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The State of Preschool Curricula in State-Funded Preschool

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ABOUT NIEER

The National Institute for Early Education Research (NIEER) at the Graduate School of Education, Rutgers University, New Brunswick, NJ, conducts and disseminates independent research and analysis to inform early childhood education policy.

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In recent years, more attention has been paid to the implementation of curriculum in early childhood classrooms. A preschool curriculum is defined as a structured plan for supporting young children’s learning and development, typically including descriptions of activities, materials, and the role of teachers. Research has demonstrated that certain types of curricula, the fidelity with which they are implemented, and the teacher’s ability to individualize or differentiate instruction may positively impact children’s learning.

In this report, using data from NIEER’s 2023 *State of Preschool Yearbook*, we summarize how state-funded preschool systems support curriculum selection (such as providing a list of state approved and/or recommend curricula) and curriculum implementation (such as providing coaching, technical assistance, and/or professional development on the curriculum). We offer recommendations around providing support for selecting and implementing preschool curricula for state policymakers, such as state legislators or early childhood preschool administrators, as well as local program administrators and other curriculum decision-makers.



Importance of Preschool Curriculum

An extensive body of research (e.g., Burchinal, 2018; Clements & Sarama, 2008; Frede, 1998; Phillips et al., 2017; Yoshikawa et al., 2013) has demonstrated the relationship between curriculum and children's learning and development. At the most basic level, children learn what they are taught or given the opportunity to learn. How young children are taught also influences their learning and development, including habits and dispositions that affect future learning. An evidence-based preschool curriculum that is well-implemented can have substantial, positive impacts on children's language, literacy, mathematics, and social-emotional development. Preschool curricula are often divided into two categories: comprehensive (addressing all domains of children's learning and development) and domain-specific (addressing one or a few content areas or developmental domains such as math or reading).

The National Academies of Science, Engineering, and Math A New Vision for High-Quality Preschool Curriculum report (NASEM, 2024) draws particular attention to recent studies that have found evidence

that domain-specific curricula improve children's competencies in specific domains more so than

“The quality of young children’s learning experiences and their interactions with curriculum depends on teachers’ qualifications and professional development and the fidelity of implementation, as well as the extent to which teachers differentiate instruction, make curricula culturally and linguistically responsive to children, engage families, and use data and assessment to drive instruction.”

Source: National Academies of Sciences, Engineering, and Medicine (NASEM). (2024). A New Vision for High-Quality Preschool Curriculum. Washington D.C. National Academies Press, p. 19.

comprehensive curricula (Jenkins et al., 2018; NASEM, 2024; Phillips et al., 2017; Yoshikawa et al., 2016). There is also evidence of preschool programs with long-lasting impacts that have used comprehensive curricula (e.g., Learning Games in the Abecedarian Program, HighScope Preschool Curriculum in the Perry Preschool Program, and mostly Creative Curriculum for Preschool from Teaching Strategies (Creative Curriculum) and HighScope Preschool Curriculum in New Jersey's state-funded preschool program).

Research has also demonstrated that the degree to which a curriculum is implemented with fidelity and the teacher's ability to individualize and differentiate instruction varies widely. Professional development opportunities related to curricula implementation also vary. The NASEM (2024) report on preschool curriculum, stated that "(p)rofessional development is key to implementing curriculum to support child outcomes" (p.227). Professional development includes regular, job-embedded coaching or mentoring and ongoing training for all educators, including group and assistant teachers. It follows that state policies regarding supports for preschool curriculum implementation are of as much importance as policies for curriculum selection.

According to the National Institute for Early Education Research's (NIEER) annual [State of Preschool](#) survey, 60 state-funded preschool programs in 44 states and Washington, D.C. operated a state-funded preschool program during the 2022-2023 school year¹ (Friedman-Krauss et al., 2024). State-funded preschool is defined as programs funded and administered by states that serve primarily 3- and 4-year-old children in educationally-focused group learning settings. States set policies for their preschool programs including those related to curriculum. Since 2015-2016, NIEER has annually assessed the degree to which preschool programs implement policies to support curriculum selection and implementation through a Curriculum Supports benchmark.² As state preschool programs continue to grow, and in light of new attention to the importance of preschool curriculum, it is important to explore the current "state of preschool curricula". This report examines two sets of policies, one on curriculum selection and the other on supports for curriculum implementation and concludes with recommendations for early childhood education leaders about strengthening these policies.

State Preschool Policies on Curriculum Selection

There are several different ways states can support curriculum selection, including offering guidance on selecting evidence-based curriculum model(s), providing a list of state approved and/or recommend curricula, requiring programs to adopt a specific curriculum, and requiring alignment of the chosen curriculum with the state's Early Learning and Development Standards (ELDS). Nearly all state-funded preschool programs (92%) reported providing programs with criteria to select an evidence-based curriculum, making this the most common policy related to preschool curriculum selection across the country (See Table 1). However, NIEER does not provide a definition of "evidence-based," and states may differ in their interpretation of its meaning. Eighty-five percent of state-funded preschool programs require that the selected curriculum be aligned with the state's ELDS. Nearly half of programs (48% or 29 programs) reported providing a list of either approved or recommended curricula (or both), and 20 of these state-funded preschool programs reported that sites are required to select a curriculum from that list. Only 14 (23%) programs required all sites to use one specific curriculum. Although not asked in the 2022-2023 survey, the 2020-2021 survey asked whether state curriculum lists included subject-specific curricula in addition to comprehensive curricula. Only 13 programs reported subject-specific curricula on their lists of approved or recommended curricula, while 16 programs reported lists including only comprehensive curricula (Friedman-Krauss et al., 2022).

¹ States and Washington, D.C. invested more than \$11.7 billion to enroll more than 1.6 million children in state-funded preschool programs, including 7% of 3-year-olds and 35% of 4-year-olds nationally. Children in state-funded preschool are racially/ethnically diverse and children with disabilities are included in all state-funded preschool programs though the extent of this varies substantially across states. Guam also has a state-funded preschool program but is not included in the totals reported in this report.

² To meet NIEER's State of Preschool Yearbook's Curriculum Supports benchmark, states must have policies that provide guidance or an approval process for selecting curricula and support curriculum implementation (e.g., job-embedded training, ongoing technical assistance, etc.).

Approved/Recommended Curriculum Lists

According to the NASEM (2024) preschool curriculum report, most curricula used in preschool programs are commercially available and sold to programs from private publishing companies. In line with the NASEM report, NIEER also found that, of the state-funded preschool programs with an approved or recommended curriculum list, most curricula were from private companies, though some states also had a state-developed curriculum and/or allowed sites to use locally-developed curricula.

The number of curricula on each state's list ranged from only one in West Virginia (Creative Curriculum) to more than ten in sixteen programs (See Table 2). Texas had 20 curricula on its list, including Spanish versions of curricula. Minnesota had more than 50 curricula

In Alabama, the Department of Early Childhood Education reviews curricula and provides guidance to First Class Pre-K (FCPK) administrators on which curricula are most aligned with the state's FCPK framework and the ELDS. In addition, all FCPK Region Directors and coaches approve curriculum selection and purchases.

on its list, which is based on the state's quality rating and improvement system. Some states have "tiered" lists. For example, in Oklahoma, the State Education Agency is currently in its second round of High-Quality Instructional Materials Review that will result in a three-tiered rating for curriculum following a subject-specific review by a team of experts using a rubric. The rubric scores and comments will be published for schools and districts to use to aid in their selection of curriculum.

How do Curricula get on State Lists?

A variety of factors and voices determine which curricula are on state-approved or recommended lists. All but one program with an approved or recommended list reported that alignment with the ELDS factored into a curriculum being included.³ More than half of the 31 programs with a curriculum list (55%) reported that research on effectiveness of the curriculum was a determining factor. Seven programs reported that ease of use for teachers was a contributing factor, and seven programs also reported alignment with K-3 curricula was a factor. Only one program reported that cost factored into the decision to include curricula on the state's list (See Table 3.)

Most programs also have a set of individuals who make decisions about which curricula are on the approved or recommended list (See Table 4). Most commonly, 69% of programs with a curriculum list reported having a state curriculum review committee or team that influenced decisions around curricula. The next most common group of curriculum decision makers were state preschool administrators (41%) and state-employed curriculum specialists (41%). Only 21% of programs reported that teachers were part of the decision-making process and only 17% reported including school principals, child care center directors, and/or Head Start directors in those decisions.

States also reported who makes the final decision on which preschool curricula are included on approved or recommended lists. As seen in Table 5, State Boards of Education, State Departments of Education, Early Childhood Education/Preschool agencies, Curriculum Review Teams, and Early Childhood Education Experts tended to be the final decision makers. One state, Minnesota, stands out as having a different approach to the development of its list of curricula. The state's Quality Rating and Improvement System (QRIS) system has developed its own list of approved curricula. If a program would like to use a non-approved curriculum (self-developed, published, or bundle of curricula), the program can submit a nomination form.⁴

³ In the past, Arizona required that programs' self-selected curriculum align with the ELDS. Currently, the state's Quality First Coaches provide technical assistance on curriculum selection and aligning to the ELDS, but it is no longer required to be aligned.

⁴ For more information, see: Parent Aware. (2024). *Curriculum nomination form & guide*. <http://www.parentaware.org/wp-content/uploads/2024/07/PA-014-Curriculum-Nomination-Form-and-Guide-July-2024-1.pdf>

What Curricula do States Use?

Figure 1 shows how many states reported using some of the most common comprehensive curricula during the 2022-2023 school year. The Creative Curriculum and HighScope Preschool Curriculum were the two most frequently reported curricula on states' lists – reported by 23 programs for each curriculum (77% of programs that reported having a curriculum list). The National Survey of Early Care and Education also found that The Creative Curriculum and HighScope Preschool Curriculum were the two most commonly used curricula in ECE programs (Jenkins & Duncan, 2017) and data on Head Start programs shows a similar pattern with Creative Curriculum being the most commonly used curriculum model, followed by HighScope (Head Start PIR, 2023). Other curricula commonly found on states' lists include Frog Street Pre-K (21 programs), InvestiGator Club (Robert-Leslie Publishing; 19 programs), PreK On My Way (Scholastic, 16 programs), Big Day for PreK (Houghton-Mifflin, 13 programs), Curiosity Corner (Success for All Foundation, 12 programs), Montessori (11 programs) and Tools of the Mind (10 programs). Twelve states reported allowing locally-developed curricula.

Figure 1. Creative Curriculum and HighScope are the Two Most Common Comprehensive Curricula on States' Lists



Note: This figure shows the number of state-funded preschool programs with each comprehensive curriculum on their state approved or recommend list for the 2022-2023 school year.

Table 6 provides information on the domain-specific curricula on approved or recommended state lists by the 13 state-funded preschool programs that include them on their lists (in addition to comprehensive curricula). Literacy and social-emotional development were the two most common domains covered by the approved or recommended subject-specific curricula, and science was the least common. However, it is hard to draw conclusions based on the small number of programs that reported this information. Taking a different approach, New Jersey does not include subject-specific curricula on its approved list of preschool curricula, but the state reported that districts are permitted to submit a request to the state to use domain-specific curricula as a supplement to a state-approved comprehensive curriculum.

In 2020-2021, states were also asked to report the percentages of programs implementing each of the comprehensive curricula on their list (See Table 7; Friedman-Krauss et al., 2022). Only eight programs (of 30 with a list that year) were able to report this information (and therefore the question has not been asked more recently): Arkansas, Georgia, Louisiana Nonpublic Schools Early Childhood Development (NSECD), Michigan, Mississippi, North Carolina, Rhode Island, and Virginia Preschool Initiative. The Creative Curriculum was the most commonly used curriculum in five of these programs. In North Carolina, it was used by 94% of programs. Mississippi reported that all programs used Opening the World of Learning (OWL), but this curriculum was only used by a small percentage of programs in other states. A high percentage of classrooms were reported to be using state-developed curricula in two states: Arkansas (45%) and Rhode Island (30%). Without data from more states, it is hard to know if these eight programs provide a representative picture of curriculum use across state-funded preschool. These eight states enrolled just 11% of all children in state-funded preschool in 2020-2021 and there have been changes to the curriculum lists in the last few years. This information was not collected about domain-specific curricula.

Among the 29 programs with lists of approved or recommended curricula, most have been updated recently, and nearly all include at least one of the major commercial comprehensive curricula (i.e., Creative Curriculum, HighScope Preschool Curriculum).⁵ The oldest list was last updated in 2018, but many had been updated in the last school year. Washington, D.C. and Pennsylvania update their curriculum lists annually and Virginia updates its list monthly. Periodic updates provide an opportunity for states to modify lists quickly in response to evidence such as that cited in the NASEM report. Some states provide access to open-source curriculum models at low to no cost.

⁵ Mississippi and Utah are the two states that do not include Creative Curriculum or HighScope Preschool Curriculum on their required/recommended lists.



Available Supports for Preschool Curriculum Implementation

Beyond choosing a curriculum, how that curriculum is implemented in the preschool classroom, including teacher training and coaching, is critical for supporting children's learning (i.e., Weiland, 2016). Table 8 shows which state-funded preschool programs reported providing three types of supports for curriculum implementation:

- 42 (70%) programs reported that the state office of early learning or state department of education provided programs/sites with curriculum training;
- 43 (72%) programs reported that the state provides programs/sites with funding specifically to support curriculum implementation and/or training on implementing the curriculum; and
- 44 (73%) programs reported that the state delivers on-going technical assistance on curriculum implementation.

Some states tie their curriculum implementation supports to their QRIS. For example, in Delaware, Delaware Stars for Early Success has a list of approved curricula and recommended supplemental curricula. All state preschool programs are required to reach a QRIS level Star 4 or 5 which includes following curricular guidelines and technical assistance on curriculum implementation.

Some states' policies for curriculum selection and support are directly relevant to the recent NASEM (2024) report's conclusions and recommendations. For example, Washington Early Childhood Education and Assistance Program (ECEAP) purchases either Creative Curriculum or HighScope Preschool Curriculum (two comprehensive curricula) for each classroom and provides training. Classrooms can apply to use an alternative curriculum but must provide their own training on curriculum implementation. North Dakota purchases the Creative Curriculum

and associated professional development and coaching for state-funded preschool programs. Michigan has funding available to programs that want to implement a new curriculum or an updated version of their current curriculum and programs must be trained on the curriculum by a certified trainer. In Alabama, coaches help teachers select a curriculum appropriate for them and also provide support.

Coaching and Professional Development

Most state-funded preschool programs reported that supports for curriculum implementation came from more than one group. Coaches and mentors were most frequently reported, by 30 state-funded preschool programs (55% of programs that provided support for curriculum implementation), as those who provide support, coaching, and/or professional development for curriculum implementation (see Table 9). Twenty-four programs reported that child care center directors, Head Start directors and/or school principals provided coaching, and 18 reported that curriculum specialists from the curriculum company provide the support. Eleven

public schools without an existing curriculum, are prioritized for comprehensive training and professional development.

Curriculum Fidelity

Implementing curricula in the ways it was intended to be used by the developers is also critical. In 2017–2018, states were asked to report about supports for fidelity of curriculum implementation in preschool classrooms (Friedman-Krauss et al., 2019). More than half of state-funded preschool programs (57%) reported that they did not have a system to ensure fidelity of curriculum implementation. This lack of focus on fidelity is concerning, though it is possible that more states have adopted support for curriculum fidelity since this data were collected.

The other 43% of programs did report some requirements around fidelity of curriculum implementation including that the state had a system to ensure curricula were implemented with fidelity (9 programs) and that the state required local programs to establish a system to ensure curricula were implemented with fidelity (6 programs). Other examples of systems to ensure fidelity of curriculum implementation included using some combination of coaching, monitoring, and additional funding available to support fidelity of curriculum implementation. For example:

- Alabama reported ongoing monitoring, coaching, and training to ensure proper curriculum implementation.
- In Iowa, Area Education Agencies provide training and support for curriculum adoption and implementation, and guidance for fidelity and funding is available to support curriculum implementation and training.
- Louisiana reported relying on a system of regular coaching at the local level and funding for training and professional development, in addition to state and regional training and technical assistance.
- New Mexico reported using lesson plans, observations, and coaching to ensure fidelity.
- North Carolina reported that teachers were trained in curriculum and monitored on effective practices.

“To move the needle on classroom processes and child learning, a preschool curriculum must be implementable at a high level of quality by teachers with a wide range of preparation and skills.”

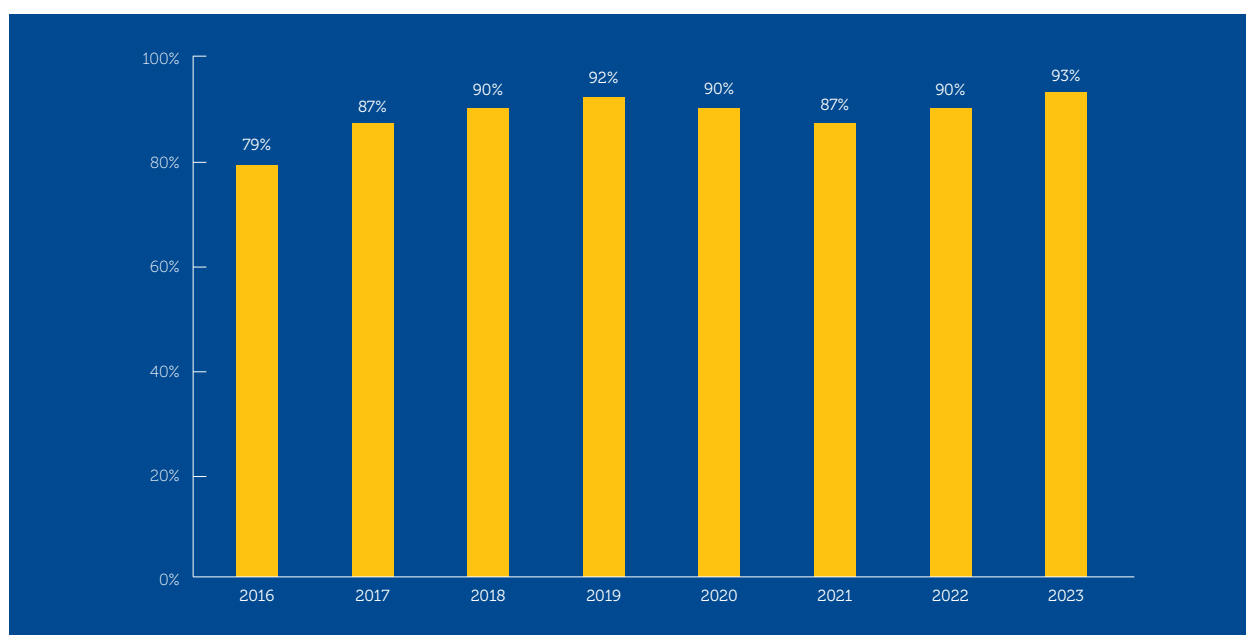
Source: National Academies of Sciences, Engineering, and Medicine (NASEM). (2024). *A New Vision for High-Quality Preschool Curriculum*. Washington, D.C.: National Academies Press, p. 56.

programs reported not having a policy about who provides support for curriculum implementation. Some programs, such as Oregon’s Preschool Promise, build upon their Child Care Resource & Referral networks to deliver curriculum support. Kentucky’s Regional Training Centers provide support to school districts implementing early childhood standards and curriculum decision-making related to program services for children with disabilities. In the case of Virginia, preschool programs, including

Summary of States' Support for Preschool Curriculum

Most state preschool programs meet NIEER's Curriculum Support benchmark, meaning that they have at least some policies in place to support the selection and implementation of preschool curricula. The number of programs meeting this benchmark has increased from 2015 to 2019. After dipping during the initial years of the COVID-19 pandemic, states returned to the prior peak in 2022-2023, when 56 out of 60 (93%) state-funded preschool programs met the benchmark (See Figure 2). Among the four state-funded preschool programs that did not meet the benchmark in 2022-2023 (Alaska, Colorado⁶, Missouri, and Texas), all provide support for selecting a curriculum but do not provide support for implementation.

Figure 2. The Percentage of State-Funded Preschool Programs Meeting the Curriculum Supports Benchmark has Increased Since 2016



Note: This figure shows the percentage of state-funded preschool programs meeting NIEER's Curriculum Supports benchmark each year. The total number of state-funded programs and the actual programs change each year, so lower percentages do not necessarily mean programs are losing benchmarks.

⁶ This reflects the former Colorado Preschool Program which ended in 2023 when the new statewide universal preschool program launched on July 1, 2023.

Future Policy Directions

Most states do have some policies in place to support curriculum decision-making and implementation. However, the extent and strength of these supports varies widely across state-funded preschool programs, and geography is a strong determinant of whether a child has access to a preschool program that uses and supports a research-based curriculum. As more states develop new programs and improve existing state-funded preschool programs, we offer several policy recommendations around selecting and implementing preschool curricula. In addition to the recommendations below, two forthcoming resources will provide further guidance and support around curriculum decision-making: (1) NIEER's brief on curriculum decision-making for state and local administrators and (2) [EdReports'](#) review and rating of preschool curricula.

- Ensure that funding is adequate to purchase curricula that are aligned with the state's ELDS, research-based, and support diverse learners, including children with disabilities and multi-/dual language learners.
- Develop state guidance on elements of quality that includes information about effectiveness, costs, and other implementation considerations to support curriculum selection (considering both comprehensive and domain-specific curricula) at the local level.
- Provide resources to support curriculum implementation, for example, state-sponsored professional development and coaching, and funding for training from curriculum developers. These curriculum supports should focus on meeting the needs of all children served, including children with disabilities and multi-/dual language learners.
- Offer multiple opportunities for preschool educators and leaders to learn about implementing the curricula, including identifying developmentally appropriate, valid, and reliable assessments for children with disabilities and multi-/dual language learners. Ensure that these opportunities utilize a variety of formats (e.g., job-embedded training, professional conferences, webinars, college coursework, train-the-trainer workshops, etc.).

- Develop a state system to crosswalk curricula with the state's ELDS to ensure that curricula used in preschool classrooms are comprehensive, covering all domains of children's learning and development. Once crosswalks are complete, they should be publicly available. These should be updated periodically including when the ELDS and/or curricula are updated.
- Develop a system of continuous support in which curriculum choices, rubrics for selecting them, and state standards are continually reviewed and assessed to keep up with the current research, funding, and state needs.

"In the next 5 years, program leaders should transition to adopting and implementing evidence-validated curricula that, when integrated coherently, support the learning and development of the whole child. Essential features of evidence-based curricula include developmentally appropriate learning goals, a scope and sequence, coherent alignment with specific domains, and rich content."

Source: National Academies of Sciences, Engineering, and Medicine (NASEM). (2024). A New Vision for High-Quality Preschool Curriculum. Washington, D.C. National Academies Press, p. 7, Recommendation 2.

Table 1. State Supports for Curriculum Selection (2022-2023)

	Requires alignment of curricula with ELDS	Guidance on criteria for selecting evidence-based curricula	List of state approved curricula	List of state recommended curricula	Programs are required to select a curriculum from the approved/recommended list	Requires adoption of specific curricula by all programs
Alabama	✓	✓				
Alaska	✓					
Arizona		✓				
Arkansas	✓	✓	✓		✓	
California CSPP		✓				
California TK		✓				
Colorado		✓				
Connecticut CDCC	✓	✓				
Connecticut SR	✓	✓				
Connecticut Smart Start	✓	✓				
Delaware	✓	✓		✓		
District of Columbia			✓			
Florida	✓		✓			
Georgia	✓	✓	✓		✓	✓
Hawaii EOEL	✓	✓				
Hawaii SPCSP	✓	✓				
Illinois	✓	✓				
Iowa Shared Visions	✓	✓				
Iowa SWVPP	✓	✓				
Kansas	✓	✓				
Kentucky		✓				
Louisiana 8(g)	✓	✓	✓	✓	✓	✓
Louisiana LA 4	✓	✓	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓	✓	✓
Maine	✓	✓				
Maryland	✓	✓				
Massachusetts CPPI		✓				
Massachusetts Chapter 70	✓	✓				
Michigan	✓	✓	✓		✓	
Minnesota HdSt	✓	✓	✓	✓	✓	✓
Minnesota VPK/SRP	✓	✓	✓	✓	✓	✓
Mississippi	✓	✓	✓		✓	✓
Missouri	✓	✓	✓	✓	✓	✓
Nebraska	✓					
Nevada	✓	✓				
New Jersey	✓	✓		✓	✓	
New Mexico	✓	✓				
New York	✓	✓				
North Carolina	✓	✓	✓		✓	
North Dakota	✓	✓				
Ohio	✓	✓				
Oklahoma	✓	✓	✓			
Oregon Pre-K	✓	✓				
Oregon Preschool Promise	✓	✓				
Pennsylvania RTL	✓	✓		✓		
Pennsylvania HSSAP	✓	✓	✓	✓	✓	
Pennsylvania K4 & SBPK	✓	✓		✓		
Pennsylvania PKC	✓	✓	✓	✓	✓	
Rhode Island	✓	✓	✓	✓	✓	✓
South Carolina	✓	✓	✓	✓	✓ (CERDEP only) ¹	
Tennessee	✓	✓	✓		✓	✓
Texas	✓ (PK4) ²	✓	✓	✓		
Utah	✓			✓		
Vermont	✓	✓				
Virginia VPI	✓	✓	✓	✓	✓	✓
Virginia Mixed Delivery	✓	✓	✓	✓	✓	✓
Washington ECEAP	✓	✓	✓	✓	✓	✓
Washington TK		✓				
West Virginia	✓	✓	✓			✓
Wisconsin		✓				
TOTAL	51	55	24	19	20	14
Guam	✓	✓	✓	✓		✓

¹ South Carolina has two different state-funded preschool programs. Only the Child Early Reading Development and Education Programs are required to select a curriculum from the state-approved list.

² This is only required for 4-year-old programs in Texas but not for 3-year-old programs.

Table 2. Comprehensive Curricula on State Approved or Recommended List (2022-2023)

	Big Day for PreK	Connect4 Learning	Core Knowledge Curriculum Series	The Creative Curriculum for Preschool	Curiosity Corner	DLM Early Childhood Express	Frog Street Pre-K	HighReach Learning Curriculum	HighScope Preschool Curriculum	InvestiGator Club	Montessori Curriculum	Opening the World of Learning	PreK On My Way	Reggio Emilia Curriculum	Tools of the Mind	Waldorf Curriculum	We Can Early Learning Curriculum	State developed curriculum	Locally developed curriculum	Other ¹
Arkansas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓		
Delaware	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓					
District of Columbia		✓	✓	✓			✓		✓		✓	✓			✓					✓ (11)
Florida	✓	✓					✓		✓	✓					✓					
Georgia		✓		✓			✓		✓	✓							✓			✓ (4)
Louisiana 8(g)	✓	✓		✓			✓			✓			✓				✓			✓ (9)
Louisiana LA 4	✓	✓		✓			✓			✓			✓				✓			✓ (9)
Louisiana NSECD	✓	✓		✓			✓			✓			✓				✓			✓ (9)
Maryland ²									✓		✓					✓				✓
Michigan		✓		✓					✓		✓			✓						
Minnesota HdSt	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓ (40+)
Minnesota VPK/SRP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	✓ (40+)
Mississippi												✓								✓ (1)
Missouri				✓	✓				✓		✓		✓					✓		
New Jersey		✓		✓					✓						✓					
North Carolina				✓	✓		✓	✓	✓	✓			✓		✓					
Oklahoma				✓			✓													
Pennsylvania RTL					✓		✓		✓	✓			✓						✓	✓ (18)
Pennsylvania HSSAP					✓		✓		✓	✓			✓						✓	✓ (18)
Pennsylvania K4 & SBPK					✓		✓		✓	✓			✓						✓	✓ (18)
Pennsylvania PKC					✓		✓		✓	✓			✓						✓	✓ (18)
Rhode Island				✓					✓	✓					✓					✓ (1)
South Carolina	✓ (public schools)			✓			✓ (public schools)		✓	✓ (public schools)	✓		✓ (public schools)						✓	✓ (1)
Tennessee	✓	✓		✓																
Texas		✓		✓			✓		✓	✓			✓							✓ (14)
Utah	✓	✓																		✓ (5)
Virginia VPI	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓				✓	✓ (12)
Virginia Mixed Delivery	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓				✓	✓ (12)
Washington ECEAP				✓					✓											✓
Washington TK ³				✓			✓		✓										✓	
West Virginia				✓																
TOTAL	13	17	7	23	12	4	21	6	23	19	11	8	16	2	10	1	4	2	10	20
Guam																			✓	

¹ The number in parenthesis represents the number of additional curricula on the approved or recommended list.

² Maryland does not have a list of approved or recommended curricula, but does recognize HighScope Preschool Curriculum, Montessori, and Waldorf as being of historic significance and merit.

³ These are recommended by the Washington Department of Children, Youth, and Families and highlighted in guidance from the Office of the State Superintendent of Public Instructions as options for TK. Curriculum adoption is a local decision.

Table 3. Determinants of which Curricula are Selected for the State Approved or Recommended List (2022-2023)

	Cost	Ease of use for teachers	Alignment with ELDS	Research on curriculum effectiveness	Conversations with curriculum developers	Procurement limitations	Alignment with approved/recommended K-3 curricula	Accessibility of curriculum developer approved trainers	Other
Arkansas			✓	✓	✓		✓		
Delaware									✓
District of Columbia			✓	✓					
Florida			✓	✓					
Georgia			✓	✓			✓		
Louisiana 8(g)			✓						✓
Louisiana LA 4			✓						✓
Louisiana NSECD			✓						✓
Michigan	✓	✓	✓	✓			✓		
Minnesota HdSt			✓						
Minnesota VPK/SRP			✓						
Mississippi			✓	✓					
Missouri			✓	✓				✓	
New Jersey			✓	✓	✓			✓	
North Carolina		✓	✓	✓	✓				✓
Oklahoma		✓	✓	✓			✓		
Pennsylvania RTL			✓						
Pennsylvania HSSAP			✓						
Pennsylvania K4 & SBPK			✓						
Pennsylvania PKC			✓						
Rhode Island		✓	✓	✓			✓	✓	
South Carolina		✓	✓	✓					
Tennessee		✓	✓	✓		✓	✓	✓	
Texas			✓						✓
Utah			✓	✓					✓
Virginia VPI			✓						✓
Virginia Mixed Delivery			✓						✓
Washington ECEAP		✓	✓	✓			✓	✓	
West Virginia			✓	✓					✓
TOTAL	1	7	28	16	3	1	7	5	10

Table 4. Who is Included in Making Decisions about which Curricula are on the State Approved or Recommended List (2022-2023)

	State pre-K administrator(s)	Local pre-K administrator(s)	State curriculum review committee	State advisory council	Local school board representative	Higher education representatives	State-employed curriculum specialist	State QRIS administrator	School Principals/Child Care Center Director/Head Start Director	Family Child Care providers	Teachers	Families	Other
Arkansas	✓		✓				✓						
Delaware							Not reported						
District of Columbia	✓		✓										
Florida	✓	✓	✓			✓	✓		✓	✓	✓		
Georgia	✓		✓										
Louisiana 8(g)			✓										
Louisiana LA 4			✓										
Louisiana NSECD			✓										
Michigan			✓										
Minnesota HdSt			✓										
Minnesota VPK/SRP			✓										
Mississippi	✓	✓					✓						
Missouri			✓				✓						
New Jersey	✓		✓			✓		✓	✓		✓		
North Carolina	✓	✓	✓	✓		✓			✓	✓	✓		✓
Oklahoma			✓	✓									
Pennsylvania RTL							✓						
Pennsylvania HSSAP							✓						
Pennsylvania K4 & SBPK							✓						
Pennsylvania PKC							✓						
Rhode Island	✓		✓				✓				✓		
South Carolina	✓ (Public 4K) ¹		✓	✓ (Public 4K) ¹									
Tennessee		✓	✓								✓		
Texas													✓
Utah													✓
Virginia VPI	✓		✓				✓						✓
Virginia Mixed Delivery	✓		✓				✓						✓
Washington ECEAP	✓	✓	✓			✓	✓	✓	✓				
West Virginia	✓	✓			✓				✓		✓		✓
Total	13	6	20	3	1	4	12	2	5	2	6	0	6
Guam			✓		✓								

¹ South Carolina has two different state-funded preschool programs. This applies only 4K programs in public schools.

Table 5. Final Decision Maker about Lists of Approved or Recommended Curricula (2022-2023)

	Final Decision Maker
Arkansas	State Board of Education
Delaware	Not reported
District of Columbia	ECE Agency
Florida	Department of Education
Georgia	ECE Agency & Director of Research
Louisiana 8(g)	Department of Education
Louisiana LA 4	Department of Education
Louisiana NSECD	Department of Education
Michigan	Curriculum Review Team
Minnesota HdSt	Curriculum Review Team
Minnesota VPK/SRP	QRIS
Mississippi	Department of Education
Missouri	Curriculum Review Team
New Jersey	ECE experts
North Carolina	Curriculum Review Team
Oklahoma	Curriculum Review Team
Pennsylvania RTL	ECE experts
Pennsylvania HSSAP	ECE experts
Pennsylvania K4 & SBPK	ECE experts
Pennsylvania PKC	ECE experts
Rhode Island	ECE experts
South Carolina	Curriculum Review Team & ECE Agency
Tennessee	Curriculum Review Team
Texas	State Board of Education
Utah	Curriculum Review Team
Virginia VPI	ECE Agency
Virginia Mixed Delivery	ECE Agency
Washington ECEAP	ECE Agency
West Virginia	Curriculum Review Team
Guam	Education Board

Table 6. Subject-Specific Curricula used in State-Funded Preschool (2022-2023)

	Subject-Specific Curricula	Domains Covered
Arkansas	Launchpad for Pre-Kindergarten by Really Great Reading; Heggerty Phonological Awareness for Pre-Kindergarten	Literacy
Delaware	See here for list	Healthy lifestyles, literacy, social emotional development, science, math
Louisiana (all 3 programs)	Blueprint for Early Literacy - Children Literacy Initiative; Eureka Math - Great Minds	Literacy and math
Minnesota VPK/SRP	See here for list	Literacy and social emotional learning
Oklahoma	Not reported	Not reported
Pennsylvania (all 4 programs)	See here for list	Social and emotional development, language and literacy, science, approaches to learning through play
South Carolina (First Steps)	Conscious Discipline	Social-emotional
Tennessee	TN Foundational Skills Literacy or another research proven sounds-first foundational skills model	Literacy

Table 7. Percentage of State-Funded Preschool Programs Using Each Comprehensive Curricula (2020-2021)

	Arkansas	Georgia	Louisiana NSECD	Michigan	Mississippi	North Carolina	Rhode Island	Virginia
Bank Street College of Education	0	0	0	0	0	0	0	0
Big Day for PreK (Houghton-Mifflin)	8	1	8	0	0	0	0	28
Connect4Learning (Kaplan Early Learning Company)	0	0	0	14	0	0	0	0
Core Knowledge Curriculum Series (Preschool)	5	0	0	0	0	0	0	0
The Creative Curriculum for Preschool (Teaching Strategies)	21	34	40	47	0	94	65	34
Curiosity Corner	0	0	0	0	0	0	0	0
DLM Early Childhood Express (McGraw-Hill)	2	0	0	0	0	0	0	0
Frog Street DIG: Develop, Inspire, Grow	4	0	4	0	0	0	0	14
HighReach Learning Curriculum (Carson-Dellosa Publishing)	0	0	0	0	0	0	0	0
HighScope Preschool Curriculum	0	16	0	38	0	3	5	4
InvestiGator Club (Robert-Leslie Publishing)	2	3	0	0	0	0	0	0.1
Little Treasures (Macmillan/McGraw-Hill)	0	0	0	0	0	0	0	0
Montessori Curriculum	0	0	0	< 1	0	0	0	0
Opening the World of Learning (OWL; Savvas Learning Company)	1	5	4	0	100	0	0	0.5
PreK On My Way (Scholastic)	3	0	0	0	0	0	0	0
Reggio Emilia	2	0	0	0	0	0	0	0
Tools of the Mind	0	0	0	0	0	1	0	1.2
We Can Early Learning Curriculum (Voyager Sopris Company)	0	6	0	0	0	0	0	0
Waldorf Curriculum	0	0	0	0	0	0	0	0
State developed curriculum	45	0	0	0	0	0	30	0
Locally developed curriculum	0	5	0	0	0	0	0	0.1
Other curricula*	6	30	44	< 1	0	2	0	18

* Other curricula include: Georgia: 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%); Louisiana NSECD: Frog Street Pre-K – Frog Street Press- Ages 3-4; Michigan: Project Approach; Virginia: KinderCare, STREAMin3, Blueprint, LaPetite Academy, Early Innovators Childtime, Empowered Child Learn Every Day, Three Cheers for Pre-K. Information about "Other" curricula was not reported by the other states.

Table 8. State Supports for Curriculum Implementation (2022-2023)

	SEA/Office of Early Learning sponsored training	On-going technical assistance on curriculum implementation	Funding to support curriculum implementation or training
Alabama	✓	✓	✓
Alaska			
Arizona		✓	✓
Arkansas	✓	✓	✓
California CSPP	✓	✓	
California TK			✓
Colorado			
Connecticut CDCC	✓	✓	
Connecticut SR	✓	✓	✓
Connecticut Smart Start	✓	✓	
Delaware	✓	✓	✓
District of Columbia	✓	✓	✓
Florida		✓	
Georgia			✓
Hawaii EOEL	✓	✓	✓
Hawaii SPCSP	✓	✓	✓
Illinois	✓	✓	✓
Iowa Shared Visions		✓	✓
Iowa SWVPP			✓
Kansas		✓	✓
Kentucky	✓	✓	✓
Louisiana 8(g)	✓	✓	✓
Louisiana LA 4	✓	✓	✓
Louisiana NSECD	✓	✓	✓
Maine	✓	✓	
Maryland	✓	✓	✓
Massachusetts CPPI			
Massachusetts Chapter 70	✓	✓	✓
Michigan			✓
Minnesota HdSt	✓	✓	
Minnesota VPK/SRP	✓	✓	✓
Mississippi	✓	✓	✓
Missouri			
Nebraska	✓		✓
Nevada		✓	
New Jersey	✓		✓
New Mexico	✓	✓	✓
New York	✓	✓	✓
North Carolina	✓	✓	✓
North Dakota	✓	✓	✓
Ohio	✓	✓	
Oklahoma	✓	✓	✓
Oregon Pre-K	✓	✓	✓
Oregon Preschool Promise		✓	✓
Pennsylvania RTL	✓		
Pennsylvania HSSAP	✓		✓
Pennsylvania K4 & SBPK	✓		
Pennsylvania PKC	✓		✓
Rhode Island	✓	✓	✓
South Carolina	✓	✓	✓
Tennessee	✓	✓	✓
Texas			
Utah			✓
Vermont	✓	✓	✓
Virginia VPI	✓	✓	✓
Virginia Mixed Delivery	✓	✓	✓
Washington ECEAP	✓	✓	✓
Washington TK		✓	
West Virginia		✓	✓
Wisconsin	✓	✓	
TOTAL	42	44	43
Guam	✓	✓	✓

Table 9. Who Delivers Support, Coaching, and/or Professional Development on Curriculum Implementation to Preschool Teachers (2022-2023)?

	Child Care Center Directors/School Principals/Head Start Directors	Coaches/Mentors	Curriculum specialists employed by the state/SEA	Curriculum specialists employed by the curriculum company	QRIS specialists	Child Care Resource and Referral Agencies	Other	No Policy
Alabama	✓	✓			✓			
Arizona		✓						
Arkansas	✓		✓		✓			
California CSPP								✓
California TK								✓
Connecticut CDCC							✓	
Connecticut SR							✓	
Connecticut Smart Start							✓	
Delaware					✓		✓	
District of Columbia	✓	✓		✓	✓	✓		
Florida	✓	✓	✓	✓			✓	
Georgia	✓	✓		✓			✓	
Hawaii EOEL		✓	✓				✓	
Hawaii SPCSP		✓						
Illinois	✓	✓					✓	
Iowa Shared Visions	✓			✓	✓	✓	✓	
Iowa SWVPP	✓	✓		✓	✓	✓	✓	
Kansas							✓	
Kentucky	✓	✓					✓	
Louisiana 8(g)	✓					✓		
Louisiana LA 4	✓					✓		
Louisiana NSECD	✓					✓		
Maine							✓	
Maryland							✓	
Massachusetts CPPI	✓	✓		✓			✓	
Massachusetts Chapter 70								✓
Michigan	✓	✓		✓				
Minnesota HdSt		✓					✓	
Minnesota VPK/SRP	✓	✓	✓	✓	✓	✓	✓	
Mississippi	✓	✓	✓					
Nebraska		✓			✓		✓	
Nevada								✓
New Jersey	✓	✓		✓	✓	✓		
New Mexico		✓						
New York								✓
North Carolina								✓
North Dakota		✓		✓			✓	
Ohio			✓	✓		✓		
Oklahoma			✓	✓				
Oregon Pre-K	✓	✓		✓			✓	
Oregon Preschool Promise	✓	✓			✓	✓	✓	
Pennsylvania RTL								✓
Pennsylvania HSSAP								✓
Pennsylvania K4 & SBPK								✓
Pennsylvania PKC				✓			✓	
Rhode Island		✓	✓					
South Carolina	✓ (public schools)	✓		✓			✓	
Tennessee	✓	✓		✓				
Utah		✓						
Vermont	✓	✓	✓	✓	✓	✓		
Virginia VPI								✓
Virginia Mixed Delivery	✓						✓	
Washington ECEAP	✓	✓	✓			✓	✓	
Washington TK								✓
West Virginia		✓	✓	✓			✓	
Wisconsin	✓	✓			✓	✓		
TOTAL	25	30	11	18	12	13	26	11
Guam			✓					

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