹⁷ "Other" includes: Alpha Skills Pre-K Curriculum (2.10%), Benchmark, Ready to Advance Early Learning Program (5.86%), Frog Street Pre-K (4.76%), Frog Street Excel (10.95%), Kaplan, Beyond Centers and Circle Time (.61%), Learn Everyday (.77%), Splash into Pre-K (.28%), and WINGS (1.11%). A curriculum review was completed in the Spring of 2020. Schools were given an extra year to switch their curriculum to one of the approved curricula due to the pandemic. The approved curricula list is provided on the DECAL [website](#), with guidance regarding selection of a curricula. Some programs still pending (69 or 3.81%).
- ¹⁸ Teachers were required to assess all of the performance indicators but were only required to collect evidence for Math and Language and Literacy.
- ¹⁹ The one adjustment made to the GKIDS kindergarten assessment was an extension of the Readiness Check activities that are administered during the first six weeks of a district's school year. Schools were given 10 weeks to administer due to the COVID-19 pandemic. This extended collection period and deadline was extended for all districts in 2020-2021 and will continue for the 2021-2022 school year.
- ²⁰ Lead teachers must have a minimum of a bachelor's degree in Early Childhood Education or a related specified field (i.e., Child Development). In addition, 74% of lead teachers hold a Georgia teacher certification issued by the Georgia Professional Standards Commission, which also licenses all K-12 teachers in the state.
- ²¹ For the 2021-2022 school year, many schools are facing challenges filling the lead teacher position and can request a waiver for the lead teacher credential for this school year only.
- ²² Lead Teachers with an associate degree were grandfathered in the 2009-2010 school year.
- ²³ A CDA is the minimum requirement, however, 1,409 assistant teachers hold a state paraprofessional license issued by the Georgia Professional Standards Commission. Additionally, many assistant teachers have a higher ECE credential: 215 have a Technical College Diploma, 330 have a Technical Certificate of Credit, 286 have an associate degree, 419 have a BA, and 68 have an advanced degree.
- ²⁴ DECAL provides a minimum of 12 clock hours of training each year to all Georgia's Pre-K lead and assistant teachers. Training is customized for the participants based on their lead or assistant teacher role. This training is offered free of charge to the staff. Programs are required to document the additional three hours of appropriate training.
- ²⁵ Due to difficulties with securing substitutes, DECAL added self-paced online training to assist in meeting the training requirements for Georgia's Pre-K. DECAL has also developed additional social emotional training for teachers in response to the COVID-19 pandemic. PD is being offered virtually again this year.
- ²⁶ Pre-K providers are required to develop a written Professional Development Plan for lead and assistant teachers. The Professional Development Plan for Pre-K staff should include: identified areas for improvement and growth, specific professional learning activities to address these areas (including Pre-K trainings attended), timelines for completion, hours accrued, and reviews of progress toward goals.
- ²⁷ All Pre-K programs have an assigned Education Specialist, with an ECE credential and appropriate experience, who provides classroom-embedded virtual technical assistance, coaching and monitoring in classrooms. Specialists led professional learning community sessions within their regions based on areas of need identified through classroom observations and teacher feedback. DECAL did not provide intensive professional development to selected individual teachers (CLASS) due to the pandemic and no face-to-face interactions.
- ²⁸ The amount of support or number of coaching visits is differentiated based on teacher and program needs. New teachers receive additional visits, while veteran teachers may only be visited two or three times a year. All visits were completed virtually during the 2020-2021 school year. Teachers in programs that are in the Quality Support Program (Funding Probation) receive, at a minimum, quarterly classroom observations, goal setting, and targeted technical assistance. In addition, teachers who are identified as struggling with classroom management or dealing with challenging behaviors receive Intensive Professional Development from a regional Inclusion Specialist. A total of 101 child care centers that are funded for Pre-K received resources and training to support full implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, which includes classroom embedded coaching.
- ²⁹ Georgia's Pre-K program guidelines outline policies and requirements for salary and benefits for Pre-K lead teachers. These are updated annually to reflect any changes. In addition, any salary or benefit increases for K-12 teachers in the state budget are also allocated in the Pre-K budget annually. This allows for the Pre-K program to maintain parity with the K-12 system.
- ³⁰ During the 2020-2021 school year, each lead and assistant teachers received a \$1,000 supplement from CRSSA funding.
- ³¹ The Georgia Pre-K program guidelines outline policies and requirements for salary and benefits for Pre-K assistant teachers. These are updated annually to reflect any changes. In addition, any salary or benefit increases for K-12 teachers in the state budget are also allocated in the Pre-K budget annually. This allows for the Pre-K program to maintain parity with the K-12 system. The starting salary for all Georgia's Pre-K assistant teachers is higher than the starting salary for K-12 assistant teachers. Funding for benefits for Pre-K assistant teachers are allocated in the Pre-K grants at the same rate as K-12 teachers. However, private Pre-K programs are allowed to determine benefits at the local level. This allows programs to align Pre-K benefit packages with other employees in the program.
- ³² DECAL continues to operate a Summer Transition Program each year. This summer an additional \$10,480,246 in lottery funds was used to fund this program. This was in addition to the \$361,514,563 used to fund the Pre-K school year program. The total CRSSA funding is not available at this time.
- ³³ Georgia conducts yearly CLASS observations to gather a state baseline. Classrooms are randomly selected to provide a representative snapshot of the program statewide. CLASS observations are provided to programs for program improvement and to support the development of Professional Development Plans. In addition, teachers receive CLASS observations as part of participation in Making the Most of Classroom Interactions (MMCI) PD. These observations are used in coaching sessions. For programs participating in the state TQRIS, Quality Rated, classrooms receive ECERS observations. The Teaching Pyramid Observation Tool (TPOT) is utilized in Intensive Professional Development provided by Inclusion and Behavior Support Specialists.
- ³⁴ During the 2020-2021 school year, DECAL did not provide CLASS observations in Pre-K classrooms. Pre-K Specialists used a DECAL developed program visit form to complete the virtual observations they have with teachers.
- ³⁵ At the time of the survey, all classroom observations were being conducted virtually. The state anticipates returning to face-to-face observations as soon as it is determined safe for Pre-K specialists to return to in-person visits.
- ³⁶ All observation data is collected and reviewed by internal research staff to ensure observations are conducted in a manner supporting the reliability and validity measures established for each tool. Annual professional development is provided for observers, and an internal protocol has been established for each observation tool to ensure consistency.
- ³⁷ Visits have been modified in scope and procedure in order to be conducted virtually. At this time, visits continue to be conducted virtually.
- ³⁸ All Georgia's Pre-K Programs are offering in-person instruction for the 2021-2022 school year. There were a few programs that delayed the first day due to a COVID quarantine.
- ³⁹ All Georgia's Pre-K classes are offering in-person instruction; however, the state has approved for programs to offer asynchronous/ hybrid instruction for children with significant health impairments or due to parent choice.

⁴⁰ For the Rising Pre-K program, children are required to be income eligible and speak Spanish as first language. For the Rising Kindergarten program, students only had to meet the age eligibility requirement to attend the 2021 Summer Transition Program.

⁴¹ All Pre-K Lead and Assistant Teachers received two supplemental bonus payments of \$1,000 during the 2021-2022 school year as well as an additional \$125 for instructional supplies and materials during. Additional program/classroom grants have not been determined at this time.

HAWAII – Hawaii Executive Office on Early Learning Public Prekindergarten Program (EOEL)

¹ Although the Hawaii Department of Education (DOE or HIDOE) does not have authority over the Executive Office on Early Learning (EOEL), EOEL is administratively attached to the DOE. New in 2020-2021, charter school pre-K classrooms are no longer in the EOEL Public Pre-K Program.

² In addition to parents' choices, the limitations on enrollment due to the pandemic were a significant factor in the decrease in enrollment.

³ By January 2021, all classrooms had returned to in-person learning. Attendance also increased in many classrooms throughout the school year, presumably as families increasingly chose to send their children back to school.

⁴ Race and ethnicity data, collected and maintained by the Dept. of Education rather than EOEL, reflect enrollment as of September 2, 2021. On this date, total enrollment was 255, slightly higher than the count reported elsewhere in this survey (239).

⁵ Although there is no minimum requirement specifically stated in statute, the understanding is that the publicly funded pre-K program will run on the same calendar and schedule as the DOE public elementary school in which the classrooms are housed. This is the equivalent of 30.5 hours per week.

⁶ Changes include children attending on alternating days (full school days) in some parts of the state and children attending partial days (e.g., 4.5 hours per day) in some parts of the state.

⁷ Priority is given to families who fall into the following at-risk categories: at or below 300% FPL; child disability or developmental delay; history of abuse, neglect, or family violence; homelessness or unstable housing; home language other than English; Parental substance abuse; teen parent; and child history of foster care. However, if a school offering an EOEL Pre-Kindergarten Program is unable to fill all spaces, the income requirement may be waived and the spaces can be offered to families who do not fall into the at-risk categories.

⁸ In SY 2020-21, the maximum class size was 10 (down from 20) due to social distancing guidelines and the maximum staff-child ratio remained at 1:10. In practice, the ratio was lower because each classroom was still required to staff a lead teacher and educational assistant.

⁹ The program began the year with no more than 10 children per classroom with the intention to increase the maximum enrollment to 20 children based on health and safety parameters established by CDC, DOH, DHS, DOE, and the Governor. If the physical classroom and/or additional campus space can accommodate more than 10 children while maintaining six feet of distance during rest/nap and meal times, a higher class size is considered.

¹⁰ Both are free to all students during the 2021-22 school year thanks to the nationwide waiver from the USDA.

¹¹ In order for a child to register and enroll in the EOEL Pre-Kindergarten Program, which is offered on DOE public school campuses, he/she must have completed a physical exam which includes vision, hearing, height/weight, blood pressure, required immunizations, and a TB test.

¹² All public schools collect attendance data daily and submit attendance reports to EOEL annually.

¹³ Hawaii's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.

¹⁴ The use of TS GOLD to gather evidence was implemented when possible and appropriate, based on individual school situations. For the first half of the school year when contact time with students was limited due to school schedules (e.g., alternating days for children, beginning or ending school early to stagger arrivals and departures) and some virtual situations, access to evidence may have been limited. In the second half of the school year, TS GOLD observations were able to be resumed by all since in-person learning was resumed by all.

¹⁵ As new requirements have been put in place beginning in School Year 2019-20, current teachers not meeting the new standard must be enrolled in a State-approved Teacher Education Program (SATEP) in ECE.

¹⁶ Starting January 1, 2020, any individual adding the fields of ECE PK-3 and ECE PK-K to an existing Hawaii teaching license must complete 30-36 credit hours from a state-approved teacher preparation program in ECE.

¹⁷ Educational assistants must have a current CDA or have completed the preparatory coursework for a CDA.

¹⁸ Per SY 20-21 EOEL and HIDOE Memorandum of Agreement for the Public Prekindergarten Program, teaching staff are required to attend to 10 full days sessions of professional learning. Lead teacher sessions are full-day sessions equating to 55-60 hours per year.

¹⁹ Fewer hours for Lead Teachers since sessions were online. Sessions for teachers were 2.5-3 hours per session and 22.5-30 hours for the year. No changes for assistants. For all, additional training on health/safety and emotional self-care.

²⁰ Hours and number of sessions have returned to pre-COVID-19 requirements. However, we are using virtual platforms until in-person gatherings beyond 10 persons are once again allowed. Hence, the only change that has carried over from the previous school year is to meet virtually, rather than in-person.

²¹ Coaching and mentoring support is provided to teachers and assistant teachers. The frequency of coaching and mentoring is dependent upon the knowledge base and skills of the individual teacher and assistant teacher based on self-reporting, ongoing observations by early learning resource teachers and school administrators, as well as the CLASS assessment. Experienced teachers may receive coaching and/or mentoring one to two times a month while those needing more support may receive coaching/mentoring one to two times per week.

²² Coaching was provided virtually for teaching staff if air travel was required for in-person sessions or if in-person meetings presented a concern based on community case count and spread. Coaching continued in-person for other situations. The plan was to return to pre-COVID-19 requirements; however, we are using virtual platforms until in-person gatherings beyond 10 persons are once again allowed. Hence, the only change is to meet virtually, rather than in-person. Hours and number of sessions are returned to pre-COVID-19 requirements.

²³ All teachers in the Public Pre-Kindergarten Program are members of the Hawaii State Teachers Association (public school teachers' union) and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-k through 12.

²⁴ All assistant teachers in the Public Pre-Kindergarten Program are members of the Hawaii Government Employee Association and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-k through 12. Neither preschool nor K-3 teacher assistants receive paid time for professional responsibilities.

²⁵ CLASS observations were not made in SY2020-21. In the absence of those formal observation opportunities and guided by CLASS dimensions, the program's early learning specialists (i.e., coaches/mentors) drew on the available evidence of student-teacher interactions including: Virtual discussions with teachers during individual school team meetings, professional learning community meetings, teacher-initiated queries, and coaching conversations; Self-reports shared by teachers (vignettes, descriptions, etc.); Photographs of students at work and play, submitted and described by teachers; (On O'ahu) In-person coaching and mentoring visits when possible and permitted by the school's administrator. Observations were then used to guide self-assessment, instructional decision-making, and goal-setting.

²⁶ Due to air travel restrictions, safety protocols, and the varying prevalence of COVID-19 cases across communities, site visits were limited to a small number of schools and with less than the usual frequency. Visits were conducted only when and where circumstances permitted.

²⁷ Site visits have resumed and continue as allowable based on inter-island air travel options, safety protocols, community spread. Program follows Executive Orders from Governor and county restrictions.

HAWAII – Hawaii State Public Charter School Early Learning Program (SPCSP)

¹ The Hawaii State Public Charter School Early Learning Program (SPCSP) is funded for 18 classrooms, with 17 being implemented. There is one vacant classroom.

² In 2019-2020, the state legislature agreed to sustain the 18 prekindergarten programs previously funded through the federal Preschool Development Grant. New programs in charter schools were not considered at this time.

³ In the 2020-2021 school year, the number of available slots were reduced by some charter schools in response to the COVID-19 pandemic. Each charter school was given

- the autonomy to respond to COVID-19 by reducing their preschool slots based upon their school and community data if the school leaders felt that it was warranted. Six charter schools, with eight preschool classrooms, elected not to reduce the available slots. Families were also hesitant to enroll their young children reflecting a 25% reduction in the number of applications received in comparison to the number of applications received by the same time in the prior year.
- 4 The learning experiences pivoted throughout the school year in response to COVID-19 cases or exposures in their community, at their school, and/or classroom. By February 2021 all early learning classrooms re-opened to in-person learning however a couple of classrooms temporarily returned to virtual instruction in response to exposure or active cases. After the required quarantine period, these sites re-opened to in-person instruction.
 - 5 Twenty-seven children were not eligible for the free- and/or reduced-price lunch program.
 - 6 In the SPCSP, there were 17 preschool classrooms in operation (of 18 funded) in 11 public charter schools.
 - 7 Although there is no minimum requirement specifically stated in the statute, the understanding is that the publicly funded pre-K program will run on the same calendar and schedule as the public charter school in which the classrooms are housed. This is the equivalent of 30.5 hours per week.
 - 8 In response to COVID-19, schools provided synchronous and asynchronous learning opportunities. Some activities were teacher-led, others were self-/or family-member directed.
 - 9 Beginning in SY 2020-2021, the legislature expanded the eligibility of the program to include 3-year-olds in addition to the 4-year-old children that we were already eligible.
 - 10 Beginning in School Year 2020-2021, under Act 46, Sessions Laws of 2020 Hawaii, it authorized the administration of the pre-K programs in charter schools to be under the oversight of the Hawaii State Public Charter School Commission. Act 46 also expanded the age eligibility of the early learning program in charter schools to include 3- and 4-year-olds. There were no priority categories.
 - 11 Charter schools were given the autonomy to decide if a reduction in the maximum class size was warranted based upon the COVID-19 data of their school or community.
 - 12 Charter schools have the flexibility to offer breakfast and lunch if funding is available.
 - 13 Public school community sites offered meals to any students in the community. These meals were not limited to children enrolled at their school and was available to any children in the community. Students in charter school do not necessarily reside in the same community as their school.
 - 14 In order for a child to register and enroll in the SPCSP, which is offered in public charter schools, a physical exam must be completed. The physical exam includes vision, hearing, height/weight, blood pressure, required immunizations, and a TB test or screening. All children must also have a completed State of Hawaii Department of Human Services Early Childhood Pre-K Health Record Supplement form completed by the child's physician. This form collects information regarding the child's head circumference, hemoglobin/hematocrit levels, lead levels, BMI, developmental screening, allergies or sensitivities, medications/treatments, special diet, and behavioral issues or social-emotional concerns.
 - 15 Community primary care providers (PCPs) experienced a tremendous backlog due to COVID-19. To address this, some flexibility was provided to meet this requirement. We asked families to minimally schedule a future appointment prior to enrollment to fulfil this requirement. School staff then followed up with each family to ensure that this requirement was met.
 - 16 Health services for children include school-level services such as medication administration for chronic health conditions and responding to acute/emergency health needs.
 - 17 Hawaii State public charter schools are required to enter children's attendance data into the Hawaii Department of Education longitudinal data system or an approved data collection system.
 - 18 Hawaii's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.
 - 19 State policy requires the use of at least one specific child assessment, aligned with the ELDS, to be used by all preschool programs. However, exceptions were granted for two schools, both Native Hawaiian language medium charter schools, to allow their use of an alternative indigenous assessment tool in lieu of Teaching Strategies GOLD. The name of the indigenous assessment tool is the Native Hawaiian Cultural Based Measures (CBM) and the Kai Koholā Māla²ao, both of which are aligned to the ELDS.
 - 20 For the rural remote areas of the State, there may not be qualified applicants, so principals can make that exception and justify the hiring with the Hawaii Teachers Standards Board. In 2020-2021, two teachers (12%) did not have a BA.
 - 21 As new requirements have been put in place beginning in School Year 2019-20, current teachers not meeting the new standard must be enrolled in a State-approved Teacher Education Program (SATEP) in ECE.
 - 22 Starting January 1, 2020, any individual adding the fields of ECE PK-3 and ECE PK-K to an existing Hawaii teaching license must complete 30-36 credit hours from a state-approved teacher preparation program in ECE.
 - 23 Two teachers with AA degrees are in a teacher licensure program for a BA degree in ECE. Expected to be completed in 2 to 3 years.
 - 24 Educational assistants must have a current CDA or have completed the preparatory coursework for a CDA. This was a policy change under Act 276 (Sessions Laws of Hawaii, 2019).
 - 25 For teachers in the SPCSP, 11 professional learning sessions, and 5 small group professional learning community sessions were provided. Due to COVID-19, all sessions were provided virtually. These virtual sessions were shorter yet more frequent to allow for increased collaborative opportunities while minimizing online fatigue.
 - 26 Each session did address effective virtual learning strategies for early learners and their families. Health and safety guidelines were also focused upon throughout the year to ensure that practices were in place when students returned to in-person learning. Opportunities for teachers to collaborate with one another were intentionally provided building a supportive network during this unprecedented year.
 - 27 Due to the COVID-19 pandemic, in-person professional development sessions were not an option so place its place, teachers met virtually for shorter, more frequent sessions.
 - 28 Coaching and mentoring support is provided to teachers and assistant teachers. The frequency of coaching and mentoring is dependent upon the knowledge base and skills of the individual teacher and assistant teacher based on self-reporting, ongoing observations by early learning coaches and school administrators, as well as the CLASS assessments. Experienced teachers may receive coaching and/or mentoring one to two times a month while those needing more support may receive coaching/mentoring one to two times per week.
 - 29 All teachers in the SPCSP are members of the Hawaii State Teachers Association (public school teachers' union) and have contracts that determine their salaries and benefits and ensure parity across all grade levels pre-K through 12.
 - 30 All educational assistants in the SPCSP are members of the Hawaii Government Employee Association union and have contracts that determine their salaries and benefits and ensure parity across all grade levels pre-K through 12.
 - 31 The SPCSP typically uses the CLASS and ECERS-3 tools. However, due to the pandemic, the ECERS-3 observation tool was not used due to the adjustments made due to COVID-19. CLASS continues to be used and was assessed virtually. This is a temporary change to respond to the alternative virtual and/or hybrid instructional models in response to COVID-19. This practice also allowed schools to maintain classroom cohorts or bubbles, minimizing exposure to others outside of the classroom.
 - 32 Information and its use are reported aggregately on an annual basis to the State Legislature as a measurement of high-quality practices.
 - 33 Site visits are conducted through routine coaching and mentoring and as part of program administrative oversight to determine where additional support is needed and to continuously build upon existing practices.
 - 34 All site visits are conducted virtually to minimize the spread of COVID-19.
 - 35 All charter schools were given the autonomy to decide which learning model (in-person, virtual, or hybrid) fit their needs based upon COVID-19 school and community data.
 - 36 Some schools did provide a summer program for outgoing students but this was not done program-wide due to the limitations of staff during the summer.
 - 37 All age-eligible children are welcome including those in foster care.

ILLINOIS – Illinois Preschool for All and Preschool Expansion

- ¹ The geographical coverage is based at the grantee level and in what county the grantee is located. The Illinois State Board of Education (ISBE) also collects site level data that represent where the children are served. Children from all counties participate. However, funding does not allow for services to be provided to all children whose parent wants them to attend.
- ² Children were served in a variety of blended in-person and remote learning models.
- ³ The synchronous learning recommendation of 1.5 hours or 2.5 hours in early childhood settings can be met through a variety of methods including some technology, which may include virtual hang outs with a teacher and classmates or a virtual interaction with a teacher for students to retain a connection with the school and teacher (e.g., story time with a teacher). ISBE also recommends that activities be provided for parents or caregivers to engage with students for a total of 1.5 hours or 2.5 hours throughout the day.
- ⁴ Private agencies includes: 1,759-Child Care For-Profit and Not-for-Profit and 1,415-Community-Based Organizations. Other agencies includes: 205 Higher Education; 2,651 Regional Offices of Education; and 2,520 Other.
- ⁵ Programs could adjust their schedules as needed. If in-person hours are less than the minimum time, programs must provide remote learning opportunities for the time students are not receiving in-person instruction.
- ⁶ Children must be 3 years old to enroll in preschool, but children who turn 3 after September 1 may enroll in Preschool for All (PFA) after turning 3 if there is space in the class. School districts may enroll children in kindergarten before they are age 5 based on local policy.
- ⁷ Low income is one of the risk factors taken into account in determining program eligibility. Programs use an eligibility form that consists of weighted criteria based on risk factors. Programs serve those children most in need in the community as determined by those exhibiting the most at-risk factors. Children must meet at least 2 risk factors to be eligible.
- ⁸ Programs will follow the guidance per the CDC and the Illinois Department Public Health (IDPH).
- ⁹ Vision and hearing screening must be conducted annually for preschool age children by technicians or nurses trained and certified by the IDPH. Evidence of completing the physical exam and immunizations must be provided by October 15. Programs work with parents to ensure children receive dental examinations but there are no state requirements to report on dental examinations until kindergarten. The physical examination involves all components given on the State of Illinois Certificate of Child Examination, including complete immunization records, medical history, diabetes screening and lead assessments. Students transferring from another Illinois school must present copies of their current Illinois school health records. Comprehensive services are required in the PFA State Expansion model and include medical and dental homes and dental screenings.
- ¹⁰ The Illinois Early Learning Project provides resources, tip sheets, and benchmark videos that are aligned with the Illinois Early Learning and Development Standards (IELDS). More information can be found [here](#). ExceleRate Illinois, the QRIS, provides additional information about curriculum that are aligned with the IELDS. Additional information can be found [here](#).
- ¹¹ ISBE does not appropriate specific curriculum. Programs are required to use a research-based curriculum that aligns with the Illinois Early Learning and Development Standards (IELDS).
- ¹² The Illinois Early Learning Project provides resources, tip sheets, and benchmark videos that are aligned with the IELDS. More information can be found [here](#). ExceleRate Illinois, the QRIS, provides additional information about curriculum that are aligned with the IELDS. Additional information can be found [here](#).
- ¹³ Preschool programs can choose any research-based, authentic assessment system that aligns with the curriculum and documents child progress over time. The state does not require a specific assessment tool, but 71.6% of preschool programs use TS Gold and 13.5% use Work Sampling System. See [here](#) for additional information.
- ¹⁴ If a child was remote, assessment was not required. Assessments were only required if there was sufficient in-person learning.
- ¹⁵ Public Act 100-0645 allows that, between 2017 and 2023, educators who hold one of the two following credentials and are working towards a Professional Educator License can teach in a PFA program: A Gateways ECE Credential Level 5 and an Educator License with Stipulations with a Transitional Bilingual Educator endorsement and have either passed the ECE content test or have completed at least 9 semester hours of ECE coursework. Public Act 100-822 allows for early childhood educators in alternative licensure programs to keep their jobs in CBOs. Executive Directors and Lead Teachers in CBOs are now considered Qualified Equivalent evaluators of early childhood educators.
- ¹⁶ The number of teachers reported are from the Student Information System from the linkage of programs and providers.
- ¹⁷ The teacher assistant in the classroom must hold an Educator License. To be eligible, an individual must be at least 20 years of age, hold a HSD or GED, and meet one of the following requirements: (1) Hold an Associate's Degree (or higher) from a regionally accredited institution of higher education, (2) Completed at least 60 semester hours of credit from a regionally accredited institution of higher education, (3) Presents an official score report from Educational Testing Service (ETS) showing a score of 460 or higher on the ParaPro test, or (4) Presents evidence of earning the following scores on the Work Keys test: Reading for Information (4), Writing or Business Writing (3), and Applied Mathematics (4).
- ¹⁸ Assistant teachers must work under the direct supervision of a licensed teacher (see [here](#) for more information). Teaching staff members receive training annually on selected screening tools, curriculum and assessment tools.
- ¹⁹ Assistant teachers are not required by ISBE licensure to have PD hours, however, the PFA grant requires assistant teachers to have PD plans.
- ²⁰ Coaching is provided to programs who need additional support according to the results of their monitoring visit. In addition, programs are selected for coaching through a voluntary coach process. Job embedded classroom support is required in the PFA Expansion model.
- ²¹ Results from the PFA monitoring visit may result in programs being invited to participate in the PFA Coaching Project. The project is funded by ISBE through the Illinois Resource Center at no cost to programs. Programs receive support, on-site visits, and resources to assist in the process of continuous program improvement. On average, coaches visit their teachers once a month. Coaches also meet with the administrators, often together with the teacher. Length and timing of visits vary based on the experience of the teacher and whether a monitoring visit is scheduled.
- ²² Public School District salaries and fringe rates are set by union bargaining agreement at a local level. Nonpublic employees in PFA Expansion sites are required to receive salaries comparable to the local K-12 school salary schedule at entry level. Parity is not required in PFA sites.
- ²³ FY21 local funding is self-reported from our eGMS system and our grantees reported a total of \$149,594,215 used to support preschool programming.
- ²⁴ Programs are also monitored with the compliance checklist that details all grant requirements.
- ²⁵ The assessors conduct visits along with either the state anchor, who is at least 90% reliable with the authors, or a lead assessor, who has been 90% reliable with the anchor. These reliability visits take place on every sixth visit for newer assessors or eighth visit for senior assessors. National Louis University maintains a reliability spreadsheet on everyone monitored by their supervisor.
- ²⁶ ISBE principal consultant site visits are conducted on an as needed basis.
- ²⁷ Remote information regarding the beginning of the school year may be found [here](#).
- ²⁸ Students are eligible for remote learning under 10-40 of the school code if they (a) have not received a COVID-19 vaccine or are not eligible for a COVID-19 vaccine and (b) are under quarantine. Both (a) and (b) must be met.
- ²⁹ In areas where little in-person instruction was offered due to COVID, programs were offered the opportunity to apply for federal GEER II dollars to run a Summer Jumpstart Kindergarten program. ISBE also awarded GEER funding ECBG programs to support developmentally appropriate, hands-on home learning activity materials. Additionally, the funds could be used for family resources, the purchase of technology to support family engagement and remote/home learning, stipends for staff members to work beyond contractual hours, Infant and Early Childhood Mental Health Consultation, professional development to support social emotional learning and trauma informed care, and personal protective equipment for staff and children.

IOWA – Iowa Shared Visions

- ¹ FY21 was the 1st year of a new 5-year grant cycle. Therefore, there was a change in where services were provided.
- ² All children reported in the total of 473 are enrolled in a program that braids Shared Visions (SV) funding with Head Start funding. Most children would fit the description

- of being enrolled in both programs. However, it is possible that a program may have a model where a child funded by SV was fully funded with those funds and not supported by Head Start funds. An example may be where 3-year-olds are SV funded and 4-year-olds are Head Start funded. All children are included because the program and teachers are supported by both funding sources even if the enrollment is considered separate.
- ³ All program operating schedules are determined locally and are based on community need in the application process. More points were awarded for longer hours of service within the application. There are no minimum number of hours per day or days per week required for the SV Program.
 - ⁴ In some cases, the preschool operating schedule was reduced due to local decisions regarding the impact of COVID (extra time for cleaning, etc.).
 - ⁵ Kindergarten-age eligible children may enroll in SV if they meet eligibility criteria for income and/or other risk factors and the local program determines to do so.
 - ⁶ Compulsory school attendance applies when a parent/family enrolls a child in a preschool or kindergarten program.
 - ⁷ A minimum of 80% of funded slots must be filled by children whose families are at or below 130% FPL. No more than 20% of funded slots may be filled by children who are over income and there must be at least one risk factor present for eligibility. Children who are not eligible based on income may enroll provided they are served on a sliding-fee schedule determined at the local level and are eligible according to one or more of the other eligibility criteria. Income eligible children may not be charged any fees for participation. Additional locally determined risk factors include: parent is incarcerated, parent is illiterate, parent is chronically mentally ill, and other special circumstances which may be interpreted by the local program. Teen parent is defined as under the age of 18. Programs may enroll children who do not meet income or secondary risk factors but grant funds cannot pay for their participation and they must be at full pay or covered by another funding source.
 - ⁸ Any child enrolled that is eligible based on secondary risk factors (therefore over income) must be served on a sliding fee scale determined at the local level.
 - ⁹ Iowa code requires a ratio of 1:8 regardless of class maximum. Programs are required to select one of three state-approved program standards and adhere to the classroom maximum stated within the selected standards. Class size varies based on the program standards.
 - ¹⁰ There were no changes made to allowable class size or ratio. Classrooms may have followed local health agencies recommendations in reducing the number of children served in a classroom, but this would have been a local determination.
 - ¹¹ Depending on whether children attend for a full-day or part-day, as well as if the hours attended are in the morning or afternoon, will determine if breakfast, lunch and/or snack(s) are offered. Programs are required to follow the program standards selected within the awarded application (HSPPS, Iowa Quality Preschool Program Standards (IQPPS), or NAEYC). The program must serve meals and snacks at regularly established times; meals and snacks must be at least two hours apart but not more than three hours apart.
 - ¹² SV Programs must implement 1 of 3 state-approved sets of program standards which outline requirements for routine screening. Dental screenings are locally determined but required as part of the full physical exam for 3-year-old children, per AAP. Additionally, while dental screenings are not specified by all program standards, screenings may be required locally or part of annual screening practices within the program.
 - ¹³ Iowa administrative rule requires grants to be awarded based on points provided for a variety of items, one of which is the provision for parental involvement. Iowa code requires programs to be considered for an award based on a variety of items, one of which is the degree to which the program involves and works with the parents, and includes home visits, instruction for parents on parenting skills, on enhancement of skills in providing for their children's learning and development. Family engagement is also addressed in the 3 program standards.
 - ¹⁴ Additional listed domains included in the Iowa ELS: Mathematics, Creative Arts, Social Studies, and Science.
 - ¹⁵ The state has developed a facilitation guide and supporting materials for reflecting on universal instruction that are available to any interested school district or preschool program. The materials align with the Iowa Early Learning Standards (IELS) and require programs to ensure curriculum, instruction and assessment are aligned to the IELS.
 - ¹⁶ The Child Development Coordinating Council (state advisory board) Policy and Iowa Code 279.60 require grantees to administer TS GOLD.
 - ¹⁷ Materials are available, including at the preschool grade-level, to support instruction at the universal tier level. Training for curricula adopted by grantees is determined locally, but may occur by the local program, intermediary agencies (e.g., Area Education Agencies (AEAs)), and/or vendors. Existing funds may be used to support PD of V staff in the area of curriculum; additional funding was available to support professional development, but it was locally determined whether that would be in the area of curriculum.
 - ¹⁸ The requirement to complete the assessment remained. Virtual administration was utilized as needed and determined locally.
 - ¹⁹ Teachers must meet the educational qualifications within the selected program standards. (1) NAEYC requires teachers to have a minimum of a higher education degree in ECE, child development, elementary education, or early childhood special education. Or has a non-early childhood education, early childhood special education, elementary education, or child development higher education degree with 36 higher education credits in early childhood education, early childhood special education, elementary education, or child development. Or has state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served. (2) IQPPS requires teachers hold an Iowa teaching license issued by the Iowa Board of Educational Examiners (BOEE) and must hold an early childhood endorsement that reflects their current teaching assignment. (3) HSPPS requires all center-based teachers have at least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework. (4) Lead teachers in SV classrooms that are blended with the Statewide Voluntary Preschool Program (SVWPP) are required to have a BA with an early childhood endorsement as part of their teaching license and meet the SWVPP requirements which requires a license in Pre-K, Pre-K - K, Pre-K - 3rd Grade, Birth - K, or Birth - 3rd Grade.
 - ²⁰ Program staff must meet the educational qualifications within the selected program standards. (1) NAEYC requires all assistant teachers/teacher aides have, at minimum a CDA OR 12 higher education credits in early childhood education, early childhood special education, elementary education, and/or child development. (2) IQPPS requires assistant teachers to have a high school diploma or GED and 50% of assistant teachers have at least a CDA or equivalent, 100% of assistant teachers who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent. (3) HSPPS requires assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.
 - ²¹ Iowa code requires awarded grants be considered in relation to the provisions of staff training and development. A professional development plan must be submitted within an awarded application for funding and then be adhered to in practice. In addition, each of the selected program standards require various topics be covered annually with individual professional development plans to be in place.
 - ²² Iowa Code 284.6 outlines requirements for teachers with an active teaching license in public schools to receive ongoing classroom-embedded supports.
 - ²³ This average includes salary only, not benefits.
 - ²⁴ Those selected above were reported by grantees as other funding sources used to support grant-funded classrooms/services.
 - ²⁵ Budgets submitted by prospective/current grantees are subject to modifications due to changes in the annual legislative appropriation.
 - ²⁶ Required local match is 20% of awarded state allocation.
 - ²⁷ Faith-based centers can receive grants to provide a comprehensive preschool program as long as there is no religious content. Programs may also sub-contract with faith-based centers as long as there is no religious content during state-funded programming.
 - ²⁸ All classrooms are observed as aligned to the monitoring practices for the selected set of program standards (every 5 years, every 3 years, portions of monitoring on an annual basis, as well as locally determined frequency which is typically one or more times per year). Ongoing observation and feedback is also required by each selected program standards but specific frequency is determined locally. Regional AEAs are provided technical support through a state leadership network and charged with supporting state-funded programs which include observations and feedback. Teacher evaluations are conducted to include structured observations and occur annually during the initial 3 year teaching term. The option with multi-year cycle was selected based on the following: Other structured observations are required as part of implementation and monitoring associated with the selected program standards (NAEYC, HSPPS, or IQPPS). In addition, state policy allows for state staff to conduct onsite observations as determined necessary.
 - ²⁹ The state uses tools for observations aligned with IQPPS for those programs implementing IQPPS and who must participate in an onsite observation/visit. Other tools used vary depending on decisions of the local grantee as well as the AEA and identified need/request of the local program. Many programs report use of ECERS. State-funded programs that selected NAEYC must participate in site visits to maintain accreditation. Those following HSPPS will be required to conduct the CLASS. The state also coordinates support for classrooms to be received from the AEAs (regional supports) which includes classroom observations as often as determined necessary at the local level.

- ³⁰ A hybrid model was utilized with the typical on-site observation/visit occurring partially through virtual means and other parts in-person. Teacher evaluations were still required, and some may have been conducted virtually. IQPPS visits/observations were moved to a later time of the school year and then used a hybrid model. NAEYC and Head Start observations may have been delayed or had changes in timing.
- ³¹ All SV classrooms are required to implement one of the three approved program standards. Review of classroom quality and safety requirements are included in onsite monitoring and visits based on the selected program standards (and tools for supporting review for implementation of the selected program standards). All AEA and state staff who conduct classroom observations are trained on the Iowa Quality Preschool Program Standards. Facilities that are DHS licensed are also monitored by DHS licensing consultants. Those that voluntarily participate in QRIS would use QRIS processes and associated tools for monitoring. Classrooms in districts (and their community partners) that are newly implementing the Iowa Quality Preschool Program Standards are visited in their second year of implementation. Programs also receive visits at least each year by AEA staff. Programs that are NAEYC accredited or following Head Start Program Performance Standards also receive onsite visits required by those programs.
- ³² The state receives the results of structured observations when it is part of the IQPPS observation/visit, but not for other observations.
- ³³ Per Iowa administrative rule, site visits are required as deemed necessary by the Department of Education as part of monitoring and reviewing annual reports. In addition, classrooms that are newly implementing the IQPPS are visited in their second year of implementation.
- ³⁴ This was locally determined based on local conditions/needs.
- ³⁵ ESSER funding was an option for district programs to fund summer programming; this was determined locally.

IOWA – Iowa Statewide Voluntary Preschool Program (SWVPP)

- ¹ School districts may partner with Head Start and/or community-based preschools. The school district remains responsible for program and fiscal monitoring. Funds flow from the school district to community partners.
- ² Children under 3 are included with the 3-year-olds.
- ³ Of the preschoolers with disabilities enrolled in the Statewide Voluntary Preschool Program (SWVPP), 389 3-year-olds, 731 4-year-olds, and 44 5-year-olds were not supported by SWVPP funds.
- ⁴ Home language counts are only for children funded with Iowa SWVPP funds.
- ⁵ We collect free/reduced meals by school building or total for child care centers, without disaggregation by funding or age. Meal service is not required by the program; therefore reporting is not inclusive of the entire preschool population.
- ⁶ Includes children funded by Iowa SWVPP.
- ⁷ State funding is provided based on meeting SWVPP assurances, which include providing a minimum of 10 instructional hours weekly with the average being about 16 hours per week.
- ⁸ An estimate is provided for minimum number of hours per year that may be offered based on a 180-day calendar year, accounting for 5 days to complete required home visits.
- ⁹ Most districts generally follow the school year, but it is a local decision.
- ¹⁰ Changes were locally determined based on community and family needs.
- ¹¹ Children older or younger than 4 years of age may participate but will not generate state funds.
- ¹² Compulsory school attendance applies when a parent/family enrolls a child in a preschool or kindergarten program.
- ¹³ All age-eligible Iowa children may enroll in any participating district. Enrollment is not dependent on the district of residence. Districts may prioritize enrollment criteria based on other factors.
- ¹⁴ The program serves meals and snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart. Meals served are dependent on hours of operation and locally determined preschool program standards.
- ¹⁵ Record of physical exam within 6 weeks of enrollment is required based on program standards and criteria. The Iowa Department of Public Health Administrative Code requires that immunizations be current prior to enrollment. While program standards and criteria do not require dental screenings, the majority of programs either require this locally or engage in dental screening practices during the year. The required components of the physical exam would be specified by the program standards being implemented in each classroom (the Iowa Quality Preschool Program Standards (IQPPS), Head Start Program Standards, or accreditation by NAEYC). Program standards and criteria provide guidance for appropriate referral practices in the event that a child has a positive screen.
- ¹⁶ State rule requirements for parent involvement include the following: the preschool program shall involve families through at least one home visit by the licensed teacher of the child, one family night, and at least two family-teacher conferences per year. Family involvement may include volunteering in the classroom, orientation to the preschool program, parent education, general communications, or other activities. The preschool program may collaborate with other agencies for the provision of family education and support. In addition, preschool program standards would guide other opportunities for parent involvement.
- ¹⁷ The state has developed a facilitation guide and supporting materials for reflecting on universal instruction that are available to any interested school district or preschool program. The materials align with the Iowa Early Learning Standards (IELS) and require programs to ensure curriculum, instruction and assessment are aligned to the IELS.
- ¹⁸ Iowa Administrative Code 281, Chapter 16, and Iowa Code 279.60 require district-sponsored programs to administer TS GOLD.
- ¹⁹ The state offers guidance on criteria for selecting evidence-based curriculum models. Curriculum is locally determined but must be research- or evidence-based and be aligned with the IELS. Programs may use state funds to support curriculum implementation or training, however additional funds are not provided specifically for this purpose. Training for curricula adopted by programs is determined locally, and may be provided by the local program, intermediate agencies (e.g., Area Education Agencies (AEAs)), and/or vendors.
- ²⁰ All teachers in the SWVPP have a BA, an Iowa teaching license, and an early childhood endorsement. Appropriate endorsements in Iowa include Pre-K - 3rd Grade, including special education; Pre-K - K; and Pre-K - 3rd Grade. All lead teachers must hold one of these endorsements (and may have additional endorsements).
- ²¹ Required training varies based on the training required for the specific endorsements.
- ²² Data for lead teachers in community partner locations is unavailable.
- ²³ Assistant teacher requirements vary depending upon the preschool program standards being followed. Some classrooms follow IQPPS, others NAEYC, and others follow Head Start. For the IQPPS, teacher assistants may choose the Iowa paraeducator certificate with early childhood or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. If the program operates under NAEYC, annual reports and onsite monitoring require evidence that 50% of assistant teachers have a CDA and the rest are working toward a CDA.
- ²⁴ State policy requires PD but does not specify hours. Guidance recommends that SWVPP teachers have 15 clock hours of PD each year. State policy and guidance do not specify a number of hours of PD annually required for teacher assistants but do require that teacher assistants receive appropriate PD in ECE. Each staff member should have an individualized PD plan that is used to inform continuous PD.
- ²⁵ Districts make PD available to non-district SWVPP teachers in the same manner it is offered to district personnel. Career development for school district preschool teachers shall be addressed in the school district's career development plan and implemented in accordance with Iowa Code section 284.6. The school district shall ensure that program staff members are provided appropriate staff development in ECE.
- ²⁶ Iowa Code 284.6 outlines requirements for teachers in public schools to include ongoing classroom-embedded supports.
- ²⁷ Public school districts must provide mentoring to district first-year teachers with initial licensure. Mentoring past the first year is determined locally.
- ²⁸ Community partner organizations determine salary and benefits for staff employed by the organization. People employed by a public entity in Iowa contribute to and may collect Iowa Public Employee Retirement System (IPERS) upon retiring. People employed by a private organization would not have access to IPERS.
- ²⁹ Funding flows directly to public schools. Public schools may contract with Head Start, private preschool/child care centers and/or accredited nonpublic schools to provide

- the SWWPP. By statute, districts that contract provide 95% of the per-child allocation to the contracted entity.
- ³⁰ Programs may receive visits/observations from staff at the local area education agency.
 - ³¹ Tools relative to the preschool program standards are identified and implemented as determined by local leadership.
 - ³² Teacher evaluations continued to be required; some were completed all or part in a virtual format. NAEYC and Head Start delayed monitoring visits. IQPPS visits were delayed until spring and some components were completed virtually.
 - ³³ We continue to support our intermediary agencies in providing technical assistance to districts and programs. Obtaining an initial or renewing a standard administrator license requires current evaluator approval training. All administrators are trained in common approaches to evaluating teachers across the state.
 - ³⁴ Information for classroom observations is used to make improvement decisions at the local level. Much of this information is never shared with State level personnel and thus is not used for improvement efforts. What programs report to us through a desk audit process is used to identify programs for corrective action, but the desk audit process does not require classroom observation.
 - ³⁵ Classrooms in districts (and their community partners) that are newly implementing the SWWPP and/or the IQPPS are visited in their second year of implementation. Programs also receive visits at least each year by AEA staff. Programs that are NAEYC accredited or following Head Start Program Performance Standards also receive onsite visits required by those programs. Additional visits from state personnel is based on district results from our differentiated accountability system.
 - ³⁶ Visits will continue to be conducted in a hybrid format, with some components conducted virtually and others will remain on-site activities.
 - ³⁷ Decisions were made at the district level on how to spend recovery funding.

KANSAS – Kansas Preschool Offered by Public School Districts

- ¹ The report includes both the Kansas Preschool At-Risk Program and the Kansas Preschool Pilot together for the first time. For the Kansas Preschool Pilot Program, in addition to the administrative authority provided via the Kansas State Department of Education (KSDE), the Kansas Children's Cabinet and Trust Fund reviews, assesses and evaluates all uses of the moneys in the Children's Initiatives Fund.
- ² Across all Kansas public preschool programs, 283 of 286 school districts served children. In 2020-2021, 244 of 286 school districts received Preschool-Aged At-Risk funding to serve students; this represents roughly 98 of 105 counties. Funding is available to all school districts who are able to abide by the assurances, but only 244 out of the 286 school districts accessed this program in 2020-2021. In 2020-2021, Kansas Preschool Pilot served 127 of 286 school districts; this includes 114 individual school districts and several multi-district partnerships. This represents roughly 70 of 105 counties. County boundaries do not necessarily align to district boundaries.
- ³ For the Preschool At-Risk program, all 4-year-olds who met at-risk criteria and were enrolled and attending on Count Day in a district offering an approved program were funded for the 2020-2021 school year. In previous years, slots were awarded on a competitive basis. State statute allows 3-year-olds to be funded in the Preschool At-Risk Program, but this did not happen in 2020-21 due to limited state funds. There is limited funding is available statewide for the Kansas Preschool Pilot program.
- ⁴ There are 6,919 children funded through the Kansas Preschool At-Risk Program, 6,171 children funded through special education categorical aid and an additional 7,058 children served with a combination of state and local funding. Kansas Preschool Pilot grantees reported a total enrollment of 4,536 students, including both 3- and 4-year-olds, but an unduplicated count is not available and this enrollment figure cannot be broken down by age, race/ethnicity, at-risk status, etc. Children within each of these funding categories may also be supported with funding provided through state at-risk weightings. While the state cannot provide an official breakdown by age, it was possible to estimate the number of 3- and 4-year-olds attending the program, which is reported here.
- ⁵ Kansas Early Head Start (KEHS) serves low-income pregnant women and families with infants and toddlers, and children with disabilities. Program services include quality early education, parent education, and other family support services. KEHS has two models: Home Visitation (TANF funded) and Child Care Partnership (CCDF funded). The home visitation program is modeled after the Federal Early Head Start Program and began in FY 1999. The KEHS Child Care Partnerships began in FY 2017. Within each partnership, the KEHS agency/grantee provides comprehensive services to child care programs that exhibit need, desire to participate, and have a willingness to follow enhanced program regulations.
- ⁶ The breakdown of enrollment by home language represents only children enrolled in the Kansas Preschool At-Risk program.
- ⁷ The breakdown of enrollment by race/ethnicity represents only children enrolled in the Kansas Preschool At-Risk program. The data dictionary available [here](#). See field D32, comprehensive race.
- ⁸ The breakdown of enrollment by income represents only children enrolled in the Kansas Preschool At-Risk program. There are 2,605 self-paid children, meaning that they qualify as Preschool-Aged At-Risk based on one of the other qualifiers. Each student who is included in the school finance formula who qualifies for free lunch also generates the state at-risk weighting, which means that at minimum they are counted as an additional 0.484 student in the school finance formula (this weighting is higher in some districts that qualify as high-density at-risk). District at-risk funds may be used to support qualifying preschool students; the criteria to determine qualifying preschool students for the state at-risk program are different than both determining who generates the weighting and who is eligible for the preschool-aged at-risk program.
- ⁹ Data are available on the number of classrooms in each setting. For the Kansas Preschool At-Risk program: 254 classrooms are located in public schools, 4 are located within Head Start facilities, 6 are located within community agencies, 2 are in faith-based centers and 3 are in other agencies. For the Kansas Preschool Pilot program: 135 classrooms are located in public schools, 2 are located in Head Start facilities, 7 in Private agencies, 5 in faith-based centers, and 2 in other agencies.
- ¹⁰ The breakdown of enrollment by operating schedule represents only children enrolled in the Kansas Preschool At-Risk program. All schedules are determined locally. Important caveats: this is only instructional time as defined in the KSDE School Term Audit Guide which may include meal and snack time (if delivered by a licensed teacher) and is adjusted for children who attend fewer than 5 days per week. For the Kansas Preschool At-Risk program: 193 programs are part-day, 12 classrooms are school-day and 38 are extended-day programs. For the Kansas Preschool Pilot program: 30 offer an extended day option, 8 offer a school day option, and 82 offer a part day program.
- ¹¹ See the Preschool-Aged At-Risk [program requirements](#) for additional information regarding structure and calculating required hours.
- ¹² Kansas Preschool-Aged At-Risk: 1 program operated 3 days per week, 106 operated 4 days per week, and 136 operated 5 days per week. Kansas Preschool Pilot: 46 programs operated 4 days per week; 74 operated 5 days per week.
- ¹³ Grantees must provide a minimum of 465 instructional hours of developmentally appropriate educational activities for each child during the school year. Programs are encouraged to build in additional days to ensure these minimum hours are met or exceeded.
- ¹⁴ Schedules determined locally. Some districts do offer Summer programming and kindergarten jump start programs.
- ¹⁵ Districts were allowed to offer remote learning and count it as instructional time in 2020-2021. In December 2020, the KSBE provided additional flexibility for schools to count a full 20 additional hours of professional learning toward instructional time. Guidance materials may be found [here](#) and [here](#).
- ¹⁶ In 2020-2021, no 3-year-olds were funded under the Preschool-Aged At-Risk program. Students who are age-eligible for kindergarten are counted as kindergarteners, do not generate Preschool-Aged At-Risk funds, and may not be served with Kansas Preschool Pilot funds.
- ¹⁷ To qualify for Preschool-Aged At-Risk Preschool Program funding, children must be enrolled and attending on a designated "Count Day." In addition, children must meet one of the following risk factors: (1) Qualifies for free meals under the National School Lunch Program; (2) Single parent families; (3) Kansas Department for Children and Families (DCF) referral; (4) Teen parent(s); (5) Either parent is lacking a high school diploma or GED at the time of enrollment; (6) Limited English Proficiency; (7) Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills; (8) Child qualifying for migrant status; (9) Child experiencing homelessness. Students who qualify based on income also trigger the at-risk weighting in the school finance formula. In most districts this means that, in addition to generating 0.5 FTE in headcount enrollment, the district generates .484*BASE in at-risk aid. Some districts qualify as high-density at-risk and get a weighting larger than .484*BASE. For the Kansas Preschool Pilot, at least 50% of the children enrolled must meet one or more of the above risk factors, however the income requirement includes families with income below 185% of the FPL.
- ¹⁸ If auditors determine children do not meet at-risk criteria, the district does not receive Preschool-Aged At-Risk funding for those students. This happens throughout the school year and is finalized by the end of the year. Data reported in this survey is audited data. For the Kansas Preschool Pilot, auditors review program rosters to confirm that at least 50% of students served meet at-risk criteria. If a program does not meet 50%, KSDE then addresses whether funding is reduced or whether the program is required to submit a corrective action plan.
- ¹⁹ Programs can apply for a waiver for class size to go to 25 students, but a plan for addressing this in the future must be included, and a class ratio of 1:10 must still be

followed.

- ²⁰ Programs must provide at least one meal or snack per classroom session to all children attending the program. Schools can choose the method of delivery (for example, curbside pickup) and a family can choose to decline; the school is not required to deliver to families' homes.
- ²¹ Grantees must make available screenings for hearing and vision as required by federal, state, and/or local law, and ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child's family. KSDE recommends that programs use the ASQ:3 and ASQ:SE-2. Programs may determine timing of screenings. Developmental Screenings are required, but the state does not specify a psychosocial/behavioral screening be part of this screening, although most developmental screenings include this information. Kansas law requires all schools to provide dental screenings to all children annually. Kansas law requires proof of immunizations and a physical exam prior to a child's first enrollment in school.
- ²² Grantees must submit locally developed plans showing how they will provide parenting support or training; parent involvement activities; referral to social services; and transition to kindergarten activities. Also, all grantees must make available services such as transportation, health services, and appropriate nutritional meals, in addition to screenings for hearing and vision as required by federal, state, and/or local law. Most programs utilize either the National School Lunch Program or CACFP and so requirements related to information about nutrition.
- ²³ Districts submit the End of Year Accountability (EOYA) report for all students, which includes Cumulative Number of Days of Membership and Cumulative Days Attended, and whether the student was reported as truant. KSDE uses this data to calculate chronic absenteeism rates.
- ²⁴ A revision of the Kansas Early Learning Standards is planned for 2022.
- ²⁵ A list of alignments is posted [here](#). Also, Kansas revised the Kansas Family Engagement and Partnership Standards for Early Childhood in 2019, which can be found [here](#).
- ²⁶ The KSDE Early Childhood Team works with programs during the grant application process to ensure locally selected curricula and assessment tools are evidence-based, aligned with the Kansas ELS, and appropriate to measure children's developmental growth upon entry and exit of the program. Kansas Child Care Training Opportunities, Inc. (KCCTO) regularly provides in-person and online PD workshops on the Kansas ELS. Beginning in 2018, the KSDE Career Standards and Assessments team includes an elementary consultant, who delivers PD on a variety of topics, including the Kansas ELS. State agencies also collaborated with partners to develop an [online toolkit](#) to accompany the standards. Finally, the Kansas Technical Assistance Support Network (TASN) has multiple projects to provide support for implementation of the Kansas ELS.
- ²⁷ All school districts can access the TASN to support systematic implementation of evidence-based practices. Select school districts choose to participate in the Kansas Multi-Tier System of Supports (MTSS), which includes state trainers who specialize in early childhood.
- ²⁸ All public and accredited private elementary schools are required to partner with families to administer the Ages & Stages Questionnaires (ASQ-3 and ASQ:SE-2) to incoming kindergarteners. Partially in response to the pandemic and partially in response to feedback from schools since implementing this requirement statewide in 2018, KSDE allowed programs to begin screening earlier in the year: in July 2020 for the 2020-2021 school year and as early as March 2020 for the 2021-2022 school year. In prior years the window opened August 1. Screenings must be completed by Count Day in September.
- ²⁹ Preschool teaching staff must have a current teacher license and must have, at minimum, a current Elementary Education license. A Kansas license in ECE is recommended. KSDE encourages school districts to hire teachers who have one of the following: Early Childhood Unified, Birth to Grade 3 license (ECU); Childhood Unified, Birth to Kindergarten license (ECU); ECE license (EC); Early Childhood Handicapped (ECH) license; or Early Childhood endorsement with a license in Elementary Education. Other accepted qualifications for teachers include Elementary Education, K-6 or K-9.
- ³⁰ Regulations are currently going through legal processes that will make elementary (K-6/K-9) a pre-K -6 endorsement, which means program standards will be adjusted to reinforce the pre-K piece in an elementary program. The same set of regulations will create an add-on endorsement for pre-k generalists that can be added to an elementary license.
- ³¹ In October 2020 the KSBE declared a time of emergency whereby any person holding a five-year substitute teaching license or an emergency substitute teaching license or certificate with a BA may teach through June 30, 2021. The extension increases the available number of days a substitute teacher may teach in any one assignment. This was renewed in June 2021 to remain in effect through June 30, 2022.
- ³² It is strongly recommended that school districts employ paraprofessionals or aides who have at least a CDA or AA in early childhood education or a related field. Other accepted qualifications for assistant teachers are: HSD or GED with 48 credit hours at an institution of higher education; OR an AA (or higher); OR Pass a State approved assessment that determines an ability to assist in instructing reading, writing, and mathematics; or reading, writing, and mathematics readiness. More information may be found [here](#).
- ³³ Teachers and assistant teachers must participate in at least 15 hours of in-service training annually. PD should address the curriculum model in use as well as other developmentally appropriate topics of early childhood learning. Examples include training through TASN and KCCTO.
- ³⁴ Two years of mentoring is required for a licensed teacher (lead teacher) to move from a two-year initial license to the five-year professional license. One year of mentoring is also required for a licensed education leader (administrator) to move from an initial license to the five-year professional license (for more information, see [here](#)). The mentoring program provides one year of structured, intensive support for the new teachers/specialists, with a documented plan for providing a second year of support if needed. Support during the initial year of structured, intensive support must include: weekly communication; at least three annual observations (virtual or in person); and a system for mentor to provide reflective verbal dialogue and feedback.
- ³⁵ New for the 2020-2021 school year, the Kansas Preschool Pilot and Kansas Preschool Aged At-Risk programs are combined due to similar policies. Spending represents expenditures in both programs. The 2020-2021 BASE is \$4,569*0.5FTE, to which the state adds weightings, school finance formula state aid for preschoolers with disabilities (enrollment plus weightings), and categorical aid (state aid) for special education staff. Local funding is also used to support enrollment, but exact amounts are unknown.
- ³⁶ Programs could leverage multiple sources to support preschool programming. In 2020-2021 Preschool-Aged At-Risk programs reported accessing the following funding sources: 155 used At-Risk funds; 208 used local funds; 17 used the Early Childhood Block Grant administered by the Kansas Children's Cabinet using state master tobacco settlement funds; 105 used categorical aid; 21 used Head Start; 5 used CCDBG; 48 used CACFP; 101 used Kansas Preschool Pilot grants; 25 used McKinney-Vento; 43 used Title I; 23 used Title II; 88 used parent fees/tuition; 27 used Kansas Parents as Teachers; 30 used local grants/funding; 22 used "Other". In 2020-2021 Kansas Preschool Pilot grantees reported accessing the following funding sources: 94 used state At-Risk funds; 110 used local funds; 14 used the Early Childhood Block Grant administered by the Kansas Children's Cabinet using state master tobacco settlement funds; 60 used categorical aid; 16 used Head Start; 6 used CCDBG; 30 used CACFP; 19 used McKinney-Vento; 31 used Title I; 18 used Title II; 43 used parent fees/tuition; 22 used Kansas Parents as Teachers; 22 used local grants/funding; 13 used "Other". Payments are made on a reimbursement basis for TANF funds; final expenditures were \$4,115,026. All \$4.2 million budgeted Children's Initiatives Fund (state tobacco settlement) was spent by grantees.
- ³⁷ Kansas Preschool-Aged At-Risk funds (all State General Fund) serves as the state match for federal TANF funds.
- ³⁸ See "Early Childhood Funding" resources [here](#) for additional information.
- ³⁹ Family Child Care homes and other private entities may apply directly for Kansas Preschool Pilot funding, but only if in partnership with an LEA.
- ⁴⁰ In the Kansas Preschool-Aged At-Risk program, districts can offer preschool in a variety of settings; see slide #3 in the presentation "2021 KSDE TASN Summer Leadership Conference Early Childhood Funding Session Recording (external link) and slides (PDF)" posted at [here](#).
- ⁴¹ Kindergarten Readiness and Early Childhood are a component of Kansas Education Systems Accreditation (KESA), which includes outside visitation teams. More information is available [here](#).
- ⁴² On April 6 2021 Gov. Kelly signed [legislation](#) requiring all districts to offer an in-person learning option for every student K-12. In 2020-2021 parents could opt for a remote learning option.
- ⁴³ The Kansas Legislature has passed and Governor Kelly has signed legislation limiting remote learning. See the "FAQs - Limiting Remote Learning" posted [here](#).
- ⁴⁴ Remote learning is permitted, but only on a limited basis (40 total hours for an individual child) after which per child funding for that child is reduced unless approved by the local board of education.

KENTUCKY – Kentucky Preschool Program (KPP)

- ¹ The dually enrolled number is reported in Infinite Campus, but the actual number may be higher.

- ² Three-year-old students qualify based on disability only. Therefore, their income levels are not reported. Four-year-old students can qualify based on disability or family income levels established at 160% FPL.
- ³ The Kentucky Preschool Program (KPP) is required to serve children for at least 2.5 hours per day plus a meal which usually totals at least three hours. In 2020-2021, there were 94 full-day programs, 61 half-day programs, 15 programs offering both full-day and half-day options, and 3 programs contracting for services. Statewide, there were 695 half-day sessions and 961 full-day sessions offered in total.
- ⁴ The standard program operation is 4 or 5 days per week. Other schedules must be approved by the Kentucky Commissioner of Education. Districts may use one of the weekdays for home visits, parent education, special education evaluations, and other work related to providing comprehensive preschool services.
- ⁵ The preschool program is required to follow the school year calendar. However, because of the comprehensive nature of the program, school districts are permitted to begin preschool classroom instruction later in the school year and end instruction earlier in the school year to ensure full implementation, including screenings, special education meetings, home visits and family education services.
- ⁶ The requirement to offer a standard schedule was waived to allow flexibility with virtual and hybrid program services during the pandemic.
- ⁷ Kindergarten children with disabilities may attend the preschool program under limited circumstances. The Admissions and Release Committee (ARC) decides the best placement for children with special needs. If the best placement option for a five-year-old child with disabilities is the preschool program, and space is available in the program, the child is placed in preschool but identified as a first-year primary student (kindergarten). No preschool funds may be used to support this child. In addition, non-age-eligible children may enroll if space is available.
- ⁸ Kindergarten-Grade 12 could petition to receive an additional year in their current grade due to learning loss.
- ⁹ Four-year-old children whose family income is up to 160% of FPL are eligible to attend the preschool program. Three-year-old children with disabilities requiring specially designed instruction enroll on their third birthday, when transitioning from Part C to Part B services, or when they are determined eligible for special education services. Four-year-old children who are homeless or in foster care are categorically eligible for state-funded preschool.
- ¹⁰ Districts may charge tuition rates to non-eligible children using a sliding scale based on household income. Rates and calculation methods vary and would be locally determined. According to a 2017 study by Kentucky's Office of Education Accountability, 61 school districts offered tuition options to families, and annualized tuition rates ranged from \$900 to \$5,550. The average annualized rate was \$2,036. Currently there are 171 school districts in Kentucky.
- ¹¹ Feeding students was a priority for school districts during the pandemic, but SRB has limited information about implementation of this requirement during the pandemic.
- ¹² Child development and health screenings must be completed within 30 days of enrollment; however, due to COVID-19 and closures of the health clinics, the 30 day timeline was waived. A vision exam is required by January 1st of the year of enrollment by a qualified specialist. Districts are required to contact parents/legal guardians if any screening results indicate a need for further assessment by a specialist, follow-up, or referral for special education and related services or other appropriate resources. Information about preventative health exams is available on [KDE's website](#).
- ¹³ During the pandemic, the timeline for completing child development and health screenings was waived in recognition the process could take longer to complete if access to routine screening services was limited due to COVID-19 related priorities in health clinics.
- ¹⁴ Two home visits are required each year. Also, the preschool program has access to Family Resource Centers (FRCs) for support services and referrals. For districts that blend with Head Start, additional services may be available to state-funded students.
- ¹⁵ School districts are required to submit attendance data in Infinite Campus to which the state has access. However, funding decisions are not based on attendance. School districts are required to collect preschool attendance, and programs must contact families when attendance is either irregular or students are absent four consecutive days.
- ¹⁶ In 2019 and 2020, the standards were revised by a subcommittee of Kentucky's Early Childhood Advisory Council with support from work groups and national experts. Final steps in the process were impacted and delayed by COVID-19. A tentative roll out of the revised standards is anticipated by Fall 2021 with training and support to follow in late 2021 and early 2022.
- ¹⁷ Based on a list of recommendations in the Kentucky Continuous Assessment Guide for classroom/instructional assessments, KDE has approved five assessments for preschool programs: (1) AEPS; (2) Carolina Curriculum for Infants/Toddlers/Preschoolers; (3) Teaching Strategies GOLD; (4) COR Advantage; and, (5) Work Sampling (WSS). Most programs have selected and implemented TS GOLD.
- ¹⁸ Kentucky's Regional Training Centers provide support to school districts with implementing early childhood standards and curriculum decision-making and implementation related to program services for children with disabilities.
- ¹⁹ Kentucky's list of preschool assessment choices was developed with input from early childhood experts, and results are used in reporting children's progress towards meeting the Kentucky Early Childhood Standards and the Office of Special Education Program (OSEP) Child Outcomes. More about Kentucky's preschool assessments is available [here](#).
- ²⁰ The K Screen timeline was not waived in 2021-2022. Kentucky uses the Brigance K Screen to measure kindergarten readiness at school entry.
- ²¹ The Interdisciplinary Early Childhood Education (IECE) certification, birth to primary (kindergarten), is the unified special and general education certification for Kentucky early childhood teachers. When state-funded preschool and Head Start classrooms are blended, the higher standard applies, meaning the lead teacher must have IECE certification even if the teacher is employed by Head Start.
- ²² While no changes were made to lead teacher requirements, Kentucky's General Assembly adopted new laws during special session, allowing greater flexibility to hire substitute teachers for the 2021-2022 school year (see [Senate Bill 1](#)).
- ²³ In Title I schools, assistant teachers must complete two years of higher education, hold an associate degree, or achieve an acceptable score on the Kentucky Paraeducator Assessment (KPA). Kentucky continues to review the possibility of recognizing the CDA as equivalent to the KPA for Title I qualification. All preschool assistant teachers are required to have 18 clock hours of training each year.
- ²⁴ Classroom embedded support is provided to Kentucky's certified teachers at the local level. The sequence and scope of this support is determined locally by school districts. Kentucky's [Professional Growth and Effectiveness System \(PGES\)](#) follows the Danielson Framework in promoting teacher professional growth and development.
- ²⁵ While no changes were made to requirements, school districts may have emphasized coaching and mentoring support for remote instruction. Also, the Kentucky Department of Education's Office of Special Education and Early Learning is sponsoring a virtual academy for current preschool and kindergarten teachers to learn more about supporting and managing student behavior.
- ²⁶ Information about teacher salaries is available at [KDE's website](#).
- ²⁷ KDE provided [guidance](#) about the permissibility of incentives for staff using ESSER and GEERS funding.
- ²⁸ KPP is funded through an annual legislative appropriation of state general funds.
- ²⁹ The formula is based on an average of the December 1 and March 1 counts of the previous year, multiplied by a per child rate. There is one rate for at-risk, speech, and DD, and a weighted rate for severe disabilities.
- ³⁰ Prior to the pandemic, classrooms were observed over the course of a multi-year cycle. Programs were required to participate in Kentucky's quality rating improvement system, All STARS.
- ³¹ During the pandemic, including the 2021-2022 school year, participation in All STARS is not being monitored and ECERS data is not being collected.
- ³² Programs are not being held accountable for this requirement.
- ³³ The response reflects state policy although Kentucky is not supporting reliability and validity of classroom quality observations or collecting observation data during the pandemic.
- ³⁴ Kentucky evaluates state-funded preschool programs on an annual application process. Each year KDE makes a determination of preschool program approval consistent with the same levels used by the Division of Monitoring and Results, Office of Special Education and Early Learning: (1) Meets Requirements; (2) Needs Assistance; (3) Needs Intervention; and (4) Needs Substantial Intervention. KDE will provide districts with the degree of support needed depending on the level of "Annual Determination". Information and data entered into the Grant Management Application and Planning system (GMAP) are evaluated and used to create annual determinations of state-funded preschool programs.

- ³⁵ KDE is not conducting site visits of state-funded preschool programs at this time due to the pandemic.
- ³⁶ On Sept. 9, 2021, the Kentucky General Assembly passed Senate Bill 1 (SB1), an act relating to the delivery of education and care for children and declaring an emergency. SB1 provides supports and flexibilities for schools. Guidance was developed to support school districts with implementation, including support for preschool students.

LOUISIANA – Louisiana 8(g) Student Enhancement Block Grant Program

- ¹ The Kevin P. Reilly, Sr. Louisiana Quality Education Quality Trust Fund, commonly known as the 8(g) fund was established in 1986 in the state constitution by Louisiana voters to improve the quality of education in the state. The legislation permanently dedicated the proceeds from an oil and gas royalty settlement with the federal government for the benefit of elementary, secondary, and higher education. The Louisiana Board of Elementary and Secondary Education (BESE) receives allocations annually from earnings of the Trust fund to be spent for prekindergarten through 12th grade projects and programs. This grant program doesn't solely provide allocations for high-quality early childhood education. This is one of five priority areas of the grant program that agencies can focus on with their allocated funds.
- ² Districts receive an allocation based on the October 1 student count of the previous year and make a determination to use the allocated funds for the High Quality Early Childhood (Pre-K) priority/focus area. In 2020-2021, five LEAs did not use their allocations for the High Quality Early Childhood (Pre-K) priority/focus area.
- ³ It is possible that preschoolers with disabilities are served in 8(g) classrooms. However, data is not available.
- ⁴ Districts give priority to those students who are at or below 200% FPL. However, if income eligible students are otherwise served, additional students may be served if they are screened and deemed "developmentally unprepared". This information is kept at the local level.
- ⁵ Many schools offer before and after school programs for this population, but the state doesn't track or subsidize this activity.
- ⁶ Priority is given to students at or below 200% FPL. However, if all income eligible children are otherwise served, additional students may also be served if they are screen and deemed "developmentally unprepared." After this, a decision could be made locally to serve a student with one of the reported risk factors. Additional risk factors are locally determined.
- ⁷ Some districts may charge tuition for any child who does not meet eligibility requirements (at or below 200% FPL). Tuition will be no more than the average amount expended per pupil on those children from who no tuition may be required, excluding any amount attributable to the provision of classroom space and utility costs.
- ⁸ All meals and snack must meet USDA/CACFP guidelines. Many school districts did provide meals for students that were virtual learners.
- ⁹ This program strongly encourages vision and hearing screenings. Other screenings are determined locally. Because these screenings may be a requirement of other state-funded programs, those students identified as 8(g) usually receive the screenings.
- ¹⁰ 8(g) doesn't require that these services must be offered though it is strongly encouraged. Since most districts have other early childhood programs that require these services, 8(g) students usually are able to obtain these services.
- ¹¹ 8(g) doesn't collect preschool attendance data. However, other state early childhood programs may collect attendance and include 8(g) students.
- ¹² Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- ¹³ Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- ¹⁴ Refer to the following documents from LDE: [Pre-K to 3rd Grade Assessment Guidance 2021-2022](#) & [TS GOLD Guidance for Various Learning Environments 2021-2022](#).
- ¹⁵ Effective June 1, 2002, Louisiana issued a Pre-K license, instead of a standalone Nursery School and Kindergarten license. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years.
- ¹⁶ All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of 'highly qualified,' which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.
- ¹⁷ The requirements were not changed; however, it was acceptable for the professional development to be administered/received in various learning environments.
- ¹⁸ While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.
- ¹⁹ The program is funded through the State General Statutory Dedication. BESE allocated \$10,846,446 to local education agencies for FY 20-21 8(g) Student Enhancement Block Grant Program. A total of \$9,663,409 was used by local education agencies for high-quality early childhood programs. There is not a state reimbursement rate. Districts received a base amount of \$55,000 and \$9.14 per pupil per day for the total district enrollment. Due to declining revenue from investment earnings and royalties, the Louisiana Quality Education Support Fund - 8(g) had fewer funds to distribute in the current fiscal year (FY 2020-2021) than previously estimated. Per statute R.S. 17:3803, the Office of the State Treasurer, is authorized to invest and manage 8(g) funds. The year 2020 turned out to be a very unusual year in many ways, and finance, economics and investments were not spared by this year's unusual events related to the Louisiana budget deficit and the COVID-19 pandemic. Based on periodic reports and recent revised estimates from the Office of the Treasurer, BESE realized less in program funds than the FY 2020-2021 budget established by the Board last December. A mid-year reduction reduced the amount to approximately \$6,991,769. In addition, \$275,000 was allocated by LDE to administer the 8(g) Statewide Early Childhood Care and Education Network Expansion Program. Agencies are reimbursed for their approved expenditures up to their approved budget amounts.
- ²⁰ During the 2020-2021 academic year, BESE passed an Emergency Rule Bulletin 140, requiring that all classrooms be observed once and that classrooms scoring below 4.50 (CLASS) in the fall be observed a second time in the spring. Additionally, the Department limited in person observations conducted by external observers in December in response to statewide increases in COVID-19 positivity and incidences, meaning more observations have been conducted virtually this year than before.
- ²¹ External observers are permitted to conduct in-person observations for the 2021-2022, which was a change from when in the Fall of 2020, the Office of Public Health asked the state to pause in-person observations for all unvaccinated observers in any region with a high level of transmission of COVID-19. Observers are considered essential visitors and are allowed to enter schools and centers to carry out essential functions that support the implementation of state/federal law or BESE policy. In December of 2021, BESE approved a one-time waiver to Bulletin, removing spring observations for any classroom that score proficient or higher during their fall 2020 observation (after third party audits and replacement).
- ²² The state may not require site visits, but a regular monitoring cycle of site visits for 20-25 programs per year has been in effect since the 2013-2014 year. These evaluations and site visits are conducted by independent program evaluators employed by the oversight agency. In the interim years, programs will be visited by BESE staff to monitor progress.
- ²³ Guidance was provided by Louisiana Department of Education to decide the best method of instruction. Weather events also played a role in the reopening of schools.

LOUISIANA – Cecil J. Picard LA 4 Early Childhood Program (LA 4)

- ¹ A total of 66 out of 69 geographic school districts, 40 charter schools, and one tribal school received allocations for the LA 4 program during the 2020-2021 school year. Any LA 4 provider not under the school district's jurisdiction operates as its own independent LEA. This results in a total of 107 LA 4 participating school systems.
- ² Districts are not required to offer the program, though public school districts will receive funding if it is requested. Seats are allocated competitively based on demand, network performance and strategic planning. Due to limited funds, programs must apply for funding through the Coordinated Funding Request.
- ³ Children who have special needs may participate in the LA 4 program if they meet the household income and age eligibility requirements. Eligible children who are funded through this program will be counted in the total enrollment but are not counted separately.
- ⁴ Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.
- ⁵ Tuition may be charged for any child who does not meet the eligibility requirements (at or below 200% FPL). The sliding tuition will be no more than the average amount expended per pupil on those children from whom no tuition may be required, excluding any amount attributable to the provision of classroom space and utility costs.
- ⁶ Schools are required to report twice a year who conducts the screenings and when they are conducted. Screenings that are not required are strongly encouraged and determined at the local level.

- 7 Timelines for obtaining the required screenings have been flexible as some screening providers are not performing in person visits at this time. In addition, children who are attending virtually may be exempt from this requirement if they are unable to attend in person.
- 8 Programs should provide, at a minimum: parent conferences (at least two per year); opportunities for families to volunteer or participate in program activities; written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences; linkages to services such as G.E.D., adult literacy training, and referrals for medical, housing/utilities assistance, etc.; and family engagement activities that involve parents/caregivers in their child's education.
- 9 Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- 10 Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- 11 A virtual option was provided if a child participated in virtual learning.
- 12 For mixed-delivery LA 4 programs housed in child care centers, teachers must meet the same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K-3 license instead of stand-alone Nursery School and Kindergarten licenses.
- 13 All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of 'highly qualified,' which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.
- 14 While most districts provide ongoing classroom-embedded support, there is not a state policy that requires it.
- 15 The Early Childhood Trust Fund serves as a match for local investment.
- 16 Local education agencies (LEAs) apply for seats for LA 4 through the Coordinated Funding Request. Requests should reflect family demand for seats. Seats are awarded based on the number of children they anticipate serving during the school year and the availability of funds.
- 17 During the 2020-2021 academic year, BESE passed an Emergency Rule for Bulletin 140, requiring that all classrooms be observed once and that classrooms scoring below a 4.50 (CLASS) in the fall be observed a second time in the spring. Additionally, the Department limited in-person observations conducted by external observers in December in response to statewide increases in COVID-19, resulting in more observations being conducted virtually than in previous years.
- 18 External observers are permitted to conduct in-person observations for the 2021-2022, which was a change from when in the Fall of 2020, the Office of Public Health asked the state to pause in-person observations for all unvaccinated observers in any region with a high level of transmission of COVID-19. Observers are considered essential visitors and are allowed to enter schools and centers to carry out essential functions that support the implementation of state/federal law or BESE policy. In December of 2021, BESE approved a one-time waiver to Bulletin, removing spring observations for any classroom that score proficient or higher during their fall 2020 observation (after third party audits and replacement).
- 19 Due to a surge in the Delta variant of COVID-19 in early August 2021, the state implemented a mask mandate. In an effort to start school as safely as possible, many schools also took precautions that included virtual enrollment, masking, physical distancing, maintaining strict cleaning and disinfecting schedules, and handwashing. Also, Hurricane Ida impacted twenty-five of the state's parishes including three that contain Louisiana's largest school districts. This resulted in many schools facing storm damage, flooding, power outages and student relocations.
- 20 The Louisiana Department of Education provided [guidance](#) to LEAs on how to use federal funds that were received as a result of the COVID-19 pandemic to offer pre-K classrooms.

LOUISIANA – Louisiana Nonpublic Schools Early Childhood Development Program (NSECD)

- 1 Seats are awarded to programs through the Early Childhood Community Network Coordinated Funding Request. Inclusion in this request for the NSECD Program is open to all state-approved nonpublic schools and quality-rated Type III child care centers statewide. Due to funding limitations, the Department prioritizes slot allocation to schools and centers located in parishes found to be in greatest need based upon the Early Childhood Risk and Reach Report. Not all parishes have representation in the application process.
- 2 Children who have special needs may participate in the NSECD program if they meet the household income and age eligibility requirements. Eligible children who are funded through this program will be counted in the total enrollment but are not counted separately.
- 3 Many schools offer before- and after-school programs, but the State of Louisiana does not track or subsidize this activity.
- 4 Nonpublic schools determine their own tuition rates for children who do not meet the program's eligibility requirements.
- 5 Other than those indicated, screenings are not required, but are strongly encouraged and determined at the local level.
- 6 Timelines for obtaining the required screenings have been flexible as some screening providers are not performing in person visits at this time. In addition, children who are attending virtually may be exempt from this requirement if they are unable to attend in person.
- 7 Programs should provide, at a minimum: parent conferences (at least two per year); opportunities for families to volunteer or participate in program activities; written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences; linkages to services such as G.E.D., adult literacy training, and referrals for medical, housing/utilities assistance, etc.; and family engagement activities that involve parents/caregivers in their child's education.
- 8 Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- 9 Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- 10 A virtual option was provided if a child participated in virtual learning.
- 11 NSECD teachers must be certified in early childhood or working toward certification; those not already certified must have passed the Praxis I and taken all prerequisites to enroll in a Pre-K-3 or Early Interventionist alternate certification program. They must continually be enrolled and complete certification within three years of their hire date. Teachers with a kindergarten or Elementary Education Certificate must become an Early Childhood certified teacher by either taking the Praxis II or completing 12 hours of coursework within 18 months of their hire dates.
- 12 New NSECD teacher assistants must be certified with at least a CDA or AA or higher in Early Childhood, Education, or Family Studies. Incumbent NSECD teacher assistants who are not state-certified must be enrolled in a CDA program or Early Childhood associate degree program, be continually enrolled, and complete the certification within three years of their date of hire.
- 13 While most districts provide ongoing classroom-embedded support, there is not a state policy that requires it.
- 14 The Early Childhood Trust Fund serves as a match for local investment.
- 15 Local education agencies (LEAs) apply for seats for NSECD through the Coordinated Funding Request. Requests should reflect family demand for seats. Seats are awarded based on the number of children they anticipate serving during the school year and the availability of funds.
- 16 During the 2020-2021 academic year, BESE passed an Emergency Rule for Bulletin 140, requiring that all classrooms be observed once and that classrooms scoring below a 4.50 (CLASS) in the fall be observed a second time in the spring. Additionally, the Department limited in-person observations conducted by external observers in December in response to statewide increases in COVID-19, resulting in more observations being conducted virtually than in previous years.
- 17 External observers are permitted to conduct in-person observations for the 2021-2022, which was a change from when in the Fall of 2020, the office of public health asked the state to pause in-person observations for all unvaccinated observers in any region with a high level of transmission of COVID-19. Observers are considered essential visitors and are allowed to enter schools and centers to carry out essential functions that support the implementation of state/federal law or BESE policy. In

December of 2021, BESE approved a one-time waiver to Bulletin, removing spring observations for any classroom that score proficient or higher during their fall 2020 observation (after third party audits and replacement).

¹⁸ Due to a surge in the Delta variant of COVID-19 in early August 2021, the state implemented a mask mandate. In an effort to start school as safely as possible, many schools also took precautions that included virtual enrollment, masking, physical distancing, maintaining strict cleaning and disinfecting schedules, and handwashing. Also, Hurricane Ida impacted twenty-five of the state's parishes including three that contain Louisiana's largest school districts. This resulted in many schools facing storm damage, flooding, power outages and student relocations.

¹⁹ The Louisiana Department of Education provided [guidance](#) to LEAs on how to use federal funds that were received as a result of the COVID-19 pandemic to offer pre-K classrooms.

MAINE – Maine Public Preschool Program

¹ Although there were 266 school administrative units (SAUs) in Maine, only 194 could operate kindergarten and thus are eligible to operate pre-K.

² SAUs and Head Start programs blend funds, but the way funds are blended varies across the state. Thirty-five percent of public preschool programs are in partnership with Head Start.

³ The total amount includes 3-year-old children not funded by the state.

⁴ Enrollment data for race and ethnicity in pre-K is not broken out by age. Additionally, enrollment numbers for American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander were too low to report for confidentiality purposes.

⁵ Enrollment numbers by family income are separated into two outcomes: "not economically disadvantaged" and "economically disadvantaged". This data is not disaggregated by age but by grade level. A student in Maine is deemed economically disadvantaged via the following methodologies: Student is directly certified by the Maine Department of Health and Human Services (DHHS) as having a family income below a defined threshold and being eligible for benefit programs; Student's parent or guardian has completed an Application for Free/Reduced Lunch Meals and the family income falls with the program guidelines; The student's parent or guardian has completed a form providing economic status information and the family income falls within the program guidelines; The student has been identified as homeless, in foster care, or is a migratory student.

⁶ Head Start: 727, Public Schools: 4,019*, *Some children included here are served through community partnerships

⁷ The number of hours and days per week a program operates is a local decision, however programs must operate a minimum of 10 hours per week over 35 weeks to receive a per-pupil subsidy through the school funding formula.

⁸ All eligibility, beyond age, is locally determined with the exception of the requirements of McKinney-Vento. Some SAUs without universal capacity select children on a first come, first served basis; use a lottery; or create a targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio portion of enrolled children. SAUs are encouraged to develop policies that result in enrollment mirroring their K-12 student demographics.

⁹ If a child has been screened and evaluated and the IEP team determines the public 4-year-old program is not the least restrictive environment, another placement may be found.

¹⁰ Each classroom must have two adults: an early childhood certified teacher and an Ed Tech II (60 college credits).

¹¹ Programs must offer at least 2 parent-teacher conferences annually as well as show evidence of family engagement strategies.

¹² Over the last few years, many of the standards in the Maine Learning Results (MLRs) have been updated. Because of this the state will need to update the Maine Early Learning and Development Standards (MELDS) to ensure alignment once the process of K-12 updating is complete in 2022.

¹³ Members of the Maine DOE Early Learning Team offer support, hard-copies and technical assistance in utilizing the MELDS to school districts upon request. Additionally, the state professional development network offers an optional 30-hour on-line MELDS training.

¹⁴ State-funded preschool programs must implement an evidence-based curriculum that is aligned with the MELDS. While the state offers a state-developed instructional program, schools make their curricula decisions locally. The Maine DOE does provide access to an open-source pre-K instructional program/curriculum. Maine DOE offers training on this program, however, use of this program and training for it is not required.

¹⁵ Preschool assessments must be research-based and aligned with Maine's ELDS.

¹⁶ A teacher may apply for 'conditional' endorsement (which lasts for 3 years) and may teach in a public preschool setting. If a public preschool program is in partnership with a Head Start or private preschool the teacher must meet the same requirements as a public school employee.

¹⁷ The ability of the Commissioner of Education to issue emergency certification and reciprocal professional certification as well as relaxing the PRAXIS requirements that were made due to the COVID-19 pandemic were established in legislation moving forward.

¹⁸ All assistant teachers must have an Educational Technician II (Maine DOE Certificate) that requires a minimum of 60 college credit hours, including at least 9 credits in ECE or a related field.

¹⁹ Use of CARES, ESSER, Title I, and Title II funding is determined locally.

²⁰ Schools are required to provide a local match to draw down the per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a statewide mill rate.

²¹ Frequency of evaluations may vary depending on the effectiveness level, but observations of professional practice, formative feedback and continuous improvement conversations are required throughout the year. Most districts require 2 observations each year (or more depending on the model chosen). In addition, state evaluations must occur at a minimum of once every 3 years.

²² The state only uses aggregate CLASS data for reporting. There is no requirement for a district to use the data but they are encouraged to use it for program improvement and to help guide PD planning.

²³ State-funded preschools were allowed to ask for fewer days of instruction than planned in response to the pandemic.

²⁴ Some schools chose to utilize federal pandemic support funding to open and operate summer programming. Schools could determine locally whether or not they would offer summer programming for incoming and/or outgoing preschoolers.

²⁵ Schools could apply for additional ESSER funding. Those with state-funded preschool programs had equal opportunity in this.

MARYLAND – Maryland Prekindergarten Program

¹ Six out of 24 districts offer universal full-day pre-K to all 4-year-olds.

² The Bridge to Excellence in Public Schools Act of 2002 (Senate Bill 856) required that each school system provide a minimum of 2.5 hours of voluntary pre-K access to 4-year-old students from families at or below 185% of the FPL by fiscal year 2008. The compensatory funding formula for K-12 enrollment includes a weighted amount to meet the mandate to provide access to half-day pre-K for income-eligible 4-year-olds. The Prekindergarten Expansion Act of 2014 (Senate Bill 332) was a statewide initiative to expand access to full-day public pre-K for 4-year-olds from families with household incomes below 300% of the FPL beginning in 2014-2015.

³ Enrollment in publicly-funded pre-K decreased by 25% from the previous year due to COVID-19.

⁴ At the beginning of the 2020-2021 school year, all Local School Systems (LSS) were virtual, though some school systems implemented a hybrid model beginning in the Spring. Community-based programs were virtual, hybrid, and in-person based on local COVID-19 metrics in their respective jurisdictions and guidance from the Office of Child Care in the Maryland State Department of Education (MSDE).

⁵ Not all children were dually enrolled in state-funded preschool and Head Start. Some LSS's are the Head Start grantee, while others are the delegate. Each LSS determines how state preschool funds and Head Start funds are used together.

⁶ LSS's funded with State Supplemental Grant funds are required to provide a full-day. All programs (including LSS's) participating in the PreK Expansion Grant are required to provide a full-day.

- 7 State-funded preschool had to meet the 180-days of instruction requirement per the Code of Maryland Regulations (COMAR). Due to COVID-19 virtual and hybrid days also counted towards the 180 days.
- 8 Policy requires LSS's to have an early admissions policy to allow for enrollment of 3-year-olds who are otherwise eligible (economically disadvantaged or homeless) and who demonstrate educational needs warranting early admission into pre-K. LSS's may create pre-K programs for 3-year-olds who are economically disadvantaged, homeless, or who lack school readiness. Early entrance to kindergarten is offered to children who demonstrate the need for grade acceleration to appropriately address their academic needs. Assessment for early entrance into kindergarten is locally determined.
- 9 All children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. The remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families, but who exhibit a lack of readiness for school. Eligibility can be determined by other risk factors or criteria chosen by the LSS. In 18 out of 24 school systems Maryland Prekindergarten Program children are at 185% FPL or below. 16 out of 24 school systems have classrooms of State PreK Expansion children (up to 300% FPL). 34 Community-based programs and Head Start have State PreK Expansion children (up to 300% FPL). 6 school systems offer full-day State Prekindergarten Program for all 4-year-olds regardless of income.
- 10 State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this number, provided an overall program average of 20 is maintained and the 1:10 ratio is maintained. State child care regulations require a maximum class size of 20 and a staff to child ratio of 1:10 for 3- and 4-year-olds. In rare cases, if a classroom goes over 20, additional staff are added.
- 11 During remote learning, public school systems provided breakfast and lunch either as an option for parents to pick up or were delivered by school buses to bus stops. Nonpublic schools determined on their own whether to provide meals to children during periods of remote learning.
- 12 Developmental and dental screenings are locally determined. Vision and health screenings and referrals are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled. Screenings were not required by the state for children who were learning remotely. LSS's and nonpublic providers made these decisions individually.
- 13 The Maryland College and Career Ready Standards cover pre-K to grade 12. Pre-K 4 standards are included as the early learning standards.
- 14 The Ready for Kindergarten (R4K) Assessment system, which includes the Early Learning Assessment (ELA) and Kindergarten Readiness Assessment (KRA), is aligned to the ELDS. However, while kindergarten programs are required to use the KRA, preschools are not required to use the ELA.
- 15 The state provides a list of the recommended curriculum, however, the list is no longer current. The state is currently revising the curriculum vetting process.
- 16 Regulations also allow a CDA for assistant teachers. Paraprofessionals in Title I schools must also have completed two years of college, hold an AA, or have a qualifying score of 455 on the Para Pro assessment administered by the Educational Testing Service (ETS).
- 17 Coaching/mentoring is suggested as a best practice for professional learning, however, it is not required.
- 18 All LSS's are P-12 systems. Salaries and benefits apply to all pre-K teachers and are locally determined. Additionally, paid time for professional responsibilities and PD are provided but locally determined in community-based programs, however, community-based programs participating in the Prekindergarten Expansion Grant are required to pay the same starting salary as P-12 systems.
- 19 Incentive grants were provided to licensed childcare programs that could be used in various ways including retaining teachers.
- 20 Maryland LSS's don't report expenditures for the pre-K program. Rather, preschool expenditures are included with reporting of expenditures for support in K-12. Therefore, actual local spending on pre-K was estimated based on the state average non-federal per child amount from the K-12 average per pupil cost multiplied by the number of full time equivalent (FTE) children enrolled in the program.
- 21 Classrooms participating in Maryland (Excellence Counts in Early Learning and School Age Care) EXCELS are assessed using CLASS and ECERS by reliable observers who are monitored by the MD EXCELS Branch which conducts fidelity checks on all assessors.
- 22 PreK Expansion Grant classrooms are visited multiple times per year to provide technical assistance. Additionally, one monitoring visit per year is conducted for all grantees.
- 23 All programs were open for in-person learning; however, some also offered a virtual offering as well based on parents' requests and students' healthcare needs. Some programs have had periods of quarantining due to COVID outbreaks.
- 24 The state awarded approximately \$20,000,000 to pre-K programs for Summer learning recovery and Fall kindergarten supports.

MASSACHUSETTS – Massachusetts Universal Pre-Kindergarten (UPK)

- 1 These funds were offered statewide.
- 2 All programs were required to provide in-person programming to serve subsidized children; however, the specific details as to whether any supplemental remote services were provided are unknown.
- 3 The priorities and goals of the FY 2021 Massachusetts Head Start State Supplemental Grant are to fund workforce development supports and enhance program quality of all Head Start and Early Head Start programs. Funding supports staff salaries, compensation, and benefits to address recruitment and retention; direct support for high quality comprehensive services that may include coaches, mental health consultants and additional teaching staff to provide lower staff/child ratios; and direct support for grantees to meet their 20% non-Federal matching funds requirement.
- 4 The hours per day and operating schedule vary by type of program and setting. Programs can operate either a school-year or full-year schedule.
- 5 Most public school programs use September 1st as the cut-off date for age-eligibility for kindergarten.
- 6 For programs enrolling children with child care subsidies, families pay fees based on the sliding scale. Some programs also create their own sliding scales that are distinct from the subsidy system.
- 7 Programs operating fewer than 4 hours per day must schedule snacks. Programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack, while those operating more than 9 hours must schedule 2 meals and 2 snacks. Parents or programs/providers may provide snack.
- 8 Varies based on where children are served; the Massachusetts Department of Early Education and Care (EEC) does not specifically include a requirement for health screenings. Health screening requirements are regulated by the State agency(ies) with administrative authority. Head Start grantees are required to meet the federal screening requirements. All EEC-licensed programs are required to obtain documentation of immunizations, proof of physical exam (completed within 12 months of program admission), and documentation of screening for lead poisoning.
- 9 Programs must engage families as essential partners when providing services that promote children's learning and development, nurture positive relationships between families and staff, and support families. Programs must be knowledgeable of the expectations of kindergarten programs within its locality and provide transitional supports to preschool children and families moving to kindergarten.
- 10 Additional supports include: detailed guidance and materials developed by the state and made available to local providers; direct training or technical assistance by state staff, regional staff, or vendors paid by the state; a system of regular coaching for teachers; and state grants (\$3.95 million) to local agencies or providers for training and other professional development.
- 11 The Professional Development Centers (PDCs) provide statewide PD and coaching on how to implement curriculum in the classroom. A priority of this state-funded grant program is to provide PD opportunities that align with EEC's Core Competencies, QRIS, and the ELDS and guidelines.
- 12 Programs determine locally which tool they use to assess preschoolers' learning and development, but child assessments are not required by the state.
- 13 Teachers in nonpublic school programs are required to meet EEC teacher certification requirements, but not Massachusetts Department of Elementary and Secondary Education (DESE) requirements. Lead teachers in nonpublic schools are required to have certification which requires three credits in child development plus nine credits in three different categories of study within early childhood education. Teachers are also required to have prior experience, the amount of which varies based on their other qualifications.
- 14 Assistant teachers in nonpublic schools must have a HSD or equivalent and must work at all times under the direct supervision of at least a qualified teaching staff person.
- 15 The StrongStart PDCs provide statewide professional development and coaching to programs that request such services. The frequency of coaching or mentoring

depends on the individual needs of the program or teachers.

- ¹⁶ Programs must be licensed and serving subsidized children.
- ¹⁷ Programs received monthly Stabilization grants, including ARPA funding.

MASSACHUSETTS – Massachusetts Chapter 70

- ¹ Chapter 70 funds are available to all school districts based on enrollment, P-12. There are 275 districts in Massachusetts that have preschool enrollment. Districts that do not have preschool enrollment include districts that regionalize at the middle/high school level and vocational technical high schools. There are 128 of these districts.
- ² In addition to the 21,170 children reported, there are 6 additional students in preschool who are older than 5 (e.g., 6-year-olds).
- ³ Students were required to return to in-person learning at the elementary level in April of 2021 so the number of children attending in person preschool programs between Fall 2020 and Spring 2021 increased.
- ⁴ The priorities and goals of the FY 2021 Massachusetts Head Start State Supplemental Grant are to fund workforce development supports and enhance program quality of all Head Start and Early Head Start programs. Funding supports staff salaries, compensation, and benefits to address recruitment and retention; direct support for high quality comprehensive services that may include coaches, mental health consultants and additional teaching staff to provide lower staff/child ratios; and direct support for grantees to meet their 20% non-Federal matching funds requirement.
- ⁵ The majority of children are enrolled in public school preschool settings, but there may be some children with disabilities who receive their services at home, in a child care or Head Start setting and/or a separate school.
- ⁶ Public preschool generally runs 2 to five 5 per week for varying hours.
- ⁷ Students must be 3 years of age to enroll in preschool, but the cut-off date is determined locally. The exception is for students who turn 3 years old in the middle of the year and are determined eligible for special education services. If more children seek the program than there are slots, districts will often use a lottery process for children without disabilities. The cut-off date for kindergarten is also set by each local school district.
- ⁸ The class size and ratios are based on special education regulations which mandate a maximum class size of 15 with no more than 7 children with IEPs, or 20 with no more than 5 with IEPs. If the class does not include children with IEPs, there is no state requirement for class size/ratios. These are locally determined.
- ⁹ Regulations did not change but class sizes were impacted by square footage and social distancing requirements. Districts were able to apply for waivers last year but this expired in the Summer of 2021.
- ¹⁰ School districts are required to screen for vision and hearing within a year of entry into a public school, and also screen vision annually through Grade 5 and hearing annually through Grade 3. See [here](#) for more information. Districts must also ensure that children have received a physical examination within 1 year prior to school entrance or within 30 days after. Other screening requirements are determined locally. Public schools are required to screen children as part of Special Education - Child Find activities for all children in the community who seek a screening.
- ¹¹ If students fail a hearing or vision screening, the school district must notify the family or legal guardian of the results and provide information or support for next steps.
- ¹² Screening requirements did not change or hinge on whether children were in person or remote. For kindergarten screening, districts had different procedures for rolling out screening depending on whether the student was in-person or remote.
- ¹³ The state does not require child assessments. If conducted, assessments are selected by the local school/district.
- ¹⁴ The state is in the process of developing guidance on criteria for selecting evidence-based curriculum models and a list of state recommended curricula.
- ¹⁵ Public preschool teachers seek the Preschool through Grade 2 license.
- ¹⁶ The emergency license was extended. Educators can continue to teach up to 50% of their time outside of their licensed area and the modification of the definition of a long term substitute was extended. Other situations, like not needing to renew or advance their license during the state of emergency, are no longer in effect.
- ¹⁷ Professional development activities must be identified by the educator and supervisor during the development and review of the Individual Professional Development Plan (IPDP). IPDPs must include at least 150 Professional Development Points (PDPs). At least 15 PDPs are required in: (1) Content; (2) Pedagogy; (3) Sheltered English Immersion (SEI), ESL or Bilingual Education; and (4) Training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles. The remaining 90 PDPs may be earned through either "elective" activities that address other educational issues, or additional PDPs in the 4 areas requiring at least 15 PDPs. For more information on PDPs, see [here](#). For more information on IPDPs, see [here](#).
- ¹⁸ Salaries, benefits and paid time are negotiated locally through union contract negotiations. Preschool is usually, but not always, covered by the union.
- ¹⁹ In FY21, the statewide foundation budget for preschool students was \$137,980,718, out of which Chapter 70 aid covered 45.44% (\$62,698,438). Total Chapter 70 state aid statewide was \$5,283,641,631, out of which 54.56% is from required district spending (\$11,988,973,192). Districts may spend more than what is required by generating additional revenue from other sources such as grants or tuition.
- ²⁰ For additional information, please see [here](#).
- ²¹ The state has a requirement that classroom teachers are observed, and provides districts with a model rubric, but what is evaluated and included in the observation is determined locally. Observations of teachers and feedback are part of the educator evaluation system. For more information, please visit [here](#). The state does not collect data on individual observations but does receive ratings on the state's 4 standards of effective teaching practice, which are informed by observations (among other forms of evidence).
- ²² The state runs workshops and shares resources for evaluators to watch a video of classroom instruction together and norm around their perceptions of practice and feedback.
- ²³ Regulations call for the use of multiple sources of evidence to inform evaluations, including classroom observations. The frequency and type of observations is determined through local collective bargaining, but our Model System for Educator Evaluation recommends that schools develop systems for frequent observations and high-quality feedback.
- ²⁴ School districts were allowed to start the school year 10 days later than normal to provide time for professional development for educators. The start dates for the school year varied by district.
- ²⁵ At the elementary level, districts were required to return to in person learning in April 2021. Some districts may have applied for a waiver for this requirement, but generally the school year ended with in person learning.
- ²⁶ While Chapter 70 funding could be used for Summer programs, the State doesn't have this information. However, funds from the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Early Education and Care (EEC) were administered to offer a variety of Summer programs in public preschools and community-based programs.
- ²⁷ Chapter 70 programs are school districts, so they did receive additional federal and state funds. There were many different funding sources, but the extent to which they were used to support preschool is unknown.

MICHIGAN – Michigan Great Start Readiness Program (GSRP)

- ¹ The Intermediate School Districts (ISD), which cover the state, serve as grantees for the Great Start Readiness Program (GSRP), the state Pre-K program. GSRP sites are operated in all but one county. A total of 291 out of 541 districts (54%) operated GSRP in 2020-21. Classroom programs are still operated in the areas of those districts that no longer operate the program directly. In some cases, the ISDs are now providing the program directly and in some, CBOs have taken over.
- ² ISD grantees allow any district, that chooses, to offer the program.
- ³ The enrollment was less due to the COVID-19 pandemic. In 2019-20, 37,368 children were enrolled but only 26,775 in 2020-21. The amount of funding for the program was the same in both years. It is important to note that the legislature and administration held funding harmless and fully funded GSRP through the pandemic to ensure system, infrastructure, and workforce stability.

- ⁴ Multiple classrooms went back and forth between in-person and virtual due to the effects of the pandemic. Many classrooms that started the year as virtual were in-person by the Spring.
- ⁵ Enrollment of children with disabilities was lower due to COVID-19.
- ⁶ Children are enrolled in both state funded preschool and Head Start using blended funds to attend a school-day length program. This is a GSRP/Head Start Blend. There were 1,488 fewer children in the GSRP/Head Start Blend in 2020-21 due to the COVID-19 pandemic.
- ⁷ A family income equal to or less than 250% of the federal poverty guidelines is the normal GSRP level of eligibility. In 2020-2021, in consideration of the full funding being awarded to all sites, the legislature allowed children under 400% FPL to be funded as eligible and those over to be funded as over-income. There were 225 over-income children.
- ⁸ Extended Day Programs include 20,593 GSRP only and 4,664 GSRP/Head Start Blend children.
- ⁹ School-day classroom programs are reimbursed at two slots per child (\$7,250); Part-day and GSRP/Blend programs are reimbursed at one slot per child (\$3,625). The minimum operating schedule is three hours per day for four days per week for 30 weeks per year. It is allowable for new grantees or newly licensed sites to operate only for 20 weeks during the first year. Subsequent years must operate 30 weeks per year. Legislation allows for a GSRP/Head Start Blend option which is included in the school-day count. Legislation requires a tuition-based sliding scale for children who are over-income.
- ¹⁰ The operating schedule may vary depending on the program option. The requirement for a part-day program is three hours per day, for a minimum of four days per week for 30 weeks. For school-day and GSRP/Head Start Blend, the formal partnership requires minimally 6.5 hours per day, four days per week for 30 weeks of teacher/child contact time. Dates when school begins and ends are determined locally.
- ¹¹ Virtual classrooms did not operate on the same requirement for hours as did in-person classrooms.
- ¹² GSRP is aligned to kindergarten age eligibility law and that allows for exceptions to the September 1st cutoff by parent request. Parents may request early entry into kindergarten for children with birthdates between September 2nd and December 1st. Therefore, there is early entry into GSRP as well for those dates.
- ¹³ At least 90 percent of the children enrolled in each grantee in 2020-2021 must meet the income requirement of 400 percent FPL or below for this year only, with exceptions for those over-income if sufficient numbers of children cannot be recruited at or below 400 percent FPL. There are seven factors that determine eligibility: low family income (below 400 percent FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary home language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent, and environmental risk. All families above 400 percent FPL, except for children who qualify as homeless, in foster care, or with an IEP, must pay tuition based on a sliding scale. Families that are over income as part of the 10 percent allowed must have at least two other risk factors and pay tuition based on a sliding scale. Sliding scales are determined locally and may be included for review during monitoring. Children must meet at least one risk factor, including income to be eligible. (Requirements are typically: At least 90 percent of the children enrolled in each grantee must meet the income requirement of 250 percent FPL or below, with exceptions for up to 300 percent if sufficient numbers of children cannot be recruited at 250 percent FPL.)
- ¹⁴ Families with children enrolled who were over 400% FPL were charged based on the locally determined sliding fee scale. For the 2020-2021 program year, there were 225 families enrolled over 400% FPL across the state.
- ¹⁵ For classrooms that enroll 17 or 18 children, a third adult who meets licensing requirements for a caregiver is required at all times.
- ¹⁶ Minimally, part-day programs provide a snack, though many provide breakfast and lunch for morning classes and some also provide lunch and snack for afternoon classes. School-day programs typically provide breakfast, lunch, and snack. The minimum number of meals/snacks required is set by licensing, dependent on the length of the day. Although the programs were not required to provide meals to the GSRP enrolled children when the programs closed due to COVID-19, breakfasts and lunches were provided for the children, as with all other children, and could be picked up with those of the other children at designated locations. Later state debit cards (Bridge Cards) were issued to families for each child for purchasing food.
- ¹⁷ Due to the COVID-19 pandemic, most screenings were up to the local medical personnel on whether they could be done or not. Immunization records were submitted to the schools for all children in in-person or hybrid classrooms. Some children who were behind and would normally be brought up-to-date on immunizations may not have been, due to the lack of availability to get them.
- ¹⁸ Programs typically develop local referral guides to support staff to make appropriate referrals for families. Referrals were made as possible under the conditions of the pandemic. In many cases the classroom staff did not have data to base referrals on.
- ¹⁹ Parent-teacher conferences and home visits were done virtually due to COVID.
- ²⁰ Attendance is to be taken at the local level for in-person and hybrid and virtual classes (but is not submitted to the state). Children who were absent without a parent excuse are tracked. This way the staff could check on whether the absence was related to the pandemic or other reasons for which they might be able to offer assistance. This also complies with childcare licensing.
- ²¹ The Infant/Toddler Standards and the Early Childhood Standards of Quality-Prekindergarten are currently undergoing revision in 2021-2022.
- ²² State policy provides an approved list of child assessments aligned with the ELDS. A process was developed to evaluate newly submitted and currently approved comprehensive child assessments for potential inclusion beginning in the 2021-2022 program year. The process was carried out during the 2020-2021 grant year.
- ²³ Over the past two years GSRP has had a process to evaluate both new and currently approved curriculum and new and currently approved child assessment tools. In both instances part of the process was an alignment by each tool to the ECSQ-PK. State policy provides an approved list of both comprehensive curriculum and child assessment tools aligned with the ECSQ-PK that ISDs choose from for their subrecipients.
- ²⁴ Beginning in 2018-2019 and continuing since, \$2 million was appropriated within GSRP legislation to allow programs to request funding to move to a new curriculum from the approved list or to purchase an updated version of the curriculum currently in use. Funding could also be used for comprehensive curriculum materials and training in the curriculum. GSRP requires providers be trained directly by a certified trainer of the chosen curriculum.
- ²⁵ For additional information about preschool child assessments, please see the [GSRP Implementation Manual Child Assessment Section](#).
- ²⁶ Staff were told to use their child assessment tool to the best of their ability in virtual, in-person and hybrid classrooms for three reporting periods per year.
- ²⁷ The MI legislature and administration have eliminated the MKEO/KRA as of FY2021-2022. In doing this, they also clarified that fall 2021 administration of the KRA was optional and provided no additional funding for it. This sent a message that the pause coupled with the now optional year that was supposed to be statewide administration was really a year of transitioning MI out of KRA administration rather than to statewide administration.
- ²⁸ All lead teachers must have Elementary teaching certification with an Early Childhood endorsement or a BA in Early Childhood Education or Child Development with specialization in preschool teaching. If training is incomplete, they may be considered out of compliance, but must be enrolled in a degree or endorsement program and in compliance within two years. ISDs must sign-off on and monitor the person's compliance plan.
- ²⁹ "Other" are teachers on a compliance plan that have significant but incomplete credits that will result in a BA in Early Childhood Education/Child Development with a concentration in preschool teaching or will have elementary teacher certification with the early childhood endorsement.
- ³⁰ An assistant teacher may have a CDA or an Associate's degree in Early Childhood Education or Child Development. If a suitable person cannot be hired, someone may start while out of compliance but must have completed at least one credit-bearing course in child development pre-service and complete the requirements within two years. ISDs must sign-off on and monitor the compliance plan. There are still some associate teachers who have what was called the 120 hour letter earned prior to 2012. This was issued to a person who submitted documentation showing 120 hours of training in the CDA competency areas. Documentation was reviewed and if requirements were met, the letter was issued. The process ended in 2012 with those who had been issued the letter grandfathered as able to be a GSRP associate teacher as long as there was no break in service in GSRP.
- ³¹ Lead teachers who are certified in public school settings must also complete 6 semester credit hours or 150 hours of education-related professional learning every five years to keep their teaching certification current. Newly certified lead teachers must complete 6 semester hours of reading methods course work and 3 semester credit hours of reading diagnostics in addition to the 16 clock hours of PD per year to renew their certificate for the first time.
- ³² Though many of the teachers received additional training on creating and implementing remote instruction, it was done at the local level and was not a program requirement.
- ³³ No blanket waivers were given regarding the completion of compliance plans during the 2020-21 program year. Questions were dealt with on a case by case basis.
- ³⁴ All classrooms are assigned an Early Childhood Specialist (ECS, i.e., master's level coach) who has contact with each classroom at least monthly during the program year

for the purposes of supporting the teaching team. The requirement is that each ECS is in regular contact with the teaching teams and does regular visits for support based on differentiated needs of teachers. ECSs are typically in the classroom anywhere from weekly to monthly depending on the needs of each teaching team. Classrooms with new lead teachers receive more frequent visits. Classrooms with lower scores on their program evaluation or other concerns also receive more attention. Visits should include time to coach teaching teams, e.g., modeling strategies with children, observing and providing immediate feedback on techniques or interactions, attending home visits/conferences, having informal conversations with teaching teams on self-assessment of their progress and areas where they desire additional support. See [here](#) for Implementation Manual and Early Childhood Specialist section for details. During 2020-21 when programs were doing in-person, virtual and hybrid learning, ECS continued to support classroom teaching teams by text, email, phone calls, virtual meetings, coaching sessions and training. A few could visit the classrooms later in the year, but all abided by district and CBO mandates.

- ³⁵ More onsite coaching is expected during 2021-22 but some is still virtual.
- ³⁶ While the state did not provide any incentives, it did approve of those decisions being made locally.
- ³⁷ There are no federal resources from GSRP to the ISD grantees. ISDs and local programs do have some federal resources from the Michigan Department of Education (MDE) and other entities that are not tracked.
- ³⁸ Intermediate School Districts contribute funds from grants in which Pre-K is included as eligible. Local school districts underwrite the costs of GSRP. Grant funding has not changed in terms of the per-child amount since 2013-14 so districts are either contributing to the costs of the program or bowing out of providing the program. CBOs are not able to contribute much except some in-kind; some CBOs have had to stop providing the program because funding has not kept pace with costs.
- ³⁹ Program Quality Assessment-R (PQA-R) and CLASS are tools approved for use in required program evaluation with the chosen tool a local Intermediate School District (grantee) decision. Every teaching team is assigned an Early Childhood Specialist (ECS, i.e., a Master's level coach). Teams with new Lead Teachers have a baseline observation in the fall and all teams typically have an End-of-Year observations. Together the teaching team and ECS set goals for growth from results. Each ECS is required to be in regular contact with the teaching teams and do regular visits to provide support based on the differentiated needs of teachers. ECSs are typically in the classroom anywhere from weekly to monthly depending on the needs of the teaching team. Classrooms with new lead teachers receive more frequent visits. Classrooms with lower scores or other concerns also receive more attention. Visits include time to coach teaching teams, e.g., modeling strategies with children, observing and providing immediate feedback on techniques or interactions, attending home visits/conferences, having informal conversations with teaching teams on self-assessment of their progress toward team goals and areas where they desire additional support. See [here](#) for the GSRP Implementation Manual and Early Childhood Specialist section for details. In 2020-21 coaching was mostly done virtually and the requirement for an end of the year evaluation was temporarily removed.
- ⁴⁰ Due to the classrooms being in-person, hybrid, virtual and virtual as needed due to exposures, Early Childhood Specialists were mostly observing and supporting classrooms virtually. It was decided that trying to do classroom evaluations with either PQA-R or CLASS would not be required in 2020-21.
- ⁴¹ Due to 2020-21 off, all ECS will be going through training and reliability testing in 2021-22.
- ⁴² At the local level PQA-R and CLASS results may be used as part of staff/parent data advisory group discussions, presentations to local and ISD superintendent groups, and school boards to help further their understanding of the value of the program to their districts. The MDE GSRP administrators and the evaluator, Michigan State University use the data in annual reports, in presentations to the State Board of Education, the GSRP Evaluation Advisory Committee, and the GSRP Intermediate School District (ISD) grantees for program improvement discussions. PQA-R data is gathered by the state, CLASS data is not at this time.
- ⁴³ Typically, MDE monitors ISDs as GSRP grantees. ISDs are required to provide oversight and monitoring of subrecipient practices, such as local policies and procedures related to all aspects of fidelity of implementation of the program model. During site visits by the state, a sample of classrooms are visited, usually with the assigned Early Childhood Specialist, the classroom coach. During 2020-21 only desk audits were accomplished, no onsite visits took place.
- ⁴⁴ At the beginning of the 2021-22 school year, desk reviews were conducted but the state hoped to resume in-person visits later in the school year.
- ⁴⁵ The majority of classrooms were physically open at the end of the year.
- ⁴⁶ It was the intent that all programs be physically open at the beginning of the 2021-22 school year. By day two, we had classrooms begin to close and quarantine due to exposures. Those classrooms pivoted to remote learning for the period of quarantine but would reopen as quarantine was completed.
- ⁴⁷ The State Legislature appropriated \$121,000,000 in Federal Recovery Fund for the purpose of expanding GSRP to serve an additional 17,000-22,000 eligible children statewide. The intent is to replace the funding over the next couple of years with state funding. All ISDs received a portion of the federal funding for expansion.

MICHIGAN – Michigan Developmental Kindergarten (DK)

- ¹ There is no distinction in law between DK and Kindergarten from a programmatic or educational perspective, just a difference indicating DK is two years before entry into first grade while K is the year immediately preceding first grade and the financial and age parameters of each along with the financial incentive of offering more time for more money. The offering of DK also has increased as a result of the 2016 passed law on Read by Grade 3 in Michigan.
- ² These children had birthdates between September 2nd and December 1st to qualify for DK.
- ³ Within the K-12 education system, number of hours per day is not defined; but rather, half-day, three-quarters day, or whole day instruction. Portion of hours is tied to funding, so most are providing whole day instruction to earn full foundation allowance per student. For a full-time equated membership, each district shall schedule to provide at least 1,098 hours of pupil instruction to pupils in grades K-12 per Section 101(3)(a) of the State School Aid Act (Revised School Code PA 451 of 1976).
- ⁴ Most are 5 days per week, matching the local first grade schedule.
- ⁵ Section 101(3)(a) of the State School Aid Act (Revised School Code, PA 451 of 1976) requires that all districts provide at least 180 days of instruction in grades 1-12; Kindergarten does not have a day requirement. Most K/DK follow the first grade schedule.
- ⁶ However, due to limited capacity or space, there may be additional prioritization or eligibility assessments done locally to determine who is most in need of the DK program.
- ⁷ DK class sizes are locally determined class size and there are no staff-child ratio requirements because it is not licensed. DK is programmatically treated the same as Kindergarten and locally controlled.
- ⁸ Almost all schools provide a school lunch program.
- ⁹ Kindergarten Standards are aligned with CCR standards within math and ELA, as well as the other domains of learning in early grades. The Kindergarten standards are partially aligned with pre-K early learning domains.
- ¹⁰ MI rescinded its phase into statewide implementation of the Kindergarten Readiness Assessment as of October 1st, 2021.
- ¹¹ Benchmark assessments are required in math and ELA but are not reported to the state. Assessments used are determined locally.
- ¹² DK/K teachers must have a Bachelor's in elementary education with a K-8 endorsement currently. MI is transitioning to more specialized grade bands in the near future.
- ¹³ Under Michigan law paraprofessionals are required to hold a high school diploma (or equivalent), regardless of their assignment. Michigan Department of Education (MDE) does not issue a certificate or license for paraprofessionals. Paraprofessionals providing instructional support in Title I, Part A buildings must meet additional requirements beyond a high school diploma which include completing at least two years of study at an institution of higher education (equal to 60 semester hours), obtaining an associate's degree (or higher), or meeting a rigorous standard of quality demonstrated through passage of an approved formal state academic assessment. Currently the only MDE approved test for new paraprofessionals is the ETS ParaPro Assessment. This test can be taken by prospective candidates from their own home rather than having to attend a testing center.
- ¹⁴ PD must be grade specific and/or specific to the course of study. For additional information see [here](#).
- ¹⁵ Professional development plans and coaching primarily apply to new teachers within the first 3 years that the law specifically references a PD plan and coaching; however, annual PD hours are required for all teachers. For additional information, see [here](#).
- ¹⁶ Spending is estimated based on the base foundation of \$8,111 per child. Foundation allowance from the State School Aid Act in Michigan provides the main source of funding per student in DK and it varies. There is a base foundation allowance; however, there are exceptions to that base foundation allowance based on special circumstances that have been noted historically within the statute that adds funding on top of that for certain districts. For more information, see [here](#).
- ¹⁷ There is no required match. However, DK is a pseudo grade in MI, so it gets foundation allowance per student and therefore there are local funding sources within the

foundation allowance.

¹⁸ For additional information, see [here](#).

MINNESOTA – Minnesota Head Start

- ¹ By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes one school district, eight tribal governments, and 24 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.
- ² Programs determine at the local level if they will use their state funding for Head Start or Early Head Start. In FY 2020-21 State-funded Head Start enrollment was 885 (\$9,547,680) and State-funded Early Head Start was 1,089 (\$15,314,207). A total of \$25.1 million is the total annual state funding for Head Start and Early Head Start. The trend is shifting toward using state funds for Early Head Start.
- ³ Programs comply with the federal Head Start requirement of at least 3.5 hours per day, four days per week, for 32 weeks per year, which is the most common schedule. A formal process that approves the use of Child Care Assistance funding for Head Start Integrated full-day programming has been established. Extended-day services are also provided through collaborations with the Early Learning Scholarships program.
- ⁴ Children who turn 3 after September 1st may enroll if slots are available. Enrollment and eligibility are determined at the local level per Head Start performance standards.
- ⁵ State pre-K children, as defined by NIEER, must meet the federal Head Start income guidelines. Effective as of 2007, 35% of enrollment may be children whose family incomes are between 100 and 130% FPL after priority is given to children at or below 100% FPL. Other criteria for eligibility include homeless families and foster children. Families may also be income-eligible if they qualify for child-care services as a participant in the Minnesota TANF program. Risk factors reported in this report may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots. Agencies must work with their parent council to establish additional priorities. Children must meet at least one risk factor, including income to be eligible.
- ⁶ Eligibility is reassessed between Early Head Start and Head Start, and before a third year of Head Start. Income and other family circumstances are reassessed, and support is provided for finding other options if children are found to be no longer eligible.
- ⁷ Class sizes and staff-child ratios are defined in the Head Start performance standards. In mixed-age classrooms, if the majority of children are 3, then the maximum class size is 15.
- ⁸ Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide one-half to two-thirds of daily nutritional needs (breakfast, lunch, and a snack). A program must use funds from USDA Food, Nutrition, and Consumer Services child nutrition programs as the primary source of payment for meal services.
- ⁹ Per Federal Head Start Requirements, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.
- ¹⁰ Per federal Head Start Program Performance Standards.
- ¹¹ Attendance data for state-funded Head Start is held locally.
- ¹² Programs that participate in the state QRIS "Parent Aware" are required to use curriculum and assessment that are aligned with the Early Childhood Indicators of Process. All state-funded Head Start programs are required to do participate in Parent Aware.
- ¹³ Minnesota Head Start programs may utilize an automatic rating pathway for the state QRIS, Parent Aware. Participation in Parent Aware requires the use of aligned curriculum and approved assessments that are aligned with the Early Childhood Indicators of Progress. Other program requirements are per federal Head Start program performance standards.
- ¹⁴ Head Start Program Performance Standards require that center-based and family child care partners implement developmentally appropriate research-based early childhood curricula. Programs that are rated through the state's QRIS must either select an aligned curriculum from the list or nominate a curriculum for review. If/when approved, it is added to the list of aligned curriculum. Programs may nominate one curriculum or a bundle of curricula. 100% of the state funded Head Start programs participate in the state's QRIS "Parent Aware". For additional information, see [here](#).
- ¹⁵ Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA in Early Childhood Development by October 2011; by September 30th, 2013, 50% must have at least a BA in ECE or a related field. By September 30th, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. In a public school, teacher union rules require that teachers have at least a BA (if they are employed by the public school). Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.
- ¹⁶ Assistant teachers must meet Department of Human Services (DHS) licensed childcare center regulations in addition to the Head Start program performance standards, which includes a CDA.
- ¹⁷ The requirement for in-service professional development is 2% of total work hours. As of December 2007, however, the Head Start reauthorization required 15 clock hours of professional development per year for teachers and assistant teachers. By federal law, Head Start staff must follow the highest standard. For those working full-time, that will be the 2% standard.
- ¹⁸ Per Head Start Performance standards, programs are required to implement a research-based, coordinated coaching strategy for education staff.
- ¹⁹ Salaries are determined by each federal Head Start grantee at the local level.
- ²⁰ CARES Act and American Rescue Plan funds were used but went from federal to local.
- ²¹ State funding for Head Start is allocated and distributed according to state statute. Programs may use their federal per child rate which dictates their minimum state funded enrollment with their allocation of the state funds. For additional information, see [here](#).
- ²² There is a required match for federal Head Start dollars. Programs may use all or a portion of their state Head Start funds towards their non-federal share match requirements.
- ²³ Many programs utilize CLASS at the local level to support teacher professional development and Practice Based Coaching. This information is not collected by or reported to the state. As part of the federal Head Start monitoring system, ACF conducts observations of multiple classes operated by the grantee based on a random sample of all classes and rates the conduct of the classes observed using the CLASS: Pre-K instrument.
- ²⁴ The Office of Head Start suspended in person classroom monitoring during the 2020-2021 school year. Local level CLASS observation and coaching for staff still occurred if services were provided in person.
- ²⁵ Per federal Head Start monitoring protocol and, in addition, programs that are licensed through the Department of Human Services or non-licensed and receiving CCAP are subject to annual review by the DHS Licensing Division.
- ²⁶ State funding for summer programming required programs using the funding to follow federal Head Start performance standards. Programs were determined locally.

MINNESOTA – Minnesota Voluntary Prekindergarten (VPK) and School Readiness Plus (SRP)

- ¹ The Early Learning Services Division at MDE oversees other state-funded early learning programs and funding streams that construct Minnesota's early learning landscape. These include early childhood special education, school readiness, early childhood family education (ECFE), early learning scholarships, and Head Start. This arrangement ensures that high quality state funded preschool program requirements of VPK/SRP work as levers for program alignment and improvement of other state programs.
- ² The VPK/SRP funding allocation process is outlined in state statute to assure equitable geographic distribution of funds. The state is divided into four classifications: metro-St. Paul and Minneapolis (8%), metro suburban (40%), non-metro (43%), and charter schools (9%). The funding percentage calculation is based on the percentage of state total kindergarten enrollment residing in each geographic area, plus charter school enrollment. VPK/SRP programs are allocated to school districts.

- ³ This is a voluntary program. All districts and charter schools are encouraged to apply for funding through a yearly application process that allocates the legislatively determined number of seats. Prior to the application process, all elementary and charter school sites are ranked according to free and reduced (FRL) lunch student population. Schools with funding must renew to continue receiving funding and may ask for expansion funding. All schools may request new program funding. Additional points are awarded to the application for sites: working with a mixed delivery partner and for sites that do not have 3- or 4- star rated childcare sites within a 10- or 20-mile radius. Applications are then ranked, and funding is allocated accordingly.
- ⁴ Children with disabilities are included in VPK/SRP classrooms. During the 2020-21 school year, 1,076 children with IEPs were served in VPK/SRP classrooms. All children served in VPK/SRP classrooms are included in our measuring impact report that includes child assessment data from each program/classroom.
- ⁵ There are a variety of emerging partnerships between VPK/SRP programs and Head Start. Not all programs partner with Head Start, but there has been an increase each year in the sharing/blending/braiding of resources to create full-day program options for families.
- ⁶ Schools have the opportunity to design the instructional calendar by calculating the number of days and instructional hours/day. All programs must offer a minimum of 350 instructional hours (.42 ADM) per year. However, program funding is capped at 0.6 ADM which equals up to 510 hours per year. This flexibility leads to a variety of schedules including full- and part-day options. The locally designed instructional calendars are often in response to geographical, parent need, transportation, and facility capacity issues. Districts are encouraged to increase instructional hours to take advantage of available funding and maximize learning opportunities. VPK/SRP students generally qualify for other early childhood funding such as School Readiness, and Pathway I or II scholarship funds. Districts use these funds to create programs that meet student needs and may exceed VPK/SRP instructional hour requirements. In 2020-2021 COVID had some impact on program schedules, all programs met or exceeded the 350 hour requirements.
- ⁷ VPK/SRP is funded as a grade level and therefore the days of operation per year generally follow the same guidelines as elementary schools in Minnesota. Schools may request an extended school year calendar and more schools have requested the use of a modified calendar for prekindergarten that extends to June 30th. Due to available federal funding for 2020-21, some schools braided this funding to extend. Most funded summer programming separately using CARES and GEERS funds, though continued to serve students enrolled in VPK/SRP programs.
- ⁸ VPK/SRP classrooms followed Executive Orders from the governor's office that outlined state instructional requirements. Schools were given instructions of how to meet instructional requirements under three learning models--distance, hybrid, and in-person. There were some modifications made to schedules to meet the requirements/flexibilities of each learning model, but these modifications did not impact the number of instructional hours that were used to calculate the program funding for districts and charter schools. All schools were required to verify student's attendance and document learning progress.
- ⁹ Since the number of available seats for VPK are limited, schools may determine local eligibility criteria to help identify children with the greatest need. Many use the state school readiness program criteria that include eligibility for free/reduced lunch, homelessness, in foster care, English Language Learners (ELLs), and developmental need as identified through health and screening processes.
- ¹⁰ Classrooms that receive VPK funding may not charge parent paid fees to any eligible 4-year old. In SRP classrooms parent paid fees may be charged for children who are 4-years old and do not meet any of the eligibility requirements. Both of these programs braid and blend other state preschool funds to pay for the portion of the planned program that are not covered by VPK/SRP funding. This is a local budgetary decision. In addition, as part of the state provided School Readiness funding that is allocated to each district yearly, districts determine a sliding fee scale. State statute does require districts to provide programming if parents are unable to pay the fee.
- ¹¹ If a child is referred for evaluation and then determined eligible to receive special education services, the child no longer qualifies for VPK/SRP funding and is funded through special education funds. Guidance from the state encourages that whenever possible the child remains in the VPK classroom where they were initially enrolled. When a child receives special education funding, a new child can be enrolled in the vacated VPK seat as long as the total student enrollment for the classroom does not exceed 20 students.
- ¹² In 2021-22, Minnesota is not operating under Executive Order, and therefore not operating under state enforced COVID-19 restrictions. At the local level, many districts are still choosing to operate programs using COVID-19 guidance for facilities and class size that were used during the 2020-21 school year.
- ¹³ During 2020-21 and continuing into 2021-22, all VPK/SRP programs have available and are encouraged to serve all students breakfast, lunch and, where appropriate, snack free of charge. This includes making food available to students whether in-person or learning remotely. All children have access to food, including home deliveries during the 2020-21 school year.
- ¹⁴ During remote learning: Vision and hearing screenings were not required. Instead, a Minnesota Department of Health (MDH) vision risk assessment and hearing risk assessment were required to be completed by the parent/guardian Height/Weight/BMI were not required; parents were asked to report these if possible. Blood pressure, dental screenings, and full physical exams were not required. Immunization review was required as a part of online/virtual screening. A parent report social-emotional screening and developmental screening were required.
- ¹⁵ Individual and summary data must be reported to the district (with parent consent) by the health provider who performs the screening services, for the purposes of developing appropriate educational programs to meet the individual needs of children and designing appropriate health education programs for the district. Referrals for health and developmental concerns are a required component of the screening process.
- ¹⁶ Districts follow the CDC and MDH best practice recommendations for COVID-19 prevention in schools for the 2021-2022 school year and the MDH recommendations for infection prevention and control practices for delivering direct student support services. At this time, districts may only screen in-person. Parents may submit comparable screenings completed by other public/private screening programs or they may conscientiously object.
- ¹⁷ In 2020-21, greater emphasis was placed on comprehensive service delivery for families. Better local and state coordination occurred in areas of food and health provisions. The state Early Childhood Family Education (ECFE) program modified many practices to help establish better connections with families and offered support to VPK/SRP outreach and instructional efforts. In the Annual Program Survey, districts reported that there was an increased connection with families and connecting families to resources. There was more active engagement between teachers and families, including transition to kindergarten activities.
- ¹⁸ The MDE Early Childhood Indicators of Progress webpage provides links to a variety of related resources that support the use of ECIPS for instruction, work with families, alignment of prekindergarten to kindergarten practices. The practice briefs are particularly helpful for educators, coaches and trainers as they are organized by topic and address specific ways to use the ECIPS to guide work that is culturally and developmentally responsive. The ECIPS home page can be found [here](#).
- ¹⁹ The ELDS alignment is under review as part of the review of current kindergarten standards. Additional Knowledge and Competency Frameworks were updated with sections for professionals were added this year--Cultural Responsiveness and working with Multilingual Learners. For more information, please see [here](#).
- ²⁰ According to statute, each program must measure each child's cognitive and social skills using a formative measure aligned with the state's early learning standards when the child enters and again before the child leaves the program, using screening and progress monitoring measures from the state-approved menu of kindergarten entry profile (KEP) measures. The state provides a list of 4 KEP approved assessments to choose from. The KEP assessments have all been aligned with the ELDS so that when the data is reported by districts using different tools, the data can be uniformly analyzed across state-funded programs.
- ²¹ MDE as part of its Prenatal-Grade 3 (P3) system reform initiative continues hosting professional development sessions lead by MDE early learning staff and contracted professionals. During the 2020-21 school year all of these sessions were virtual. In addition, through Parent Aware, the state Quality Rating Improvement System, additional resources are available that may be accessed to support teacher learning about standards, curriculum, and assessment alignment.
- ²² The state requires that VPK/SRP provide comprehensive program content including the implementation of curriculum aligned with the state early learning standards. If the district is also rated under the state Parent Aware quality rating program, it must use a curriculum from the approved list or complete the curriculum approval process if using a self-designed curriculum. In addition, during the 2020-2021 school year, MDE offered webinars for district personnel and partners on a variety of curriculum topics primarily focused on Literacy and math. This included several multi-part series and community of practice opportunities that encouraged alignment of curriculum, assessment, and transition practices across early settings including Head Start and community early learning partners and grade levels (PreK-3rd).
- ²³ The approved curricula are listed on the [Parent Aware approved curriculum list](#). There are some literacy and SEL specific curriculums.
- ²⁴ The requirements for assessments were initially waived at the end of the 2019-20 school year. During the 2020-21 school year, requirements were modified, and schools encouraged to use the tools and submit entry and exit assessment data. MDE worked to provide guidance and resources that supported using the tools virtually, to communicate with parents, and provide data for kindergarten teachers.
- ²⁵ VPK Statute requires that teachers are knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Statute also requires that VPK instructional staff receive salaries comparable to the salaries of local kindergarten through grade 12 instructional staff. These requirements apply to VPK public, charter, Head Start, or community mixed-delivery site partners. The preferred preparation and licensure for VPK teachers is Early Childhood Education (Birth-Grade 3) or a Pre-Primary endorsement (Age 3-Pre-K) or the older Pre-kindergarten (Pre-K) license. Implementation guidelines suggest that licensed teachers are preferable. At a local level, programs determine if a candidate has appropriate background and experience to teach in the program, this includes

determining whether a teacher with an elementary teaching licensure has the background and experience appropriate for preschool. Minnesota Professional Education State Licensing Board PELSB) has a 4-tiered licensure system that allows for variance in teachers backgrounds and specifies a length of time they may hold the position before requiring additional education. Much work is being done in Minnesota around the topic of workforce and compensation.

- ²⁶ Teaching licenses that expired in 2021 were extended to 2022.
- ²⁷ From the information collected by our Annual Program Survey, over 75% of the teachers have a 4-year degree with one of 3 credentials: an early childhood license, an elementary license, or a related degree (i.e., child development). There are a few teachers with a 2-year early childhood degree or a CDA. A few places are staffing with teachers with noted experience and are working on becoming a licensed teacher.
- ²⁸ Assistant teacher requirements are determined by the district/charter school hiring and personnel practices. In the case of a mixed-delivery Head Start or community-based partner, the assistant teacher would follow the regulatory agency requirements for that position.
- ²⁹ By statute, VPK sites are required to provide high-quality coordinated professional development, training, and coaching for both school district and community-based early learning providers that is informed by a measure of adult-child interactions and enables teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Four measures of adult-child interactions have been recommended: CLASS, Danielson, Marzano, and TPOT. Staff with teaching licensure have prescribed areas of professional development that must be met in order to renew a teaching license. Currently these requirements include: Positive Behavior Interventions, Reading Preparation, Mental Illness Awareness, Suicide Prevention Strategies, English Learners Best Practices, and Cultural Competency Training. Through the Parent Aware Quality Rating system, districts must document 10 hours of curriculum and assessment training for all VPK staff. This is monitored at the time of rating review. Districts and charters with VPK are automatically rated as 4-star programs.
- ³⁰ Additional training was made available and an increased amount of live and recorded virtual resources were made available, especially in the area of social-emotional supports.
- ³¹ Professional development plans are informed by an observational measure of adult-child interactions and enable teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Districts/charter schools must also implement strategies that support the alignment of professional development, instruction, assessments, and pre-kindergarten through grade three curricula. Districts/charters schools locally form practices that meet these requirements. MDE has begun using available funding to offer more professional development opportunities for key areas identified by districts on surveys and regional networking groups feedback.
- ³² Frequency of coaching/mentoring practices for classroom and teachers varies by district/charter school established practices and meets local and state licensing and continuing education requirements.
- ³³ It is the district's responsibility to make sure that VPK teachers are paid comparably to K-12. All contracts are locally negotiated. Districts submit documents showing how they meet the comparable pay requirements as part of the ongoing VPK/SRP document review process that is part of the state quality rating system administration.
- ³⁴ All pay and benefit decisions for Assistant Teachers are made locally and are not outlined in state statute in the same way that they are for Lead Teachers.
- ³⁵ Districts and charter schools are encouraged to partner with Head Start and other community-based child care programs to form mixed-delivery partnerships. Districts that initiate partnerships receive extra points in the application ranking process. Partnerships are documented through a signed statement of assurance by both partners, and the public school must have on file a Memorandum of Understanding (MOU) and a contract that specifies duties, responsibilities and financial agreements between partners so that all program requirements are met and documented as required.
- ³⁶ VPK/SRP programs are required to use a teacher-child observation assessment tool in their programs and use the data to make decisions that enable the provision of high-quality coordinated professional development, training, and coaching for both school district and community-based VPK/SRP early learning providers. This is focused to assure that teachers are highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs and instruction.
- ³⁷ VPK programs are required to use a measure of adult-child interaction as a tool to provide formative feedback. MDE has identified CLASS, Danielson Framework, Marzano, and/or TPOT (for Pyramid trained programs) as appropriate tools for use in an early childhood classroom. Some schools are using different tools or combination of tools as they are incorporating VPK/SRP into the K-12 system. MDE is preparing further guidance on this topic.
- ³⁸ There were no changes made to the requirements, however decisions were made locally about the methods used and frequency of observations.
- ³⁹ MDE provides limited training and districts use their professional learning funds to provide reliability or validity training for chosen teacher-child interaction tools. Districts are also urged to form PLC's or work groups that focus on improving teacher understanding of the indicators used by the selected tool. MDE is investing more resources in professional learning opportunities that involve communities of practice focused on identified topics like learning trajectories/progressions; play-based learning, etc.
- ⁴⁰ Reported through the Annual VPK/SRP Program Survey, the top 4 uses of teacher-child interaction data are: (1) to coach or mentor the teacher, (2) to determine topics for professional development activities, (3) to make program decisions, (4) to support teachers in their work with diverse student populations.
- ⁴¹ The year was not shortened. Some districts made adjustments to their calendars and planned instructional hours as learning models changed, but still met all instructional hour requirements to receive funding.
- ⁴² Under executive order, the governor's office used CDC guidance to determine the learning model that districts were able to operate under. Due to wide regional differences with COVID-19 rates, some schools were able to operate completely in person while others were hybrid and others completely online.
- ⁴³ The executive order is no longer in effect so that decisions were being made at the local level about learning models and are no longer required to be reported to MDE. Generally speaking, schools began with in-person learning using current health and safety guidelines to operate classrooms. Guidance on quarantine instructional practices has been posted and we will continue updating information and support as situations change.
- ⁴⁴ Districts have local control to make instructional decisions. Often parent request for online learning option has prompted schools to offer an online section. While the state supports in-person learning for preschool children, districts may offer an online option for preschool children. MDE has provided guidance and resources for ways to offer online learning that is developmentally appropriate – focused on interactive activities, limited screen-time, highlighting the need for play – and routine-based components within the home/family context.
- ⁴⁵ State designated funds from federal allocation were available for programs to apply for and use to expand/enhance summer preschool programs. This funding included state funded preschool as well as QRIS rated child care programs.
- ⁴⁶ Eligibility for the summer programs was locally determined, but generally used the same criteria used in other state funded preschool programs (School Readiness Plus, School Readiness, Early Learning Scholarships).
- ⁴⁷ The reporting spending amounts were used for summer preschool programs including, but not exclusive to state funded VPK/SRP preschool districts. Funds were distributed through an application process that also included other preschool settings across the state such as child care.

MISSISSIPPI – Mississippi Early Learning Collaborative (ELC)

- ¹ The majority of the Early Learning Collaboratives (ELCs) are led by school districts, but some are led by nonprofit organizations. A few ELCs include multiple school districts. ELCs operate in 18 out of 82 counties in the state.
- ² Head Start enrollment numbers decreased due to the virtual learning format and class size requirements.
- ³ Due to fluctuations in COVID-19 outbreaks, changes in attending in-person preschool also fluctuated between Fall 2020 and Spring 2021. Although in-person attendance fluctuated, virtual instruction was provided.
- ⁴ Most programs operate on a full-time status (6+ hours), but they are permitted to operate for as few as 4 hours per day. Programs included in the ELCs do have the option to operate for more than 6 hours per day; however, funding does not increase should they elect to do so. Programs included in the ELCs do have the option to operate for fewer than 6 hours per day, however, funding is decreased by half should they elect to do so.
- ⁵ Due to COVID-19, the MDE allowed districts flexibility within their re-entry plans/scheduling options in an effort to comply with the MSDH and the CDC guidelines during the 2020-2021 school year. With the suspension of the full day requirements, districts were required meet a minimum of 240 minutes (4 hours) of instructional time per day.
- ⁶ Some of the ELC partners are Head Start sites, which have an income requirement for eligibility. Eligibility is coordinated with Head Start agencies in local areas and shall

- not cause a reduction in the number of children served by Head Start. Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age.
- ⁷ If 4-year-olds are in classrooms with 3-year-olds (who are not state-funded), the ratio goes down to 1:7 and the maximum class size would be 14 children.
 - ⁸ All programs provide a minimum of one meal per day. Meals meet nutritional requirements identified in the USDA CACFP Guidelines. Some schools provided meals to be picked up and taken home for students who were remote.
 - ⁹ The developmental screener used for the 2020-2021 school year was the Brigance III. This assessment is used twice during the school year and scores typically show growth across all sites. Children are required to be referred for services when needs are identified.
 - ¹⁰ Throughout the monitoring process, the State asks pre-K programs to provide a randomly selected sample of attendance records.
 - ¹¹ Standards also include Social Studies and the Arts.
 - ¹² All programs are provided with developmental checklists, which are aligned with the Early Learning Standards for use with individual children and inclusion in kindergarten transition folders.
 - ¹³ The Mississippi State KRA is required along with Brigance Screen III. Some Collaboratives use the Star Early Learning Assessment as their progress monitoring tool.
 - ¹⁴ The Mississippi State KRA and Brigance Screen III were required, but programs had the option to complete these either virtually or in-person.
 - ¹⁵ In order to serve as a lead teacher in a pre-K classroom, educators must possess a Pre-K/K teaching license; or a K-3/K-4 teaching license with either 12 hours of ECE college credit, or completion of an approved educational program; or a K-6 teaching license with either an N-1 supplemental endorsement, or completion of an approved educational program; or any teaching license and a degree required to obtain a Pre-K/K, K-3, K-4, K-6 teaching license with either 12 hours of ECE college credit, or completion of an approved educational program; or an ECE degree with no teaching license but with Praxis Core AND Praxis II and Praxis 5024. Currently approved educational programs include either a CDA, National Board Pre-K Certification, National Director's Credential, Montessori Credential, or the MDE Specialized Early Childhood Training course. ELC teachers at sites that are not accredited by the MDE are not required to obtain a license, but must have a bachelor's degree in early childhood, complete at least 12 hours of early childhood college credit, or complete an approved early childhood program. Any regular education teacher certified in kindergarten can take the Praxis 5024 exam "Education of Young Children" to gain a pre-K endorsement, but few teachers take this route. Many take advantage of the "MDE Specialized Training" that is equivalent to 12 early childhood course credit hours MDE offers for free every year.
 - ¹⁶ Assistant teachers are required to have an associate degree in Early Childhood Education, Child Development, or an equivalent field; or an associate degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification.
 - ¹⁷ Coaches contact teachers weekly to provide scheduling options for virtual coaching sessions. Coaches spend 20-25 hours weekly coaching. In addition, coaches provide teachers with resources and videos on a weekly basis as a part of their professional development.
 - ¹⁸ Coaches are providing virtual and in-person coaching based on the requests of individual school districts and/or collaboratives.
 - ¹⁹ The required local source is the required 1:1 match and tuition from each early learning collaborative based off the district match. Match: \$4,135,924 Tuition: \$283,621.29. The non-required local source is the total tax credit received for the collaboratives.
 - ²⁰ Other includes individuals or corporations who make a contribution to support the local matching fund of an approved early learning collaborative may be eligible to receive a 1:1 state tax credit for the donated amount up to \$1 million. The Mississippi Department of Revenue can approve 1:1 tax credits up to the amount the legislature appropriates to the Early Learning Collaborative Act each year.
 - ²¹ The state provides \$2,500 per full-time 4-year-old enrolled. The ELC provides a 1:1 dollar for dollar or in-kind match to make the total investment for each child \$5,000.
 - ²² Data from observation are entered into the Web-based Early Learning System (Wels) for the purposes of scoring individual observations and reporting on data collected across programs.
 - ²³ The Mississippi State Board of Education (SBE) set two policies that call for all school districts to resume in-person instruction as the primary mode of teaching starting in the 2021-22 school year. The policies set requirements for districts that choose to offer a virtual learning option to individual students and establish standards for virtual learning days. On August 19, 2021, the SBE voted to allow school districts to use hybrid scheduling through October 31, 2021, if needed, to minimize the spread of COVID-19. Hybrid scheduling enables districts to reduce the number of students in schools each day by scheduling a portion of students to learn online.

MISSOURI – Missouri Preschool Program (MPP)

- ¹ Missouri Preschool Program (MPP) contracts are awarded through a competitive bid process, with the grants limited to five years. The number of programs and children served thus changes every year.
- ² Programs must provide 6.5 hours of educational activities appropriate to the developmental level of the child per day between the hours of 7:30 AM and 5:00 PM. Only governmental entities or public school districts (awarded funding prior to FY16) can provide a part-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title 1 and/or early childhood special education.
- ³ Preschool programs are required to operate five days per week. However, public schools that implement a four-day school week for their K-12 grade levels can also implement a four-day schedule for the preschool program. The length of the preschool day is expected to mirror the length of the K-12 day.
- ⁴ Programs must provide educational activities appropriate to the developmental level of the child 12 months a year (governmental entities or public school districts only can provide preschool services for no less than the school year).
- ⁵ Kindergarten-age eligible children may enroll in preschool at the local program's discretion or with documented disabilities.
- ⁶ If a preschool program charges a fee for preschool, they must implement a sliding scale fee.
- ⁷ All preschool programs are required to partner with their local Parents as Teachers (PAT) program which provides parent education and health and developmental screenings. In addition, PAT also provides referrals to services that may be beneficial to the family based on need/request.
- ⁸ Lead teachers must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certification, or a four-year college degree in Child Development.
- ⁹ Assistant teachers must have a CDA, two-year Associate Degree in Child Care/ECE or 60 college hours with a minimum of nine college credit hours in early childhood, CD, or child/family related courses and experiences working in a program with young children and their families. Assistant Teachers hired prior to July 1, 2018, may meet sixty college hours with a minimum of three college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.
- ¹⁰ Certificated teachers have state certification requirements for individualized PD plans.
- ¹¹ All classrooms are required to be accredited through NAEYC or Missouri Accreditation.
- ¹² Consultant visits are required: third year programs (100% are reviewed through the accreditation process); fourth/fifth year programs (monitoring based on ECERS-3 and consultant reports).

MISSOURI – Missouri Pre-K Foundation Formula (Pre-K FF)

- ¹ The child must qualify for the USDA Free or Reduced Price lunch through the Missouri Department of Elementary and Secondary Education or be on the Direct Cert List (DSS/TANF) with the Missouri Department of Social Services.
- ² A lead teacher in the Pre-K Foundation Formula classroom must have a teaching certificate in early childhood education or early childhood special education.
- ³ "Other" refers to teachers with a master's degree and other bachelor's degrees (i.e., B.S.).
- ⁴ A teacher assistant or paraprofessional in the Pre-K Foundation Formula classroom must hold a child development associate degree, associate degree in early childhood, or sixty college hours with a minimum of nine college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.

- 5 Certified lead teachers in public and accredited nonpublic schools are required to have a total of 30 clock hours of professional development during years 1-4. For years 5 and on, 15 clock hours of professional development annually until exempt (exempt by meeting two of the following three: master's degree, ten years teaching experience, or National Board certification). Experience as an assistant teacher does not count toward certification requirements. The employing school district approves of professional development.
- 6 For certified lead teachers in public and accredited nonpublic schools, individualized professional development plans are required during years 1-4 in order to upgrade to Career level certificate.
- 7 For certified lead teachers in public and accredited nonpublic schools, mentoring is required for new teachers during years 1 and 2 in order to upgrade to Career level certificate.
- 8 There are several projects that benefit preschool programs but are not exclusive to preschool.

NEBRASKA – Nebraska Early Childhood Education Program

- 1 Early childhood programs are spread throughout the state in urban and rural areas. The school districts without preschool classrooms have very few students and cover a large geographic area.
- 2 Some school districts begin a program, or add capacity, with the help of competitive grants. Other school districts may start a program without grant funding and may receive state aid funding for their 4-year-olds after three years of program approval.
- 3 Children not included here were not eligible for free or reduced-price lunch. Included in the free lunch numbers are students enrolled in programs that are eligible for the community eligibility provision.
- 4 Programs that do not receive grant funds or not qualified to receive State Aid must operate a minimum of 12 hours per week during the school year. Schools are encouraged to partner with Head Start and community providers, but there is no formal agreement at the state level. Programs must operate at least 12 hours per week. Additionally, if districts receive State Aid (TEEOSA) or an early childhood grant, the program must operate at least 450 hours per year.
- 5 Districts that were unable to meet the requirement of 450 hours were able to submit a waiver to be approved by the State Board of Education. While districts have always had this ability, many more districts needed to submit a waiver for the 2020-2021 year.
- 6 Additional flexibilities were given to districts in order to meet the required hours including allowing home visits, planning time, and cleaning to count towards their instructional hours.
- 7 Students who are age eligible for kindergarten should not be enrolled in the state-funded preschool program unless the IEP team determines that accommodations can't be met in kindergarten. Students who turn 6 by January 1 of the school year must be enrolled in kindergarten, based on the mandatory attendance law.
- 8 Eligibility may be determined by low income, disability or developmental delay, low parent education, non-English speaking family, teen parent, or low birth weight. Although all prekindergarten age-eligible children may be served in a school district early childhood program, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children, while others may use locally determined risk factors in addition to those specified by the state.
- 9 If parent fees are required by the district, the district is required to utilize a sliding payment scale. Districts determine the scale based on the needs of their community. Children who receive services through Head Start or IDEA pay nothing.
- 10 Children must be served a meal and/or snack that meets USDA requirements during each session.
- 11 Districts are required, at the minimum, to provide family development and support that includes services that enhance the family's ability to access community resources.
- 12 The Nebraska Department of Education, Office of Early Childhood does not review the preschool attendance data submitted by districts.
- 13 All school districts and ESUs are required to use a common child assessment to document child development and attainment of skills.
- 14 Districts that have grant funds are able to utilize that money to support curriculum implementation or training.
- 15 Due to teacher shortages, starting during the 2020-2021 school year, districts who are unable to hire certificated teachers may submit a waiver for any staff to serve as teacher within the program if they meet the following requirements: 12 graduate hours in early childhood; bachelor's degree or higher including 12 undergraduate hours in early childhood or an associate degree in early childhood education with the requirement that the staff must be able to achieve a teaching certificate with an early childhood endorsement within four years (see [Rule 11:003.02A](#)).
- 16 If teachers have endorsements other than those listed, they must take college coursework and make annual progress until they obtain an early childhood endorsement. Regardless of where the classroom is housed, it is considered a public school program.
- 17 "Other" includes: 3 "no college preparation" (used mostly for provisional trade certificates or special services coaching certificate); 4 less than bachelor's degree; 1 specialist (EdS).
- 18 Assistant teachers are required to have a K-6 Elementary Endorsement, 6 college credit hours in early childhood or an approved equivalency (including experience) by the end of the first year of employment and 12 college credit hours in early childhood or an approved equivalency by the end of the second year of employment. A CDA is considered an equivalency for the entire 12 college credit hours.
- 19 Classroom embedded support is not required but is available for school district classrooms that participate in the state QRIS. Teachers in schools that are implementing the Pyramid Model program-wide must receive coaching.
- 20 School district personnel contracts are subject to collective bargaining agreements that cover both K-12 and Pre-K teachers. All collective bargaining agreements are locally determined. Early Childhood programs are operated by school districts but may be collaboratively operated with a community based provider or Head Start program. The NDE has no authority to require parity in private organization salary scales.
- 21 Local sources include local district funds, parent fees, community agencies and resources, and other sources. Funding for the program includes an allocation for the grant program, as well as funding in the state aid formula. In the third year of approval by the NDE, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year.
- 22 In addition to low performing classrooms and new classrooms/teachers, any district that receives grant funding for their 3-5 prekindergarten program or a grant for the Pyramid project, a percentage of other classrooms also received an observation each year. All classroom observations that did not meet the designated quality score received a second observation to continue to work towards improvement with the goal to meet the designated quality score. Observations continue biannually until the score is met.
- 23 Classrooms implementing the Pyramid Model must use TPOT; the remainder of districts being observed can select CLASS or ERS.
- 24 As local health concerns warrant, observations may be moved to a different time.
- 25 The intent of the observations is for both the local and state level to utilize the data to develop a plan to use any potential funding for quality improvement efforts; however, it is not directly tied to funding.
- 26 All districts submit an annual program report. Visits are scheduled based on the responses. Districts that receive grant funding to support their prekindergarten program receive on-site visits at least annually; however, in-person visits did not occur in 2020-21.
- 27 Some monitoring visits will be conducted virtually as local health measures dictate.
- 28 The State does not have information to determine if any districts are offering a virtual option.
- 29 Requests have been made, but no decisions have occurred.

NEVADA – Nevada Ready! State Pre-K

- 1 State Pre-K grantees include eleven school districts (ten LEAs and one State Charter Authority), and three community based organizations. Thirteen districts/community organizations received state pre-K funding this biennium that meet state pre-K guidelines; additional districts offer other pre-K programs funded through Title I, Zoom DLL, and Victory.

- ² In 2019-2020 (first year of biennium), state pre-K allocations were awarded based on previous year's final expenditures. In 2020-2021, state pre-K allocations were flat funded for the second year of the biennium.
- ³ Sub-grantees were held harmless for decreased enrollment due to COVID-19.
- ⁴ The majority of sub-grantees provided in-person programming throughout the COVID-19 pandemic, with the exception of Clark County School District. By the end of the school year, all districts were providing in-person learning.
- ⁵ State funded pre-K dollars are available to braid with Head Start funds for those students who qualify for the State Pre-K program. The State does not contribute additional dollars to Head Start programs.
- ⁶ Children must be from families at or below 200% FPL and districts/programs determine other eligibility based on highest need (i.e., low income, DLLs, homeless, etc.).
- ⁷ The majority of programs are five days per week but some rural programs follow a four day per week schedule for their whole district.
- ⁸ Most pre-K programs follow the school year; Head Start and community-based programs are the exceptions.
- ⁹ Some sub-grantees reduced hours in order to provide safe learning environments because of the pandemic.
- ¹⁰ For programs that have waiting lists, priority may be determined by other factors such as child disability or developmental delay, homelessness or unstable housing, home language other than English, child history of foster care, and parent on active military duty. Decisions about risk factors are determined locally.
- ¹¹ Sub-grantees were required to implement social distancing and were allowed to reduce class sizes if needed.
- ¹² The screener cannot be administered virtually, so the requirement that students be in-person to be screened is still in effect.
- ¹³ Family engagement and referral to services are required, however which specific supports are implemented is determined locally.
- ¹⁴ This information is tracked and can be reported to the State, but we do not specifically require programs to report this to us. Funding is not tied to attendance.
- ¹⁵ The PDG B-5 Grant resulted in recommendations related to standards revisions that are planning to be implemented.
- ¹⁶ The state is in the process of creating birth to third grade standards as a more comprehensive document. The state also recently adopted SEL standards for K-12 and are creating P-12 grade level standards.
- ¹⁷ All programs are required to implement at least one comprehensive child assessment. The majority of the districts use either TS GOLD or Brigance IED. Data are not submitted to NDE.
- ¹⁸ The KEA requirement was waived due to COVID-19 because the screen could not be administered remotely.
- ¹⁹ The state requirement is that each lead teacher have a BA or is enrolled in the TEACH program, working toward a BA. Data are collected on the number of 'qualified' lead teachers. Lead teachers in district programs must have a B-2 license or be enrolled in TEACH to be fully qualified.
- ²⁰ The current CEU approval system by NDE has been eliminated, and CEUs are approved at the district level.
- ²¹ Nevada Ready! State Pre-K programs are required to participate in QRIS. Each program has a coach and the coach determines which teachers participate in coaching. There is no state requirement that all teachers participate in coaching.
- ²² Due to COVID-19, subgrantees were held harmless (allocations did not decrease due to low enrollment). Information was not collected about federal funds braided with state pre-K funds.
- ²³ Allocations are based on previous year's expenditures.
- ²⁴ Non-profit agencies 'pass through' funds to child care partners.
- ²⁵ Due to COVID-19, observations and annual site visits were not conducted during the 2020-2021 school year. Virtual coaching was spotty.
- ²⁶ Some programs offered summer programs funded by federal emergency funds.

NEW JERSEY – New Jersey Preschool Expansion Program (Former Abbott Preschool Program)

- ¹ Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Services. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound programs.
- ² Thirty-one districts are required to offer the program due to a state Supreme Court decision. Another 4 districts are required to offer the program after applying to expand their existing program, beginning in the 2008-2009 school year. The remaining districts included in this count represent districts that have been more recently funded to expand their preschool programs to meet Abbott standards. Charter schools approved to serve preschool students in former Abbott districts are also included.
- ³ Included in the total are 605 children in charter school locations for whom age breakdown is not available. Official enrollment data are collected in mid-October. District preschool enrollment statewide was dramatically impacted by the pandemic and remote instruction.
- ⁴ The state did not collect data on the number of students in person, however by Spring most districts were offering some type of in person instruction.
- ⁵ The state can report enrollment by public school or other provider settings, but cannot separate Head Start from child care centers.
- ⁶ Some programs participate in the DHS wraparound program to provide before- and aftercare. If the district or provider runs a wraparound program through DHS, the program would then extend services for the full calendar year. Part-day slots are in districts currently working to move all slots to full-day. Districts may not open new half-day slots.
- ⁷ The DOE funds the program for the school calendar year and day. All programs must operate for at least 6 hours per day. Wraparound care is funded for some children through DHS. Some districts use surplus or Title 1 funds to provide Summer programs. During remote instruction, districts were permitted to provide a 4-hour program, however no more than 1 hour could be through the computer, so activities that could be done at home were provided for the remaining time. A small number of districts recently approved for expansion are in the process of phasing out half-day seats (2.5 hours per day; 450 hours per year).
- ⁸ Districts determine the cutoff date for eligibility at a local level. The same date that is used for kindergarten is used for 3- and 4-year-olds.
- ⁹ Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program. The program is universal in the 31 original Abbott districts and 4 districts approved to expand in 2008-2009. For all other districts, enrollment is not funded universally, so districts must decide the priority for service (income, age, etc.).
- ¹⁰ Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.
- ¹¹ Programs are required to employ a Community Parent Involvement Specialist (CPIS) to connect families with services such as mental health services and insurance. In addition, contracted private providers are required to employ Family Workers for this same purpose. The district board of education must also: ensure that a coordinated system of social services is provided to families; establish an Early Childhood Advisory Council with parent representation; and provide pre-K to Grade 3 transition activities.
- ¹² NJ collects enrollment data on October 15 statewide, but does not collect attendance data.
- ¹³ Districts enrolled in Grow NJ Kids (QRIS) can receive curriculum training. Districts are also provided funding within their preschool budgets to provide professional development.
- ¹⁴ Districts must submit requests to use supplemental curricula, the requests are reviewed, and decisions are made based on the information submitted.
- ¹⁵ New Jersey Administrative Code requires programs to ensure the implementation of a comprehensive performance-based assessment system that is connected to the comprehensive preschool curriculum as part of the 5-year preschool program plan and/or annual update approved by the DOE.
- ¹⁶ Child assessments could be done in person or virtually based on district decisions, however it was expected that all children were assessed.
- ¹⁷ New teachers must hold a P-3 certification. Nursery school (P-K) is no longer granted, but is still recognized for current holders. Teachers granted a K-8 certification prior

to 2008 and who already had 2 years of preschool teaching experience and demonstrated content knowledge were permitted to be preschool teachers at that time. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.

- ¹⁸ In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.
- ¹⁹ Districts individually develop their PD plans. Many did provide training on remote instruction, health and safety, etc., however it was a local decision and not a state requirement.
- ²⁰ Requiring individualized PD plans for assistant teachers is a district decision. Some districts have begun contracting with external entities for the assistant teacher position and may not require the outside entity to provide a PD plan. However, if teacher assistants are district employees they must receive the same PD, salary, and benefits as K-3.
- ²¹ Master teachers/coaches are provided at a ratio of 1 coach for 20 classrooms. There is also a Preschool Intervention and Referral Specialist (PIRS) who provides coaching on social-emotional learning (SEL).
- ²² Districts were able to use ESSER funds for preschool but not required. the state does not have data on which districts did use funds for preschool.
- ²³ Per pupil rates vary by county, also depend on where children are served (district, child care provider or Head Start).
- ²⁴ Districts can choose between Danielson and Marzano for their teacher evaluations.
- ²⁵ All schools are open fully for 2021-2022 and it is expected that observations will occur, unless prohibited by state or local health requirements.
- ²⁶ The Self-Assessment and Validation System (SAVS) is administered locally and submitted to the state. Annually, a subset of districts receive a state validation visit, and all districts are validated at least once every 3 years. The results of the SAVS are used as the basis for program planning and incorporated into the district's annual Preschool Program Plan.
- ²⁷ Districts determined locally how instruction was delivered. The majority of programs were in person on the last day of school.
- ²⁸ Districts were permitted to use federal funds to provide Summer programs, but if they were offered and which students were served was determined locally.
- ²⁹ Districts had the ability to use state and federal funds for preschool, however it was a local decision.

NEW JERSEY – New Jersey Early Childhood Program Aid (ECPA)

- ¹ Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Education. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound programs.
- ² Districts receiving Early Childhood Program Aid (ECPA) are located throughout the state. Over the past several years, many of the original ECPA districts have applied for funding to meet Abbott standards and are now represented in those counts.
- ³ The state did not collect data on the number of students in person, however by Spring most districts were offering some type of in person instruction.
- ⁴ Supplemental funds are only used in districts where they partner with Head Start.
- ⁵ The state can report enrollment by public school or other provider settings, but cannot separate Head Start from child care centers.
- ⁶ Some programs are part-day (at least 2.5 hours/day), some programs are school day (at least six hours/day), and some programs offer a combination of both. Some programs participate in the DHS wraparound program which provides services for an extended day and full calendar year.
- ⁷ During remote instruction districts were permitted to provide a 4 hour program, however no more than 1 hour could be through the computer so activities that could be done at home were provided for the remaining time.
- ⁸ Districts determine the cut off date for eligibility at a local level. The same date that is used for kindergarten is used for 3- and 4-year-olds.
- ⁹ Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program. As this is not a universal program, districts decide the priority for service (income, age, etc.).
- ¹⁰ Breakfast, lunch, and snack are required for at-risk students in school and extended day programs. For children in half-day programs, a meal (which can be breakfast, lunch or snack), is required for every 2.5 hours the children are present. Although not specified in the New Jersey Administrative Code, meals provided in school programs must meet USDA guidelines.
- ¹¹ Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.
- ¹² The district board of education must ensure that a coordinated system of social services is provided to families. Districts are also required to establish an Early Childhood Advisory Council with parent representation and provide P-3 transition activities.
- ¹³ NJ collects enrollment data on October 15 statewide but does not collect attendance data.
- ¹⁴ Districts enrolled in Grow NJ Kids (QRIS) can receive curriculum training. Districts are also provided funding within their preschool budgets to provide professional development.
- ¹⁵ Districts must submit requests to use supplemental curricula, the requests are reviewed, and decisions are made based on the information submitted.
- ¹⁶ New Jersey Administrative Code requires programs to ensure the implementation of a comprehensive performance-based assessment system that is connected to the comprehensive preschool curriculum as part of the 5-year preschool program plan and/or annual update approved by the DOE.
- ¹⁷ Child assessments could be done in person or virtually based on district decisions, however it was expected that all children were assessed.
- ¹⁸ New teachers must hold a P-3 certification. The nursery certification (P-K) is no longer granted, but is still recognized for current holders. Teachers granted a K-8 certification prior to 2008 and who already had 2 years of preschool teaching experience and demonstrated content knowledge were permitted to be preschool teachers at that time. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- ¹⁹ In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.
- ²⁰ Districts individually develop their PD plans. Many did provide training on remote instruction, health and safety, etc., however it was a local decision and not a state requirement.
- ²¹ Requiring individualized PD plans for assistant teachers is a district decision. Some districts have begun contracting with external entities for the assistant teacher position and may not require the outside entity to provide a PD plan. However, if teacher assistants are district employees they must receive the same PD, salary, and benefits as K-3.
- ²² Districts were able to use ESSER funds for preschool but not required. The state does not have data on which districts used funds for preschool.
- ²³ Some districts may use local funding to supplement state funding, but amounts are unknown. For the 2020-2021 school year, the ECPA districts were funded in a manner similar to prior years, which was not according to the school funding formula. Districts are permitted to use local funds or charge tuition to serve regular income/general education students not already supported by state funding.
- ²⁴ School districts are permitted to contract with Head Start, private agencies, and faith-based centers (without religious content), however few ECPA funded programs do so.
- ²⁵ Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ECPA and ELLI districts.
- ²⁶ All schools are open fully for 2021-2022 and it is expected that observations will occur, unless prohibited by state or local health requirements.

- 27 Staff attempt to visit districts as requested by the district, or when the office determines that a visit is necessary. Also, programs are required to participate in the state's QRIS, Grow NJ Kids. The first stage includes a self-assessment followed by site visits when programs receive a rating.
- 28 Districts determined locally how instruction was delivered. The majority of programs were in person on the last day of school.
- 29 Districts were permitted to use federal funds to provide Summer programs, but if they were offered and which students were served was determined locally.
- 30 Districts had the ability to use state and federal funds for preschool, however it was a local decision.

NEW JERSEY – New Jersey Former Early Launch to Learning Initiative (ELLI)

- 1 Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Education. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound programs.
- 2 Over the past several years, many of the original Early Launch to Learning Initiative (ELLI) districts have applied for funding to provide universal preschool with preschool expansion and are now represented in those counts.
- 3 The state did not collect data on the number of students in person, however by Spring most districts were offering some type of in person instruction.
- 4 School districts are permitted to contract with Head Start and other private providers, but no ELLI districts currently contract with providers.
- 5 Some programs are part-day (at least 2.5 hours/day), some programs are school day (at least six hours/day), and some programs offer a combination of both. Some programs participate in the DHS wraparound program to provide an extended day for the full calendar year.
- 6 During remote instruction, districts were permitted to provide a 4-hour program, however no more than 1 hour could be through the computer, so activities that could be done at home were provided for the remaining time.
- 7 The ELLI program is targeted to low-income 4-year-olds, but school districts are required to use other funding or charge tuition to serve 3-year-olds or 4-year-old children who are not income eligible. Districts determine the cut off date for eligibility at a local level. The same date that is used for kindergarten is used for 3- and 4-year-olds.
- 8 Children are required to qualify for free and reduced price lunch (185% FPL) and be a resident of the district. However, districts may make a case for eligibility based on extenuating circumstances when submitting its annual Preschool Program Plan. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program.
- 9 For half day programs, only snack is provided. For a full-day program, breakfast and lunch may be provided.
- 10 Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.
- 11 The district board of education must ensure that a coordinated system of social services is provided to families. Districts are also required to establish an Early Childhood Advisory Council with parent representation and provide P-3 transition activities.
- 12 NJ collects enrollment data on October 15 statewide, but does not collect attendance data.
- 13 Districts enrolled in Grow NJ Kids (QRIS) can receive curriculum training. Districts are also provided funding within their preschool budgets to provide professional development.
- 14 Districts must submit requests to use supplemental curricula, the requests are reviewed, and decisions are made based on the information submitted.
- 15 New Jersey Administrative Code requires programs to ensure the implementation of a comprehensive performance-based assessment system that is connected to the comprehensive preschool curriculum as part of the 5-year preschool program plan and/or annual update approved by the DOE.
- 16 Child assessments could be done in person or virtually based on district decisions, however it was expected that all children were assessed.
- 17 New teachers must hold a P-3 certification. The nursery certification (P-K) is no longer granted, but is still recognized for current holders. Teachers granted a K-8 certification prior to 2008 and who already had 2 years of preschool teaching experience and demonstrated content knowledge were permitted to be preschool teachers at that time. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- 18 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.
- 19 Districts individually develop their PD plans. Many did provide training on remote instruction, health and safety, etc., however it was a local decision and not a state requirement.
- 20 Requiring individualized PD plans for assistant teachers is a district decision. Some districts have begun contracting with external entities for the assistant teacher position and may not require the outside entity to provide a PD plan. However, if teacher assistants are district employees they must receive the same PD, salary, and benefits as K-3.
- 21 Districts were able to use ESSER funds for preschool but not required. The state does not have data on which districts did use funds for preschool.
- 22 Some districts may use local funding to supplement state funding, but amounts are unknown. For the 2020-2021 school year, the ELLI districts were funded in a manner similar to prior years, which was not according to the school funding formula. Districts must use local funds or charge tuition to serve regular income/general education students and must also use special education funding to serve children with IEPs.
- 23 School districts are permitted to contract with Head Start, private agencies, and faith-based centers (without religious content), however few ELLI funded programs do so.
- 24 Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ECPA and ELLI districts.
- 25 All schools are open fully for 2021-2022 and it is expected that observations will occur, unless prohibited by state or local health requirements.
- 26 Staff attempt to visit districts as requested by the district, or when the office determines that a visit is necessary. Also, programs are required to participate in the state's QRIS, Grow NJ Kids. The first stage includes a self-assessment followed by site visits when programs receive a rating.
- 27 Districts determined locally how instruction was delivered. The majority of programs were in person on the last day of school.
- 28 Districts were permitted to use federal funds to provide Summer programs, but if they were offered and which students were served was determined locally.
- 29 Districts had the ability to use state and federal funds for preschool, however it was a local decision.

NEW MEXICO – New Mexico PreK (4s) and NM Early PreK (3s)

- 1 The administration of the NM PreK programs transitioned from the Public Education Department (PED) and the Children, Youth, and Families Department into the Early Childhood Education and Care Department effective July 1, 2020. The PED still provides day-to-day oversight of the public NM PreK settings.
- 2 There was a decrease in enrollment due to families keeping their children home due to COVID-19 and the public order. Not all families are able to participate in the PreK remote option because of issues regarding internet connectivity and internet availability, as well as families living in rural areas, children living with grandparents, and older siblings using available internet for online learning.
- 3 NM PreK Programs offered in-person, virtual, and hybrid learning preschool models throughout FY21, and moved between models based on local COVID-19 data and state public health orders. Families also were given the opportunity to choose the learning models.
- 4 The State has anecdotal reporting from programs to support the increase in in-person attendance in Spring 2021.
- 5 The numbers include children with an IEP who are being served in inclusive PreK settings.
- 6 NM's current ECIDS system (Early Childhood Integrated Data System) does not collect Head Start data but plans are underway for future data collection. Public school data system reports six children are dually enrolled in pre-K and Head Start: half-day pre-K, half-day Head Start.

- ⁷ “Hispanic” race data is reported as collected by the PED student information system. Race is reported by parent/guardian. Nonpublic schools collect race one and race two and combine manually to capture biracial/multi-racial category.
- ⁸ The state increased the 450-hour program to operate no fewer than three hours per day.
- ⁹ Due to COVID-19 health and safety practices, providers could choose to have one day a week without children to deep clean and sanitize.
- ¹⁰ New Mexico funds two program schedules: half-day which is 450 total classroom hours, and NM extended-day which is 900 total classroom hours. Half-day programs must operate at least three hours per day, and NM extended-day programs must operate at least five hours per day.
- ¹¹ Schedules are determined locally; flexibility was allowed for in-person, remote or hybrid learning models, depending on community needs due to COVID-19 and the current public health emergency orders from governor’s office.
- ¹² Three-year-olds are currently not being served in the public school setting (only in nonpublic settings).
- ¹³ Funding priority is given to age-eligible children who live in the attendance zone of a Title 1 school.
- ¹⁴ Class sizes and staff to child ratios may be smaller in classrooms with children with IEPs. For example, one adult to four children with children with IEP’s.
- ¹⁵ During remote and hybrid learning, all children in public schools received two meals a day.
- ¹⁶ All screenings must be complete by the third month of attendance. The components of a full physical exam are determined by the child’s physician. For FY21, due to COVID-19 public health orders, screenings in nonpublic schools were not done on-site, as was the case in previous years. Most screenings were referred out and there was flexibility with due dates. For public schools, screenings were conducted onsite and due dates were flexible.
- ¹⁷ For FY22 nonpublic schools, due to COVID-19 public health orders, screenings will not be done on-site as in previous years. Most screenings are referred out and there is flexibility with due dates. For public schools, screenings are conducted onsite and due dates are flexible.
- ¹⁸ Family engagement activities were offered remotely due to COVID-19 public health order.
- ¹⁹ Screening and assessments are done in the child’s home language. Programs must make every effort to ensure at least one adult educator in the classroom speaks the child’s home language. In addition, guidance for serving MLLs is included in the state’s QRIS and in the NM Early Learning Guidelines. One of the essential elements of the QRIS is Culture and Language, Including the Support of Multi Language Learners. NM is a WIDA Early Years state.
- ²⁰ Other Standards: WIDA developed a cross walk document in late 2020 for public schools.
- ²¹ All PreK programs must use the state developed child assessment which is aligned with ELDS.
- ²² Nonpublic settings: The New Mexico Comprehensive Training and Consultation System provides monthly classroom visits, which includes a 30 minute debrief period with the teacher and educational assistant; Public: Implements the Practice Based Coaching Model in a two-week cycles with a 30 minute debrief period with teacher and educational assistant.
- ²³ In partnership with the tiered quality rating system, there is continued support through consultation and practice based coaching around curriculum decision-making and implementation. There is guidance and encouragement to use evidence based curriculum. Support is around the assurance of alignment. Public Schools require an evidence based curriculum.
- ²⁴ The required assessment for all NM PreK is the New Mexico Preschool Observational Assessment, which is based on the New Mexico Early Learning Guidelines.
- ²⁵ For 2020-2021, the state provided guidance to all PreK educators on strategies to conduct observational assessments for programs providing remote learning. Guidance provided included engaging families in the assessment process with family education on the ELDs.
- ²⁶ Teachers in nonpublic settings who do not yet possess a state-issued Early Childhood teaching license or BA degree must complete a minimum of six credit hours annually toward the degree or license. Teachers in public schools must hold at least a BA/BS and a teaching license in Early Childhood. If a public school teacher is hired who holds either a special education PreK-12 license or an Elementary K-8 license, that person must complete all requirements for an early childhood B-3rd grade or PreK-3rd grade teaching license within two years of hire. In addition, New Mexico offers a Birth-PreK license through PED.
- ²⁷ Teachers in nonpublic school settings receive trainings in Early Childhood Development, curriculum and lesson planning, Early Learning Guidelines, portfolio observation collections and data base training.
- ²⁸ For nonpublic schools full staffing was challenged due to COVID-19 related issues throughout the year.
- ²⁹ The NM Child Development Certificate (NM CDC) requires 11-12 credit hours in Early Childhood Education. For more information on the NM CDC, see [link](#). Nonpublic school include the following education levels: HSD/GED, CDA, AA, and the NM Child Development Certificate and public schools include BA, MA, and PhD only.
- ³⁰ Assistant teachers in both public and nonpublic settings are expected to have an AA in ECE but may be hired without an AA with an approved PD plan to complete at least six college credits annually toward the requirement. New Mexico offers an Education Assistant license for P-12 in public settings only. For assistant teachers in nonpublic schools, training in ECE or CD is required upon hire.
- ³¹ Assistant teachers in nonpublic school settings receive trainings in Early Childhood Development, curriculum and lesson planning, Early Learning Guidelines, portfolio observation collection, and data base training.
- ³² Health and safety PD is required and provided by Child Care Licensing and school districts.
- ³³ All training and professional support, including consultation and coaching, for programs during the COVID-19 Health Emergency has been virtual.
- ³⁴ All trainings continue to be virtual. Professional support, including consultation and coaching for programs, will be back in person.
- ³⁵ In public school, coaching occurs in two-week cycles and averages 3-4 hours per month. In private programs, consultants visit with each classroom teaching team once a month for an average of three hours.
- ³⁶ New Topics: engaging families for remote and hybrid instruction and virtual family engagement.
- ³⁷ The Child Care Stabilization and Recovery Grant was offered in FY21 for nonpublic schools. Child care programs received a \$200 per child differential to further support services and 30% of awarded funds were intended to directly support staff (bonuses, pay increase, etc.). No additional incentives were provided for public schools.
- ³⁸ Funding comes from the State General Fund appropriations, which includes an allocation of Federal TANF funds.
- ³⁹ Public School require TPOT and ECERS. Private programs may choose between CLASS and ECERS.
- ⁴⁰ Changes were not made to the requirements. There was flexibility in the completion of the requirement.
- ⁴¹ Pre- and post-TPOT scores are used to set practice-based coaching goals in public schools.
- ⁴² Locally determined due to COVID-19 conditions in the program or attendance area, in accordance with the governor’s public health order.
- ⁴³ This was locally determined based on public health requirements.

NEW YORK – New York State Administered Prekindergarten Program

- ¹ New York State (NYS) has two separate pre-K funding streams, one of which is a competitive award. Universal PreK (UPK) is administered to school districts via an allocation that is non-competitive. Of the approximately 730 school districts in NYS, roughly 470 districts have an award via this program. However, the funds and awards for this program have been frozen for nearly a decade. For the last five years, school districts have been able to apply for additional funding via a competitive basis for the State Universal Full Day PreK grant, a five-year grant award. Sixty-five districts and agencies received this grant.
- ² Due to the impacts of the COVID-19 pandemic, NYSED’s Office of Early Learning (OEL) made modifications pursuant to Commissioner’s Regulations 8 NYCRR 151-1 to the traditional child count pull date and reporting information. This change was made so that the calculation of prekindergarten grants is reflective of the number of students ever served in State-funded UPK programs in the 2020-21SY. NYSED’s OEL and Office of Information and Reporting Services (IRS) allowed for three data extracts for all Pre-K programs regardless of their start date. The three extract dates for prekindergarten enrollment replaced the traditional BEDS day count for the 2020-21SY only. During the 2020- 21SY, the child count pull extract was moved from December 1st, 2020, to Friday, January 15th, April 16th, and June 4th, 2021. On each of these pull dates, districts reported the number of prekindergarten students ever served (not just those with an active enrollment record on each respective pull date). On the

- January 15th pull date, districts counted any prekindergarten student ever enrolled in the program from September 2020 up to and including January 15th, 2021. The final pull date resulted in the cumulative total of enrollments (not removing any students that have exited). To get the total enrollment report, each district's largest count was included.
- ³ Both half-day and full-day programs are funded. Half-day programs must operate for a minimum of 2.5 instructional hours per day. Full-day programs must operate for a minimum of 5 instructional hours per day. Many programs opt to run a longer school-day or extended-day program using local funds or other funding sources.
 - ⁴ Local districts may establish a date later in December to make more children eligible for prekindergarten and kindergarten. For example, NYC uses a cutoff date of December 31st to determine eligibility into their prekindergarten program.
 - ⁵ Age-eligible children must be residents of the respective school district in order to enroll in state-funded pre-K. Homeless children have priority for enrollment purposes. If more students enroll than there are spots available, the district conducts a lottery to determine which students will be enrolled in the program.
 - ⁶ The maximum class size for a Pre-K class is 20 children. For classes of up to 18 students, there must be one teacher and one paraprofessional assigned to each class. For classes of 19 or 20 students, there must be one teacher and two paraprofessionals assigned to each class. Due to Commissioner's Regulations Part 151-1 being outdated, 3-year-old prekindergarten students use the same ratio as 4-year-old students. These regulations are currently being amended to add 3-year-old students into them.
 - ⁷ To provide flexibility and to maintain social distancing requirements, during the 2020-21 school year, districts were permitted to choose to offer smaller Prekindergarten class sizes with only one certified teacher in the room.
 - ⁸ Programs that are less than three hours require access to a nutritional meal or snack. Programs that are more than three hours require access to meals and snacks to ensure the nutritional needs of the children are met. When a school district participates in the National School Lunch or School Breakfast programs, Pre-K students who are on-site during the hours that meals are being served (whether half-day or full-day) must be offered breakfast and/or lunch, as applicable.
 - ⁹ The NYS Early Learning Guidelines include Infants and Toddlers. The Revised NYS Early Learning Guidelines are not standards; they are a child development resources for children ages birth through eight years. NYS does not have standards for children under four years of age. "Resource Guides for School Success: The Prekindergarten Early Learning Standards" is only for four-year-old prekindergarten students.
 - ¹⁰ Assessments must be valid and reliable and at a minimum assess language, cognitive and social skills per NYS Commissioner's Regulations.
 - ¹¹ Other supports for curriculum implementation include Planning for High-Quality Prekindergarten Programs; the P-3 Virtual Summer Institute; guidance for Pre-K programs for 3-year-olds; tip sheets for setting up the classroom environment and play-based learning; checklists to ensure curriculum opportunities across domains; "New York State Prekindergarten, Kindergarten, First Grade, and Second Grade Learning Standards: A Resource for School Success"; "NYSED Office of Early Learning Video Series: A Guide for Educators Serving Children in Prekindergarten through 2nd Grade"; and the NYSED Pre-K to Kindergarten Transition Tool.
 - ¹² Preschool assessment is referred to as Progress Monitoring and is separate from assessment. Assessment must also include motor development in addition to language and cognitive development. Valid and reliable progress monitoring and assessment tools used are determined locally. Screening tools must cover language, cognitive and social skills. School districts are required to establish a screening process for assessing the developmental baseline whenever a new child enters the program. The ongoing progress of all children should be monitored at least three times per year in at least language, cognitive and social skill development. For more information, see [here](#) and [here](#).
 - ¹³ There was flexibility regarding child assessments as long as districts performed assessments as outlined in regulations. Assessments could be performed in-person or remotely in the 2020-2021 school year due to the COVID-19 pandemic.
 - ¹⁴ Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978. Lead teachers in nonpublic settings hired prior to 2004 are required to have an AA or CDA. Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. A legislative amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013. These teachers must also have a plan to become certified within five years or by 2013. Effective July 1st, 2010, all newly hired teachers in nonpublic settings must have a BA in Early Childhood Education or a related field and also have a written plan to earn a NYS teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an onsite education director possessing a NYS teaching license or certificate in early childhood or childhood grades. In order to maintain permanent certification, all teachers must get their master's degrees within 5 years of completion of their undergraduate studies. Under certain circumstances, a waiver can be requested to extend that 5-year-period.
 - ¹⁵ This count is based on projections provided by districts and agencies at the beginning of the school year.
 - ¹⁶ The Level I Teaching Assistant Certificate, the entry-level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have a high school diploma or meet standards of the licensing or registering agency. Some nonpublic school settings require a temporary license, or continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.
 - ¹⁷ Guidelines indicate that assistant teachers with the Level III Teaching Assistant certificate complete 75 hours per five years of in-service professional development in order to maintain certification. However, local public school districts make decisions regarding the appropriateness of activities to fulfill this requirement.
 - ¹⁸ State policy does not specifically require ongoing classroom-embedded support, but local districts can decide to provide it. Holders of the Initial and Conditional Initial certificate must receive mentoring in their first year of teaching or school building leadership service in a public school district. An exception to this requirement applies to certificate holders who have at least two years of teaching or educational leadership service, respectively, prior to receiving the Initial or Conditional Initial certificate; they may be exempted from this requirement. The purpose of the mentoring requirement is to provide a new teacher with support in order to gain skillfulness and more easily make the transition to one's first professional teaching experience. Therefore, new Initial certificate holders are to receive mentoring from an experienced teacher. All first-year public school teachers receive mentoring. The mentor is decided at the local level and the plan that is developed is done at the local level as well.
 - ¹⁹ Some districts use additional funding sources to support their preschool programs, but this information is not collected by the state.
 - ²⁰ Instruments to collect information on classroom quality are determined locally. Section 3602-e of Education Law was amended in the 2017-2018 school year in which districts had to adopt quality indicators. This includes, but is not limited to, valid and reliable measurements of environmental quality, the quality of teacher-student interactions, and student outcomes. All districts, except for those who were awarded an Expanded Prekindergarten Grant (EPK) in the 2019-2020 were required to submit their self-assessment and action plan in June 2021 that will report out on their progress towards meeting the quality indicators. These plans have to be resubmitted every two years.
 - ²¹ Observations could be adapted to meet local needs depending on whether instruction happens in-person, remotely, or in a hybrid model. LEAs could apply for an Annual Professional Performance Review (APPR) variance.
 - ²² Due to the staffing levels of the Office of Early Learning, a risk-analysis is used to determine which of the 88 districts/agencies will receive an on-site visit or a desk audit depending on a variety of risk factors. By Education Law 3602-ee, the Office of Early Learning is only required to visit districts/agencies that receive Statewide Universal Full-Day Prekindergarten funds. However, depending on circumstances, districts who are only receiving Universal Prekindergarten funds also receive visits.
 - ²³ The decision to return to conducting site visits was tentative and subject to the recommendations and directives of the New York State Department of Health.
 - ²⁴ While the Department will not require schools that are open for full-time, in-person instruction to provide on-line or remote instruction, districts may work with students and families to offer remote options if it is deemed to be in the best educational interest of the student.
 - ²⁵ A total of \$90 million in CARES funding is for new full-day 4-year-old Universal Prekindergarten expansion allocations, and \$15 million is for new full-day 4-year-old expansion grants.

NORTH CAROLINA – North Carolina Pre-Kindergarten Program

- ¹ Although the North Carolina Department of Health and Human Services (NCDHHS) has authority over the state's pre-K program standards and fiscal components, the North Carolina State Board of Education Policy oversees the teacher licensure process.
- ² The North Carolina Pre-Kindergarten Program (NC Pre-K) is statewide and is available for families in every county. It is administered locally, but if a county agency chooses to not be a contractor, a different agency would be found in order to ensure that it was available in that county. All counties are not required to administer the program, but it is required that the program is offered in every county.
- ³ COVID-19 had a significant impact on child enrollment with approximately 30% of available slots going unfilled during the 2020-2021 program year. Enrollment steadily

- increased each month until it peaked in March 2021. In 2020-2021 there were 30,151 contracted slots across the state.
- 4 This information is based on the mode of instruction data calculated prior to the end of October 2020, which was collected throughout the year in biweekly periods. The numbers reported during a single biweekly period may differ from those reported at the conclusion of a service month, so enrollment numbers do not match the reported total enrollment.
 - 5 The number of children attending in person increased from 6,111 in October 2020 to 9,482 in April 2021.
 - 6 3,661 of the children enrolled in NC Pre-K during the 2020-2021 program year were reported as having limited English proficiency as an additional risk factor for program eligibility.
 - 7 Wraparound services are determined locally. A few programs based in public schools, private child care, and Head Start may operate on a year-round calendar, but funding is limited to 10 months (36 weeks) of services.
 - 8 State statute allows for a child's early entry into kindergarten using state-established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.
 - 9 The child must be 4 years old on or before August 31st of the program year. A child that meets the age requirement is eligible for NC Pre-K if the child is from a family whose gross income is at or below 75% of the SMI. Children of certain military families are also eligible without regard to income. In addition, up to 20% of age-eligible children enrolled may have family incomes in excess of 75% SMI if they have documented risk factors in specific categories including developmental disability, limited English proficiency, educational need, or chronic health condition. All children must meet at least 1 risk factor if they do not meet the income cut-off.
 - 10 Classrooms that provide inclusive settings for children with disabilities may require an adult-to-child ratio lower than 1:9. For Local Education-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities, Section 1508-2, (Appendix B).
 - 11 Per the North Carolina Child Care Rules, each NC Pre-K child must be screened for developmental delays within 90 days of entering the program. The screenings are used solely for the purpose of identifying children who should be referred for further evaluation and testing based on concerns in one or more developmental domains. State forms are provided to families for obtaining children's health assessments that include health care provider statements to refer children for further assessments and tests.
 - 12 Other support services are provided as needed, such as family support and other types of health interventions (e.g., mental health, positive parenting services) for children with unique needs or challenging behaviors and their families.
 - 13 In response to COVID-19, we collected enrollment totals every 2 weeks during the 2020-21 school year.
 - 14 The North Carolina ELDS are aligned with the state Standard Course of Study (Common Core State Standards and North Carolina's Essential Standards), the standards for what kindergarten children should know and be able to do.
 - 15 Birth - K licensed teachers are assigned mentors to support the implementation of curricula and formative assessments that are informed by and aligned with the ELDS to support children's development and learning needs.
 - 16 Staff are required to conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction. All formative assessments used by the NC Pre-K Program must be approved by the NC Child Care Commission based on the assessment tool's ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs and interests across all domains of development. Assessment tools must be aligned with the NC ELDS to meet this requirement. Classroom staff may select from a list of approved formative assessments. Through the state's Preschool Development Grant, the state entered into a state-level contract for TS GOLD. The State is providing access for all NC Pre-K teachers and assistants. For more information, see [here](#).
 - 17 All lead teachers in NC Pre-K classrooms are required to hold a BA/BS in ECE/CD or a related field, as well as a NC Birth - K or PK/K add-on license. Teachers in public or nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS in child development, early education or related field, and be eligible to hold a NC Residency Birth - K license while working to attain an NC Birth - K or Preschool initial and continuing license within 3 years. Teachers holding an NC Birth - K initial or continuing license are formally mentored and required to receive formative and summative evaluations annually and according to the licensure cycle. The AA degree in ECE/CD is permitted only as the minimum education/degree requirement for a long-term substitute teacher (up to 12 weeks). In this school year, 4.75% of teachers were long-term substitutes.
 - 18 This number represents the cumulative number of lead teachers (including long-term substitute lead teachers) for the 2020-2021 program year.
 - 19 All teacher assistants must have a high school diploma or GED and must hold, or be working toward, a minimum of an AA in ECE/CD or a Child Development Associate (CDA) credential. Teacher assistants working toward the AA or CDA shall make progress by completing a minimum of six documented semester hours per year. Teacher assistants employed by public schools may meet the employment requirements outlined by the federal Every Student Succeeds Act (ESSA) legislation and have one of the following: (1) 6 documented semester hours of coursework in ECE, or (2) 2 years of work experience in an early childhood setting. There are child care rules going through the rule-making process that will require a CDA or higher. These rules should be codified this year.
 - 20 Teachers holding a Residency license and working toward the NC Birth - K Continuing licensure requirements will participate in a minimum of 6 documented semester hours per year prescribed by a Plan of Study, a professional development plan, and the 3-year Beginning Teacher Support Program (BTSP). The BTSP requires mentoring/performance evaluation. The BTSP is a 3-year, in-service PD requirement for any teacher holding less than a continuing license (initial or residency). All Division of Child Development and Early Education (DCDEE) regulated (licensed) programs are required to meet health and safety training requirements as stipulated under the NC Child Care Rules, which would include any NC Pre-K Programs. Professional development for assistant teachers applies to all teaching assistants with those working toward the AA in ECE or CDA degrees gaining more professional development hours than the identified minimums. For assistant teachers who are not working towards a credential or degree, the annual hours are based on their educational attainment. The range is from 20 hours annually to 5 hours. CPR and First Aid would be completed in addition to those hours. All teachers are required to have training on the 10 health and safety topics the first year of employment and every 5 years thereafter; however, there is no set number of hours required regarding health and safety.
 - 21 All NC Pre-K lead teachers and teacher assistants, regardless of selected mode of instruction for their site/classroom, were required to complete 3 training sessions on the Teaching Strategies Distance Learning Solution throughout the school year.
 - 22 All NC Pre-K lead teachers and teacher assistants will be expected to complete 3 required training sessions related to assessment, responsive planning, and meaningful experiences to support learning. Additionally, beginning in 2021-2022, each teacher will be required to complete 12 clock hours of training on the Science of Reading LETRS (Language Essentials for Teachers of Reading & Spelling) Literacy Training.
 - 23 The amount of mentoring or coaching a NC Birth - K licensed teacher receives is based on formally assessed needs that result in different types of professional development plans, including specific strategies designed in collaboration with the teacher, evaluator, and site administrator (private sites). Teachers need different amounts of onsite coaching/mentoring (scaffolding, role modeling, etc.), based on each teacher's formally assessed needs. Approximately 50 contact hours are budgeted per teacher with less than a Birth - K Continuing License.
 - 24 The state developed guidance that was broken down into action steps and guided questions for coaching. The Mentor Continuum was adapted to include modifications during restrictions to In-Person Service Delivery. Teachers were provided sample schedules and lesson plan forms aligned with DCDEE remote instruction recommendations and coaching included resources and support on using available technology tools for both synchronous and asynchronous instruction. Mentor/coaches engaged in a greater frequency of interactions with teachers. The Guidelines and Protocol for the Early Educator Support Offices was also adapted to provide staff with the additional guidance necessary for delivering various types and levels of synchronous and asynchronous forms of coaching support. The Early Educator Support Offices created and delivered a series of virtual professional development sessions to teachers during the 2020-21 school year. The focus of the content was on the overall well-being of teachers and other identified needs.
 - 25 The Amended Guidelines and Protocol that outlined mentoring and evaluation service provisions during the 2020-21 school year are not being used during the 2021-22 school year. In-person mentoring and professional development services will be the priority, however; may have to be flexible as specific COVID-19-related needs and situations arise in the field.
 - 26 The public school salary is an average based on 7 years of experience. The public Assistant Teacher is an overall average. Private salary information is based from Workforce Studies conducted in 2019.
 - 27 The state cannot provide a breakdown of non-required local funds (\$25,675,103).
 - 28 There is a requirement of a local match; however, there are no stipulations as to the amount or source. Examples include: Smart Start, Head Start, Title I, Preschool

Disabilities, Local appropriations, Subsidy, Special Grants, Food Program, Private Provider Programs, Donations and other local resources.

- ²⁹ Faith-based centers must also meet 4- or 5-star licensing requirements and they cannot use religious content in NC Pre-K classrooms. All NC Pre-K classrooms must meet 4- or 5-star licensing requirements.
- ³⁰ The observations are part of the QRIS System. NC Pre-K classrooms must have an average score of at least a 5 on ECERS-R.
- ³¹ There are multiple State licensure visits, as well as local contractor monitoring visits multiple times per year.
- ³² The NC Pre-K Summer Learning Program was made available to any rising kindergartner, but priority was given to children who were enrolled in NC Pre-K during the 2020-2021 program year and children who were NC Pre-K eligible but had not received NC Pre-K services.

NORTH DAKOTA – North Dakota Early Childhood Grant Program

- ¹ The North Dakota Department of Public Instruction (NDDPI) approves the pre-K programs prior to the Department of Commerce awarding the funds. NDDPI also collects child enrollment in STARS (State Automated Reporting System).
- ² The program has a duration of at least 400 hours over a period of at least 32 consecutive weeks, and programs must incorporate at least 10 hours of research-based parent involvement activities.
- ³ Children who turn 5 years old within the school year, but were 4 years old prior to August 1, are still eligible for preschool funds. Preschool programs may enroll 5-year-olds, but they cannot be supported by grant funding.
- ⁴ During the 2020-2021 school year, per USDA, all schools were eligible for free lunch.
- ⁵ Programs are permitted to charge tuition to supplement state funding, but are not required to do so.
- ⁶ Programs are encouraged to provide meals, however they are not required to do so because of short programming hours.
- ⁷ The 2018 version replaces the B-5 Early Learning Guidelines (ELGs), is aligned to and mirrors the Early Learning Outcomes Framework (ELOF), and is also aligned to the Kindergarten Standards.
- ⁸ The NDDPI and North Dakota Department of Human Services (NDDHS) collaborate to print, disseminate, and provide PD on the B-K Standards.
- ⁹ State-funded preschool programs must be approved through NDDPI to operate and must maintain teachers with an ND license qualifying them to teach pre-K.
- ¹⁰ A lead teacher with an Elementary Education degree must also obtain a Kindergarten Credential in order to teach pre-K in ND in both public and nonpublic settings.
- ¹¹ There is not one set of hours required. North Dakota offers different types of licenses, each of which has unique requirements for in-service professional development.
- ¹² The funding of this program is to promote community collaboration and to include public, parochial and private daycares that may be eligible for funding.
- ¹³ State funding may be used to serve children in Head Start centers who are not already supported by Head Start funding.

OHIO – Ohio Early Education Program

- ¹ Since 2006-2007, grants have been awarded based on a poverty index. With new funds added in 2016-2017, grants were awarded to high-quality preschool programs located within district boundaries that have high needs (i.e., high poverty and low achievement). Ohio expanded its eligible providers to also include public districts, chartered nonpublic districts, charter schools, and childcare programs.
- ² Ohio funded 18,135 children with a per-child allocation of \$4,000, but total enrollment was 15,052. Although legislation says that children should not be age-eligible for kindergarten (age 5) when in pre-K, there are two locally determined school entrance dates in Ohio (August 1 or September 30), so 5-year-olds may enroll in the program if they are not age-eligible for kindergarten. Children can turn five after August 1 but before September 30, depending on the district of residence.
- ³ From a November 15, 2020 enrollment count, the state-funded preschool enrollment was at 70%, compared to December 1, 2019, when the program was at 93.6% enrollment. Enrollment was down for preschool statewide by 27%. While programs were open and operating, fewer parents sent their children to preschool in the state-funded and school-operated programs. Child care has also reported decreased enrollment. Enrollment began to increase in the Spring.
- ⁴ 100% of children are at or below 200% FPL, after taking out the children with a disability, for whom we do not know family income information.
- ⁵ Children attend Chartered Non-Public Schools, child care programs in centers or family homes, Educational Service Centers, Joint Vocational Schools, and County Boards of Developmental Disabilities.
- ⁶ All Early Childhood Education programs must provide services for a minimum of 455 hours per academic year, approximately 12.5 hours/week.
- ⁷ Age eligibility requirements changed at the start of the 2016-2017 school year such that 3-year-old children are not eligible without prior approval from the Ohio Department of Education (ODE) after October 1 for slots unfilled by 4-year-old children.
- ⁸ Family income is the determining eligibility factor for this program. The program is free for families with incomes up to 100% FPL and children with an IEP. Families between 101% and 200% FPL may pay a fee based on the district's sliding-fee scale.
- ⁹ All programs are required to participate in Ohio's QRIS, Step Up To Quality (SUTQ), and are given additional points for meeting a 1:10 staff-to-child ratio or maximum class size of 20. Most of these programs are meeting this requirement, rated four or five, and are receiving points for meeting these ratios.
- ¹⁰ Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.
- ¹¹ Each program must conduct one educational training, workshop, or event for families annually. Programs must have a written policy on health screenings and the referral process to community resources. Programs can earn extra points toward their SUTQ rating for the following: At least two documented community partners/entities; Formal model or process for family engagement; and Parent volunteer group. Each child must have an individualized transition plan. Programs can earn extra points toward their SUTQ rating for written transition policies and procedures.
- ¹² In all programs, at least 50% of teachers must have a BA in Early Childhood Education. Teachers who have a K-3 or K-8 license are required to have 12 college credits in ECE. All teachers in ECE programs are required to complete a Professional Development certificate that gives extra points for exceeding the minimum number of contact training/PD hours.
- ¹³ Programs are required to participate in SUTQ, Ohio's tired quality rating and improvement system, and are given extra points for attaining 30 hours of PD every 2 years at the star 4 and 5 levels. Most programs are attaining these levels.
- ¹⁴ Virtual options are still available and in person options are slowly coming back, as well.
- ¹⁵ The state made \$72,540,000 available (allocated to grantees), but the amount spent was much less due to lower enrollment during the pandemic.

OKLAHOMA – Oklahoma Early Childhood Four-Year-Old Program

- ¹ Oklahoma offers universal pre-K classes to all children. There are no enrollment qualifiers or competitive grants to award to school districts or school sites.
- ² Some children (1,288) in the 3-year-old category are supported through funding from the Oklahoma Early Childhood Program (OECF). These children are not included in the demographic counts, as the Oklahoma State Department of Education (OSDE) does not have access to that data.
- ³ Increased from 27,490 to 28,331 between Fall 2020 and Spring 2021.
- ⁴ Students with an IEP carry additional weight in the school funding formula.
- ⁵ OSDE does not capture Head Start enrollment numbers in the public school student information system (SIS). There are around 120 classrooms offering Head Start - public school preschool collaborations.
- ⁶ State funds provided to Community Action Agencies can be used to support both Head Start and Early Head Start at the discretion of the agency.

- ⁷ The enrollment breakdowns are representative only of 4-year-olds and 3-year-olds not supported by the OECP program. Totals include children under 3- or 5-year-olds, but breakdowns do not.
- ⁸ The OSDE does not collect information beyond if students are in full or half day programs, so some of the full day students may actually be extended day, but OSDE does not collect that data. Determined locally includes 3-year-olds in OECP programs.
- ⁹ Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Most school districts operate 5 days per week. Programs must be offered at least 175 days per year or 1,080 hours per school year. Districts can choose to offer a longer day or year but will not receive additional state funding through the state aid formula.
- ¹⁰ A child who has not reached the age of 5 years on or before September 1 and who resides in a district which does not offer an early childhood program is eligible for transfer to a district where an early childhood program is offered if the district that offers the early childhood program agrees to the transfer. A child who is 5 years of age may be excused from kindergarten attendance until the next school year if a parent, guardian, or other person having custody of the child notifies the superintendent.
- ¹¹ All children who are at least 4 years of age but not more than 5 years of age on or before September 1, and who have not attended a public school kindergarten, are entitled but not required to attend half-day or full-day early childhood programs at any public school in the state where such programs are offered.
- ¹² Current immunization records are required for pre-K entry. If a pre-K program is in collaboration with an Early Head Start or Head Start program, they must meet those requirements as well.
- ¹³ OSDE recommends and provides resources for parenting support and training, health services for children, information about nutrition, and transition-to-kindergarten activities, but allows local districts to make decisions related to local communities. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.
- ¹⁴ Subject matter standards are revised every 6 years in accordance with subject matter state textbook adoption. The Oklahoma Department of Human Services (OKDHS) Early Learning Guidelines are available for classrooms serving students under 4. For more information see [here](#).
- ¹⁵ The [Oklahoma Curriculum Frameworks](#) provide support for state standards. The statewide Summer conference, EngageOK, provides PD to support the implementation of state standards.
- ¹⁶ OSDE is currently in the first round of High Quality Instructional Materials Review that will result in a 3-tiered rating for curriculum after it has been reviewed using a subject specific rubric by a team of experts and practitioners in the field. The rubric scores and comments will be published for schools and districts to use to aid in their decision making around curriculum during the textbook adoption cycle. The OSDE supports the specific needs of school districts to provide resources for special education services and assistive technology along with curriculum interventions for low-performing schools.
- ¹⁷ While programs are free to choose any curriculum, their state textbook funds can only be used for the purchase of titles on the approved or recommended list. Districts can apply for a waiver through the State Board of Education to purchase a curriculum that is not included on that list.
- ¹⁸ Please see [here](#) for all content specific approved curricula.
- ¹⁹ All pre-K teachers are required to hold a BA in Early Childhood Education. There is a paraprofessional route to becoming an Early Childhood certified teacher in which a person holding a BA in any area of study can work for a minimum of a year as a paraprofessional in an early childhood classroom and pass the Oklahoma General Education Test, PPAT, and the Oklahoma Subject Area Test. First year teachers are supported through the Teacher Induction Program, which provides annual support through mentorship and coaching. More information on the Teacher Induction Program can be found [here](#). Teachers with a BA in Child Development may obtain a Birth-Age Three certificate to teach in 3-year-old classrooms.
- ²⁰ Other may include HSD, CDA, or AA.
- ²¹ These numbers are approximate due to combined nature of state preschool and HS in many of our dually funded programs.
- ²² Teacher assistants are only required to hold a high school diploma or GED and pass the FBI criminal history check. Teacher assistants employed in a Title I school must be highly qualified using one of the following methods: (1) An AA or higher; (2) At least 2 years or 48 credit hours of study at an institution of higher education; (3) Pass the Oklahoma General Education Test; or (4) Pass the ETS Para Pro Assessment Test or the Work Keys Assessment. Oklahoma is working on an updated policy for pre-K teacher assistants. In programs located in Head Start/Early Head Start classrooms, teacher assistants must meet all federal requirements. School districts must ensure teacher assistants are provided professional development in early childhood education.
- ²³ PD required for lead and assistant teachers: Alcohol and Drug Awareness, Autism, Blood Borne Pathogens, Bullying Prevention, Child Abuse and Neglect, EL (English Learners), Family and Community Engagement, FERPA, Hazardous Communications, Human Trafficking, Mental Health Needs of Students, and Racial and Ethnic Education. PD required for lead teachers only: Digital teaching and learning, Dyslexia, Title IX, Part A Education for the Homeless and Other Laws, TLE Framework Training. PD required or assistant teachers only: Early Childhood Education Professional Development. Please see [here](#) for additional information.
- ²⁴ Additional supports and professional development were made available to schools and districts. See [here](#) for more information.
- ²⁵ In the 2016-2017 school year, the OSDE developed policies for individualized PD plans. The program was piloted statewide in 2017-2018. Full participation by all districts and teachers was required in 2018-2019. For additional information, see [here](#).
- ²⁶ For additional information, see [here](#).
- ²⁷ Mostly determined locally, but for the purpose of professional learning focus, teachers are to have at least 2 meetings a year - 1 to establish the professional learning focus and 1 to discuss growth around the topic. School districts are responsible for monitoring compliance. Documentation templates are available, but districts may choose to create their own. At least one specific indicator/element should be included as the primary focus of documentation for professional learning. Participants are supported by resources available and supplied by districts and OSDE.
- ²⁸ For additional information, see: [here](#) and [here](#).
- ²⁹ For additional information, see: [here](#) and [here](#).
- ³⁰ There may be local funds used to support the program, but this would vary by district.
- ³¹ Tulsa Teacher Leader Effectiveness and Marzano Teacher Evaluation Model are the only assessment instruments. More information may be found [here](#).
- ³² In January 2021, districts were offered the opportunity to waive the qualitative portion of the state required observations. Many districts selected to opt out, however, within the waiver districts had to agree to complete classroom walk-throughs.
- ³³ Programs are not required to use the data in any specific way outside of teacher development and improvement, but many use this information to inform district and school practices.
- ³⁴ Many school districts offered additional Summer programming, but were not required to do so.
- ³⁵ Pre-K-12 districts received funding, but breakdowns of how that funding was applied specifically to pre-K programming is unavailable.

OREGON – Oregon Pre-Kindergarten (OPK)

- ¹ The Early Learning Division (ELD) is housed in the State Education Agency (SEA), but the SEA does not have authority over the Early Learning Division. The ELD is led by the Early Learning System Director, who is appointed by and reports to the Governor.
- ² Enrollment data collected is cumulative, reported at the end of the program year. This includes children enrolled at the start of the year and throughout the year. Additionally, this year's enrollment was lower than a typical year. There were 7,731 total funded slots.
- ³ In Fall 2020 almost all programs had virtual options for families as well as their onsite options. Many programs began to offer more site-based educational services as the infection rates went down in Spring 2021.
- ⁴ In 2020, Oregon State passed the Student Success Act which provided increases to teachers wages to create more parity of between Head Start/OPK teachers and kindergarten teachers across the state. The Student Success Act dollars were also used to support transportation services.
- ⁵ The "Unknown" category refers to children served based on a primary eligibility category of "other type of need" and income information is unknown.

- ⁶ Minimum required contact time is determined by the classroom hours combined with home-visit hours offered. School- and extended-day programs (more than 6 hours) are generally supported with other funding. About half of the classrooms operate 3.5 to 4 hours per day for a school year using state funding. Enrollment by operating schedule information collected by the state does not fully align with NIEER definitions for part-, school-, and extended-day programs. Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits which are 1.5 hours each. The number of days per week is dependent on the service models adopted by the program and can range from no class days per week (home-based) to five days per week. Approximately 35% of OPK slots are now 6.5 hour days 4-5 days per week.
- ⁷ For 2020-2021, programs were able to implement a program-specific design that better suits the needs of their children and families if program requirements can also be demonstrated to be met successfully. Programs have flexibility to modify planned services to meet community need in response to the public health emergency.
- ⁸ Children must be at least 3 years old or, per Head Start performance standards, turn 3 years old by the date used to determine eligibility for public school in the community in which the Head Start program is located.
- ⁹ OPK follows federal Head Start guidelines. Enrolled children must meet the federal Head Start income requirements. After priority is given to families whose income is at or below 100% FPL, up to 35% of children can be enrolled whose family income is between 100% FPL and 130% FPL. If a grantee has both state pre-K and federal Head Start funds, 90% of children must meet the income requirement. If a grantee has only state pre-K funding, 80% of children must meet the income requirement. Children in foster care or who are homeless are categorically eligible. A minimum of 10% of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services. Risk factors are prioritized by local boards and policy councils.
- ¹⁰ Programs are required to offer meals and a snack that provide one-third to one-half of the daily nutritional needs for children in part-day programs.
- ¹¹ Screenings are required to be completed within 45 days of enrollment, except immunizations which are required prior to enrollment. Requirements for screenings follow Head Start screening requirements.
- ¹² Parent involvement activities are per the Office of Head Start regulation 1302.50: Family engagement. Transition to kindergarten activities are per the Office of Head Start regulation 1302.71: Transitions from Head Start to kindergarten. Other comprehensive services may include referral to mental health supports and services and referral to special education or physical health services.
- ¹³ Programs are required to maintain attendance at or above 85%. Programs who fall below must have a plan for increasing attendance.
- ¹⁴ Although the ELDS guidelines do not have a domain for physical and motor development, the ELDS acknowledges that they are critical to the development of the whole child and are essential components of quality programming and instruction for young children. Furthermore, the Head Start Early Learning Outcomes Framework does address physical and motor development, and both documents guide the Oregon Pre-K program.
- ¹⁵ The ELDS are inclusive of kindergarten standards and connects to the larger K-12 Common Core State Standards. "Other" standards refer to the K-12 Core Standards.
- ¹⁶ All assessments must meet HSPPS around curriculum and screenings.
- ¹⁷ Programs are required to follow federal Head Start Performance Standards for curricula. Other supports include technical assistance around implementation in alternative settings and support for virtual services.
- ¹⁸ The requirement was not waived but it also was not required. Programs were asked to do what they could with what they had.
- ¹⁹ The Oregon kindergarten assessment was suspended for the 2020-21 and 2021-22 school years.
- ²⁰ Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50% must have earned at least a BA. Some programs have participated in local partnerships (e.g., school districts) where BA-level degrees and early childhood licensure with or without special education are required as locally determined. Teacher licensure options for public schools include Birth-3rd grade and Pre-K-K (Birth-K).
- ²¹ These numbers are approximate due to combined nature of OPK and HS in many of our dually funded programs.
- ²² Assistant teachers may start their positions without the degree requirement with the understanding that they must complete their degree requirement within two years. OPK programs offer training/technical assistance to support this attainment.
- ²³ There were no changes to requirements for PD. Changes due to COVID-19 included prioritizing virtual methods of PD and establishing guidelines for in-person training. The State is working on developing trainings for health and safety and remote instruction.
- ²⁴ Many of the OPK providers are also federal Head Start grantees. When dually funded, OPK state funds are used as non-federal share in the federal grants. All providers are required to participate in the USDA/CACFP program.
- ²⁵ Local grantees partnering with agencies may receive Title I and IDEA funding but are unable to directly access those funds. Faith-based programs free of religious content are eligible to receive funding.
- ²⁶ This varied based on infection and exposure rates.
- ²⁷ All programs must offer site-based services, but quarantine closures have occurred which then resulted in potential virtual services. But once restrictions are lifted, in-person services resume.
- ²⁸ All current grantees were offered the option to apply for additional funding to offer an additional 8 weeks of services during the summer months.
- ²⁹ OPK grantees were able to apply for COVID-19 related emergency funds inclusive of federal relief dollars that the state administered.

OREGON – Oregon Preschool Promise

- ¹ The Early Learning Division (ELD) is housed in the State Education Agency (SEA), but the SEA does not have authority over the Early Learning Division. The ELD is led by the Early Learning System Director who is appointed by and reports to the Governor.
- ² Early Learning Division grants directly with Preschool Promise providers, for the 2020-21 program year ELD had 185 providers. Preschool Promise providers are school districts, center-based and in-home providers, also known as family childcare.
- ³ Enrollment data collected is cumulative, reported at the end of the program year. This includes children enrolled at the start of the year and throughout the year. Total by age does not match total served, missing age information for 114 children. There were 3,896 total funded slots.
- ⁴ The number of providers offering in-person services fluctuated throughout the year based on COVID-19, due to local conditions and guidance from the Governor. In general, many K-12 operated sites opened late into the year with in-person services.
- ⁵ Children receiving Preschool Promise services cannot be concurrently enrolled in a Head Start program. However, a child could potentially receive Preschool Promise services September through May and then participate in a summer Migrant/Seasonal Head Start program.
- ⁶ In 2020, Oregon State passed the Student Success Act which provided increases to teachers wages to create more parity of between Head Start/OKP teachers and kindergarten teachers across the state. The Student Success Act dollars were also used to support transportation services.
- ⁷ Reporting on race and ethnicity was duplicative, such children were allowed to be counted in each relevant race/ethnic category, rather than as discrete categories. As such, the number of children reported in each category may not match total children served, and similarly to the other categories, some information is expected to be missing.
- ⁸ Children reported by FPL are considered estimates calculated using two sources of data. This is because there were two separate eligibility and enrollment processes depending on the type of grantee. Children categorized as "other/unknown" are enrolled based on local need criteria rather than income eligibility.
- ⁹ The locally determined option represents programs that offered remote and/or hybrid programming due to COVID-19, and in which case, "operating schedule" was determined by multiple factors rather than the typical definition of an in-person services operating schedule.
- ¹⁰ Providers must offer, at minimum, the same instructional hours as full-day kindergarten, i.e., 900 hours of service in a program year (July 1-June 30). Programs typically operate on a school-day, school-year schedule. Based on parent need, some providers choose to offer services year-round and other providers follow a September through early June schedule. Programs are required to offer a minimum of 4 days a week and 5 hours per day.
- ¹¹ In addition to on-site delivery, programs could choose one of several modified delivery models: comprehensive home-based, hybrid, or a locally determined model. For

- the comprehensive home-based option, children were enrolled in a fully remote service delivery option where comprehensive learning services were delivered virtually. There were two hybrid options: (1) a subgroup of children were served as a stable group onsite daily, the other subgroup received comprehensive home-based learning or (2) the total classroom enrollment was split into two stable groups, where each group received onsite services in a staggered schedule. Programs could also implement a program-specific design that better suits the needs of their children and families if program requirements could also be met successfully. Programs had flexibility to modify planned services to meet community need in response to the public health emergency. Funding was delayed, so some providers could not offer the full 900 hours.
- ¹² There are no eligibility requirements beyond age (3- & 4-year-olds) and income (0-200% FPL). However, priority groups who have been historically underserved are determined locally, for instance, children of color, children who are emergent bi/multilingual, and children with identified special education and health needs. Additionally, children who are in the foster care system are considered a family of one with no income, therefore they automatically meet the income eligibility requirements. Eligibility is valid for two years.
 - ¹³ With ELD approval, a child from a family over the 200% FPL living in a determined geographic area with low access to high quality early learning opportunities is low access to care is eligible for Preschool Promise.
 - ¹⁴ The program model defines maximum class size to be 18 children with a minimum of two adults (1:9 ratio). A waiver may be requested to increase class size to 20 for special circumstances. The staff-child ratio is based on the Oregon Child Care Licensing regulations and program quality standards.
 - ¹⁵ In order to meet licensing requirements, programs provide at least one meal and one snack or two meals. The number of meals and snacks is dependent upon daily service hours.
 - ¹⁶ In future program years, the standards will include more required screenings. Currently, the required developmental screenings are: ASQ & ASQ-SE.
 - ¹⁷ Although the ELDS guidelines do not have a domain for physical and motor development, the ELDS acknowledges that they are critical to the development of the whole child and are essential components of quality programming and instruction for young children. Furthermore, the Head Start Early Learning Outcomes Framework does address physical and motor development, and both documents guide the Preschool Promise program.
 - ¹⁸ The ELDS are inclusive of kindergarten standards and connects to the larger K-12 Common Core State Standards. "Other" standards refer to the K-12 Core Standards.
 - ¹⁹ The Early Learning Division contracts with Child Care Resource and Referral to provide a Quality Improvement Specialist and a Coach for providers locally.
 - ²⁰ Other supports include technical assistance provided by local CCR&Rs.
 - ²¹ Providers that seek to use other assessments are required to submit a written description of how the assessment tool aligns with the Head Start Child Development and Early Learning Framework and/or the Oregon Early Learning Standards.
 - ²² There were no changes to policy regarding child assessments, however flexibility was given to programs in meeting this expectation due to COVID-19.
 - ²³ The Oregon kindergarten assessment was suspended for the 2020-21 and 2021-22 school years.
 - ²⁴ Lead teachers are required to have a BA in ECE or a related field, but waivers for this requirement are permitted if the teacher has submitted a plan to attain a BA and is demonstrating progress towards the BA degree. Approximately 50% of lead teachers have requested a waiver for the BA requirement. Teachers must have a minimum of a CDA.
 - ²⁵ The following related degrees -- sociology, psychology, social services -- require an examination of transcripts to determine content related to early learning core knowledge areas. Also, ongoing requirements for PD require training in inclusion classrooms (preschool special education).
 - ²⁶ "Other" represents the educational equivalent to a CDA, represented by a step 8 or above in Oregon's Early Education Professional Pathway registry. Teachers with a HSD or equivalent have a waiver and a professional development plan in place.
 - ²⁷ The minimum requirement for an assistant teacher is Step 3 in the Oregon Registry Online. Licensing regulations for an Aide II: (a) Be at least 18 years of age; (b) Have worked at least six months at the center where they are now employed; (c) Have current certification in first aid and CPR. Training must have practical hands-on instruction; therefore, online training is not acceptable.
 - ²⁸ There were no changes to requirements for PD. Changes due to COVID-19 included prioritizing virtual methods of PD and establishing guidelines for in-person training. The State is working on developing trainings for health and safety and remote instruction.
 - ²⁹ If teachers and/or assistant teachers do not meet the minimum education requirements, a PD plan is required.
 - ³⁰ Providers are connected to a Preschool Promise Quality Improvement Specialist and Coach to support the implementation of the Preschool Promise Quality Standards.
 - ³¹ Preschool Promise requires pay parity and provides guidelines with minimums and targets, but not all providers are able to implement due to collective bargaining agreements and existing salary structure for other non-Preschool Promise staff. The Preschool Promise Grant Manual states that (a) all certified Preschool Promise teaching staff must be offered a reasonable amount of paid time off (sick, personal, vacation) during the Preschool Promise Program year, (b) providers must allow teaching staff a reasonable amount of paid preparation and planning time each week, and (c) providers may use Preschool Promise funds to pay for professional development/training opportunities, substitutes and mileage costs associated with staff travel to the training opportunities. Mileage and associated per diems will be reimbursed at the current state government rates.
 - ³² Providers are allowed to use grant funds to implement strategies that will aid in the recruitment or retention of new staff. Additionally, providers were able to apply for state-administered federal funds for stabilization due to COVID-19 impacts.
 - ³³ Funds for the program come from the State's General Fund (GF) and Student Success Act (SSA).
 - ³⁴ All funds are awarded directly to the Preschool Promise provider. In some cases, Early Learning Hubs have continued to subcontract with multiple providers.
 - ³⁵ Due to COVID-19, no CLASS assessments were completed in program year 2020-21. A multi-year cycle sampling plan is currently under development.
 - ³⁶ A selected group of providers will be offered to participate in an ERS/ECERS evaluation but can decline participation due to COVID-19.
 - ³⁷ Grantees were provided waivers, on an individual basis, for required hours based on COVID-19 impacts.
 - ³⁸ Preschool Promise grantees were able to apply for COVID-19 related emergency funds inclusive of federal relief dollars that the state administered.

PENNSYLVANIA – Pennsylvania Ready to Learn Block Grant (RTL)

- ¹ Eligibility is locally determined.
- ² Some programs did operate classes at smaller sizes to meet CDC recommendations, but this was locally determined.
- ³ The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- ⁴ The PA State Board of Education passed English Development Standards in 2017. The ELS are aligned to them. For additional information about the PA ELS, see [here](#).
- ⁵ Supports are available to districts, but districts need to request the services.
- ⁶ The curriculum must be standards-based, but the selection is decided locally. The state provides a list of curricula which has shown alignment with PA ELS as well as technical assistance at the request of the LEA. For additional information about the PA ELS, see [here](#).
- ⁷ Child Assessments are locally determined but PDE provides a [list](#) of assessments aligned with ELS.
- ⁸ Beginning in 2009-2010, assistant teachers were required to have two years of post-secondary education/sixty college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- ⁹ First year instructionally certified teachers are required to participate in induction.
- ¹⁰ Summaries of teacher evaluations are used as part of formal state teacher evaluation system.

PENNSYLVANIA – Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

- ¹ Pennsylvania does fund EHS, but this program is operated out of the family support program office and not part of then State's pre-K reporting.
- ² The numbers do not add up because there are children in other age group brackets ranging from less than one through age seven.
- ³ Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, four days per week. Full-day for the Head Start Supplemental Assistance Program (HSSAP) is considered more than 5.5 hours per day. Center-based programs can operate four or five days per week; home-based programs offer home visits once per week with socialization days. Most programs operate between 128 and 180 days per year with a few offering full-year services of approximately 240 days per year. Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.
- ⁴ A program must provide, at a minimum, at least 160 days per year of planned class operations if it operates for five days per week, or at least 128 days per year if it operates four days per week. Classes must operate for a minimum of 3.5 hours per day, totaling 448 annual hours (minimum requirement). Eventually, the program is expected to operate 1,380 hours annually.
- ⁵ Age-eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cutoff is five by September 1, but this is determined locally. If a child with special needs remains in the pre-K program when they are age-eligible for kindergarten, they are not funded by HSSAP, but instead by other resources.
- ⁶ State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35% of the enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL. In addition to income requirements, individual Head Start agencies determine eligibility requirements based on their community assessments and give priority based on multiple risk factors.
- ⁷ Some programs did operate classes at smaller sizes to meet CDC recommendations. This was locally determined.
- ⁸ Following Federal Head Start Performance Standards, each child in a program that operates for fewer than six hours per day receives meals and snacks that provide one-third to one-half of the child's daily nutritional needs, six hours or more per day must provide two-thirds (which meals are not specified).
- ⁹ Programs must track attendance, but this is not collected at the state level. Programs must be able to provide attendance information to the state should the state request it.
- ¹⁰ The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- ¹¹ The PA State Board of Education passed English Development Standards in 2017. ELS are aligned to them. For additional information about the PA ELS, see [here](#).
- ¹² Face to face and asynchronous trainings in ELDS are both provided.
- ¹³ To see the list of approved assessments, see [here](#).
- ¹⁴ The Head Start center-based teacher qualification requirements (as specified in the Head Start Act) requires that no less than fifty percent of all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework. A program must ensure all center-based teachers have at least an associate or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of the Act.
- ¹⁵ The "Other" category includes two years of college (at least sixty credits completed), PA ECE Certification Instructional 1 and 2, teacher internship, and teachers with no qualification.
- ¹⁶ Head Start assistant teacher qualification requirements are specified in the Head Start Act. At a minimum, they must have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.
- ¹⁷ Although it does not mention explicitly having written plans, the HS Performance Standards states: A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate.
- ¹⁸ This is covered in the HS Performance Standards (state programs must meet all HS Performance Standards to receive state funding), which includes the requirement to implement a research-based, coordinated coaching strategy for educational staff.
- ¹⁹ Programs could apply for CARES funding. Many did use this funding for staff recruitment and retention, but this was a program level decision.
- ²⁰ This funding was used from March to November 2020.
- ²¹ The cost per child is established during the grant cycle and varies by provider. The funding amount is calculated by multiplying the cost per child by the number of funded slots (not actual enrollment).
- ²² State pre-K specialists use the Program Review Instrument annually to monitor compliance with state contract requirements.
- ²³ State pre-K specialists conduct annual contract monitoring visits.
- ²⁴ In-person instruction was expected, but programs could submit flexible instruction plans that can be implemented as needed throughout SY 2021-2022 based on changing needs (this could relate to COVID-19 or any other issue necessitating remote learning, e.g., school closure due to weather).

PENNSYLVANIA – Pennsylvania Kindergarten for Four-Year-Olds & School-Based Pre-K (K4 & SBPK)

- ¹ Public prekindergarten, when offered, and kindergarten, elementary, and secondary schools shall be kept open each school year for a minimum of 180 days of instruction for students. Days may not be counted as days taught on which the schools are closed, and time may not be counted as a student session for an activity to which admission is charged. However, when a meritorious educational program warrants, the Secretary may, upon request, approve a school term containing a minimum of 990 secondary or 900 elementary and 450 kindergarten hours of instruction as the equivalent of 180 school days. A prekindergarten program may be exempted from this requirement when approval as a meritorious prekindergarten is granted as provided in [§ 4.20\(8\)](#) (relating to prekindergarten education).
- ² If offered, K4 must be open to all age-eligible children in the district. The board of school directors in any school district may establish and maintain kindergartens for children between the ages of four and six years. When established, the kindergartens shall be an integral part of the elementary school system of the district and be kept open for not less than two and one-half hours each day for the full school term as provided in section 1501.
- ³ For SBPK, prekindergarten programs must have a student/teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom (2 adults in a classroom for every 20 students). Programs of high quality ordinarily have a student/teacher ratio of 17 students for one teacher and one teacher aide in a classroom (2 adults for every 17 students). Programs operating under contract with community providers must comply with staffing qualifications as required by [§ 49.85\(e\)](#) (relating to limitations).
- ⁴ Some programs did operate classes at smaller sizes to meet CDC recommendations. This was locally determined.
- ⁵ Public schools fall under federal Food Program: regardless of whether a student has money to pay for a school meal or owes money for school meals, each board of school directors shall establish a requirement for schools under its jurisdiction to provide a school food program meal to a student who requests one, unless the student's parent or guardian has specifically provided written directive to the school to withhold a school meal.
- ⁶ The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- ⁷ For additional information, see the [link](#).
- ⁸ Child assessments are determined locally; however, there is a [state-approved list](#) of assessments.
- ⁹ School district contracted prekindergarten programs operated by a community provider shall provide a lead teacher for each classroom who meets the following minimum qualifications: an associate degree or greater in early childhood education or child development; for programs operating before December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in [§ 49.85\(a\)](#) on or before December 16, 2011; for programs contracted after December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in [§ 49.85](#) within five years from the date students first attend the prekindergarten program.
- ¹⁰ Beginning in the 2009-2010 school year, a teacher aide in a prekindergarten program shall meet one of the following criteria: (i) Completion of at least 2 years of

postsecondary study. (ii) Possession of an associate degree or higher. (iii) Ability to meet a rigorous standard of quality and demonstration through a formal State or local academic assessment of knowledge in and ability to assist in instructing reading, writing and mathematics. A rigorous standard of quality includes a demonstration of competence in basic literacy skills, including the ability to speak and write standard English and instruction of prekindergarten students in the acquisition of the knowledge, skills and abilities described in the early learning standards issued under paragraph.

- ¹¹ Teachers with Instructional Certification are required to complete 180 hours per five years and an induction plan if the time counts against their certification clock. This is required in public school classrooms but not nonpublic schools, where instructional time does not count against the teachers' certification.
- ¹² New teachers with Instructional certification in public schools must undergo an induction program which includes mentoring. Lead teachers and assistant teachers in non-public settings may be required to have PD plans depending upon their program type (ex. Head Start or STARS child care).
- ¹³ Teacher evaluations are required twice a year for all teachers holding Instructional I certifications. Most use Danielson Framework, but other tools can be approved by PDE for use as well.
- ¹⁴ Summaries of teacher evaluations are used as part of formal state teacher evaluation system.
- ¹⁵ LEAs may request a site visit for CQI purposes.
- ¹⁶ Districts received additional funding (ARP, ESSERS) but it is unknown exactly how pre-K programs may have benefited from these funds.

PENNSYLVANIA – Pennsylvania Pre-K Counts

- ¹ Children under 3 and over age 4 are included in totals for enrollment by home language, enrollment by race/ethnicity, and enrollment by family income.
- ² Programs are considered full day when they offer at least five hours of instruction; programs are considered half day when they offer at least two and one half hours of instruction.
- ³ Children must be at least 3 years old and no older than 5 years old by the beginning of the program year. Children who are kindergarten age-eligible are not eligible for Pre-K Counts. The recommended kindergarten age cutoff is five by September 1, but this is locally determined. In addition, local boards may decide exceptions for kindergarten. Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts but rather by a non-state source.
- ⁴ Children must meet the state-specified age and income requirements. Prioritization based on additional risk factors beyond income and age is locally determined. Children must be 3 or 4 years old and family income cannot be over 300% FPL.
- ⁵ Some programs did operate classes at smaller sizes to meet CDC recommendations. This was locally determined.
- ⁶ Programs are required to track attendance locally. Programs must provide attendance information to the state if requested.
- ⁷ The PA State Board of Education passed English Development Standards in 2017. ELS are aligned to them. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- ⁸ For additional information, see [link](#).
- ⁹ Pre-K Counts providers select and use an assessment tool (aligned to the ELS) from the available tools approved by PDE to assess and monitor a child's developmental progress. Guidance requires staff responsible for implementation of the chosen assessment tool must attend training on the use of the tool. Programs may not use a locally designed assessment tool to meet this requirement.
- ¹⁰ Lead teachers in all settings were required to have a BA and ECE instructional certification.
- ¹¹ The "Other" category includes 2 years of college (at least 60 credits completed), local/state assessment, teachers with no qualifications, PA ECE Certification Instructional 1/2 and Teacher Internship Cert, Private Academic Teacher Certificate, Professional Development, and PA ECE Certification Emergency.
- ¹² Teacher aides in any classroom of eligible students supported by Program funding shall meet one of the following criteria: (1) Completion of at least 2 years of full-time postsecondary study or the equivalent; (2) Possession of an associate degree or higher; (3) Ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment or possession by the teacher aide of a Child Development Associate's (CDA) certificate.
- ¹³ All Pennsylvania Pre-K Counts teachers must maintain Act 48 credits pursuant to the requirements of keeping their Instructional Certification active. In addition, all teachers must attend the Pennsylvania Pre-K Counts Core Series of Professional Development. Within the first two years of Pennsylvania Pre-K Counts participation, the following sessions are required: 1. Assessment: Beyond the Basics of Observation and Data Utilization; 2. Linking Standards, Curriculum Framework and Assessment; 3. Strengthening Relationships with Children, Families and Colleagues; and 4. Application of the Danielson Framework for Teaching in Pre-Kindergarten Classrooms. All core series trainings can be scheduled through the PA Keys professional development registry. In addition to the Core Series training, staff responsible for the implementation of curriculum, and assessments should participate in training related to the chosen curriculum and assessment tools to assure fidelity. See [§ 405.45](#). Curriculum and [§ 405.46](#). Assessment for further clarification. Professional development for teacher aides must include at least 24 hours of continuing professional education each year. Acceptable professional development includes instruction eligible for Act 48, continuing education credits, college credits, or hours taught by Pennsylvania Department of Human Services-certified Pennsylvania Quality Assurance System instructors based on the Pennsylvania Learning Standards for Early Childhood and the Pennsylvania Core Knowledge Competencies for Early Childhood Professionals. At least 50% or 12 hours should be specific to early childhood education.
- ¹⁴ First year teachers are required to have induction plans; teachers in childcare centers are required to have PD plans as part of QRIS requirements.
- ¹⁵ Programs had access to CARES funding. Some programs did use this funding for teacher incentives during pandemic.
- ¹⁶ Programs could apply for a onetime cost per slot funded CARES allocation that could be used for pandemic related expenses from (March through November 2020).
- ¹⁷ Teacher evaluations are required, and most programs use the Danielson Framework. One tool that assesses the classroom environment must be used, but programs may choose which tool to use. Pre-K specialists use other tools to assess classroom and overall program quality.
- ¹⁸ In-person instruction was expected, but programs could submit flexible instruction plans that could be implemented as needed throughout SY 2021-2022 based on changing needs (this could relate to COVID-19 or any other issue necessitating remote learning, e.g., school closure due to weather).

RHODE ISLAND – Rhode Island State Pre-Kindergarten Program (RI Pre-K)

- ¹ All classrooms operated in person and switched to distance learning only if quarantined by the Department of Health for the duration of the quarantine.
- ² In the 2020-2021 school year RI braided funding with Head Start to create RI Pre-K seats within Head Start classrooms.
- ³ Head Start federal funding was used to fund children that qualified for Head Start, while state RI Pre-K funds were used for families over the Head Start income threshold hereby creating a mixed classroom where children received both RI Pre-K and Head Start services, regardless of parent income levels.
- ⁴ Children must reside in the district, town, or community in which the program is offered and be 4 on or before September 1st.
- ⁵ This is the 2nd year the ratio for RI Pre-K was raised to 1:10 and it was only done in 18 high square footage classrooms. The majority of the classrooms still operate at a 1:9 teacher to child ratio.
- ⁶ Meals must be USDA compliant. Meals were not offered when a classroom was closed for quarantine. Meals were provided during the three-week state quarantine between November 30, 2020 and December 18, 2020.
- ⁷ Child Outreach was offered both in-person and virtually according to parent comfort levels.
- ⁸ Child Outreach Screening may still be done remotely if requested by the family.
- ⁹ Watch Me Grow and Parents as Teachers (PAT), Common Core Standards, and Next Generation Science Standards for K.
- ¹⁰ State policy provides an approved list of child assessments aligned with the ELDS. At this time, all RI Pre-K programs use Teaching Strategies GOLD, funded by the state.
- ¹¹ RI Pre-K teachers are required to participate in comprehensive PD focused on understanding and using the Rhode Island Early Learning and Development Standards (RIELDS).

- ¹² In 2019, Comprehensive Early Childhood Education (CECE) regulations were amended to include the use of a high-quality curriculum in all of our RI Pre-K classrooms. A list of approved curricula can be accessed [here](#).
- ¹³ The state reduced the number of objectives required for checkpoints and aided teachers in collecting data virtually.
- ¹⁴ All lead teachers in public schools must have a Pre-K-2 state teaching certification. Teachers are also required to have a state certificate on the RIELDS. Beginning with the 2019-2020 school year teachers in nonpublic schools were not required to hold a Pre-K-2 certification. They could also have a Bachelor's or Master's in ECE, Early Childhood Special Education, Human Development, or Child Development from an accredited or approved Institution of Higher Education and achieve the appropriate Rhode Island Department of Education (RIDE) Early Childhood certificate within 7 years of employment. This was a change that happened in 2019-2020 and will continue in the future.
- ¹⁵ Beyond the required 20 hours per year, teachers may choose from numerous optional PD offerings based on their needs.
- ¹⁶ Virtual and remote options for PD, coaching and TA visits were still offered throughout the 2021-2022 school year.
- ¹⁷ The state contracts with a vendor who is available to provide in-program/classroom support as well as large group support. Monthly onsite visits are required, at a minimum, as is attendance at a portion of the group communities of practices.
- ¹⁸ RI Pre-K teachers in nonpublic schools are paid on par with public school teachers at step 1 to 3. Budgets are reviewed yearly to ensure annual increases are applied to those salaries. Retirement benefits and health care are available for both.
- ¹⁹ Nonpublic assistant teachers receive a higher salary than public school assistant teachers. The only difference is in retirement benefits; though most nonpublic schools do offer retirement options such as 401K.
- ²⁰ RI's state budget has a pre-K categorical line in RIDE's budget that was funded at \$14,850 million in FY21. The majority of the funds were used for seats with the remainder used for quality supports.
- ²¹ ECERS observations scheduled after March of 2020 were canceled. Virtual ECERS were done in March of 2021 using the ERS guidelines.
- ²² We have added the ERS virtual observation for new classrooms in 2021-2022. All existing classrooms will continue with in-person observations.
- ²³ Remote learning is offered if a classroom is closed due to Department of Health quarantine.
- ²⁴ Programs had the ability to apply for ESSER 2 funding to run Kindergarten jumpstart programs for all age eligible children enrolling in Kindergarten in the Fall of 2021.

SOUTH CAROLINA – South Carolina Child Early Reading Development and Education Program (CERDEP)/South Carolina Education Improvement Act Child Development Program (EIA 4K)

- ¹ South Carolina's state-funded preschool programs are jointly administered by two state agencies. The South Carolina Department of Education (SCDE) oversees delivery within public school districts (CERDEP 4K and EIA 4K) and South Carolina First Steps oversees delivery of the CERDEP 4K program in private settings (First Steps 4K). Both public and private CERDEP classrooms must be licensed by the South Carolina Department of Social Services (DSS) or be federally licensed.
- ² A total of 62 school districts in SC are eligible for CERDEP, with 19 districts not meeting the poverty level to participate. SC First Steps is allowed, under a proviso, to provide any child meeting income eligibility to be served in a pilot program offering to serve students from both current eligible and ineligible districts.
- ³ As of the 2021-2022 school year, district-level full-day 4K eligibility has changed and 69 school districts participated in the South Carolina Early Reading Development and Education Program (CERDEP). Nine districts (9) have opted out of state-funded full-day 4K, but are required to offer, at a minimum, one half-day EIA 4K class (all offer more); 1 district does not have any schools meeting the poverty threshold for CERDEP 4K, but offers EIA 4K within their district.
- ⁴ Enrollment totals include CERDEP and EIA 4K students served during the 2020-2021 school year. For First Steps 4K, 2,244 enrollment count was captured on day 45 (10/19/2020). The CERDEP/EIA enrollment count was cumulative and unduplicated.
- ⁵ This count is only for First Steps. All public school 4K students were required to be face-to-face except in cases of quarantine or school-wide virtual learning days.
- ⁶ For public school 4K, 2,799 students are considered students with disabilities (both public CERDEP and EIA 4K), however age level breakdowns are not available. For First Steps, of the 744 that answered the question on the First Steps 4K student application regarding active IEP, 35 reported an active IEP.
- ⁷ SC First Steps 4K partnered with one grantee for 2020-2021 to fund one class of CERDEP students. These students were not dual enrolled. The two other SC grantees from prior years only offered virtual learning during 2020-2021, and as such did not partner for 2020-2021.
- ⁸ Breakdowns are only available for First Steps due to changes in guidance regarding the Home Language Survey from the agency's Title III office, the SCDE cannot report the home language for 4K students for 2020-2021.
- ⁹ For First Steps, ethnicity and race are reported separately. For public school 4K, ethnicity and race data are reported together and does not distinguish by grade level; however, most students are age 4.
- ¹⁰ The SCDE now uses a [Pupils in Poverty measure](#) that captures poverty data from multiple sources (i.e., SNAP, TANF, Medicaid, foster care, migrant, homeless/runaway).
- ¹¹ EIA 4K classrooms must operate for at least four hours per day, but individual districts can choose to extend the number of hours per day. CERDEP programs operate a minimum of 6.5 hours per day, five days a week, for at least 180 instructional days. A state budget proviso introduced for the 2017-2018 school year permitted CERDEP providers to: a) extend the school day up to 8.5 hours per day, b) extend the school year to 220 days (6.5 hours daily), or c) extend the traditional school year with up to 10 weeks of summer programming at 8.5 hours daily. One district offered extended day during the 2019-2020 school year, and 6 offered a summer program. More than 81% of participating First Steps 4K private providers offered an extended day or extended, year-round model during 2019-2020.
- ¹² The public school seat time requirement was waived through the authority granted by the State Superintendent. No seat waivers were in effect for 2021-2022.
- ¹³ Three-year-olds may enroll in EIA 4K when receiving special education services. Children are eligible to enroll in CERDEP for one year only. A waiver of this requirement may be sought from the SCDE in the rare event that a child is deemed unable to advance to kindergarten for developmental or other reasons. For EIA 4K, this determination is made at the district level based upon local school board policy.
- ¹⁴ For the 2021-2022 school year only, a state proviso allows students who were eligible for CERDEP for the 2020-2021 school year but who did not participate due to COVID-19 concerns to enroll in CERDEP for the 2021-2022 school year rather than enrolling into kindergarten.
- ¹⁵ Eligibility for CERDEP is based on residence in a CERDEP-eligible district, and family income at or below 185% of FPL or eligibility for Medicaid. Districts are eligible for CERDEP funding if the district is at a 70% or greater poverty index, and 69 out of 79 school districts in SC currently meet that index. Eligibility for EIA 4K is based on qualifying for FRPL or Medicaid. Children with developmental delays documented through state approved screening assessments or children with medically documented disabilities who do not already qualify for special need services should also be considered for enrollment. If more students seek to enroll than available space permits, districts must prioritize students with the lowest family incomes. Available spots are then offered to students with low DIAL scores or students with district-determined risk factors. To be eligible for First Steps 4K, a student must be four years of age on or before Sept. 1, 2020, be eligible for free/reduced-price lunch, Medicaid, SNAP, TANF, experiencing homelessness, transiency, or in foster care, and live in one of the 62 eligible school districts OR attend one of the approved PILOT Centers.
- ¹⁶ New for 2021-2022: If an income-eligible child resides in a district that does not offer CERDEP, that student may enroll in a district offering CERDEP if spots are available.
- ¹⁷ CERDEP providers maintain classrooms with at least ten 4-year-old children, but no more than twenty 4-year-old children, with an adult to child ratio of 1:10. Waivers of the minimum class size requirement may be granted by the SCDE or SC First Steps. Private providers adhere to the 1:10 ratio during all times of the day, including rest, meals, and outdoor time.
- ¹⁸ All CERDEP students shall be offered breakfast, lunch and a snack that meets USDA requirements daily. EIA 4K classrooms must provide either breakfast or lunch that meets USDA requirements daily. Students who were remote due to quarantining were provided at least one meal per day.
- ¹⁹ The South Carolina Department of Health and Environmental Control recommends vision and hearing screenings for all preschool children. If CERDEP schools have resources for health screenings available, it is recommended that they should occur during the first 90 days of school. Children should be referred to an appropriate health-care provider or the local health department when a health problem is suspected or detected. All health-related referrals are noted in the child's health file on site and the results of all screenings are shared with parent(s)/guardian(s). First Steps 4K Providers are to arrange for basic health screenings (to include vision, hearing and dental) within 90 days of the program's start date. Children are referred to an appropriate health care provider or the local health department when a health problem is suspected or detected. All health related referrals must be noted in the child's health file on site and the results of all screenings should be shared with parent(s)/

- guardian(s).
- ²⁰ First Steps 4K families are also supported by the First Steps Local Partnership services in all 46 counties of SC and also requires all programs to provide information about nutrition.
- ²¹ For public school programs, the state uses PowerSchool to regularly pull district attendance and enrollment data; the system automatically updates with district-entered information, with districts submitting finalized funding reports at the end of each quarter. First Steps 4K student tuition is paid based on enrollment, so sites are required to enter attendance daily, in order for us to calculate enrollment.
- ²² Both the Print and ADA versions of our ELDS are accessible. [The SC First Steps Profile of the Ready Kindergartner](#) is available in both English and Spanish and relates that standards to 4K parents.
- ²³ In 2021, the SCDE launched a virtual instructional hub that contains lessons and resources aligned with the ELDS. The hub can be accessed by teachers statewide.
- ²⁴ CERDEP districts are required to select from the state-approved list of curricula. EIA 4K districts are encouraged to select from this list. Public school programs also have the option of selecting: Worlds of Wonder (McGraw Hill), InvestiGator Club (Robert-Leslie Publishing), and Big Day for PreK (Houghton-Mifflin). First Step programs are required to use Conscious Discipline for their social-emotional curriculum.
- ²⁵ CERDEP teachers must monitor progress in all domains, see the [Read to Succeed legislation](#). Instructional assessment used for progress monitoring may include the following options: PALS Pre-K; myIGDIs; TS GOLD, WSS; Creative Curriculum, Ages 3-5; HighScope COR; and Montessori assessment (only approved for Montessori classrooms). All 4K teachers must assess students using PALS, myIGDIs, or TS GOLD within the first 45 days of the school year and the final 45 days. SC First Steps 4K classrooms use TS GOLD for student assessment.
- ²⁶ In 2020-2021, items on the state kindergarten readiness assessment (KRA) were reduced. Tasks/items in the physical well-being and social foundations areas were removed due to complications with social distancing during administration. In 2021-2022, all usual KRA requirements and items are back to normal.
- ²⁷ CERDEP Providers shall employ qualified lead teachers in each First Steps 4K classroom. Teachers holding a four-year-degree or higher in Early Childhood Education are preferred. The Proviso requires that each lead teacher possess, at minimum, a two-year degree in early childhood education or a related field. All lead teachers must have completed or be enrolled and demonstrating progress toward the completion of a teacher education program within four-years. The following credentials shall be deemed acceptable for lead teachers during the school year: 1. A four-year or graduate teacher education degree with an emphasis in early childhood education. 2. A four-year or graduate teacher education degree (in a field other than early childhood) with at least six documented credit hours in early childhood education and/or child development. 3. A four-year college degree (in any field) with at least six documented credit hours in early childhood education and/or child development and evidence of the teacher's current enrollment in a four-year or graduate teacher education program with an emphasis on early childhood education. 4. A two-year Associate of Public Service (APS) Degree in Early Care and Education (or its out of state equivalent) and evidence of the teacher's current enrollment in a four-year teacher education program with an emphasis on early childhood education. 5. A two-year degree in a field other than early childhood education, plus a Child Development Associate's (CDA), 27 credit hour Early Childhood Development Certificate, or Montessori diploma and evidence of the teacher's current enrollment in a four-year teacher education program with an emphasis on early childhood education. 6. A fourth-year student in a teacher education degree with an emphasis in early childhood education in a final year of academic preparation or is co-enrolled in student teaching or an internship with the childcare provider.
- ²⁸ For First Steps, data are reported at a point of time (Day #45, October 20, 2020) and for public schools, numbers are reporting cumulatively and come from the state's financial database of teachers.
- ²⁹ Assistant teachers in both public schools and private centers are required to enroll in the ECD 101 TEACH college class within one year of being in the position. Each instructional assistant employed by a First Steps 4K program must, at minimum, have a high school diploma or its equivalent and two years of documented experience working with children under five years of age.
- ³⁰ All First Steps 4K Assistant Teachers engage in four days of pre-service professional development, SC First Steps Teacher Academy. Candidates possessing at least a two-year degree with experience and pre-service training in early childhood education are preferred.
- ³¹ CERDEP only: By law, personnel must participate in professional development on topics related to teaching children living in poverty, and strategies and techniques to address the age-appropriate progress of emergent literacy (oral communication, knowledge of print and letters, phonemic and phonological awareness, vocabulary and comprehension development). In addition, CERDEP legislation requires that CERDEP teachers and instructional assistants meet the South Carolina Child Care Licensing Regulation training requirements. Teachers and instructional assistants participating in CERDEP are required to attend at least fifteen hours of approved professional development annually to include South Carolina Center for Child Care Career Development (CCCCD) approved training in the following areas: at least five hours in curriculum, five hours in CD, and five hours in health and safety, guidance, or other related topics. All lead teachers and teaching assistants must complete PD with the Occupational Safety and Health Administration (OSHA) annually.
- ³² DSS offered a waiver for the 2020 calendar year for training hours- 8 hours for teachers and assistants and 10 hours for directors for First Steps only. DSS returned the requirements for training hours back to normal beginning with January 1, 2021. No waivers are in place for the 2021 calendar year- 15 training hours are required for teachers and assistants, 20 training hours are required for directors.
- ³³ While schools and districts offer the same classroom support for 4K teachers as they do for K-12 teachers, state-level coaching is focused on literacy. In addition to the various PD opportunities at the district and state levels, there are 22 literacy specialists, 6 early childhood specialists, and nearly 700 reading coaches across the state that provide job-embedded, on-going professional learning for teachers and administrators, including at the preschool level. First Steps 4K teachers are supported through our Building Learner Outcomes through Opportunities and Models (BLOOM). BLOOM provides active and sustained learning as a collaborative tool between teachers and their 4K Coaches.
- ³⁴ First Steps 4K Coaches serve a maximum of 20 centers, so coaching and mentoring visits are bi-weekly for all classrooms. Frequency may be higher for new teachers and those requesting a mentor visit. Personal goals, action plans and reflections provide accountable practices for quality instruction and student achievement. For public schools, coaching and mentoring are focused on the school level, thus amount varies from district to district. 4K teachers receive the same level of coaching and mentoring as K-12 teachers.
- ³⁵ First Steps 4K Coaches used LearnERS, CQI Coaching Framework, to support teachers and assistants. Coaches worked collaboratively with both teachers and assistants to identify areas of improvement, set goals, and work together to accomplish them. State-level coaches provided virtual support to districts with COVID-19 visitor policies in place. In public schools, coaching included content on meeting children's social-emotional needs.
- ³⁶ For nonpublic schools, lead and assistant teacher salaries are determined by each private provider. First Steps guidelines require paid time for professional responsibilities. First Steps 4K teachers and assistants receive a stipend for PD participation with all costs being covered.
- ³⁷ CERDEP districts receive a per pupil allocation based on student membership days (\$4600/student), and also receive \$10,000 in one-time start up funds for new CERDEP classrooms. Districts must submit itemized budgets for the new CERDEP classroom allocation. Non-CERDEP districts receive a per pupil allocation using prior year data (the number of kindergarten students the previous school year identified as students in poverty).The governor allocated \$2 million of his GEERS allocation to CERDEP expansion (extended day, extended year, and/or summer programming).
- ³⁸ Public CERDEP and EIA 4K is offered only in public schools. Federally licensed military centers serving students in eligible districts may be approved as CERDEP First Steps 4K providers.
- ³⁹ Districts are required to conduct classroom observations for all teachers in grades 4K-12 as part of the state's teacher evaluation process. The state-level OELL also conducts classroom visits, and each classroom receives a visit either annually or every other year. In 2020-21, OELL staff visited every CERDEP classroom statewide.
- ⁴⁰ First Steps 4K uses Teaching Strategies Coaching to Fidelity, Preschool Edition, and LearnERS, based on the ECERS-3. Public school districts use the 4.0 rubric for classroom observations of teachers in grade 4K-12. The OELL uses the ELLCO for state level classroom visits. There are several districts in South Carolina that are participating in the initial Pyramid Model cohort. The pre-K classrooms in these school districts are also using the TPOT instrument.
- ⁴¹ First Steps 4K maintained a minimum of twice monthly classroom visits conducted virtually by Coaches. There were no changes in public schools.
- ⁴² First Steps 4K Coaches are still conducting at least two observations monthly - one is virtual, and the other is an outdoor visit with protocols in place.
- ⁴³ School-level observations for the state's teacher evaluation system are completed using the research-based 4.0 rubric.
- ⁴⁴ Data are used at the state level for annual reports and publications on the growth and progress in First Steps 4K classrooms.
- ⁴⁵ Annual site visits to all classrooms by the SCDE are not required, but OELL attempts to visit as many public classrooms as possible based on district and teacher need. All First Steps 4K CERDEP classrooms receive virtual visits, at a minimum, twice per month by their 4K Coach.

- ⁴⁶ First Steps 4K conducted one virtual site visit and one in person outdoor visit per month at a minimum. In public schools, virtual site visits were conducted if a specific school/classroom were under quarantine regulations.
- ⁴⁷ First Steps 4K was awarded GEERS funding to ensure longer school days and a longer school year for our students. Using the governor's GEERS allocation, CERDEP summer/extended year programming was expanded to serve additional students. Eligibility criteria were the same as the usual criteria for determining CERDEP participation.

TENNESSEE – Tennessee Voluntary Pre-K (VPK)

- ¹ Tennessee Voluntary Pre-K (VPK) was at 81% capacity last year. There are some instances where a 5-year-old child (with an IEP) will be allowed to enroll, but this is very rare and not tracked in the state data system.
- ² All but 2 districts had a combination of approaches to serving children enrolled in VPK.
- ³ There was an increase from Fall (14,913) to Spring (15,601).
- ⁴ TN VPK programs operate on LEA school year calendar of 180 days.
- ⁵ First priority enrollment for VPK goes to 4-year-old children who meet the income eligibility requirement. Those children must be 4 by August 15. After all efforts have been exhausted to enroll 4-year-olds, districts can enroll 3-year-olds who are 3 on or before August 15. The state has priorities and guidelines for enrolling children who don't meet income eligibility requirements.
- ⁶ Guidance is set by CDC and schools are recommended to follow safe distancing guidelines.
- ⁷ Children who are also enrolled in Head Start receive dental screenings.
- ⁸ Tennessee VPK is voluntary; therefore, attendance data is not collected.
- ⁹ In 2017-18, the state-developed Pre-K Student Growth Portfolio was implemented. It is required for all teachers to complete and it must be aligned with the ELDS and developmental domains. According to Tennessee's Pre-K Quality Act, teachers and districts must choose an assessment from a state-approved list to demonstrate student achievement. Student achievement scores count as 15% of a teacher's evaluation; 50% of the evaluation is based on classroom observation and the remaining 35% is based on student growth. The Pre-K Student Growth Portfolio measures English language arts and math only, but districts can choose to select other assessments to assess additional domains.
- ¹⁰ Guidance and PD opportunities were provided for districts to support implementation of the TN Early Learning and Development Standards (TNELDS) and Tennessee Foundational Literacy Skills.
- ¹¹ The state revised the approved curricula from 37 to 3 in 2017-2018: Big Day for Pre-K, Creative Curriculum, and Connect 4 Learning. The current adoption is in place until 2023. All districts were provided money to purchase a new curriculum as well as sponsored trainings and ongoing assistance with their new curriculum. A school may request a waiver to use a different curriculum. An example of this would be Montessori.
- ¹² Beginning the 2021-2022 school year, K-2 is required to use Aimswebb Plus.
- ¹³ It is required for all VPK teachers to have a bachelor's degree with an endorsement in early childhood.
- ¹⁴ Tennessee requires that pre-K teachers in state funded classes are certified to teach pre-K. Any exceptions to this would require a one-year waiver from the TN Department of Education (TDOE).
- ¹⁵ State law passed in 2005-2006 requires that at least 1 educational assistant per classroom hold a CDA or AA or be actively working toward such credentials. If no person with these credentials is available, state law allows a person with a high school degree and relevant experience working with pre-K children or other early childhood program to be employed. Assistants must demonstrate active progress toward completion of a CDA to be rehired. Assistant teachers are required to receive a minimum of 30 hours of state approved PD on ECERS, ELLCO, Personal Safety, ELDS, Child Care Rules and Regulations, and Social Emotional Learning Foundations. At least 6 hours of the training must be in developmentally appropriate literacy practices. Training may occur prior to, or during employment.
- ¹⁶ In 2018-2019, the requirements increased from 24 to 30 clock hours per year for directors, teachers, and assistants. Six of the 30 hours must be developmentally appropriate literacy practices/sounds.
- ¹⁷ According to the VPK Scope of Services, VPK grantees must ensure all staff (teachers, teacher assistants, and direct supervisor of the early childhood education program) have a professional development plan identifying specific trainings and job-embedded professional learning opportunities to meet teachers needs for improving classroom practices, specifically interactions. The Continuous Quality Improvement Plan (CQIP) is specific to the individual and focused on the environment, relationships, and interactions within the classroom. Districts have to use either the CLASS observation or the TN TEAM observation to collect baseline data, set goals within CQIP, and post data. The initial CQIP must be written in the first semester of school and submitted to the department. In May, a second CQIP must be submitted that discusses the interventions, coaching, and trainings that staff received specific to their professional development plan.
- ¹⁸ For the pre-K coaching pilot, each teacher participates in 1-2 cycles every 6-8 weeks. Within each cycle, they have at least 3 touch points where they coach and/or observe the teachers.
- ¹⁹ According to the VPK Scope of Services, "Salaries for personnel in community-based agencies shall be reasonably comparable to those currently in effect in the LEA where the respective VPK program is located. Reasonably comparable is defined as a range of compensation that would ordinarily be paid for like services within the school system. Final salaries within the range may be commensurate with qualifications and experience." Also, salaries are not prorated for differences in length of day or year because differences do not exist for teachers across the VPK program.
- ²⁰ The funding benchmark is \$117,490 per class. The amount provided by the state varies depending on the Basic Education Plan (BEP) funding formula used in all grades. The district is required to provide a local match for any portion not provided by the state. The local match amount is determined by the BEP funding formula, which is based on 45 different components. Districts may use local funds, federal funds, or in-kind services to meet their required match.
- ²¹ In accordance with Tennessee Code Annotated, districts are awarded the grant opportunity and it is at their leisure (with parameters in law) to contract with private agencies.
- ²² The law requires (outside of a school) that only child care centers under the jurisdiction of the TN Department of Human Services that have received 3 stars on the QRIS may house a VPK classroom. Institutions of higher learning may serve children under a subcontract with a school district.
- ²³ Annually, a minimum of 20% of VPK classrooms are randomly selected to receive a CLASS observation conducted by a TDOE reliable observer. Additionally, all teachers new to VPK are required to have an ECERS-3 observation conducted on their classrooms.
- ²⁴ Visits were conducted virtually in FY 21, but CLASS observations were conducted both in-person and virtually.
- ²⁵ In 2019, the state invested in CLASS train-the-trainer for 7 individuals. In 2021, an additional 3 CLASS trainers were added to the division. To date, this team has provided CLASS pre-K observation training to reliability to for over 500 individuals with a 99% success rate and Intro to CLASS training to over 2,000 teachers and leaders in TN. In 2019, TDOE made an additional investment to get all VPK Directors trained to reliability on ECERS-3. TDOE staff that received anchor status continue to work with district leaders on reliability.
- ²⁶ The state does not require site visits by the LEA but does require the LEA to ensure all classrooms are following the law, VPK Scope of Services, and the Standards for School-administered Child Care. It is a local decision on how they monitor those processes. All classrooms receive a minimum of two visits per year by their early childhood quality and support specialist.

TEXAS – Texas Public School Prekindergarten

- ¹ A district must offer full day pre-K classes if the district identifies 15 or more eligible children who are at least 4 years of age by September 1 of the current school year. A school district may offer half-day pre-K classes if the district identifies 15 or more eligible children who are at least 3 years of age.
- ² Data were not available for 125 children.
- ³ Full day pre-K (eligible 4-year-olds) requires 75,600 annual operational minutes (includes intermissions, meals, recess, and rest time). Half-day pre-K (eligible 3-year-olds)

- requires 32,400 instructional minutes (includes intermissions, meals, and recess, but excludes rest time).
- ⁴ Remote learning was made available and included synchronous and asynchronous options.
 - ⁵ As a result of Covid-19, new legislation allows for a parent to have a child repeat preschool even if he/she has moved beyond age eligibility.
 - ⁶ Being educationally disadvantaged (eligible to participate in the national free or reduced-price lunch program); (3) Homelessness; (4) Child of an active duty member of the armed forces of the United States; (5) Child of a member of the armed forces of the United States who was injured or killed while serving on active duty; (6) In, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing or had been in foster care in another state, but now residing in Texas or (7) Child of a person eligible for the Star of Texas Award.
 - ⁷ All PK4 classes (and mixed PK3/PK4 classes) must attempt to maintain an average ratio of not less than one certified teacher or teacher's aide for every 11 students. For PK3 classrooms, there is no rule regarding class size or staff-to-child ratio, though school districts are encouraged to follow the requirements for kindergarten. If a school district contracts with a private entity to operate the district's pre-K program, the program must comply with child care licensing standards.
 - ⁸ If at least 10% of students in the district are eligible, the district must provide breakfast and lunch for full day students. Half-day programs can provide one or two meals for their students.
 - ⁹ PK4 programs are required to use an assessment tool from a list of assessments approved by the Commissioner of Education, all of which are aligned with the ELDS and pre-K guidelines. PK3 programs are not required to conduct child assessments.
 - ¹⁰ Programs are required to assess 4-year-olds but may choose whether to also assess 3-year-olds. There is a Commissioner's list of approved assessment tools from which LEAs must choose for 4-year-olds PK. The most commonly used is CIRCLE Progress Monitoring from the Children's Learning Institute. If a PK3 program uses an approved assessment tool, they are expected to submit those data. For more information, see [here](#) and [here](#).
 - ¹¹ For the 2020-2021 school year, LEAs were given the option to get a waiver to allow them to use a beginning-of-year literacy assessment that isn't on the Commissioner's list. That waiver option is not available for the 2021-2022 school year.
 - ¹² Each teacher for a PK4 program class must: (1) be certified under Subchapter B, Chapter 21; and (2) have one of the following additional qualifications: (A) a CDA or another ECE credential approved by the agency; (B) certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education; (C) at least 8 years of experience teaching in a nationally accredited child care program; (D) be employed as a pre-K teacher in a school district that has received approval from the Commissioner for the district's pre-K-specific instructional training plan that the teacher uses in the teacher's pre-K classroom; or (E) an equivalent qualification. Generally, the required certification is an EC-6. However, if the teacher is teaching in a preschool bilingual, ESL, or special education classroom, he or she would need a bilingual, ESL, or special education certification as well. A lead teacher in a PK3 program must have a BA and the appropriate certification, but not the additional qualifications.
 - ¹³ Paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a HSD and experience working with students or parents. Educational Aide II requires at least a HSD and one of the following requirements: 2 creditable years of experience; a minimum of 15 college credit hours with emphasis on child development or related subject areas; demonstrated proficiency in a specialized skill area, as determined by the school district; or experience working with students or parents. Educational Aide III requires at least a HSD and one of the following: 3 creditable years of experience; 30 college credit hours with some emphasis on child growth and development or related subject areas; or experience working with students or parents.
 - ¹⁴ All programs are expected to meet the high-quality pre-K program requirements, including that pre-K teachers receive 30 hours of professional development specific to early childhood education, including 15 hours of mentoring or instructional coaching, each year.
 - ¹⁵ The development of teacher professional development plans is embedded within the state's teacher evaluation system.
 - ¹⁶ All state-funded pre-K teachers of eligible 4-year-olds are subject to additional state teacher qualifications. One of the options for these additional qualifications includes ongoing ECE-specific training (15 hours of which must be coaching/mentoring). This does not apply to teachers in PK3 classrooms.
 - ¹⁷ The foundation school program (made up of general fund revenue, lottery proceeds, sales tax, recapture receipts, etc.) provides half-day funding for eligible students.
 - ¹⁸ Based on average daily attendance for eligible students.
 - ¹⁹ State developed tool, [T-TESS](#), or a similar locally-approved instrument.
 - ²⁰ No site visits were conducted, but districts were required to submit data directly into the Texas Education Agency's data system.
 - ²¹ As of 9/1/21, districts could offer remote learning (state-funded) for up to 10% of students. For further information, see [here](#).

UTAH – Utah Expanded Student Access to High Quality School Readiness Programs (ESA)

- ¹ The Utah Department of Workforce Services (DWS) has responsibility to administer and oversee the school readiness grants and staff the School Readiness Board (SRB), which governs the grant program. The SRB was established in 2014 for the Becoming Quality grants. After the 2019 legislative session the SRB also began overseeing the Expanded Student Access (ESA) program.
- ² For the 2020-21 school year, the ESA grant supported 5 private providers and 13 LEA preschool programs (4 LEAs were rural and 9 were urban). Of the 9 locations provided by private providers, 1 was rural.
- ³ 185 students qualified as English Learners. 703 students were deemed economically disadvantaged and an English Learner.
- ⁴ If children qualified as economically disadvantaged (free/reduced lunch), but had not experienced a risk factor, they would not show up as eligible students. The definition of eligible Student may be found [here](#) (section 6).
- ⁵ Some programs changed their schedules, but these decisions were locally determined.
- ⁶ Children may be 3, 4, or 5, but cannot be eligible for kindergarten. If a family has chosen to delay enrollment into kindergarten, they cannot access preschool funds. Three-year-olds may be enrolled on a rolling basis as soon as they reach their 3rd birthday.
- ⁷ In addition to age, children must meet income eligibility (qualify for Free or Reduced Lunch) and have experienced at least one risk factor, or be an English learner. Children cannot qualify on income level alone. See sections 2, 6, and 15 of [State Code](#).
- ⁸ Programs are permitted to charge tuition to children who are not eligible to receive state funding. Three grantees (1 LEA, 2 private providers) have sliding scales.
- ⁹ Eligibility is reassessed annually at enrollment. If a student participated in a program as a 3-year-old, they would need to complete another eligibility form for their 4-year-old year.
- ¹⁰ Some programs made the decision to change their class sizes, but there was no waiver in code or change in the state administration of the grants.
- ¹¹ It is recommended that programs do not have children go longer than 3 hours without a meal (following ECERS-3 protocols). LEA programs typically provide a snack. Private providers typically provide a meal if they are full day programs.
- ¹² This requirement is not included in the code for the School Readiness Grants. Most of the LEA programs are SPED or started as SPED programs, and screenings are required as part of the referral process. Therefore, most are administering vision and hearing screenings. Private providers are not required to do screenings, but some do. They are required, through Child Care Licensing, to have families complete a health assessment.
- ¹³ The state's quarterly report asks for the percentage of students that are chronically absent. The monthly invoices ask for the number of eligible students served that month. The state does not have a good system for tracking attendance for individual children on a daily basis, but collects data on a monthly (invoicing) and quarterly (quarterly reports) basis.
- ¹⁴ In 2019, the Utah State Board of Education (USBE) voted to include preschool in their content area standard revisions. Moving forward, ELA, Social Studies, Science, etc. will not be revised for K-12 only, but for P-12. Eventually, pre-K standards will be included in the content area documents rather than a stand-alone document. ELA and Social Studies are currently in the revision process.
- ¹⁵ Four-year-old students participating in High Quality ESA programs (regardless of funding) are required to participate in the Preschool Entry and Exit Profile (PEEP), also known as the School Readiness Assessment. Programs are also required to choose a pre, mid, and post assessment to give to all students participating in their program. Requirements for assessment can be seen in the [Elements of Quality Code](#), sections (1)(c) and (1)(d).

- ¹⁶ USBE has a curriculum review every Fall, and standard alignment is included as part of the review process. Currently, USBE is working to increase the number of preschool curricula that are reviewed by USBE staff, teachers, administrators, and stakeholders and included the database. In addition to Big Day for Pre-k English/Spanish, the state has so far reviewed: World of Wonders, Ready to Advance Early Learning, FOSS Next Generation, Delta Science, and Voyager Passport. Strategy and Activity documents were also created to help teachers implement the new standards. Although PEEP is aligned to the standards, there is not currently a requirement that assessments are aligned to the standards. This may change in the 2022 legislative session.
- ¹⁷ For programs participating in the ESA Grant, the minimum requirement for lead teachers is to have a CDA, or an associate's or bachelor's degree in a related field. Degrees in the areas of Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, and Special Education would meet this requirement. Lead teachers in private providers are required to have the credential by their second year, and lead teachers in LEAs are expected to have the credential upon hire. For more information, view [Code](#) sections (1)(h) and (1)(i).
- ¹⁸ The state made no official changes to the requirement in code, but has not implemented any official corrections to programs on this section of code due to the hiring crisis.
- ¹⁹ The ESA program does not currently have an education requirement for Assistant Teachers. Each program determines the qualification and training requirements for their assistant teachers.
- ²⁰ At this time, there is not a required amount of time for professional development hours listed in the School Readiness Grant code. However, teachers who are licensed Preschool Special Education Teachers must complete 20 hours of professional development hours annually. In addition, since the change to CCDF funds (2020 special session), all programs (public and nonpublic) are required to conduct annual health and safety training as a requirement for CCDF funds. This is a requirement of using CCDF funding, not the state preschool program code.
- ²¹ The grant does not require that teachers have an annual written individualized professional development plan. Some programs may do annual PD plans, but that is a local decision. The grant does include ongoing, focused, and intensive professional development for staff of the school readiness program as one of the elements of quality (see [State Code](#) section (1)(b)).
- ²² The Elements of Quality that guide the ESA program include the requirement for provider monitoring, ongoing professional learning, and coaching. Because of the lack of specificity, the details of how it is implemented are determined locally. For more information see the [Elements of Quality Code](#), section (1)(a)(ii)(C).
- ²³ The state policy guiding the ESA program does not include compensation parity for lead or assistant teachers. These decisions are made at the program level.
- ²⁴ Nearly all programs participating in the ESA grant program are using blended funds for their preschool programs. These include SPED preschool, Title 1, and private pay/tuition, but total amounts are unknown. Across programs, the overall expenses billed to the ESA grant program for FY21 was \$7.34 million.
- ²⁵ The majority of LEA preschool programs that participate in the ESA program started as SPED only programs and are using IDEA funds. Programs also utilize Title 1 funds. We have one program in ESA that is a Head Start program. CARES funding was distributed to LEAs. It was locally determined if these funds could support preschool. The state does not gather data on the amount of funding from other sources.
- ²⁶ Individual cost-per-child determined by program's historical costs.
- ²⁷ The State has not yet received requests to subcontract with the program, which would need to be approved by the SRB.
- ²⁸ The SRB approved the use of the ECERS-3 tool with the following cut scores: For LEAs, a minimum overall score of 3; for private providers, a minimum overall score of 3.67 with a score of 4 on the Language and Literacy and the Interaction subscales. A sub-committee was formed to research the current (ECERS-3) and alternative observation tools (CLASS). The committee was also tasked with identifying the frequency and count of observations for preschool programs. Programs submit a list of classrooms and grant administrators randomly select a portion of classrooms to receive observations. The number of classrooms per program is dependent on the total enrollment of the program for LEAs, and the number of classrooms for private providers. These visits are unannounced. A 1-year "look back period" is in place to avoid a large workload during application periods. If the program has been observed within the last year, that observation is considered current and can be used in the application. ECERS visits can count as the site visit, but monitoring visits also occur that include conversations with the program directors. Observations were planned for Spring 2020, but due to the COVID-19 pandemic the observations were not conducted. USBE plans to resume observations and monitoring visits for the 21-22 school year.
- ²⁹ For the 2020-21 school year, elements of the ECERS-3 and CLASS tools were used to determine quality and qualify for grant funding. No full observations were completed. During the 2021-22 school year, USBE plans to observe roughly 30 classrooms simultaneously with ECERS-3 and CLASS tools and review the data with student outcome data. However, ECERS-3 will only be considered when determining quality and funding for the 22-23 school year.
- ³⁰ USBE created an alternative process to determine quality for the 21-22 application. Programs were asked to provide a program portfolio, classroom recordings, and program directors participated in an interview.
- ³¹ Renewal may be done through the developer or by renewing with a state anchor (ECERS).
- ³² ECERS-3 observations are primarily used to qualify applicants to apply for grant funding (they are required to meet a minimum threshold). It also helps maintain existing programs at quality. In the Becoming High Quality grant (separate from the state funded preschool program) the observations are used to identify program goals and monitor progress towards those goals. The Office of Child Care at DWS also has a Child Care Quality Rating System (CCQS). Some private providers participating in ESA also participate in CCQS. ECERS-3 observations for ESA grantees are shared with the CCQS to reduce the number of observations a program receives.
- ³³ Individual classrooms were closed when there was an outbreak of COVID.
- ³⁴ Some preschool programs provided both remote learning and in-person preschool to meet the needs of individual families. All programs were able to stay open for the duration of the 2020-21 school year, with the exception of 14-day closures due to COVID outbreaks.
- ³⁵ This decision was made locally by the program. All programs are running in person, but there may be some remote instruction still happening for a few students to meet individual family needs.
- ³⁶ No additional funding was given to the state preschool program directly. However, some CARES funding that was distributed to LEAs may have been used for preschool supports. This decision was made locally by the LEA.

VERMONT – Vermont Universal Prekindergarten Education (Act 166)

- ¹ Pre-K programs are independent of school districts and students can attend any pre-K program.
- ² Districts are required to offer 10 hours of pre-K per week over 35 weeks for each child enrolled in their district. Some children attend school-based pre-K programs and some children attend private pre-K programs that have been approved by the state. This is required for all 3-, 4-, and 5-year-olds not yet enrolled in kindergarten (Act 166). Aside from age, there are no additional eligibility criteria for Vermont's Universal Pre-K program (UPK).
- ³ There are children in blended programs and children who attend both UPK and Head Start programs separately. However, funds are not technically blended. They are layered with both federal money and UPK dollars. UPK funds are used for dually enrolled children to provide program improvements in pre-K instruction. Childcare block grant funds are used if children need more care or to expand the program for a child in some other way.
- ⁴ This breakdown does not equal the total enrollment reported because 5-year-olds are not included.
- ⁵ Some schools and programs do provide services beyond the required 10 hours a week.
- ⁶ Kindergarten-age eligible children may enroll in public or private pre-K programs at the local program's discretion or family choice. Placement of kindergarten-age eligible children with documented disabilities is determined by the IEP team and school district. Some placements may be in pre-K.
- ⁷ As part of Child Find, programs screen children on their developmental growth. Vision and hearing screenings are required under child care regulations as well. Screening information is collected the Vermont Department of Health. Child Find must be conducted annually by all school districts. There is an online screening registry that is shared between state and local agencies.
- ⁸ Vermont has "Help me Grow," which supports families in connecting to various community resources.
- ⁹ The Vermont Early Learning Standards (VELS) are birth to grade three and are aligned with the Common Core State Standards, the pre-K assessment (Teaching Strategies Gold), and the Kindergarten Readiness Assessment. A revision of the VELS is planned by SY2022-2023 or sooner.

- ¹⁰ Vermont has adopted TS GOLD as its child progress monitoring measure. TS GOLD is aligned with VELs. The VAE is providing technical assistance and training to school districts and private pre-K programs on VELs, TS GOLD, CLASS, ASQ-3, ASQ-SE, curriculum, etc.
- ¹¹ Act 166 requires all public and private pre-K programs to align curriculum with the VELs. Curricula is selected on a local basis. However, in compliance with ESSA, all curricula need to be evidence-based. Detailed guidance, materials developed by the state, and direct training or technical assistance by state and regional staff are made available to local providers. Additionally, programs can access funding to support professional development. UPK Accountability Continuous Improvement System (ACIS) measures the standards to which the UPK programs are teaching and conducting assessments.
- ¹² Many UPK programs are using other measures listed to inform their practice, though these measures are not explicitly required, except TS Gold. The Ready for Kindergarten! Survey is a required Kindergarten assessment and was administered in Fall of 2020-2021. Although pre-K programs do not directly administer the survey, the data are utilized to assess children's school readiness at entry to kindergarten and to inform pre-K programming. Programs are also encouraged to use the ASQ-3 and ASQ-SE screening tools, for more information, see [here](#). Other assessments as are locally determined especially for disability determination and IEP planning.
- ¹³ All licensed teachers in public settings are required to have a BA and required to have Vermont Early Educator license. In nonpublic settings, at least one teacher who holds a BA/MA and a valid Vermont educator license with an endorsement in either Early Childhood Educator or Early Childhood Special Education, must be on site and physically present to oversee and ensure that curriculum is aligned with the VELs and pre-K instruction is provided by the classroom teacher during designated pre-K hours. The licensed teacher must be present for the ten hours of pre-K education paid for by tuition from districts.
- ¹⁴ Vermont requires 13 weeks of student teaching under a licensed ECE or ECSE educator. All programs must agree to serve preschoolers with disabilities, and all programs serving preschoolers with disabilities have access to an Early Childhood Special Education Educator, who is licensed through AOE. Most of these educators have a master degree for education background.
- ¹⁵ Vermont has teacher associates and teacher assistants, both of whom are required to have a high school diploma or GED and preservice training in early childhood development or education. They need 15 hours of in service training annually.
- ¹⁶ Additional PD hours may be required by specific schools on a locally determined basis.
- ¹⁷ Northern Lights Professional Development provides Vermont's early childhood PD. They work out of Community College of Vermont. This program also trains many child care providers throughout the state in their initial CDA. Vermont's PD system and teachers who are identified as specifically in need of coaching support are required to utilize it. There are multiple PD offerings that include coaching to support and increase implementation of evidence-based practices in the early childhood setting. Additionally, teachers working under Provisional Licenses must be mentored and supervised during the two-year period of the Provisional License by a professionally licensed Vermont educator.
- ¹⁸ This is a local program determination, but there is a basic requirement for 13 weeks of student teaching prior to educator licensure (mentored with a licensed educator). Vermont's Early Multiple Tier Systems of Support (MTSS) established under RTT and PDG funds built statewide infrastructure to support a cadre of coaches at the state, regional, and local levels. These coaches are available to all UPK programs.
- ¹⁹ Childcare licensing conducts the classroom observations using the ECERS or the CLASS observation system. STARS verifies the use of these systems as part of the STARS rating. The UPK ACIS monitoring team also conducts on site observations to targeted programs.
- ²⁰ ECERS and CLASS are incorporated into annual PD training opportunities targeted toward both public and private programs. As part of our Step Ahead Recognition System (STARS), the results of these classroom observations are considered for program improvement and increased STARS level.
- ²¹ The 2019-2020 school year marks the first year of pre-K monitoring site visits through the implementation of Vermont's new pre-K monitoring system.

VIRGINIA – Virginia Preschool Initiative (VPI)

- ¹ As of July 1, 2021, the Virginia Department of Education has established the Division of Early Childhood Care and Education, under which are 6 offices: Early Childhood Access and Enrollment, Child Care Health and Safety, Early Childhood Learning, Head Start Collaboration, Early Childhood Operation, and Early Childhood Quality and Workforce. As one of the VDOE's three divisions, Early Childhood has a significant role in the strategic planning for the Department. The Division of Early Childhood Care and Education oversees the administration of VPI, Early Childhood Special Education (IDEA funded), the PDG B-5 Renewal Grant, the Head Start Collaboration Office, and Child Care Quality for the Child Care Development Block Grant. The Division also began overseeing the remainder of child care (subsidy and licensing) as of July 1, 2021. The Division of School Readiness has grown significantly in the last year, growing from a team of 10 to a team of 140.
- ² 129 of 135 school divisions are eligible for state VPI funds. Of those 129 eligible divisions, 125 provide VPI services.
- ³ VPI funds are available to school divisions where there are at-risk 4-year-olds not served by Head Start. School divisions can choose whether to take the funds.
- ⁴ Enrollment reported in "Total Enrollment, Fall 2020" and Program enrollment by age, Fall 2020" was taken on January 8, 2021. Due to negative impact of COVID-19 on recruitment and enrollment efforts, late enrollment of students was permitted up until this date. However, student-level data for students enrolled during the late enrollment period was not captured through the state secure system and does not include any demographics. On October 1, 2020 there were 752 3-year-olds and 16,680 4-year-olds enrolled in the program. For the purposes of this report, when possible, questions related to student-level data will only reflect the October 1, 2020 point-in-time Student Record Collection data. Additionally, the VPI Pilot for 3-year-olds was in its first year in 2020-2021. Student data was not verified through the statewide data collection system during this first year and student demographic information for 3-year-olds is not available.
- ⁵ In-person, remote/virtual, and hybrid models fluctuated throughout the 2020-2021 school year based on local health and safety protocols related to the pandemic.
- ⁶ VPI eligibility permits SWD to be from families at or above 350% of federal poverty. VPI programs may use local, at-risk criteria for up to 15% of their VPI slots and may also apply for a waiver to use more than 15% of their slots using local criteria. Student-level data for students enrolled during the late enrollment period was not captured through the state secure system and does not include any demographics. For more information, see footnote #4.
- ⁷ A minimum of three hours per day is required for part-day programs. School-day programs are required to operate for a minimum of 5.5 hours per day.
- ⁸ Full-day VPI programs were required to provide to plan for an equivalent of 5.5 hours daily instructional time for students or a total of 27.5 hours averaged in a week. Programs were permitted to use virtual, hybrid, and in-person delivery models. Half-day programs used the same models for 3 hours of planned daily instruction or an average of 15 hours each week. A state monitoring process was implemented for all VPI programs related to instructional time and other key program requirements.
- ⁹ Because of changes made by the Virginia General Assembly, a pilot program for serving 3-year-olds (3 by September 30) was implemented during the 2020-2021 school year. This pilot program was only open to programs who applied and were approved by the state to serve 3-year-olds.
- ¹⁰ A state waiver for VPI was issued permitting 5 year-olds eligible for kindergarten to attend VPI if the family and VPI program leaders agreed to the placement.
- ¹¹ Eligibility for VPI is based on: (1) family income at or below 200% of FPL, (2) homelessness, (3) student's parents or guardians are school dropouts, or (4) family income is less than 350% of FPL in the case of students with special needs or disabilities. A total of 15% of slots can be filled using locally determined criteria. Children must meet at least one risk factor, including income, to be eligible. If a VPI program determines that more than 15% of slots need to be filled using local eligibility due negative impact of COVID-19 (ex. job loss, illness, death, etc.) or other at-risk factors, the program may apply for a waiver to increase the use of local criteria above 15%.
- ¹² General Assembly action increased the maximum class size to 20 with an adult/child ratio of 1:10 starting in the 2020-2021 school year. Any VPI programs not meeting VPI Guideline requirements must maintain a class size of no more than 18 students with an adult/child ratio of 1:9.
- ¹³ All programs are encouraged to provide access to healthy meals and snacks to all students.
- ¹⁴ Vision and hearing screenings are required through state legislation. Immunizations and physical exam are included in the program guidelines. State law permits religious exemptions from immunizations. In 2020-2021 requirements remained the same whether the students attended VPI in-person or remotely.
- ¹⁵ The state does not specifically require but encourages the programs to refer for services as needed. School divisions partnering with Head Start programs must follow federal Head Start requirements. Support services for Head Start include parenting support or training, health services for children, and nutrition information.
- ¹⁶ Three times per year: October, March, and last day of school.
- ¹⁷ The Virginia Board of Education approved the new [Early Learning and Development Standards: Birth-Five Learning Guidelines](#) in April 2021. These standards are being implemented in 2021-2022 and replace the Department of Social Services' Milestones of Child Development and the Virginia Department of Education's Foundation Blocks for Early Learning documents.
- ¹⁸ Standards are aligned to both the Foundation Blocks for Learning (previous VDOE 4-year-old standards) and the Virginia Milestone (previously VDSS birth to five

standards).

- ¹⁹ The State mandates the use of the Phonological Awareness Literacy Screening tool (PALS PreK). Divisions are also encouraged to use assessments found in evidenced-based curricula. Beginning in the 2021-2022 school year Virginia Kindergarten Readiness Program (VKRP) assessments will be available and required for use by all VPI programs. The VKRP is aligned with the new Early Learning and Development Standards assess preschoolers' school readiness skills in mathematics, self-regulation, social skills, and literacy. Preschool VKRP includes PALS-PreK for the literacy portion of the assessment.
- ²⁰ In 2021-2022 support will include an Early Learning and Development Standards (ELDS) Implementation Toolkit. Resources will include foundational documents such as standards crosswalks, introductory and implementation guidance (view the pre-recorded video), domain specific (i.e., ELDS focus areas) instructional tools and other related supports.
- ²¹ VDOE uses a rubric similar to the NCQTL (National Center for Quality Teaching and Learning) curriculum evaluation tool to vet curriculum options. This rubric examines twelve components for a high-quality curriculum. Curricula approved for use but not listed include: KinderCare, STREAMin3, Blueprint, LaPetite Academy, Early Innovators Childtime, Empowered Child Learn Every Day, Three Cheers for Pre-K.
- ²² PALS PreK was still required but with increased flexibility and with changes for virtual administration when needed. The assessment window expanded, and sections of the assessment that could only be administered in-person were not required.
- ²³ Provisions for administering both PALS and VKRP remotely are in place when necessary for 2021-2022.
- ²⁴ Lead teachers in public schools VPI programs are required to have a VA license with a pre-K endorsement. A teacher with an Early Childhood Special Education endorsement and an Early Childhood Add-On Endorsement is permitted to teach VPI. Nonpublic employers determine required credentials and specializations. In Virginia, all teachers have at least a CDA and 96% of teachers have a BA or higher. School divisions determine training and specialization requirements for assistant teachers. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program curriculum and instructional practices.
- ²⁵ Teachers and instructional assistants must attend at least 15 clock hours per year of professional development (PD) that supports their knowledge, skills, and practice to facilitate effective teacher-child interactions and instruction that promotes children's learning and development towards kindergarten readiness. Documentation of teachers and instructional assistants annual participation in PD must be kept on file and available for monitoring purposes. To increase understanding of the use and quality of PD across VPI Classrooms, VDOE and CASTL/UVA developed a PD Rubric and Questionnaire to assess and improve PD across all VPI programs. Also, in response to CLASS, curriculum, PD data findings, and feedback from teachers and leaders, CASTL/UVA provided a variety of supports to VPI division leaders that included group trainings, individualized and group consultation sessions, and resources for PD planning. State guidance requires all 15 clock hours in specific topics related to early childhood education. This includes health and safety.
- ²⁶ The protocol for classroom observations was revised to involve a potential way to provide teacher feedback in virtual-only classrooms. In 2020-2021, CASTL/UVA expanded their supports on social emotional learning in response to COVID-19 and via GEER funding. Additionally, the protocol for classroom observations was revised to involve a potential way to provide teacher feedback in virtual-only classrooms.
- ²⁷ Requirements for in-person CLASS observations (both local and external) were reduced, and tools for providing feedback on virtual instruction were developed. Additional online resources for addressing specific social-emotional concerns were developed.
- ²⁸ Through the Advancing Effective Interactions & Instruction (AEII) initiative, UVA-CASTL provides PD and consultation to division and school leaders to ensure that all VPI teachers receive effective individualized PD to support quality teacher-child interactions and research-based curriculum implementation in their programs.
- ²⁹ All classrooms receive CLASS observations from a local observer. During the COVID-19 pandemic, in 2020-21, the expectation was that all classrooms receive at least one local observation done in-person or by a revised virtual observation using CLASS indicators. Results from observations are provided to educators. All VPI program coordinators have been trained to provide action planning and feedback after observations.
- ³⁰ Localities are required to provide a local match for every VPI slot funded by the state. The amount is determined based on the local composite index (75% cash and 25% in-kind), which is capped at half the per-pupil amount and varies across the state. VPI programs can also be supported through the various local funds. The state does not collect this data.
- ³¹ All classrooms are required to have two CLASS observation each year from a certified, local observer. VPI program coordinators have been trained to provide action planning and feedback based to educators after observations are conducted. Due to COVID-19, at least one CLASS observation was expected in-person when local health/safety protocol permitted. An alternate virtual CLASS observation was developed and implemented for observations of virtual classroom instruction. External observations of selected classrooms are used to provide a statewide baseline and, in the future, may be used to measure the accuracy of local observers.
- ³² Local Observations: Due to COVID-19, at least one CLASS observation was expected in-person (instead of the 2 required) when local health/safety protocol permitted. An alternate virtual CLASS observation was developed and implemented for observations of virtual classroom instruction. External Observations: UVA/CASTL partners implemented new remote live and video-recorded CLASS observations methods. Despite many pandemic challenges, they completed external CLASS observations in over 400 classrooms. VDOE's guidance for conducting observations of virtual PreK instruction can be found [here](#).
- ³³ Due to COVID-19 and use of remote, hybrid, and in-person instructional models, a revised desk review monitoring program was created and put in place for FY21. During 2020-21, all VPI programs participated in desk-review monitoring to ensure VPI instruction was being implemented in alignment with the VPI Guidelines with modifications based on COVID-19 impact. The regular VPI monitoring process takes place over a two-year period for all VPI programs and occurs once every four years. Year 1 is a self-study & desk review with improvement plan created and Year 2 is an onsite visit. This process has already begun for the 2021-22 school year.
- ³⁴ All school divisions are required to be offering a physical and in-person option for all grade levels, including PK. Some divisions are offering virtual instruction for families who elect to participate in it, but the State did not have information on the frequency of this at the time of publication. The VDOE has strongly encouraged virtual VPI models to utilize half-day slots (3 hours a day) based on developmentally appropriate practices.
- ³⁵ GEERS funding was used to support the following: EC mental health consultation model pilot, expanded VKRP for PreK, PALS PreK enhancements, support for new Early Learning Development Standards, support for local, certified CLASS observers, & development of EC resource hub for PD. Funding that had been reduced (state funds) in 2020-2021 was restored for 2021-2022, reflecting a dramatic increase in state dollars (as well as 20% increase for per student funding). These were not technically new funds but were funds that were made unavailable last year.

WASHINGTON – Early Childhood Education and Assistance Program (ECEAP)

- ¹ The Department of Children, Youth, and Families (DCYF) is the lead agency for state-funded services that support children and families to build resilience and health, and to improve educational outcomes. It oversees ECEAP, Working Connections Child Care, and Home Visiting. Also included are several services such as Child Protective Services and Family Assessment Response, licensed foster care, adoption support, and juvenile rehabilitation.
- ² Of the remaining two counties, one is served by Head Start and the other is sparsely populated.
- ³ Slots are awarded through open competitive RFPs. The criteria include prioritizing new slots in communities that are currently underserved by ECEAP and Head Start.
- ⁴ After initially holding back over 600 slots due to potential COVID-19 related budget shortfalls, ECEAP was able to distribute these expansion slots to contactors.
- ⁵ Virtual enrollment total includes classes that were exclusively virtual or hybrid. These numbers changed monthly throughout the year.
- ⁶ There was an increase of in-person preschool services as COVID-19 cases decreased, communities and health departments updated their guidance, and K-12 switched to in-person classes.
- ⁷ ECEAP does not allow dual enrollment. Some children may have been enrolled in Migrant/Seasonal Head Start and ECEAP at different times throughout the year.
- ⁸ Children's home languages were: English 66%, Spanish 24.2%, Amharic 1.3%, Somali 1.3%, Arabic 1.2%, Vietnamese .6%, Russian .5%, Chinese .5%, Punjabi .4%, Other 4%.
- ⁹ 31.9% of ECEAP children are at or below 50% FPL, 50.8% are at or below 80% FPL and 75.7% are at or below 110% FPL.
- ¹⁰ Washington has three operating schedule options: (1) part-day model at 3 hours per day minimum and 360 hours per year; (2) school-day model at 5.5 or more hours per day and 1,000 hours per year; and (3) working day model at 10 or more hours per day and 2,370 hours per year. School-day programs must be four or five days per week and extended-day programs must be five days per week. A typical part-day program operates three hours per day, three or four days per week for the school year. Many children in wrap around child care at the same site are not counted in the school day category because ECEAP program standards are not in operation during those

- hours.
- 11 Although the operating schedule requirements did not change, some classes/sites needed to temporarily close for various unplanned reasons such as COVID exposures or outbreaks. In some cases, fewer days of instruction were offered because class days could not be made up. During on-site closures, remote services were provided to parents whenever possible. DCYF needed to approve changes to schedules.
 - 12 Children are eligible for ECEAP if they are at least 3 years old, but not yet 5 years old, by August 31st of the school year, and meet one of the following criteria: (1) returning to ECEAP from the previous school year; (2) qualified by their school district for special education services. All children with a school district IEP meet this requirement; (3) receiving Child Protective Services, ICW or Family Assessment Response Services; (4) from a family with income at or below 110% FPL; (5) from a family with income that exceeds 110% FPL and is impacted by specific developmental or environmental risk factors determined by DCYF to be linked by research to school performance. In 2020-21, if space is available: (1) a child is allowed to be enrolled in ECEAP if the child is at least three years old, is not age-eligible for kindergarten, and is: (a) From a family with income above 110% FPL but less than or equal to 130% FPL, or (b) From a family with income above 130% FPL but less than or equal to 200% FPL if the child is impacted by at least one other specific risk factor identified by DCYF and the State Legislature. (2) children allowed to enroll who turn 3 years old after August 31st of the school year must have received services from or participated in early support for infants and toddlers (PART C, IDEA), Early ECEAP or Early Head Start.
 - 13 Children between the ages of 8 and 18 years must attend school or comply with the homeschool laws.
 - 14 A priority point system based on a combination of income and other risk factors is used to determine eligibility and priority for enrollment in the limited slots. Additional risk factors include: expulsion due to behavior, in kinship care, adopted after kinship/foster care, loss of a parent due to death/abandonment/detention center, health or mental illness, migrant status, single parent, military parent currently deployed or in the last 12 months, or parent incarcerated.
 - 15 In some areas of the state where COVID numbers were high, the Department of Health recommended smaller class sizes. This was not a state requirement.
 - 16 For in-person classes lasting between three and five hours, one meal and one snack must be provided. For classes lasting more than five and up to nine hours, one meal and two snacks or two meals and one snack must be provided. For class session lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided. Contractors must follow COVID-19 guidance from local health departments and USDA, CACFP or NSBLP food programs used. For remote services, there was not a requirement to provide meals, but many sites continued to provide lunch services or connect families to other food related resources. This was determined locally.
 - 17 Screenings could be modified for remote learning depending on the individual needs of the sites/contractors. DCYF had to approve any modifications.
 - 18 According to ECEAP performance standards, an ECEAP contractor must track the average daily attendance, analyzing causes and patterns of absenteeism, and develop a plan to improve attendance if that average falls below 85 percent.
 - 19 The ELDS were completed in 2012 and Head Start Early Learning Outcomes Framework was completed in 2015, so there is not complete alignment. Other standards aligned with ELDS are the ECEAP Performance Standards.
 - 20 Other support includes online training modules and coaching.
 - 21 Contractors must use an approved, comprehensive, research-based curriculum (Creative Curriculum or HighScope). The state purchases full sets of either curriculum for each classroom. If an ECEAP contractor wishes to use an alternative research-based curriculum they must complete the Alternative Curriculum Approval Form. Contractors who use an approved alternative curriculum must provide staff training for implementation. The contractor must ensure staff supporting teachers implementing Creative Curriculum attend a Coaching to Fidelity training provided by UW Cultivate Learning staff. The contractor must ensure ECEAP lead teachers participate in the state's instructor lead virtual or online curriculum training.
 - 22 Teaching Strategies GOLD child assessment checkpoints were completed in the summer, fall and spring, but winter checkpoints were waived.
 - 23 In response to COVID-19 and subsequent remote learning for many school districts throughout the State, the deadline for WaKIDS 2021-22 was extended to November 12th, 2021.
 - 24 All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: an associate's or higher degree in ECE or equivalent; or a valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.
 - 25 The Other category includes teachers with some college (16.5%) and who had not verified education yet (12%).
 - 26 All persons serving in the role of ECEAP assistant teacher must meet one of the following qualifications: Initial or higher Washington State Early Childhood Education Certificate or equivalents (12 credits); or a current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.
 - 27 Lead teachers and family support specialists must complete a minimum of 20 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring. Assistant teachers must complete a minimum of 15 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring.
 - 28 Additional training on health/safety is determined locally. Remote instruction and social-emotional needs support was developed online for teachers and other ECEAP roles directly through Basecamps and webinars. All professional development training was done virtually due to COVID-19.
 - 29 All professional development training was done virtually due to COVID-19.
 - 30 According to ECEAP Performance Standards, staff are required to have annual continuous education and learning plans that focus on each staff's professional development goals. This is new in 2020-21.
 - 31 Each ECEAP contractor must provide, or have access to, a practice-based coach trained on the Early Achievers Coach Framework, to: (1) Support Early Achievers rating readiness and ongoing continuous quality improvement; (2) Assist the contractor in identifying goals and making quality improvement plans to achieve goals; (3) Assist the contractor in completing remedial activities within the identified timeline, when applicable.
 - 32 The frequency of coaching/mentoring varies by ECEAP contractor and site needs. It is not specified in statewide requirements.
 - 33 ECEAP continued to use funds awarded in 2018-19 from Partnership for Pre-K Improvement funded by the Bill and Melinda Gates Foundation and coordinated by Start Early (formerly the Ounce of Prevention). This grant ended in June 2021. In addition, \$7,955,000 was used to support a summer program but is not included in the total spending for the preschool year.
 - 34 State funding for ECEAP includes: General Fund State: \$89,410,000; Opportunities Pathways: \$40,000,000; Early Learning Trust Account (State Lottery Fund): \$12,125,000.
 - 35 Structured observations of classroom quality using ERS/ECERS and CLASS sunsetted in June 2020 with a plan to move to ERS-3. Due to COVID-19, data collection was paused in 2020-21 and during that time the QRIS system went through intensive revisions. In 2021-22, the new virtual system removes the requirement by on-site observers in the classroom and includes the addition of multiple rounds of video highlights submitted by each teaching team that reflect their interactions with children during planned classroom activities. OSPI requires all school districts to adopt an approved instructional framework as part of their Teacher and Principal Evaluation and Growth Program. Danielson's Framework and Marzano are included as options. There are trainings and supports offered to districts on both of these approaches. 60% of ECEAP slots are located in a school district setting.
 - 36 ECEAP continued to require child care licenses for all ECEAP sites with the exception of sites operated by a government entity (school districts, county and city governments) and sites with classes operating less than 4 hours a day that are exempt from the requirement licensed sites are monitored annually for compliance with child care licensing requirements. ECEAP contractors are scheduled to be monitored by DCYF ECEAP staff every 4 years. Visits were conducted virtually in 2020-21. When visiting a contractor 60% of sites are visited. ECEAP sites are visited based on risk assessment, which may indicate more frequent or less frequent visits because a representative sample of contractor sites are visited.
 - 37 Site visits were virtual through the 2021-22 school year. The number of site visits has been reduced, but there is an increase in monitoring and monthly check-ins.
 - 38 Some locations needed to close for various unplanned reasons such as COVID-19 exposures or outbreaks. If these days could not be made up and fewer days of instruction were offered, DCYF needed to approve this change. During on-site closures, remote services were provided to parents whenever possible.
 - 39 During the year, classrooms moved between in-person and remote services in order to follow local guidelines and/or because of COVID exposure and cases.
 - 40 All sites planned to be physically open on the first day of school, but because of rising COVID-19 cases and exposure, some sites had to move to remote learning at the last minute.
 - 41 A private donor provided funding for summer programming with outgoing preschoolers prioritized for enrollment. Thirty-one ECEAP contractors across the state provided

these services. Family support only or full in-person comprehensive services options were available for 1,806 children.

- ⁴² ECEAP eligibility requirements remained the same. Children who were transitioning from ECEAP to kindergarten were prioritized, but other children were allowed in summer programming if space was available. Most children enrolled in summer programming were previously enrolled in ECEAP during the school year.

WASHINGTON – Transitional Kindergarten (TK)

- ¹ Transitional Kindergarten is an option program that districts may choose to offer.
- ² Districts have up to 3 years to report/revise enrollment. All enrollment numbers were generated as of February 2022.
- ³ Districts must provide at least 1,000 annual instructional hours, prorated from the start date of the program, with 27 weekly hours and 45 minutes of instruction. Districts may start TK programs at any point between the beginning of the school year and January 31st. TK programs must conclude by the end of the standard school year. Just as with regular kindergarten, districts must offer a full-day TK program. Families may choose to enroll their child for less than full-time. Districts shall accommodate part-time students within their full-day program, claiming the appropriate FTE based on the child's enrollment.
- ⁴ There is currently no minimum age for TK, but four years by August 31st is recommended. Students are eligible for kindergarten when they are five years of age by August 31st. Younger children may be permitted to enter kindergarten if the district and family determine they will be successful. TK programs are intended for children not yet five by August 31st who have been screened and demonstrate the need of additional preparation in order to be successful in kindergarten the following year.
- ⁵ Districts must provide for a screening process or instrument that measures the ability or the need, or both, of an individual student.
- ⁶ There is not a maximum class size requirement at any grade level. The state does not have any age level or classroom level ratio requirements in law. However, TK students and teachers will be included to calculate a district's K-3 Compliance calculation. This calculation allows districts that demonstrate a required class size to maximize their K-3 funding.
- ⁷ School districts shall implement a school lunch program in each public school in the district in which educational services are provided to children in any of the grades kindergarten through four and in which twenty-five percent or more of the enrolled students qualify for a free or reduced-price lunch. Each school district shall implement a school breakfast program in each school where more than forty percent of students eligible to participate in the school lunch program qualify for free or reduced-price meal.
- ⁸ The ELDS were completed in 2012 and Head Start Early Learning Outcomes Framework was completed in 2015, so there is not complete alignment. Other standards aligned with ELDS are the ECEAP Performance Standards.
- ⁹ Transitional Kindergarten uses Teaching Strategies GOLD for its child assessment system.
- ¹⁰ State laws outline basic education goals and minimal instructional requirements for school districts. They require districts to have policies and procedures in place that guide their selection and adoption of instructional materials for use in classrooms.
- ¹¹ Beginning with the 2018-19 school year: Salaries for full-time certificated instructional staff must not be less than forty thousand dollars, to be adjusted for regional differences in the cost of hiring staff and to be adjusted annually for inflation. Salaries for full-time certificated instructional staff with at least five years of experience must exceed by at least ten percent the value specified above. A district may not pay full-time certificated instructional staff a salary that exceeds \$90,000, subject to adjustment for regional differences in the cost of hiring staff. This maximum salary is adjusted annually for inflation. For additional information see [here](#).
- ¹² Total spending was estimated based on the assumption that all children were enrolled full-time. Total spending cannot be broken into state, local, and federal shares.
- ¹³ During each school year all classroom teachers and certificated support personnel shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties.

WEST VIRGINIA – West Virginia Universal Pre-K

- ¹ The West Virginia Department of Education (WVDE) is responsible for supporting the West Virginia Board of Education (WVBE) in oversight of the WV Universal Pre-K; however, the WVDE Office of Early & Elementary Learning works collaboratively with the West Virginia Department of Health and Human Resources (WVDHHR) and the West Virginia Head Start State Collaboration Office to implement WVBE Policy 2525 (state pre-K policy) based on WV Code 18-5-44.
- ² Counties had the flexibility to offer in-person, hybrid, or distance family engagement models based on community rates of COVID-19 transmission, the state color-coded map, and parent input. State guidance was provided regarding distance family engagement.
- ³ In West Virginia's collaborative model, all children are considered enrolled in public schools, regardless of classroom location. All programs must meet state pre-K policy requirements in all locations.
- ⁴ Each pre-K classroom, including special needs classrooms, must provide at least 1,500 minutes of instruction per week and 48,000 minutes of instruction annually. The number of hours per day is determined locally with a minimum of 25 hours per week. Programs must operate no fewer than four days per week to meet annual and weekly operational requirements. No programs are part-day; however, children may attend part-day, only when determined by IEP teams.
- ⁵ During the Fall of the 2020-2021 school year, counties offered distance learning, blended, or in-person instruction based on the School Re-entry Metrics and Protocols Saturday Education Map developed by the West Virginia Department of Health and Human Resources (DHHR) and vetted by the COVID-19 Data Review Panel. The color-coded map indicated which counties were permitted to open the school year with in-person instruction and the level of extracurricular activities permitted for the following week per order of the Governor. School safety protocols were added in conjunction with the DHHR. On January 11, 2021, Governor Justice issued an executive order establishing all West Virginia public and private elementary and middle schools may resume in-person instruction beginning January 19, 2021. On February 23, 2021, after work with state leaders, the WVBE adopted a motion regarding in-person instruction. This motion requires pre-K through 8 students to attend in-person instruction five full days per week regardless of the county's color on the DHHR County Alert System Map beginning March 3rd.
- ⁶ Legislative changes of 2017 amended West Virginia code regarding pre-K and kindergarten age eligibility. These changes adjust the early childhood education program age attainment date requirement from age four prior to September 1 to age four prior to July 1 for pre-K enrollment, with the July 1 date becoming enforceable with the 2018-2019 school year. For kindergarten eligibility, the changes adjusted the age attainment date from age 5 prior to September 1 to age 5 prior to July 1 for, with the July date becoming enforceable with the 2019-2020 school year. Three-year-olds who are eligible for special education services are eligible for WV Universal Pre-K, as determined by the IEP.
- ⁷ Compulsory school attendance begins with the school year in which the sixth birthday is reached prior to July 1 of such year or upon enrolling in a full-time publicly funded kindergarten program.
- ⁸ The maximum class size is 20, given that there is 35 square feet of usable space available per child. Staff-child ratio is 1:10; however, there must be two adults when children are present regardless of class size. Class size may be reduced by the number of children with IEPs based on state policy for students with disabilities.
- ⁹ For children enrolled within a public school building site, breakfast and lunch must be provided. In community sites, programs may include lunch and snack, rather than breakfast if the classroom's regular operation schedule occurs when breakfast is not required.
- ¹⁰ Students who participated in Distance Family Engagement (Remote) were required to submit all enrollment requirements, including record of HealthCheck screening with all required elements.
- ¹¹ Health services for children are based on needs, as determined by specialized health care plans coordinated with school nurses, when necessary. Virtual family engagement activities were included, as necessary due to COVID-19 concerns and social distancing measures.
- ¹² Attendance is collected daily. Annual certification of attendance is published using aggregated attendance data that includes comparison of membership data and reported absences.
- ¹³ The Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten were replaced with WVBE Policy 2520.15: West Virginia Pre-K Standards (Ages 3-5) Effective July 2019. The WV Pre-K Standards Resource Booklet for Universal Pre-K was provided as a support document for the revised Standards. It includes standards and alignments. Content related to cultural awareness and supports for children's home language are in the Guiding Principles of the WV Pre-K Standards (Ages 3-5) and include foundations and descriptions.
- ¹⁴ The West Virginia Early Learning Reporting System: Pre-K (WV ELRS: Pre-K), inclusive of the Early Learning Scale, must be utilized with all children enrolled in WV Pre-K

programs, as per WVBE Policies 2520.15 and 2525.

- ¹⁵ The West Virginia Pre-K Early Learning Standards Framework (WV ELSF) Professional Development System is a statewide PD system designed for all early childhood educators, administrators and families as part of WV Universal Pre-K. The system provides content which is research-based and aligned with the WV Early Learning Standards Framework and the WV Pre-K Child Assessment System. This system is available in the following domains: Language and Literacy, Math and Science, Arts and Physical Development, Approaches to Learning and Social and Emotional Development.
- ¹⁶ Creative Curriculum is required. However, county Pre-K Programs may complete an adoption process beyond the state-approved list based on WVBE Policies 2510 Assuring Quality of Education: Regulations for Education Programs and 2445.40 Instructional Resources. These policies require that the resource meet the non-negotiable requirements established by the WVBE and cover no less than 80% of the required content and skills for a subject as approved by the WVBE. Since the adoption is for pre-K, Policy 2525 must also be adhered to regarding joint decisions concerning adoption and implementation of a WV Pre-K Approved Curricular Framework, the county collaborative core team must be included in this process, along with other requirements required by each county's instructional resources policy. The established criteria for pre-K, which can be accessed [here](#), must be completed by the established team. Currently two counties have adopted High Scope though this process and 53 counties use Creative Curriculum.
- ¹⁷ West Virginia offers PALS to all counties who wish to use it for pre-K in addition to the ELS. The state pays the costs of PALS training and materials. West Virginia requires assessment reports for physical health and development and the arts based on the WV Universal Pre-K Standards (Ages 3-5).
- ¹⁸ Pre-K Transition records are completed in the Early Learning Reporting System at the end of the pre-K year to assist pre-K and kindergarten teachers as they support children moving into kindergarten.
- ¹⁹ Teachers employed by nonpublic schools must hold a minimum of a BA and either certification or a Community Program Permanent Authorization. A small percentage of teachers hired before 2013 (when policy changed to require all new teachers hold a BA) have an AA; the remainder of teachers have a BA.
- ²⁰ All assistant teachers must have a CDA or equivalent, determined by the WVBE. The Early Childhood Classroom Assistant Teacher Authorization is a license required for all pre-K and kindergarten assistant teachers who complete a CDA or state equivalent.
- ²¹ WVBE Policy 2525 requires all county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, to participate in at least 15 hours of staff development annually, based on the needs determined in the county continuous quality improvement process. An orientation for new staff in a WV Pre-K classroom will be provided within the first 30 days of employment that includes a review of: West Virginia Board of Education (WVBE) Policies 2525 and 2520.15; classroom operational requirements; policies and procedures for confidentiality and information disclosure; behavior management; reporting child abuse and neglect and emergencies; policies and procedures for basic sanitation and infection control; policies and procedures for safety, including prevention of injury both indoors and outdoors; fire safety, including the use of fire extinguishers; and training in abuse recognition and prevention. Existing staff members shall be knowledgeable of the above policies and procedures.
- ²² Some professional development was provided through virtual platforms.
- ²³ The WV Educator Evaluation System was developed using The Framework for Teaching (Danielson Group). All public school principals must complete the ongoing annual process with teachers in accordance with WVBE Policy 5310: Performance Evaluation of School Personnel. Assistant Teachers must have a PD plan that is linked to predetermined needs, reflect program goals and policies, and include a systemic evaluation process. All classroom staff employed by collaborating child care centers must have a PD plan that includes staff evaluation in the process in accordance with state child care licensing regulations. PD and evaluation formats are designed by the Child Care Directors. Head Start Performance Standards require grantees to maintain a system of training and PD for all collaborative staff employed by Head Start. Tools are determined by each partnering Head Start Grantee.
- ²⁴ In classrooms that collaborate with Head Start, a research-based, coordinated coaching strategies for education staff are required by Performance Standards. Coaching is addressed in collaborative contracts between Head Start programs and county boards of education. Seventy percent of classrooms are collaborative with Head Start.
- ²⁵ Changes were determined by county teams.
- ²⁶ All teachers (lead and assistant) employed as Public School employees are required by state code to receive the same salary and fringe benefits as K-12 teachers. Nonpublic school employees in collaborative programs receive salaries and fringe benefits according to program with which they are employed.
- ²⁷ County Boards of Education receive state aid funding. The LEA must provide sufficient assistance/funding to a collaborative community partner to enable the partner to offer services that meet this policy at no cost to parents and at no deficit to the program. In calculating costs and resources, the county collaborative team considers a number of issues and costs, such as personnel, facilities, materials and equipment, curriculum, needed improvements, and professional development. A budget and cost allocation worksheet must be completed for each collaborative pre-K classroom as part of the collaborative contract to illustrate specific costs and allocations of contracts.
- ²⁸ All collaborative partners with county Boards of Education must hold a current child care center license in order to participate in WV Pre-K. Faith-based centers must exclude religious content during designated public pre-K hours.
- ²⁹ State policy requires each county to develop and maintain a continuous quality improvement process that incorporates annual classroom observations utilizing a research-based instrument such as ECERS or CLASS and aggregated child assessment data in programmatic decision-making. Some use their curriculum implementation checklists (High/Scope PQA or the Creative Curriculum Fidelity Tool Administrator Checklist) and alternate years with CLASS or ECERS. Classroom observation tools are locally determined. The West Virginia Universal Pre-K Health and Safety Checklist must be completed in all pre-K classrooms annually within 45 calendar days of the first day of school.
- ³⁰ For the 2020-2021 school year, counties could temporarily suspend classroom observations to limit the number of adults in classroom to limit potential exposure. All classroom observation requirements remain in place for 2021-2022.
- ³¹ Each district is required to maintain a continuous quality improvement process that includes an annual plan which utilizes data from classroom observation results and aggregated child assessment data for program planning and professional learning. Each district must participate in a triennial Pre-K Program Review that is conducted by the state Pre-K Steering Team. The continuous quality improvement process and program records are reviewed during these program reviews. Follow-up is conducted prior to three years, as necessary. Districts can also request state technical assistance to support implementation of WV Universal Pre-K, classroom observations, and professional learning based on the identified needs determined through the CQI process. For the 2020-2021 school year, counties could temporarily suspend classroom observations to limit the number of adults in classroom to limit potential exposure. All classroom observation requirements remain in place for 2021-2022.
- ³² Each district is required to conduct a formal classroom observation annually, in addition to site visits at the beginning of the school year for completion of the WV Universal Pre-K Health and Safety Checklist. Results from classroom observations must be included in their continuous quality improvement process, along with aggregated child assessment data. This information is utilized to determine individualized supports for teacher, as well as programmatic professional learning opportunities.
- ³³ Summer camp was offered in some counties, but not all.

WISCONSIN – Wisconsin Four-Year-Old Kindergarten (4K)

- ¹ Total includes 2 6-year-olds; Children that receive only IEP services (not attend 4K) are not counted in this total. The numbers above reflect children with IEPs that are enrolled in the 4K program. There are additional children who have IEPs but do not attend 4K.
- ² Since the Spring of 2020 (beginning of COVID-19) the department has allowed supplement funds to be used in accordance with the Federal Head Start Quality Improvement elements. This expansion of use of funds continues. Grantees are allowed to determine the use of their funds based upon the Federal guidelines.
- ³ In 2020-2021, the Head Start State supplement provided funding for 472 children. Currently, data does not separate these into Head Start or Early Head Start categories. Additionally, the state does not breakdown funding use for Head Start or Early Head Start.
- ⁴ In 2020-2021 a total of 425 EL and 11 unknown were reported in the data, yet these numbers should be viewed with caution because, federally, children that are under age 5 cannot be formally identified as an ELL. Our state continues to work on educating 4K programs about the appropriate way to use the ELL category. The data system does have a category for ELL-English Language Learner, however it does not capture data related to home languages.
- ⁵ The Wisconsin state data collection used the category of "Unknown" and does not use "Other Race" or "Race is Unspecified/Not Reported". For this survey, the total number of children reported in the Wisconsin data system of "Unknown" is reflected in the "Race is Unspecified/Not Reported" category (72 children). Age groups not specified. Discrepancies in totals likely reporting errors.
- ⁶ This level of data is not collected; however, with our state PDG award, a system to obtain this data is being developed (i.e., unduplicated counts).

- ⁷ The state funds a total of 437 hours per year. Districts determine how many days per week the program operates. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, four to five days per week, but an increasing number of rural districts may offer school-day programs two or three days per week. State policies support partnerships with child care and Head Start to extend the number of hours per day or weeks per year. The 4K Community Approach models allow district to contract with child care, Head Start, and private schools. Additionally, most operating schedules are school year, but some districts extend the program through Head Start partnerships or local calendars.
- ⁸ The state funds 4K programming at either .5 FTE or .6 FTE membership. .5 membership allows districts to provided either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of family outreach. .6 membership requires that districts provide 437 hours of instruction and 87.5 hours of family outreach (a total of 524.5 hours).
- ⁹ Individual districts were allowed to submit an application to waive instructional hours for their district educational programs. The waiver is a district decision, and it covers 4K-grade 12. 167 school districts submitted waivers, however data as to what this meant for each grade is not available.
- ¹⁰ The state law is that children are eligible for 4K if they are four years of age on or before September 1 of the school year and 5K if they are 5 on or before September 1 of the school year. The law does allow districts to have their own early entrance policies. If policies for early entrance are in place, they vary from district to district.
- ¹¹ No wait lists are permitted.
- ¹² 4K programs partnering with child care or Head Start follow those program requirements/regulations.
- ¹³ Head Start programs must follow Head Start requirements. If a school-based program operates more than 2.5 hours per day, it must provide a meal or snack through the school nutrition program.
- ¹⁴ Children are required (with exceptions) to have immunizations to enroll in 4K programming. Medical examinations are strongly encouraged but not required. A reading readiness assessment is a state requirement for children 4K-second grade.
- ¹⁵ If there are screening results of concern, it is recommended that follow-up information and possible referrals be made, but it is not required. Families have a choice in deciding if they would like to pursue next steps.
- ¹⁶ Requirements depend on how the services are defined. Family engagement is required when districts obtain additional funds for outreach (87.5 hours). Referrals for special education are required as needed. State law requires referral to social services in cases of abuse or neglect. When districts partner with Head Start, they must provide services per federal Head Start standards.
- ¹⁷ Attendance data reporting is designated by the district's policies. Each district may have a slightly different policy, which may differ further based on whether the class takes place in the school building or a virtual classroom. Attendance data is submitted on an ongoing basis through the WISEdata Attendance Collection and is certified for the prior year as part of the December snapshot.
- ¹⁸ The state does not have stand-alone K-3 or college and career ready early grades standards. Infant and toddler standards are included in Wisconsin Model Early Learning Standards. Other standards include, Literacy and Language Arts standards, mathematical standards. The ELDSs are inclusive and aligned to the state academic standards for English Language Arts and Mathematics.
- ¹⁹ The state only requires a reading readiness assessment (4K-2nd grade) and not child assessments in other areas. The reading readiness assessment tools are chosen by districts. They are not required to align with the Wisconsin Model Early Learning Standards, however they do need to include assessment of phonemic and letter sound knowledge, both of which are part of the early literacy standards within the Wisconsin Model Early Learning Standards.
- ²⁰ The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training in-person training, a 20-hour virtual training, and a variety of resources. Trainers complete an approved trainer's process with a mentor before becoming an approved trainer. Approved trainers and trainer candidates are supported through regional community of practice meetings (twice/year) and statewide community of practice meetings (twice/year).
- ²¹ Information related to curriculum decision making is provided through (and in) the WI Model Early Learning Standards through trainings, conferences, web-based resources and additional technical assistance platforms (i.e., networking meetings, state-wide connection calls, etc.).
- ²² The state requires a reading readiness assessment for 4K-2nd grade. The assessment tool must include phonemic awareness and letter sound knowledge; however, no specific tool is required. Screening instruments are a local decision.
- ²³ All 4K teachers need to have a valid WI Teaching License or a license with stipulations that is connected to an approved pathway for permanent license through the DPI.
- ²⁴ While the 4K programs are all under the administrative authority of the school district, the district can contract with child care, Head Start, and/or private schools for 4K. The teachers in these community programs need to follow the public school requirements for personnel (DPI Teacher License). Licensure can be the result of completing an approved teacher training program or successful completion of an approved pathway to licensure from the DPI.
- ²⁵ Four-year-old kindergarten can be taught by an educator who holds an Early Childhood license or an Elementary Education license that includes prekindergarten or kindergarten in the grade levels of the license.
- ²⁶ DPI does not collect this specific data. It collects teachers employed by school districts, however, does not specify the number of teachers employed for 4K.
- ²⁷ The WI DPI only licenses special education paraprofessionals, which requires the high school diploma or its equivalent; however, there are requirements under federal law that may impact the assistant teacher's need to have a higher degree/schooling to be considered a highly qualified paraprofessional. That will be dictated by the distribution of federal money in the building in which the paraprofessional works. DPI no longer requires specific hours of professional development for licensure maintenance. There are different levels/categories of teacher licensing which focus more on successful semesters of teaching rather than number of professional development hours. For more information, see [here](#). In child care community approach settings, all providers who worked more than 20 hours per week, were required to receive 18.75 hours. There are no requirements for continuing education for health and safety only. In Head Start settings, providers follow the Head Start Performance Standards.
- ²⁸ Additional training was a local decision. There were no required additional trainings at the state level. Local districts and community approach partners may have required additional training due to local health department guidance and/or specific program requirements (Head Start or Child Care).
- ²⁹ For 2020-2021, school districts had the option of submitting an application for approval to waive PD plans for the school year of 2020-2021. Some districts submitted waivers, and some did not.
- ³⁰ For public schools, coaching and mentoring may be built into the state teacher effectiveness process, for those who choose to access the resources. For non-public schools, state policy requires that programs provide support as identified by the authorizing agency. For example, some programs are required to have embedded supports based on their Head Start Performance Standards or based upon the state child care QRIS.
- ³¹ Changes aligned with local needs and guidelines. There were no state-level requirements implemented.
- ³² Lead teachers for 4K in school buildings fall within the district K-12 salary range and benefits. Teachers in 4K Community Approaches may or may not be hired by the school district. Based upon the community approach and school district contracts, there may be variations in salary and benefits as the local level.
- ³³ The State does not require districts to have parity. Decisions for how and if districts want to do that are determined by each district.
- ³⁴ DPI has responsibility for distributing federal grant monies to LEAs, including under the three federal stimulus bills enacted since March 2020 in response to the COVID pandemic. This includes the ESSER I Fund and GEER I Fund (authorized under the Page 8 of 13 CARES Act), the ESSER II (authorized under the CRRSA Act), and the ESSER III Fund (authorized under the American Rescue Plan Act), as well as monies from the Coronavirus Relief Fund authorized under the CARES Act, as directed by Governor Evers (2021-22 school year). LEAs are required to report expenditures of the ESSER and GEER funds by function, but not by grade level. Therefore, there is no way for DPI to determine whether these federal stimulus funds, or any other federal funds in general, are expended directly on 4k programs (even though the expenditures might benefit student in 4K programs).
- ³⁵ School districts use their general operating fund (mix of state general aid and local property taxes to support 4K programming, but DPI does not collect expenditure data at the level of individual grade. DPI does not have data on any of the other funding sources listed above that a school district might use to support its 4K programs, but in general, school districts in Wisconsin do not receive funding from municipal or county governments.
- ³⁶ Private schools that participate in one of the state's private school parental choice programs receive funding from the state, on the basis of FTE pupils enrolled in the private school who meet income-based eligibility requirements (i.e., a private school "voucher"). Private schools receive a uniform payment for all pupils in grades 4K through 8 - \$8,300/FTE in 2020-21. The state also provides payments to private schools participating in the state's Special Needs Scholarship Program (SNSP) for pupils with special needs who are enrolled in that private school and meet eligibility requirements for the SNSP. The state provides the private school payment from the state

(\$12,977/FTE in 2020-21). School would receive a payment for pupils enrolled in 4K (at the appropriate FTE level).

- ³⁷ More flexibility was provided as to how and when observations were completed. Programs connected with Head Start and child care followed program flexibility rules. School districts followed flexibility rules provided at the state level-which allowed for local decisions depending on guidance from local health departments.
- ³⁸ For more information see [here](#).
- ³⁹ 4K happens within school-based settings and Community Approach Settings (Child Care and Head Start). In WI, school districts have the authority to identify and utilize information related to classroom assessments/observations as needed within their districts. This information is not collected at the state level. If the 4K is in a Community Approach Setting-classroom observations/assessments are used in alignment with program standards/regulations (Child Care and Head Start Performance Standards).
- ⁴⁰ Site visits depend upon where the 4K program is located. WI has 4K Community Approach sites. Based on location (such as Child Care or Head Start) programs may be monitored via the locations required regulations.
- ⁴¹ There are no statewide specific changes although districts can apply for approval to waive teacher evaluations.
- ⁴² School districts were allowed to apply for a waiver to reduce the required instructional hours for all grade level programming (4K-12th grade). 167 school districts requested a waiver. Specific information regarding 4K hours in instruction (reducing hours) is not known.
- ⁴³ Some districts in the state did provide summer programming or enrichment activities. These decisions were made at the local level and supported via decisions made by individual school boards. It is possible that these funds were used but they are not allocated on the basis of grade level, so it is unknown how much is expended directly for 4K programs.

GUAM – Guam Department of Education Pilot Prekindergarten Program

- ¹ The Guam Department of Education (GDOE) is a unitary school district, comprised of 4 regions. There is 1 Pilot PreKindergarten School in each of the 4 regions.
- ² During school year 2020-2021, the GDOE had to implement several educational platforms in response to the COVID-19 pandemic, which included online learning and hard copy curriculum (i.e., home-based curriculum materials) during the Fall. In Spring 2021, students participated in face-to-face sessions as well as online and hard copy curriculum. Differing instructional approaches may have led to the decrease of students enrolled in the Pilot Pre-K Program. The Guam Education Board also passed policy for the modification of instructional hours for SY 2020-2021 to include different instructional approaches.
- ³ 20% of the amount of funding that was provided in SY 2019-2020 was provided in SY 2020-2021.
- ⁴ All children enrolled in pre-K complete a registration form which includes a physical examination and a TB clearance. The required physical examination includes a hearing and vision screening.
- ⁵ Due to COVID restrictions, these included online virtual parent meetings.
- ⁶ Social and emotional development, creative development, health safety and physical development, language, communication and literacy development and cognitive development.
- ⁷ The State developed a Progress Report that identifies the various components that must be assessed on a semester basis. The components include: Language Arts/Literacy; Mathematical Thinking, Scientific Thinking; and Physical Development & Health. Preschool Brigance Assessments are administered twice a year: a pre-assessment in August and a post-assessment in May. The district Pilot Pre-K Program uses pre and post Brigance Assessments.
- ⁸ Due to COVID-19 shutdowns, professional development opportunities were greatly decreased or limited.
- ⁹ District developed observation tool.
- ¹⁰ Local programs receive ongoing feedback based on data collected from classroom quality observations. A standardized observation form is used for structured observation and feedback is provided to Pilot Pre-Kindergarten teachers.
- ¹¹ During the first 2 weeks of SY 2021-2022, children received face-to-face and online learning. However, due to the spike of positive COVID cases, the Governor issued an Executive order moving instruction back to online learning for all students. At the beginning of October 2021, classroom instruction returned to face-to-face and online learning.