

Appendices Table of Contents

Appendix A: State Survey Data 2024-2025

- Appendix Table 1. [Name of state-funded preschool program](#)
- Appendix Table 2. [State agency with administrative authority over state preschool](#)
- Appendix Table 3. [Geographic availability of preschool](#)
- Appendix Table 4. [Requirements for districts/counties/parishes/towns in the state to offer preschool program](#)
- Appendix Table 5. [Number of children enrolled in state-funded preschool](#)
- Appendix Table 6. [Number of children enrolled in local/city/district-funded preschool](#)
- Appendix Table 7. [Number of children with disabilities enrolled in state-funded preschool](#)
- Appendix Table 8. [Children with disabilities served in inclusive pre-K classrooms](#)
- Appendix Table 9. [Enrollment in both state-funded preschool and Head Start](#)
- Appendix Table 10. [Number of children dually enrolled in preschool and Head Start](#)
- Appendix Table 11. [State supplements to federal Head Start and Early Head Start](#)
- Appendix Table 12. [Uses of state supplemental Head Start and Early Head Start funding](#)
- Appendix Table 13. [Number of Head Start slots supported by state supplemental funding](#)
- Appendix Table 14. [Number of Early Head Start slots supported by state supplemental funding](#)
- Appendix Table 15. [State supplemental funding for Head Start and/or Early Head Start](#)
- Appendix Table 16. [Program can report preschool enrollment by child race and/or ethnicity](#)
- Appendix Table 17. [Preschool enrollment by child ethnicity](#)
- Appendix Table 18. [Preschool enrollment by child race](#)
- Appendix Table 19. [Preschool enrollment by child race and ethnicity](#)
- Appendix Table 20. [Preschool enrollment by home language](#)
- Appendix Table 21. [Program can report preschool enrollment by family income](#)
- Appendix Table 22. [Preschool enrollment by eligibility for free and/or reduced-price lunch](#)
- Appendix Table 23. [Preschool enrollment by other measures of family income](#)
- Appendix Table 24. [Preschool enrollment by program location](#)
- Appendix Table 25. [Preschool enrollment by operating schedule](#)
- Appendix Table 26. [Daily and weekly preschool operating schedule](#)
- Appendix Table 27. [Annual operating schedule for preschool](#)
- Appendix Table 28. [Minimum age for preschool and kindergarten eligibility](#)
- Appendix Table 29. [Eligibility for state-funded preschool \(beyond age\)](#)
- Appendix Table 30. [Income eligibility for preschool](#)
- Appendix Table 31. [Use of income requirement for preschool eligibility](#)
- Appendix Table 32. [Risk factors besides income that can be used to determine preschool eligibility](#)
- Appendix Table 33. [Reassessment of child eligibility after enrollment](#)
- Appendix Table 34. [Maximum preschool class size](#)
- Appendix Table 35. [Staff to child ratio requirement in preschool](#)
- Appendix Table 36. [Preschool meal requirements](#)
- Appendix Table 37. [Required screenings](#)
- Appendix Table 38. [Required referrals](#)

- Appendix Table 39. [Required comprehensive support services](#)
- Appendix Table 40. [State Early Learning and Development Standards \(ELDS\)](#)
- Appendix Table 41. [State Early Learning And Development Standards \(ELDS\) URL](#)
- Appendix Table 42. [Year ELDS was last revised](#)
- Appendix Table 43. [Domains addressed in the state’s ELDS](#)
- Appendix Table 44. [Content areas addressed in the state’s ELDS](#)
- Appendix Table 45. [Alignment of ELDS with other state standards](#)
- Appendix Table 46. [State policy requirements for alignment between preschool child assessments and ELDS](#)
- Appendix Table 47. [State supports for the use of the ELDS in preschool](#)
- Appendix Table 48. [State supports for curriculum decision-making and implementation](#)
- Appendix Table 49. [Curricula included on the state’s approved/recommended list](#)
- Appendix Table 50. [Programs are required to select a curriculum from the approved/recommended list](#)
- Appendix Table 51. [Factors that determine which curricula get on the state approved/recommended list](#)
- Appendix Table 52. [Preschool curricula are required to be aligned with elementary curriculum](#)
- Appendix Table 53. [Individuals involved in decisions about which curricula are on the state list](#)
- Appendix Table 54. [State requires/provides coaching and/or professional development on preschool curriculum](#)
- Appendix Table 55. [Sources of information used to inform curriculum decision-making and/or implementation](#)
- Appendix Table 56. [Adjustments to curricula or supports based on “A New Vision For High Quality Pre-K Curriculum”](#)
- Appendix Table 57. [State policy requires programs to assess preschoolers’ learning and development](#)
- Appendix Table 58. [Program has a list of required or recommended preschool child assessments](#)
- Appendix Table 59. [Required child assessments must be aligned with curriculum used](#)
- Appendix Table 60. [Required child assessments must be aligned with child assessments used in elementary schools](#)
- Appendix Table 61. [Domains required to be covered by preschool child assessments](#)
- Appendix Table 62. [Frequency of required preschool child assessments](#)
- Appendix Table 63. [Minimum lead preschool teacher degree requirements](#)
- Appendix Table 64. [Required lead preschool teacher pre-service specialized training](#)
- Appendix Table 65. [Required lead preschool teacher credentials/licenses/endorsements](#)
- Appendix Table 66. [Requirements for lead teachers in family child care \(FCC\) differ from the lead teacher requirements](#)
- Appendix Table 67. [Number of preschool teachers employed](#)
- Appendix Table 68. [Percentage of lead preschool teachers by highest degree](#)
- Appendix Table 69. [Number of lead preschool teachers by highest degree](#)
- Appendix Table 70. [Preschool teacher shortages during the 2024-2025 school year](#)
- Appendix Table 71. [Waivers or exemptions in place for lead teacher requirements during the 2024-2025 school year](#)
- Appendix Table 72. [Minimum qualifications for lead teachers with waivers](#)
- Appendix Table 73. [Minimum qualifications for long-term substitutes](#)
- Appendix Table 74. [Incentives provided by the state for preschool teachers due to teacher shortages](#)
- Appendix Table 75. [Minimum assistant preschool teacher degree requirements](#)
- Appendix Table 76. [Required assistant teacher degree specializations and/or pre-service training](#)
- Appendix Table 77. [Waivers or exemptions in place for assistant teacher requirements during the 2024-2025 school year](#)
- Appendix Table 78. [In-service professional development requirements for lead and assistant preschool teachers](#)
- Appendix Table 79. [In-service professional development related to health and safety](#)
- Appendix Table 80. [Written, individualized annual professional development plans for preschool teachers](#)

- Appendix Table 81. [Ongoing classroom-embedded support \(e.g., coaching, mentoring\) for preschool teachers](#)
- Appendix Table 82. [Frequency of coaching/mentoring for preschool teachers](#)
- Appendix Table 83. [State policy requires compensation parity for lead preschool teachers with K–3 teachers](#)
- Appendix Table 84. [Average annual salary for lead preschool teachers](#)
- Appendix Table 85. [State policy requires compensation parity for assistant preschool teachers with K–3 assistants](#)
- Appendix Table 86. [Average annual salary for assistant preschool teachers](#)
- Appendix Table 87. [Fiscal year 2025 preschool spending](#)
- Appendix Table 88. [Fiscal year 2025 federal funding sources and amounts for preschool](#)
- Appendix Table 89. [Requirements for a local match for preschool funding](#)
- Appendix Table 90. [Agencies eligible to receive preschool funding directly](#)
- Appendix Table 91. [Agencies with which subcontracting is permitted to provide preschool](#)
- Appendix Table 92. [Requirements for structured observations of preschool classroom quality](#)
- Appendix Table 93. [Criteria used to determine if classrooms receive structured observations of classroom quality](#)
- Appendix Table 94. [Required preschool classroom observation instruments](#)
- Appendix Table 95. [State supports for reliability and validity of preschool classroom quality observation data](#)
- Appendix Table 96. [Sharing of preschool classroom observation data with the state and local programs](#)
- Appendix Table 97. [Use of preschool classroom quality observation data for program improvement](#)
- Appendix Table 98. [Preschool site visits](#)
- Appendix Table 99. [State policy requires participation in the state’s Quality Rating And Improvement System \(QRIS\)](#)
- Appendix Table 100. [Programs are required to achieve a certain quality rating level](#)
- Appendix Table 101. [State policy requires and/or guidance recommends outdoor time](#)
- Appendix Table 102. [Outdoor time counts towards required instructional minutes](#)
- Appendix Table 103. [State policy requires and/or guidance recommends that programs have green or natural space](#)
- Appendix Table 104. [Does the state have a formal definition of outdoor or nature-based preschool?](#)
- Appendix Table 105. [Outdoor or nature-based preschools participating in this state-funded preschool program](#)
- Appendix Table 106. [Specific state regulations or guidance for nature-based and/or outdoor preschools](#)

Appendix A Footnotes

Appendix B: Head Start Data

Appendix C: U.S. Census Population Estimates

Appendix D: Pre-K Special Education Enrollment Data

APPENDIX TABLE 1. NAME OF STATE-FUNDED PRESCHOOL PROGRAM

| STATE | Name of state-funded preschool program |
|--------------------------|--|
| Alabama | Alabama First Class Pre-K Program |
| Alaska Pre-Elementary | Alaska Pre-Elementary Programs |
| Alaska EEP | Alaska Early Education Program Grant |
| Alaska 0.5 ADM | Alaska 0.5 ADM Approved Early Education Program |
| 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 Universal Preschool |
| Connecticut CDCC | Connecticut Child Day Care Contracts |
| Connecticut SR | Connecticut School Readiness |
| Connecticut Smart Start | Connecticut Smart Start |
| Delaware | State Funded Early Care and Education Programs (SFECEP) |
| District of Columbia | District of Columbia Universal Pre-K |
| Florida | Florida Voluntary Prekindergarten (VPK) Education Program |
| Georgia | Georgia's Pre-K Program |
| Hawaii EOEL | Hawaii 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 |
| Indiana | On My Way Pre-K |
| 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 CPPI | Commonwealth Preschool Partnerships Initiative |
| Massachusetts Chapter 70 | Massachusetts Chapter 70 |
| Michigan | Michigan Great Start Readiness Program |
| Minnesota HdSt | Minnesota Head Start |
| Minnesota VPK/SRP | Minnesota Voluntary Prekindergarten (VPK) and School Readiness Plus (SRP) |
| Mississippi ELC | Mississippi Early Learning Collaborative |
| Mississippi SIP | Mississippi State Invested Pre-Kindergarten |
| Missouri FF | Missouri Pre-K Foundation Formula |
| Missouri QPK | Missouri Quality Preschool Grant (MOQPK) |
| Nebraska | Nebraska Early Childhood Education Program |
| Nevada | Nevada Ready! State Pre-K |
| New Jersey | New Jersey Preschool Expansion Program |
| New Mexico | New Mexico PreK |
| New York | New York State Administered Prekindergarten Program |
| North Carolina | North Carolina Pre-Kindergarten Program |
| North Dakota | North Dakota Best in Class |
| Ohio | Ohio Early Childhood Education |
| Oklahoma | Oklahoma Early Childhood Four-Year-Old Program |
| Oregon OPK | Oregon Prenatal to Kindergarten (OPK) |
| 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 | High Quality School Readiness Grant Program |
| Vermont | Vermont Universal Prekindergarten Education (Act 166) |
| Virginia VPI | Virginia Preschool Initiative (VPI) |
| Virginia Mixed Delivery | Virginia Early Childhood Foundation Mixed Delivery |
| Virginia CCSP | Virginia Child Care Subsidy Program (CCSP) |
| Washington ECEAP | Early Childhood Education and Assistance Program (ECEAP) |
| Washington TK | Washington Transition to Kindergarten (TK) |
| West Virginia | West Virginia Universal Pre-K |
| Wisconsin | Wisconsin Four-Year-Old Kindergarten (4K) |
| Guam | Guam Department of Education Prekindergarten Program |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 2. STATE AGENCY WITH ADMINISTRATIVE AUTHORITY OVER STATE PRESCHOOL

| STATE | State agency with administrative authority over state preschool |
|---------------------------------------|--|
| Alabama ¹ | Alabama Department of Early Childhood Education (State Office of School Readiness or Early Childhood) |
| Alaska Pre-Elementary | Alaska Department of Education and Early Development (DEED) |
| Alaska EEP | Alaska Department of Education and Early Development (DEED) |
| Alaska 0.5 ADM | Alaska Department of Education and Early Development (DEED) |
| Arizona ¹ | Early Childhood Development and Health Board - First Things First |
| Arkansas ¹ | Arkansas Department of Education, Office of Early Childhood |
| California CSPP | California Department of Education (CDE) |
| California TK | California Department of Education (CDE) |
| Colorado | Colorado Department of Early Childhood (CDEC) |
| Connecticut CDCC ¹ | Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood) |
| Connecticut SR ¹ | Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood) |
| Connecticut Smart Start ¹ | Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood) |
| Delaware | Delaware Department of Education, Office of Early Learning |
| District of Columbia ¹ | Office of the State Superintendent of Education |
| Florida | Florida Department of Education, Division of Early Learning |
| Georgia ¹ | Georgia Department of Early Care and Learning: Bright from the Start (State Office of School Readiness or Early Learning) |
| Hawaii EOEL ¹ | Executive Office on Early Learning |
| Hawaii SPCSP | Hawaii State Public Charter School Commission |
| Illinois | Illinois State Board of Education |
| Indiana | Indiana Family and Social Services Administration (FSSA); Office of Early Childhood and Out-of-School Learning |
| Iowa Shared Visions | Iowa Department of Education |
| Iowa SWVPP | Iowa Department of Education |
| Kansas ¹ | Kansas State Department of Education |
| Kentucky | Kentucky Department of Education, Office of Special Education and Early Learning, School Readiness Branch |
| Louisiana 8(g) ¹ | Louisiana Board of Elementary and Secondary Education |
| 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 CPPI | Massachusetts Department of Early Education and Care |
| Massachusetts Chapter 70 | Massachusetts Department of Elementary and Secondary Education |
| Michigan | Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP), Office of Great Start, Office of Early Childhood Education |
| Minnesota HdSt ¹ | Minnesota Department of Children, Youth, and Families (DCYF) - Early Learning Services Division & Head Start Collaboration Office |
| Minnesota VPK/SRP ¹ | Minnesota Department of Children, Youth, and Families (DCYF) |
| Mississippi ELC | Mississippi Department of Education |
| Mississippi SIP | Mississippi Department of Education |
| Missouri FF | Missouri Department of Elementary and Secondary Education |
| Missouri QPK ¹ | 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 ¹ | New Jersey Department of Education |
| New Mexico | New Mexico Early Childhood Education and Care Department (ECECD) |
| New York | New York State Education Department |
| North Carolina ¹ | North Carolina Department of Health and Human Services, Division of Child Development and Early Education |
| North Dakota ¹ | North Dakota Department of Health & Human Services (ND HHS), The Early Childhood Section |
| Ohio | Department of Children and Youth |
| Oklahoma | Oklahoma State Department of Education |
| Oregon OPK ¹ | Oregon Department of Early Learning and Care |
| Oregon Preschool Promise ¹ | Oregon Department of Early Learning and Care |
| 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 ¹ | South Carolina Department of Education, Office of Early Learning and Literacy; South Carolina First Steps (State Office of School Readiness or Early Childhood) |
| Tennessee | Tennessee Department of Education |
| Texas | Texas Education Agency, Early Childhood Division |
| Utah ¹ | Utah State Board of Education; Department of Workforce Services, Office of Child Care |
| Vermont | Vermont Agency of Education; Vermont Agency of Human Services |
| Virginia VPI | Virginia Department of Education, Division of Early Childhood Care & Education |
| Virginia Mixed Delivery ¹ | Virginia Department of Education, Division of Early Childhood Care & Education |
| Virginia CCSP ¹ | Virginia Department of Education, Division of Early Childhood Care and Education; Virginia Department of Social Services, Division of Benefits Programs |
| Washington ECEAP ¹ | Washington Department of Children, Youth, and Families (DCYF) |
| Washington TK ¹ | Washington Office of Superintendent of Public Instruction |
| West Virginia ¹ | West Virginia Department of Education Office of Academic Support of Teaching and Learning; West Virginia Department of Human Services, Division of Early Care and Education |
| Wisconsin ¹ | Wisconsin Department of Public Instruction |
| Guam ¹ | Guam Department of Education |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 3. GEOGRAPHIC AVAILABILITY OF PRESCHOOL

| STATE | Geographic availability of program |
|---------------------------------------|--|
| Alabama | 67 out of 67 counties (100%) |
| Alaska Pre-Elementary | 7 of 54 school districts (13%) |
| Alaska EEP ¹ | 9 of 54 school districts (17%) |
| Alaska 0.5 ADM ¹ | 3 of 54 school districts (6%) |
| Arizona ¹ | 22 out of 28 Regional Partnership Councils (79%) |
| Arkansas ² | 75 out of 75 counties (100%) |
| California CSPP ¹ | 56 out of 58 counties (97%) |
| California TK ¹ | 58 out of 58 counties (100%) |
| Colorado ¹ | 64 out of 64 counties (100%) |
| Connecticut CDCC ² | 47 out of 169 towns/communities (28%) |
| Connecticut SR ² | 67 out of 169 towns/communities (40%) |
| Connecticut Smart Start | 23 out of 169 towns/communities (14%) |
| Delaware | 6 out of 16 school districts (38%) |
| District of Columbia ² | 8 out of 8 wards (100%) |
| Florida | 67 out of 67 counties (100%) |
| Georgia | 159 out of 159 counties (100%) |
| Hawaii EOEL ² | 15 out of 15 complex areas (100%) |
| Hawaii SPCSP | 8 of 15 complex areas (53%) |
| Illinois ¹ | 101 out of 102 counties (99%) |
| Indiana | 88 of 92 counties (96%) |
| Iowa Shared Visions | 29 out of 99 counties (29%) |
| Iowa SWVPP ¹ | 324 out of 325 school districts (99.7%) |
| Kansas ² | 286 out of 286 school districts (100%) |
| Kentucky ¹ | 171 out of 171 school districts (100%) |
| Louisiana 8(g) | 61 out of 69 local education agencies (LEA) (88%) |
| Louisiana LA 4 ¹ | 62 out of 64 parishes (97%) |
| Louisiana NSECD ¹ | 12 out of 64 parishes (19%) |
| Maine ¹ | 178 out of 191 eligible school administrative units (93%) |
| Maryland ¹ | 24 out of 24 school districts (100%) |
| Massachusetts CPPI ¹ | 22 out of 351 towns/communities (6%) |
| Massachusetts Chapter 70 ¹ | 280 out of 280 school districts (100%) |
| Michigan | 81 out of 83 counties (98%) |
| Minnesota HdSt | 87 out of 87 counties/parishes (100%) |
| Minnesota VPK/SRP ² | 185 districts out of 330 ISD (56%) and 31 out of 60 Charter Schools with Prekindergarten authorization (52%) |
| Mississippi ELC ¹ | 49 out of 143 school districts (34%) |
| Mississippi SIP ¹ | 24 out of 143 school districts (17%) |
| Missouri FF ¹ | 196 out of 519 Public School Districts (38%); 24 out of 37 Charter Schools (65%) |
| Missouri QPK | 188 out of 556 Local Education Agencies (34%) |
| Nebraska ¹ | 231 out of 247 school districts (94%) |
| Nevada ¹ | 12 of 17 LEAs (71%), 4 community-based organizations |
| New Jersey ² | 289 out of 590 school district (49%) |
| New Mexico | 84 out of 89 school districts (94%), 10 Charter Schools, & 6 Tribal Programs |
| New York ¹ | 681 out of 731 school districts (93%) |
| North Carolina | 100 out of 100 Counties (100%) |
| North Dakota ² | 31 out of 53 counties (58%) |
| Ohio | 250 out of 611 districts (41%) |
| Oklahoma | 506 out of 506 non-charter districts (100%) |
| Oregon OPK ² | 36 out of 36 counties (100%) |
| Oregon Preschool Promise ² | 16 out of 16 Early Learning Hub Regions (100%); 35 out of 36 counties (97%) |
| Pennsylvania RTL | 34 out of 500 school districts (7%) |
| Pennsylvania HSSAP | 129 out of 500 school districts (26%) |
| Pennsylvania K4 & SBPK | 111 out of 500 school districts (22%) |
| Pennsylvania PKC | 493 out of 500 school districts (99%) |
| Rhode Island ¹ | 20 out of 39 communities (51%) |
| South Carolina ² | 76 out of 76 school districts (100%) |
| Tennessee ¹ | 137 out of 147 school districts (93%) |
| Texas | 1093 out of 1208 school districts (90%) |
| Utah ² | 11 out of 29 counties (38%) |
| Vermont ¹ | 119 out of 119 school districts (100%) |
| Virginia VPI | 131 out of 134 school divisions (98%) |
| Virginia Mixed Delivery ² | 72 out of 133 localities (54%) |
| Virginia CCSP ² | 133 out of 133 localities (100%) |
| Washington ECEAP | 36 out of 39 counties (92%) |
| Washington TK ² | 159 out of 295 school districts (54%) and 1 tribal school |
| West Virginia | 55 out of 55 counties/parishes (100%) |
| Wisconsin | 409 out of 411 school districts (99.5%) |
| Guam ¹ | 1 out of 1 school district (100%) |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 4A. REQUIREMENTS FOR DISTRICTS/COUNTIES/PARISHES/TOWNS IN THE STATE TO OFFER PRESCHOOL PROGRAM

| STATE | Required for all | Not required – funds are available to any locality choosing to offer the program | Not required – funding is awarded on a competitive basis |
|--------------------------------------|--------------------|--|--|
| Alabama | | | ✓ |
| Alaska Pre-Elementary | | | ✓ |
| Alaska EEP ² | | | ✓ |
| Alaska 0.5 ADM ² | | | ✓ |
| Arizona ¹ | | ✓ | |
| Arkansas ³ | | | ✓ |
| California CSPP | | | ✓ |
| California TK ¹ | ✓ | | |
| Colorado ² | | ✓ | |
| Connecticut CDCC ² | | ✓ | |
| Connecticut SR ² | | | ✓ |
| Connecticut Smart Start | | | ✓ |
| Delaware | | | ✓ |
| District of Columbia ³ | | ✓ | |
| Florida ¹ | ✓ (summer program) | ✓ (school year program) | |
| Georgia | | | ✓ |
| Hawaii EOEL | | | ✓ |
| Hawaii SPCSP ¹ | | | ✓ |
| Illinois | | | ✓ |
| Indiana ¹ | | | |
| Iowa Shared Visions | | | ✓ |
| Iowa SWVPP | | ✓ | |
| Kansas ³ | | ✓ | |
| Kentucky | ✓ | | |
| Louisiana 8(g) ² | | ✓ | |
| Louisiana LA 4 ² | | ✓ | |
| Louisiana NSECD | | | ✓ |
| Maine | | | |
| Maryland ² | ✓ | | |
| Massachusetts CPPI | | | ✓ |
| Massachusetts Chapter 70 | | ✓ | |
| Michigan ¹ | | ✓ | |
| Minnesota HdSt ² | | | |
| Minnesota VPK/SRP ³ | | | ✓ |
| Mississippi ELC | | | ✓ |
| Mississippi SIP | | | ✓ |
| Missouri FF | | ✓ | |
| Missouri QPK ² | | | ✓ |
| Nebraska ² | | | ✓ |
| Nevada ² | | | ✓ |
| New Jersey ³ | | | |
| New Mexico | | | |
| New York ² | | | ✓ (SUFDK) |
| North Carolina ² | | ✓ | |
| North Dakota ³ | | | ✓ |
| Ohio ¹ | | | ✓ |
| Oklahoma ¹ | | ✓ | |
| Oregon OPK ³ | | | ✓ |
| Oregon Preschool Promise | | | ✓ |
| Pennsylvania RTL | | ✓ | |
| Pennsylvania HSSAP | | | ✓ |
| Pennsylvania K4 & SBPK | | ✓ | |
| Pennsylvania PKC | | | ✓ |
| Rhode Island | | | ✓ |
| South Carolina ² | ✓ | | |
| Tennessee | | | ✓ |
| Texas ¹ | | | |
| Utah ³ | | | ✓ |
| Vermont ² | ✓ | | |
| Virginia VPI | | | |
| Virginia Mixed Delivery ³ | | | ✓ |
| Virginia CCSP ³ | ✓ | | |
| Washington ECEAP ² | | | ✓ |
| Washington TK ² | | ✓ | |
| West Virginia | ✓ | | |
| Wisconsin ² | | ✓ | |
| Guam ¹ | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 4B. REQUIREMENTS FOR DISTRICTS/COUNTIES/PARISHES/TOWNS IN THE STATE TO OFFER PRESCHOOL PROGRAM

| STATE | Other |
|--------------------------------------|---|
| Alabama | |
| Alaska Pre-Elementary | |
| Alaska EEP ² | |
| Alaska 0.5 ADM ² | |
| Arizona ¹ | |
| Arkansas ³ | |
| California CSPP | |
| California TK ¹ | |
| Colorado ² | |
| Connecticut CDCC ² | |
| Connecticut SR ² | |
| Connecticut Smart Start | |
| Delaware | |
| District of Columbia ³ | |
| Florida ¹ | |
| Georgia | |
| Hawaii EOEL | |
| Hawaii SPCSP ¹ | |
| Illinois | |
| Indiana ¹ | Not required, but funds are available to programs that apply and meet eligibility requirements |
| Iowa Shared Visions | |
| Iowa SWVPP | |
| Kansas ³ | |
| Kentucky | |
| Louisiana 8(g) ² | |
| Louisiana LA 4 ² | |
| Louisiana NSECD | |
| Maine | Not required, but funds are available to any School Administrative Unit (SAU) choosing to offer the program |
| Maryland ² | |
| Massachusetts CPPI | |
| Massachusetts Chapter 70 | |
| Michigan ¹ | |
| Minnesota HdSt ² | Only federally designated Head Start programs are eligible for funding |
| Minnesota VPK/SRP ³ | |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF | |
| Missouri QPK ² | |
| Nebraska ² | |
| Nevada ² | |
| New Jersey ³ | Required for some |
| New Mexico | |
| New York ² | Non-competitive allocation (UPK) |
| North Carolina ² | |
| North Dakota ³ | |
| Ohio ¹ | |
| Oklahoma ¹ | |
| Oregon OPK ³ | |
| Oregon Preschool Promise | |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | |
| Rhode Island | |
| South Carolina ² | |
| Tennessee | |
| Texas ¹ | Required for some |
| Utah ³ | |
| Vermont ² | |
| Virginia VPI | Optional for eligible entities |
| Virginia Mixed Delivery ³ | |
| Virginia CCSP ³ | |
| Washington ECEAP ² | |
| Washington TK ² | |
| West Virginia | |
| Wisconsin ² | |
| Guam ¹ | Required for some |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 5. NUMBER OF CHILDREN ENROLLED IN STATE-FUNDED PRESCHOOL

| STATE | Total enrollment | Children under age 3 | 3-year-olds | 4-year-olds | 5-year-olds |
|---------------------------------------|------------------|----------------------|--------------------|-------------|-------------|
| Alabama | 24,238 | | | 24,238 | |
| Alaska Pre-Elementary ¹ | 363 | | 22 | 341 | |
| Alaska EEP ³ | 197 | | | | |
| Alaska 0.5 ADM ³ | 581 | | | | |
| Arizona ² | 3,081 | | 1,117 | 1,674 | 290 |
| Arkansas ⁴ | 20,327 | 1,378 | 6,723 | 12,197 | 29 |
| California CSPP ² | 100,705 | 3,009 | 46,352 | 48,136 | 3,190 |
| California TK ² | 177,568 | | | 150,862 | 26,692 |
| Colorado ³ | 58,107 | | 14,709 | 43,398 | |
| Connecticut CDCC | 1,644 | 269 | 723 | 648 | 4 |
| Connecticut SR | 10,440 | 1,215 | 4,404 | 4,779 | 42 |
| Connecticut Smart Start | 640 | 20 | 185 | 435 | |
| Delaware ¹ | 1,418 | | 419 | 999 | |
| District of Columbia | 13,040 | | 5,963 | 7,056 | 21 |
| Florida | 150,607 | | | 149,100 | 1,507 |
| Georgia ² | 70,572 | | | 69,314 | 1,258 |
| Hawaii EOEL ³ | 1,361 | | 493 | 868 | |
| Hawaii SPCSP ² | 276 | | 84 | 192 | |
| Illinois | 83,661 | | 34,562 | 49,026 | 73 |
| Indiana | 6,018 | | | 6,018 | |
| Iowa Shared Visions | 1,088 | | 529 | 553 | 6 |
| Iowa SWVPP ² | 26,537 | | 1,808 | 24,512 | 217 |
| Kansas | 24,805 | 884 | 7,745 | 16,116 | 60 |
| Kentucky ² | 18,837 | 735 | 4,072 | 14,030 | |
| Louisiana 8(g) | 1,677 | | | 1,677 | |
| Louisiana LA 4 ³ | 16,840 | | | 16,840 | |
| Louisiana NSECD ² | 1,367 | | 481 | 886 | |
| Maine ² | 6,445 | | 80 | 6,116 | 249 |
| Maryland | 34,003 | 121 | 5,799 | 27,947 | 136 |
| Massachusetts CPPI ² | 3,249 | 318 | 1,170 | 1,643 | 29 |
| Massachusetts Chapter 70 ² | 31,458 | | 10,012 | 19,395 | 2,051 |
| Michigan | 47,981 | | | 47,981 | |
| Minnesota HdSt ³ | 617 | | | | |
| Minnesota VPK/SRP ⁴ | 11,998 | | | 11,998 | |
| Mississippi ELC | 6,733 | | | 6,733 | |
| Mississippi SIP | 1,343 | | | 1,343 | |
| Missouri FF | 8,417 | | 1,814 | 6,520 | 83 |
| Missouri QPK | 9,847 | | | 9,847 | |
| Nebraska ³ | 13,212 | 445 | 4,034 | 8,560 | 173 |
| Nevada ³ | 4,288 | | 618 | 3,670 | |
| New Jersey ⁴ | 65,365 | | 27,673 | 37,692 | |
| New Mexico | 16,429 | | 4,796 | 11,633 | |
| New York ³ | 153,004 | | 34,577 | 118,427 | |
| North Carolina ³ | 26,707 | | | 26,707 | |
| North Dakota ⁴ | 1,076 | | | 1,076 | |
| Ohio | 23,594 | | 6,162 | 17,432 | |
| Oklahoma ² | 36,114 | 14 | 1,370 | 32,794 | 1,919 |
| Oregon OPK ⁴ | 7,150 | 347 | 2,978 | 3,822 | 3 |
| Oregon Preschool Promise ³ | 5,537 | | 2,141 | 3,350 | |
| Pennsylvania RTL ¹ | | | Data not available | | |
| Pennsylvania HSSAP | 7,086 | 337 | 2,489 | 3,814 | 446 |
| Pennsylvania K4 & SBPK | 10,140 | 66 | 2,133 | 7,808 | 133 |
| Pennsylvania PKC | 31,829 | 388 | 11,813 | 19,270 | 358 |
| Rhode Island ¹ | 2,864 | | | 2,864 | |
| South Carolina ³ | 30,586 | | 3,549 | 26,940 | 97 |
| Tennessee ² | 17,501 | | 874 | 16,627 | |
| Texas ² | 248,483 | | 43,729 | 204,754 | |
| Utah ⁴ | 1,653 | | 464 | 1,189 | |
| Vermont ³ | 7,614 | 6 | 2,998 | 4,125 | 485 |
| Virginia VPI ² | 24,425 | | 2,829 | 21,596 | |
| Virginia Mixed Delivery ⁴ | 1,989 | | 994 | 995 | |
| Virginia CCSP ⁴ | 12,143 | | 6,350 | 5,793 | |
| Washington ECEAP | 16,432 | | 7,230 | 9,202 | |
| Washington TK ³ | 8,039 | | 26 | 7,080 | 933 |
| West Virginia | 13,674 | 281 | 1,279 | 11,904 | 210 |
| Wisconsin ³ | 42,723 | | 23 | 38,397 | 4,298 |
| Guam | 52 | | | 52 | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 6. NUMBER OF CHILDREN ENROLLED IN LOCAL/CITY/DISTRICT-FUNDED PRESCHOOL

| STATE | Total | 3-year-olds | 4-year-olds |
|--------------------------------------|--------|-------------|-------------|
| Alabama | | | |
| Alaska Pre-Elementary | | | |
| Alaska EEP | | | |
| Alaska 0.5 ADM | | | |
| Arizona | | | |
| Arkansas | | | |
| California CSPP | | | |
| California TK | | | |
| Colorado | | | |
| Connecticut CDCC ³ | | | |
| Connecticut SR ³ | | | |
| Connecticut Smart Start ² | | | |
| Delaware | | | |
| District of Columbia | 337 | 252 | 85 |
| Florida | | | |
| Georgia | | | |
| Hawaii EOEL | | | |
| Hawaii SPCSP | | | |
| Illinois ² | 29,513 | 10,457 | 19,010 |
| Indiana | | | |
| Iowa Shared Visions | | | |
| Iowa SWVPP | | | |
| Kansas ⁴ | 5,147 | 1,782 | 3,365 |
| Kentucky | | | |
| Louisiana 8(g) | | | |
| Louisiana LA 4 | | | |
| Louisiana NSECD | | | |
| Maine | | | |
| Maryland | | | |
| Massachusetts CPPI | | | |
| Massachusetts Chapter 70 | | | |
| Michigan ² | 6,761 | | 6,761 |
| Minnesota HdSt | 25,447 | | |
| Minnesota VPK/SRP | 25,447 | | |
| Mississippi ELC | 3,234 | | 3,234 |
| Mississippi SIP | 3,234 | | 3,234 |
| Missouri FF | | | |
| Missouri QPK | | | |
| Nebraska | | | |
| Nevada | | | |
| New Jersey ⁵ | 5,251 | 1,763 | 3,488 |
| New Mexico | | | |
| New York | | | |
| North Carolina | | | |
| North Dakota | | | |
| Ohio | | | |
| Oklahoma | | | |
| Oregon OPK | | | |
| Oregon Preschool Promise | | | |
| Pennsylvania RTL | | | |
| Pennsylvania HSSAP ¹ | | | |
| Pennsylvania K4 & SBPK | | | |
| Pennsylvania PKC ¹ | | | |
| Rhode Island | | | |
| South Carolina ⁴ | | | |
| Tennessee | | | |
| Texas | | | |
| Utah ⁵ | 14,706 | | |
| Vermont | | | |
| Virginia VPI ³ | 379 | 53 | 326 |
| Virginia Mixed Delivery ⁵ | 379 | 53 | 326 |
| Virginia CCSP ⁵ | 379 | 53 | 326 |
| Washington ECEAP | | | |
| Washington TK | | | |
| West Virginia | | | |
| Wisconsin | | | |
| Guam | 50 | | 50 |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 7. NUMBER OF CHILDREN WITH DISABILITIES ENROLLED IN STATE-FUNDED PRESCHOOL

| STATE | Total | Children under age 3 | 3-year-olds | 4-year-olds | 5-year-olds |
|--------------------------------------|--------|----------------------|--------------------|-------------|-------------|
| Alabama | 911 | | | 911 | |
| Alaska Pre-Elementary ² | | | Data not available | | |
| Alaska EEP ⁴ | | | Data not available | | |
| Alaska 0.5 ADM | | | Data not available | | |
| Arizona ³ | 108 | | 30 | 62 | 16 |
| Arkansas ⁵ | 1,774 | 64 | 509 | 1,197 | 4 |
| California CSPP ³ | 9,430 | 185 | 4,182 | 4,755 | 307 |
| California TK ³ | 20,961 | | | 17,639 | 3,318 |
| Colorado ⁴ | 11,604 | | 5,728 | 5,876 | |
| Connecticut CDCC | 76 | 13 | 36 | 26 | 1 |
| Connecticut SR | 938 | 86 | 415 | 430 | 7 |
| Connecticut Smart Start | 147 | | 38 | 109 | |
| Delaware | 198 | | 80 | 118 | |
| District of Columbia | 1,783 | | Data Suppressed | 1,114 | < 10 |
| Florida ² | 4,209 | | | 4,107 | 102 |
| Georgia ³ | 3,069 | | | 2,827 | 242 |
| Hawaii EOEL ⁴ | 161 | | | | |
| Hawaii SPCSP ³ | 8 | | 6 | 2 | |
| Illinois ³ | 18,231 | | 8,823 | 9,376 | 32 |
| Indiana ² | | | Data not available | | |
| Iowa Shared Visions | 214 | | 133 | 80 | 1 |
| Iowa SWVPP ³ | 2,446 | | 927 | 1,495 | 24 |
| Kansas ⁵ | 6,594 | | 2,671 | 3,884 | 39 |
| Kentucky ² | 10,938 | 735 | 4,072 | 6,131 | |
| Louisiana 8(g) ³ | | | Data not available | | |
| Louisiana LA 4 ⁴ | 1,165 | | | 1,165 | |
| Louisiana NSECD | 41 | | 16 | 25 | |
| Maine ² | 1,207 | | 47 | 1,071 | 89 |
| Maryland ³ | 147 | | 55 | 91 | 1 |
| Massachusetts CPPI ³ | 522 | 36 | 174 | 310 | 1 |
| Massachusetts Chapter 70 | 11,562 | | 4,080 | 6,718 | 764 |
| Michigan | 5,379 | | | 5,379 | |
| Minnesota HdSt | | | | | |
| Minnesota VPK/SRP ⁵ | 1,314 | | | 1,314 | |
| Mississippi ELC ² | 571 | | | 571 | |
| Mississippi SIP | 112 | | | 112 | |
| Missouri FF ² | 901 | | 214 | 673 | 14 |
| Missouri QPK ³ | | | Data not available | | |
| Nebraska | 4,052 | 258 | 1,409 | 2,313 | 72 |
| Nevada ⁴ | | | | | |
| New Jersey ⁶ | 11,195 | | 4,561 | 6,634 | |
| New Mexico | 1,648 | | 153 | 1,495 | |
| New York | 27,431 | | 6,642 | 20,789 | |
| North Carolina | 1,436 | | | 1,436 | |
| North Dakota | 76 | | | 76 | |
| Ohio | 4,408 | | 1,286 | 3,122 | |
| Oklahoma | 3,546 | | 874 | 2,101 | 571 |
| Oregon OPK ⁵ | 1,567 | | | | |
| Oregon Preschool Promise | 1,167 | | 405 | 762 | |
| Pennsylvania RTL ¹ | | | Data not available | | |
| Pennsylvania HSSAP | 71 | 4 | 26 | 29 | 12 |
| Pennsylvania K4 & SBPK | 44 | | 11 | 13 | 20 |
| Pennsylvania PKC | 1,954 | 17 | 670 | 1,240 | 27 |
| Rhode Island ² | 312 | | | 312 | |
| South Carolina ⁵ | 7,482 | | 2,599 | 4,199 | 684 |
| Tennessee | 1,081 | | 70 | 1,011 | |
| Texas ³ | 17,580 | | | | |
| Utah ⁶ | | | Data not available | | |
| Vermont ³ | 1,268 | 1 | 471 | 705 | 91 |
| Virginia VPI ⁴ | 4,033 | | 761 | 3,272 | |
| Virginia Mixed Delivery ⁶ | 272 | | 142 | 130 | |
| Virginia CCSP ⁶ | 106 | | 40 | 66 | |
| Washington ECEAP | 3,286 | | 1,446 | 1,840 | |
| Washington TK ⁴ | 1,090 | | 11 | 1,010 | 169 |
| West Virginia | 3,321 | 281 | 1,279 | 1,681 | 80 |
| Wisconsin ⁴ | 5,481 | | 8 | 4,540 | 933 |
| Guam ² | 6 | | | 6 | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 8. CHILDREN WITH DISABILITIES SERVED IN INCLUSIVE PRE-K CLASSROOMS

| STATE | All children in inclusive settings | Some children are in inclusive settings | Unsure |
|--------------------------------------|------------------------------------|---|--------|
| Alabama | ✓ | | |
| Alaska Pre-Elementary | | ✓ | |
| Alaska EEP | | ✓ | |
| Alaska 0.5 ADM | ✓ | | |
| Arizona ⁴ | | | ✓ |
| Arkansas | ✓ | | |
| California CSPP ⁴ | ✓ | | |
| California TK ⁴ | | ✓ | |
| Colorado ⁵ | | | ✓ |
| Connecticut CDCC | ✓ | | |
| Connecticut SR | ✓ | | |
| Connecticut Smart Start | ✓ | | |
| Delaware | | | ✓ |
| District of Columbia | | | ✓ |
| Florida | | | ✓ |
| Georgia ⁴ | ✓ | | |
| Hawaii EOEL ⁵ | ✓ | | |
| Hawaii SPCSP | ✓ | | |
| Illinois ⁴ | | ✓ | |
| Indiana | | | ✓ |
| Iowa Shared Visions | ✓ | | |
| Iowa SWVPP ⁴ | ✓ | | |
| Kansas ⁶ | | ✓ | |
| Kentucky ³ | | ✓ | |
| Louisiana 8(g) | | | ✓ |
| Louisiana LA 4 | | | ✓ |
| Louisiana NSECD | ✓ | | |
| Maine | | | ✓ |
| Maryland ³ | | | ✓ |
| Massachusetts CPPI ⁴ | ✓ | | |
| Massachusetts Chapter 70 | | ✓ 71% in inclusive classrooms | |
| Michigan | ✓ | | |
| Minnesota HdSt ⁴ | ✓ | | |
| Minnesota VPK/SRP | ✓ | | |
| Mississippi ELC | ✓ | | |
| Mississippi SIP ² | ✓ | | |
| Missouri FF | ✓ | | |
| Missouri QPK ⁴ | | | ✓ |
| Nebraska | | | ✓ |
| Nevada | | | ✓ |
| New Jersey ⁷ | | ✓ | |
| New Mexico ¹ | ✓ | | |
| New York ⁴ | | | ✓ |
| North Carolina | ✓ | | |
| North Dakota ⁵ | | ✓ | |
| Ohio | ✓ | | |
| Oklahoma ³ | ✓ | | |
| Oregon OPK ⁶ | ✓ | | |
| Oregon Preschool Promise | ✓ | | |
| Pennsylvania RTL | | | ✓ |
| Pennsylvania HSSAP ² | ✓ | | |
| Pennsylvania K4 & SBPK | | | ✓ |
| Pennsylvania PKC ² | ✓ | | |
| Rhode Island ³ | ✓ | | |
| South Carolina | | ✓ | |
| Tennessee | ✓ | | |
| Texas ⁴ | | ✓ 37% in inclusive classrooms | |
| Utah ⁷ | ✓ | | |
| Vermont | | ✓ 64.86% in inclusive classrooms | |
| Virginia VPI ⁵ | | ✓ 52% in inclusive classrooms | |
| Virginia Mixed Delivery ⁷ | ✓ (with a few exceptions) | | ✓ |
| Virginia CCSP | | | ✓ |
| Washington ECEAP ³ | ✓ | | |
| Washington TK | ✓ | | |
| West Virginia ² | | ✓ 82.71% in inclusive classrooms | |
| Wisconsin | | | ✓ |
| Guam | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 9. ENROLLMENT IN BOTH STATE-FUNDED PRESCHOOL AND HEAD START

| STATE | Enrolled in one program using blended funds | Enrolled in part-day state-funded preschool & part-day Head Start | Attended state-funded preschool & used Head Start for wrap around | Other | No/Unknown |
|-----------------------------------|---|---|---|-------|------------|
| Alabama | ✓ | | | | |
| Alaska Pre-Elementary | ✓ | ✓ | ✓ | | |
| Alaska EEP | | ✓ | ✓ | | |
| Alaska 0.5 ADM | | ✓ | ✓ | | |
| Arizona | | | | | Unknown |
| Arkansas | | | | | Unknown |
| California CSPP | ✓ | ✓ | ✓ | | |
| California TK | | | | | Unknown |
| Colorado ⁶ | | | | ✓ | |
| Connecticut CDCC | | | ✓ | | |
| Connecticut SR | | | ✓ | | |
| Connecticut Smart Start | | | | | No |
| Delaware | | | | | No |
| District of Columbia ⁴ | | | | ✓ | |
| Florida | ✓ | ✓ | ✓ | | |
| Georgia | ✓ | | | | |
| Hawaii EOEL | | | | | No |
| Hawaii SPCSP | | | | | No |
| Illinois | ✓ | ✓ | ✓ | | |
| Indiana | | | | | Unknown |
| Iowa Shared Visions ¹ | ✓ | ✓ | ✓ | ✓ | |
| Iowa SWVPP | ✓ | ✓ | | | |
| Kansas | ✓ | ✓ | ✓ | | |
| Kentucky | ✓ | | | | |
| Louisiana 8(g) | | | | | No |
| Louisiana LA 4 | | | | | No |
| Louisiana NSECD | | | | | No |
| Maine | ✓ | | | | |
| Maryland | ✓ | ✓ | ✓ | | |
| Massachusetts CPPI | ✓ | | | | |
| Massachusetts Chapter 70 | | | | | Unknown |
| Michigan | ✓ | | | | |
| Minnesota HdSt ⁵ | | | | ✓ | |
| Minnesota VPK/SRP | ✓ | ✓ | ✓ | | |
| Mississippi ELC ³ | | | | ✓ | |
| Mississippi SIP ³ | | | ✓ | ✓ | |
| Missouri FF | | | ✓ | | |
| Missouri QPK | | | | | Unknown |
| Nebraska | ✓ | | | | |
| Nevada | ✓ | | | | |
| New Jersey | ✓ | | | | |
| New Mexico | ✓ | | | | |
| New York | ✓ | ✓ | ✓ | | |
| North Carolina | ✓ | | | | |
| North Dakota | ✓ | | | | |
| Ohio | | | | | Unknown |
| Oklahoma | ✓ | ✓ | ✓ | | |
| Oregon OPK | ✓ | | | | |
| Oregon Preschool Promise | | | | | No |
| Pennsylvania RTL | | | | | Unknown |
| Pennsylvania HSSAP ³ | | | | ✓ | |
| Pennsylvania K4 & SBPK | | | | | Unknown |
| Pennsylvania PKC ³ | | | | ✓ | |
| Rhode Island | ✓ | | ✓ | | |
| South Carolina | | | | | No |
| Tennessee | ✓ | | | | |
| Texas | ✓ | ✓ | | | |
| Utah | | | | | No |
| Vermont | ✓ | | | | |
| Virginia VPI | | | | | No |
| Virginia Mixed Delivery | ✓ | | | | |
| Virginia CCSP ⁷ | | | ✓ (some children) | | |
| Washington ECEAP | | | | | No |
| Washington TK | | | | | No |
| West Virginia | ✓ | | | | |
| Wisconsin | ✓ | ✓ | ✓ | | |
| Guam | | | | | No |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 10. NUMBER OF CHILDREN DUALY ENROLLED IN PRESCHOOL AND HEAD START

| STATE | Total | Children under age 3 | 3-year-olds | 4-year-olds | 5-year-olds |
|-----------------------------------|--------|----------------------|--------------------|-------------|-------------|
| Alabama | 1,428 | | | 1,428 | |
| Alaska Pre-Elementary | | | Data not available | | |
| Alaska EEP | | | Data not available | | |
| Alaska 0.5 ADM | | | Data not available | | |
| Arizona | | | | | |
| Arkansas | | | | | |
| California CSPP ⁵ | | | Data not available | | |
| California TK | | | | | |
| Colorado ⁷ | 2,308 | | 480 | 1,828 | |
| Connecticut CDCC ⁴ | 74 | | | | |
| Connecticut SR ⁴ | 367 | | | | |
| Connecticut Smart Start | | | | | |
| Delaware | | | | | |
| District of Columbia ⁵ | 311 | | 134 | 177 | |
| Florida ³ | 9,240 | | | 9,228 | 12 |
| Georgia ⁵ | 3,428 | | | 3,428 | |
| Hawaii EOEL | | | | | |
| Hawaii SPCSP | | | | | |
| Illinois | 682 | | 327 | 355 | |
| Indiana ³ | | | | | |
| Iowa Shared Visions ¹ | 422 | | 225 | 197 | |
| Iowa SWVPP | | | Data not available | | |
| Kansas | | | Data not available | | |
| Kentucky ⁴ | 637 | | | 637 | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | | | | |
| Louisiana NSECD | | | | | |
| Maine | 884 | | | 884 | |
| Maryland ⁴ | 381 | | 126 | 255 | |
| Massachusetts CPPI ⁵ | 485 | | 200 | 212 | |
| Massachusetts Chapter 70 | | | | | |
| Michigan ³ | 4,706 | | | 4,706 | |
| Minnesota HdSt | 617 | | | | |
| Minnesota VPK/SRP ⁶ | | | Data not available | | |
| Mississippi ELC ³ | 365 | | | 365 | |
| Mississippi SIP ³ | 35 | | | 35 | |
| Missouri FF | | | Data not available | | |
| Missouri QPK ⁵ | | | | | |
| Nebraska ⁴ | 1,780 | 175 | 600 | 992 | 13 |
| Nevada ⁵ | 425 | | 112 | 313 | |
| New Jersey | 5,792 | | 1274 | 4518 | |
| New Mexico | 868 | | 347 | 521 | |
| New York | 5,355 | | 1460 | 3895 | |
| North Carolina | 3,211 | | | 3,211 | |
| North Dakota | 44 | | | 44 | |
| Ohio ² | | | | | |
| Oklahoma | | | Data not available | | |
| Oregon OPK ⁷ | 6,120 | 265 | 2,566 | 3,286 | 3 |
| Oregon Preschool Promise | | | | | |
| Pennsylvania RTL | | | | | |
| Pennsylvania HSSAP | | | | | |
| Pennsylvania K4 & SBPK | | | | | |
| Pennsylvania PKC ³ | 334 | | 42 | 292 | |
| Rhode Island ⁴ | 365 | | | 365 | |
| South Carolina | | | | | |
| Tennessee | 1,767 | | | | |
| Texas ⁵ | 20,613 | | 7,150 | 13,463 | |
| Utah ⁹ | | | | | |
| Vermont | | | Data not available | | |
| Virginia VPI ⁶ | | | | | |
| Virginia Mixed Delivery | 55 | | 29 | 26 | |
| Virginia CCSP ⁸ | | | | | |
| Washington ECEAP ⁴ | | | | | |
| Washington TK | | | | | |
| West Virginia | 4,061 | | 344 | 3,717 | |
| Wisconsin | | | Data not available | | |
| Guam | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 11. STATE SUPPLEMENTS TO FEDERAL HEAD START AND EARLY HEAD START

| STATE | Head Start | Early Head Start | No |
|---------------------------------------|------------|------------------|----|
| Alabama | ✓ | | |
| Alaska Pre-Elementary ³ | ✓ | ✓ | |
| Alaska EEP ⁵ | ✓ | ✓ | |
| Alaska 0.5 ADM ⁴ | ✓ | ✓ | |
| 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 | | | ✓ |
| Indiana | | | ✓ |
| Iowa Shared Visions | | ✓ | |
| Iowa SWVPP | | ✓ | |
| Kansas | | ✓ | |
| Kentucky | | | ✓ |
| Louisiana 8(g) | | | ✓ |
| Louisiana LA 4 | | | ✓ |
| Louisiana NSECD | | | ✓ |
| Maine | ✓ | ✓ | |
| Maryland | ✓ | ✓ | |
| Massachusetts CPPI ⁶ | ✓ | ✓ | |
| Massachusetts Chapter 70 ³ | ✓ | ✓ | |
| Michigan | | | ✓ |
| Minnesota HdSt | ✓ | ✓ | |
| Minnesota VPK/SRP | ✓ | ✓ | |
| Mississippi ELC | | | ✓ |
| Mississippi SIP | | | ✓ |
| Missouri FF | | ✓ | |
| Missouri QPK | | ✓ | |
| Nebraska | | | ✓ |
| Nevada | | | ✓ |
| New Jersey | ✓ | | |
| New Mexico | ✓ | | |
| New York | | | ✓ |
| North Carolina | | | ✓ |
| North Dakota | | | ✓ |
| Ohio | | | ✓ |
| Oklahoma | ✓ | ✓ | |
| Oregon OPK | ✓ | ✓ | |
| 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 | | | ✓ |
| Virginia CCSP | | | ✓ |
| Washington ECEAP | | | ✓ |
| Washington TK | | | ✓ |
| West Virginia | | | ✓ |
| Wisconsin | ✓ | ✓ | |
| Guam | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 12. USES OF STATE SUPPLEMENTAL HEAD START AND EARLY HEAD START FUNDING

| STATE | Additional Head Start slots | Additional Early Head Start slots | Extend the federally-funded hours of operation | Improve the quality of Head Start/ Early Head Start | Provide additional services or to enhance services | Other |
|---------------------------------------|-----------------------------|-----------------------------------|--|---|--|-------|
| Alabama ² | | | | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary ³ | ✓ | | | ✓ | | |
| Alaska EEP ⁵ | ✓ | | | ✓ | | |
| Alaska 0.5 ADM ⁴ | ✓ | | | ✓ | | |
| 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 | | | | | | |
| Indiana | | | | | | |
| Iowa Shared Visions | | | | | ✓ | |
| Iowa SWVPP | | | | | ✓ | |
| Kansas ⁷ | | | | | | ✓ |
| Kentucky | | | | | | |
| Louisiana 8(g) | | | | | | |
| Louisiana LA 4 | | | | | | |
| Louisiana NSECD | | | | | | |
| Maine | ✓ | ✓ | ✓ | | ✓ | |
| Maryland | | | ✓ | ✓ | | |
| Massachusetts CPP1 ⁶ | | | | ✓ | ✓ | ✓ |
| Massachusetts Chapter 70 ³ | | | | ✓ | ✓ | ✓ |
| Michigan | | | | | | |
| Minnesota HdSt ⁶ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP ⁷ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mississippi ELC | | | | | | |
| Mississippi SIP | | | | | | |
| Missouri FF | | ✓ | | | | |
| Missouri QPK | | ✓ | | | | |
| Nebraska | | | | | | |
| Nevada | | | | | | |
| New Jersey | | | | ✓ | ✓ | |
| New Mexico ² | | | ✓ | ✓ | ✓ | ✓ |
| New York | | | | | | |
| North Carolina | | | | | | |
| North Dakota | | | | | | |
| Ohio | | | | | | |
| Oklahoma | | No | ✓ | ✓ | ✓ | |
| Oregon OPK | ✓ | ✓ | | ✓ | ✓ | |
| 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 | | | | | | |
| Virginia CCSP | | | | | | |
| Washington ECEAP | | | | | | |
| Washington TK | | | | | | |
| West Virginia | | | | | | |
| Wisconsin | ✓ | ✓ | | ✓ | | |
| Guam | | | | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 13. NUMBER OF HEAD START SLOTS SUPPORTED BY STATE SUPPLEMENTAL FUNDING

| STATE | Total | Children under age 3 | 3-year-olds | 4-year-olds | 5-year-olds |
|------------------------------------|-------|----------------------|--------------------|-------------|-------------|
| Alabama | | | | | |
| Alaska Pre-Elementary ³ | | | Data not available | | |
| Alaska EEP ⁵ | | | Data not available | | |
| Alaska 0.5 ADM ⁴ | | | Data not available | | |
| Arizona | | | | | |
| Arkansas | | | | | |
| California CSPP | | | | | |
| California TK | | | | | |
| Colorado | | | | | |
| Connecticut CDCC | 545 | | 259 | 286 | |
| Connecticut SR | 545 | | 259 | 286 | |
| Connecticut Smart Start | 545 | | 259 | 286 | |
| Delaware | | | | | |
| District of Columbia | | | | | |
| Florida | | | | | |
| Georgia | | | | | |
| Hawaii EOEL | | | | | |
| Hawaii SPCSP | | | | | |
| Illinois | | | | | |
| Indiana | | | | | |
| Iowa Shared Visions | | | | | |
| Iowa SWVPP | | | | | |
| Kansas | | | | | |
| Kentucky | | | | | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | | | | |
| Louisiana NSECD | | | | | |
| Maine | | | Not reported | | |
| Maryland | | | | | |
| Massachusetts CPPI | | | | | |
| Massachusetts Chapter 70 | | | | | |
| Michigan | | | | | |
| Minnesota HdSt | 617 | | | | |
| Minnesota VPK/SRP | 617 | | | | |
| Mississippi ELC | | | | | |
| Mississippi SIP | | | | | |
| Missouri FF | | | | | |
| Missouri QPK | | | | | |
| Nebraska | | | | | |
| Nevada | | | | | |
| New Jersey | | | | | |
| New Mexico | | | | | |
| New York | | | | | |
| North Carolina | | | | | |
| North Dakota | | | | | |
| Ohio | | | | | |
| Oklahoma | | | | | |
| Oregon OPK | 7,150 | 347 | 2,978 | 3,822 | 3 |
| Oregon Preschool Promise | 7,150 | 347 | 2,978 | 3,822 | 3 |
| Pennsylvania RTL | 7,086 | 337 | 2,489 | 3,814 | 446 |
| Pennsylvania HSSAP | 7,086 | 337 | 2,489 | 3,814 | 446 |
| Pennsylvania K4 & SBPK | 7,086 | 337 | 2,489 | 3,814 | 446 |
| Pennsylvania PKC | 7,086 | 337 | 2,489 | 3,814 | 446 |
| Rhode Island | 130 | | 64 | 62 | 4 |
| South Carolina | | | | | |
| Tennessee | | | | | |
| Texas | | | | | |
| Utah | | | | | |
| Vermont | | | | | |
| Virginia VPI | | | | | |
| Virginia Mixed Delivery | | | | | |
| Virginia CCSP | | | | | |
| Washington ECEAP | | | | | |
| Washington TK | | | | | |
| West Virginia | | | | | |
| Wisconsin ⁵ | 138 | | | | |
| Guam | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 14. NUMBER OF EARLY HEAD START SLOTS SUPPORTED BY STATE SUPPLEMENTAL FUNDING

| STATE | Total | Children under age 1 | 1-year-olds | 2-year-olds | 3-year-olds | Pregnant women |
|------------------------------------|-------|----------------------|--------------------|-------------|-------------|----------------|
| Alabama | | | | | | |
| Alaska Pre-Elementary ³ | | | Data not available | | | |
| Alaska EEP ⁵ | | | Data not available | | | |
| Alaska 0.5 ADM ⁴ | | | Data not available | | | |
| Arizona | | | | | | |
| Arkansas | | | | | | |
| California CSPP | | | | | | |
| California TK | | | | | | |
| Colorado | | | | | | |
| Connecticut CDCC | | | Data not available | | | |
| Connecticut SR | | | Data not available | | | |
| Connecticut Smart Start | | | Data not available | | | |
| Delaware | | | | | | |
| District of Columbia | 200 | | | | | |
| Florida | | | | | | |
| Georgia | | | | | | |
| Hawaii EOEL | | | | | | |
| Hawaii SPCSP | | | | | | |
| Illinois | | | | | | |
| Indiana | | | | | | |
| Iowa Shared Visions | | | | | | |
| Iowa SWVPP | | | | | | |
| Kansas | 848 | | | | | |
| Kentucky | | | | | | |
| Louisiana 8(g) | | | | | | |
| Louisiana LA 4 | | | | | | |
| Louisiana NSECD | | | | | | |
| Maine | | | Not reported | | | |
| Maryland | | | | | | |
| Massachusetts CPPI | | | | | | |
| Massachusetts Chapter 70 | | | | | | |
| Michigan | | | | | | |
| Minnesota HdSt | 946 | | | | | |
| Minnesota VPK/SRP | 946 | | | | | |
| Mississippi ELC | | | | | | |
| Mississippi SIP | | | | | | |
| Missouri FF | 503 | | | | | 36 |
| Missouri QPK | 503 | | | | | 36 |
| Nebraska | | | | | | |
| Nevada | | | | | | |
| New Jersey | | | | | | |
| New Mexico | | | | | | |
| New York | | | | | | |
| North Carolina | | | | | | |
| North Dakota | | | | | | |
| Ohio | | | | | | |
| Oklahoma | | | | | | |
| Oregon OPK | 1,420 | | | | | |
| Oregon Preschool Promise | 1,420 | | | | | |
| Pennsylvania RTL | | | | | | |
| Pennsylvania HSSAP | | | | | | |
| Pennsylvania K4 & SBPK | | | | | | |
| Pennsylvania PKC | | | | | | |
| Rhode Island | | | | | | |
| South Carolina | | | | | | |
| Tennessee | | | | | | |
| Texas | | | | | | |
| Utah | | | | | | |
| Vermont | | | | | | |
| Virginia VPI | | | | | | |
| Virginia Mixed Delivery | | | | | | |
| Virginia CCSP | | | | | | |
| Washington ECEAP | | | | | | |
| Washington TK | | | | | | |
| West Virginia | | | | | | |
| Wisconsin ⁵ | 114 | | | | | |
| Guam | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 15. STATE SUPPLEMENTAL FUNDING FOR HEAD START AND/OR EARLY HEAD START

| STATE | Total | Head Start | Early Head Start |
|---------------------------------------|---------------|---------------|------------------|
| Alabama | \$5,492,533 | \$5,492,533 | |
| Alaska Pre-Elementary ³ | \$13,038,500 | | |
| Alaska EEP ⁵ | \$13,038,500 | | |
| Alaska 0.5 ADM ⁴ | \$13,038,500 | | |
| Arizona | | | |
| Arkansas | | | |
| California CSPP | | | |
| California TK | | | |
| Colorado | | | |
| Connecticut CDCC | \$5,083,238 | | |
| Connecticut SR | \$5,083,238 | | |
| Connecticut Smart Start | \$5,083,238 | | |
| Delaware | | | |
| District of Columbia | \$1,650,000 | | \$1,650,000 |
| Florida | | | |
| Georgia ⁵ | | | |
| Hawaii EOEL | | | |
| Hawaii SPCSP | | | |
| Illinois | | | |
| Indiana | | | |
| Iowa Shared Visions | \$575,000 | | \$575,000 |
| Iowa SWVPP | \$575,000 | | \$575,000 |
| Kansas ⁸ | \$12,246,233 | | \$12,246,233 |
| Kentucky | | | |
| Louisiana 8(g) | | | |
| Louisiana LA 4 | | | |
| Louisiana NSECD | | | |
| Maine | \$6,140,038 | | |
| Maryland | \$3,000,000 | \$2,440,960 | \$559,040 |
| Massachusetts CPPI ⁶ | \$18,500,000 | | |
| Massachusetts Chapter 70 ³ | \$18,500,000 | | |
| Michigan | | | |
| Minnesota HdSt ⁴ | \$35,100,000 | \$12,053,618 | \$19,064,763 |
| Minnesota VPK/SRP ⁷ | \$35,100,000 | \$12,053,618 | \$19,064,763 |
| Mississippi ELC | | | |
| Mississippi SIP | | | |
| Missouri FF | \$5,988,600 | | \$5,988,600 |
| Missouri QPK | \$5,988,600 | | \$5,988,600 |
| Nebraska | | | |
| Nevada | | | |
| New Jersey | \$55,687,429 | \$55,687,429 | |
| New Mexico | \$4,791,968 | \$4,791,968 | |
| New York | | | |
| North Carolina | | | |
| North Dakota | | | |
| Ohio | | | |
| Oklahoma ⁴ | \$16,000,000 | | |
| Oregon OPK | \$180,038,181 | \$135,552,539 | \$44,485,641 |
| Oregon Preschool Promise | \$180,038,181 | \$135,552,539 | \$44,485,641 |
| Pennsylvania RTL | \$90,875,472 | \$90,875,472 | |
| Pennsylvania HSSAP | \$90,875,472 | \$90,875,472 | |
| Pennsylvania K4 & SBPK | \$90,875,472 | \$90,875,472 | |
| Pennsylvania PKC | \$90,875,472 | \$90,875,472 | |
| Rhode Island | \$1,190,000 | \$1,190,000 | |
| South Carolina | | | |
| Tennessee | | | |
| Texas | | | |
| Utah | | | |
| Vermont | | | |
| Virginia VPI | | | |
| Virginia Mixed Delivery | | | |
| Virginia CCSP | | | |
| Washington ECEAP | | | |
| Washington TK | | | |
| West Virginia | | | |
| Wisconsin ⁵ | \$6,264,100 | | |
| Guam | \$829,376 | \$829,376 | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 16. PROGRAM CAN REPORT PRESCHOOL ENROLLMENT BY CHILD RACE AND/OR ETHNICITY

| STATE | Race & Ethnicity Separately | Race & Ethnicity Combined | No |
|--------------------------|-----------------------------|---------------------------|----|
| Alabama | ✓ | | |
| Alaska Pre-Elementary | | | ✓ |
| Alaska EEP | | | ✓ |
| Alaska 0.5 ADM | | | ✓ |
| 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 | | ✓ | |
| Indiana | ✓ | | |
| 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 ELC | | ✓ | |
| Mississippi SIP | | ✓ | |
| Missouri FF | | | ✓ |
| Missouri QPK | | | ✓ |
| Nebraska | | ✓ | |
| Nevada | | ✓ | |
| New Jersey | | | ✓ |
| New Mexico | ✓ | | |
| New York | | ✓ | |
| North Carolina | ✓ | | |
| North Dakota | | | ✓ |
| Ohio | | ✓ | |
| Oklahoma | ✓ | | |
| Oregon OPK | ✓ | | |
| Oregon Preschool Promise | ✓ | | |
| Pennsylvania RTL | | | ✓ |
| Pennsylvania HSSAP | ✓ | | |
| Pennsylvania K4 & SBPK | | ✓ | |
| Pennsylvania PKC | ✓ | | |
| Rhode Island | | ✓ | |
| South Carolina | ✓ (First Steps) | ✓ (CERDEP/4K) | |
| Tennessee | ✓ | | |
| Texas | | ✓ | |
| Utah | | | ✓ |
| Vermont | | ✓ | |
| Virginia VPI | | ✓ | |
| Virginia Mixed Delivery | | ✓ | |
| Virginia CCSP | | ✓ | |
| Washington ECEAP | ✓ | | |
| Washington TK | | ✓ | |
| West Virginia | | ✓ | |
| Wisconsin ⁶ | | ✓ | |
| Guam | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 17. PRESCHOOL ENROLLMENT BY CHILD ETHNICITY

| STATE | HISPANIC OR LATINO ORIGIN | | | NON-HISPANIC OR LATINO ORIGIN | | | ETHNICITY NOT REPORTED | | |
|---------------------------------------|---------------------------|-------------|-------------|-------------------------------|-------------|-------------|------------------------|-------------|-------------|
| | Total | 3-year-olds | 4-year-olds | Total | 3-year-olds | 4-year-olds | Total | 3-year-olds | 4-year-olds |
| Alabama | 2,095 | | 2,095 | 22,143 | | 22,143 | | | |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP | | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | | |
| Arizona | | | | | | | | | |
| Arkansas | | | | | | | | | |
| California CSPP | | | | | | | | | |
| California TK | | | | | | | | | |
| Colorado ⁸ | 14,409 | | 14,409 | 26,668 | | 26,668 | 2,321 | | 2,321 |
| Connecticut CDCC | 812 | 347 | 336 | 702 | 322 | 260 | 130 | 54 | 52 |
| Connecticut SR | 4,902 | 2,010 | 2,328 | 4,956 | 2,148 | 2,202 | 582 | 246 | 249 |
| Connecticut Smart Start | 191 | 84 | 102 | 446 | 98 | 333 | 3 | 3 | |
| Delaware | | | | | | | | | |
| District of Columbia | | | | | | | | | |
| Florida ⁴ | 53,480 | | 53,134 | 77,209 | | 76,304 | 19,918 | | 19,662 |
| Georgia | 12,062 | | | 56,703 | | | 1,807 | | |
| Hawaii EOEL | | | | | | | | | |
| Hawaii SPCSP | | | | | | | | | |
| Illinois | | | | | | | | | |
| Indiana | 785 | | 785 | 4,397 | | 4,397 | 836 | | 836 |
| Iowa Shared Visions | 240 | | | 848 | | | | | |
| Iowa SWVPP | | | | | | | | | |
| Kansas | | | | | | | | | |
| Kentucky | | | | | | | | | |
| Louisiana 8(g) | | | | | | | | | |
| Louisiana LA 4 | | | | | | | | | |
| Louisiana NSECD | | | | | | | | | |
| Maine | 302 | 5 | 281 | 6,143 | 75 | 5,835 | | | |
| Maryland | | | | | | | | | |
| Massachusetts CPPI ⁷ | 1,176 | 408 | 618 | 1,988 | 751 | 1,014 | 85 | 11 | 11 |
| Massachusetts Chapter 70 ⁴ | 8,831 | 2,523 | 5,677 | 22,627 | 7,489 | 13,718 | | | |
| Michigan | | | | | | | | | |
| Minnesota HdSt | | | | | | | | | |
| Minnesota VPK/SRP | | | | | | | | | |
| Mississippi ELC | | | | | | | | | |
| Mississippi SIP | | | | | | | | | |
| Missouri FF | | | | | | | | | |
| Missouri QPK | | | | | | | | | |
| Nebraska | | | | | | | | | |
| Nevada | | | | | | | | | |
| New Jersey | | | | | | | | | |
| New Mexico | 11,306 | 3,362 | 7,944 | 5,100 | 1,421 | 3,679 | 23 | 13 | 10 |
| New York | | | | | | | | | |
| North Carolina | 6,528 | | 6,528 | 20,179 | | 20,179 | | | |
| North Dakota | | | | | | | | | |
| Ohio | | | | | | | | | |
| Oklahoma ⁵ | 7,789 | 53 | 7,476 | 27,257 | 249 | 25,318 | | | |
| Oregon OPK | 2,782 | | | 4,052 | | | 289 | | |
| Oregon Preschool Promise ⁴ | 2,287 | 902 | 1,385 | 2,709 | 1,021 | 1,688 | 566 | 234 | 332 |
| Pennsylvania RTL | | | | | | | | | |
| Pennsylvania HSSAP | 1,885 | 644 | 1,072 | 5,065 | 1,803 | 2,659 | 136 | 42 | 83 |
| Pennsylvania K4 & SBPK | | | | | | | | | |
| Pennsylvania PKC | 6,916 | 2,533 | 4,218 | 24,146 | 8,996 | 14,588 | 767 | 284 | 464 |
| Rhode Island | | | | | | | | | |
| South Carolina | 445 | | 445 | 3,381 | | 3,381 | | | |
| Tennessee | 2,567 | | | 14,925 | | | 9 | | |
| Texas | | | | | | | | | |
| Utah | | | | | | | | | |
| Vermont | | | | | | | | | |
| Virginia VPI | | | | | | | | | |
| Virginia Mixed Delivery | | | | | | | | | |
| Virginia CCSP | | | | | | | | | |
| Washington ECEAP | 7,066 | 3,109 | 3,957 | 9,202 | 4,049 | 5,153 | 164 | 72 | 92 |
| Washington TK | | | | | | | | | |
| West Virginia | | | | | | | | | |
| Wisconsin | | | | | | | | | |
| Guam | | | | 52 | | 52 | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 18A. PRESCHOOL ENROLLMENT BY CHILD RACE

| STATE | AMERICAN INDIAN OR ALASKA NATIVE | | | Total | ASIAN | | BLACK OR AFRICAN AMERICAN | | |
|---------------------------------------|----------------------------------|-------------|-------------|-------|-------------|-------------|---------------------------|-------------|-------------|
| | Total | 3-year-olds | 4-year-olds | | 3-year-olds | 4-year-olds | Total | 3-year-olds | 4-year-olds |
| Alabama | 154 | | 154 | 196 | | 196 | 9,611 | | 9,611 |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP | | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | | |
| Arizona | | | | | | | | | |
| Arkansas | | | | | | | | | |
| California CSPP | | | | | | | | | |
| California TK | | | | | | | | | |
| Colorado ⁸ | 574 | | 574 | 1,660 | | 1,660 | 2,586 | | 2,586 |
| Connecticut CDCC | 6 | 3 | 3 | 34 | 15 | 14 | 389 | 180 | 136 |
| Connecticut SR | 122 | 44 | 75 | 252 | 102 | 122 | 2,852 | 1,235 | 1,200 |
| Connecticut Smart Start | 11 | 5 | 6 | 25 | 9 | 16 | 97 | 43 | 51 |
| Delaware | | | | | | | | | |
| District of Columbia | | | | | | | | | |
| Florida ⁴ | 1,221 | | 1,217 | 4,730 | | 4,705 | 30,862 | | 30,776 |
| Georgia | 1,658 | | | 3,374 | | | 28,712 | | |
| Hawaii EOEL | | | | | | | | | |
| Hawaii SPCSP | | | | | | | | | |
| Illinois | | | | | | | | | |
| Indiana | 19 | | 19 | 95 | | 95 | 1,599 | | 1,599 |
| Iowa Shared Visions | 8 | | | 15 | | | 289 | | |
| Iowa SWVPP | | | | | | | | | |
| Kansas | | | | | | | | | |
| Kentucky | | | | | | | | | |
| Louisiana 8(g) | | | | | | | | | |
| Louisiana LA 4 | | | | | | | | | |
| Louisiana NSECD | | | | | | | | | |
| Maine | 52 | 1 | 46 | 77 | 2 | 74 | 378 | 1 | 372 |
| Maryland | | | | | | | | | |
| Massachusetts CPPI ⁷ | 6 | 1 | 5 | 238 | 89 | 128 | 598 | 230 | 301 |
| Massachusetts Chapter 70 ⁴ | 532 | 133 | 362 | 2,727 | 857 | 1,709 | 5,201 | 1,412 | 3,412 |
| Michigan | | | | | | | | | |
| Minnesota HdSt | | | | | | | | | |
| Minnesota VPK/SRP | | | | | | | | | |
| Mississippi ELC | | | | | | | | | |
| Mississippi SIP | | | | | | | | | |
| Missouri FF | | | | | | | | | |
| Missouri QPK | | | | | | | | | |
| Nebraska | | | | | | | | | |
| Nevada | | | | | | | | | |
| New Jersey | | | | | | | | | |
| New Mexico | 1,587 | 383 | 1,204 | 332 | 111 | 221 | 690 | 217 | 473 |
| New York | | | | | | | | | |
| North Carolina | 1,034 | | 1,034 | 687 | | 687 | 10,563 | | 10,563 |
| North Dakota | | | | | | | | | |
| Ohio | | | | | | | | | |
| Oklahoma ⁵ | 4,272 | 28 | 3,959 | 807 | 5 | 786 | 2,884 | 27 | 2,784 |
| Oregon OPK ⁸ | 172 | | | 194 | | | 541 | | |
| Oregon Preschool Promise ⁴ | 258 | 104 | 154 | 189 | 71 | 118 | 297 | 130 | 167 |
| Pennsylvania RTL | | | | | | | | | |
| Pennsylvania HSSAP | 27 | 9 | 11 | 304 | 126 | 142 | 2,190 | 750 | 1,115 |
| Pennsylvania K4 & SBPK | | | | | | | | | |
| Pennsylvania PKC | 107 | 43 | 63 | 1,206 | 460 | 724 | 8,176 | 3,219 | 4,776 |
| Rhode Island | | | | | | | | | |
| South Carolina | 49 | | 49 | 28 | | 28 | 2,185 | | 2,185 |
| Tennessee ³ | | | | 247 | | | 4,384 | | |
| Texas | | | | | | | | | |
| Utah | | | | | | | | | |
| Vermont | | | | | | | | | |
| Virginia VPI | | | | | | | | | |
| Virginia Mixed Delivery | | | | | | | | | |
| Virginia CCSP | | | | | | | | | |
| Washington ECEAP | 394 | 142 | 252 | 821 | 323 | 498 | 1,807 | 790 | 1,017 |
| Washington TK | | | | | | | | | |
| West Virginia | | | | | | | | | |
| Wisconsin | | | | | | | | | |
| Guam | | | | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 18B. PRESCHOOL ENROLLMENT BY CHILD RACE

| STATE | NATIVE HAWAIIAN OR PACIFIC ISLANDER | | | Total | WHITE | | BIRACIAL/MULTI-RACIAL | | |
|---------------------------------------|-------------------------------------|-------------|-------------|--------|-------------|-------------|-----------------------|-------------|-------------|
| | Total | 3-year-olds | 4-year-olds | | 3-year-olds | 4-year-olds | Total | 3-year-olds | 4-year-olds |
| Alabama | 18 | | 18 | 11,098 | | 11,098 | 1,546 | | 1,546 |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP | | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | | |
| Arizona | | | | | | | | | |
| Arkansas | | | | | | | | | |
| California CSPP | | | | | | | | | |
| California TK | | | | | | | | | |
| Colorado ⁸ | 141 | | 141 | 30,328 | | 30,328 | 3,288 | | 3,288 |
| Connecticut CDCC | 4 | | 2 | 864 | 370 | 363 | 51 | 24 | 15 |
| Connecticut SR | 42 | 16 | 20 | 5,209 | 2,138 | 2,522 | 501 | 216 | 249 |
| Connecticut Smart Start | 5 | 1 | 4 | 450 | 115 | 319 | 43 | 9 | 33 |
| Delaware | | | | | | | | | |
| District of Columbia | | | | | | | | | |
| Florida ⁴ | 269 | | 269 | 87,518 | | 86,384 | 8,028 | | 7,956 |
| Georgia | 188 | | | 29,180 | | | 4,051 | | |
| Hawaii EOEL | | | | | | | | | |
| Hawaii SPCSP | | | | | | | | | |
| Illinois | | | | | | | | | |
| Indiana | 8 | | 8 | 2,571 | | 2,571 | 457 | | 457 |
| Iowa Shared Visions | 11 | | | 659 | | | 93 | | |
| Iowa SWVPP | | | | | | | | | |
| Kansas | | | | | | | | | |
| Kentucky | | | | | | | | | |
| Louisiana 8(g) | | | | | | | | | |
| Louisiana LA 4 | | | | | | | | | |
| Louisiana NSECD | | | | | | | | | |
| Maine | 8 | | 8 | 5,359 | 71 | 5,072 | 269 | | 263 |
| Maryland | | | | | | | | | |
| Massachusetts CPPI ⁷ | 18 | 9 | 9 | 1,711 | 609 | 897 | 333 | 120 | 162 |
| Massachusetts Chapter 70 ⁴ | 130 | 29 | 92 | 20,489 | 6,843 | 12,325 | 2,379 | 738 | 1,495 |
| Michigan | | | | | | | | | |
| Minnesota HdSt | | | | | | | | | |
| Minnesota VPK/SRP | | | | | | | | | |
| Mississippi ELC | | | | | | | | | |
| Mississippi SIP | | | | | | | | | |
| Missouri FF | | | | | | | | | |
| Missouri QPK | | | | | | | | | |
| Nebraska | | | | | | | | | |
| Nevada | | | | | | | | | |
| New Jersey | | | | | | | | | |
| New Mexico | 52 | 10 | 42 | 13,309 | 3,977 | 9,332 | 277 | 17 | 260 |
| New York | | | | | | | | | |
| North Carolina | 125 | | 125 | 12,161 | | 12,161 | 2,137 | | 2,137 |
| North Dakota | | | | | | | | | |
| Ohio | | | | | | | | | |
| Oklahoma ⁵ | 159 | 0 | 151 | 20,706 | 188 | 19,258 | 6,214 | 54 | 5,852 |
| Oregon OPK ⁸ | 82 | | | 4,709 | | | 711 | | |
| Oregon Preschool Promise ⁴ | 72 | 27 | 45 | 3,719 | 1,454 | 2,265 | | | |
| Pennsylvania RTL | | | | | | | | | |
| Pennsylvania HSSAP | 24 | 14 | 9 | 2,721 | 954 | 1,534 | | | |
| Pennsylvania K4 & SBPK | | | | | | | | | |
| Pennsylvania PKC | 89 | 31 | 57 | 14,866 | 5,292 | 9,195 | | | |
| Rhode Island | | | | | | | | | |
| South Carolina | 7 | | 7 | 1,029 | | 1,029 | 527 | | 527 |
| Tennessee ³ | | | | 11,682 | | | 1,039 | | |
| Texas | | | | | | | | | |
| Utah | | | | | | | | | |
| Vermont | | | | | | | | | |
| Virginia VPI | | | | | | | | | |
| Virginia Mixed Delivery | | | | | | | | | |
| Virginia CCSP | | | | | | | | | |
| Washington ECEAP | 263 | 86 | 177 | 10,023 | 4,423 | 5,600 | 1,478 | 721 | 757 |
| Washington TK | | | | | | | | | |
| West Virginia | | | | | | | | | |
| Wisconsin | | | | | | | | | |
| Guam | 52 | | 52 | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 18C. PRESCHOOL ENROLLMENT BY CHILD RACE

| STATE | Total | OTHER RACE | | Total | RACE NOT REPORTED | |
|---------------------------------------|-------|-------------|-------------|--------|-------------------|-------------|
| | | 3-year-olds | 4-year-olds | | 3-year-olds | 4-year-olds |
| Alabama | 1,373 | | 1,373 | 242 | | 242 |
| Alaska Pre-Elementary | | | | | | |
| Alaska EEP | | | | | | |
| Alaska 0.5 ADM | | | | | | |
| Arizona | | | | | | |
| Arkansas | | | | | | |
| California CSPP | | | | | | |
| California TK | | | | | | |
| Colorado ⁸ | 266 | | 266 | 4,555 | | 4,555 |
| Connecticut CDCC | | | | 296 | 131 | 115 |
| Connecticut SR | | | | 1,462 | 653 | 591 |
| Connecticut Smart Start | | | | 9 | 3 | 6 |
| Delaware | | | | | | |
| District of Columbia | | | | | | |
| Florida ⁴ | | | | 17,979 | | 17,793 |
| Georgia | 5 | | | 3,404 | | |
| Hawaii EOEL | | | | | | |
| Hawaii SPCSP | | | | | | |
| Illinois | | | | | | |
| Indiana | | | | 1,269 | | 1,269 |
| Iowa Shared Visions | | | | 13 | | |
| Iowa SWVPP | | | | | | |
| Kansas | | | | | | |
| Kentucky | | | | | | |
| Louisiana 8(g) | | | | | | |
| Louisiana LA 4 | | | | | | |
| Louisiana NSECD | | | | | | |
| Maine | 302 | 5 | 281 | | | |
| Maryland | | | | | | |
| Massachusetts CPPI ⁷ | | | | 345 | 112 | 141 |
| Massachusetts Chapter 70 ⁴ | | | | | | |
| Michigan | | | | | | |
| Minnesota HdSt | | | | | | |
| Minnesota VPK/SRP | | | | | | |
| Mississippi ELC | | | | | | |
| Mississippi SIP | | | | | | |
| Missouri FF | | | | | | |
| Missouri QPK | | | | | | |
| Nebraska | | | | | | |
| Nevada | | | | | | |
| New Jersey | | | | | | |
| New Mexico | 110 | 54 | 56 | 72 | 27 | 45 |
| New York | | | | | | |
| North Carolina | | | | | | |
| North Dakota | | | | | | |
| Ohio | | | | | | |
| Oklahoma ⁵ | | | | 4 | 0 | 4 |
| Oregon OPK ⁸ | 425 | | | 289 | | |
| Oregon Preschool Promise ⁴ | 551 | 214 | 337 | 570 | 289 | 281 |
| Pennsylvania RTL | | | | | | |
| Pennsylvania HSSAP | 1,213 | 411 | 690 | 607 | 225 | 313 |
| Pennsylvania K4 & SBPK | | | | | | |
| Pennsylvania PKC | 3,832 | 1,408 | 2,349 | 3,553 | 1,360 | 2,106 |
| Rhode Island | | | | | | |
| South Carolina | | | | 1 | | 1 |
| Tennessee ³ | 29 | | | 120 | | |
| Texas | | | | | | |
| Utah | | | | | | |
| Vermont | | | | | | |
| Virginia VPI | | | | | | |
| Virginia Mixed Delivery | | | | | | |
| Virginia CCSP | | | | | | |
| Washington ECEAP | | | | 1,646 | 745 | 901 |
| Washington TK | | | | | | |
| West Virginia | | | | | | |
| Wisconsin | | | | | | |
| Guam | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 19A. PRESCHOOL ENROLLMENT BY CHILD RACE AND ETHNICITY

| STATE | AMERICAN INDIAN OR ALASKA NATIVE | | | Total | ASIAN | | BLACK OR AFRICAN AMERICAN | | |
|-------------------------------------|----------------------------------|-------------|-------------|--------|-------------|-------------|---------------------------|-------------|-------------|
| | Total | 3-year-olds | 4-year-olds | | 3-year-olds | 4-year-olds | Total | 3-year-olds | 4-year-olds |
| Alabama | | | | | | | | | |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP | | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | | |
| Arizona ⁵ | 212 | 72 | 117 | 49 | 16 | 32 | 272 | 106 | 149 |
| Arkansas | 159 | 40 | 113 | 282 | 75 | 197 | 5,947 | 2,093 | 3,456 |
| California CSPP ⁶ | 415 | 220 | 171 | 7,749 | 3,698 | 3,577 | 6,908 | 3,243 | 3,212 |
| California TK ⁵ | 516 | | 516 | 18,875 | | 18,875 | 6,352 | | 6,352 |
| Colorado | | | | | | | | | |
| Connecticut CDCC | | | | | | | | | |
| Connecticut SR | | | | | | | | | |
| Connecticut Smart Start | | | | | | | | | |
| Delaware | | | | | | | | | |
| District of Columbia | 29 | 12 | 17 | 248 | 125 | 122 | 7,292 | 3,288 | 3,988 |
| Florida | | | | | | | | | |
| Georgia | | | | | | | | | |
| Hawaii EOEL | | | | 198 | 66 | 132 | 9 | 4 | 5 |
| Hawaii SPCSP | 1 | | | 47 | | | 3 | | |
| Illinois | 404 | 141 | 263 | 3,573 | 1,402 | 2,171 | 17,792 | 7,123 | 10,669 |
| Indiana | | | | | | | | | |
| Iowa Shared Visions | | | | | | | | | |
| Iowa SWVPP | 72 | 6 | 66 | 603 | 30 | 573 | 1,869 | 189 | 1,680 |
| Kansas ⁹ | 334 | 88 | 244 | 687 | 182 | 484 | 1,925 | 551 | 1,331 |
| Kentucky ⁵ | 30 | 7 | 23 | 465 | 93 | 372 | 2,508 | 563 | 1,945 |
| Louisiana 8(g) | | | | | | | | | |
| Louisiana LA 4 | | | | | | | | | |
| Louisiana NSECD | | | | | | | | | |
| Maine | | | | | | | | | |
| Maryland ⁵ | 6 | 3 | 3 | 146 | 67 | 78 | 1,025 | 448 | 572 |
| Massachusetts CPPI | | | | | | | | | |
| Massachusetts Chapter 70 | | | | | | | | | |
| Michigan ⁴ | 305 | | 305 | 1,635 | | 1,635 | 12,342 | | 12,342 |
| Minnesota HdSt | | | | | | | | | |
| Minnesota VPK/SRP | 506 | | 506 | 1,129 | | 1,129 | 2,276 | | 2,276 |
| Mississippi ELC | | | | 43 | | 43 | 3,558 | | 3,558 |
| Mississippi SIP | | | | 11 | | 11 | 562 | | 562 |
| Missouri FF | | | | | | | | | |
| Missouri QPK | | | | | | | | | |
| Nebraska | 259 | 80 | 115 | 436 | 132 | 286 | 846 | 231 | 546 |
| Nevada ⁴ | 53 | 6 | 47 | 101 | 16 | 85 | 841 | 189 | 652 |
| New Jersey | | | | | | | | | |
| New Mexico | | | | | | | | | |
| New York ⁵ | 1,306 | | | 16,116 | | | 22,247 | | |
| North Carolina | | | | | | | | | |
| North Dakota | | | | | | | | | |
| Ohio | 52 | 17 | 35 | 411 | 98 | 313 | 5,714 | 1,337 | 4,377 |
| Oklahoma | | | | | | | | | |
| Oregon OPK | | | | | | | | | |
| Oregon Preschool Promise | | | | | | | | | |
| Pennsylvania RTL ¹ | | | | | | | | | |
| Pennsylvania HSSAP | | | | | | | | | |
| Pennsylvania K4 & SBPK ¹ | 22 | 3 | 19 | 389 | 111 | 275 | 2,665 | 734 | 1,883 |
| Pennsylvania PKC | | | | | | | | | |
| Rhode Island | 39 | | 39 | 88 | | 88 | 453 | | 453 |
| South Carolina | 69 | 8 | 61 | 447 | 47 | 400 | 9,975 | 1,569 | 8,374 |
| Tennessee | | | | | | | | | |
| Texas | 916 | | | 12,396 | | | 38,089 | | |
| Utah | | | | | | | | | |
| Vermont ⁴ | 16 | 8 | 8 | 134 | 51 | 76 | 198 | 90 | 98 |
| Virginia VPI ² | 52 | 6 | 46 | 1,180 | 122 | 1,058 | 7,616 | 810 | 6,806 |
| Virginia Mixed Delivery | 1 | 1 | 0 | 41 | 20 | 21 | 842 | 434 | 408 |
| Virginia CCSP ⁹ | 80 | 37 | 43 | 322 | 169 | 153 | 7,328 | 3,902 | 3,426 |
| Washington ECEAP | | | | | | | | | |
| Washington TK ⁵ | 72 | 0 | 62 | 519 | 1 | 463 | 296 | 0 | 265 |
| West Virginia ³ | 13 | 2 | 11 | 81 | 4 | 77 | 634 | 69 | 565 |
| Wisconsin ⁶ | 325 | | | 1,818 | | | 4,157 | | |
| Guam | | | | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 19B. PRESCHOOL ENROLLMENT BY CHILD RACE AND ETHNICITY

| STATE | HISPANIC OR LATINO | | | NATIVE HAWAIIAN / PACIFIC ISLANDER | | | Total | WHITE | |
|-------------------------------------|--------------------|-------------|-------------|------------------------------------|-------------|-------------|--------|-------------|-------------|
| | Total | 3-year-olds | 4-year-olds | Total | 3-year-olds | 4-year-olds | | 3-year-olds | 4-year-olds |
| Alabama | | | | | | | | | |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP | | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | | |
| Arizona ⁵ | 1,091 | 371 | 606 | 11 | 4 | 6 | 842 | 308 | 464 |
| Arkansas | 3,146 | 966 | 2,034 | 80 | 20 | 60 | 9,537 | 3,157 | 5,607 |
| California CSPP ⁶ | 72,270 | 32,615 | 35,182 | 400 | 170 | 204 | 9,484 | 4,709 | 4,165 |
| California TK ⁵ | 81,882 | | 81,882 | 492 | | 492 | 30,650 | | 30,650 |
| Colorado | | | | | | | | | |
| Connecticut CDCC | | | | | | | | | |
| Connecticut SR | | | | | | | | | |
| Connecticut Smart Start | | | | | | | | | |
| Delaware | | | | | | | | | |
| District of Columbia | 2,331 | 1,010 | 1,319 | 11 | < 10 | < 10 | 2,544 | 1,235 | 1,307 |
| Florida | | | | | | | | | |
| Georgia | | | | | | | | | |
| Hawaii EOEL | 270 | 94 | 176 | 367 | 129 | 238 | 110 | 34 | 76 |
| Hawaii SPCSP | 3 | | | 146 | | | 64 | | |
| Illinois | 26,283 | 10,264 | 16,019 | 49 | 19 | 30 | 30,160 | 13,170 | 16,990 |
| Indiana | | | | | | | | | |
| Iowa Shared Visions | | | | | | | | | |
| Iowa SWVPP | 3,506 | 239 | 3,267 | 120 | 6 | 114 | 18,662 | 1,192 | 17,470 |
| Kansas ⁹ | 6,481 | 1,868 | 4,394 | 71 | 22 | 49 | 19,690 | 6,305 | 12,560 |
| Kentucky ⁵ | 2,320 | 450 | 1,870 | 27 | 3 | 24 | 12,117 | 3,361 | 8,756 |
| Louisiana 8(g) | | | | | | | | | |
| Louisiana LA 4 | | | | | | | | | |
| Louisiana NSECD | | | | | | | | | |
| Maine | | | | | | | | | |
| Maryland ⁵ | 352 | 142 | 209 | 6 | 3 | 3 | 374 | 174 | 197 |
| Massachusetts CPPI | | | | | | | | | |
| Massachusetts Chapter 70 | | | | | | | | | |
| Michigan ⁴ | 4,722 | | 4,722 | 52 | | 52 | 26,060 | | 26,060 |
| Minnesota HdSt | | | | | | | | | |
| Minnesota VPK/SRP | 2,208 | | 2,208 | 22 | | 22 | 5,152 | | 5,152 |
| Mississippi ELC | 238 | | 238 | 20 | | 20 | 2,330 | | 2,330 |
| Mississippi SIP | 41 | | 41 | 1 | | 1 | 719 | | 719 |
| Missouri FF | | | | | | | | | |
| Missouri QPK | | | | | | | | | |
| Nebraska | 3,167 | 860 | 2,201 | 17 | 5 | 11 | 7,970 | 2,584 | 5,054 |
| Nevada ⁴ | 2,176 | 277 | 1,899 | 49 | 14 | 35 | 824 | 144 | 680 |
| New Jersey | | | | | | | | | |
| New Mexico | | | | | | | | | |
| New York ⁵ | 41,783 | | | | | | 53,453 | | |
| North Carolina | | | | | | | | | |
| North Dakota | | | | | | | | | |
| Ohio | 2,320 | 541 | 1,779 | 8 | 2 | 6 | 12,464 | 3,407 | 9,057 |
| Oklahoma | | | | | | | | | |
| Oregon OPK | | | | | | | | | |
| Oregon Preschool Promise | | | | | | | | | |
| Pennsylvania RTL ¹ | | | | | | | | | |
| Pennsylvania HSSAP | | | | | | | | | |
| Pennsylvania K4 & SBPK ¹ | 2,432 | 407 | 2,011 | 9 | 3 | 6 | 3,738 | 667 | 2,944 |
| Pennsylvania PKC | | | | | | | | | |
| Rhode Island | 805 | | 805 | 68 | | 68 | 845 | | 845 |
| South Carolina | 4,601 | 472 | 4,109 | 15 | 3 | 12 | 9,611 | 1,194 | 8,378 |
| Tennessee | | | | | | | | | |
| Texas | 154,578 | | | 247 | | | 34,733 | | |
| Utah | | | | | | | | | |
| Vermont ⁴ | 2 | 0 | 1 | 2 | 1 | 0 | 6,594 | 2,586 | 3,584 |
| Virginia VPI ² | 5,720 | 547 | 5,173 | 30 | 4 | 26 | 7,611 | 1,032 | 6,579 |
| Virginia Mixed Delivery | 227 | 111 | 116 | 6 | 3 | 3 | 732 | 354 | 378 |
| Virginia CCSP ⁹ | 1,115 | 573 | 542 | 45 | 17 | 28 | 3,242 | 1,647 | 1,595 |
| Washington ECEAP | | | | | | | | | |
| Washington TK ⁵ | 2,585 | 7 | 2,273 | 100 | 0 | 91 | 3,669 | 17 | 3,218 |
| West Virginia ³ | 271 | 30 | 241 | 8 | 0 | 8 | 11,575 | 1,141 | 10,434 |
| Wisconsin ⁶ | 6,245 | | | 42 | | | 27,497 | | |
| Guam | | | | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 19C. PRESCHOOL ENROLLMENT BY CHILD RACE AND ETHNICITY

| STATE | BIRACIAL/MULTI-RACIAL | | | Total | OTHER RACE | | RACE NOT REPORTED | | |
|-------------------------------------|-----------------------|-------------|-------------|-------|-------------|-------------|-------------------|-------------|-------------|
| | Total | 3-year-olds | 4-year-olds | | 3-year-olds | 4-year-olds | Total | 3-year-olds | 4-year-olds |
| Alabama | | | | | | | | | |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP | | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | | |
| Arizona ⁵ | 581 | 231 | 285 | 26 | 9 | 16 | | | |
| Arkansas | 1,054 | 328 | 663 | 80 | 23 | 51 | 42 | 21 | 16 |
| California CSPP ⁶ | 1,584 | 772 | 709 | | | | 1,895 | 925 | 916 |
| California TK ⁵ | 8,922 | | 8,922 | | | | | | 3,173 |
| Colorado | | | | | | | | | |
| Connecticut CDCC | | | | | | | | | |
| Connecticut SR | | | | | | | | | |
| Connecticut Smart Start | | | | | | | | | |
| Delaware | | | | | | | | | |
| District of Columbia | 585 | 289 | 296 | | | | | | |
| Florida | | | | | | | | | |
| Georgia | | | | | | | | | |
| Hawaii EOEL | 238 | 80 | 158 | | | | 169 | 86 | 83 |
| Hawaii SPCSP | 3 | | | | | | 9 | | |
| Illinois | 4,868 | 2,209 | 2,659 | 459 | 234 | 225 | | | |
| Indiana | | | | | | | | | |
| Iowa Shared Visions | | | | | | | | | |
| Iowa SWVPP | 1,488 | 146 | 1,342 | | | | | | |
| Kansas ⁹ | 2,098 | 597 | 1,448 | | | | | | |
| Kentucky ⁵ | 1,370 | 330 | 1,040 | | | | | | |
| Louisiana 8(g) | | | | | | | | | |
| Louisiana LA 4 | | | | | | | | | |
| Louisiana NSECD | | | | | | | | | |
| Maine | | | | | | | | | |
| Maryland ⁵ | 170 | 81 | 89 | | | | 2 | 2 | 0 |
| Massachusetts CPPI | | | | | | | | | |
| Massachusetts Chapter 70 | | | | | | | | | |
| Michigan ⁴ | 2,715 | | 2,715 | | | | | | |
| Minnesota HdSt | | | | | | | | | |
| Minnesota VPK/SRP | | | | | | | | | |
| Mississippi ELC | 102 | | 102 | 28 | | 28 | 414 | | 414 |
| Mississippi SIP | 9 | | 9 | | | | | | |
| Missouri FF | | | | | | | | | |
| Missouri QPK | | | | | | | | | |
| Nebraska | 517 | 142 | 347 | | | | | | |
| Nevada ⁴ | 244 | 34 | 210 | | | | | | |
| New Jersey | | | | | | | | | |
| New Mexico | | | | | | | | | |
| New York ⁵ | 4,878 | | | | | | | | |
| North Carolina | | | | | | | | | |
| North Dakota | | | | | | | | | |
| Ohio | 2,480 | 694 | 1,786 | | | | 145 | 66 | 79 |
| Oklahoma | | | | | | | | | |
| Oregon OPK | | | | | | | | | |
| Oregon Preschool Promise | | | | | | | | | |
| Pennsylvania RTL ¹ | | | | | | | | | |
| Pennsylvania HSSAP | | | | | | | | | |
| Pennsylvania K4 & SBPK ¹ | 885 | 208 | 670 | | | | | | |
| Pennsylvania PKC | | | | | | | | | |
| Rhode Island | 373 | | 373 | | | | 193 | | 193 |
| South Carolina | 2,022 | 254 | 1,762 | | | | 20 | 2 | 18 |
| Tennessee | | | | | | | | | |
| Texas | 7,524 | | | | | | | | |
| Utah | | | | | | | | | |
| Vermont ⁴ | 653 | 253 | 352 | | | | 15 | 9 | 6 |
| Virginia VPI ² | 1,709 | 175 | 1,534 | | | | | | |
| Virginia Mixed Delivery | 140 | 71 | 69 | | | | | | |
| Virginia CCSP ⁹ | 11 | 5 | 6 | | | | | | |
| Washington ECEAP | | | | | | | | | |
| Washington TK ⁵ | 686 | 1 | 607 | | | | 112 | 0 | 101 |
| West Virginia ³ | 763 | 51 | 712 | | | | 109 | 12 | 97 |
| Wisconsin ⁶ | 2,635 | | | | | | 4 | | |
| Guam | | | | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 20. PRESCHOOL ENROLLMENT BY HOME LANGUAGE

| STATE | ENGLISH ONLY | | | OTHER THAN ENGLISH | | | NOT REPORTED | | |
|---------------------------------------|--------------|-------------|-------------|--------------------|-------------|-------------|--------------|-------------|-------------|
| | Total | 3-year-olds | 4-year-olds | Total | 3-year-olds | 4-year-olds | Total | 3-year-olds | 4-year-olds |
| Alabama | 23,014 | | 23,014 | 1,224 | | 1,224 | | | |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP | | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | | |
| Arizona ⁶ | 2,200 | 794 | 1,206 | 645 | 242 | 334 | 33 | 15 | 16 |
| Arkansas | 18,193 | 6,106 | 10,770 | 2,082 | 600 | 1,392 | 52 | 17 | 35 |
| California CSPP ⁷ | 48,074 | 22,578 | 22,609 | 49,654 | 22,356 | 24,250 | 2977 | 1,418 | 1,277 |
| California TK ⁵ | | | 105,505 | | | 45,312 | | | 45 |
| Colorado ⁹ | | | 32,696 | | | 10,702 | | | |
| Connecticut CDCC | | | | 678 | 292 | 277 | | | |
| Connecticut SR | | | | 3,167 | 1,333 | 1,410 | | | |
| Connecticut Smart Start ³ | | | | 87 | 34 | 50 | | | |
| Delaware | 1,146 | 301 | 845 | 272 | 111 | 161 | | | |
| District of Columbia | 11,457 | 5,334 | 6,105 | 1,583 | 629 | 951 | | | |
| Florida ⁵ | 89,570 | | 88,527 | 26,971 | | 26,821 | 34,066 | | 33,752 |
| Georgia | 62,089 | | 62,089 | 8,483 | | 8,483 | | | |
| Hawaii EOEL ⁶ | 1,006 | 346 | 660 | 186 | 61 | 125 | 169 | | |
| Hawaii SPCSP | 263 | | | 13 | | | | | |
| Illinois ⁵ | 56,929 | 24,168 | 32,761 | 26,659 | 10,394 | 16,265 | | | |
| Indiana | 5,445 | | 5,445 | 555 | | 555 | 18 | | 18 |
| Iowa Shared Visions | | | | | | | | | |
| Iowa SWVPP | | | | | | | | | |
| Kansas ¹⁰ | 20,448 | 6,652 | 12,987 | 4,353 | 1,092 | 3,126 | 4 | 1 | 3 |
| Kentucky | | | | | | | | | |
| Louisiana 8(g) | | | | | | | | | |
| Louisiana LA 4 | | | | | | | | | |
| Louisiana NSECD | | | | | | | | | |
| Maine | 4,268 | | | 388 | | | 1,789 | | |
| Maryland ⁶ | 1,363 | 601 | 753 | 550 | 247 | 302 | 6 | 3 | 3 |
| Massachusetts CPP ⁸ | 1,780 | 654 | 924 | 1,375 | 506 | 697 | 94 | 10 | 22 |
| Massachusetts Chapter 70 | | | | | | | | | |
| Michigan | | | | | | | | | |
| Minnesota HdSt | | | | | | | | | |
| Minnesota VPK/SRP | | | | 3,564 | | 3,564 | | | |
| Mississippi ELC | 6,158 | | 6,158 | 575 | | 575 | | | |
| Mississippi SIP | 1,320 | | 1,320 | 10 | | 10 | 13 | | 13 |
| Missouri FF | | | | | | | | | |
| Missouri QPK | | | | | | | | | |
| Nebraska | 10,917 | 3,507 | 6,872 | 2,295 | 527 | 1,688 | | | |
| Nevada ⁴ | 3,287 | 553 | 2,734 | 910 | 117 | 793 | 91 | 10 | 81 |
| New Jersey | | | | | | | | | |
| New Mexico | 13,481 | 3,821 | 9,660 | 2,747 | 962 | 1,785 | 201 | 13 | 188 |
| New York ⁶ | | | | 29,961 | | | 123,043 | | |
| North Carolina | 22,264 | | 22,264 | 4,443 | | 4,443 | | | |
| North Dakota | | | | | | | | | |
| Ohio | 23,506 | 6,154 | 17,352 | 88 | 8 | 80 | | | |
| Oklahoma ⁵ | 22,945 | 205 | 21,411 | 11,600 | 95 | 11,018 | 501 | 2 | 365 |
| Oregon OPK ⁹ | 5,139 | | | 1,877 | | | 34 | | |
| Oregon Preschool Promise ⁵ | 4,132 | 1,609 | 2,523 | 1,559 | 605 | 954 | 120 | 41 | 79 |
| Pennsylvania RTL ¹ | | | | | | | | | |
| Pennsylvania HSSAP | 6,915 | 2,447 | 3,749 | 171 | 42 | 65 | | | |
| Pennsylvania K4 & SBPK ² | 9,079 | 1,961 | 6,932 | 1,061 | 172 | 876 | | | |
| Pennsylvania PKC | 27,886 | 10,334 | 16,911 | 3,943 | 1,479 | 2,359 | | | |
| Rhode Island | 1,904 | | 1,904 | 890 | | 890 | 70 | | 70 |
| South Carolina | 25,144 | 3,231 | 21,913 | 3,103 | 154 | 2,949 | 2,242 | 164 | 2,078 |
| Tennessee | | | | | | | | | |
| Texas | 125,958 | | | 100,783 | | | | | |
| Utah ⁹ | | | | | | | | | |
| Vermont ⁵ | | | | 52 | 26 | 25 | | | |
| Virginia VPI ² | 18,133 | 2,064 | 16,069 | 5,770 | 627 | 5,143 | 15 | 5 | 10 |
| Virginia Mixed Delivery | 1,733 | 864 | 869 | 256 | 130 | 126 | | | |
| Virginia CCSP ¹⁰ | 11,545 | 6,036 | 5,509 | 598 | 314 | 284 | | | |
| Washington ECEAP | 8,380 | 3,687 | 4,693 | 8,052 | 3,543 | 4,509 | | | |
| Washington TK ⁶ | 6,519 | 20 | 5,736 | 1,520 | 6 | 1,344 | | | |
| West Virginia | 4,855 | 430 | 4,425 | 127 | 10 | 117 | 8,201 | 839 | 7,362 |
| Wisconsin | | | | | | | | | |
| Guam | 52 | | 52 | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 21. PROGRAM CAN REPORT PRESCHOOL ENROLLMENT BY FAMILY INCOME

| STATE | By free and/or reduced-price lunch | By another measure of family income | No |
|---------------------------|------------------------------------|-------------------------------------|----|
| Alabama | | ✓ | |
| Alaska Pre-Elementary | | | ✓ |
| Alaska EEP | | | ✓ |
| Alaska 0.5 ADM | | | ✓ |
| 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 | | ✓ | |
| Indiana | | | ✓ |
| Iowa Shared Visions | | ✓ | |
| Iowa SWVPP | | | ✓ |
| Kansas | ✓ | | |
| Kentucky ⁶ | | | ✓ |
| Louisiana 8(g) | | | ✓ |
| Louisiana LA 4 | | ✓ | |
| Louisiana NSECD | | ✓ | |
| Maine | | ✓ | |
| Maryland | | | ✓ |
| Massachusetts CPPI | | ✓ | |
| Massachusetts Chapter 70 | | ✓ | |
| Michigan | | ✓ | |
| Minnesota HdSt | | | ✓ |
| Minnesota VPK/SRP | ✓ | | |
| Mississippi ELC | | | ✓ |
| Mississippi SIP | | | ✓ |
| Missouri FF | ✓ | | |
| Missouri QPK ⁶ | | | ✓ |
| Nebraska | ✓ | | |
| Nevada ⁴ | | | ✓ |
| New Jersey | | | ✓ |
| New Mexico | ✓ | | |
| New York | | | ✓ |
| North Carolina | | ✓ | |
| North Dakota | | | ✓ |
| Ohio ³ | | | ✓ |
| Oklahoma | ✓ | | |
| Oregon OPK | | ✓ | |
| Oregon Preschool Promise | | ✓ | |
| Pennsylvania RTL | | | ✓ |
| Pennsylvania HSSAP | | ✓ | |
| Pennsylvania K4 & SBPK | | ✓ | |
| Pennsylvania PKC | | ✓ | |
| Rhode Island | | ✓ | |
| South Carolina | | ✓ | |
| Tennessee | | ✓ | |
| Texas | ✓ | | |
| Utah ¹⁰ | | | ✓ |
| Vermont | ✓ | | |
| Virginia VPI | | ✓ | |
| Virginia Mixed Delivery | | ✓ | |
| Virginia CCSP | | ✓ | |
| Washington ECEAP | ✓ | | |
| Washington TK | ✓ | | |
| West Virginia | | | ✓ |
| Wisconsin | ✓ | | |
| Guam | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 22. PRESCHOOL ENROLLMENT BY ELIGIBILITY FOR FREE AND/OR REDUCED-PRICE LUNCH

| STATE | FREE AND/OR REDUCED-PRICE LUNCH | | | Total | FREE LUNCH | | REDUCED-PRICE LUNCH | | |
|-----------------------------------|---------------------------------|-------------|-------------|---------|-------------|-------------|---------------------|-------------|-------------|
| | Total | 3-year-olds | 4-year-olds | | 3-year-olds | 4-year-olds | Total | 3-year-olds | 4-year-olds |
| Alabama | | | | | | | | | |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP | | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | | |
| Arizona | | | | | | | | | |
| Arkansas | | | | | | | | | |
| California CSPP | | | | | | | | | |
| California TK ⁵ | | | | | | | 54,711 | | 22,631 |
| Colorado | | | | | | | | | |
| Connecticut CDCC | | | | | | | | | |
| Connecticut SR | | | | | | | | | |
| Connecticut Smart Start | | | | | | | | | |
| Delaware | | | | | | | | | |
| District of Columbia ⁶ | 8,824 | 3,943 | 4,869 | 921 | 473 | 446 | 176 | 104 | 72 |
| Florida | | | | | | | | | |
| Georgia | | | | | | | | | |
| Hawaii EOEL ⁷ | | | | 575 | 185 | 390 | 71 | 28 | 43 |
| Hawaii SPCSP ⁴ | 122 | | | | | | | | |
| Illinois | | | | | | | | | |
| Indiana | | | | | | | | | |
| Iowa Shared Visions | | | | | | | | | |
| Iowa SWVPP | | | | | | | | | |
| Kansas ¹¹ | | | | 11,216 | 3,334 | 7,742 | 1,828 | 541 | 1,277 |
| Kentucky | | | | | | | | | |
| Louisiana 8(g) | | | | | | | | | |
| Louisiana LA 4 | | | | | | | | | |
| Louisiana NSECD | | | | | | | | | |
| Maine | | | | | | | | | |
| Maryland | | | | | | | | | |
| Massachusetts CPPI | | | | | | | | | |
| Massachusetts Chapter 70 | | | | | | | | | |
| Michigan | | | | | | | | | |
| Minnesota HdSt | | | | | | | | | |
| Minnesota VPK/SRP | 7,040 | | 7,040 | | | | | | |
| Mississippi ELC | | | | | | | | | |
| Mississippi SIP | | | | | | | | | |
| Missouri FF ³ | | | | 7,519 | 1,658 | 5,788 | 898 | 156 | 732 |
| Missouri QPK | | | | | | | | | |
| Nebraska | | | | 5,565 | 1,595 | 3,632 | 925 | 265 | 629 |
| Nevada | | | | | | | | | |
| New Jersey | | | | | | | | | |
| New Mexico ³ | | | | 12,109 | | | 693 | | |
| New York | | | | | | | | | |
| North Carolina | | | | | | | | | |
| North Dakota | | | | | | | | | |
| Ohio | | | | | | | | | |
| Oklahoma ⁵ | | | | 6,951 | 88 | 6,343 | 1,528 | 11 | 1,437 |
| Oregon OPK | | | | | | | | | |
| Oregon Preschool Promise | | | | | | | | | |
| Pennsylvania RTL | | | | | | | | | |
| Pennsylvania HSSAP | | | | | | | | | |
| Pennsylvania K4 & SBPK | | | | | | | | | |
| Pennsylvania PKC | | | | | | | | | |
| Rhode Island | | | | | | | | | |
| South Carolina | | | | | | | | | |
| Tennessee | | | | | | | | | |
| Texas | | | | 140,372 | 25,302 | 115,070 | 8,221 | 879 | 7,342 |
| Utah | | | | | | | | | |
| Vermont ⁶ | | | | 553 | 214 | 303 | 2,583 | 924 | 1,489 |
| Virginia VPI | | | | | | | | | |
| Virginia Mixed Delivery | | | | | | | | | |
| Virginia CCSP | | | | | | | | | |
| Washington ECEAP | | | | 11,535 | 4,916 | 6,619 | 2,448 | 1,157 | 1,291 |
| Washington TK ⁷ | | | | 3,163 | 10 | 2,762 | 813 | 2 | 731 |
| West Virginia | | | | | | | | | |
| Wisconsin ⁷ | 16,658 | 5 | 15,153 | 14,970 | 5 | 13,651 | 1,432 | 0 | 1,276 |
| Guam | | | | | | | 52 | | 52 |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 23. PRESCHOOL ENROLLMENT BY OTHER MEASURES OF FAMILY INCOME

| STATE | Preschool enrollment by family income |
|---------------------------------------|--|
| Alabama | Below 200% FPL: 16,706 4-year-olds; 201-300% FPL: 3,983; 301-400% FPL: 1,984; Above 400% FPL: 1,565 |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona ⁷ | Below 100% FPL: 847 (326 3-year-olds; 437 4-year-olds); 100-149% FPL: 478 (178 3-year-olds; 245 4-year-olds); 150-200% FPL: 556 (183 3-year-olds; 326 4-year-olds); 200-300% FPL: 1,204 (431 3-year-olds; 668 4-year-olds) |
| Arkansas ⁶ | Below 200% of FPL: 20,042 (6,672 3-year-olds; 11,975 4-year-olds); 200-212.5% FPL: 88 (20 3-year-olds; 65 4-year-olds); 212.6-225% FPL: 85 (15 3-year-olds; 68 4-year-olds); 225.1-237.5% FPL: 64 (8 3-year-olds; 53 4-year-olds); 237.6-250% FPL: 48 (8 3-year-olds; 36 4-year-olds) |
| California CSPP ⁸ | At or below 100% SMI: 98,014 (44,976 3-year-olds; 46,955 4-year-olds); Above 100% SMI: 2,691 (1,376 3-year-olds; 1,184 4-year-olds) |
| California TK | |
| Colorado ¹⁰ | Below 100% FPL: 10,885 4-year-olds; 101-270% FPL: 12,793 4-year-olds; Above 270% FPL: 19,720 4-year-olds |
| Connecticut CDCC | Less than 50% SMI: 1,012 (533 3-year-olds; 479 4-year-olds); 50%-75% SMI: 172 (88 3-year-olds; 84 4-year-olds); Above 75% SMI: 127 (67 3-year-olds; 60 4-year-olds); Not Disclosed: 60 children (35 3-year-olds; 25 4-year-olds) |
| Connecticut SR | Less than 50% SMI: 6,314 (2,991 3-year-olds; 3,323 4-year-olds); 50%-75% SMI: 1,178 (562 3-year-olds; 616 4-year-olds); Above 75% SMI: 1,369 (668 3-year-olds; 701 4-year-olds); Not Disclosed: 322 children (183 3-year-olds; 139 4-year-olds) |
| Connecticut Smart Start | Less than 50% SMI: 264 (100 3-year-olds; 164 4-year-olds); 50%-75% SMI: 85 (29 3-year-olds; 56 4-year-olds); Above 75% SMI: 166 (34 3-year-olds; 132 4-year-olds); Not Disclosed: 105 children (22 3-year-olds; 83 4-year-olds) |
| Delaware ² | At or below FPL: 1,346; 101-200% FPL: 198 |
| District of Columbia | |
| Florida | |
| Georgia ⁶ | Category One: 30,065 4-year-olds; Category Two: 40,507 4-year-olds |
| Hawaii EOEL | |
| Hawaii SPCSP | |
| Illinois ⁶ | At or below 50% FPL: 17,132 (6,667 3-year-olds; 10,465 4-year-olds); 51-100% FPL: 19,231 (8,011 3-year-olds; 11,220 4-year-olds); 101-200% FPL: 25,220 (10,505 3-year-olds; 14,715 4-year-olds); 201-400% FPL: 11,011 (4,821 3-year-olds; 6,190 4-year-olds); Above 400% FPL: 7,190 (2,730 3-year-olds; 4,460 4-year-olds) |
| Indiana | |
| Iowa Shared Visions ² | 185% FPL (primary eligibility): 1,024 |
| Iowa SWVPP | |
| Kansas | |
| Kentucky | |
| Louisiana 8(g) | |
| Louisiana LA 4 ⁵ | At or below 200% FPL: 16,840 4-year-olds |
| Louisiana NSECD ³ | At or below 200% FPL: 1,367 children (481 3-year-olds; 886 4-year-olds) |
| Maine ³ | Economically disadvantaged: 3,083; Not economically disadvantaged: 3,362 |
| Maryland | |
| Massachusetts CPPI | Family income \$0-\$30,000: 727 (80 children under 3; 285 3-year-olds; 347 4-year-olds; 4 children over 5; 11 children of unknown age); Family income \$30,000-\$60,000: 419 (58 children under 3; 159 3-year-olds; 192 4-year-olds; 5 children over 5; 5 children of unknown age); Family income \$60,000-\$90,000: 125 (10 children under 3; 58 3-year-olds; 56 4-year-olds; 1 child over 5); Family income \$90,000-\$125,000: 77 (10 children under 3; 34 3-year-olds; 32 4-year-olds; 1 child of unknown age); Family income over \$125,000: 211 (34 children under 3; 87 3-year-olds; 80 4-year-olds; 6 children over 5; 4 children of unknown age); Unknown: 1,690 (126 children under 3; 547 3-year-olds; 936 4-year-olds; 13 children over 5; 68 children of unknown age) |
| Massachusetts Chapter 70 ⁴ | Low income: 14,491 (4,314 3-year-olds; 9,225 4-year-olds) |
| Michigan ⁵ | Below 400% FPL: 42,883 4-year-olds; Over 400% FPL: 4,486 4-year-olds |
| Minnesota HdSt | |
| Minnesota VPK/SRP | |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF | |
| Missouri QPK | |
| Nebraska | |
| Nevada | |
| New Jersey | |
| New Mexico | |
| New York | |
| North Carolina | At or below 75% SMI: 24,343 4-year-olds |
| North Dakota | |
| Ohio | |
| Oklahoma | |
| Oregon OPK ¹⁰ | Less than 100% FPL: 927; 101-130% FPL: 319; Other/Unknown: 5,882 |
| Oregon Preschool Promise ⁶ | 0-100% FPL: 1,572; 101-130% FPL: 675; 131-200% FPL: 1,246; Foster Care: 107; SNAP/TANF/WIC/OHP: 1,627; Geographic Areas with Low Access (GALA) waiver: 179; Missing Data: 131 |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | 0-100% FPL: 6,056 (2,144 3-year-olds; 3,274 4-year-olds); 101-130% FPL: 438 (156 3-year-olds; 222 4-year-olds); 131-200% FPL: 390 (117 3-year-olds; 210 4-year-olds); Above 200% FPL: 202 (72 3-year-olds; 108 4-year-olds) |
| Pennsylvania K4 & SBPK ³ | Economically Disadvantaged: 7,380 (47 children under 3; 1,634 3-year-olds; 5,631 4-year-olds; 68 5-year-olds) |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 23. PRESCHOOL ENROLLMENT BY OTHER MEASURES OF FAMILY INCOME (continued)

| STATE | Preschool enrollment by family income |
|-----------------------------|--|
| Pennsylvania PKC | 0-100% FPL: 13,406 (4,899 3-year-olds; 8,210 4-year-olds); 101-130% FPL: 3,792 (1,349 3-year-olds; 2,363 4-year-olds); 131-200% FPL: 7,653 (2,830 3-year-olds; 4,622 4-year-olds); Above 200% FPL: 6,978 (2,735 3-year-olds; 4,075 4-year-olds) |
| Rhode Island | Below 185% FPL: 2,163 4-year-olds; Above 185% FPL: 701 4-year-olds |
| South Carolina ⁶ | Below 185% FPL (Pupil in Poverty): 19,851 (2,622 3-year-olds; 17,229 4-year-olds); Unknown/Not in Poverty: 6,812 (927 3-year-olds; 5,885 4-year-olds); Medicaid eligibility: 3,826 4-year-olds |
| Tennessee ⁴ | Below 185% FPL: 16,361 (683 3-year-olds; 15,678 4-year-olds) |
| Texas | |
| Utah | |
| Vermont | |
| Virginia VPI ² | At or below 200% FPL: 18,475; 201-350% FPL: 3,809; Above 351% FPL: 1,634 |
| Virginia Mixed Delivery | Under 100% FPL: 795 (417 3-year-olds; 378 4-year-olds); 101-200% FPL: 890 (432 3-year-olds; 458 4-year-olds); 201-300% FPL: 177 (87 3-year-olds; 90 4-year-olds); Above 301% FPL: 127 (58 3-year-olds; 69 4-year-olds) |
| Virginia CCSP ¹¹ | At or Below 200% FPL: 9,073 (4,777 3-year-olds; 4,296 4-year-olds); 201-350% FPL 3,012 (1,546 3-year-olds; 1,466 4-year-olds); Above 350% FPL: 58 (27 3-year-olds; 31 4-year-olds) |
| Washington ECEAP | Federal Poverty Level (FPL): 30% of ECEAP children were at or below 50% FPL; 44% were at or below 80% FPL; 59% were at or below 110% FPL Washington State Median Income (SMI): 30% of ECEAP children were at or below 13% SMI, 76% were at or below 36% SMI, 87% were at or below 50% SMI |
| Washington TK | |
| West Virginia | |
| Wisconsin | |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 24A. PRESCHOOL ENROLLMENT BY PROGRAM LOCATION

| STATE | Public Schools | Charter Schools | Head Start | Private Agencies | Faith-Based Centers | Family Child Care Homes |
|---------------------------------------|----------------|-----------------|------------|------------------|---------------------|-------------------------|
| Alabama ³ | 18,600 | | 1,428 | 3,120 | 749 | |
| Alaska Pre-Elementary | 363 | | | | | |
| Alaska EEP ⁶ | | | | | | |
| Alaska 0.5 ADM | 581 | | | | | |
| Arizona ⁸ | 1,174 | | | 1,891 | 665 | 88 |
| Arkansas ⁷ | 17,089 | | 798 | 2,372 | 41 | 27 |
| California CSPP ⁹ | 66,586 | | | 28,668 | | 210 |
| California TK ⁶ | 156,530 | 21,024 | | 14 | | |
| Colorado ¹¹ | 23,726 | | 2,308 | 18,745 | 1,118 | 927 |
| Connecticut CDCC ⁵ | | | | | | |
| Connecticut SR | | | | | | |
| Connecticut Smart Start ⁴ | 640 | | | | | |
| Delaware | 480 | | 170 | 765 | | 3 |
| District of Columbia | 5,720 | 6,267 | | 1,053 | | |
| Florida ⁶ | 37,706 | 1,401 | | 104,862 | 8302 | 232 |
| Georgia | 38,900 | | 3,428 | 28,244 | | |
| Hawaii EOEL | 1,361 | | | | | |
| Hawaii SPCSP | | 276 | | | | |
| Illinois ⁷ | 73,224 | | | 7,828 | | |
| Indiana ⁴ | 2,689 | | | 2,108 | 701 | 389 |
| Iowa Shared Visions | 553 | | 392 | 113 | 30 | |
| Iowa SWVPP | 21,048 | | 220 | 2,095 | 2,991 | |
| Kansas 12 | | | | | | |
| Kentucky | | | | | | |
| Louisiana 8(g) | 1,677 | | | | | |
| Louisiana LA 4 | 15,140 | 1,340 | 143 | 217 | | |
| Louisiana NSECD | | | | 777 | 590 | |
| Maine ⁴ | | | | | | |
| Maryland ⁷ | 32,084 | | 381 | 1,262 | 14 | 262 |
| Massachusetts CPPI ¹⁰ | 545 | | 485 | 2,184 | | 35 |
| Massachusetts Chapter 70 ⁵ | | | | | | |
| Michigan ⁵ | 31,340 | | 4,564 | 12,070 | | |
| Minnesota HdSt ⁷ | | | | | | |
| Minnesota VPK/SRP ⁸ | | | | | | |
| Mississippi ELC | 4,674 | | 1,691 | 368 | | |
| Mississippi SIP | 1,308 | 35 | | | | |
| Missouri FF ⁴ | 8,417 | | | | | |
| Missouri QPK | 9,546 | | | 301 | | |
| Nebraska ⁵ | | | | | | |
| Nevada | 2,283 | 244 | 425 | 1,336 | | |
| New Jersey | 40,830 | 540 | 5,792 | 18,203 | | |
| New Mexico | 7,050 | 366 | 481 | 7,829 | 494 | 146 |
| New York ⁷ | 67,413 | | 5,355 | 54,704 | | 20,469 |
| North Carolina | 13,648 | | 3,211 | 9,848 | | |
| North Dakota ⁶ | 803 | | 45 | 228 | | |
| Ohio | | | | | | |
| Oklahoma ⁶ | 32,970 | | | | | |
| Oregon OPK | 811 | | 6,339 | | | |
| Oregon Preschool Promise ⁷ | 1,655 | 78 | 874 | 1,975 | | 955 |
| Pennsylvania RTL | | | | | | |
| Pennsylvania HSSAP | 753 | | 4,457 | 1,876 | | |
| Pennsylvania K4 & SBPK | | | | | | |
| Pennsylvania PKC | 6,266 | | 7,547 | 18,016 | | |
| Rhode Island | 684 | | 990 | 1,190 | | |
| South Carolina | 26,760 | 292 | | 3,388 | 146 | |
| Tennessee ⁵ | | | | | | |
| Texas | | | | | | |
| Utah ¹¹ | 1,209 | 93 | 43 | 308 | | |
| Vermont ⁷ | 3,717 | | | 3,701 | | |
| Virginia VPI ⁷ | 23,064 | | | 854 | | |
| Virginia Mixed Delivery | | | | 1,952 | | 37 |
| Virginia CCSP 12 | | | | 10,079 | 971 | 1,093 |
| Washington ECEAP | 10,681 | | 1,150 | 3,122 | 490 | 328 |
| Washington TK | 8,039 | | | | | |
| West Virginia ⁴ | | | | | | |
| Wisconsin | | | | | | |
| Guam | 52 | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 24B. PRESCHOOL ENROLLMENT BY PROGRAM LOCATION

| STATE | Other Agency |
|---------------------------------------|--|
| Alabama ³ | University programs: 341 |
| Alaska Pre-Elementary | |
| Alaska EEP ⁶ | |
| Alaska 0.5 ADM | |
| Arizona ⁸ | 21 |
| Arkansas ⁷ | |
| California CSPP ⁹ | 5,241 |
| California TK ⁵ | |
| Colorado ¹¹ | |
| Connecticut CDCC ⁵ | |
| Connecticut SR | |
| Connecticut Smart Start ⁴ | |
| Delaware | |
| District of Columbia | |
| Florida ⁵ | |
| Georgia | |
| Hawaii EOEL | |
| Hawaii SPCSP | |
| Illinois ⁷ | 2609 |
| Indiana ⁴ | 131 |
| Iowa Shared Visions | |
| Iowa SWVPP | 183 |
| Kansas ¹² | |
| Kentucky | |
| Louisiana 8(g) | |
| Louisiana LA 4 | |
| Louisiana NSECD | |
| Maine ⁴ | |
| Maryland ⁷ | |
| Massachusetts CPPI ¹⁰ | |
| Massachusetts Chapter 70 ⁵ | |
| Michigan ⁵ | |
| Minnesota HdSt ⁷ | |
| Minnesota VPK/SRP ⁸ | |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF ⁴ | |
| Missouri QPK | |
| Nebraska ⁵ | |
| Nevada | |
| New Jersey | |
| New Mexico | Tribal Centers: 63 |
| New York ⁷ | Charter schools, BOCES, libraries, museums, other CBOs: 5,063 |
| North Carolina | |
| North Dakota ⁶ | |
| Ohio | |
| Oklahoma ⁶ | 2,076 |
| Oregon OPK | |
| Oregon Preschool Promise ⁷ | |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | |
| Rhode Island | |
| South Carolina | |
| Tennessee ⁵ | |
| Texas | |
| Utah ¹¹ | |
| Vermont ⁷ | Unknown: 196 |
| Virginia VPI ⁷ | |
| Virginia Mixed Delivery | |
| Virginia CCSP ¹² | |
| Washington ECEAP | Tribal, city, government, & higher education settings: 661 |
| Washington TK | |
| West Virginia ⁴ | Properties owned by county boards of education: 712; Properties not owned by county boards of education: 203 |
| Wisconsin | |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 25A. PRESCHOOL ENROLLMENT BY OPERATING SCHEDULE

| STATE | Extended Day | School Day | Part Day | Determined locally |
|---------------------------------------|--------------|------------|----------|--------------------|
| Alabama | 24,238 | | | |
| Alaska Pre-Elementary | | | | |
| Alaska EEP | | | | |
| Alaska 0.5 ADM | | | | |
| Arizona ⁹ | | 1,760 | 1,423 | |
| Arkansas ⁸ | 20,327 | | | |
| California CSPP ¹⁰ | 41,273 | | 59,432 | |
| California TK | | | | |
| Colorado ¹² | | | | |
| Connecticut CDCC | 1,435 | | 205 | |
| Connecticut SR | 6,454 | 2,167 | 1,819 | |
| Connecticut Smart Start | | 640 | | |
| Delaware | 938 | | 480 | |
| District of Columbia | 13,040 | | | |
| Florida | 2,975 | 19,321 | 128,311 | |
| Georgia | 70,572 | | | |
| Hawaii EOEL ⁸ | | 1,361 | | |
| Hawaii SPCSP | | 276 | | |
| Illinois | | 27,635 | 56,026 | |
| Indiana | 5,684 | | 334 | |
| Iowa Shared Visions | 950 | 45 | 93 | |
| Iowa SWVPP ⁵ | 7,212 | 2,096 | 17,229 | |
| Kansas ¹³ | | | | |
| Kentucky ⁷ | 5,169 | 1,708 | 10,623 | 1,337 |
| Louisiana 8(g) | | 1,677 | | |
| Louisiana LA 4 | | 16,840 | | |
| Louisiana NSECD | | 1,367 | | |
| Maine | | | | |
| Maryland | 26,850 | | 7,153 | |
| Massachusetts CPPI | 2,949 | 300 | | |
| Massachusetts Chapter 70 ⁶ | | | | |
| Michigan ⁶ | 46,534 | | 1,447 | |
| Minnesota HdSt | | | | |
| Minnesota VPK/SRP ⁹ | | | | |
| Mississippi ELC | | 6,733 | | |
| Mississippi SIP | | 1,343 | | |
| Missouri FF | | | | 8,417 |
| Missouri QPK ⁷ | | 6,482 | 1,840 | |
| Nebraska | | | | |
| Nevada ⁶ | | 4,288 | | |
| New Jersey ⁸ | | 64,783 | 582 | |
| New Mexico | 6,838 | 9,091 | 500 | |
| New York | | 145,500 | 7,504 | |
| North Carolina | 26,707 | | | |
| North Dakota ⁷ | | | | |
| Ohio ⁴ | | | | |
| Oklahoma ⁷ | | 32,904 | 2,142 | 1,068 |
| Oregon OPK | | | | |
| Oregon Preschool Promise | 2,916 | 2,621 | | |
| Pennsylvania RTL | | | | |
| Pennsylvania HSSAP | | 6,627 | 459 | |
| Pennsylvania K4 & SBPK | | 8,895 | 1,245 | |
| Pennsylvania PKC | | 31,027 | 802 | |
| Rhode Island ⁵ | | 2,864 | | |
| South Carolina ⁷ | 4,169 | 14,671 | | 11,746 |
| Tennessee | | 17,501 | | |
| Texas | | 211,257 | 15,484 | |
| Utah | 139 | 164 | 1,350 | |
| Vermont | | | 7,614 | |
| Virginia VPI ⁸ | | 22,626 | 1,799 | |
| Virginia Mixed Delivery | 1,989 | | | |
| Virginia CCSP ¹³ | | | | |
| Washington ECEAP | 916 | 9,223 | 6,293 | |
| Washington TK | | 8,000 | 39 | |
| West Virginia ⁵ | | 12,761 | 913 | |
| Wisconsin | | | | |
| Guam | | 52 | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 25B. PRESCHOOL ENROLLMENT BY OPERATING SCHEDULE

| STATE | Other |
|---------------------------------------|---|
| Alabama | |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona ⁹ | |
| Arkansas ⁸ | |
| California CSPP ¹⁰ | |
| California TK | |
| Colorado ¹² | ✓ |
| Connecticut CDCC | |
| Connecticut SR | |
| Connecticut Smart Start | |
| Delaware | |
| District of Columbia | |
| Florida | |
| Georgia | |
| Hawaii EOEL ⁸ | |
| Hawaii SPCSP | |
| Illinois | |
| Indiana | |
| Iowa Shared Visions | |
| Iowa SWVPP ⁵ | |
| Kansas ¹³ | ✓ |
| Kentucky ⁷ | |
| Louisiana 8(g) | |
| Louisiana LA 4 | |
| Louisiana NSECD | |
| Maine | Full time (25+ hours/week): 3,236; Part time (under 25 hours): 3,209 |
| Maryland | |
| Massachusetts CPPI | |
| Massachusetts Chapter 70 ⁶ | ✓ |
| Michigan ⁶ | |
| Minnesota HdSt | |
| Minnesota VPK/SRP ⁹ | ✓ |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF | |
| Missouri QPK ⁷ | |
| Nebraska | Full day (6+ hours): 5,629; Part day (under 6 hours): 7,583 |
| Nevada ⁶ | |
| New Jersey ⁸ | |
| New Mexico | |
| New York | |
| North Carolina | |
| North Dakota ⁷ | ✓ |
| Ohio ⁴ | ✓ |
| Oklahoma ⁷ | |
| Oregon OPK | |
| Oregon Preschool Promise | |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | |
| Rhode Island ⁵ | |
| South Carolina ⁷ | |
| Tennessee | |
| Texas | |
| Utah | |
| Vermont | |
| Virginia VPI ⁸ | |
| Virginia Mixed Delivery | |
| Virginia CCSP ¹³ | Full-day, full-year: 10,767; Part-time or for less than full school-year: 1,614 |
| Washington ECEAP | |
| Washington TK | |
| West Virginia ⁵ | |
| Wisconsin | |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 26. DAILY AND WEEKLY PRESCHOOL OPERATING SCHEDULE

| STATE | Minimum hours per day | Days per week |
|---------------------------------------|---|--------------------------|
| Alabama | 6.5 | 5 days per week |
| Alaska Pre-Elementary ⁴ | Determined locally | Determined locally |
| Alaska EEP ⁷ | 2 | 5 days per week |
| Alaska 0.5 ADM | 2 | 5 days per week |
| Arizona ¹⁰ | 34 hours per month | Other |
| Arkansas ⁸ | 7 | Determined locally |
| California CSPP ¹⁰ | 3 | 5 days per week |
| California TK ⁷ | 3 | 5 days per week |
| Colorado ¹³ | 10 hours per week | Determined locally |
| Connecticut CDCC ⁶ | 10 | 5 days per week |
| Connecticut SR ⁵ | 2.5 | 5 days per week |
| Connecticut Smart Start ⁵ | 6 | 5 days per week |
| Delaware ³ | 3.5 | 5 days per week |
| District of Columbia | 6.5 | 5 days per week |
| Florida ⁷ | 3 | Determined locally |
| Georgia | 6.5 | 5 days per week |
| Hawaii EOEL ⁹ | Aligned to the Hawaii'i DOE's school-day schedule (30.5 hours per week) | 5 days per week |
| Hawaii SPCSP ⁵ | Aligned to the Hawaii'i public school-day schedule (at least 30.5 hours per week) | 5 days per week |
| Illinois | 2.5 | 5 days per week |
| Indiana ⁵ | 2.5 | 5 days per week |
| Iowa Shared Visions ³ | No minimum requirement | Determined locally |
| Iowa SWVPP ⁶ | At least 10 hours per week | Determined locally |
| Kansas | 465 instructional hours per year | Determined locally |
| Kentucky ⁸ | 2.5 | Determined locally |
| Louisiana 8(g) ⁴ | 6 | 5 days per week |
| Louisiana LA 4 ⁶ | 6 | 5 days per week |
| Louisiana NSECD ⁴ | 6 | 5 days per week |
| Maine ⁵ | 2 | Determined locally |
| Maryland ⁸ | 2.5 | 5 days per week |
| Massachusetts CPPI | 6 | 5 days per week |
| Massachusetts Chapter 70 ⁷ | Determined locally | Determined locally |
| Michigan ⁶ | 3 hours per day for part-day programs | 4 days per week |
| Minnesota HdSt ⁸ | Per Federal Head Start Program Performance Standards | Determined locally |
| Minnesota VPK/SRP ¹⁰ | Minimum of 350 instructional hours per year | Determined locally |
| Mississippi ELC ⁴ | 4 | 5 days per week |
| Mississippi SIP ⁴ | 4 | 5 days per week |
| Missouri FF | No minimum requirement | Determined locally |
| Missouri QPK | 3 (half-day programs); 6 (full-day programs) | Determined locally |
| Nebraska ⁶ | 12 hours per week | Determined locally |
| Nevada ⁷ | 5 hours per day or 25 hours per week | Determined locally |
| New Jersey ⁸ | 6 (Abbott/Expansion); 2.5 (ECPA and ELLI) | 5 days per week |
| New Mexico ⁴ | 3 | Determined locally |
| New York ⁸ | 2.5 | 5 days per week |
| North Carolina ⁴ | 6.5 | 5 days per week |
| North Dakota ⁸ | 3 | Determined locally |
| Ohio ⁴ | 2.5 | Determined locally |
| Oklahoma ⁸ | 2.5 | 5 days per week |
| Oregon OPK ¹¹ | 3.5 | Determined locally |
| Oregon Preschool Promise ⁸ | 6 | 4 days per week |
| Pennsylvania RTL | 2.5 | 5 days per week |
| Pennsylvania HSSAP ⁴ | 3.5 | Determined locally |
| Pennsylvania K4 & SBPK | 2.5 | 5 days per week |
| Pennsylvania PKC ⁴ | 2.5 | 5 days per week |
| Rhode Island | 6 | 5 days per week |
| South Carolina ⁷ | CERDEP: 6.5; EIA 4K: 4 | 5 days per week |
| Tennessee | 6 operating hours inclusive of 5.5 hours of quality instruction | 5 days per week |
| Texas ⁶ | 32,400 minutes/year (part-day, PK3); 75,600 minutes/year (full-day, PK4) | Determined locally |
| Utah ¹² | Determined locally | Determined locally |
| Vermont ⁸ | 10 hours per week | Determined locally |
| Virginia VPI ⁹ | Half day: 3; Full day; 5.5 | 5 days per week |
| Virginia Mixed Delivery | 10 | 5 days per week |
| Virginia CCSP 14 | No minimum | Other |
| Washington ECEAP ⁵ | 3 | Determined locally |
| Washington TK ⁸ | Full-day: 1,000 hours/year; 27.75 hours/week | Determined locally |
| West Virginia ⁶ | 1,500 minutes (25 hours) per week | At least 4 days per week |
| Wisconsin | 2.5 | Determined locally |
| Guam | 6 | 5 days per week |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 27A. ANNUAL OPERATING SCHEDULE FOR PRESCHOOL

| STATE | Hours per year |
|---------------------------------------|--|
| Alabama ⁴ | 1,170 |
| Alaska Pre-Elementary ⁴ | Determined locally |
| Alaska EEP | No minimum |
| Alaska 0.5 ADM ⁵ | No minimum |
| Arizona ¹⁰ | Part-day: 400; Full-day: 1,120 |
| Arkansas ⁸ | 1,246 |
| California CSPP ¹¹ | Part Day/Part Year: minimum of 525 hours per year; Full Day/Full Year: minimum of 984 hours per year |
| California TK ⁸ | 600 |
| Colorado | 360 for 10 hour programs, 450 for 15 hour, 900 for 30 hour programs |
| Connecticut CDCC ⁷ | Minimum of 1,560 hours/year |
| Connecticut SR ⁵ | Full-day/full-year: 2,500; School-day: 1,080; Part-day: 450 |
| Connecticut Smart Start | 1,080 |
| Delaware ⁴ | At least 595 (part-day program); At least 1,020 (full-day programs) |
| District of Columbia ⁷ | 1,170 |
| Florida ⁷ | School-Year Programs: 540 hours; Summer Programs: 300 hours |
| Georgia | 1,170 |
| Hawaii EOEL ⁹ | 1,092 |
| Hawaii SPCSP ⁵ | 1,080 |
| Illinois | 2.5 to 5 hours/day, 5 days/week for approximately 165 days/year |
| Indiana ⁵ | 450 hours per year using state funds |
| Iowa Shared Visions | Determined locally |
| Iowa SWVPP ⁷ | Approximately 350 |
| Kansas | 465 |
| Kentucky ⁹ | Unknown |
| Louisiana 8(g) | 1,062 |
| Louisiana LA 4 | 1,062 |
| Louisiana NSECD | 1,050 |
| Maine ⁵ | 350 |
| Maryland | Part-Day: 839.79; Extended-Day: 1,255.34 |
| Massachusetts CPPI | Determined locally |
| Massachusetts Chapter 70 | Determined locally |
| Michigan ⁶ | Part-day: 360; School-day: 780; Extended 1,170 |
| Minnesota HdSt ⁸ | Per Federal Head Start Program Performance Standard |
| Minnesota VPK/SRP ¹¹ | Minimum of 350 hours required; Funded up to 510 hours |
| Mississippi ELC | 1,080 |
| Mississippi SIP | 1,080 |
| Missouri FF | 522 hours/year (part-day); 1,044 hours/year (school-day) |
| Missouri QPK | 522 (half day programs); 1,044 (full day programs) |
| Nebraska ⁶ | 450 if receiving a grant or qualified to have State Aid calculated |
| Nevada ⁸ | Determined locally |
| New Jersey ⁸ | 1,080 |
| New Mexico ⁵ | Part-day: 540 instructional hours; Extended-day: 1,080 instructional hours; Extended PLUS-day: 1,380 |
| New York | Part-day: 450; Full-day: 900 |
| North Carolina ⁵ | 1,170 |
| North Dakota ⁸ | 400 |
| Ohio ⁴ | 455 |
| Oklahoma ⁸ | 1080 hours or 175 school days |
| Oregon OPK ¹¹ | Per Head Start Program Performance Standards for the models selected |
| Oregon Preschool Promise ⁸ | 900 |
| Pennsylvania RTL | 450 to 900 |
| Pennsylvania HSSAP ⁵ | 448 to 1,380 |
| Pennsylvania K4 & SBPK ⁴ | 450 to 900 |
| Pennsylvania PKC | At least 180 days |
| Rhode Island | 1,080 |
| South Carolina ⁷ | CERDEP: 1,170 (public), 1,170 (First Steps); EIA 4K: 720 |
| Tennessee ⁶ | 1,080 |
| Texas | 540 (3-year-olds); 1,260 (4-year-olds) |
| Utah ¹³ | Determined locally |
| Vermont | 350 |
| Virginia VPI | 990 hours or 180 days |
| Virginia Mixed Delivery ⁸ | 2,400 hours/year |
| Virginia CCSP ¹⁴ | No minimum |
| Washington ECEAP | Part-day 360; School-day 1,000; Working-Day 2,370 |
| Washington TK ⁸ | 1,000 instructional hours/year |
| West Virginia | 800 hours (48,000 minutes) per year |
| Wisconsin ⁸ | 437 hours of direct instruction and an additional 87.5 hours of outreach activities |
| Guam | 1,080 |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 27B. ANNUAL OPERATING SCHEDULE FOR PRESCHOOL

| STATE | Annual operating schedule |
|---------------------------------------|---|
| Alabama ⁴ | School year or academic year |
| Alaska Pre-Elementary ⁴ | Determined locally |
| Alaska EEP | Determined locally |
| Alaska 0.5 ADM ⁵ | Determined locally |
| Arizona ¹⁰ | Determined locally |
| Arkansas ⁸ | School year or academic year |
| California CSPP ¹¹ | Determined locally |
| California TK ⁸ | Determined locally |
| Colorado | School year or academic year |
| Connecticut CDCC ⁷ | Full calendar year |
| Connecticut SR ⁵ | Determined locally |
| Connecticut Smart Start | School year or academic year |
| Delaware ⁴ | 170 days per year |
| District of Columbia ⁷ | School year or academic year |
| Florida ⁷ | Determined locally |
| Georgia | School year or academic year |
| Hawaii EOEL ⁹ | School year or academic year |
| Hawaii SPCSP ⁵ | School year or academic year |
| Illinois | School year or academic year |
| Indiana ⁵ | School year or academic year |
| Iowa Shared Visions | Determined locally |
| Iowa SWVPP ⁷ | Determined locally |
| Kansas | School year or academic year |
| Kentucky ⁹ | School year or academic year |
| Louisiana 8(g) | School year or academic year |
| Louisiana LA 4 | School year or academic year |
| Louisiana NSECD | School year or academic year |
| Maine ⁵ | School year or academic year |
| Maryland | School year or academic year |
| Massachusetts CPPI | Determined locally |
| Massachusetts Chapter 70 | Determined locally |
| Michigan ⁶ | Determined locally |
| Minnesota HdSt ⁸ | Determined locally |
| Minnesota VPK/SRP ¹¹ | School year or academic year |
| Mississippi ELC | School year or academic year |
| Mississippi SIP | School year or academic year |
| Missouri FF | School year or academic year |
| Missouri QPK | School year or academic year |
| Nebraska ⁶ | School year or academic year |
| Nevada ⁸ | Determined locally |
| New Jersey ⁸ | School year or academic year |
| New Mexico ⁵ | Determined locally |
| New York | School year or academic year |
| North Carolina ⁵ | School year or academic year |
| North Dakota ⁸ | Determined locally |
| Ohio ⁴ | School year or academic year |
| Oklahoma ⁸ | School year or academic year |
| Oregon OPK ¹¹ | Determined locally |
| Oregon Preschool Promise ⁸ | School year or academic year |
| Pennsylvania RTL | School year or academic year |
| Pennsylvania HSSAP ⁵ | Determined locally |
| Pennsylvania K4 & SBPK ⁴ | School year or academic year |
| Pennsylvania PKC | School year or academic year |
| Rhode Island | School year or academic year |
| South Carolina ⁷ | School year or academic year |
| Tennessee ⁶ | School year or academic year |
| Texas | School year or academic year |
| Utah ¹³ | Determined locally |
| Vermont | School year or academic year |
| Virginia VPI | School year or academic year |
| Virginia Mixed Delivery ⁸ | Full calendar year |
| Virginia CCSP ¹⁴ | Full calendar year |
| Washington ECEAP | School year (part-day and school-day models); Calendar year (working-day model) |
| Washington TK ⁸ | School year or academic year |
| West Virginia | School year or academic year |
| Wisconsin ⁸ | Determined locally |
| Guam | School year or academic year |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 28. MINIMUM AGE FOR PRESCHOOL AND KINDERGARTEN ELIGIBILITY

| STATE | Minimum age for preschool | Minimum age for kindergarten |
|---------------------------------------|---|---|
| Alabama | 4 by September 1 | 5 by September 1 |
| Alaska Pre-Elementary ⁵ | 3 by locally determined date | 5 by September 1 |
| Alaska EEP ⁸ | 4 by locally determined date | 5 by September 1 |
| Alaska 0.5 ADM | 4 by locally determined date | 5 by September 1 |
| Arizona ¹¹ | No minimum age | 5 by September 1 |
| Arkansas ⁹ | 3 by August 1 | 5 by August 1 |
| California CSPP ¹² | 2 by June 30, 2024 upon enrollment | 5 by September 1, 2024 |
| California TK ⁹ | 5 by June 2, 2025 | 5 by September 1, 2024 |
| Colorado ¹⁴ | 3 or 4 by locally determined date | 5 by locally determined date |
| Connecticut CDCC ⁸ | 2 years, 8 months at enrollment | 5 on or before September 1 |
| Connecticut SR ⁶ | 2 years, 8 months at enrollment | 5 on or before September 1 |
| Connecticut Smart Start ⁴ | No minimum age | 5 on or before September 1 |
| Delaware ⁵ | 3 by August 31 | 5 by August 31 |
| District of Columbia ⁸ | 3 by September 30 | 5 by September 30 |
| Florida ⁸ | 4 on or before September 1 | 5 on or before September 1 |
| Georgia ⁷ | 4 by September 1 | 5 by September 1 |
| Hawaii EOEL | 3 on or before July 31 | 5 on or before July 31 |
| Hawaii SPCSP ⁶ | 3 on or before July 31 | 5 on or before July 31 |
| Illinois ⁸ | 3 by September 1 | 5 by September 1 |
| Indiana | 4 on or before August 1 | 5 on or before August 1 |
| Iowa Shared Visions ⁴ | 3 by September 15 | 5 on or before September 15 |
| Iowa SWVPP ⁸ | 4 on or before September 15 | 5 on or before September 15 |
| Kansas | 3 by August 31 | 5 by August 31 |
| Kentucky ¹⁰ | 3 by August 1 | 5 by August 1 |
| 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 ⁹ | 3 by September 1 | 5 by September 1 |
| Massachusetts CPPI | 3 by locally determined date | 5 by locally determined date |
| Massachusetts Chapter 70 ⁸ | 3 by locally determined date | 5 by locally determined date |
| Michigan ⁷ | 4 by September 1 | 5 by September 1 |
| Minnesota HdSt ⁹ | 3 per Federal Head Start Performance Standards | 5 by September 1 |
| Minnesota VPK/SRP | 4 by September 1 | 5 by September 1 |
| Mississippi ELC | 4 by September 1 | 5 by September 1 |
| Mississippi SIP | 4 by September 1 | 5 by September 1 |
| Missouri FF | 3 by July 31 | 5 by July 31 |
| Missouri QPK | 4 by July 31 | 5 by July 31 |
| Nebraska ⁷ | Determined locally | 5 by July 31 |
| Nevada | 3 by August 1 | 5 by August 1 |
| New Jersey ⁹ | 3 by locally determined date | 5 by locally determined date |
| New Mexico | 3 prior to September 1 | 5 prior to September 1 |
| New York | 3 by December 1 | 5 by December 1 |
| North Carolina ⁶ | 4 by August 31 | 5 by August 31 |
| North Dakota ⁹ | 4 before August 1st the year of enrollment | 5 before August 1st in the year of enrollment |
| Ohio | 3 by August 1 or September 30 | 5 by August 1 or September 30 |
| Oklahoma ⁹ | 4 by September 1 | 5 by September 1 |
| Oregon OPK | 3 by locally determined date | 5 by September 1 |
| Oregon Preschool Promise ⁹ | 3 by September 1 | 5 by September 1 |
| Pennsylvania RTL | Determined locally | Determined locally |
| Pennsylvania HSSAP ⁶ | Determined locally | Determined locally |
| Pennsylvania K4 & SBPK | Determined locally | Determined locally |
| Pennsylvania PKC ⁵ | Determined locally | Determined locally |
| Rhode Island | 4 by September 1 | 5 by September 1 |
| South Carolina ⁸ | 4 by September 1 | 5 by September 1 |
| Tennessee ⁷ | 3 or 4 by August 15 | 5 by August 15 |
| Texas | 3 by September 1 | 5 by September 1 |
| Utah ¹⁴ | 3 at the time of enrollment | 5 before September 2 |
| Vermont | 3 by locally determined date | 5 by locally determined date |
| Virginia VPI ¹⁰ | 3 by September 30 (3-year-old slots); 4 by September 30 (4-year-old slots) | 5 by September 30 |
| Virginia Mixed Delivery ⁹ | 3 by September 30 | 5 by September 30 |
| Virginia CCSP ¹⁵ | 6 weeks | 5 by September 30 |
| Washington ECEAP ⁶ | 3 by August 31 | 5 by August 31 |
| Washington TK ⁹ | 4 by August 31 | 5 by August 31 |
| West Virginia ⁷ | 4 before July 1 | 5 before July 1 |
| Wisconsin ⁹ | 4 on or by September 1 | 5 on or by September 1 |
| Guam | 4 by July 31 | 5 by July 31 |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 29. ELIGIBILITY FOR STATE-FUNDED PRESCHOOL (BEYOND AGE)

| STATE | All age-eligible children are eligible for preschool | Eligibility is determined by individual child or family characteristics | Other |
|--|--|---|---|
| Alabama | ✓ | | |
| Alaska Pre-Elementary | | | Eligibility criteria is Determined locally |
| Alaska EEP | | | Eligibility criteria is Determined locally |
| Alaska 0.5 ADM | ✓ | | |
| Arizona ¹² | | ✓ | |
| Arkansas ¹⁰ | | ✓ | |
| California CSPP ¹³ | | ✓ | |
| California TK ⁹ | ✓ | | |
| Colorado ¹⁴ | ✓ (Four-year-olds) | ✓ (Three-year-olds) | |
| Connecticut CDCC ⁹ | | ✓ | |
| Connecticut SR ⁷ | | ✓ | |
| Connecticut Smart Start ⁷ | | ✓ | |
| Delaware | | ✓ | |
| District of Columbia | ✓ | | |
| Florida ⁹ | ✓ | | |
| Georgia | ✓ | | |
| Hawaii EOEL ¹⁰ | ✓ | | |
| Hawaii SPCSP ⁷ | ✓ | | |
| Illinois ⁹ | | ✓ | |
| Indiana ⁶ | | ✓ | |
| Iowa Shared Visions ⁵ | | ✓ | |
| Iowa SWVPP ⁹ | ✓ | | |
| Kansas ¹⁴ | | ✓ | |
| Kentucky ¹¹ | | ✓ | |
| Louisiana 8(g) ⁵ | | ✓ | |
| Louisiana LA 4 | | ✓ | |
| Louisiana NSECD | | ✓ | |
| Maine ⁶ | | | All-age eligible children in districts offering a program may enroll in their local school district's program (if there is space) |
| Maryland ¹⁰ | | ✓ | |
| Massachusetts CPPI | ✓ | | |
| Massachusetts Chapter 70 ⁸ | ✓ | | |
| Michigan ⁸ | ✓ | | |
| Minnesota HdSt ¹⁰ | | ✓ | |
| Minnesota VPK/SRP ¹² | | ✓ | |
| Mississippi ELC ⁵ | | ✓, for Head Start programs | |
| Mississippi SIP ⁵ | | ✓ | |
| Missouri FF ⁵ | | ✓ | |
| Missouri QPK ⁸ | ✓ | | |
| Nebraska ⁸ | ✓ | | |
| Nevada ⁹ | | ✓ | |
| New Jersey ¹⁰ | ✓ | | |
| New Mexico ⁶ | ✓ | | |
| New York ⁹ | ✓ | | |
| North Carolina ⁷ | | ✓ | |
| North Dakota ¹⁰ | | ✓ | |
| Ohio ⁵ | | ✓ | |
| Oklahoma ¹⁰ | ✓ | | |
| Oregon OPK ¹² | | ✓ | |
| Oregon Preschool Promise ¹⁰ | | ✓ | |
| Pennsylvania RTL | | ✓ | Eligibility is Determined locally |
| Pennsylvania HSSAP ⁷ | | ✓ | |
| Pennsylvania K4 & SBPK ⁵ | ✓ (K4) | ✓ (SBPK) | |
| Pennsylvania PKC ⁶ | | ✓ | |
| Rhode Island ⁶ | | | All age-eligible children in districts offering the program may enter the lottery |
| South Carolina | | ✓ | |
| Tennessee ⁸ | | ✓ | |
| Texas ⁷ | | ✓ | |
| Utah ¹⁵ | | ✓ | |
| Vermont ² | ✓ | | |
| Virginia VPI ¹¹ | | ✓ | |
| Virginia Mixed Delivery ¹⁰ | | ✓ | |
| Virginia CCSP ¹⁶ | | ✓ | |
| Washington ECEAP ⁷ | | ✓ | |
| Washington TK ¹⁰ | | ✓ | |
| West Virginia | ✓ | | |
| Wisconsin | ✓ | | |
| Guam | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 30. INCOME ELIGIBILITY FOR PRESCHOOL

| STATE | Income requirement |
|--|---|
| Alabama | None |
| Alaska Pre-Elementary | None |
| Alaska EEP | None |
| Alaska 0.5 ADM | None |
| Arizona | 300% of FPL |
| Arkansas ¹¹ | 200% of FPL |
| California CSPP ¹³ | 100% of SMI |
| California TK | None |
| Colorado ¹⁴ | At or below 270% FPL (3-year-olds) |
| Connecticut CDCC | 60% of families must fall below 75% of SMI |
| Connecticut SR | 60% of families must fall below 75% of SMI |
| Connecticut Smart Start | 60% of families must fall below 75% of SMI |
| Delaware ⁵ | 200% of FPL |
| District of Columbia | None |
| Florida | None |
| Georgia | None |
| Hawaii EOEL | None |
| Hawaii SPCSP | None |
| Illinois | None |
| Indiana | 150% of FPL |
| Iowa Shared Visions ⁵ | 185% of FPL |
| Iowa SWVPP | None |
| Kansas ¹⁴ | 130% of FPL |
| Kentucky ¹¹ | 160% of FPL |
| Louisiana 8(g) ⁵ | 200% of FPL |
| Louisiana LA 4 | 200% of FPL |
| Louisiana NSECD | 200% of FPL |
| Maine | Determined locally |
| Maryland ¹⁰ | 185% of FPL and below (part-day); up to 300% of FPL (full-day) |
| Massachusetts CPPI | Determined locally |
| Massachusetts Chapter 70 | None |
| Michigan | None |
| Minnesota HdSt | Per Federal Head Start: 100% of FPL |
| Minnesota VPK/SRP | Free or reduced price lunch (185% FPL) (required for SRP; encouraged for VPK) |
| Mississippi ELC | None |
| Mississippi SIP | None |
| Missouri FF | Eligible for free or reduced-price lunch, or 185% of FPL |
| Missouri QPK | None |
| Nebraska | None |
| Nevada ⁹ | NRIPK: 200% FPL; ECILP: 250% FPL |
| New Jersey | None |
| New Mexico | None |
| New York | None |
| North Carolina | 75% of SMI |
| North Dakota | Eligible for Free or Reduced Priced Lunch, 60% or less SMI, or on Child Care Assistance |
| Ohio ⁵ | 200% of FPL |
| Oklahoma | None |
| Oregon OPK ¹² | 100% of FPL |
| Oregon Preschool Promise ¹¹ | 200% of FPL |
| 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 ⁹ | 185% FPL |
| Tennessee | Eligible for free or reduced-price lunch, or 185% of FPL |
| Texas ⁷ | Eligible for free or reduced-price lunch, or 185% of FPL |
| Utah ¹⁵ | Eligible for free or reduced-price lunch, or 185% of FPL |
| Vermont | None |
| Virginia VPI ¹¹ | 200% of FPL |
| Virginia Mixed Delivery ¹⁰ | 200% of FPL |
| Virginia CCSP | 85% SMI |
| Washington ECEAP | 36% SMI for non-tribal children or 100% SMI for tribal children |
| Washington TK | None |
| West Virginia | None |
| Wisconsin | None |
| Guam | None |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 31. USE OF INCOME REQUIREMENT FOR PRESCHOOL ELIGIBILITY

| STATE | Use of income requirement for preschool |
|--|---|
| Alabama | NA |
| Alaska Pre-Elementary | NA |
| Alaska EEP | NA |
| Alaska 0.5 ADM | NA |
| Arizona | 100% of children must meet the income requirement |
| Arkansas | 98.7% of enrolled children met the 200% FPL income criteria & 1.3% of enrolled children were on the sliding fee scale for families with an income between 200% and 250% FPL |
| California CSPP ¹³ | Once all eligible children are enrolled, up to 10% of children whose families exceed 100% SMI by no more than 15% can enroll; eligibility also based on child disability or CSPP neighborhood school eligibility |
| California TK | NA |
| Colorado ¹⁴ | 3-year-olds must meet the income requirement, have a disability, or meet one of the Qualifying Factors (ELL, Foster Care, Homelessness/Unstable housing) |
| Connecticut CDCC ¹⁰ | 60% of families must fall below 75% of SMI |
| Connecticut SR | 60% of families must fall below 75% of SMI |
| Connecticut Smart Start | 60% of families must fall below 75% of SMI |
| Delaware ⁵ | Per the Federal Head Start Program Performance Standards |
| District of Columbia | NA |
| Florida | NA |
| Georgia | NA |
| Hawaii EOEL | NA |
| Hawaii SPCSP | NA |
| Illinois | NA |
| Indiana ⁷ | For initial application approval, 100% of children must meet income requirements |
| Iowa Shared Visions ⁵ | At least 80% of children must meet the income eligibility criteria |
| Iowa SWVPP | NA |
| Kansas ¹⁴ | Other: Income is one of nine risk factors |
| Kentucky ¹¹ | 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. |
| Louisiana 8(g) ⁵ | Priority is usually given to students at or below 200% FPL |
| Louisiana LA 4 | 100% of children must meet the income requirement |
| Louisiana NSECD | 100% of children must meet the income requirement |
| Maine | NA |
| Maryland ¹⁰ | 100% of children must first meet the income eligibility requirement; Once all children meeting the income criteria are served, other children can enroll |
| Massachusetts CPPI | NA |
| Massachusetts Chapter 70 | NA |
| Michigan | NA |
| Minnesota HdSt ¹⁰ | Per the Federal Head Start Program Performance Standards |
| Minnesota VPK/SRP ¹³ | Qualifying for free or reduced price lunch is one eligibility factor (SRP) |
| Mississippi ELC | NA |
| Mississippi SIP | NA |
| Missouri FF | 100% of children must meet the income requirement |
| Missouri QPK | NA |
| Nebraska | NA |
| Nevada ⁹ | All children must be income eligible (NRIPK); Families can be at or below 250% FPL or qualify based on current IEP or documented behavioral need (ECILP) |
| New Jersey | NA |
| New Mexico | NA |
| New York | NA |
| North Carolina ⁷ | 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 |
| North Dakota ¹⁰ | 50% of children were required to meet 60% SMI or less or have a disability or delay |
| Ohio ⁵ | Income requirements are for all children, except those who are eligible due to having an IEP, are exiting Early Intervention but are not eligible for Preschool Special Education, identified as homeless, or in Kinship or Foster Care |
| Oklahoma | NA |
| Oregon OPK ¹² | Per the Federal Head Start Program Performance Standards |
| Oregon Preschool Promise ¹¹ | 100% of children must meet the income requirement |
| Pennsylvania RTL | NA |
| Pennsylvania HSSAP ⁷ | Per the Federal Head Start Program Performance Standards: at least 90% of children |
| Pennsylvania K4 & SBPK | NA |
| Pennsylvania PKC | 100% of children must meet the income requirement |
| Rhode Island | NA |
| South Carolina ⁹ | 185% FPL or be Medicaid eligible (First Steps); 75% of children must be income eligible, others are eligible based on DIAL-4 subscale scores (CERDEP) |
| Tennessee ⁹ | Goal for at least 90% of children must meet the income requirement |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 31. USE OF INCOME REQUIREMENT FOR PRESCHOOL ELIGIBILITY (continued)

| STATE | Use of income requirement for preschool |
|---------------------------------------|--|
| Texas ⁷ | Eligibility for free or reduced-price lunch is one way to qualify |
| Utah ¹⁵ | Must meet income requirement or one at least one qualifying risk factor |
| Vermont | NA |
| Virginia VPI ¹¹ | 85% of children had to meet the state eligibility requirements |
| Virginia Mixed Delivery ¹⁰ | 85% of children had to meet the income requirements or have other automatic eligibility status (homelessness, parents did not complete high school, or disability) |
| Virginia CCSP ¹⁷ | All children must meet the eligibility criteria |
| Washington ECEAP ⁸ | Goal for 90% of children to meet the income requirement or be experiencing homelessness, qualify for SPED, or had previous B-3 intervention services |
| Washington TK | NA |
| 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 '24-'25 school year.

APPENDIX TABLE 32A. RISK FACTORS BESIDES INCOME THAT CAN BE USED TO DETERMINE PRESCHOOL ELIGIBILITY

| STATE | NA | Child disability or developmental delay | Low parent education | History of abuse, neglect, or family violence | Homelessness or unstable housing | Home language other than English |
|---------------------------------------|-----------------|---|----------------------|---|----------------------------------|----------------------------------|
| Alabama | ✓ | | | | | |
| Alaska Pre-Elementary | | | | | | |
| Alaska EEP | | | | | | |
| Alaska 0.5 ADM | ✓ | | | | | |
| Arizona | ✓ | | | | | |
| Arkansas ¹² | | ✓ | ✓ | ✓ | ✓ | ✓ |
| California CSPP ¹³ | | ✓ | | ✓ | ✓ | |
| California TK | ✓ | | | | | |
| Colorado | ✓ (4-year-olds) | ✓ (3-year-olds) | | | ✓ (3-year-olds) | ✓ (3-year-olds) |
| Connecticut CDCC | | | | | ✓ | |
| Connecticut SR | ✓ | | | | | |
| Connecticut Smart Start ⁹ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Delaware ⁶ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| District of Columbia | ✓ | | | | | |
| Florida | ✓ | | | | | |
| Georgia | ✓ | | | | | |
| Hawaii EOEL | ✓ | | | | | |
| Hawaii SPCSP | ✓ | | | | | |
| Illinois ⁹ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indiana ⁷ | ✓ | | | | | |
| Iowa Shared Visions ⁵ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Iowa SWVPP | ✓ | | | | | |
| Kansas ¹⁴ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Kentucky ¹¹ | | ✓ | | | ✓ | |
| Louisiana 8(g) ⁵ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Louisiana LA 4 | | | | | ✓ | |
| Louisiana NSECD | | | | | ✓ | |
| Maine | | | | | | |
| Maryland ¹⁰ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Massachusetts CPPI | | | | | | |
| Massachusetts Chapter 70 | ✓ | | | | | |
| Michigan ⁸ | ✓ | | | | | |
| Minnesota HdSt ¹⁰ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP ^{12,13} | | ✓ | | | ✓ | ✓ |
| Mississippi ELC ⁵ | | ✓ | | | ✓ | ✓ |
| Mississippi SIP ⁵ | | ✓ | | | ✓ | ✓ |
| Missouri FF | ✓ | | | | | |
| Missouri QPK | ✓ | | | | | |
| Nebraska | ✓ | | | | | |
| Nevada ¹⁰ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| New Jersey | ✓ | | | | | |
| New Mexico | ✓ | | | | | |
| New York | ✓ | | | | | |
| North Carolina ⁷ | | ✓ | | | ✓ | ✓ |
| North Dakota ¹⁰ | | ✓ | | | ✓ | |
| Ohio | | ✓ | | | ✓ | |
| Oklahoma | ✓ | | | | | |
| Oregon OPK ¹² | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise | | | | | | |
| Pennsylvania RTL | | | | | | |
| Pennsylvania HSSAP ⁷ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania K4 & SBPK | | | | | | |
| Pennsylvania PKC ⁶ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rhode Island | ✓ | | | | | |
| South Carolina ¹⁰ | ✓ (First Steps) | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tennessee ⁸ | | ✓ | | | ✓ | |
| Texas ⁷ | | | | | ✓ | ✓ |
| Utah ¹⁵ | | | ✓ | ✓ | ✓ | ✓ |
| Vermont | ✓ | | | | | |
| Virginia VPI ¹² | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery ¹⁰ | | ✓ | ✓ | | ✓ | |
| Virginia CCSP ¹⁶ | ✓ | | | | | |
| Washington ECEAP ⁹ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Washington TK ¹¹ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| West Virginia | ✓ | | | | | |
| Wisconsin | ✓ | | | | | |
| Guam | ✓ | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 32B. RISK FACTORS BESIDES INCOME THAT CAN BE USED TO DETERMINE PRESCHOOL ELIGIBILITY

| STATE | Parental substance abuse | Risk that 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 |
|---------------------------------------|--------------------------|--|-------------|---|------------------------------|--------------------------------|
| Alabama | | | | | | |
| Alaska Pre-Elementary | | | | | | |
| Alaska EEP | | | | | | |
| Alaska 0.5 ADM | | | | | | |
| Arizona | | | | | | |
| Arkansas ¹² | ✓ | | ✓ | ✓ | ✓ | ✓ |
| California CSPP ¹³ | | | | | | |
| California TK | | | | | | |
| Colorado | | | | | ✓ (3-year-olds) | |
| Connecticut CDCC | | | | | ✓ | |
| Connecticut SR | | | | | | |
| Connecticut Smart Start ⁹ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Delaware ⁶ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| District of Columbia | | | | | | |
| Florida | | | | | | |
| Georgia | | | | | | |
| Hawaii EOEL | | | | | | |
| Hawaii SPCSP | | | | | | |
| Illinois ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indiana ⁷ | | | | | | |
| Iowa Shared Visions ⁵ | ✓ | | ✓ | ✓ | ✓ | |
| Iowa SWVPP | | | | | | |
| Kansas ¹⁴ | ✓ | ✓ | ✓ | | ✓ | |
| Kentucky ¹¹ | | | | | ✓ | |
| Louisiana 8(g) ⁵ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Louisiana LA 4 | | | | | ✓ | |
| Louisiana NSECD | | | | | ✓ | |
| Maine | | | | | | |
| Maryland ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Massachusetts CPPI | | | | | | |
| Massachusetts Chapter 70 | | | | | | |
| Michigan ⁸ | | | | | | |
| Minnesota HdSt ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP ^{12,13} | | | | | ✓ | |
| Mississippi ELC ⁵ | | ✓ | | | ✓ | ✓ |
| Mississippi SIP ⁵ | | ✓ | | | ✓ | ✓ |
| Missouri FF | | | | | | |
| Missouri QPK | | | | | | |
| Nebraska | | | | | | |
| Nevada ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| New Jersey | | | | | | |
| New Mexico | | | | | | |
| New York | | | | | | |
| North Carolina ⁷ | | ✓ | | ✓ | ✓ | ✓ |
| North Dakota ¹⁰ | | | | | ✓ | |
| Ohio | | | | | ✓ | |
| Oklahoma | | | | | | |
| Oregon OPK ¹² | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise | | | | | ✓ | |
| Pennsylvania RTL | | | | | | |
| Pennsylvania HSSAP ⁷ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania K4 & SBPK | | | | | | |
| Pennsylvania PKC ⁶ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rhode Island | | | | | | |
| South Carolina ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tennessee ⁹ | | | | | ✓ | |
| Texas ⁷ | | | | | ✓ | ✓ |
| Utah ¹⁵ | ✓ | | ✓ | | ✓ | |
| Vermont | | | | | | |
| Virginia VPI ¹² | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery ¹⁰ | | | | | | |
| Virginia CCSP ¹⁶ | | | | | | |
| Washington ECEAP ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Washington TK ¹¹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| West Virginia | | | | | | |
| Wisconsin | | | | | | |
| Guam | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 32C. RISK FACTORS BESIDES INCOME THAT CAN BE USED TO DETERMINE PRESCHOOL ELIGIBILITY

| STATE | Other |
|---------------------------------------|---|
| Alabama | |
| Alaska Pre-Elementary | Determined locally |
| Alaska EEP | Determined locally |
| Alaska 0.5 ADM | |
| Arizona | |
| Arkansas ¹² | ✓ Child has an incarcerated parent; Child is in custody or living with a family member other than parent |
| California CSPP ¹³ | |
| California TK | |
| Colorado | |
| Connecticut CDCC | |
| Connecticut SR | |
| Connecticut Smart Start ⁸ | ✓ |
| Delaware ⁶ | |
| District of Columbia | |
| Florida | |
| Georgia | |
| Hawaii EOEL | |
| Hawaii SPCSP | |
| Illinois ⁹ | |
| Indiana ⁷ | |
| Iowa Shared Visions ⁵ | ✓ Parent has low literacy skills; Parent is incarcerated; Parent has a chronic mental illness; Other locally determined risk factors |
| Iowa SWVPP | |
| Kansas ¹⁴ | ✓ Single parent family; Child qualifying for migrant status |
| Kentucky ¹¹ | |
| Louisiana 8(g) ⁵ | ✓ Developmentally unprepared for kindergarten based on screening results; Other risk factors not listed deemed appropriate by local agency |
| Louisiana LA 4 | |
| Louisiana NSECD | |
| Maine | Determined locally |
| Maryland ¹⁰ | |
| Massachusetts CPPI | Determined locally |
| Massachusetts Chapter 70 | |
| Michigan ⁸ | |
| Minnesota HdSt ¹⁰ | |
| Minnesota VPK/SRP ^{12,13} | ✓ |
| Mississippi ELC ⁵ | |
| Mississippi SIP ⁵ | |
| Missouri FF | |
| Missouri QPK | |
| Nebraska | |
| Nevada ¹⁰ | ✓ Challenging behaviors or behavioral needs as documented by professional |
| New Jersey | |
| New Mexico | |
| New York | |
| North Carolina ⁷ | ✓ Chronic health condition; Receiving refugee services; Receiving public assistance |
| North Dakota ¹⁰ | |
| Ohio | |
| Oklahoma | |
| Oregon OPK ¹² | ✓ Food insecurity; Domestic violence; Refugee status |
| Oregon Preschool Promise | ✓ Living in an area with low access to care |
| Pennsylvania RTL | Determined locally |
| Pennsylvania HSSAP ⁷ | |
| Pennsylvania K4 & SBPK | Determined locally |
| Pennsylvania PKC ⁶ | |
| Rhode Island | |
| South Carolina ¹⁰ | |
| Tennessee ⁸ | ✓ Dependent children of a parent who was killed, died as a direct result of injuries received as a result of war, or has been officially reported as a prisoner of war or missing in action |
| Texas ⁷ | ✓ |
| Utah ¹⁵ | ✓ A 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; Death or chronic illness of parent or sibling; Someone with mental illness in the home |
| Vermont | |
| Virginia VPI ¹² | ✓ |
| Virginia Mixed Delivery ¹⁰ | ✓ |
| Virginia CCSP ¹⁶ | |
| Washington ECEAP ⁹ | ✓ |
| Washington TK ¹¹ | |
| West Virginia | |
| Wisconsin | |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 33. REASSESSMENT OF CHILD ELIGIBILITY AFTER ENROLLMENT

| STATE | Is child eligibility ever reassessed after a child has been enrolled? |
|-------------------------------|---|
| Alabama | No |
| Alaska Pre-Elementary | No |
| Alaska EEP | No |
| Alaska 0.5 ADM | No |
| Arizona ¹³ | Yes |
| Arkansas | No |
| California CSPP ¹⁴ | Yes |
| California TK | No |
| Colorado ¹⁵ | Yes |
| Connecticut CDCC | No |
| Connecticut SR | No |
| Connecticut Smart Start | No |
| Delaware ⁷ | Yes |
| District of Columbia | No |
| Florida | No |
| Georgia | No |
| Hawaii EOEL | No |
| Hawaii SPCSP | No |
| Illinois | No |
| Indiana | No |
| Iowa Shared Visions | No |
| Iowa SWVPP | No |
| Kansas ¹⁵ | Yes |
| Kentucky | No |
| Louisiana 8(g) | No |
| Louisiana LA 4 | No |
| Louisiana NSECD ⁵ | Yes |
| Maine ⁷ | Yes |
| Maryland | No |
| Massachusetts CPPI | No |
| Massachusetts Chapter 70 | No |
| Michigan | No |
| Minnesota HdSt ¹¹ | Yes |
| Minnesota VPK/SRP | No |
| Mississippi ELC | No |
| Mississippi SIP | No |
| Missouri FF | No |
| Missouri QPK | No |
| Nebraska | No |
| Nevada | No |
| New Jersey ¹⁰ | Yes |
| New Mexico | No |
| New York | No |
| North Carolina | No |
| North Dakota | No |
| Ohio | No |
| Oklahoma | No |
| Oregon OPK | 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 | No |
| Texas | No |
| Utah ¹⁶ | Yes |
| Vermont | No |
| Virginia VPI ¹³ | Yes |
| Virginia Mixed Delivery | No |
| Virginia CCSP ¹⁸ | Yes |
| Washington ECEAP | No |
| Washington TK | No |
| 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 '24-'25 school year.

APPENDIX TABLE 34. MAXIMUM PRESCHOOL CLASS SIZE

| STATE | 3-year-olds | 4-year-olds | Mixed age classes |
|--|---|---|---|
| Alabama ⁵ | | 20 | |
| Alaska Pre-Elementary | Determined locally | Determined locally | Determined locally |
| Alaska EEP | | 20 | |
| Alaska 0.5 ADM | | 20 | |
| Arizona ¹⁴ | 26 | 30 | 26 |
| Arkansas ¹³ | 20 | 20 | 20 |
| California CSPP ¹⁵ | No Limit | No Limit | No Limit |
| California TK ¹⁰ | | 24; 20 if TK classroom includes an early enrollment child | 24; 20 if TK classroom includes an early enrollment child |
| Colorado ¹⁶ | 20 | 24 | 20 |
| Connecticut CDCC ¹¹ | 20 | 20 | 20 |
| Connecticut SR | 20 | 20 | 20 |
| Connecticut Smart Start | 18 | 18 | 18 |
| Delaware | 17 | 20 | 17 |
| District of Columbia ⁹ | 16 (DCPS and CBOs) | 20 (DCPS and CBOs) | 17 (DCPS), 16 (CBOs) |
| Florida | | 20 (School-Year); 12 (Summer) | |
| Georgia ⁸ | | 20 | |
| Hawaii EOEL ¹¹ | | | 20 |
| Hawaii SPCSP | | | 20 |
| Illinois ¹⁰ | 20 | 20 | 20 |
| Indiana | 20 | 24 | 20 (based on age of youngest child) |
| Iowa Shared Visions ⁶ | 17 | 20 | 17 |
| Iowa SWVPP | 20 | 20 | 20 |
| Kansas | 20 | 20 | 20 |
| Kentucky ¹² | 20 | 20 | 20 |
| Louisiana 8(g) | | 20 | |
| Louisiana LA 4 | | 20 | |
| Louisiana NSECD | 20 | 20 | |
| Maine ⁸ | | 16 | 16 |
| Maryland | 20 | 20 | 20 |
| Massachusetts CPPI | 20 | 20 | 20 |
| Massachusetts Chapter 70 ⁹ | No limit | No limit | No limit |
| Michigan | | 20 | |
| Minnesota HdSt ¹² | 15 | 20 | 20 |
| Minnesota VPK/SRP ¹⁴ | | 20 | 20 |
| Mississippi ELC ⁶ | | 20 | 14 |
| Mississippi SIP ⁶ | | 20 | 14 |
| Missouri FF ⁶ | No limit | No limit | No limit |
| Missouri QPK ⁹ | | 20 | 20 |
| Nebraska | 20 | 20 | 20 |
| Nevada | 20 | 20 | 20 |
| New Jersey | 15 (Abbott/Expansion); 18 (ECPA); 20 (ELLI) | 15 (Abbott/Expansion); 18 (ECPA); 20 (ELLI) | 15 (Abbott/Expansion); 18 (ECPA); 20 (ELLI) |
| New Mexico ⁷ | 16 | 20 | 16 |
| New York ¹⁰ | 20 | 20 | 20 |
| North Carolina | | 20 | |
| North Dakota ¹¹ | | 20 | |
| Ohio | 24 | 28 | 24 |
| Oklahoma | 18 | 20 | 18 |
| Oregon OPK | 17 | 20 | 17 or 20, depending on the ratio of 3- and 4-year-olds |
| Oregon Preschool Promise ¹¹ | 18, up to 20 with a waiver | 18, up to 20 with a waiver | 18, up to 20 with a waiver |
| Pennsylvania RTL | 20 | 20 | 20 |
| Pennsylvania HSSAP | 20 | 20 | 20 |
| Pennsylvania K4 & SBPK ⁶ | 20 (SBPK); No limit (K4) | 20 (SBPK); No limit (K4) | 20 (SBPK); No limit (K4) |
| Pennsylvania PKC | 20 | 20 | 20 |
| Rhode Island ⁷ | | 20 | |
| South Carolina | 20 | 20 | 20 |
| Tennessee | 20 | 20 | 20 |
| Texas ⁸ | 22 | 22 | 22 |
| Utah ¹⁷ | 20 | 20 | 20 |
| Vermont | 20 | 20 | 20 |
| Virginia VPI ¹⁴ | 20 | 20 | 20 |
| Virginia Mixed Delivery | 30 | 30 | 30 |
| Virginia CCSP ¹⁹ | 30 | 30 | 30 |
| Washington ECEAP | 20 | 20 | 20 |
| Washington TK ¹² | No limit | No limit | No limit |
| West Virginia ⁸ | 20 | 20 | 20 |
| Wisconsin | Determined locally | Determined locally | Determined locally |
| Guam | | 18 | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 35. STAFF TO CHILD RATIO REQUIREMENT IN PRESCHOOL

| STATE | 3-year-olds | 4-year-olds | Mixed age classes |
|--|--|---|--|
| Alabama ⁵ | | 1:10 | |
| Alaska Pre-Elementary | Determined locally | Determined locally | Determined locally |
| Alaska EEP | | 2:20 | |
| Alaska 0.5 ADM | | 2:20 | |
| Arizona ¹⁴ | 1:13 | 1:15 | 1:13 |
| Arkansas | 1:10 | 1:10 | 1:10 |
| California CSPP ¹⁵ | 1:8 | 1:8 | 1:8 |
| California TK ¹⁰ | | 1:12; 1:10 if TK classroom includes an early enrollment child | 1:8 (Blended and commingled TK and CSPP classrooms) |
| Colorado | 1:10 | 1:12 | 1:10 |
| Connecticut CDCC ¹¹ | 1:10 | 1:10 | 1:10 |
| Connecticut SR | 1:10 | 1:10 | 1:10 |
| Connecticut Smart Start | 1:9 | 1:9 | 1:9 |
| Delaware | 2:17 | 1:10 | 2:17 |
| District of Columbia ⁹ | 1:8 (DCPS and CBOs) | 1:10 (DCPS and CBOs) | 2:17 (DCPS), 1:8 (CBOs) |
| Florida | | 1:11 or 2:12-20 (School-Year); 1:12 (Summer) | |
| Georgia ⁸ | | 1:10 | |
| Hawaii EOEL ¹¹ | | | 1:10 |
| Hawaii SPCSP | | | 1:10 |
| Illinois ¹⁰ | 1:10 | 1:10 | 1:10 |
| Indiana ⁸ | 1:10 | 1:12 | 1:10 |
| Iowa Shared Visions ⁶ | 1:8 | 1:8 | 1:8 |
| Iowa SWVPP | 1:10 | 1:10 | 1:10 |
| Kansas | 1:10 | 1:10 | 1:10 |
| Kentucky | 1:10 | 1:10 | 1:10 |
| Louisiana 8(g) | | 1:10 | |
| Louisiana LA 4 | | 1:10 | |
| Louisiana NSECD | 1:10 | 1:10 | |
| Maine ⁸ | | 1:8 | 1:8 |
| Maryland | 1:10 | 1:10 | 1:10 |
| Massachusetts CPPI | 1:10 | 1:10 | 1:10 |
| Massachusetts Chapter 70 ⁹ | No limit | No limit | No limit |
| Michigan | | 1:10 | |
| Minnesota HdSt ¹² | 2:15 | 1:10 | 1:10 |
| Minnesota VPK/SRP ¹⁴ | | 1:10 | 1:10 |
| Mississippi ELC ⁶ | | 1:10 | 1:7 |
| Mississippi SIP ⁶ | | 1:10 | 1:7 |
| Missouri FF | 1:10 | 1:10 | 1:10 |
| Missouri QPK ⁹ | | 1:10 | 1:10 |
| Nebraska | 1:10 | 1:10 | 1:10 |
| Nevada | 1:10 | 1:10 | 1:10 |
| New Jersey | 2:15 (Abbott/Expansion); 1:9 (ECPA); 1:10 (ELLI) | 2:15 (Abbott/Expansion); 1:9 (ECPA); 1:10 (ELLI) | 2:15 (Abbott/Expansion); 1:9 (ECPA); 1:10 (ELLI) |
| New Mexico ⁷ | 1:8 | 1:10 | 1:8 |
| New York ¹⁰ | 1:9 | 1:9 | 1:9 |
| North Carolina ⁸ | | 1:10 | |
| North Dakota ¹¹ | | 1:10 | |
| Ohio ⁶ | 1:12 | 1:14 | 1:12 |
| Oklahoma | 1:9 | 1:10 | 1:9 |
| Oregon OPK | 2:17 | 1:10 | 2:17 or 1:10, depending on the ratio of 3- and 4-year-olds |
| Oregon Preschool Promise ¹¹ | 1:10 with 18, 1:9 with 20 | 1:10 with 18, 1:9 with 20 | 1:10 with 18, 1:9 with 20 |
| Pennsylvania RTL | 1:10 | 1:10 | 1:10 |
| Pennsylvania HSSAP | 1:10 | 1:10 | 1:10 |
| Pennsylvania K4 & SBPK ⁵ | 1:10 (SBPK); No limit (K4) | 1:10 (SBPK); No limit (K4) | 1:10 (SBPK); No limit (K4) |
| Pennsylvania PKC | 1:10 | 1:10 | 1:10 |
| Rhode Island ⁷ | | 1:10 | |
| South Carolina | 1:10 | 1:10 | 1:10 |
| Tennessee | 1:10 | 1:10 | 1:10 |
| Texas ⁸ | No limit | Must strive for 1:11 | Must strive for 1:11 |
| Utah ¹⁷ | 1:10 | 1:10 | 1:10 |
| Vermont | 1:10 | 1:10 | 1:10 |
| Virginia VPI ¹⁴ | 1:10 | 1:10 | 1:10 |
| Virginia Mixed Delivery | 1:10 | 1:10 | 1:10 |
| Virginia CCSP ¹⁹ | 1:10 | 1:10 | 1:10 |
| Washington ECEAP | 1:10 | 1:10 | 1:10 |
| Washington TK | No limit | No limit | No limit |
| West Virginia ⁸ | 1:10 | 1:10 | 1:10 |
| Wisconsin | Determined locally | Determined locally | Determined locally |
| Guam | | 1:9 | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 36. PRESCHOOL MEAL REQUIREMENTS

| STATE | No meal required | Breakfast | Lunch | Snack | Requirements depend on length of program day | At least one meal per day | Other |
|--|------------------|-----------|-------|-------|--|---------------------------|-------|
| Alabama ⁶ | | | | | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary | ✓ | | | | | | |
| Alaska EEP | ✓ | | | | | | |
| Alaska 0.5 ADM | ✓ | | | | | | |
| Arizona ¹⁵ | | | | | ✓ | | |
| Arkansas | | ✓ | ✓ | ✓ | | ✓ | |
| California CSPP ¹⁶ | | | | | ✓ | | ✓ |
| California TK ¹¹ | | ✓ | ✓ | | | ✓ | |
| Colorado ¹⁷ | | | | | ✓ | | |
| Connecticut CDCC ¹² | | ✓ | ✓ | ✓ | | ✓ | |
| Connecticut SR ⁸ | | | | | ✓ | | |
| Connecticut Smart Start | ✓ | | | | | | |
| Delaware ⁸ | | | | | ✓ | | |
| District of Columbia ¹⁰ | | ✓ | ✓ | | | ✓ | ✓ |
| Florida ¹⁰ | | | | | | | ✓ |
| Georgia ⁹ | | | ✓ | | | ✓ | |
| Hawaii EOEL | | ✓ | ✓ | | | ✓ | |
| Hawaii SPCSP ⁸ | | | ✓ | | ✓ | ✓ | |
| Illinois ¹¹ | | | | | ✓ | | |
| Indiana ⁹ | | | | | ✓ | | |
| Iowa Shared Visions ⁷ | | | | | ✓ | ✓ | ✓ |
| Iowa SWVPP ¹⁰ | | | | | ✓ | | |
| Kansas ¹⁶ | | | | | ✓ | | |
| Kentucky ¹³ | | | | | ✓ | ✓ | |
| Louisiana 8(g) ⁶ | | ✓ | ✓ | | | ✓ | |
| Louisiana LA 4 | | ✓ | ✓ | | | ✓ | |
| Louisiana NSECD | | ✓ | ✓ | ✓ | | ✓ | |
| Maine ⁹ | | | | ✓ | ✓ | | |
| Maryland | | | | | | ✓ | |
| Massachusetts CPPI | | | | | ✓ | ✓ | |
| Massachusetts Chapter 70 | ✓ | | | | | | |
| Michigan ⁹ | | | | | ✓ | | |
| Minnesota HdSt ¹³ | | | | | ✓ | ✓ | |
| Minnesota VPK/SRP ¹⁵ | ✓ | | | | | | |
| Mississippi ELC ⁷ | | | | | | ✓ | |
| Mississippi SIP ⁷ | | | | | | ✓ | |
| Missouri FF | ✓ | | | | ✓ | | |
| Missouri QPK ¹⁰ | ✓ | | | | ✓ | | |
| Nebraska ⁹ | | | | | | | ✓ |
| Nevada ¹¹ | | | ✓ | | | ✓ | |
| New Jersey ¹¹ | | ✓ | ✓ | ✓ | | | |
| New Mexico ⁸ | | ✓ | ✓ | | ✓ | ✓ | |
| New York ¹¹ | | | | | ✓ | | |
| North Carolina ⁹ | | | ✓ | ✓ | | ✓ | ✓ |
| North Dakota ¹² | | | | | ✓ | | |
| Ohio ⁷ | | | | | ✓ | | |
| Oklahoma ¹¹ | | ✓ | ✓ | | ✓ | ✓ | |
| Oregon OPK ¹³ | | | ✓ | | ✓ | ✓ | |
| Oregon Preschool Promise ¹² | | | | | ✓ | ✓ | ✓ |
| Pennsylvania RTL | ✓ | | | | | | |
| Pennsylvania HSSAP ⁸ | | | | | | ✓ | |
| Pennsylvania K4 & SBPK ⁷ | | | | | | ✓ | |
| Pennsylvania PKC ⁷ | | | | | ✓ | ✓ | |
| Rhode Island ⁸ | | | ✓ | ✓ | | ✓ | |
| South Carolina ¹¹ | | | | | | ✓ | |
| Tennessee | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Texas ⁹ | ✓ | | | | | | |
| Utah ¹⁸ | | | | | ✓ | | |
| Vermont ⁹ | ✓ | | | | | | |
| Virginia VPI ¹⁵ | ✓ | | | | | | |
| Virginia Mixed Delivery | ✓ | | | | | | |
| Virginia CCSP | ✓ | | | | | | |
| Washington ECEAP ¹⁰ | | | | | ✓ | ✓ | |
| Washington TK ¹³ | | ✓ | ✓ | | | | ✓ |
| West Virginia ⁹ | | | ✓ | | | ✓ | ✓ |
| Wisconsin | | | | | ✓ | | |
| Guam | | ✓ | ✓ | | | ✓ | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 37. REQUIRED SCREENINGS

| STATE | Vision | Hearing | Height/ Weight/BMI | Blood Pressure | Immunizations | Psychosocial/ Behavioral | Dental | Developmental | Full physical exam |
|--|----------------------|----------------------|-----------------------|-------------------|--------------------|-----------------------------|----------------------|---------------|-----------------------|
| Alabama ⁷ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Alaska Pre-Elementary ⁶ | | | | | ✓ | | | ✓ | |
| Alaska EEP ⁹ | | | | | | | | ✓ | |
| Alaska 0.5 ADM ⁶ | | | | | | | | ✓ | |
| Arizona ¹⁶ | | | | | ✓ | | | | |
| Arkansas ¹⁴ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| California CSPP ¹⁷ | ✓ | ✓ | | | ✓ | | | | ✓ |
| California TK ¹² | ✓ | ✓ | | | ✓ | | ✓ | | ✓ |
| Colorado ¹⁸ | | | | | ✓ | | | | ✓ |
| Connecticut CDCC ¹³ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Connecticut SR ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Connecticut Smart Start ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Delaware ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| District of Columbia ¹¹ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Florida ¹¹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Georgia ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| Hawaii EOEL ¹² | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ |
| Hawaii SPCSP ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Illinois ¹² | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Indiana ¹⁰ | | | | | ✓ | | | | |
| Iowa Shared Visions ⁸ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Iowa SWVPP ¹¹ | | | | | ✓ | | | | ✓ |
| Kansas ¹⁷ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| Kentucky ¹⁴ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Louisiana 8(g) ⁷ | | | | | None | | | | |
| Louisiana LA 4 ⁷ | ✓ | ✓ | | | ✓ | | | | |
| Louisiana NSECD ⁶ | ✓ | ✓ | | | ✓ | | | | |
| Maine | ✓ | ✓ | | | ✓ | | | ✓ | |
| Maryland ¹¹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Massachusetts CPPI | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| Massachusetts Chapter 70 ¹⁰ | ✓ | ✓ | | | | | | | ✓ |
| Michigan | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Minnesota HdSt ¹⁴ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP ¹⁶ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | |
| Mississippi ELC ⁸ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | |
| Mississippi SIP ⁸ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | |
| Missouri FF | | | | | None | | | | |
| Missouri QPK | | | | | | | | ✓ | |
| Nebraska | | | | | Determined locally | | | | |
| Nevada ¹² | ✓ | ✓ | | | ✓ | | ✓ | ✓ | |
| New Jersey ¹² | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | |
| New Mexico | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| New York | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| North Carolina ¹⁰ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ |
| North Dakota ¹³ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | |
| Ohio | ✓ | ✓ | | | ✓ | | | ✓ | |
| Oklahoma ¹² | ✓ | ✓ | | | ✓ | | | | |
| Oregon OPK ¹⁴ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise ¹³ | | | | | ✓ | | | ✓ | |
| Pennsylvania RTL ² | | | | | None | | | | |
| Pennsylvania HSSAP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania K4 & SBPK | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ |
| Pennsylvania PKC | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rhode Island | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| South Carolina | ✓ (First Steps only) | ✓ (First Steps only) | | | ✓ | | ✓ (First Steps only) | ✓ | |
| Tennessee ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Texas | ✓ | ✓ | | | ✓ | | | | |
| Utah ¹⁹ | | | | | None | | | | |
| Vermont ¹⁰ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Virginia VPI ¹⁶ | ✓ | ✓ | | | ✓ | | | | ✓ |
| Virginia Mixed Delivery | | | | | ✓ | | | | ✓ |
| Virginia CCSP ²⁰ | | | | | ✓ | | | | ✓ |
| Washington ECEAP | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| Washington TK | ✓ | ✓ | | | ✓ | | | | |
| West Virginia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Wisconsin | ✓ | | | | ✓ | | | | |
| Guam ³ | | | | | ✓ | | | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 38. REQUIRED REFERRALS

| STATE | Are referrals required for preschoolers who screen positive? |
|--|--|
| Alabama | Yes |
| Alaska Pre-Elementary | Recommended |
| Alaska EEP | Yes |
| Alaska 0.5 ADM | Yes |
| Arizona ¹⁶ | No |
| Arkansas ¹⁵ | Yes |
| California CSPP | Yes |
| California TK | No |
| Colorado | Recommended |
| Connecticut CDCC | No |
| Connecticut SR | No |
| Connecticut Smart Start | No |
| Delaware | Yes |
| District of Columbia ¹² | Yes |
| Florida ¹¹ | Yes |
| Georgia ¹⁰ | Yes |
| Hawaii EOEL | Yes |
| Hawaii SPCSP ¹⁰ | Yes |
| Illinois | Yes |
| Indiana ¹¹ | No |
| Iowa Shared Visions | Yes |
| Iowa SWVPP ¹¹ | Yes |
| Kansas ¹⁷ | Yes |
| Kentucky ¹⁴ | Yes |
| Louisiana 8(g) | Yes |
| Louisiana LA 4 | Yes |
| Louisiana NSECD | Yes |
| Maine | Yes |
| Maryland | Yes |
| Massachusetts CPPI | Yes |
| Massachusetts Chapter 70 ¹¹ | Yes |
| Michigan ¹⁰ | Yes |
| Minnesota HdSt | Yes, per Federal Head Start Program Performance Standards |
| Minnesota VPK/SRP ¹⁷ | Yes |
| Mississippi ELC ⁸ | Yes |
| Mississippi SIP ⁸ | Yes |
| Missouri FF | No |
| Missouri QPK | No |
| Nebraska | Determined locally |
| Nevada ¹² | Yes |
| New Jersey ¹³ | Yes |
| New Mexico | Yes |
| New York | Yes |
| North Carolina ¹⁰ | Yes |
| North Dakota ¹⁴ | Recommendations for further evaluation |
| Ohio | Yes |
| Oklahoma | Yes |
| Oregon OPK ¹⁵ | Yes |
| Oregon Preschool Promise | Yes |
| Pennsylvania RTL | Determined locally |
| Pennsylvania HSSAP | Yes |
| Pennsylvania K4 & SBPK | Yes |
| Pennsylvania PKC | Yes |
| Rhode Island | Yes |
| South Carolina | Yes |
| Tennessee | Yes |
| Texas | Yes |
| Utah ¹⁹ | No |
| Vermont ¹¹ | Yes |
| Virginia VPI ¹⁷ | No |
| Virginia Mixed Delivery | No |
| Virginia CCSP | No |
| Washington ECEAP | Yes |
| Washington TK | Yes |
| West Virginia | Yes |
| Wisconsin | No |
| Guam | Yes |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 39A. REQUIRED COMPREHENSIVE SUPPORT SERVICES

| STATE | 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 |
|--|--|-------------------------------|-------------------------------|-----------------------------|------------------------------|-----------------------------|
| Alabama ⁸ | | ✓ | ✓ | ✓ | ✓ | |
| Alaska Pre-Elementary ⁷ | | | | | | |
| Alaska EEP ¹⁰ | | | | | | |
| Alaska 0.5 ADM | | | ✓ | | | |
| Arizona ¹⁶ | | | | None | | |
| Arkansas ¹⁶ | | ✓ | ✓ | | ✓ | ✓ |
| California CSPP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| California TK ¹³ | | | | | | |
| Colorado ¹⁹ | | | | | | |
| Connecticut CDCC | | | | None | | |
| Connecticut SR | | | | None | | |
| Connecticut Smart Start | | | | None | | |
| Delaware ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| District of Columbia ¹³ | | | ✓ (DCPS & CBOs) | | ✓ (DCPS) | |
| Florida | | | | None | | |
| Georgia | | ✓ | ✓ | | | |
| Hawaii EOEL ¹³ | | ✓ | ✓ | | ✓ | |
| Hawaii SPCSP ¹¹ | | ✓ | ✓ | | ✓ | ✓ |
| Illinois | | ✓ | ✓ | | ✓ | |
| Indiana | | | ✓ | | | |
| Iowa Shared Visions ⁹ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Iowa SWVPP ¹² | | ✓ | ✓ | | ✓ | ✓ |
| Kansas | | ✓ | ✓ | | | |
| Kentucky ¹⁵ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Louisiana 8(g) ⁸ | | | | None | | |
| Louisiana LA 4 ⁸ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Louisiana NSECD ⁷ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Maine ¹⁰ | | | ✓ | | | |
| Maryland ¹² | | | | | | |
| Massachusetts CPPI | | ✓ | ✓ | | | |
| Massachusetts Chapter 70 ¹² | | | | Determined locally | | |
| Michigan | | ✓ | ✓ | ✓ | ✓ | |
| Minnesota HdSt | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP ¹⁸ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mississippi ELC | | ✓ | ✓ | | | |
| Mississippi SIP | | ✓ | ✓ | | | |
| Missouri FF | | | | None | | |
| Missouri QPK | | | | | | |
| Nebraska ¹⁰ | | | ✓ | | | |
| Nevada ¹³ | | | ✓ | | ✓ | |
| New Jersey ¹⁴ | | ✓ | ✓ | | ✓ | ✓ |
| New Mexico | | | ✓ | | | |
| New York | | ✓ | ✓ | ✓ | ✓ | ✓ |
| North Carolina ¹¹ | | | ✓ | | ✓ | ✓ |
| North Dakota ¹⁵ | | | ✓ | | | |
| Ohio ⁸ | | | ✓ | | | |
| Oklahoma ¹³ | | | ✓ | | | |
| Oregon OPK ¹⁶ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise | | | ✓ | | | |
| Pennsylvania RTL | | | | None | | |
| Pennsylvania HSSAP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania K4 & SBPK | | | | None | | |
| Pennsylvania PKC | | | ✓ | | ✓ | |
| Rhode Island ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| South Carolina ¹² | | ✓ | ✓ | | ✓ (First Steps only) | |
| Tennessee | | ✓ | ✓ | | ✓ | ✓ |
| Texas | | | | None | | |
| Utah ²⁰ | | | ✓ | | | |
| Vermont | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia VPI ¹⁷ | | ✓ | ✓ | | ✓ | |
| Virginia Mixed Delivery ¹¹ | | ✓ | | | | |
| Virginia CCSP | | | | None | | |
| Washington ECEAP ¹¹ | | ✓ | ✓ | | ✓ | ✓ |
| Washington TK | | | ✓ | | | ✓ |
| West Virginia ¹⁰ | | | ✓ | | ✓ | |
| Wisconsin | | | | None | | |
| Guam | | ✓ | ✓ | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 39B. REQUIRED COMPREHENSIVE SUPPORT SERVICES

| STATE | Referral to social services | Transition to kindergarten activities | Parent conferences and/or home visits | Comprehensive services are required but Determined locally | Other |
|--|-----------------------------|---------------------------------------|---------------------------------------|--|-------|
| Alabama ⁸ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary ⁷ | | ✓ | | | |
| Alaska EEP ¹⁰ | | ✓ | ✓ | | |
| Alaska 0.5 ADM | | ✓ | ✓ | | |
| Arizona ¹⁶ | | | None | | |
| Arkansas ¹⁶ | ✓ | ✓ | ✓ | ✓ | ✓ |
| California CSPP | ✓ | ✓ | ✓ | ✓ | ✓ |
| California TK ¹³ | | | ✓ | | |
| Colorado ¹⁹ | | | | ✓ | |
| Connecticut CDCC | | | None | | |
| Connecticut SR | | | None | | |
| Connecticut Smart Start | | | None | | |
| Delaware ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ |
| District of Columbia ¹³ | ✓ (DCPS) | ✓ (DCPS) | ✓ (DCPS & CBOs) | ✓ (DCPS & CBOs) | |
| Florida | | | None | | |
| Georgia | | ✓ | ✓ | ✓ | |
| Hawaii EOEL ¹³ | ✓ | ✓ | ✓ | | |
| Hawaii SPCSP ¹¹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Illinois | ✓ | ✓ | ✓ | ✓ | |
| Indiana | | | | | |
| Iowa Shared Visions ⁹ | ✓ | ✓ | ✓ | | |
| Iowa SWVPP ¹² | ✓ | ✓ | ✓ | ✓ | |
| Kansas | ✓ | ✓ | ✓ | ✓ | |
| Kentucky ¹⁵ | ✓ | | ✓ | ✓ | ✓ |
| Louisiana 8(g) ⁸ | | | None | | |
| Louisiana LA 4 ⁸ | ✓ | ✓ | ✓ | ✓ | |
| Louisiana NSECD ⁷ | ✓ | ✓ | ✓ | ✓ | |
| Maine ¹⁰ | ✓ | ✓ | ✓ | ✓ | |
| Maryland ¹² | | ✓ | | | |
| Massachusetts CPPI | | ✓ | ✓ | ✓ | ✓ |
| Massachusetts Chapter 70 ¹² | | | Determined locally | | |
| Michigan | ✓ | ✓ | ✓ | ✓ | |
| Minnesota HdSt | ✓ | ✓ | ✓ | ✓ | |
| Minnesota VPK/SRP ¹⁸ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mississippi ELC | ✓ | ✓ | ✓ | | |
| Mississippi SIP | ✓ | ✓ | ✓ | | |
| Missouri FF | | | None | | |
| Missouri QPK | | | | ✓ | |
| Nebraska ¹⁰ | | ✓ | ✓ | | |
| Nevada ¹³ | | | | ✓ | |
| New Jersey ¹⁴ | ✓ | ✓ | ✓ | ✓ | ✓ |
| New Mexico | | ✓ | ✓ | ✓ | |
| New York | ✓ | ✓ | ✓ | ✓ | ✓ |
| North Carolina ¹¹ | ✓ | ✓ | ✓ | | ✓ |
| North Dakota ¹⁵ | | | | | |
| Ohio ⁸ | ✓ | | | ✓ | |
| Oklahoma ¹³ | ✓ | | ✓ | ✓ | |
| Oregon OPK ¹⁶ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise | | ✓ | ✓ | | |
| Pennsylvania RTL | | | None | | |
| Pennsylvania HSSAP | ✓ | ✓ | ✓ | ✓ | |
| Pennsylvania K4 & SBPK | | | None | | |
| Pennsylvania PKC | ✓ | ✓ | ✓ | ✓ | |
| Rhode Island ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| South Carolina ¹² | ✓ | ✓ | ✓ | ✓ | |
| Tennessee | ✓ | ✓ | ✓ | | |
| Texas | | | None | | |
| Utah ²⁰ | | ✓ | | ✓ | |
| Vermont | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia VPI ¹⁷ | ✓ | ✓ | ✓ | | |
| Virginia Mixed Delivery ¹¹ | | ✓ | ✓ | | |
| Virginia CCSP | | | None | | |
| Washington ECEAP ¹¹ | ✓ | ✓ | ✓ | | |
| Washington TK | | ✓ | ✓ | ✓ | |
| West Virginia ¹⁰ | | ✓ | ✓ | | |
| Wisconsin | | | None | | |
| Guam | ✓ | | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 40. STATE EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS)

| STATE | Title of the document |
|---------------------------------------|--|
| Alabama | Alabama Standards for Early Learning and Development |
| Alaska Pre-Elementary | Alaska Early Learning Guidelines |
| Alaska EEP | Alaska Early Learning Guidelines |
| Alaska 0.5 ADM | Alaska Early Learning Guidelines |
| Arizona | Arizona Early Learning Standards; Infant Toddler Developmental Guidelines |
| Arkansas ¹⁷ | Arkansas Child Development and Early Learning Standards: Birth through 60 Months |
| California CSPP ¹⁸ | California Preschool / Transitional Kindergarten Learning Foundations |
| California TK | California Preschool / Transitional Kindergarten Learning Foundations |
| Colorado ²⁰ | Colorado Early Learning and Development Guidelines |
| Connecticut CDCC ¹⁴ | Connecticut Early Learning and Development Standards |
| Connecticut SR ¹⁰ | Connecticut Early Learning and Development Standards |
| Connecticut Smart Start ¹⁰ | Connecticut Early Learning and Development Standards |
| Delaware | Delaware Early Learning Foundations |
| District of Columbia | District of Columbia Early Learning Standards (DC ELS) |
| Florida ¹² | Florida Early Learning and Developmental Standards Birth to Kindergarten |
| Georgia ¹¹ | 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 |
| Indiana | Indiana's Early Learning Standards |
| Iowa Shared Visions | Iowa Early Learning Standards - 3rd Edition |
| Iowa SWVPP | Iowa Early Learning Standards - 3rd Edition |
| Kansas | Kansas Early Learning Standards |
| Kentucky ¹⁶ | Kentucky Early Childhood Standards |
| Louisiana 8(g) | Louisiana Early Learning and Development Standards |
| Louisiana LA 4 | Louisiana Early Learning and Development Standards |
| Louisiana NSECD | Louisiana Early Learning and Development Standards |
| Maine | Preschool Maine Early Learning and Development Standards |
| Maryland ¹³ | Maryland Early Learning Standards |
| Massachusetts CPPI | EEC Learning Standards and Curriculum Guidelines |
| Massachusetts Chapter 70 | Massachusetts Curriculum Frameworks |
| Michigan | Early Childhood Standards of Quality for Birth to Kindergarten |
| Minnesota HdSt | Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (ECIPS) |
| Minnesota VPK/SRP ¹⁹ | Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (ECIPS) |
| Mississippi ELC | Early Learning Standards for Classrooms Serving Infants Through Four-Year-Old Children |
| Mississippi SIP | Early Learning Standards for Classrooms Serving Infants Through Four-Year-Old Children |
| Missouri FF | Missouri Early Learning Standards (MELS) |
| Missouri QPK | Missouri Early Learning Standards (MELS) |
| Nebraska | Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards |
| Nevada | Nevada Pre-Kindergarten Standards |
| New Jersey ¹⁵ | New Jersey Preschool Teaching and Learning Standards |
| New Mexico | New Mexico Early Learning Guidelines: Birth through Kindergarten (community-based programs); New Mexico Early Learning Guidelines; Essential Indicators with Rubrics: Preschool to Kindergarten (school-based programs) |
| New York | Resource Guides for School Success: The Prekindergarten Early Learning Standards |
| North Carolina | North Carolina Foundations for Early Learning and Development |
| North Dakota | North Dakota Early Learning Standards Birth to Kindergarten |
| Ohio | Ohio's Early Learning and Development Standards |
| Oklahoma ¹⁴ | Oklahoma Academic Standards |
| Oregon OPK | Oregon Early Learning and Kindergarten Guidelines |
| Oregon Preschool Promise | Oregon Early Learning and Kindergarten Guidelines |
| 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 ¹¹ | Tennessee Early Learning Development Standards |
| Texas | Texas Prekindergarten Guidelines |
| Utah ²¹ | Utah Core State Standards for Early Learning for Ages 3 to 5 |
| Vermont | Vermont Early Learning Standards |
| Virginia VPI | Virginia's Early Learning and Development Standards, Birth-Five Learning Guidelines |
| Virginia Mixed Delivery | Virginia's Early Learning and Development Standards, Birth-Five Learning Guidelines |
| Virginia CCSP | Virginia's Early Learning and Development Standards, Birth-Five Learning Guidelines |
| Washington ECEAP | Washington State Early Learning and Development Guidelines |
| Washington TK | Washington State Early Learning and Development Guidelines |
| West Virginia ¹¹ | West Virginia Pre-K Standards (Ages 3-5) |
| 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 '24-'25 school year.

APPENDIX TABLE 41. STATE EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) URL

| STATE | ELDS URL |
|--------------------------|--|
| Alabama | https://www.children.alabama.gov/wp-content/uploads/2023/10/ASELD-Documents-Revised-4-28-2023.pdf |
| Alaska Pre-Elementary | https://education.alaska.gov/tls/EarlyLearning/pdf/ELG%20Accessible.pdf |
| Alaska EEP | https://education.alaska.gov/tls/EarlyLearning/pdf/ELG%20Accessible.pdf |
| Alaska 0.5 ADM | https://education.alaska.gov/tls/EarlyLearning/pdf/ELG%20Accessible.pdf |
| Arizona | https://www.azed.gov/sites/default/files/2023/04/Arizona%20Early%20Learning%20Standards%204th%20Edition.pdf ; https://www.azed.gov/sites/default/files/media/Arizonas%20Infant%20Toddler%20Developmental%20Guidelines_2nd%20Edition.pdf |
| Arkansas | https://dese.ade.arkansas.gov/Files/AR-Early-Learning-Standards-2016-1_2023050102527.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://drive.google.com/file/d/1yAFfahu2aOrtjndfCrLnUD8ziGmYixhY/view |
| Connecticut CDCC | https://www.ctoec.org/supporting-child-development/ct-elds/ |
| Connecticut SR | https://www.ctoec.org/supporting-child-development/ct-elds/ |
| Connecticut Smart Start | https://www.ctoec.org/supporting-child-development/ct-elds/ |
| 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 | https://flbt5.floridaearlylearning.com |
| Georgia | https://gelds.dec.ga.gov/ |
| Hawaii EOEL | https://4.files.edl.io/44c8/01/04/25/004735-86694440-adbb-4af1-9820-531b6b7b6a6a.pdf |
| Hawaii SPCSP | https://4.files.edl.io/44c8/01/04/25/004735-86694440-adbb-4af1-9820-531b6b7b6a6a.pdf |
| Illinois | www.isbe.net/documents/early_learning_standards.pdf |
| Indiana | https://www.in.gov/doe/students/indiana-academic-standards/early-learning/ |
| Iowa Shared Visions | https://educate.iowa.gov/media/4337/download?inline |
| Iowa SWVPP | https://educate.iowa.gov/media/4337/download?inline |
| Kansas | https://kels.ksde.gov/ |
| Kentucky | https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx |
| Louisiana 8(g) | https://doe.louisiana.gov/docs/default-source/academic-standards/ldoe-early-learning-development-standards-(elds).pdf?sfvrsn=712819a4_8 |
| Louisiana LA 4 | https://doe.louisiana.gov/docs/default-source/academic-standards/ldoe-early-learning-development-standards-(elds).pdf?sfvrsn=712819a4_8 |
| Louisiana NSECD | https://doe.louisiana.gov/docs/default-source/academic-standards/ldoe-early-learning-development-standards-(elds).pdf?sfvrsn=712819a4_8 |
| Maine | https://www.maine.gov/doe/sites/maine.gov/doe/files/inline-files/PreschoolMELDS2024.pdf |
| Maryland | https://marylandpublicschools.org/Documents/MD-EarlyLearning-Standards-2024-a.pdf |
| Massachusetts CPPI | https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines |
| Massachusetts Chapter 70 | https://www.doe.mass.edu/frameworks/current.html |
| Michigan | https://www.michigan.gov/mileap/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/gsrp/standards/ECSO-B-K_Final.pdf?rev=fa30591f72e04fbeb48ff51061e6deab&hash=573CC1AD27D2639C59BC2EF851F76F88 |
| Minnesota HdSt | https://dcyf.mn.gov/partners-and-providers/child-care-and-early-learning/professional-development/ecips |
| Minnesota VPK/SRP | https://dcyf.mn.gov/partners-and-providers/child-care-and-early-learning/professional-development/ecips |
| Mississippi ELC | https://www.mdek12.org/sites/default/files/final_infants_through_four-year-old_early_learning_standards_2020.08.21_jg.pdf |
| Mississippi SIP | https://www.mdek12.org/sites/default/files/final_infants_through_four-year-old_early_learning_standards_2020.08.21_jg.pdf |
| Missouri FF | https://dese.mo.gov/media/pdf/missouri-early-learning-standards |
| Missouri QPK | https://dese.mo.gov/media/pdf/missouri-early-learning-standards |
| Nebraska | https://www.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf |
| Nevada | https://doe.nv.gov/offices/office-of-teaching-and-learning/pre-k-standards |
| New Jersey | https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf |
| New Mexico | Community-based programs: https://www.newmexicokids.org/wp-content/uploads/2021/06/Early_Learning_Guidelines_Birth_thru_Kindergarten_July_2014-2-1.pdf ; School-based programs: https://web.ped.nm.gov/wp-content/uploads/2025/01/New-Mexico-Early-Learning-Guidelines-June-2020.pdf |
| New York | https://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?ver=2017-05-16-105950-953 |
| North Dakota | https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/FINAL%20Early%20Learning%20Standards%207NOV2018.pdf |
| Ohio | https://dam.assets.ohio.gov/image/upload/v1734897158/childrenandyoung.ohio.gov/For%20Providers/Early%20Learning%20and%20Development%20Standards/Early-Learning-and-Development-Standards.pdf |
| Oklahoma ¹⁴ | https://oklahoma.gov/education/services/standards-learning/oklahoma-academic-standards.html |
| Oregon OPK | https://www.oregon.gov/ode/students-and-family/transitioning-to-kindergarten/pages/early-learning-and-kindergarten-guidelines.aspx |
| Oregon Preschool Promise | https://www.oregon.gov/ode/students-and-family/transitioning-to-kindergarten/pages/early-learning-and-kindergarten-guidelines.aspx |
| Pennsylvania RTL | https://www.pakeys.org/early-learning-standards/ |
| Pennsylvania HSSAP | https://www.pakeys.org/early-learning-standards/ |
| Pennsylvania K4 & SBPK | https://www.pakeys.org/early-learning-standards/ |
| Pennsylvania PKC | https://www.pakeys.org/early-learning-standards/ |
| Rhode Island | www.rields.com |
| South Carolina | https://www.scchildcare.org/media/57847/South-Carolina-Early-Learning-Standards-2017_Accessible-Version.pdf |
| 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/educator-resources/texas-prekindergarten-guidelines |
| Utah | https://www.schools.utah.gov/curr/preschool/_preschool_/Utah%20Core%20State%20Standards%20for%20Early%20Learning%20for%20Ages%203%20to%205%20ADA%20Compliant%202024.pdf |
| Vermont | https://education.vermont.gov/documents/early-education-early-learning-standards |
| Virginia VPI | https://www.doe.virginia.gov/teaching-learning-assessment/school-readiness-and-early-childhood-classroom-learning |
| Virginia Mixed Delivery | https://www.doe.virginia.gov/teaching-learning-assessment/school-readiness-and-early-childhood-classroom-learning |
| Virginia CCSP | https://www.doe.virginia.gov/teaching-learning-assessment/school-readiness-and-early-childhood-classroom-learning |
| 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 | https://wveis.k12.wv.us/wvboe/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 |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 42. YEAR ELDS WAS LAST REVISED

| STATE | Year |
|---------------------------------------|---|
| Alabama | 2023 |
| Alaska Pre-Elementary | 2020 |
| Alaska EEP | 2020 |
| Alaska 0.5 ADM | 2020 |
| Arizona | Arizona Early Learning Standards 4th Edition: 2018; Infant Toddler Developmental Guidelines 2nd Edition: 2020 |
| Arkansas | 2016 |
| California CSPP ¹⁸ | 2024 |
| California TK | 2024 |
| Colorado | 2019 |
| Connecticut CDCC ¹⁴ | 2013 |
| Connecticut SR ¹⁰ | 2013 |
| Connecticut Smart Start ¹⁰ | 2013 |
| Delaware | 2010 |
| District of Columbia | 2019 |
| Florida | 2017 |
| Georgia ¹¹ | 2018-2019 |
| Hawaii EOEL | 2014 |
| Hawaii SPCSP | 2014 |
| Illinois | 2013 |
| Indiana | 2023 |
| Iowa Shared Visions | 2018 |
| Iowa SWVPP | 2018 |
| Kansas | 2023 - adopted 2024 |
| Kentucky ¹⁶ | 2021 |
| Louisiana 8(g) | 2025 |
| Louisiana LA 4 | 2025 |
| Louisiana NSECD | 2025 |
| Maine | 2024 |
| Maryland | 2024 |
| Massachusetts CPPI | Varies by content |
| Massachusetts Chapter 70 | Varies by content |
| Michigan | 2022 |
| Minnesota HdSt | 2017; Updated in 2024-Full implementation is scheduled for fall 2028. |
| Minnesota VPK/SRP ¹⁹ | 2017; Updated in 2024-Full implementation is scheduled for Fall 2028. |
| Mississippi ELC | 2018 |
| Mississippi SIP | 2018 |
| Missouri FF | 2021 |
| Missouri QPK | 2021 |
| Nebraska | 2018 |
| Nevada | 2023 |
| New Jersey ¹⁵ | 2014 |
| New Mexico | Community-based programs: 2014; School-based programs: 2020 |
| New York | 2021 |
| North Carolina | 2013 |
| North Dakota | 2018 |
| Ohio | 2022 |
| Oklahoma ¹⁴ | Subject matter standards are revised every 6 years in accordance with subject matter state textbook adoption |
| Oregon OPK | 2016 |
| Oregon Preschool Promise | 2016 |
| Pennsylvania RTL | 2024 |
| Pennsylvania HSSAP | 2024 |
| Pennsylvania K4 & SBPK | 2024 |
| Pennsylvania PKC | 2024 |
| Rhode Island | 2023 |
| South Carolina | 2017 |
| Tennessee ¹¹ | 2018 |
| Texas | 2022 |
| Utah ²¹ | 2023 |
| Vermont | 2015 |
| Virginia VPI | 2021 |
| Virginia Mixed Delivery | 2021 |
| Virginia CCSP | 2021 |
| Washington ECEAP | 2012 |
| Washington TK ¹⁴ | 2012 |
| West Virginia ¹¹ | Revised 2024; Effective 2025 |
| Wisconsin | 2017 |
| Guam | 2015 |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 43. DOMAINS ADDRESSED IN THE STATE'S ELDS

| STATE | Physical and motor development | Social and emotional development | Approaches toward learning | Language development | Cognitive development and general knowledge |
|--|--------------------------------|----------------------------------|----------------------------|----------------------|---|
| Alabama | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alaska EEP | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alaska 0.5 ADM | ✓ | ✓ | ✓ | ✓ | ✓ |
| Arizona | ✓ | ✓ | ✓ | ✓ | ✓ |
| Arkansas ¹⁷ | ✓ | ✓ | ✓ | ✓ | ✓ |
| California CSPP | ✓ | ✓ | ✓ | ✓ | ✓ |
| California TK | ✓ | ✓ | ✓ | ✓ | ✓ |
| Colorado ²⁰ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut CDCC | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut SR | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut Smart Start | ✓ | ✓ | ✓ | ✓ | ✓ |
| Delaware | ✓ | ✓ | ✓ | ✓ | ✓ |
| District of Columbia | ✓ | ✓ | ✓ | ✓ | ✓ |
| Florida | ✓ | ✓ | ✓ | ✓ | ✓ |
| Georgia | ✓ | ✓ | ✓ | ✓ | ✓ |
| Hawaii EOEL | ✓ | ✓ | ✓ | ✓ | ✓ |
| Hawaii SPCSP | ✓ | ✓ | ✓ | ✓ | ✓ |
| Illinois | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indiana | ✓ | ✓ | ✓ | ✓ | ✓ |
| Iowa Shared Visions ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Iowa SWVPP | ✓ | ✓ | ✓ | ✓ | ✓ |
| Kansas | ✓ | ✓ | ✓ | ✓ | ✓ |
| Kentucky ¹⁶ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Louisiana 8(g) | ✓ | ✓ | ✓ | ✓ | ✓ |
| Louisiana LA 4 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Louisiana NSECD | ✓ | ✓ | ✓ | ✓ | ✓ |
| Maine | ✓ | ✓ | ✓ | ✓ | ✓ |
| Maryland ¹³ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Massachusetts CPPI | ✓ | ✓ | ✓ | ✓ | ✓ |
| Massachusetts Chapter 70 ¹³ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Michigan | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota HdSt | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mississippi ELC ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mississippi SIP ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Missouri FF | ✓ | ✓ | ✓ | ✓ | ✓ |
| Missouri QPK | ✓ | ✓ | ✓ | ✓ | ✓ |
| Nebraska | ✓ | ✓ | ✓ | ✓ | ✓ |
| Nevada | ✓ | ✓ | ✓ | ✓ | ✓ |
| New Jersey | ✓ | ✓ | ✓ | ✓ | ✓ |
| New Mexico | ✓ | ✓ | ✓ | ✓ | ✓ |
| New York | ✓ | ✓ | ✓ | ✓ | ✓ |
| North Carolina | ✓ | ✓ | ✓ | ✓ | ✓ |
| North Dakota | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ohio | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oklahoma ¹⁴ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon OPK ¹⁷ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise ¹⁴ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania RTL | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania HSSAP | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania K4 & SBPK | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania PKC | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rhode Island | ✓ | ✓ | ✓ | ✓ | ✓ |
| South Carolina | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tennessee | ✓ | ✓ | ✓ | ✓ | ✓ |
| Texas | ✓ | ✓ | ✓ | ✓ | ✓ |
| Utah ²¹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vermont | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia VPI | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia CCSP | ✓ | ✓ | ✓ | ✓ | ✓ |
| Washington ECEAP | ✓ | ✓ | ✓ | ✓ | ✓ |
| Washington TK | ✓ | ✓ | ✓ | ✓ | ✓ |
| West Virginia | ✓ | ✓ | ✓ | ✓ | ✓ |
| Wisconsin | ✓ | ✓ | ✓ | ✓ | ✓ |
| Guam | ✓ | ✓ | ✓ | ✓ | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 44. CONTENT AREAS ADDRESSED IN THE STATE'S ELDS

| STATE | Cultural awareness and/or families' cultures | Supporting children's home language | Supporting children with disabilities | Technology | Artificial Intelligence (AI) | Environmental education/awareness |
|--|--|-------------------------------------|---------------------------------------|------------|------------------------------|-----------------------------------|
| Alabama | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Alaska Pre-Elementary | ✓ | ✓ | ✓ | | | ✓ |
| Alaska EEP | ✓ | ✓ | ✓ | | | ✓ |
| Alaska 0.5 ADM | ✓ | ✓ | ✓ | | | ✓ |
| Arizona | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Arkansas ¹⁷ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| California CSPP ¹⁸ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| California TK ¹⁴ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Colorado | ✓ | ✓ | ✓ | | | |
| Connecticut CDCC | ✓ | ✓ | ✓ | | | ✓ |
| Connecticut SR | ✓ | ✓ | ✓ | | | ✓ |
| Connecticut Smart Start | ✓ | ✓ | ✓ | | | ✓ |
| Delaware | ✓ | ✓ | ✓ | ✓ | | ✓ |
| District of Columbia ¹⁴ | ✓ | ✓ | ✓ | | | ✓ |
| Florida | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Georgia | ✓ | | ✓ | | | ✓ |
| Hawaii EOEL | ✓ | | | ✓ | | |
| Hawaii SPCSP | ✓ | | | ✓ | | |
| Illinois | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Indiana | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Iowa Shared Visions | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Iowa SWVPP | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Kansas | ✓ | ✓ | ✓ | ✓ | | |
| Kentucky ¹⁶ | ✓ | ✓ | ✓ | ✓ | | |
| Louisiana 8(g) | ✓ | ✓ | ✓ | | | |
| Louisiana LA 4 | ✓ | ✓ | ✓ | | | |
| Louisiana NSECD | ✓ | ✓ | ✓ | | | |
| Maine | ✓ | ✓ | ✓ | | | ✓ |
| Maryland | ✓ | ✓ | ✓ | | | |
| Massachusetts CPPI | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Massachusetts Chapter 70 ¹³ | ✓ | ✓ | ✓ | | | |
| Michigan | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Minnesota HdSt | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Minnesota VPK/SRP ¹⁹ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Mississippi ELC | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Mississippi SIP | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Missouri FF | ✓ | ✓ | ✓ | | | |
| Missouri QPK | ✓ | ✓ | ✓ | | | |
| Nebraska | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Nevada | ✓ | ✓ | ✓ | ✓ | | |
| New Jersey | ✓ | ✓ | ✓ | ✓ | | ✓ |
| New Mexico ⁹ | ✓ | ✓ | ✓ | | | |
| New York | ✓ | ✓ | ✓ | ✓ | | ✓ |
| North Carolina | ✓ | ✓ | ✓ | | | ✓ |
| North Dakota | ✓ | ✓ | ✓ | | | |
| Ohio | ✓ | ✓ | ✓ | | | ✓ |
| Oklahoma ¹⁴ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon OPK | ✓ | ✓ | ✓ | | | |
| 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 | ✓ | ✓ | ✓ | ✓ | | |
| Virginia CCSP | ✓ | ✓ | ✓ | ✓ | | |
| Washington ECEAP | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Washington TK | ✓ | ✓ | ✓ | | | |
| West Virginia | ✓ | ✓ | ✓ | | | ✓ |
| Wisconsin | ✓ | ✓ | ✓ | | | |
| Guam | ✓ | ✓ | ✓ | ✓ | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 45A. ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS

| STATE | State K-3 Standards | State developed/adopted college and career ready standards for early grades | State infant and toddler development standards |
|--|--------------------------|---|--|
| Alabama ⁹ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary | ✓ | ✓ | Included in ELDS |
| Alaska EEP | ✓ | ✓ | Included in ELDS |
| Alaska 0.5 ADM | ✓ | ✓ | Included in ELDS |
| Arizona | ✓ | ✓ | ✓ |
| Arkansas ¹⁷ | ✓ | ✓ | ✓ |
| California CSPP | ✓ | ✓ | ✓ |
| California TK ¹⁵ | ✓ | ✓ | ✓ |
| Colorado | Included in ELDS | NA | Included in ELDS |
| Connecticut CDCC | ✓ | ✓ | Included in ELDS |
| Connecticut SR | ✓ | ✓ | Included in ELDS |
| Connecticut Smart Start | ✓ | ✓ | Included in ELDS |
| Delaware | ✓ | ✓ | ✓ |
| District of Columbia ¹⁵ | ✓ | ✓ | ✓ |
| Florida ¹³ | ✓ | ✓ | ✓ |
| Georgia | ✓ | ✓ | ✓ |
| Hawaii EOEL ¹⁴ | ✓ | ✓ | Included in ELDS |
| Hawaii SPCSP ¹² | ✓ | ✓ | Included in ELDS |
| Illinois | ✓ | ✓ | ✓ |
| Indiana | ✓ | ✓ | ✓ |
| Iowa Shared Visions ¹¹ | ✓ | ✓ | ✓ |
| Iowa SWVPP ¹³ | ✓ | ✓ | ✓ |
| Kansas ¹⁸ | ✓ | ✓ | Included in ELDS |
| Kentucky ¹⁷ | ✓ | ✓ | ✓ |
| Louisiana 8(g) | ✓ | ✓ | ✓ |
| Louisiana LA 4 | ✓ | ✓ | ✓ |
| Louisiana NSECD | ✓ | ✓ | ✓ |
| Maine | ✓ | ✓ | ✓ |
| Maryland ¹³ | ✓ | ✓ | ✓ |
| Massachusetts CPPI | ✓ | ✓ | ✓ |
| Massachusetts Chapter 70 | ✓ | ✓ | ✓ |
| Michigan | ✓ | ✓ | ✓ |
| Minnesota HdSt | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP | ✓ | ✓ | ✓ |
| Mississippi ELC | ✓ | ✓ | ✓ |
| Mississippi SIP | ✓ | ✓ | ✓ |
| Missouri FF ⁷ | ✓ | ✓ | ✓ |
| Missouri QPK ¹¹ | ✓ | ✓ | ✓ |
| Nebraska ¹¹ | Alignment is in Progress | ✓ | ✓ |
| Nevada ¹⁴ | ✓ | ✓ | Alignment is in Progress |
| New Jersey ¹⁶ | ✓ | ✓ | ✓ |
| New Mexico | ✓ | ✓ | ✓ |
| New York ¹² | ✓ | ✓ | Included in ELDS |
| North Carolina ¹² | ✓ | ✓ | ✓ |
| North Dakota ¹⁶ | ✓ | ✓ | ✓ |
| Ohio | ✓ | ✓ | ✓ |
| Oklahoma ¹⁵ | ✓ | ✓ | ✓ |
| Oregon OPK ¹⁸ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise ¹⁵ | ✓ | ✓ | ✓ |
| Pennsylvania RTL ³ | ✓ | ✓ | ✓ |
| Pennsylvania HSSAP ⁹ | ✓ | ✓ | ✓ |
| Pennsylvania K4 & SBPK ⁸ | ✓ | ✓ | ✓ |
| Pennsylvania PKC ⁸ | ✓ | ✓ | ✓ |
| Rhode Island | ✓ | ✓ | ✓ |
| South Carolina | ✓ | ✓ | ✓ |
| Tennessee | ✓ | ✓ | ✓ |
| Texas | ✓ | ✓ | ✓ |
| Utah ²¹ | ✓ | ✓ | ✓ |
| Vermont ¹² | ✓ | ✓ | ✓ |
| Virginia VPI ¹⁸ | ✓ | ✓ | Included in ELDS |
| Virginia Mixed Delivery ¹² | ✓ | ✓ | Included in ELDS |
| Virginia CCSP ²¹ | ✓ | ✓ | Included in ELDS |
| Washington ECEAP ¹² | ✓ | ✓ | ✓ |
| Washington TK ¹⁴ | ✓ | ✓ | ✓ |
| West Virginia | ✓ | ✓ | ✓ |
| Wisconsin | Alignment is in Progress | ✓ | Included in ELDS |
| Guam | ✓ | ✓ | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 45B. ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS

| STATE | Head Start Standards | WIDA English Language Development Standards Framework | Other standards |
|--|--------------------------|---|--|
| Alabama ⁹ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary | ✓ | | |
| Alaska EEP | ✓ | | |
| Alaska 0.5 ADM | ✓ | | |
| Arizona | ✓ | | |
| Arkansas ¹⁷ | ✓ | Included in ELDS | ✓ Kindergarten Language Arts & Math Standards |
| California CSPP | ✓ | | |
| California TK ¹⁵ | ✓ | | |
| Colorado | Included in ELDS | Included in ELDS | Included in ELDS: 21st Century Skills Colorado Academic Standards |
| Connecticut CDCC | ✓ | | |
| Connecticut SR | ✓ | | |
| Connecticut Smart Start | ✓ | | |
| Delaware | ✓ | | |
| District of Columbia ¹⁵ | ✓ | ✓ | ✓ |
| Florida ¹³ | ✓ | | |
| Georgia | ✓ | ✓ | ✓ WSS indicators for 4-year-olds |
| Hawaii EOEL ¹⁴ | | | ✓ Common Core State Standards |
| Hawaii SPCSP ¹² | | | ✓ Common Core State Standards |
| Illinois | ✓ | | |
| Indiana | ✓ | ✓ | |
| Iowa Shared Visions ¹¹ | ✓ | | |
| Iowa SWVPP ¹³ | ✓ | | |
| Kansas ¹⁸ | | | ✓ |
| Kentucky ¹⁷ | ✓ | | |
| Louisiana 8(g) | | | |
| Louisiana LA 4 | | | |
| Louisiana NSECD | | | |
| Maine | ✓ | | |
| Maryland ¹³ | ✓ | | |
| Massachusetts CPPI | ✓ | ✓ | |
| Massachusetts Chapter 70 | | ✓ | |
| Michigan | ✓ | ✓ | ✓ NAEYC |
| Minnesota HdSt | Alignment is in Progress | | Alignment is in Progress |
| Minnesota VPK/SRP | Alignment is in Progress | | Alignment is in Progress |
| Mississippi ELC | ✓ | | |
| Mississippi SIP | ✓ | | |
| Missouri FF ⁷ | ✓ | | |
| Missouri QPK ¹¹ | ✓ | | |
| Nebraska ¹¹ | ✓ | ✓ | NA |
| Nevada ¹⁴ | ✓ | ✓ | |
| New Jersey ¹⁶ | ✓ | | |
| New Mexico | ✓ | ✓ | ✓ |
| New York ¹² | ✓ | NA | ✓ |
| North Carolina ¹² | ✓ | ✓ | ✓ |
| North Dakota ¹⁶ | ✓ | | ✓ |
| Ohio | ✓ | | |
| Oklahoma ¹⁵ | ✓ | ✓ | ✓ |
| Oregon OPK ¹⁸ | ✓ | | ✓ K-12 Core Standards |
| Oregon Preschool Promise ¹⁵ | ✓ | | ✓ K-12 Core Standards |
| Pennsylvania RTL ³ | ✓ | ✓ | ✓ |
| Pennsylvania HSSAP ⁹ | ✓ | ✓ | ✓ |
| Pennsylvania K4 & SBPK ⁹ | ✓ | ✓ | ✓ |
| Pennsylvania PKC ⁸ | ✓ | ✓ | ✓ |
| Rhode Island | ✓ | ✓ | ✓ Watch Me Grow and Parents as Teachers (PAT), Common Core Standards, and Next Generation Science Standards for K, Rhode Island Social Studies Standards |
| South Carolina | ✓ | ✓ | |
| Tennessee | | | |
| Texas | | | |
| Utah ²¹ | ✓ | ✓ | |
| Vermont ¹² | ✓ | ✓ | ✓ Common Core State Standards |
| Virginia VPI ¹⁸ | ✓ | ✓ | |
| Virginia Mixed Delivery ¹² | ✓ | ✓ | |
| Virginia CCSP ²¹ | ✓ | ✓ | |
| Washington ECEAP ¹² | | ✓ | ✓ |
| Washington TK ¹⁴ | | | ✓ |
| West Virginia | ✓ | | |
| Wisconsin | ✓ | ✓ | |
| Guam | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 46A. STATE POLICY REQUIREMENTS FOR ALIGNMENT BETWEEN PRESCHOOL CHILD ASSESSMENTS AND ELDS

| STATE | At least one specific child assessment (aligned with the ELDS) must be used by all programs | All programs select at least one child assessment that is aligned with the ELDS | Some programs are required to use a child assessment aligned with the ELDS |
|---------------------------------------|---|---|--|
| Alabama ¹⁰ | ✓ | | |
| Alaska Pre-Elementary ⁸ | ✓ | | |
| Alaska EEP | ✓ | | |
| Alaska 0.5 ADM | ✓ | | |
| Arizona ¹⁷ | | | |
| Arkansas ¹⁸ | ✓ | | |
| California CSPP ¹⁹ | ✓ | | |
| California TK ¹⁶ | | | ✓ |
| Colorado ²¹ | | ✓ (not in full effect in 2024-25) | |
| Connecticut CDCC | | ✓ | |
| Connecticut SR | | ✓ | |
| Connecticut Smart Start | | ✓ | |
| Delaware ¹¹ | ✓ | | |
| District of Columbia ¹⁶ | | ✓ | |
| Florida ¹⁴ | ✓ | | |
| Georgia ¹² | ✓ | | |
| Hawaii EOEL | ✓ | | |
| Hawaii SPCSP ¹³ | | ✓ | |
| Illinois | | ✓ | |
| Indiana ¹² | | | ✓ |
| Iowa Shared Visions ¹² | ✓ | | |
| Iowa SWVPP ¹⁴ | ✓ | | |
| Kansas ¹⁹ | | ✓ | |
| Kentucky ¹⁸ | | ✓ | |
| Louisiana 8(g) ⁹ | ✓ | | |
| Louisiana LA 4 ⁹ | ✓ | | |
| Louisiana NSECD ⁸ | ✓ | | |
| Maine | | ✓ | |
| Maryland ¹⁴ | | ✓ | |
| Massachusetts CPPI | | | |
| Massachusetts Chapter 70 | | | |
| Michigan ¹¹ | | ✓ | |
| Minnesota HdSt ¹⁵ | | ✓ | |
| Minnesota VPK/SRP ²⁰ | | ✓ | |
| Mississippi ELC | ✓ | | |
| Mississippi SIP | ✓ | | |
| Missouri FF | | | |
| Missouri QPK | | ✓ | |
| Nebraska ¹² | ✓ | | |
| Nevada ¹⁵ | | ✓ | |
| New Jersey | | ✓ | |
| New Mexico ¹⁰ | ✓ | | |
| New York ¹³ | | ✓ | |
| North Carolina ¹³ | | ✓ | |
| North Dakota ¹⁷ | ✓ | | |
| Ohio | ✓ | | |
| Oklahoma | | | |
| Oregon OPK ¹⁹ | | ✓ | |
| Oregon Preschool Promise | | ✓ | |
| Pennsylvania RTL ⁴ | | ✓ | |
| Pennsylvania HSSAP ¹⁰ | | ✓ | |
| Pennsylvania K4 & SBPK ⁹ | | ✓ | |
| Pennsylvania PKC ⁹ | | ✓ | |
| Rhode Island ¹⁰ | | ✓ | |
| South Carolina ¹³ | ✓ (First Steps) | ✓ (CERDEP) | |
| Tennessee ¹² | | ✓ | |
| Texas ¹⁰ | | | ✓ |
| Utah ²² | ✓ | | |
| Vermont ¹³ | ✓ | | |
| Virginia VPI ¹⁹ | ✓ | | |
| Virginia Mixed Delivery ¹³ | ✓ | | |
| Virginia CCSP | | | |
| Washington ECEAP | ✓ | | |
| Washington TK ¹⁵ | ✓ | | |
| West Virginia ¹² | ✓ | | |
| Wisconsin | | | |
| Guam | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 46B. STATE POLICY REQUIREMENTS FOR ALIGNMENT BETWEEN PRESCHOOL CHILD ASSESSMENTS AND ELDS

| STATE | Child assessments are not required to align with the ELDS | Child assessments are not required |
|---------------------------------------|---|------------------------------------|
| Alabama ¹⁰ | | |
| Alaska Pre-Elementary ⁸ | | |
| Alaska EEP | | |
| Alaska 0.5 ADM | | |
| Arizona ¹⁷ | | ✓ |
| Arkansas ¹⁸ | | |
| California CSPP ¹⁹ | | |
| California TK ¹⁶ | | |
| Colorado ²¹ | | |
| Connecticut CDCC | | |
| Connecticut SR | | |
| Connecticut Smart Start | | |
| Delaware ¹¹ | | |
| District of Columbia ¹⁶ | | |
| Florida ¹⁴ | | |
| Georgia ¹² | | |
| Hawaii EOEL | | |
| Hawaii SPCSP ¹³ | | |
| Illinois | | |
| Indiana ¹² | | |
| Iowa Shared Visions ¹² | | |
| Iowa SWVPP ¹⁴ | | |
| Kansas ¹⁹ | | |
| Kentucky ¹⁸ | | |
| Louisiana 8(g) ⁹ | | |
| Louisiana LA 4 ⁹ | | |
| Louisiana NSECD ⁸ | | |
| Maine | | |
| Maryland ¹⁴ | | |
| Massachusetts CPPI | | ✓ |
| Massachusetts Chapter 70 | | ✓ |
| Michigan ¹¹ | | |
| Minnesota HdSt ¹⁵ | | |
| Minnesota VPK/SRP ²⁰ | | |
| Mississippi ELC | | |
| Mississippi SIP | | |
| Missouri FF | | ✓ |
| Missouri QPK | | |
| Nebraska ¹² | | |
| Nevada ¹⁵ | | |
| New Jersey | | |
| New Mexico ¹⁰ | | |
| New York ¹³ | | |
| North Carolina ¹³ | | |
| North Dakota ¹⁷ | | |
| Ohio | | |
| Oklahoma | | ✓ |
| Oregon OPK ¹⁹ | | |
| Oregon Preschool Promise | | |
| Pennsylvania RTL ⁴ | | |
| Pennsylvania HSSAP ¹⁰ | | |
| Pennsylvania K4 & SBPK ⁹ | | |
| Pennsylvania PKC ⁹ | | |
| Rhode Island ¹⁰ | | |
| South Carolina ¹³ | | |
| Tennessee ¹² | | |
| Texas ¹⁰ | | |
| Utah ²² | | |
| Vermont ¹³ | | |
| Virginia VPI ¹⁹ | | |
| Virginia Mixed Delivery ¹³ | | |
| Virginia CCSP | | ✓ |
| Washington ECEAP | | |
| Washington TK ¹⁵ | | |
| West Virginia ¹² | | |
| Wisconsin | ✓ | |
| Guam | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 47. STATE SUPPORTS FOR THE USE OF THE ELDS IN PRESCHOOL

| STATE | Guidance on selecting curricula aligned with ELDS | Professional development to support use of the ELDS | Child assessments are required to be aligned with the ELDS | Additional resources are provided to implement the ELDS | Other supports |
|--|---|---|---|---|----------------|
| Alabama ¹¹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary ⁹ | | ✓ | ✓ | ✓ | ✓ |
| Alaska EEP ¹¹ | | ✓ | ✓ | ✓ | ✓ |
| Alaska 0.5 ADM ⁷ | | ✓ | ✓ | ✓ | ✓ |
| Arizona ¹⁷ | ✓ | ✓ | | ✓ | |
| Arkansas ¹⁹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| California CSPP ²⁰ | ✓ | ✓ | ✓ | ✓ | ✓ |
| California TK ¹⁷ | ✓ | ✓ | ✓ (for comingled TK & CSPP) | ✓ | |
| Colorado ²² | | ✓ | ✓ | ✓ | ✓ |
| Connecticut CDCC ¹⁵ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut SR ¹¹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut Smart Start ¹¹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Delaware | ✓ | ✓ | ✓ | ✓ | |
| District of Columbia ¹⁷ | ✓ | ✓ | ✓ (CBO); Alignment ensured through review and approval process (DCPS & PCS) | ✓ | ✓ |
| Florida ¹⁵ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Georgia ¹³ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Hawaii EOEL | ✓ | ✓ | ✓ | ✓ | |
| Hawaii SPCSP | ✓ | ✓ | ✓ | ✓ | |
| Illinois | ✓ | ✓ | ✓ | ✓ | |
| Indiana ¹³ | ✓ | ✓ | ✓ | ✓ | |
| Iowa Shared Visions ¹¹ | ✓ | ✓ | ✓ | | ✓ |
| Iowa SWVPP ¹³ | ✓ | ✓ | ✓ | | ✓ |
| Kansas | ✓ | ✓ | ✓ | ✓ | |
| Kentucky ¹⁹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Louisiana 8(g) ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Louisiana LA 4 ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Louisiana NSECD ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Maine ¹¹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Maryland ¹⁵ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Massachusetts CPPI | ✓ | ✓ | | ✓ | ✓ |
| Massachusetts Chapter 70 ¹⁴ | ✓ | ✓ | | ✓ | |
| Michigan ¹² | ✓ | ✓ | ✓ | | ✓ |
| Minnesota HdSt ¹⁶ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP ²¹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mississippi ELC ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mississippi SIP ¹⁰ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Missouri FF ⁸ | ✓ | ✓ | | | ✓ |
| Missouri QPK ¹² | | ✓ | ✓ | | ✓ |
| Nebraska | ✓ | ✓ | ✓ | ✓ | |
| Nevada ¹⁶ | ✓ | ✓ | ✓ | ✓ | ✓ |
| New Jersey | ✓ | ✓ | ✓ | ✓ | |
| New Mexico ¹¹ | ✓ | ✓ | ✓ | ✓ | |
| New York | | ✓ | ✓ | ✓ | |
| North Carolina | ✓ | ✓ | ✓ | ✓ | |
| North Dakota ¹⁸ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ohio ⁹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oklahoma ¹⁶ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon OPK ²⁰ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise ¹⁶ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania RTL ⁵ | ✓ | ✓ | ✓ | ✓ | |
| Pennsylvania HSSAP ¹¹ | ✓ | ✓ | ✓ | ✓ | |
| Pennsylvania K4 & SBPK | ✓ | ✓ | ✓ | | |
| Pennsylvania PKC | ✓ | ✓ | ✓ | ✓ | |
| Rhode Island ¹¹ | ✓ | ✓ | ✓ | ✓ | ✓ |
| South Carolina ¹⁴ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tennessee ¹³ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Texas ¹⁰ | ✓ | ✓ (PK4 only) | ✓ | ✓ | |
| Utah ²³ | | ✓ | ✓ | ✓ | |
| Vermont ¹³ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia VPI ²⁰ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery ¹⁴ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia CCSP ²² | ✓ | ✓ | | ✓ | ✓ |
| Washington ECEAP ¹³ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Washington TK | ✓ | ✓ | ✓ | ✓ | |
| West Virginia ¹³ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Wisconsin | ✓ | ✓ | ✓ | ✓ | ✓ |
| Guam | ✓ | ✓ | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 48A. STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

| STATE | CRITERIA FOR SELECTING EVIDENCED-BASED CURRICULUM MODELS | | GUIDANCE FOR SELECTING EVIDENCE-BASED CURRICULUM MODELS | |
|--|--|--------------------|---|--------------------|
| | Public schools | Nonpublic settings | Public schools | Nonpublic settings |
| Alabama ¹² | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary ¹⁰ | | | ✓ | ✓ |
| Alaska EEP ¹² | | NA | ✓ | NA |
| Alaska 0.5 ADM ⁸ | | NA | ✓ | NA |
| Arizona ¹⁸ | | | ✓ | ✓ |
| Arkansas ²⁰ | | | ✓ | ✓ |
| California CSPP ²¹ | | | ✓ | ✓ |
| California TK ¹⁸ | ✓ | NA | ✓ | NA |
| Colorado ²³ | | | ✓ | ✓ |
| Connecticut CDCC ¹⁶ | NA | | NA | ✓ |
| Connecticut SR ¹² | | | ✓ | ✓ |
| Connecticut Smart Start ¹² | | NA | ✓ | NA |
| Delaware | | | ✓ | ✓ |
| District of Columbia ¹⁸ | | | | |
| Florida ¹⁶ | ✓ | ✓ | ✓ | ✓ |
| Georgia | | | ✓ | ✓ |
| Hawaii EOEL ¹⁵ | | NA | | NA |
| Hawaii SPCSP | ✓ | NA | ✓ | NA |
| Illinois ¹³ | ✓ | ✓ | ✓ | ✓ |
| Indiana ¹⁴ | | | ✓ | ✓ |
| Iowa Shared Visions ¹³ | | | ✓ | ✓ |
| Iowa SWVPP ¹⁵ | | | ✓ | ✓ |
| Kansas | ✓ | ✓ | ✓ | ✓ |
| Kentucky ²⁰ | | | ✓ | ✓ |
| Louisiana 8(g) | | NA | | NA |
| Louisiana LA 4 | | | | |
| Louisiana NSECD | NA | | NA | |
| Maine ¹² | | | ✓ | ✓ |
| Maryland ¹⁶ | ✓ | ✓ | ✓ | ✓ |
| Massachusetts CPPI | ✓ | ✓ | ✓ | ✓ |
| Massachusetts Chapter 70 ¹⁵ | ✓ | ✓ | ✓ | ✓ |
| Michigan ¹³ | ✓ | ✓ | ✓ | ✓ |
| Minnesota HdSt ¹⁷ | ✓ | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP ²² | ✓ | ✓ | ✓ | ✓ |
| Mississippi ELC | | | ✓ | ✓ |
| Mississippi SIP | | NA | ✓ | NA |
| Missouri FF ⁹ | ✓ | NA | | NA |
| Missouri QPK | | | | |
| Nebraska ¹³ | | | | |
| Nevada | ✓ | ✓ | ✓ | ✓ |
| New Jersey ¹⁷ | ✓ | ✓ | | |
| New Mexico ¹² | ✓ | ✓ | ✓ | ✓ |
| New York ¹⁴ | | | | |
| North Carolina ¹⁴ | | | | |
| North Dakota ¹⁹ | | | ✓ | ✓ |
| Ohio ¹⁰ | ✓ | ✓ | ✓ | ✓ |
| Oklahoma ¹⁷ | ✓ | | ✓ | |
| Oregon OPK ²¹ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise ¹⁷ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania RTL ⁶ | | | | |
| Pennsylvania HSSAP ¹² | | | | |
| Pennsylvania K4 & SBPK | | | | |
| Pennsylvania PKC | | | | |
| Rhode Island ¹² | ✓ | ✓ | ✓ | ✓ |
| South Carolina ¹⁵ | ✓ | ✓ | ✓ | ✓ |
| Tennessee ¹⁴ | ✓ | ✓ | | |
| Texas ¹¹ | | | ✓ | ✓ |
| Utah ²⁴ | | | ✓ | ✓ |
| Vermont ¹⁴ | | | | |
| Virginia VPI ²¹ | ✓ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery ¹⁵ | NA | ✓ | NA | ✓ |
| Virginia CCSP ²³ | NA | ✓ | NA | ✓ |
| Washington ECEAP ¹⁴ | ✓ | ✓ | ✓ | ✓ |
| Washington TK ¹⁶ | ✓ | NA | | NA |
| West Virginia ¹⁴ | ✓ | ✓ | ✓ | ✓ |
| Wisconsin ¹⁰ | | | ✓ | ✓ |
| Guam ⁴ | ✓ | NA | ✓ | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 48B. STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

| STATE | LIST OF STATE APPROVED CURRICULA | | LIST OF STATE RECOMMENDED CURRICULA | |
|--|----------------------------------|--------------------|-------------------------------------|--------------------|
| | Public schools | Nonpublic settings | Public schools | Nonpublic settings |
| Alabama ¹² | | | | |
| Alaska Pre-Elementary ¹⁰ | | | | |
| Alaska EEP ¹² | | NA | ✓ | NA |
| Alaska 0.5 ADM ⁸ | | NA | ✓ | NA |
| Arizona ¹⁸ | | | | |
| Arkansas ²⁰ | ✓ | ✓ | ✓ | ✓ |
| California CSPP ²¹ | | | | |
| California TK ¹⁸ | | NA | | NA |
| Colorado ²³ | ✓ | ✓ | | |
| Connecticut CDCC ¹⁶ | NA | | NA | |
| Connecticut SR ¹² | | | | |
| Connecticut Smart Start ¹² | | NA | | NA |
| Delaware | ✓ | ✓ | ✓ | ✓ |
| District of Columbia ¹⁸ | ✓ | ✓ | | |
| Florida ¹⁶ | ✓ | ✓ | ✓ | ✓ |
| Georgia | ✓ | ✓ | | |
| Hawaii EOEL ¹⁵ | | NA | | NA |
| Hawaii SPCSP | | NA | | NA |
| Illinois ¹³ | | | | |
| Indiana ¹⁴ | | | ✓ | ✓ |
| Iowa Shared Visions ¹³ | | | | |
| Iowa SWVPP ¹⁵ | | | | |
| Kansas | | | | |
| Kentucky ²⁰ | | | | |
| Louisiana 8(g) | ✓ | NA | | NA |
| Louisiana LA 4 | ✓ | ✓ | | |
| Louisiana NSECD | NA | ✓ | NA | |
| Maine ¹² | | | | |
| Maryland ¹⁶ | | | | |
| Massachusetts CPPI | | | | |
| Massachusetts Chapter 70 ¹⁵ | | | | |
| Michigan ¹³ | ✓ | ✓ | | |
| Minnesota HdSt ¹⁷ | ✓ | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP ²² | ✓ | ✓ | ✓ | ✓ |
| Mississippi ELC | ✓ | ✓ | | |
| Mississippi SIP | ✓ | NA | | NA |
| Missouri FF ⁹ | ✓ | NA | ✓ | NA |
| Missouri QPK | ✓ | ✓ | | |
| Nebraska ¹³ | | | | |
| Nevada | | | | |
| New Jersey ¹⁷ | ✓ | ✓ | | |
| New Mexico ¹² | | | | |
| New York ¹⁴ | | | | |
| North Carolina ¹⁴ | ✓ | ✓ | | |
| North Dakota ¹⁹ | | | | |
| Ohio ¹⁰ | ✓ | ✓ | | |
| Oklahoma ¹⁷ | ✓ | | | |
| Oregon OPK ²¹ | | | | |
| Oregon Preschool Promise ¹⁷ | | | | |
| Pennsylvania RTL ⁶ | ✓ | ✓ | | |
| Pennsylvania HSSAP ¹² | ✓ | ✓ | | |
| Pennsylvania K4 & SBPK | ✓ | ✓ | | |
| Pennsylvania PKC | ✓ | ✓ | | |
| Rhode Island ¹² | ✓ | ✓ | | |
| South Carolina ¹⁵ | ✓ | ✓ | ✓ | ✓ |
| Tennessee ¹⁴ | ✓ | ✓ | | |
| Texas ¹¹ | ✓ | ✓ | ✓ | ✓ |
| Utah ²⁴ | | | ✓ | ✓ |
| Vermont ¹⁴ | | | | |
| Virginia VPI ²¹ | ✓ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery ¹⁵ | NA | ✓ | NA | ✓ |
| Virginia CCSP ²³ | NA | ✓ | NA | ✓ |
| Washington ECEAP ¹⁴ | ✓ | ✓ | ✓ | ✓ |
| Washington TK ¹⁶ | | NA | | NA |
| West Virginia ¹⁴ | ✓ | ✓ | | |
| Wisconsin ¹⁰ | | | | |
| Guam ⁴ | ✓ | NA | ✓ | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 48C. STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

| STATE | REQUIRES ADOPTION OF SPECIFIC CURRICULA BY ALL PROGRAMS AND SITES | | REQUIRES ALIGNMENT OF CURRICULA WITH ELDS | |
|--|---|--------------------|---|--------------------|
| | Public schools | Nonpublic settings | Public schools | Nonpublic settings |
| Alabama ¹² | | | ✓ | ✓ |
| Alaska Pre-Elementary ¹⁰ | | | ✓ | ✓ |
| Alaska EEP ¹² | | NA | ✓ | NA |
| Alaska 0.5 ADM ⁸ | | NA | ✓ | NA |
| Arizona ¹⁸ | | | | |
| Arkansas ²⁰ | | | ✓ | ✓ |
| California CSPP ²¹ | | | ✓ | ✓ |
| California TK ¹⁸ | | NA | ✓ | NA |
| Colorado ²³ | | | ✓ | ✓ |
| Connecticut CDCC ¹⁶ | NA | | NA | ✓ |
| Connecticut SR ¹² | | | ✓ | ✓ |
| Connecticut Smart Start ¹² | | NA | ✓ | NA |
| Delaware | | | ✓ | ✓ |
| District of Columbia ¹⁸ | | | | |
| Florida ¹⁶ | | | ✓ | ✓ |
| Georgia | ✓ | ✓ | ✓ | ✓ |
| Hawaii EOEL ¹⁵ | | NA | ✓ | NA |
| Hawaii SPCSP | | NA | ✓ | NA |
| Illinois ¹³ | | | ✓ | ✓ |
| Indiana ¹⁴ | | | ✓ | ✓ |
| Iowa Shared Visions ¹³ | | | ✓ | ✓ |
| Iowa SWVPP ¹⁵ | | | ✓ | ✓ |
| Kansas | | | ✓ | ✓ |
| Kentucky ²⁰ | | | | |
| Louisiana 8(g) | | NA | ✓ | NA |
| Louisiana LA 4 | | | ✓ | ✓ |
| Louisiana NSECD | NA | | NA | ✓ |
| Maine ¹² | | | ✓ | ✓ |
| Maryland ¹⁶ | | | ✓ | ✓ |
| Massachusetts CPPI | | | | |
| Massachusetts Chapter 70 ¹⁵ | | | | |
| Michigan ¹³ | | | ✓ | ✓ |
| Minnesota HdSt ¹⁷ | | | ✓ | ✓ |
| Minnesota VPK/SRP ²² | | | ✓ | ✓ |
| Mississippi ELC | ✓ | ✓ | ✓ | ✓ |
| Mississippi SIP | ✓ | NA | ✓ | NA |
| Missouri FF ⁹ | | NA | ✓ | NA |
| Missouri QPK | | | ✓ | ✓ |
| Nebraska ¹³ | | | ✓ | ✓ |
| Nevada | | | ✓ | ✓ |
| New Jersey ¹⁷ | | | ✓ | ✓ |
| New Mexico ¹² | | | ✓ | ✓ |
| New York ¹⁴ | | | ✓ | ✓ |
| North Carolina ¹⁴ | | | ✓ | ✓ |
| North Dakota ¹⁹ | | | ✓ | ✓ |
| Ohio ¹⁰ | | | ✓ | ✓ |
| Oklahoma ¹⁷ | | | ✓ | ✓ |
| Oregon OPK ²¹ | | | ✓ | ✓ |
| Oregon Preschool Promise ¹⁷ | | | ✓ | ✓ |
| Pennsylvania RTL ⁶ | | | ✓ | ✓ |
| Pennsylvania HSSAP ¹² | | | ✓ | ✓ |
| Pennsylvania K4 & SBPK | | | ✓ | ✓ |
| Pennsylvania PKC | | | ✓ | ✓ |
| Rhode Island ¹² | | | ✓ | ✓ |
| South Carolina ¹⁵ | | | ✓ | ✓ |
| Tennessee ¹⁴ | | | ✓ | ✓ |
| Texas ¹¹ | | | ✓ (PK4) | ✓ (PK4) |
| Utah ²⁴ | | | ✓ | ✓ |
| Vermont ¹⁴ | | | ✓ | ✓ |
| Virginia VPI ²¹ | | | ✓ | ✓ |
| Virginia Mixed Delivery ¹⁵ | NA | | NA | ✓ |
| Virginia CCSP ²³ | NA | | NA | ✓ |
| Washington ECEAP ¹⁴ | | | ✓ | ✓ |
| Washington TK ¹⁶ | | NA | | NA |
| West Virginia ¹⁴ | ✓ | ✓ | ✓ | ✓ |
| Wisconsin ¹⁰ | | | | |
| Guam ⁴ | ✓ | NA | ✓ | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 48D. STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

| STATE | SEA/OFFICE OF EARLY LEARNING SPONSORED TRAINING ON CURRICULUM IMPLEMENTATION | | CONTRACTS WITH AN INTERMEDIARY ORGANIZATION THAT PROVIDES CURRICULUM TRAINING | |
|--|--|--------------------|---|--------------------|
| | Public schools | Nonpublic settings | Public schools | Nonpublic settings |
| Alabama ¹² | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary ¹⁰ | | | | |
| Alaska EEP ¹² | | NA | | NA |
| Alaska 0.5 ADM ⁸ | | NA | | NA |
| Arizona ¹⁸ | | | | |
| Arkansas ²⁰ | ✓ | ✓ | ✓ | ✓ |
| California CSPP ²¹ | | | | |
| California TK ¹⁸ | | NA | | NA |
| Colorado ²³ | ✓ | ✓ | | |
| Connecticut CDCC ¹⁶ | NA | ✓ | NA | ✓ |
| Connecticut SR ¹² | ✓ | ✓ | ✓ | ✓ |
| Connecticut Smart Start ¹² | ✓ | NA | ✓ | NA |
| Delaware | ✓ | ✓ | ✓ | ✓ |
| District of Columbia ¹⁸ | ✓ | ✓ | | |
| Florida ¹⁶ | | | | |
| Georgia | | | | |
| Hawaii EOEL ¹⁵ | ✓ | NA | | NA |
| Hawaii SPCSP | | NA | | NA |
| Illinois ¹³ | | | | |
| Indiana ¹⁴ | ✓ | ✓ | | |
| Iowa Shared Visions ¹³ | | | | |
| Iowa SWVPP ¹⁵ | | | | |
| Kansas | | | | |
| Kentucky ²⁰ | ✓ | ✓ | ✓ | ✓ |
| Louisiana 8(g) | | NA | | NA |
| Louisiana LA 4 | | | | |
| Louisiana NSECD | NA | | NA | |
| Maine ¹² | ✓ | ✓ | | |
| Maryland ¹⁶ | | | | |
| Massachusetts CPPI | | | | |
| Massachusetts Chapter 70 ¹⁵ | | | | |
| Michigan ¹³ | | | | |
| Minnesota HdSt ¹⁷ | | | | |
| Minnesota VPK/SRP ²² | ✓ | ✓ | | |
| Mississippi ELC | ✓ | ✓ | | |
| Mississippi SIP | ✓ | NA | | NA |
| Missouri FF ⁹ | | NA | | NA |
| Missouri QPK | | | | |
| Nebraska ¹³ | ✓ | ✓ | | |
| Nevada | | | | |
| New Jersey ¹⁷ | ✓ | ✓ | | |
| New Mexico ¹² | ✓ | ✓ | | |
| New York ¹⁴ | ✓ | ✓ | | |
| North Carolina ¹⁴ | | | ✓ | ✓ |
| North Dakota ¹⁹ | | | ✓ | ✓ |
| Ohio ¹⁰ | ✓ | ✓ | ✓ | ✓ |
| Oklahoma ¹⁷ | ✓ | | | |
| Oregon OPK ²¹ | | | | |
| Oregon Preschool Promise ¹⁷ | | | | |
| Pennsylvania RTL ⁶ | | | | |
| Pennsylvania HSSAP ¹² | ✓ | ✓ | | |
| Pennsylvania K4 & SBPK | ✓ | ✓ | | |
| Pennsylvania PKC | ✓ | ✓ | | |
| Rhode Island ¹² | ✓ | ✓ | | |
| South Carolina ¹⁵ | ✓ | ✓ | ✓ | |
| Tennessee ¹⁴ | ✓ | ✓ | ✓ | ✓ |
| Texas ¹¹ | | | | |
| Utah ²⁴ | ✓ | ✓ | | |
| Vermont ¹⁴ | | | | |
| Virginia VPI ²¹ | ✓ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery ¹⁵ | NA | ✓ | NA | ✓ |
| Virginia CCSP ²³ | NA | ✓ | NA | ✓ |
| Washington ECEAP ¹⁴ | ✓ | ✓ | ✓ | ✓ |
| Washington TK ¹⁶ | ✓ | NA | | NA |
| West Virginia ¹⁴ | | | | |
| Wisconsin ¹⁰ | | | | |
| Guam ⁴ | ✓ | NA | | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 48E. STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

| STATE | DELIVERS ON-GOING TECHNICAL ASSISTANCE ON CURRICULUM IMPLEMENTATION | | CONTRACTS WITH AN INTERMEDIARY ORGANIZATION FOR ON-GOING TECHNICAL ASSISTANCE ON CURRICULUM IMPLEMENTATION | |
|--|---|--------------------|--|--------------------|
| | Public schools | Nonpublic settings | Public schools | Nonpublic settings |
| Alabama ¹² | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary ¹⁰ | | | | |
| Alaska EEP ¹² | | NA | | NA |
| Alaska 0.5 ADM ⁸ | | NA | | NA |
| Arizona ¹⁸ | | | ✓ | ✓ |
| Arkansas ²⁰ | ✓ | ✓ | ✓ | ✓ |
| California CSPP ²¹ | | | | |
| California TK ¹⁸ | | NA | | NA |
| Colorado ²³ | ✓ | ✓ | ✓ | ✓ |
| Connecticut CDCC ¹⁶ | NA | ✓ | NA | ✓ |
| Connecticut SR ¹² | ✓ | ✓ | ✓ | ✓ |
| Connecticut Smart Start ¹² | ✓ | NA | ✓ | NA |
| Delaware | ✓ | ✓ | ✓ | ✓ |
| District of Columbia ¹⁸ | ✓ | ✓ | | |
| Florida ¹⁶ | ✓ | ✓ | | |
| Georgia | | | | |
| Hawaii EOEL ¹⁵ | | NA | | NA |
| Hawaii SPCSP | | NA | | NA |
| Illinois ¹³ | | | | |
| Indiana ¹⁴ | | | ✓ | ✓ |
| Iowa Shared Visions ¹³ | | | | |
| Iowa SWVPP ¹⁵ | | | | |
| Kansas | ✓ | ✓ | ✓ | |
| Kentucky ²⁰ | ✓ | ✓ | | |
| Louisiana 8(g) | | NA | | NA |
| Louisiana LA 4 | | | | |
| Louisiana NSECD | NA | | NA | |
| Maine ¹² | ✓ | ✓ | | |
| Maryland ¹⁶ | | | | |
| Massachusetts CPPI | | | | |
| Massachusetts Chapter 70 ¹⁵ | | | | |
| Michigan ¹³ | | | | |
| Minnesota HdSt ¹⁷ | ✓ | ✓ | | |
| Minnesota VPK/SRP ²² | ✓ | ✓ | | |
| Mississippi ELC | ✓ | ✓ | | |
| Mississippi SIP | ✓ | NA | | NA |
| Missouri FF ⁹ | | NA | | NA |
| Missouri QPK | | | | |
| Nebraska ¹³ | ✓ | ✓ | | |
| Nevada | ✓ | ✓ | | |
| New Jersey ¹⁷ | | | | |
| New Mexico ¹² | ✓ | ✓ | | |
| New York ¹⁴ | ✓ | ✓ | | |
| North Carolina ¹⁴ | | | | |
| North Dakota ¹⁹ | ✓ | ✓ | | |
| Ohio ¹⁰ | ✓ | ✓ | ✓ | ✓ |
| Oklahoma ¹⁷ | ✓ | | | |
| Oregon OPK ²¹ | | | | |
| Oregon Preschool Promise ¹⁷ | | | ✓ | ✓ |
| Pennsylvania RTL ⁶ | | | | |
| Pennsylvania HSSAP ¹² | | | | |
| Pennsylvania K4 & SBPK | | | | |
| Pennsylvania PKC | | | | |
| Rhode Island ¹² | ✓ | ✓ | | |
| South Carolina ¹⁵ | ✓ | ✓ | ✓ | |
| Tennessee ¹⁴ | | | ✓ | ✓ |
| Texas ¹¹ | | | | |
| Utah ²⁴ | ✓ | ✓ | ✓ | ✓ |
| Vermont ¹⁴ | ✓ | ✓ | | |
| Virginia VPI ²¹ | ✓ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery ¹⁵ | NA | ✓ | NA | ✓ |
| Virginia CCSP ²³ | NA | ✓ | NA | ✓ |
| Washington ECEAP ¹⁴ | ✓ | ✓ | ✓ | ✓ |
| Washington TK ¹⁶ | ✓ | NA | | NA |
| West Virginia ¹⁴ | | | | |
| Wisconsin ¹⁰ | | | | |
| Guam ⁴ | ✓ | NA | | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 48F. STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

| STATE | PROVIDES FUNDING TO SUPPORT CURRICULUM IMPLEMENTATION OR TRAINING | | OTHER SUPPORTS | |
|--|---|--------------------|----------------|--------------------|
| | Public schools | Nonpublic settings | Public schools | Nonpublic settings |
| Alabama ¹² | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary ¹⁰ | | | | |
| Alaska EEP ¹² | | NA | | NA |
| Alaska 0.5 ADM ⁸ | | NA | | NA |
| Arizona ¹⁸ | ✓ | ✓ | ✓ | ✓ |
| Arkansas ²⁰ | ✓ | ✓ | | |
| California CSPP ²¹ | ✓ | ✓ | ✓ | ✓ |
| California TK ¹⁸ | ✓ | NA | | NA |
| Colorado ²³ | ✓ | ✓ | ✓ | ✓ |
| Connecticut CDCC ¹⁶ | NA | | NA | |
| Connecticut SR ¹² | ✓ | ✓ | | |
| Connecticut Smart Start ¹² | ✓ | NA | | NA |
| Delaware | ✓ | ✓ | | |
| District of Columbia ¹⁸ | | | | |
| Florida ¹⁶ | | | ✓ | |
| Georgia | ✓ | ✓ | | |
| Hawaii EOEL ¹⁵ | ✓ | NA | | NA |
| Hawaii SPCSP | ✓ | NA | | NA |
| Illinois ¹³ | ✓ | ✓ | | |
| Indiana ¹⁴ | | | | |
| Iowa Shared Visions ¹³ | | | | |
| Iowa SWVPP ¹⁵ | | | | |
| Kansas | ✓ | ✓ | | |
| Kentucky ²⁰ | ✓ | ✓ | ✓ | ✓ |
| Louisiana 8(g) | ✓ | NA | | NA |
| Louisiana LA 4 | ✓ | ✓ | | |
| Louisiana NSECD | NA | ✓ | NA | |
| Maine ¹² | | | | |
| Maryland ¹⁶ | ✓ | ✓ | | |
| Massachusetts CPPI | ✓ | ✓ | ✓ | ✓ |
| Massachusetts Chapter 70 ¹⁵ | ✓ | ✓ | ✓ | ✓ |
| Michigan ¹³ | ✓ | ✓ | | |
| Minnesota HdSt ¹⁷ | ✓ | ✓ | | |
| Minnesota VPK/SRP ²² | ✓ | ✓ | ✓ | ✓ |
| Mississippi ELC | ✓ | ✓ | | |
| Mississippi SIP | ✓ | NA | | NA |
| Missouri FF ⁹ | | NA | | NA |
| Missouri QPK | | | | |
| Nebraska ¹³ | ✓ | ✓ | | |
| Nevada | | | | |
| New Jersey ¹⁷ | ✓ | ✓ | ✓ | ✓ |
| New Mexico ¹² | ✓ | ✓ | ✓ | ✓ |
| New York ¹⁴ | ✓ | ✓ | ✓ | ✓ |
| North Carolina ¹⁴ | | | ✓ | ✓ |
| North Dakota ¹⁹ | ✓ | ✓ | ✓ | ✓ |
| Ohio ¹⁰ | ✓ | ✓ | | |
| Oklahoma ¹⁷ | ✓ | | ✓ | |
| Oregon OPK ²¹ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise ¹⁷ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania RTL ⁶ | | | | |
| Pennsylvania HSSAP ¹² | ✓ | ✓ | | |
| Pennsylvania K4 & SBPK | | | | |
| Pennsylvania PKC | ✓ | ✓ | | |
| Rhode Island ¹² | ✓ | ✓ | | |
| South Carolina ¹⁵ | ✓ | ✓ | | |
| Tennessee ¹⁴ | ✓ | ✓ | | |
| Texas ¹¹ | | | | |
| Utah ²⁴ | ✓ | ✓ | | |
| Vermont ¹⁴ | ✓ | ✓ | | |
| Virginia VPI ²¹ | ✓ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery ¹⁵ | NA | ✓ | NA | ✓ |
| Virginia CCSP ²³ | NA | ✓ | NA | ✓ |
| Washington ECEAP ¹⁴ | ✓ | ✓ | ✓ | ✓ |
| Washington TK ¹⁶ | ✓ | NA | | NA |
| West Virginia ¹⁴ | ✓ | ✓ | | |
| Wisconsin ¹⁰ | | | ✓ | ✓ |
| Guam ⁴ | ✓ | NA | | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 49. CURRICULA INCLUDED ON THE STATE'S APPROVED/RECOMMENDED LIST

| STATE | Comprehensive curricula on the state's approved/recommended preschool curricula list | Subject-specific curricula on the state's approved/recommended preschool curricula list |
|---------------------------------------|--|---|
| Alabama | | |
| Alaska Pre-Elementary | | |
| Alaska EEP ¹³ | | ✓ |
| Alaska 0.5 ADM ⁸ | | ✓ |
| Arizona | | |
| Arkansas ²¹ | ✓ | ✓ |
| California CSPP | | |
| California TK | | |
| Colorado ²⁴ | ✓ (forthcoming) | ✓ (forthcoming) |
| Connecticut CDCC | | |
| Connecticut SR | | |
| Connecticut Smart Start | | |
| Delaware ¹² | ✓ | |
| District of Columbia ¹⁹ | ✓ (CBO only) | |
| Florida ¹⁷ | ✓ | |
| Georgia ¹⁴ | ✓ | |
| Hawaii EOEL | | |
| Hawaii SPCSP | | |
| Illinois | | |
| Indiana ¹⁵ | ✓ | |
| Iowa Shared Visions | | |
| Iowa SWVPP | | |
| Kansas | | |
| Kentucky | | |
| Louisiana 8(g) ¹¹ | ✓ | ✓ |
| Louisiana LA 4 ¹¹ | ✓ | ✓ |
| Louisiana NSECD ¹⁰ | ✓ | ✓ |
| Maine | | |
| Maryland | | |
| Massachusetts CPPI | | |
| Massachusetts Chapter 70 | | |
| Michigan ¹⁴ | ✓ | |
| Minnesota HdSt ¹⁸ | ✓ | ✓ |
| Minnesota VPK/SRP ²³ | ✓ | ✓ |
| Mississippi ELC ¹¹ | ✓ | ✓ |
| Mississippi SIP ¹¹ | ✓ | ✓ |
| Missouri FF ¹⁰ | ✓ | ✓ |
| Missouri QPK ¹³ | ✓ | ✓ |
| Nebraska | | |
| Nevada | | |
| New Jersey ¹⁸ | | |
| New Mexico | | |
| New York | | |
| North Carolina ¹⁵ | ✓ | |
| North Dakota | | |
| Ohio ¹⁰ | ✓ | ✓ |
| Oklahoma ¹⁸ | ✓ | |
| Oregon OPK | | |
| Oregon Preschool Promise | | |
| Pennsylvania RTL ⁶ | ✓ | ✓ |
| Pennsylvania HSSAP ¹³ | ✓ | ✓ |
| Pennsylvania K4 & SBPK ¹⁰ | ✓ | ✓ |
| Pennsylvania PKC ¹⁰ | ✓ | ✓ |
| Rhode Island ¹³ | ✓ | ✓ |
| South Carolina ¹⁵ | ✓ | |
| Tennessee ¹⁴ | ✓ | ✓ |
| Texas ¹² | ✓ | |
| Utah ²⁵ | ✓ | ✓ |
| Vermont | | |
| Virginia VPI ²² | ✓ | |
| Virginia Mixed Delivery ¹⁶ | ✓ | |
| Virginia CCSP ²⁴ | ✓ | |
| Washington ECEAP ¹⁵ | ✓ | ✓ |
| Washington TK | | |
| West Virginia ¹⁵ | ✓ | |
| Wisconsin | | |
| Guam ⁵ | ✓ | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 50. PROGRAMS ARE REQUIRED TO SELECT A CURRICULUM FROM THE APPROVED/RECOMMENDED LIST

| STATE | Programs are required to select a curriculum from the approved/recommended list |
|-----------------------------|---|
| Alabama | NA |
| Alaska Pre-Elementary | NA |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona | NA |
| Arkansas | ✓ |
| California CSPP | NA |
| California TK | NA |
| Colorado | ✓ (in future years) |
| Connecticut CDCC | NA |
| Connecticut SR | NA |
| Connecticut Smart Start | NA |
| Delaware | |
| District of Columbia | |
| Florida ¹⁸ | |
| Georgia | ✓ |
| Hawaii EOEL | NA |
| Hawaii SPCSP | NA |
| Illinois | NA |
| Indiana | |
| Iowa Shared Visions | NA |
| Iowa SWVPP | NA |
| Kansas | NA |
| Kentucky | NA |
| Louisiana 8(g) | ✓ |
| Louisiana LA 4 | ✓ |
| Louisiana NSECD | ✓ |
| Maine | NA |
| Maryland | NA |
| Massachusetts CPPI | NA |
| Massachusetts Chapter 70 | NA |
| Michigan | ✓ |
| Minnesota HdSt | ✓ |
| Minnesota VPK/SRP | ✓ |
| Mississippi ELC | ✓ |
| Mississippi SIP | ✓ |
| Missouri FF | |
| Missouri QPK | ✓ |
| Nebraska | NA |
| Nevada | NA |
| New Jersey | ✓ |
| New Mexico | NA |
| New York | NA |
| North Carolina | ✓ |
| North Dakota | NA |
| Ohio | |
| Oklahoma | |
| Oregon OPK | NA |
| Oregon Preschool Promise | NA |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | ✓ |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | ✓ |
| Rhode Island | ✓ |
| South Carolina | ✓ |
| Tennessee | ✓ |
| Texas | |
| Utah | |
| Vermont | NA |
| Virginia VPI | ✓ |
| Virginia Mixed Delivery | ✓ |
| Virginia CCSP | |
| Washington ECEAP | ✓ |
| Washington TK | NA |
| West Virginia ¹⁶ | ✓ |
| Wisconsin | NA |
| Guam | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 51A. FACTORS THAT DETERMINE WHICH CURRICULA GET ON THE STATE APPROVED/RECOMMENDED LIST

| STATE | Alignment with ELDS | Alignment with child assessment | Alignment with a data system/technology/data platform | Alignment with recommended Head Start curricula | Alignment with approved/recommended K–3 curricula |
|---------------------------------------|---------------------|---------------------------------|---|---|---|
| Alabama | | | NA | | |
| Alaska Pre-Elementary | | | NA | | |
| Alaska EEP ¹⁴ | | | Unknown | | |
| Alaska 0.5 ADM ⁹ | | | Unknown | | |
| Arizona | | | NA | | |
| Arkansas | ✓ | ✓ | | | |
| California CSPP | | | NA | | |
| California TK | | | NA | | |
| Colorado ²⁵ | ✓ | | | | ✓ |
| Connecticut CDCC | | | NA | | |
| Connecticut SR | | | NA | | |
| Connecticut Smart Start | | | NA | | |
| Delaware ¹³ | ✓ | ✓ | ✓ | ✓ | ✓ |
| District of Columbia ²⁰ | ✓ | ✓ | | | |
| Florida ¹⁹ | ✓ | ✓ | | | |
| Georgia ¹⁵ | ✓ | ✓ | ✓ | | |
| Hawaii EOEL | | | NA | | |
| Hawaii SPCSP | | | NA | | |
| Illinois | | | NA | | |
| Indiana ¹⁶ | ✓ | | | | |
| Iowa Shared Visions | | | NA | | |
| Iowa SWVPP | | | NA | | |
| Kansas | | | NA | | |
| Kentucky | | | NA | | |
| Louisiana 8(g) | ✓ | ✓ | | | |
| Louisiana LA 4 | ✓ | ✓ | | | |
| Louisiana NSECD | ✓ | ✓ | | | |
| Maine | | | NA | | |
| Maryland | | | NA | | |
| Massachusetts CPPI | | | NA | | |
| Massachusetts Chapter 70 | | | NA | | |
| Michigan | ✓ | ✓ | | | |
| Minnesota HdSt | ✓ | | | | |
| Minnesota VPK/SRP ²⁴ | ✓ | | | | |
| Mississippi ELC | ✓ | ✓ | | | |
| Mississippi SIP | ✓ | ✓ | | | |
| Missouri FF ¹¹ | ✓ | | | | |
| Missouri QPK | ✓ | | | | |
| Nebraska | | | NA | | |
| Nevada | | | NA | | |
| New Jersey ¹⁹ | ✓ | ✓ | | | |
| New Mexico | | | NA | | |
| New York | | | NA | | |
| North Carolina | ✓ | | | | |
| North Dakota | | | NA | | |
| Ohio | ✓ | ✓ | | | |
| Oklahoma ¹⁹ | ✓ | | | | ✓ |
| Oregon OPK | | | NA | | |
| Oregon Preschool Promise | | | NA | | |
| Pennsylvania RTL | ✓ | | | | |
| Pennsylvania HSSAP | ✓ | | | | |
| Pennsylvania K4 & SBPK | ✓ | | | | |
| Pennsylvania PKC | ✓ | | | | |
| Rhode Island ¹⁴ | ✓ | ✓ | | ✓ | |
| South Carolina | ✓ | ✓ (First Steps only) | | | |
| Tennessee | ✓ | ✓ | ✓ | | ✓ |
| Texas ¹³ | ✓ | | | | |
| Utah ²⁶ | ✓ | | | | |
| Vermont | | | NA | | |
| Virginia VPI ²³ | ✓ | | | | |
| Virginia Mixed Delivery ¹⁷ | ✓ | | | | |
| Virginia CCSP | ✓ | | | | |
| Washington ECEAP | ✓ | ✓ | | ✓ | ✓ |
| Washington TK | | | NA | | |
| West Virginia ¹⁷ | ✓ | ✓ | | | |
| Wisconsin | | | NA | | |
| Guam | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 51B. FACTORS THAT DETERMINE WHICH CURRICULA GET ON THE STATE APPROVED/RECOMMENDED LIST

| STATE | Available support materials for different levels of teacher experience | Available training opportunities or professional development | Ease of use for teachers | Cost | Procurement limitations |
|---------------------------------------|--|--|--------------------------|-----------------|-------------------------|
| Alabama | | | NA | | |
| Alaska Pre-Elementary | | | NA | | |
| Alaska EEP ¹⁴ | | | Unknown | | |
| Alaska 0.5 ADM ⁹ | | | Unknown | | |
| Arizona | | | NA | | |
| Arkansas | ✓ | ✓ | ✓ | ✓ | |
| California CSPP | | | NA | | |
| California TK | | | NA | | |
| Colorado ²⁵ | | | ✓ | ✓ | |
| Connecticut CDCC | | | NA | | |
| Connecticut SR | | | NA | | |
| Connecticut Smart Start | | | NA | | |
| Delaware ¹³ | ✓ | ✓ | ✓ | | |
| District of Columbia ²⁰ | ✓ | ✓ | | | |
| Florida ¹⁹ | ✓ | ✓ | ✓ | | |
| Georgia ¹⁵ | ✓ | ✓ | ✓ | | |
| Hawaii EOEL | | | NA | | |
| Hawaii SPCSP | | | NA | | |
| Illinois | | | NA | | |
| Indiana ¹⁶ | | | | | |
| Iowa Shared Visions | | | NA | | |
| Iowa SWVPP | | | NA | | |
| Kansas | | | NA | | |
| Kentucky | | | NA | | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | | | | |
| Louisiana NSECD | | | | | |
| Maine | | | NA | | |
| Maryland | | | NA | | |
| Massachusetts CPPI | | | NA | | |
| Massachusetts Chapter 70 | | | NA | | |
| Michigan | ✓ | | | | |
| Minnesota HdSt | | | | | |
| Minnesota VPK/SRP ²⁴ | | | | | |
| Mississippi ELC | ✓ | | | | |
| Mississippi SIP | ✓ | | | | |
| Missouri FF ¹¹ | | ✓ | | | |
| Missouri QPK | | ✓ | | | |
| Nebraska | | | NA | | |
| Nevada | | | NA | | |
| New Jersey ¹⁹ | ✓ | ✓ | | | |
| New Mexico | | | NA | | |
| New York | | | NA | | |
| North Carolina | | | | | |
| North Dakota | | | NA | | |
| Ohio | ✓ | ✓ | ✓ | ✓ | |
| Oklahoma ¹⁹ | ✓ | | ✓ | | |
| Oregon OPK | | | NA | | |
| Oregon Preschool Promise | | | NA | | |
| Pennsylvania RTL | | | | | |
| Pennsylvania HSSAP | | | | | |
| Pennsylvania K4 & SBPK | | | | | |
| Pennsylvania PKC | | ✓ | | | |
| Rhode Island ¹⁴ | ✓ | ✓ | ✓ | ✓ | ✓ |
| South Carolina | ✓ (CERDEP only) | ✓ (CERDEP only) | ✓ (CERDEP only) | ✓ (CERDEP only) | ✓ (CERDEP only) |
| Tennessee | ✓ | ✓ | | | |
| Texas ¹³ | | | | | |
| Utah ²⁶ | | | ✓ | | |
| Vermont | | | NA | | |
| Virginia VPI ²³ | | ✓ | | | |
| Virginia Mixed Delivery ¹⁷ | | ✓ | | | |
| Virginia CCSP | | ✓ | | | |
| Washington ECEAP | ✓ | ✓ | ✓ | | |
| Washington TK | | | NA | | |
| West Virginia ¹⁷ | | | | | |
| Wisconsin | | | NA | | |
| Guam | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 51C. FACTORS THAT DETERMINE WHICH CURRICULA GET ON THE STATE APPROVED/RECOMMENDED LIST

| STATE | Research on curriculum effectiveness | Conversations with curriculum developers | Accessibility of curriculum developer approved trainers | Able to be used in different ECE settings | Appropriate for multiple ages |
|---------------------------------------|--------------------------------------|--|---|---|-------------------------------|
| Alabama | | | NA | | |
| Alaska Pre-Elementary | | | NA | | |
| Alaska EEP ¹⁴ | | | Unknown | | |
| Alaska 0.5 ADM ⁹ | | | Unknown | | |
| Arizona | | | NA | | |
| Arkansas | ✓ | | | ✓ | ✓ |
| California CSPP | | | NA | | |
| California TK | | | NA | | |
| Colorado ²⁵ | | | ✓ | | |
| Connecticut CDCC | | | NA | | |
| Connecticut SR | | | NA | | |
| Connecticut Smart Start | | | NA | | |
| Delaware ¹³ | ✓ | ✓ | ✓ | ✓ | ✓ |
| District of Columbia ²⁰ | | | | | |
| Florida ¹⁹ | ✓ | | | | |
| Georgia ¹⁵ | ✓ | | | ✓ | |
| Hawaii EOEL | | | NA | | |
| Hawaii SPCSP | | | NA | | |
| Illinois | | | NA | | |
| Indiana ¹⁶ | ✓ | | | | |
| Iowa Shared Visions | | | NA | | |
| Iowa SWVPP | | | NA | | |
| Kansas | | | NA | | |
| Kentucky | | | NA | | |
| Louisiana 8(g) | | | | ✓ | ✓ |
| Louisiana LA 4 | | | | ✓ | ✓ |
| Louisiana NSECD | | | | ✓ | ✓ |
| Maine | | | NA | | |
| Maryland | | | NA | | |
| Massachusetts CPPI | | | NA | | |
| Massachusetts Chapter 70 | | | NA | | |
| Michigan | ✓ | | | | |
| Minnesota HdSt | | | | | |
| Minnesota VPK/SRP ²⁴ | | | | | |
| Mississippi ELC | ✓ | ✓ | | ✓ | |
| Mississippi SIP | ✓ | ✓ | | ✓ | |
| Missouri FF ¹¹ | ✓ | | | | |
| Missouri QPK | ✓ | | | | |
| Nebraska | | | NA | | |
| Nevada | | | NA | | |
| New Jersey ¹⁹ | ✓ | | ✓ | ✓ | ✓ |
| New Mexico | | | NA | | |
| New York | | | NA | | |
| North Carolina | ✓ | | | | ✓ |
| North Dakota | | | NA | | |
| Ohio | ✓ | | | ✓ | ✓ |
| Oklahoma ¹⁹ | ✓ | | | | |
| Oregon OPK | | | NA | | |
| Oregon Preschool Promise | | | NA | | |
| Pennsylvania RTL | | | | | |
| Pennsylvania HSSAP | | | | | |
| Pennsylvania K4 & SBPK | | | | | |
| Pennsylvania PKC | | | | | |
| Rhode Island ¹⁴ | ✓ | | ✓ | | ✓ |
| South Carolina | ✓ | ✓ (CERDEP only) | ✓ (CERDEP only) | ✓ (CERDEP only) | |
| Tennessee | ✓ | | ✓ | ✓ | ✓ |
| Texas ¹³ | | | | | |
| Utah ²⁶ | ✓ | | | | |
| Vermont | | | NA | | |
| Virginia VPI ²³ | ✓ | | | | |
| Virginia Mixed Delivery ¹⁷ | ✓ | | | | |
| Virginia CCSP | ✓ | | | | |
| Washington ECEAP | ✓ | | ✓ | ✓ | ✓ |
| Washington TK | | | NA | | |
| West Virginia ¹⁷ | ✓ | | ✓ | ✓ | ✓ |
| Wisconsin | | | NA | | |
| Guam | ✓ | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 51D. FACTORS THAT DETERMINE WHICH CURRICULA GET ON THE STATE APPROVED/RECOMMENDED LIST

| STATE | Adaptations/supports for multilingual learners | Adaptations/supports for children with special needs | Adaptations/supports for other special populations |
|---------------------------------------|--|--|--|
| Alabama | | NA | |
| Alaska Pre-Elementary | | NA | |
| Alaska EEP ¹⁴ | | Unknown | |
| Alaska 0.5 ADM ⁹ | | Unknown | |
| Arizona | | NA | |
| Arkansas | ✓ | ✓ | ✓ |
| California CSPP | | NA | |
| California TK | | NA | |
| Colorado ²⁵ | | | |
| Connecticut CDCC | | NA | |
| Connecticut SR | | NA | |
| Connecticut Smart Start | | NA | |
| Delaware ¹³ | ✓ | ✓ | ✓ |
| District of Columbia ²⁰ | ✓ | ✓ | ✓ |
| Florida ¹⁹ | ✓ | ✓ | |
| Georgia ¹⁵ | ✓ | ✓ | ✓ |
| Hawaii EOEL | | NA | |
| Hawaii SPCSP | | NA | |
| Illinois | | NA | |
| Indiana ¹⁶ | | | |
| Iowa Shared Visions | | NA | |
| Iowa SWVPP | | NA | |
| Kansas | | NA | |
| Kentucky | | NA | |
| Louisiana 8(g) | | | |
| Louisiana LA 4 | | | |
| Louisiana NSECD | | | |
| Maine | | | |
| Maryland | | | |
| Massachusetts CPPI | | | |
| Massachusetts Chapter 70 | | | |
| Michigan | ✓ | ✓ | ✓ |
| Minnesota HdSt | | | |
| Minnesota VPK/SRP ²⁴ | | | |
| Mississippi ELC | ✓ | ✓ | |
| Mississippi SIP | ✓ | ✓ | |
| Missouri FF ¹¹ | | | |
| Missouri QPK | | | |
| Nebraska | | NA | |
| Nevada | | NA | |
| New Jersey ¹⁹ | ✓ | ✓ | ✓ |
| New Mexico | | NA | |
| New York | | NA | |
| North Carolina | ✓ | ✓ | |
| North Dakota | | NA | |
| Ohio | ✓ | ✓ | ✓ |
| Oklahoma ¹⁹ | ✓ | ✓ | ✓ |
| Oregon OPK | | NA | |
| Oregon Preschool Promise | | NA | |
| Pennsylvania RTL | | | |
| Pennsylvania HSSAP | | | |
| Pennsylvania K4 & SBPK | | | |
| Pennsylvania PKC | | | |
| Rhode Island ¹⁴ | ✓ | ✓ | ✓ |
| South Carolina | ✓ (CERDEP only) | ✓ (CERDEP only) | ✓ (CERDEP only) |
| Tennessee | ✓ | ✓ | |
| Texas ¹³ | | | |
| Utah ²⁶ | ✓ | ✓ | |
| Vermont | | NA | |
| Virginia VPI ²³ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery ¹⁷ | ✓ | ✓ | ✓ |
| Virginia CCSP | ✓ | ✓ | ✓ |
| Washington ECEAP | ✓ | ✓ | ✓ |
| Washington TK | | NA | |
| West Virginia ¹⁷ | | ✓ | ✓ |
| Wisconsin | | NA | |
| Guam | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 51E. FACTORS THAT DETERMINE WHICH CURRICULA GET ON THE STATE APPROVED/RECOMMENDED LIST

| STATE | Other |
|---------------------------------------|---|
| Alabama | |
| Alaska Pre-Elementary | |
| Alaska EEP ¹⁴ | |
| Alaska 0.5 ADM ⁹ | |
| Arizona | |
| Arkansas | |
| California CSPP | |
| California TK | |
| Colorado ²⁵ | ✓ Child learning goals |
| Connecticut CDCC | |
| Connecticut SR | |
| Connecticut Smart Start | |
| Delaware ¹³ | ✓ |
| District of Columbia ²⁰ | ✓ |
| Florida ¹⁹ | |
| Georgia ¹⁵ | |
| Hawaii EOEL | |
| Hawaii SPCSP | |
| Illinois | |
| Indiana ¹⁶ | ✓ |
| 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 ²⁴ | ✓ |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF ¹¹ | |
| Missouri QPK | |
| Nebraska | |
| Nevada | |
| New Jersey ¹⁹ | |
| New Mexico | |
| New York | |
| North Carolina | |
| North Dakota | |
| Ohio | |
| Oklahoma ¹⁹ | ✓ Availability of assessments and use of technology |
| Oregon OPK | |
| Oregon Preschool Promise | |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | |
| Rhode Island ¹⁴ | |
| South Carolina | |
| Tennessee | |
| Texas ¹³ | ✓ |
| Utah ²⁶ | |
| Vermont | |
| Virginia VPI ²³ | ✓ Comprehensive and integrated, does not use copyrighted materials without permission |
| Virginia Mixed Delivery ¹⁷ | ✓ Comprehensive and integrated, does not use copyrighted materials without permission |
| Virginia CCSP | ✓ Comprehensive and integrated, does not use copyrighted materials without permission |
| Washington ECEAP | |
| Washington TK | |
| West Virginia ¹⁷ | |
| Wisconsin | |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 52. PRESCHOOL CURRICULA ARE REQUIRED TO BE ALIGNED

| STATE | Preschool curricula are required to be aligned |
|--------------------------|--|
| Alabama | |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| 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 | |
| Indiana | ✓ |
| 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 ELC | |
| Mississippi SIP | |
| Missouri FF | |
| Missouri QPK | ✓ |
| Nebraska | |
| Nevada | |
| New Jersey | |
| New Mexico | ✓ |
| New York | |
| North Carolina | |
| North Dakota | |
| Ohio | |
| Oklahoma | ✓ |
| Oregon OPK | ✓ |
| 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 | |
| Virginia CCSP | |
| Washington ECEAP | |
| Washington TK | |
| West Virginia | |
| Wisconsin | |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 53A. INDIVIDUALS INVOLVED IN DECISIONS ABOUT WHICH CURRICULA ARE ON THE STATE LIST

| STATE | State pre-K administrator(s) | Local pre-K administrator(s) | State curriculum review committee | State advisory council | Local school board representative |
|---------------------------------------|------------------------------|------------------------------|-----------------------------------|------------------------|-----------------------------------|
| Alabama | | | NA | | |
| Alaska Pre-Elementary | | | NA | | |
| Alaska EEP | ✓ | | | | |
| Alaska 0.5 ADM | ✓ | | | | |
| Arizona | | | NA | | |
| Arkansas | ✓ | | ✓ | | |
| California CSPP | | | NA | | |
| California TK | | | NA | | |
| Colorado ²⁶ | ✓ | ✓ | | ✓ | |
| Connecticut CDCC | | | NA | | |
| Connecticut SR | | | NA | | |
| Connecticut Smart Start | | | NA | | |
| Delaware | ✓ | | | | |
| District of Columbia | ✓ | | ✓ | | |
| Florida | ✓ | | ✓ | | |
| Georgia | ✓ | | ✓ | | |
| Hawaii EOEL | | | NA | | |
| Hawaii SPCSP | | | NA | | |
| Illinois | | | NA | | |
| Indiana ¹⁶ | | | ✓ | | |
| Iowa Shared Visions | | | NA | | |
| Iowa SWVPP | | | NA | | |
| Kansas | | | NA | | |
| Kentucky | | | NA | | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | | | | |
| Louisiana NSECD | | | | | |
| Maine | | | NA | | |
| Maryland | | | NA | | |
| Massachusetts CPPI | | | NA | | |
| Massachusetts Chapter 70 | | | NA | | |
| Michigan | ✓ | | ✓ | | |
| Minnesota HdSt ¹⁹ | ✓ | ✓ | ✓ | | |
| Minnesota VPK/SRP ²⁵ | ✓ | ✓ | ✓ | | |
| Mississippi ELC | ✓ | | ✓ | | |
| Mississippi SIP | ✓ | | ✓ | | |
| Missouri FF | ✓ | | ✓ | | |
| Missouri QPK | ✓ | | ✓ | | |
| Nebraska | | | NA | | |
| Nevada | | | NA | | |
| New Jersey | ✓ | ✓ | | | |
| New Mexico | | | NA | | |
| New York | | | NA | | |
| North Carolina ¹⁶ | ✓ | | | ✓ | |
| North Dakota | | | NA | | |
| Ohio | ✓ | | ✓ | | |
| Oklahoma ²⁰ | | | ✓ | ✓ | |
| Oregon OPK | | | NA | | |
| Oregon Preschool Promise | | | NA | | |
| Pennsylvania RTL | | | | | |
| Pennsylvania HSSAP | | | | | |
| Pennsylvania K4 & SBPK | | | | | |
| Pennsylvania PKC | | | | | |
| Rhode Island | ✓ | ✓ | ✓ | | |
| South Carolina | ✓ | ✓ (CERDEP only) | ✓ | | |
| Tennessee | | | ✓ | | |
| Texas ¹⁴ | | ✓ | | | |
| Utah | | | ✓ | | |
| Vermont | | | NA | | |
| Virginia VPI ²⁴ | | | ✓ | | |
| Virginia Mixed Delivery ¹⁸ | | | ✓ | | |
| Virginia CCSP ²⁵ | | | ✓ | | |
| Washington ECEAP | ✓ | ✓ | ✓ | | |
| Washington TK | | | NA | | |
| West Virginia | ✓ | ✓ | ✓ | | ✓ |
| Wisconsin | | | NA | | |
| Guam | ✓ | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 53B. INDIVIDUALS INVOLVED IN DECISIONS ABOUT WHICH CURRICULA ARE ON THE STATE LIST

| STATE | Higher education representatives (e.g., colleges/universities) | National experts/researchers | State-employed curriculum specialist | State QRIS administrator | School Principals/Child Care Center Director/Head Start Director |
|---------------------------------------|--|------------------------------|--------------------------------------|--------------------------|--|
| Alabama | | | NA | | |
| Alaska Pre-Elementary | | | NA | | |
| Alaska EEP | | | | | |
| Alaska 0.5 ADM | | | | | |
| Arizona | | | NA | | |
| Arkansas | | ✓ | ✓ | ✓ | |
| California CSPP | | | NA | | |
| California TK | | | NA | | |
| Colorado ²⁶ | ✓ | | ✓ | ✓ | ✓ |
| Connecticut CDCC | | | NA | | |
| Connecticut SR | | | NA | | |
| Connecticut Smart Start | | | NA | | |
| Delaware | | | | | |
| District of Columbia | | | ✓ | ✓ | |
| Florida | | | | | |
| Georgia | ✓ | | ✓ | | |
| Hawaii EOEL | | | NA | | |
| Hawaii SPCSP | | | NA | | |
| Illinois | | | NA | | |
| Indiana ¹⁶ | | | | | |
| Iowa Shared Visions | | | NA | | |
| Iowa SWVPP | | | NA | | |
| Kansas | | | NA | | |
| Kentucky | | | NA | | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | | ✓ | | |
| Louisiana NSECD | | | ✓ | | |
| Maine | | | NA | | |
| Maryland | | | NA | | |
| Massachusetts CPPI | | | NA | | |
| Massachusetts Chapter 70 | | | NA | | |
| Michigan | | | | | |
| Minnesota HdSt ¹⁹ | | | | ✓ | |
| Minnesota VPK/SRP ²⁵ | | | | ✓ | |
| Mississippi ELC | | | ✓ | | ✓ |
| Mississippi SIP | | | ✓ | | ✓ |
| Missouri FF | | | | | |
| Missouri QPK | | | | | |
| Nebraska | | | NA | | |
| Nevada | | | NA | | |
| New Jersey | ✓ | | | | ✓ |
| New Mexico | | | NA | | |
| New York | | | NA | | |
| North Carolina ¹⁶ | ✓ | | | | ✓ |
| North Dakota | | | NA | | |
| Ohio | | | ✓ | ✓ | |
| Oklahoma ²⁰ | | | | | |
| Oregon OPK | | | NA | | |
| Oregon Preschool Promise | | | NA | | |
| Pennsylvania RTL | | | ✓ | | |
| Pennsylvania HSSAP | | | ✓ | | |
| Pennsylvania K4 & SBPK | | | ✓ | | |
| Pennsylvania PKC | | | ✓ | | |
| Rhode Island | ✓ | ✓ | | ✓ | ✓ |
| South Carolina | | | ✓ (CERDEP only) | | ✓ (CERDEP only) |
| Tennessee | | | | | |
| Texas ¹⁴ | | | | | |
| Utah | | | | | |
| Vermont | | | NA | | |
| Virginia VPI ²⁴ | | | ✓ | | ✓ |
| Virginia Mixed Delivery ¹⁸ | | | ✓ | | ✓ |
| Virginia CCSP ²⁵ | | | ✓ | | ✓ |
| Washington ECEAP | ✓ | ✓ | ✓ | ✓ | ✓ |
| Washington TK | | | NA | | |
| West Virginia | | | ✓ | | ✓ |
| Wisconsin | | | NA | | |
| Guam | | | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 53C. INDIVIDUALS INVOLVED IN DECISIONS ABOUT WHICH CURRICULA ARE ON THE STATE LIST

| STATE | Family Child Care providers | Teachers | Families | Other |
|---------------------------------------|-----------------------------|-----------------|----------|---|
| Alabama | | | NA | |
| Alaska Pre-Elementary | | | NA | |
| Alaska EEP | | | | ✓ National Community of Practice focused on pre-K through 3rd grade literacy. |
| Alaska 0.5 ADM | | | | ✓ National Community of Practice focused on pre-K through 3rd grade literacy. |
| Arizona | | | NA | |
| Arkansas | | | | ✓ Arkansas Department of Education Learning Services Team |
| California CSPP | | | NA | |
| California TK | | | NA | |
| Colorado ²⁶ | ✓ | ✓ | ✓ | ✓ |
| Connecticut CDCC | | | NA | |
| Connecticut SR | | | NA | |
| Connecticut Smart Start | | | NA | |
| Delaware | | | | |
| District of Columbia | | | | |
| Florida | | | | |
| Georgia | | | | |
| Hawaii EOEL | | | NA | |
| Hawaii SPCSP | | | NA | |
| Illinois | | | NA | |
| Indiana ¹⁶ | | | | ✓ |
| Iowa Shared Visions | | | NA | |
| Iowa SWVPP | | | NA | |
| Kansas | | | NA | |
| Kentucky | | | NA | |
| Louisiana 8(g) | | | | |
| Louisiana LA 4 | | | | |
| Louisiana NSECD | | | | |
| Maine | | | NA | |
| Maryland | | | NA | |
| Massachusetts CPPI | | | NA | |
| Massachusetts Chapter 70 | | | NA | |
| Michigan | | | | |
| Minnesota HdSt ¹⁹ | | | | ✓ |
| Minnesota VPK/SRP ²⁵ | | | | ✓ |
| Mississippi ELC | | ✓ | | |
| Mississippi SIP | | ✓ | | |
| Missouri FF | | | | |
| Missouri QPK | | | | |
| Nebraska | | | NA | |
| Nevada | | | NA | |
| New Jersey | | ✓ | | |
| New Mexico | | | NA | |
| New York | | | NA | |
| North Carolina ¹⁶ | ✓ | ✓ | | ✓ |
| North Dakota | | | NA | |
| Ohio | | | | |
| Oklahoma ²⁰ | | ✓ | | ✓ |
| Oregon OPK | | | NA | |
| Oregon Preschool Promise | | | NA | |
| Pennsylvania RTL | | | | |
| Pennsylvania HSSAP | | | | |
| Pennsylvania K4 & SBPK | | | | |
| Pennsylvania PKC | | | | |
| Rhode Island | | ✓ | | |
| South Carolina | | ✓ (CERDEP only) | | |
| Tennessee | | | | |
| Texas ¹⁴ | | ✓ | | ✓ |
| Utah | | | | |
| Vermont | | | NA | |
| Virginia VPI ²⁴ | ✓ | | | ✓ |
| Virginia Mixed Delivery ¹⁸ | ✓ | | | ✓ |
| Virginia CCSP ²⁵ | ✓ | | | ✓ |
| Washington ECEAP | | | | |
| Washington TK | | | NA | |
| West Virginia | | ✓ | | |
| Wisconsin | | | NA | |
| Guam | | ✓ | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 54. STATE REQUIRES/PROVIDES COACHING AND/OR PROFESSIONAL DEVELOPMENT ON PRESCHOOL CURRICULUM

| STATE | PROFESSIONAL DEVELOPMENT | | | COACHING | | |
|------------------------------|--------------------------|----------|----|----------------------|----------------|----|
| | Required | Provided | No | Required | Provided | No |
| Alabama | | ✓ | | | ✓ | |
| Alaska Pre-Elementary | | | ✓ | | | ✓ |
| Alaska EEP | | | ✓ | | | ✓ |
| Alaska 0.5 ADM | | | ✓ | | | ✓ |
| Arizona | | ✓ | | | ✓ | |
| Arkansas | ✓ | | | ✓ | | |
| California CSPP | | | ✓ | | | ✓ |
| California TK ¹⁹ | | | ✓ | | | ✓ |
| Colorado | | ✓ | | | ✓ | |
| Connecticut CDCC | | | ✓ | | | ✓ |
| Connecticut SR | | | ✓ | | | ✓ |
| Connecticut Smart Start | | | ✓ | | | ✓ |
| Delaware | | ✓ | | | ✓ | |
| District of Columbia | | ✓ | | | ✓ (DCPS & PCS) | |
| Florida ²⁰ | ✓ | | | | | ✓ |
| Georgia | | | ✓ | | | ✓ |
| Hawaii EOEL | ✓ | | | ✓ | | |
| Hawaii SPCSP | | | ✓ | | | ✓ |
| Illinois | | | ✓ | | | ✓ |
| Indiana | | ✓ | | | ✓ | |
| 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 ²⁰ | ✓ | | | ✓ | | |
| Minnesota VPK/SRP | ✓ | ✓ | | | ✓ | |
| Mississippi ELC | | ✓ | | ✓ | | |
| Mississippi SIP | | ✓ | | ✓ | | |
| Missouri FF | ✓ | | | | | ✓ |
| Missouri QPK | ✓ | | | | | ✓ |
| Nebraska | | ✓ | | | | ✓ |
| Nevada | | | ✓ | | | ✓ |
| New Jersey | ✓ | | | ✓ | | |
| New Mexico | | | ✓ | | | ✓ |
| New York | | | ✓ | | | ✓ |
| North Carolina | | | ✓ | | | ✓ |
| North Dakota | | ✓ | | | ✓ | |
| Ohio | | ✓ | | | ✓ | |
| Oklahoma | | | ✓ | | | ✓ |
| Oregon OPK | ✓ | | | ✓ | | |
| Oregon Preschool Promise | | | ✓ | | | ✓ |
| Pennsylvania RTL | | | ✓ | | | ✓ |
| Pennsylvania HSSAP | ✓ | | | | | ✓ |
| Pennsylvania K4 & SBPK | | | ✓ | | | ✓ |
| Pennsylvania PKC | ✓ | | | | | ✓ |
| Rhode Island | ✓ | | | ✓ | | |
| South Carolina | ✓ (First Steps only) | | | ✓ (First Steps only) | | |
| Tennessee ¹⁵ | ✓ | | | ✓ | | |
| Texas | | | ✓ | | | ✓ |
| Utah | | | ✓ | ✓ | | |
| Vermont | | | ✓ | | | ✓ |
| Virginia VPI | ✓ | | | | ✓ | |
| Virginia Mixed Delivery | ✓ | | | | ✓ | |
| Virginia CCSP | | | ✓ | | ✓ | |
| Washington ECEAP | ✓ | | | ✓ | | |
| Washington TK | | ✓ | | | ✓ | |
| West Virginia | ✓ | | | | | ✓ |
| Wisconsin | | | ✓ | | | ✓ |
| Guam | | ✓ | | | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 55A. SOURCES OF INFORMATION USED TO INFORM CURRICULUM DECISION-MAKING AND/OR IMPLEMENTATION

| STATE | NASEM's report, New Vision for High Quality Pre-K Curriculum | EdReports PreK Curriculum Review Criteria | Preschool Curriculum Consumer Report (Head Start) | Research from curriculum developers | Independent research (e.g., journal articles) |
|--|--|---|---|-------------------------------------|---|
| Alabama | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary | | | | | |
| Alaska EEP | | | | | |
| Alaska 0.5 ADM | | | | | |
| Arizona | | | | | |
| Arkansas | ✓ | ✓ | ✓ | ✓ | ✓ |
| California CSPP ²² | ✓ | ✓ | | ✓ | ✓ |
| California TK ²⁰ | ✓ | ✓ | | ✓ | ✓ |
| Colorado | ✓ | ✓ | ✓ | | |
| Connecticut CDCC | ✓ | ✓ | ✓ | | ✓ |
| Connecticut SR | ✓ | ✓ | ✓ | | |
| Connecticut Smart Start | ✓ | ✓ | ✓ | | ✓ |
| Delaware ¹⁴ | | | ✓ | | |
| District of Columbia | ✓ | ✓ | ✓ | | |
| Florida ²¹ | | | | | |
| Georgia | ✓ | ✓ | ✓ | ✓ | |
| Hawaii EOEL | ✓ | | | | ✓ |
| Hawaii SPCSP ¹⁴ | | | | | |
| Illinois | | | | | |
| Indiana | | | | | |
| Iowa Shared Visions | | | | | |
| Iowa SWVPP | | | | | |
| Kansas | ✓ | ✓ | ✓ | ✓ | ✓ |
| Kentucky ²¹ | | | | | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | | | | |
| Louisiana NSECD | | | | | |
| Maine ¹³ | | | | | |
| Maryland | ✓ | ✓ | ✓ | | ✓ |
| Massachusetts CPPI | ✓ | | | ✓ | ✓ |
| Massachusetts Chapter 70 ¹⁶ | | | | | |
| Michigan | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota HdSt ²¹ | | | | ✓ | |
| Minnesota VPK/SRP ²⁶ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mississippi ELC | ✓ | | ✓ | | ✓ |
| Mississippi SIP | ✓ | | ✓ | | ✓ |
| Missouri FF | | | | ✓ | |
| Missouri QPK | | | | ✓ | |
| Nebraska | ✓ | ✓ | ✓ | | |
| Nevada | | | | ✓ | |
| New Jersey | ✓ | ✓ | | ✓ | |
| New Mexico ¹³ | | | | | |
| New York | ✓ | | | | |
| North Carolina | ✓ | | | | |
| North Dakota | | | | | |
| Ohio | ✓ | ✓ | | | ✓ |
| Oklahoma ²¹ | | | | | |
| Oregon OPK ²² | | | ✓ | | |
| Oregon Preschool Promise ¹⁸ | | | | | |
| Pennsylvania RTL | | | | | |
| Pennsylvania HSSAP | | | | | |
| Pennsylvania K4 & SBPK | | | | | |
| Pennsylvania PKC | | | | | |
| Rhode Island ¹⁵ | | | | ✓ | |
| South Carolina | ✓ | ✓ | | ✓ | ✓ |
| Tennessee | | | | ✓ | |
| Texas ¹⁵ | | | | | |
| Utah | ✓ | ✓ | ✓ | | ✓ |
| Vermont ¹⁴ | | | | | |
| Virginia VPI | ✓ | ✓ | ✓ | ✓ | |
| Virginia Mixed Delivery | ✓ | ✓ | ✓ | ✓ | |
| Virginia CCSP | ✓ | ✓ | ✓ | ✓ | |
| Washington ECEAP | | | ✓ | | ✓ |
| Washington TK | ✓ | ✓ | | ✓ | ✓ |
| West Virginia | | | | | |
| Wisconsin ¹¹ | | | | | |
| Guam | | | | ✓ | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 55B. SOURCES OF INFORMATION USED TO INFORM CURRICULUM DECISION-MAKING AND/OR IMPLEMENTATION

| STATE | Prior experience with the curriculum | Use of the curriculum in other states/cities | State policies | Presentations from curriculum publishers | Data from your state on use of specific curriculum |
|--|--------------------------------------|--|----------------|--|--|
| Alabama | | ✓ | | ✓ | |
| Alaska Pre-Elementary | | | | | |
| Alaska EEP | | | | | |
| Alaska 0.5 ADM | | | | | |
| Arizona | | | | | |
| Arkansas | ✓ | ✓ | ✓ | ✓ | ✓ |
| California CSPP ²² | | ✓ | ✓ | ✓ | ✓ |
| California TK ²⁰ | | ✓ | ✓ | ✓ | ✓ |
| Colorado | ✓ | ✓ | ✓ | | ✓ |
| Connecticut CDCC | | | ✓ | | ✓ |
| Connecticut SR | | | ✓ | | ✓ |
| Connecticut Smart Start | | | ✓ | | ✓ |
| Delaware ¹⁴ | | | | | |
| District of Columbia | | | ✓ | ✓ | |
| Florida ²¹ | | | ✓ | | |
| Georgia | ✓ | ✓ | ✓ | | ✓ |
| Hawaii EOEL | | | | | |
| Hawaii SPCSP ¹⁴ | | | ✓ | | |
| Illinois | | | ✓ | | |
| Indiana | | | ✓ | | |
| Iowa Shared Visions | | | ✓ | | |
| Iowa SWVPP | | | ✓ | | |
| Kansas | | | | | |
| Kentucky ²¹ | | | | | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | | ✓ | | |
| Louisiana NSECD | | | ✓ | | |
| Maine ¹³ | | | | | |
| Maryland | | | | | ✓ |
| Massachusetts CPPI | ✓ | | ✓ | | |
| Massachusetts Chapter 70 ¹⁶ | | | ✓ | | |
| Michigan | | ✓ | ✓ | | |
| Minnesota HdSt ²¹ | ✓ | | | ✓ | |
| Minnesota VPK/SRP ²⁶ | ✓ | | ✓ | | ✓ |
| Mississippi ELC | ✓ | ✓ | ✓ | | |
| Mississippi SIP | ✓ | ✓ | ✓ | | |
| Missouri FF | | | ✓ | | |
| Missouri QPK | | | ✓ | | |
| Nebraska | ✓ | | | | ✓ |
| Nevada | ✓ | ✓ | ✓ | | ✓ |
| New Jersey | | | | | ✓ |
| New Mexico ¹³ | | | | | |
| New York | | | ✓ | | ✓ |
| North Carolina | ✓ | | ✓ | | ✓ |
| North Dakota | ✓ | | ✓ | | |
| Ohio | ✓ | | ✓ | | |
| Oklahoma ²¹ | | | | ✓ | |
| Oregon OPK ²² | | | | | |
| Oregon Preschool Promise ¹⁸ | | | | | |
| Pennsylvania RTL | | | | | |
| Pennsylvania HSSAP | | | | | |
| Pennsylvania K4 & SBPK | | | | | |
| Pennsylvania PKC | | | | | |
| Rhode Island ¹⁵ | | | | | |
| South Carolina | ✓ | ✓ (CERDEP only) | ✓ | ✓ (CERDEP only) | ✓ |
| Tennessee | | ✓ | | ✓ | ✓ |
| Texas ¹⁵ | | | | | |
| Utah | | | ✓ | | |
| Vermont ¹⁴ | | | | | |
| Virginia VPI | | | ✓ | | ✓ |
| Virginia Mixed Delivery | | | ✓ | | ✓ |
| Virginia CCSP | | | ✓ | | ✓ |
| Washington ECEAP | ✓ | | ✓ | | ✓ |
| Washington TK | ✓ | ✓ | ✓ | | ✓ |
| West Virginia | | | | | |
| Wisconsin ¹¹ | | | | | |
| Guam | | ✓ | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 55C. SOURCES OF INFORMATION USED TO INFORM CURRICULUM DECISION-MAKING AND/OR IMPLEMENTATION

| STATE | Other/None |
|--|---|
| Alabama | |
| Alaska Pre-Elementary | ✓ Head Start requirements |
| Alaska EEP | None |
| Alaska 0.5 ADM | None |
| Arizona | None |
| Arkansas | |
| California CSPP ²² | ✓ |
| California TK ²⁰ | ✓ |
| Colorado | |
| Connecticut CDCC | ✓ Alignment with program quality standards (e.g., accreditation standards) |
| Connecticut SR | ✓ Alignment with program quality standards (e.g., accreditation standards) |
| Connecticut Smart Start | ✓ Alignment with program quality standards (e.g., accreditation standards) |
| Delaware ¹⁴ | |
| District of Columbia | ✓ CCSSO HQIM Pre-K Network |
| Florida ²¹ | ✓ |
| Georgia | ✓ State Curricula Review Process |
| Hawaii EOEL | ✓ Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation |
| Hawaii SPCSP ¹⁴ | ✓ |
| Illinois | |
| Indiana | |
| Iowa Shared Visions | |
| Iowa SWVPP | |
| Kansas | ✓ What Works Clearing House ; Evidence for ESSA ; CASEL |
| Kentucky ²¹ | ✓ |
| Louisiana 8(g) | None |
| Louisiana LA 4 | |
| Louisiana NSECD | |
| Maine ¹³ | ✓ |
| Maryland | |
| Massachusetts CPPI | |
| Massachusetts Chapter 70 ¹⁶ | ✓ |
| Michigan | |
| Minnesota HdSt ²¹ | ✓ |
| Minnesota VPK/SRP ²⁶ | ✓ |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF | |
| Missouri QPK | |
| Nebraska | |
| Nevada | |
| New Jersey | |
| New Mexico ¹³ | ✓ |
| New York | |
| North Carolina | |
| North Dakota | |
| Ohio | |
| Oklahoma ²¹ | ✓ |
| Oregon OPK ²² | ✓ |
| Oregon Preschool Promise ¹⁸ | ✓ |
| Pennsylvania RTL | None |
| Pennsylvania HSSAP | None |
| Pennsylvania K4 & SBPK | None |
| Pennsylvania PKC | None |
| Rhode Island ¹⁵ | ✓ |
| South Carolina | ✓ (CERDEP only): Research conducted by Hanover |
| Tennessee | |
| Texas ¹⁵ | ✓ |
| Utah | |
| Vermont ¹⁴ | ✓ |
| Virginia VPI | ✓ Alignment with Teachstone CLASS Framework, alignment with the Virginia ELDS |
| Virginia Mixed Delivery | ✓ Alignment with Teachstone CLASS Framework, alignment with the Virginia ELDS |
| Virginia CCSP | ✓ Alignment with Teachstone CLASS Framework, alignment with the Virginia ELDS |
| Washington ECEAP | |
| Washington TK | |
| West Virginia | ✓ State preschool policy, Head Start requirements |
| Wisconsin ¹¹ | ✓ |
| Guam | ✓ Review of other state prekindergarten models |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 56A. ADJUSTMENTS TO CURRICULA OR SUPPORTS BASED ON "A NEW VISION FOR HIGH QUALITY PRE-K CURRICULUM"

| STATE | Added curricula to this program's approved or recommended list of preschool curricula | Removed curricula from this program's approved or recommended list of preschool curricula | Reviewed this program's approved or recommended list of preschool curricula but have not yet made changes |
|---------------------------------------|---|---|---|
| Alabama ¹³ | | | |
| Alaska Pre-Elementary | | | |
| Alaska EEP | | | |
| Alaska 0.5 ADM | | | |
| Arizona | | | |
| Arkansas | | | ✓ |
| California CSPP | | | |
| California TK | | | |
| Colorado ²⁷ | | | |
| Connecticut CDCC ¹⁷ | | | |
| Connecticut SR ¹³ | | | |
| Connecticut Smart Start ¹³ | | | |
| Delaware | | | |
| District of Columbia | ✓ | ✓ | ✓ |
| Florida | | | |
| Georgia ¹⁶ | | | |
| Hawaii EOEL ¹⁶ | | | |
| Hawaii SPCSP | | | |
| Illinois | | | |
| Indiana | | | |
| 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 ²⁷ | | | |
| Mississippi ELC | | | |
| Mississippi SIP | | | |
| Missouri FF | | | |
| Missouri QPK | | | |
| Nebraska | | | |
| Nevada | | | |
| New Jersey ²⁰ | | | |
| New Mexico | | | |
| New York | | | |
| North Carolina | | | |
| North Dakota | | | |
| Ohio | | | ✓ |
| Oklahoma | | | |
| Oregon OPK | | | |
| Oregon Preschool Promise | | | |
| Pennsylvania RTL | | | |
| Pennsylvania HSSAP | | | |
| Pennsylvania K4 & SBPK | | | |
| Pennsylvania PKC | | | |
| Rhode Island | | | |
| South Carolina ¹⁶ | | | ✓ |
| Tennessee | | | |
| Texas | | | |
| Utah | | | |
| Vermont | | | |
| Virginia VPI | | | ✓ |
| Virginia Mixed Delivery | | | ✓ |
| Virginia CCSP | | | ✓ |
| Washington ECEAP | | | |
| Washington TK | | | |
| West Virginia | | | |
| Wisconsin | | | |
| Guam | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 56B. ADJUSTMENTS TO CURRICULA OR SUPPORTS BASED ON “A NEW VISION FOR HIGH QUALITY PRE-K CURRICULUM”

| STATE | Changed criteria for including a curriculum on this program’s approved or recommended list of preschool curricula | Increased funding to support curriculum implementation | Adopted new measures of fidelity of curriculum implementation |
|---------------------------------------|---|--|---|
| Alabama ¹³ | | ✓ | |
| Alaska Pre-Elementary | | | |
| Alaska EEP | | | |
| Alaska 0.5 ADM | | | |
| Arizona | | | |
| Arkansas | ✓ | | ✓ |
| California CSPP | | | ✓ |
| California TK | | | ✓ |
| Colorado ²⁷ | | | |
| Connecticut CDCC ¹⁷ | | | |
| Connecticut SR ¹³ | | | |
| Connecticut Smart Start ¹³ | | | |
| Delaware | | | |
| District of Columbia | ✓ | | ✓ |
| Florida | | | |
| Georgia ¹⁶ | | | |
| Hawaii EOEL ¹⁶ | | | |
| Hawaii SPCSP | | | |
| Illinois | | | |
| Indiana | | | |
| 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 ²⁷ | | | |
| Mississippi ELC | | | ✓ |
| Mississippi SIP | | | ✓ |
| Missouri FF | | | |
| Missouri QPK | | | |
| Nebraska | | | |
| Nevada | | | |
| New Jersey ²⁰ | ✓ | | |
| New Mexico | | | |
| New York | | | |
| North Carolina | | | |
| North Dakota | | | |
| Ohio | | ✓ | |
| Oklahoma | | | |
| Oregon OPK | | | |
| Oregon Preschool Promise | | | |
| Pennsylvania RTL | | | |
| Pennsylvania HSSAP | | | |
| Pennsylvania K4 & SBPK | | | |
| Pennsylvania PKC | | | |
| Rhode Island | | | |
| South Carolina ¹⁶ | | | |
| Tennessee | | | |
| Texas | | | |
| Utah | | | |
| Vermont | | | |
| Virginia VPI | | | |
| Virginia Mixed Delivery | | | |
| Virginia CCSP | | | |
| Washington ECEAP | | | |
| Washington TK | | | |
| West Virginia | | | |
| Wisconsin | | | |
| Guam | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 56C. ADJUSTMENTS TO CURRICULA OR SUPPORTS BASED ON “A NEW VISION FOR HIGH QUALITY PRE-K CURRICULUM”

| STATE | Increased professional development for teachers specifically on curriculum | Increased coaching for teachers specifically on implementing their curriculum | Reviewed curricula to consider appropriateness for dual language learners |
|---------------------------------------|--|---|---|
| Alabama ¹³ | ✓ | | |
| Alaska Pre-Elementary | | | |
| Alaska EEP | | | |
| Alaska 0.5 ADM | | | |
| Arizona | | | |
| Arkansas | ✓ | ✓ | ✓ |
| California CSPP | | | ✓ |
| California TK | | | ✓ |
| Colorado ²⁷ | | | ✓ |
| Connecticut CDCC ¹⁷ | | | |
| Connecticut SR ¹³ | | | |
| Connecticut Smart Start ¹³ | | | |
| Delaware | | | |
| District of Columbia | ✓ | ✓ | ✓ |
| Florida | | | |
| Georgia ¹⁶ | | | |
| Hawaii EOEL ¹⁶ | | | |
| Hawaii SPCSP | | | |
| Illinois | | | |
| Indiana | | | |
| 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 ²⁷ | | | |
| Mississippi ELC | ✓ | ✓ | ✓ |
| Mississippi SIP | ✓ | ✓ | ✓ |
| Missouri FF | | | |
| Missouri QPK | | | |
| Nebraska | | | |
| Nevada | | | |
| New Jersey ²⁰ | | | ✓ |
| New Mexico | | | |
| New York | | | |
| North Carolina | | | |
| North Dakota | | | |
| Ohio | ✓ | ✓ | ✓ |
| Oklahoma | | | |
| Oregon OPK | | | |
| Oregon Preschool Promise | | | |
| Pennsylvania RTL | | | |
| Pennsylvania HSSAP | | | |
| Pennsylvania K4 & SBPK | | | |
| Pennsylvania PKC | | | |
| Rhode Island | | | |
| South Carolina ¹⁶ | | | |
| Tennessee | | | |
| Texas | | | |
| Utah | | | |
| Vermont | | | |
| Virginia VPI | | | |
| Virginia Mixed Delivery | | | |
| Virginia CCSP | | | |
| Washington ECEAP | | | |
| Washington TK | | | |
| West Virginia | | | |
| Wisconsin | | | |
| Guam | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 56D. ADJUSTMENTS TO CURRICULA OR SUPPORTS BASED ON “A NEW VISION FOR HIGH QUALITY PRE-K CURRICULUM”

| STATE | Reviewed curricula to consider appropriateness for children with disabilities | Reviewed curricula to consider appropriateness for children with behavior problems | Reviewed curricula to consider appropriateness for other special populations |
|---------------------------------------|---|--|--|
| Alabama ¹³ | | | |
| Alaska Pre-Elementary | | | |
| Alaska EEP | | | |
| Alaska 0.5 ADM | | | |
| Arizona | | | |
| Arkansas | ✓ | | ✓ |
| California CSPP | ✓ | ✓ | ✓ |
| California TK | ✓ | ✓ | ✓ |
| Colorado ²⁷ | ✓ | | |
| Connecticut CDCC ¹⁷ | | | |
| Connecticut SR ¹³ | | | |
| Connecticut Smart Start ¹³ | | | |
| Delaware | | | |
| District of Columbia | ✓ | ✓ | ✓ |
| Florida | | | |
| Georgia ¹⁶ | | | |
| Hawaii EOEL ¹⁶ | | | |
| Hawaii SPCSP | | | |
| Illinois | | | |
| Indiana | | | |
| 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 ²⁷ | | | |
| Mississippi ELC | ✓ | ✓ | ✓ |
| Mississippi SIP | ✓ | ✓ | ✓ |
| Missouri FF | | | |
| Missouri QPK | | | |
| Nebraska | | | |
| Nevada | | | |
| New Jersey ²⁰ | ✓ | ✓ | ✓ |
| New Mexico | | | |
| New York | | | |
| North Carolina | | | |
| North Dakota | | | |
| Ohio | ✓ | | ✓ |
| Oklahoma | | | |
| Oregon OPK | | | |
| Oregon Preschool Promise | | | |
| Pennsylvania RTL | | | |
| Pennsylvania HSSAP | | | |
| Pennsylvania K4 & SBPK | | | |
| Pennsylvania PKC | | | |
| Rhode Island | | | |
| South Carolina ¹⁶ | | | |
| Tennessee | | | |
| Texas | | | |
| Utah | | | |
| Vermont | | | |
| Virginia VPI | | | |
| Virginia Mixed Delivery | | | |
| Virginia CCSP | | | |
| Washington ECEAP | | | |
| Washington TK | | | |
| West Virginia | | | |
| Wisconsin | | | |
| Guam | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 56E. ADJUSTMENTS TO CURRICULA OR SUPPORTS BASED ON "A NEW VISION FOR HIGH QUALITY PRE-K CURRICULUM"

| STATE | Other | None |
|---------------------------------------|-------|------|
| Alabama ¹³ | ✓ | |
| Alaska Pre-Elementary | | |
| Alaska EEP | | |
| Alaska 0.5 ADM | | |
| Arizona | | |
| Arkansas | | |
| California CSPP | | |
| California TK | | |
| Colorado ²⁷ | ✓ | |
| Connecticut CDCC ¹⁷ | ✓ | |
| Connecticut SR ¹³ | ✓ | |
| Connecticut Smart Start ¹³ | ✓ | |
| Delaware | | |
| District of Columbia | | |
| Florida | | |
| Georgia ¹⁶ | ✓ | |
| Hawaii EOEL ¹⁶ | ✓ | |
| Hawaii SPCSP | | |
| Illinois | | |
| Indiana | | |
| 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 ²⁷ | ✓ | |
| Mississippi ELC | | |
| Mississippi SIP | | |
| Missouri FF | | |
| Missouri QPK | | |
| Nebraska | | ✓ |
| Nevada | | |
| New Jersey ²⁰ | ✓ | |
| New Mexico | | |
| New York | | ✓ |
| North Carolina | | ✓ |
| North Dakota | | |
| Ohio | | |
| Oklahoma | | |
| Oregon OPK | | |
| Oregon Preschool Promise | | |
| Pennsylvania RTL | | |
| Pennsylvania HSSAP | | |
| Pennsylvania K4 & SBPK | | |
| Pennsylvania PKC | | |
| Rhode Island | | |
| South Carolina ¹⁶ | ✓ | |
| Tennessee | | |
| Texas | | |
| Utah | | ✓ |
| Vermont | | |
| Virginia VPI | | |
| Virginia Mixed Delivery | | |
| Virginia CCSP | | |
| Washington ECEAP | | |
| Washington TK | | ✓ |
| West Virginia | | |
| Wisconsin | | |
| Guam | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 57. STATE POLICY REQUIRES PROGRAMS TO ASSESS PRESCHOOLERS' LEARNING AND DEVELOPMENT

| STATE | State policy requires programs to assess preschoolers' learning and development |
|--|---|
| Alabama | ✓ |
| Alaska Pre-Elementary | ✓ |
| Alaska EEP | ✓ |
| Alaska 0.5 ADM | ✓ |
| Arizona ¹⁷ | |
| Arkansas | ✓ |
| California CSPP | ✓ |
| California TK | ✓ (some children) |
| Colorado | ✓ |
| Connecticut CDCC | ✓ |
| Connecticut SR | ✓ |
| Connecticut Smart Start | ✓ |
| Delaware | ✓ |
| District of Columbia | ✓ |
| Florida | ✓ |
| Georgia | ✓ |
| Hawaii EOEL | ✓ |
| Hawaii SPCSP | ✓ |
| Illinois | ✓ |
| Indiana | ✓ |
| Iowa Shared Visions | ✓ |
| Iowa SWVPP | ✓ |
| Kansas | ✓ |
| Kentucky | ✓ |
| Louisiana 8(g) | ✓ |
| Louisiana LA 4 | ✓ |
| Louisiana NSECD | ✓ |
| Maine | ✓ |
| Maryland | ✓ |
| Massachusetts CPPI | |
| Massachusetts Chapter 70 ¹⁷ | Determined locally |
| Michigan | ✓ |
| Minnesota HdSt | ✓ |
| Minnesota VPK/SRP | ✓ |
| Mississippi ELC | ✓ |
| Mississippi SIP | ✓ |
| Missouri FF | |
| Missouri QPK | ✓ |
| Nebraska | ✓ |
| Nevada | ✓ |
| New Jersey | ✓ |
| New Mexico | ✓ |
| New York | ✓ |
| North Carolina | ✓ |
| North Dakota | ✓ |
| Ohio | ✓ |
| Oklahoma | |
| Oregon OPK | ✓ |
| Oregon Preschool Promise | ✓ |
| Pennsylvania RTL | ✓ |
| Pennsylvania HSSAP | ✓ |
| Pennsylvania K4 & SBPK | ✓ |
| Pennsylvania PKC | ✓ |
| Rhode Island | ✓ |
| South Carolina | ✓ |
| Tennessee | ✓ |
| Texas | ✓ (PK4) |
| Utah | ✓ |
| Vermont | ✓ |
| Virginia VPI | ✓ |
| Virginia Mixed Delivery | ✓ |
| Virginia CCSP | |
| Washington ECEAP | ✓ |
| Washington TK | ✓ |
| West Virginia | ✓ |
| Wisconsin | ✓ |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 58A. PROGRAM HAS A LIST OF REQUIRED OR RECOMMENDED PRESCHOOL CHILD ASSESSMENTS

| STATE | All programs must use one specific preschool child assessment | All programs <u>must</u> choose from the list of required or recommended preschool child assessments |
|--|--|--|
| Alabama | ✓ Teaching Strategies GOLD | |
| Alaska Pre-Elementary | ✓ Teaching Strategies GOLD | |
| Alaska EEP | ✓ Teaching Strategies GOLD | |
| Alaska 0.5 ADM | ✓ Teaching Strategies GOLD | |
| Arizona | NA | |
| Arkansas ¹⁸ | ✓ Work Sampling System (WSS) | |
| California CSPP ²³ | ✓ Desired Results Developmental Profile (DRDP) | |
| California TK ²¹ | ✓ Desired Results Developmental Profile (DRDP) (for comingled TK & CSPP) | |
| Colorado ²⁸ | | |
| Connecticut CDCC ¹⁸ | | |
| Connecticut SR ¹⁴ | | |
| Connecticut Smart Start ¹⁴ | | |
| Delaware ¹⁵ | ✓ Teaching Strategies GOLD | |
| District of Columbia ²¹ | | |
| Florida ²² | ✓ Renaissance Learning Star Early Literacy | |
| Georgia ¹⁷ | ✓ Work Sampling System (WSS) | |
| Hawaii EOEL | ✓ Teaching Strategies GOLD | |
| Hawaii SPCSP ¹⁵ | ✓ Teaching Strategies GOLD | |
| Illinois | | |
| Indiana ¹⁷ | ✓ Kindergarten Readiness Indicators (KRI) | |
| Iowa Shared Visions ¹⁴ | ✓ Teaching Strategies GOLD | |
| Iowa SWVPP | ✓ Teaching Strategies GOLD | |
| Kansas ²⁰ | | |
| Kentucky ¹⁸ | | |
| Louisiana 8(g) ⁹ | ✓ Teaching Strategies GOLD | |
| Louisiana LA 4 ⁹ | ✓ Teaching Strategies GOLD | |
| Louisiana NSECD ⁸ | ✓ Teaching Strategies GOLD | |
| Maine | | |
| Maryland ¹⁷ | | |
| Massachusetts CPPI | NA | |
| Massachusetts Chapter 70 | Determined locally | |
| Michigan ¹⁵ | | ✓ |
| Minnesota HdSt ²¹ | | ✓ |
| Minnesota VPK/SRP ²⁸ | | ✓ |
| Mississippi ELC ¹² | ✓ Brigance Screener & Star Early Literacy | |
| Mississippi SIP ¹² | ✓ Brigance Screener & Star Early Literacy | |
| Missouri FF | NA | |
| Missouri QPK ¹⁴ | | |
| Nebraska | ✓ Teaching Strategies GOLD | |
| Nevada ¹⁵ | | |
| New Jersey ²¹ | | |
| New Mexico | ✓ New Mexico PreK Observational Assessment Tools | |
| New York ¹³ | | |
| North Carolina ¹⁷ | | ✓ |
| North Dakota | ✓ Teaching Strategies GOLD | |
| Ohio ¹¹ | ✓ Ohio Early Learning Assessment | |
| Oklahoma ²² | NA | |
| Oregon OPK ²³ | | |
| Oregon Preschool Promise ¹⁹ | | |
| Pennsylvania RTL ⁴ | | |
| Pennsylvania HSSAP ¹⁰ | | ✓ |
| Pennsylvania K4 & SBPK ⁹ | | ✓ |
| Pennsylvania PKC ⁹ | | ✓ |
| Rhode Island ¹⁶ | | ✓ |
| South Carolina ¹⁷ | ✓ Teaching Strategies GOLD (First Steps) | ✓ (CERDEP) |
| Tennessee | | |
| Texas ¹⁰ | | ✓ (PK4 only) |
| Utah ²⁷ | ✓ Pre-kindergarten Entry and Exit Profile (PEEP) | |
| Vermont | ✓ Teaching Strategies GOLD | |
| Virginia VPI ²⁵ | ✓ Virginia Kindergarten Readiness Program (VKRP), Early Mathematics Assessment System (EMAS), Child Behavior Rating Scale (CBRS) | |
| Virginia Mixed Delivery ¹³ | ✓ Virginia Kindergarten Readiness Program (VKRP), Early Mathematics Assessment System (EMAS), Child Behavior Rating Scale (CBRS) | |
| Virginia CCSP | NA | |
| Washington ECEAP | ✓ Teaching Strategies GOLD | |
| Washington TK | ✓ Teaching Strategies GOLD | |
| West Virginia ¹⁸ | ✓ The West Virginia Early Learning Reporting System: Pre-K (WV ELRS: Pre-K) | |
| Wisconsin ¹² | ✓ aimswebPlus (district operated programs) | |
| Guam | NA | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 58B. PROGRAM HAS A LIST OF REQUIRED OR RECOMMENDED PRESCHOOL CHILD ASSESSMENTS

| STATE | Programs <u>may</u> choose list of required or recommended preschool child assessments | No |
|--|--|----|
| Alabama | | |
| Alaska Pre-Elementary | | |
| Alaska EEP | | |
| Alaska 0.5 ADM | | |
| Arizona | | |
| Arkansas ¹⁸ | | |
| California CSPP ²³ | | |
| California TK ²¹ | | |
| Colorado ²⁸ | ✓ | |
| Connecticut CDCC ¹⁸ | | ✓ |
| Connecticut SR ¹⁴ | | ✓ |
| Connecticut Smart Start ¹⁴ | | ✓ |
| Delaware ¹⁵ | | |
| District of Columbia ²¹ | ✓ | |
| Florida ²² | | |
| Georgia ¹⁷ | | |
| Hawaii EOEL | | |
| Hawaii SPCSP ¹⁵ | | |
| Illinois | | ✓ |
| Indiana ¹⁷ | | |
| Iowa Shared Visions ¹⁴ | | |
| Iowa SWVPP | | |
| Kansas ²⁰ | | ✓ |
| Kentucky ¹⁸ | ✓ | |
| Louisiana 8(g) ⁹ | | |
| Louisiana LA 4 ⁹ | | |
| Louisiana NSECD ⁸ | | |
| Maine | | ✓ |
| Maryland ¹⁷ | | ✓ |
| Massachusetts CPPI | | |
| Massachusetts Chapter 70 | | |
| Michigan ¹⁵ | | |
| Minnesota HdSt ²¹ | ✓ | |
| Minnesota VPK/SRP ²⁸ | | |
| Mississippi ELC ¹² | | |
| Mississippi SIP ¹² | | |
| Missouri FF | | |
| Missouri QPK ¹⁴ | | ✓ |
| Nebraska | | |
| Nevada ¹⁵ | | ✓ |
| New Jersey ²¹ | | ✓ |
| New Mexico | | |
| New York ¹³ | | ✓ |
| North Carolina ¹⁷ | | |
| North Dakota | | |
| Ohio ¹¹ | | |
| Oklahoma ²² | | |
| Oregon OPK ²³ | ✓ | |
| Oregon Preschool Promise ¹⁹ | | ✓ |
| Pennsylvania RTL ⁴ | ✓ | |
| Pennsylvania HSSAP ¹⁰ | | |
| Pennsylvania K4 & SBPK ⁹ | | |
| Pennsylvania PKC ⁹ | | |
| Rhode Island ¹⁶ | | |
| South Carolina ¹⁷ | | |
| Tennessee | | ✓ |
| Texas ¹⁰ | | |
| Utah ²⁷ | | |
| Vermont | | |
| Virginia VPI ²⁵ | | |
| Virginia Mixed Delivery ¹³ | | |
| Virginia CCSP | | |
| Washington ECEAP | | |
| Washington TK | | |
| West Virginia ¹⁸ | | |
| Wisconsin ¹² | | |
| Guam | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 59. REQUIRED CHILD ASSESSMENTS MUST BE ALIGNED WITH CURRICULUM USED

| STATE | Required child assessments must be aligned with curriculum used |
|---------------------------------------|---|
| Alabama | ✓ |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona | NA |
| Arkansas | ✓ |
| California CSPP ²³ | ✓ |
| California TK | ✓ |
| Colorado | |
| Connecticut CDCC | ✓ |
| Connecticut SR | ✓ |
| Connecticut Smart Start ¹⁴ | ✓ |
| Delaware | ✓ |
| District of Columbia | ✓ |
| Florida | ✓ |
| Georgia | ✓ |
| Hawaii EOEL | ✓ |
| Hawaii SPCSP | ✓ |
| Illinois | ✓ |
| Indiana | |
| Iowa Shared Visions | ✓ |
| Iowa SWVPP | ✓ |
| Kansas | |
| Kentucky | |
| Louisiana 8(g) | NA |
| Louisiana LA 4 | ✓ |
| Louisiana NSECD | ✓ |
| Maine | ✓ |
| Maryland | |
| Massachusetts CPPI | NA |
| Massachusetts Chapter 70 | Determined locally |
| Michigan | |
| Minnesota HdSt | ✓ |
| Minnesota VPK/SRP | ✓ |
| Mississippi ELC | ✓ |
| Mississippi SIP | ✓ |
| Missouri FF | NA |
| Missouri QPK | ✓ |
| Nebraska | |
| Nevada | ✓ |
| New Jersey | ✓ |
| New Mexico | ✓ |
| New York | |
| North Carolina | |
| North Dakota | |
| Ohio | ✓ |
| Oklahoma | NA |
| Oregon OPK | ✓ |
| Oregon Preschool Promise | |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | |
| Rhode Island | ✓ |
| South Carolina | ✓ (First Steps only) |
| Tennessee | |
| Texas | |
| Utah | |
| Vermont | |
| Virginia VPI | ✓ |
| Virginia Mixed Delivery | ✓ |
| Virginia CCSP | NA |
| Washington ECEAP | ✓ |
| Washington TK | |
| West Virginia | ✓ |
| Wisconsin | |
| Guam | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 60. REQUIRED CHILD ASSESSMENTS MUST BE ALIGNED WITH CHILD ASSESSMENTS USED IN ELEMENTARY SCHOOLS

| STATE | Required child assessments must be aligned with child assessments used in elementary schools |
|--------------------------|--|
| Alabama | |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona | NA |
| Arkansas | ✓ |
| California CSPP | |
| California TK | |
| Colorado | |
| Connecticut CDCC | |
| Connecticut SR | |
| Connecticut Smart Start | |
| Delaware | |
| District of Columbia | |
| Florida | ✓ |
| Georgia | |
| Hawaii EOEL | |
| Hawaii SPCSP | ✓ |
| Illinois | |
| Indiana | |
| Iowa Shared Visions | |
| Iowa SWVPP | |
| Kansas | |
| Kentucky | |
| Louisiana 8(g) | NA |
| Louisiana LA 4 | |
| Louisiana NSECD | |
| Maine | |
| Maryland | |
| Massachusetts CPPI | NA |
| Massachusetts Chapter 70 | Determined locally |
| Michigan | |
| Minnesota HdSt | |
| Minnesota VPK/SRP | ✓ |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF | NA |
| Missouri QPK | |
| Nebraska | |
| Nevada | |
| New Jersey | |
| New Mexico | ✓ |
| New York | |
| North Carolina | |
| North Dakota | |
| Ohio | |
| Oklahoma | NA |
| Oregon OPK | |
| Oregon Preschool Promise | |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | |
| Rhode Island | |
| South Carolina | ✓ (First Steps only) |
| Tennessee | ✓ |
| Texas | |
| Utah | |
| Vermont | |
| Virginia VPI | ✓ |
| Virginia Mixed Delivery | ✓ |
| Virginia CCSP | NA |
| Washington ECEAP | ✓ |
| Washington TK | ✓ |
| West Virginia | |
| Wisconsin | |
| Guam | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 61A. DOMAINS REQUIRED TO BE COVERED BY PRESCHOOL CHILD ASSESSMENTS

| STATE | Language/Literacy | Math | Science | Social and emotional development | Approaches toward learning | Physical/motor development | General cognitive development |
|------------------------------------|-------------------|----------------------|----------------------|----------------------------------|----------------------------|----------------------------|-------------------------------|
| Alabama | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alaska EEP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alaska 0.5 ADM | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Arizona | | | | NA | | | |
| Arkansas | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| California CSPP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| California TK | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Colorado | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut CDCC | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut SR | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut Smart Start | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Delaware | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| District of Columbia ²² | ✓ (DCPS only) | ✓ (DCPS only) | ✓ (DCPS only) | ✓ (DCPS only) | ✓ (DCPS only) | ✓ (DCPS only) | ✓ (DCPS only) |
| Florida | ✓ | ✓ | | | | | |
| Georgia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Hawaii EOEL | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Hawaii SPCSP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Illinois | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indiana | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Iowa Shared Visions | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Iowa SWVPP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Kansas | ✓ | ✓ | | ✓ | | | |
| Kentucky ²² | ✓ | ✓ | | ✓ | | | |
| Louisiana 8(g) | | | | NA | | | |
| Louisiana LA 4 | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Louisiana NSECD | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Maine | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Maryland ¹⁸ | | | | | | | |
| Massachusetts CPPI | | | | NA | | | |
| Massachusetts Chapter 70 | | | | Determined locally | | | |
| Michigan | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota HdSt | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota VPK/SRP | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Mississippi ELC | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Mississippi SIP | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Missouri FF | | | | NA | | | |
| Missouri QPK | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Nebraska | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Nevada | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| New Jersey | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| New Mexico | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| New York | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| North Carolina | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| North Dakota | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ohio | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oklahoma | | | | NA | | | |
| Oregon OPK | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania RTL | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania HSSAP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania K4 & SBPK | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania PKC | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Rhode Island | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| South Carolina | ✓ | ✓ (First Steps only) | ✓ (First Steps only) | ✓ (First Steps only) | ✓ (First Steps only) | ✓ (First Steps only) | ✓ (First Steps only) |
| Tennessee | ✓ | ✓ | | | | | |
| Texas | ✓ | ✓ | | | | | |
| Utah | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Vermont | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia VPI | ✓ | ✓ | | ✓ | | | |
| Virginia Mixed Delivery | ✓ | ✓ | | ✓ | | | |
| Virginia CCSP | | | | NA | | | |
| Washington ECEAP | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Washington TK | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| West Virginia | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Wisconsin | ✓ | | | | | | |
| Guam | | | | NA | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 61B. DOMAINS REQUIRED TO BE COVERED BY PRESCHOOL CHILD ASSESSMENTS

| STATE | Other domains |
|------------------------------------|--|
| Alabama | |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona | |
| Arkansas | ✓ The Arts-Expression, Representation, Understanding, Appreciation |
| California CSPP | |
| California TK | ✓ Health, Personal care, Routines |
| Colorado | |
| Connecticut CDCC | |
| Connecticut SR | |
| Connecticut Smart Start | |
| Delaware | |
| District of Columbia ²² | |
| Florida | |
| Georgia | |
| Hawaii EOEL | |
| Hawaii SPCSP | |
| Illinois | ✓ Social Studies, Fine Arts, English Language Learners (if applicable) |
| Indiana | |
| Iowa Shared Visions | |
| Iowa SWVPP | |
| Kansas | |
| Kentucky ²² | ✓ |
| Louisiana 8(g) | |
| Louisiana LA 4 | |
| Louisiana NSECD | |
| Maine | |
| Maryland ¹⁸ | ✓ |
| Massachusetts CPPI | |
| Massachusetts Chapter 70 | |
| Michigan | |
| Minnesota HdSt | |
| Minnesota VPK/SRP | |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF | |
| Missouri QPK | |
| Nebraska | |
| Nevada | ✓ Social Studies, Creative Expression, Technology |
| New Jersey | |
| New Mexico | ✓ Aesthetic creativity; Self, family, and community |
| New York | |
| North Carolina | |
| North Dakota | |
| Ohio | |
| Oklahoma | |
| Oregon OPK | ✓ English Language Acquisition: Receptive and Expressive |
| Oregon Preschool Promise | |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | |
| Rhode Island | |
| South Carolina | ✓ The Arts (First Steps only) |
| Tennessee | |
| Texas | ✓ Emergent Literacy, Writing, Health & Wellness |
| Utah | ✓ Fine Arts, Health Education, Social Studies |
| Vermont | |
| Virginia VPI | |
| Virginia Mixed Delivery | |
| Virginia CCSP | |
| Washington ECEAP | |
| Washington TK | |
| West Virginia | ✓ The Arts |
| Wisconsin | |
| Guam | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 62. FREQUENCY OF REQUIRED PRESCHOOL CHILD ASSESSMENTS

| STATE | At the beginning of the year | At the end of the year | Multiple times during the year | Continually throughout the year | Unspecified | Frequency varies | Other |
|---------------------------------------|------------------------------|------------------------|--------------------------------|---------------------------------|-------------|------------------|--|
| Alabama | | | | ✓ | | | |
| Alaska Pre-Elementary | ✓ | | | | | | |
| Alaska EEP | ✓ | | | | | | |
| Alaska 0.5 ADM | ✓ | | | | | | |
| Arizona | | | | NA | | | |
| Arkansas | | | ✓ | | | | |
| California CSPP ²⁴ | | | | | | | ✓ |
| California TK ²¹ | | | | | | | ✓ |
| Colorado | | | | | ✓ | | |
| Connecticut CDCC ¹⁹ | | | ✓ | | | | |
| Connecticut SR ¹⁵ | | | ✓ | | | | |
| Connecticut Smart Start ¹⁵ | | | ✓ | | | | |
| Delaware ¹⁶ | | | ✓ | | | | |
| District of Columbia ²³ | | | | | | ✓ (DCPS & CBO) | Determined locally (PCS) |
| Florida | ✓ (summer) | | ✓ (school year) | | | | |
| Georgia | | | | ✓ | | | |
| Hawaii EOEL | | | ✓ | | | | |
| Hawaii SPCSP | | | ✓ | | | | |
| Illinois | | | ✓ | | | | |
| Indiana | | ✓ | | | | | |
| Iowa Shared Visions ¹⁵ | | | ✓ | | | | |
| Iowa SWVPP ¹⁶ | | ✓ | | | | | |
| Kansas | | | ✓ | | | | |
| Kentucky ²² | | | | | | | ✓ |
| Louisiana 8(g) | | | | NA | | | |
| Louisiana LA 4 | | | ✓ | | | | |
| Louisiana NSECD | | | ✓ | | | | |
| Maine ¹⁴ | | | | | | ✓ | |
| Maryland ¹⁹ | | | | | | | Determined locally |
| Massachusetts CPPI | | | | NA | | | |
| Massachusetts Chapter 70 | | | | Determined locally | | | |
| Michigan | | | ✓ | | | | |
| Minnesota HdSt | ✓ | | | | | | Per federal Head Start Performance Standards |
| Minnesota VPK/SRP | ✓ | | | | | | |
| Mississippi ELC | ✓ | | | | | | |
| Mississippi SIP | | | | | | | |
| Missouri FF | | | | NA | | | |
| Missouri QPK | | | | | ✓ | | |
| Nebraska ¹⁴ | | | ✓ | | | | |
| Nevada | ✓ | | | | | | |
| New Jersey | | | ✓ | | | | |
| New Mexico | | | ✓ | | | | |
| New York | | | ✓ | | | | |
| North Carolina | | | | ✓ | | | |
| North Dakota ²⁰ | | | ✓ | | | | |
| Ohio | ✓ | | | | | | |
| Oklahoma | | | | NA | | | |
| Oregon OPK | | | ✓ | | | | |
| Oregon Preschool Promise | | | ✓ | | | | |
| Pennsylvania RTL ⁷ | | | | | | ✓ | |
| Pennsylvania HSSAP ¹⁴ | | | | | | ✓ | |
| Pennsylvania K4 & SBPK ¹¹ | | | | | | ✓ | |
| Pennsylvania PKC ¹¹ | | | | | | ✓ | |
| Rhode Island | | | | ✓ | | | |
| South Carolina | ✓ (CERDEP) | | | ✓ (First Steps) | | | |
| Tennessee ¹⁶ | | | | | | ✓ | |
| Texas ¹⁶ | | | ✓ | | | | |
| Utah | | | ✓ | | | | |
| Vermont | | | ✓ | | | | |
| Virginia VPI | ✓ | | | | | | |
| Virginia Mixed Delivery | ✓ | | | | | | |
| Virginia CCSP | | | | NA | | | |
| Washington ECEAP | | | ✓ | | | | |
| Washington TK | | | ✓ | | | | |
| West Virginia ¹⁹ | | | ✓ | | | | |
| Wisconsin | | | | | | | |
| Guam | | | | NA | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 63. MINIMUM LEAD PRESCHOOL TEACHER DEGREE REQUIREMENTS

| STATE | Teachers employed by Public Schools | Teachers employed by Nonpublic Schools |
|--|--|--|
| Alabama ¹⁴ | BA | BA |
| Alaska Pre-Elementary | BA (lead teacher); HSD (classroom teacher) | BA (lead teacher); HSD (classroom teacher) |
| Alaska EEP | BA (lead teacher); HSD (classroom teacher) | NA |
| Alaska 0.5 ADM | BA (lead teacher); HSD (classroom teacher) | NA |
| Arizona ¹⁹ | High school diploma or equivalent | High school diploma or equivalent |
| Arkansas ²² | One BA teacher for every three classrooms, AA teacher for the other two classrooms | One BA teacher for every three classrooms, AA teacher for the other two classrooms |
| California CSPP ²⁵ | California Child Development Associate Teacher Permit | California Child Development Associate Teacher Permit |
| California TK ²² | BA | NA |
| Colorado ²⁹ | Other | Other |
| Connecticut CDCC ²⁰ | NA | AA in ECE (at least 50% of teachers); CDA plus 12 ECE credits (other teachers) |
| Connecticut SR ¹⁶ | AA in ECE (at least 50% of teachers); CDA plus 12 ECE credits (other teachers) | AA in ECE (at least 50% of teachers); CDA plus 12 ECE credits (other teachers) |
| Connecticut Smart Start ¹⁶ | BA | NA |
| Delaware ¹⁷ | BA | AA |
| District of Columbia ²⁴ | BA (DCPS); Determined locally (PCS) | BA |
| Florida ²³ | BA (summer); CDA or equivalent plus specified training (school year) | BA (summer); CDA or equivalent plus specified training (school year) |
| Georgia ¹⁸ | BA | BA |
| Hawaii EOEL | BA | NA |
| Hawaii SPCSP ¹⁶ | BA | NA |
| Illinois ¹⁴ | BA | BA |
| Indiana ¹⁸ | Other | Other |
| Iowa Shared Visions ¹⁶ | BA | AA |
| Iowa SWVPP ¹⁷ | BA | BA |
| Kansas ²¹ | BA | BA |
| Kentucky ²³ | BA | BA |
| Louisiana 8(g) | BA | NA |
| Louisiana LA 4 | BA | BA |
| Louisiana NSECD | NA | BA (4-year-old classrooms); CDA (3-year-old classrooms) |
| Maine ¹⁵ | BA | BA |
| Maryland | BA | BA |
| Massachusetts CPPI | BA | Other |
| Massachusetts Chapter 70 | BA | NA |
| Michigan ¹⁶ | BA | BA |
| Minnesota HdSt ²² | BA | AA |
| Minnesota VPK/SRP ²⁹ | Other | Other |
| Mississippi ELC ¹³ | BA | BA |
| Mississippi SIP ¹³ | BA | NA |
| Missouri FF | BA | NA |
| Missouri QPK ¹⁵ | AA or equivalent (e.g., 60 credits) | AA or equivalent (e.g., 60 credits) |
| Nebraska ¹⁵ | BA | BA |
| Nevada ¹⁷ | BA | BA (Waiver if enrolled in TEACH) |
| New Jersey ²² | BA | BA |
| New Mexico ¹⁴ | BA | Working toward BA |
| New York ¹⁵ | BA | BA |
| North Carolina ¹⁸ | BA | BA |
| North Dakota ²¹ | BA | Other |
| Ohio ¹² | AA (50% BA) | AA (50% BA) |
| Oklahoma ²³ | BA | NA |
| Oregon OPK ²⁴ | AA | AA |
| Oregon Preschool Promise ²⁰ | CDA | CDA |
| Pennsylvania RTL | BA | AA |
| Pennsylvania HSSAP ¹⁵ | AA | AA |
| Pennsylvania K4 & SBPK ¹² | BA | AA |
| Pennsylvania PKC ¹² | BA | BA |
| Rhode Island ¹⁷ | BA | BA |
| South Carolina ¹⁸ | BA | AA |
| Tennessee ¹⁷ | BA | BA |
| Texas ¹⁷ | BA | Other |
| Utah ²⁸ | CDA | CDA |
| Vermont ¹⁵ | BA | Other |
| Virginia VPI ²⁶ | BA | High school diploma or equivalent |
| Virginia Mixed Delivery ¹⁹ | NA | None |
| Virginia CCSP ²⁶ | NA | None |
| Washington ECEAP ¹⁶ | AA | AA |
| Washington TK ¹⁷ | BA | NA |
| West Virginia ²⁰ | BA | BA |
| Wisconsin ¹³ | BA | BA |
| Guam | AA | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 64A. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING: EMPLOYED BY PUBLIC SCHOOLS

| STATE | Early Childhood Education | Child Development | Elementary Education | Preschool Special Education |
|--|---------------------------|-------------------|----------------------|-----------------------------|
| Alabama | ✓ | ✓ | | ✓ |
| Alaska Pre-Elementary ¹¹ | | | | |
| Alaska EEP | | | | |
| Alaska 0.5 ADM | | | | |
| Arizona ¹⁹ | | | | |
| Arkansas ²² | ✓ | ✓ | | ✓ |
| California CSPP ²⁵ | ✓ | ✓ | | |
| California TK ²² | ✓ | ✓ | ✓ | |
| Colorado ²⁹ | | | | |
| Connecticut CDCC ²⁰ | | | | |
| Connecticut SR ¹⁶ | ✓ | ✓ | | |
| Connecticut Smart Start | ✓ | ✓ | | |
| Delaware ¹⁷ | ✓ | ✓ | | ✓ |
| District of Columbia ²⁵ | | | | |
| Florida ²⁴ | | | | |
| Georgia ¹⁸ | ✓ | ✓ | ✓ | ✓ |
| Hawaii EOEL ¹⁷ | ✓ | ✓ | | |
| Hawaii SPCSP ¹⁷ | ✓ | ✓ | | |
| Illinois | ✓ | | | |
| Indiana ¹⁹ | | | | |
| Iowa Shared Visions ¹⁶ | ✓ | ✓ | | |
| Iowa SWVPP ¹⁷ | ✓ | ✓ | ✓ | |
| Kansas ²¹ | ✓ | ✓ | ✓ | ✓ |
| Kentucky ²⁴ | ✓ | ✓ | | ✓ |
| Louisiana 8(g) | | | | |
| Louisiana LA 4 | | | | |
| Louisiana NSECD | | | | |
| Maine ¹⁵ | ✓ | | | |
| Maryland ²⁰ | ✓ | | | |
| Massachusetts CPPI | ✓ | ✓ | ✓ | ✓ |
| Massachusetts Chapter 70 | ✓ | ✓ | ✓ | ✓ |
| Michigan ¹⁶ | ✓ | ✓ | ✓ | ✓ |
| Minnesota HdSt ²² | ✓ | ✓ | | ✓ |
| Minnesota VPK/SRP ³⁰ | | | | |
| Mississippi ELC ¹³ | ✓ | ✓ | ✓ | |
| Mississippi SIP ¹³ | ✓ | ✓ | ✓ | |
| Missouri FF | ✓ | | | ✓ |
| Missouri QPK ¹⁵ | ✓ | ✓ | | |
| Nebraska ¹⁶ | ✓ | | | ✓ |
| Nevada ¹⁷ | ✓ | | | |
| New Jersey | ✓ | | | |
| New Mexico ¹⁴ | ✓ | ✓ | | ✓ |
| New York ¹⁵ | ✓ | ✓ | ✓ | ✓ |
| North Carolina ¹⁸ | ✓ | ✓ | | |
| North Dakota ²¹ | ✓ | | ✓ | ✓ |
| Ohio ¹² | ✓ | ✓ | ✓ | ✓ |
| Oklahoma ²³ | ✓ | | | |
| Oregon OPK ²⁴ | ✓ | ✓ | | |
| Oregon Preschool Promise ²¹ | | | | |
| Pennsylvania RTL | | | | |
| Pennsylvania HSSAP ¹⁵ | ✓ | ✓ | | |
| Pennsylvania K4 & SBPK ¹² | ✓ | ✓ | ✓ | |
| Pennsylvania PKC ¹² | ✓ | | | |
| Rhode Island | ✓ | | | |
| South Carolina ¹⁹ | ✓ | | | |
| Tennessee ¹⁷ | ✓ | ✓ | | ✓ |
| Texas | | | | |
| Utah ²⁸ | | ✓ | | |
| Vermont ¹⁶ | ✓ | ✓ | | ✓ |
| Virginia VPI ²⁶ | ✓ | ✓ | ✓ | |
| Virginia Mixed Delivery ²⁰ | | | | |
| Virginia CCSP ²⁷ | | | | |
| Washington ECEAP | ✓ | ✓ | | ✓ |
| Washington TK ¹⁷ | | | | |
| West Virginia ²⁰ | ✓ | ✓ | | ✓ |
| Wisconsin | ✓ | | ✓ | |
| Guam | ✓ | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 64B. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING: EMPLOYED BY PUBLIC SCHOOLS

| STATE | Special Education | Other | None | Not Applicable |
|--|-------------------|---|------|----------------|
| Alabama | | | | |
| Alaska Pre-Elementary ¹¹ | | | ✓ | |
| Alaska EEP | | | ✓ | |
| Alaska 0.5 ADM | | | ✓ | |
| Arizona ¹⁹ | | | ✓ | |
| Arkansas ²² | | ✓ Elementary Education + 12 ECE/CD hours, Special Education + 12 ECE/CD hours | | |
| California CSPP ²⁵ | | | | |
| California TK ²² | | ✓ | | |
| Colorado ²⁹ | | ✓ | | |
| Connecticut CDCC ²⁰ | | | | ✓ |
| Connecticut SR ¹⁶ | | | | |
| Connecticut Smart Start | | | | |
| Delaware ¹⁷ | | | | |
| District of Columbia ²⁵ | | ✓ | | |
| Florida ²⁴ | | ✓ | | |
| Georgia ¹⁸ | ✓ | | | |
| Hawaii EOEL ¹⁷ | | ✓ | | |
| Hawaii SPCSP ¹⁷ | | | | |
| Illinois | ✓ | | | |
| Indiana ¹⁹ | | ✓ | | |
| Iowa Shared Visions ¹⁶ | | | | |
| Iowa SWVPP ¹⁷ | | | | |
| Kansas ²¹ | | | | |
| Kentucky ²⁴ | ✓ | | | |
| Louisiana 8(g) | | | ✓ | |
| Louisiana LA 4 | | | ✓ | |
| Louisiana NSECD | | | | ✓ |
| Maine ¹⁵ | | | | |
| Maryland ²⁰ | | | | |
| Massachusetts CPPI | | | | |
| Massachusetts Chapter 70 | | | | |
| Michigan ¹⁶ | | | | |
| Minnesota HdSt ²² | | ✓ | | |
| Minnesota VPK/SRP ³⁰ | | ✓ | | |
| Mississippi ELC ¹³ | | | | |
| Mississippi SIP ¹³ | | | | |
| Missouri FF | | | | |
| Missouri QPK ¹⁵ | | ✓ | | |
| Nebraska ¹⁶ | | | | |
| Nevada ¹⁷ | | | | |
| New Jersey | | | | |
| New Mexico ¹⁴ | | | | |
| New York ¹⁵ | ✓ | | | |
| North Carolina ¹⁸ | | | | |
| North Dakota ²¹ | | | | |
| Ohio ¹² | ✓ | | | |
| Oklahoma ²³ | | | | |
| Oregon OPK ²⁴ | | ✓ Early Childhood Special Education and Early Intervention training | | |
| Oregon Preschool Promise ²¹ | | ✓ | | |
| Pennsylvania RTL | | | ✓ | |
| Pennsylvania HSSAP ¹⁵ | | ✓ | | |
| Pennsylvania K4 & SBPK ¹² | | | | |
| Pennsylvania PKC ¹² | | | | |
| Rhode Island | | | | |
| South Carolina ¹⁹ | | | | |
| Tennessee ¹⁷ | | | | |
| Texas | | | ✓ | |
| Utah ²⁸ | | | | |
| Vermont ¹⁶ | ✓ | | | |
| Virginia VPI ²⁶ | ✓ | | | |
| Virginia Mixed Delivery ²⁰ | | | | ✓ |
| Virginia CCSP ²⁷ | | | | ✓ |
| Washington ECEAP | | | | |
| Washington TK ¹⁷ | | ✓ | | |
| West Virginia ²⁰ | | | | |
| Wisconsin | | | | |
| Guam | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 64C. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING: EMPLOYED BY NONPUBLIC SCHOOLS

| STATE | Early Childhood Education | Child Development | Elementary Education | Preschool Special Education |
|--|---------------------------|-------------------|----------------------|-----------------------------|
| Alabama | ✓ | ✓ | | ✓ |
| Alaska Pre-Elementary ¹¹ | | | | |
| Alaska EEP | | | | |
| Alaska 0.5 ADM | | | | |
| Arizona ¹⁹ | | | | |
| Arkansas ²² | ✓ | ✓ | | ✓ |
| California CSPP ²⁵ | ✓ | ✓ | | |
| California TK ²² | | | | |
| Colorado ²⁹ | | | | |
| Connecticut CDCC ²⁰ | ✓ | ✓ | | |
| Connecticut SR ¹⁶ | ✓ | ✓ | | |
| Connecticut Smart Start | | | | |
| Delaware ¹⁷ | ✓ | ✓ | | ✓ |
| District of Columbia ²⁵ | | | | |
| Florida ²⁴ | | | | |
| Georgia ¹⁸ | ✓ | ✓ | ✓ | ✓ |
| Hawaii EOEL ¹⁷ | | | | |
| Hawaii SPCSP ¹⁷ | | | | |
| Illinois | ✓ | | | |
| Indiana ¹⁹ | | | | |
| Iowa Shared Visions ¹⁶ | ✓ | ✓ | | |
| Iowa SWVPP ¹⁷ | ✓ | ✓ | ✓ | |
| Kansas ²¹ | ✓ | ✓ | ✓ | ✓ |
| Kentucky ²⁴ | ✓ | ✓ | | ✓ |
| Louisiana 8(g) | | | | |
| Louisiana LA 4 | | | | |
| Louisiana NSECD | | | | |
| Maine ¹⁵ | ✓ | | | |
| Maryland ²⁰ | | | | |
| Massachusetts CPPI | ✓ | ✓ | | |
| Massachusetts Chapter 70 | | | | |
| Michigan ¹⁶ | ✓ | ✓ | ✓ | ✓ |
| Minnesota HdSt ²² | ✓ | ✓ | | ✓ |
| Minnesota VPK/SRP ³⁰ | | | | |
| Mississippi ELC ¹³ | ✓ | ✓ | ✓ | |
| Mississippi SIP ¹³ | | | | |
| Missouri FF | | | | |
| Missouri QPK ¹⁵ | | | | |
| Nebraska ¹⁶ | ✓ | | | ✓ |
| Nevada ¹⁷ | ✓ | | | |
| New Jersey | ✓ | | | |
| New Mexico ¹⁴ | ✓ | ✓ | | |
| New York ¹⁵ | ✓ | ✓ | ✓ | ✓ |
| North Carolina ¹⁸ | ✓ | ✓ | | |
| North Dakota ²¹ | | | | |
| Ohio ¹² | ✓ | ✓ | | |
| Oklahoma ²³ | | | | |
| Oregon OPK ²⁴ | ✓ | ✓ | | |
| Oregon Preschool Promise ²¹ | ✓ | | | |
| Pennsylvania RTL | | | | |
| Pennsylvania HSSAP ¹⁵ | ✓ | ✓ | | |
| Pennsylvania K4 & SBPK ¹² | ✓ | ✓ | | |
| Pennsylvania PKC ¹² | ✓ | | | |
| Rhode Island | ✓ | | | |
| South Carolina ¹⁹ | ✓ | ✓ | | |
| Tennessee ¹⁷ | ✓ | ✓ | | ✓ |
| Texas | | | | |
| Utah ²⁸ | | ✓ | | |
| Vermont ¹⁶ | ✓ | ✓ | | ✓ |
| Virginia VPI ²⁶ | | | | |
| Virginia Mixed Delivery ²⁰ | | | | |
| Virginia CCSP ²⁷ | | | | |
| Washington ECEAP | ✓ | ✓ | | ✓ |
| Washington TK ¹⁷ | | | | |
| West Virginia ²⁰ | ✓ | ✓ | | ✓ |
| Wisconsin | ✓ | | ✓ | |
| Guam | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 64D. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING: EMPLOYED BY NONPUBLIC SCHOOLS

| STATE | Special Education | Other | None | Not Applicable |
|--|-------------------|---|------|----------------|
| Alabama | | | | |
| Alaska Pre-Elementary ¹¹ | | | ✓ | |
| Alaska EEP | | | | ✓ |
| Alaska 0.5 ADM | | | | ✓ |
| Arizona ¹⁹ | | | ✓ | |
| Arkansas ²² | | ✓ Elementary Education + 12 ECE/CD hours, Special Education + 12 ECE/CD hours | | |
| California CSPP ²⁵ | | | | |
| California TK ²² | | | | ✓ |
| Colorado ²⁹ | | ✓ | | |
| Connecticut CDCC ²⁰ | | | | |
| Connecticut SR ¹⁶ | | | | |
| Connecticut Smart Start | | | | ✓ |
| Delaware ¹⁷ | | | | |
| District of Columbia ²⁵ | | ✓ | | |
| Florida ²⁴ | | ✓ | | |
| Georgia ¹⁸ | ✓ | | | |
| Hawaii EOEL ¹⁷ | | | | ✓ |
| Hawaii SPCSP ¹⁷ | | | | ✓ |
| Illinois | ✓ | | | |
| Indiana ¹⁹ | | | ✓ | |
| Iowa Shared Visions ¹⁶ | | | | |
| Iowa SWVPP ¹⁷ | | | | |
| Kansas ²¹ | | | | |
| Kentucky ²⁴ | ✓ | | | |
| Louisiana 8(g) | | | | ✓ |
| Louisiana LA 4 | | | ✓ | |
| Louisiana NSECD | | | ✓ | |
| Maine ¹⁵ | | | | |
| Maryland ²⁰ | | ✓ | | |
| Massachusetts CPPI | | ✓ | | |
| Massachusetts Chapter 70 | | | | ✓ |
| Michigan ¹⁶ | | | | |
| Minnesota HdSt ²² | | ✓ | | |
| Minnesota VPK/SRP ³⁰ | | ✓ | | |
| Mississippi ELC ¹³ | | | | |
| Mississippi SIP ¹³ | | | | ✓ |
| Missouri FF | | | | ✓ |
| Missouri QPK ¹⁵ | | ✓ | | |
| Nebraska ¹⁶ | | | | |
| Nevada ¹⁷ | | | | |
| New Jersey | | | | |
| New Mexico ¹⁴ | | | | |
| New York ¹⁵ | ✓ | | | |
| North Carolina ¹⁸ | | | | |
| North Dakota ²¹ | | ✓ | | |
| Ohio ¹² | | | | |
| Oklahoma ²³ | | | | ✓ |
| Oregon OPK ²⁴ | | ✓ Early Childhood Special Education and Early Intervention training | | |
| Oregon Preschool Promise ²¹ | | | | |
| Pennsylvania RTL | | | ✓ | |
| Pennsylvania HSSAP ¹⁵ | | ✓ | | |
| Pennsylvania K4 & SBPK ¹² | | | | |
| Pennsylvania PKC ¹² | | | | |
| Rhode Island | | | | |
| South Carolina ¹⁹ | | | | |
| Tennessee ¹⁷ | | | | |
| Texas | | | ✓ | |
| Utah ²⁸ | | | | |
| Vermont ¹⁶ | ✓ | | | |
| Virginia VPI ²⁶ | | | ✓ | |
| Virginia Mixed Delivery ²⁰ | | | ✓ | |
| Virginia CCSP ²⁷ | | | ✓ | |
| Washington ECEAP | | | | |
| Washington TK ¹⁷ | | | | ✓ |
| West Virginia ²⁰ | | ✓ | | |
| Wisconsin | | | | |
| Guam | | | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 65A. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS: EMPLOYED BY PUBLIC SCHOOLS

| STATE | Pre-K | Nursery | Kindergarten | 3 years to K | Pre-K-K | Pre-K- 2nd grade | Pre-K- 3rd grade | Pre-K- 4th grade | Pre-K- 6th grade |
|---------------------------------------|-------|---------|--------------|--------------|---------|---------------------|---------------------|---------------------|---------------------|
| Alabama ¹⁵ | | | | | | | | | |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP ¹⁵ | | | | | | | | | |
| Alaska 0.5 ADM ¹⁰ | | | | | | | | | |
| Arizona ¹⁹ | | | | | | | | | |
| Arkansas ²² | ✓ | | | | | | | ✓ | |
| California CSPP ²⁵ | ✓ | ✓ | | | | | ✓ | | |
| California TK ²³ | | | | | | | ✓ | | |
| Colorado ²⁹ | | | | | | | | | |
| Connecticut CDCC ²¹ | | | | | | | | | |
| Connecticut SR ¹⁷ | | | | | | | | | |
| Connecticut Smart Start | ✓ | | | | ✓ | | ✓ | | ✓ |
| Delaware ¹⁷ | ✓ | | | | | ✓ | | | |
| District of Columbia ²⁵ | | | | | | | | | |
| Florida ²³ | | | | | | | | | |
| Georgia ¹⁸ | ✓ | | | | ✓ | ✓ | ✓ | | |
| Hawaii EOEL ¹⁷ | | | | | ✓ | | ✓ | | ✓ |
| Hawaii SPCSP | ✓ | | | | ✓ | | ✓ | | ✓ |
| Illinois ¹⁴ | | | | | | | | | |
| Indiana ¹⁹ | | | | | | | | | |
| Iowa Shared Visions ¹⁶ | | | | | | | | | |
| Iowa SWVPP ¹⁷ | ✓ | | | | ✓ | | ✓ | | |
| Kansas ²¹ | ✓ | | | | | | | | |
| Kentucky ²³ | ✓ | | ✓ | ✓ | ✓ | | | | |
| Louisiana 8(g) ¹² | ✓ | ✓ | ✓ | | | | ✓ | | |
| Louisiana LA 4 ¹² | ✓ | ✓ | ✓ | | | | ✓ | | |
| Louisiana NSECD ¹¹ | | | | | | | | | |
| Maine ¹⁵ | | | | | | | ✓ | | |
| Maryland ²⁰ | | | | | | | ✓ | | |
| Massachusetts CPPI | | | | | | ✓ | | | |
| Massachusetts Chapter 70 | | | | | | ✓ | | | |
| Michigan ¹⁶ | | | | | | | ✓ | | |
| Minnesota HdSt ²² | | | | | | | | | |
| Minnesota VPK/SRP ³¹ | | | | | | | | | |
| Mississippi ELC ¹³ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mississippi SIP ¹³ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Missouri FF ¹² | | | | | | | | | |
| Missouri QPK ¹⁵ | | | | | | | | | |
| Nebraska ¹⁶ | | | | ✓ | | | | | |
| Nevada ¹⁸ | | | | | | ✓ | | | |
| New Jersey ²² | | | | | | | ✓ | | |
| New Mexico ¹⁴ | | | | | | | ✓ | | |
| New York ¹⁶ | | | | | | ✓ | | | |
| North Carolina ¹⁸ | ✓ | | | | ✓ | | | | |
| North Dakota | | | ✓ | | | | | | |
| Ohio ¹² | ✓ | | | | | | ✓ | | |
| Oklahoma ²³ | | | | | | | ✓ | | |
| Oregon OPK ²⁴ | | | | | ✓ | | | | |
| Oregon Preschool Promise | | | | | | | | | |
| Pennsylvania RTL | | | | | | | | ✓ | |
| Pennsylvania HSSAP | | | | | | | | ✓ | |
| Pennsylvania K4 & SBPK | | | | | | | | ✓ | |
| Pennsylvania PKC | | | | | | | | ✓ | |
| Rhode Island ¹⁸ | | | | | | | ✓ | | |
| South Carolina ¹⁸ | | | | | | | ✓ | | |
| Tennessee ¹⁷ | ✓ | | | | | | | | |
| Texas ¹⁸ | | | | | | | | | ✓ |
| Utah ²⁸ | | | | | | | | | |
| Vermont ¹⁵ | | | | | | | ✓ | | |
| Virginia VPI ²⁶ | | | | | | | ✓ | | ✓ |
| Virginia Mixed Delivery ²⁰ | | | | | | | | | |
| Virginia CCSP ²⁶ | | | | | | | | | |
| Washington ECEAP | ✓ | | | | | | ✓ | | |
| Washington TK ¹⁸ | ✓ | | | | | | ✓ | | |
| West Virginia ²⁰ | ✓ | ✓ | | | ✓ | | | ✓ | |
| Wisconsin ¹³ | | | | | | | | | |
| Guam | ✓ | | | | | ✓ | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 65B. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS: EMPLOYED BY PUBLIC SCHOOLS

| STATE | Pre-K– 8th grade | Birth–K | Birth– 3rd grade | K–3rd grade | K–6th grade | K–8th grade | Elementary Ed. with ECE Endorsement | Special Education | Preschool Special Education |
|---------------------------------------|---------------------|---------|---------------------|-------------|-------------|---------------------------|---|----------------------|-----------------------------------|
| Alabama ¹⁵ | | | | | | | | | |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP ¹⁵ | | | | | | | | | |
| Alaska 0.5 ADM ¹⁰ | | | | | | | | | |
| Arizona ¹⁹ | | | | | | | | | |
| Arkansas ²² | | ✓ | | | | | ✓ (Elementary K–6 with an Age 3-4 Endorsement) | | |
| California CSPP ²⁵ | | | | | | | | | |
| California TK ²³ | | | | ✓ | | ✓ | | | |
| Colorado ²⁹ | | | | | | | | | |
| Connecticut CDCC ²¹ | | | | | | | | | |
| Connecticut SR ¹⁷ | | | | | | | | | |
| Connecticut Smart Start | ✓ | ✓ | | | | | | ✓ | ✓ |
| Delaware ¹⁷ | | | | ✓ | | | | | |
| District of Columbia ²⁵ | | | | | | | | | |
| Florida ²³ | | | | | | | | | |
| Georgia ¹⁸ | | ✓ | | | | | ✓ | | ✓ |
| Hawaii EOEL ¹⁷ | | | | | | | | | |
| Hawaii SPCSP | | | | | | | | | |
| Illinois ¹⁴ | | | | ✓ | | | | | ✓ |
| Indiana ¹⁹ | | | | | | | | | |
| Iowa Shared Visions ¹⁶ | | | | | | | | | |
| Iowa SWVPP ¹⁷ | | ✓ | ✓ | | | | ✓ | | |
| Kansas ²¹ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Kentucky ²³ | | ✓ | | | | | | ✓ | ✓ |
| Louisiana 8(g) ¹² | | | | | | | ✓ | | ✓ |
| Louisiana LA 4 ¹² | | | | | | | ✓ | | ✓ |
| Louisiana NSECD ¹¹ | | | | | | | | | |
| Maine ¹⁵ | | ✓ | | | | | | | |
| Maryland ²⁰ | | | | | | | | | |
| Massachusetts CPPI | | | | | | | | | |
| Massachusetts Chapter 70 | | | | | | | | | |
| Michigan ¹⁶ | | ✓ | | | | | ✓ | | |
| Minnesota HdSt ²² | | | | | | | | | |
| Minnesota VPK/SRP ³¹ | | | | | | | | ✓ | |
| Mississippi ELC ¹³ | ✓ | ✓ | | | | | ✓ | | |
| Mississippi SIP ¹³ | ✓ | ✓ | | | | | ✓ | | |
| Missouri FF ¹² | | | | ✓ | | | ✓ | | ✓ |
| Missouri QPK ¹⁵ | | | | ✓ | | | | ✓ | ✓ |
| Nebraska ¹⁶ | | ✓ | ✓ | | | | ✓ | | ✓ |
| Nevada ¹⁸ | | | | | | | | | |
| New Jersey ²² | | | | | | | | | |
| New Mexico ¹⁴ | | | | ✓ | | | | | |
| New York ¹⁶ | | | | | | | | ✓ | ✓ |
| North Carolina ¹⁸ | | ✓ | | | | | | | |
| North Dakota | | | | ✓ | | ✓ (grand- fathered in) | ✓ | | |
| Ohio ¹² | | | | | | | | | |
| Oklahoma ²³ | | | | | | | ✓ | | |
| Oregon OPK ²⁴ | | ✓ | ✓ | | | | ✓ | | |
| Oregon Preschool Promise | | | | | | | | | |
| Pennsylvania RTL | | | | ✓ | | | | | |
| Pennsylvania HSSAP | | | | | | | | | |
| Pennsylvania K4 & SBPK | | | | ✓ | | ✓ | | | |
| Pennsylvania PKC | | | | ✓ | | | | | |
| Rhode Island ¹⁸ | | | | | | | | | |
| South Carolina ¹⁸ | | | | | | | | | |
| Tennessee ¹⁷ | | | | | | | | | |
| Texas ¹⁸ | | | | | | | | ✓ | |
| Utah ²⁸ | | | | | | | | | |
| Vermont ¹⁵ | | ✓ | ✓ | | | | ✓ | | ✓ |
| Virginia VPI ²⁶ | | | | | | | | | ✓ |
| Virginia Mixed Delivery ²⁰ | | | | | | | | | |
| Virginia CCSP ²⁶ | | | | | | | | | |
| Washington ECEAP | | | | ✓ | | | ✓ | | ✓ |
| Washington TK ¹⁸ | | | | ✓ | | ✓ | ✓ | | |
| West Virginia ²⁰ | | | | | | | ✓ | | ✓ |
| Wisconsin ¹³ | | | | ✓ | | | | | |
| Guam | | | | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 65C. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS: EMPLOYED BY PUBLIC SCHOOLS

| STATE | CDA | 9 college credits (or more) in ECE | CDA plus 9 college credits (or more) in ECE | Bilingual | Other | None | Not Applicable |
|---------------------------------------|-----------------|---------------------------------------|---|-----------|---|------|-------------------|
| Alabama ¹⁵ | | | | | ✓ | | |
| Alaska Pre-Elementary | | | | | | ✓ | |
| Alaska EEP ¹⁵ | | | | | ✓ | | |
| Alaska 0.5 ADM ¹⁰ | | | | | ✓ | | |
| Arizona ¹⁹ | | | | | | ✓ | |
| Arkansas ²² | | | | | | | |
| California CSPP ²⁵ | | | | | ✓ | | |
| California TK ²³ | | | | | ✓ | | |
| Colorado ²⁹ | | | | | ✓ | | |
| Connecticut CDCC ²¹ | | | | | | | ✓ |
| Connecticut SR ¹⁷ | | | | | ✓ | | |
| Connecticut Smart Start | | | | | | | |
| Delaware ¹⁷ | | ✓ | | | | | |
| District of Columbia ²⁵ | | | | | ✓ | | |
| Florida ²³ | ✓ (school-year) | | | | ✓ | | |
| Georgia ¹⁸ | | | | | | | |
| Hawaii EOEL ¹⁷ | | | | | | | |
| Hawaii SPCSP | | | | | | | |
| Illinois ¹⁴ | | | | ✓ | | | |
| Indiana ¹⁹ | | | | | ✓ | | |
| Iowa Shared Visions ¹⁶ | | | | | ✓ | | |
| Iowa SWVPP ¹⁷ | | | | | | | |
| Kansas ²¹ | | | | | | | |
| Kentucky ²³ | | | | | ✓ | | |
| Louisiana 8(g) ¹² | | | | | ✓ | | |
| Louisiana LA 4 ¹² | | | | | | | |
| Louisiana NSECD ¹¹ | | | | | | | ✓ |
| Maine ¹⁵ | | | | | | | |
| Maryland ²⁰ | | | | | | | |
| Massachusetts CPPI | | | | | | | |
| Massachusetts Chapter 70 | | | | | | | |
| Michigan ¹⁶ | | | | | ✓ | | |
| Minnesota HdSt ²² | | | | | ✓ | | |
| Minnesota VPK/SRP ³¹ | | | | | ✓ | | |
| Mississippi ELC ¹³ | | ✓ | | | | | |
| Mississippi SIP ¹³ | | ✓ | | | | | |
| Missouri FF ¹² | | | | | ✓ | | |
| Missouri QPK ¹⁵ | ✓ | | | | ✓ | | |
| Nebraska ¹⁶ | | | | | | | |
| Nevada ¹⁸ | | | | | | | |
| New Jersey ²² | | | | | | | |
| New Mexico ¹⁴ | | | | | ✓ | | |
| New York ¹⁶ | | | | | ✓ Nursery - Grade 6 Certification | | |
| North Carolina ¹⁸ | | | | | ✓ | | |
| North Dakota | | | | | ✓ Elementary Education with Kindergarten Endorsement | | |
| Ohio ¹² | | ✓ | | | | | |
| Oklahoma ²³ | | | | | ✓ | | |
| Oregon OPK ²⁴ | | | | | ✓ | | |
| Oregon Preschool Promise | ✓ | | | | | | |
| Pennsylvania RTL | | | | | | | |
| Pennsylvania HSSAP | | | | | | ✓ | |
| Pennsylvania K4 & SBPK | | | | | | | |
| Pennsylvania PKC | | | | | | | |
| Rhode Island ¹⁸ | | | | | | | |
| South Carolina ¹⁸ | | | | | | | |
| Tennessee ¹⁷ | | | | | | | |
| Texas ¹⁸ | | | | ✓ | | | |
| Utah ²⁸ | ✓ | | | | | | |
| Vermont ¹⁵ | | | | | ✓ | | |
| Virginia VPI ²⁶ | | | | | | | |
| Virginia Mixed Delivery ²⁰ | | | | | | | ✓ |
| Virginia CCSP ²⁶ | | | | | | | ✓ |
| Washington ECEAP | | | | | | | |
| Washington TK ¹⁸ | | | | | | | |
| West Virginia ²⁰ | | | | | | | |
| Wisconsin ¹³ | | | | | ✓ | | |
| Guam | | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 65D. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS: EMPLOYED BY NONPUBLIC SCHOOLS

| STATE | Pre-K | Nursery | Kindergarten | 3 years to K | Pre-K-K | Pre-K-2nd grade | Pre-K-3rd grade | Pre-K-4th grade | Pre-K-6th grade |
|---------------------------------------|---------------------------|---------------------------|---------------------------|--------------|---------|-----------------|---------------------------|-----------------|-----------------|
| Alabama ¹⁵ | | | | | | | | | |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP ¹⁵ | | | | | | | | | |
| Alaska 0.5 ADM ¹⁰ | | | | | | | | | |
| Arizona ¹⁹ | | | | | | | | | |
| Arkansas ²² | | | | | | | | | |
| California CSPP ²⁵ | ✓ | ✓ | | | | | ✓ | | |
| California TK ²³ | | | | | | | | | |
| Colorado ²⁹ | | | | | | | | | |
| Connecticut CDCC ²¹ | | | | | | | | | |
| Connecticut SR ¹⁷ | | | | | | | | | |
| Connecticut Smart Start | | | | | | | | | |
| Delaware ¹⁷ | | | | | | | | | |
| District of Columbia ²⁵ | | | | | | | | | |
| Florida ²³ | | | | | | | | | |
| Georgia ¹⁸ | ✓ | | | | ✓ | ✓ | ✓ | | |
| Hawaii EOEL ¹⁷ | | | | | | | | | |
| Hawaii SPCSP | | | | | | | | | |
| Illinois ¹⁴ | | | | | | | | | |
| Indiana ¹⁹ | | | | | | | | | |
| Iowa Shared Visions ¹⁶ | | | | | | | | | |
| Iowa SWVPP ¹⁷ | ✓ | | | | ✓ | | ✓ | | |
| Kansas ²¹ | ✓ | | | | | | | | |
| Kentucky ²³ | ✓ | | ✓ | ✓ | ✓ | | | | |
| Louisiana 8(g) ¹² | | | | | | | | | |
| Louisiana LA 4 ¹² | ✓ | ✓ | ✓ | | | | ✓ | | |
| Louisiana NSECD ¹¹ | ✓ (4-year-old classrooms) | ✓ (4-year-old classrooms) | ✓ (4-year-old classrooms) | | | | ✓ (4-year-old classrooms) | | |
| Maine ¹⁵ | | | | | | | | ✓ | |
| Maryland ²⁰ | | | | | | | | | |
| Massachusetts CPPI | | | | | | | | | |
| Massachusetts Chapter 70 | | | | | | | | | |
| Michigan ¹⁶ | | | | | | | ✓ | | |
| Minnesota HdSt ²² | | | | | | | | | |
| Minnesota VPK/SRP ³¹ | | | | | | | | | |
| Mississippi ELC ¹³ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mississippi SIP ¹³ | | | | | | | | | |
| Missouri FF ¹² | | | | | | | | | |
| Missouri QPK ¹⁵ | | | | | | | | | |
| Nebraska ¹⁶ | | | | ✓ | | | | | |
| Nevada ¹⁸ | | | | | | ✓ | | | |
| New Jersey ²² | | | | | | | ✓ | | |
| New Mexico ¹⁴ | | | | | | | | | |
| New York ¹⁶ | | | | | | ✓ | | | |
| North Carolina ¹⁸ | ✓ | | | | ✓ | | | | |
| North Dakota | | | | | | | | | |
| Ohio ¹² | ✓ | | | | | | ✓ | | |
| Oklahoma ²³ | | | | | | | | | |
| Oregon OPK ²⁴ | | | | ✓ | ✓ | | | | |
| Oregon Preschool Promise | | | | | | | | | |
| Pennsylvania RTL | | | | | | | | ✓ | |
| Pennsylvania HSSAP | | | | | | | | | |
| Pennsylvania K4 & SBPK | | | | | | | | ✓ | |
| Pennsylvania PKC | | | | | | | | ✓ | |
| Rhode Island ¹⁸ | | | | | | | | | |
| South Carolina ¹⁸ | | | | | | | | | |
| Tennessee ¹⁷ | ✓ | | | | | | | | |
| Texas ¹⁸ | | | | | | | | | |
| Utah ²⁸ | | | | | | | | | |
| Vermont ¹⁵ | | | | | | | ✓ | | |
| Virginia VPI ²⁶ | | | | | | | | | |
| Virginia Mixed Delivery ²⁰ | | | | | | | | | |
| Virginia CCSP ²⁶ | | | | | | | | | |
| Washington ECEAP | ✓ | | | | | | ✓ | | |
| Washington TK ¹⁸ | | | | | | | | | |
| West Virginia ²⁰ | ✓ | ✓ | | | ✓ | | | ✓ | |
| Wisconsin ¹³ | | | | | | | | | |
| Guam | | | | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 65E. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS: EMPLOYED BY NONPUBLIC SCHOOLS

| STATE | Pre-K– 8th grade | Birth–K | Birth– 3rd grade | K–3rd grade | K–6th grade | K–8th grade | Elementary Ed. with ECE Endorsement | Special Education | Preschool Special Education |
|---------------------------------------|---------------------|---------|---------------------|-------------|-------------|-------------|---|----------------------|-----------------------------------|
| Alabama ¹⁵ | | | | | | | | | |
| Alaska Pre-Elementary | | | | | | | | | |
| Alaska EEP ¹⁵ | | | | | | | | | |
| Alaska 0.5 ADM ¹⁰ | | | | | | | | | |
| Arizona ¹⁹ | | | | | | | | | |
| Arkansas ²² | | | | | | | | | |
| California CSPP ²⁵ | | | | | | | | | |
| California TK ²³ | | | | | | | | | |
| Colorado ²⁹ | | | | | | | | | |
| Connecticut CDCC ²¹ | | | | | | | | | |
| Connecticut SR ¹⁷ | | | | | | | | | |
| Connecticut Smart Start | | | | | | | | | |
| Delaware ¹⁷ | | | | | | | | | |
| District of Columbia ²⁵ | | | | | | | | | |
| Florida ²³ | | | | | | | | | |
| Georgia ¹⁸ | | ✓ | | | | | ✓ | | ✓ |
| Hawaii EOEL ¹⁷ | | | | | | | | | |
| Hawaii SPCSP | | | | | | | | | |
| Illinois ¹⁴ | | | ✓ | | | | | | ✓ |
| Indiana ¹⁹ | | | | | | | | | |
| Iowa Shared Visions ¹⁶ | | | | | | | | | |
| Iowa SWVPP ¹⁷ | | ✓ | ✓ | | | | ✓ | | |
| Kansas ²¹ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| Kentucky ²³ | | ✓ | | | | | | ✓ | ✓ |
| Louisiana 8(g) ¹² | | | | | | | | | |
| Louisiana LA 4 ¹² | | | | | | | ✓ | | ✓ |
| Louisiana NSECD ¹¹ | | | | | | | ✓ (4-year-old classrooms) | | ✓ (4-year-old classrooms) |
| Maine ¹⁵ | | ✓ | | | | | | | |
| Maryland ²⁰ | | | | | | | | | |
| Massachusetts CPPI | | | | | | | | | |
| Massachusetts Chapter 70 | | | | | | | | | |
| Michigan ¹⁶ | | ✓ | | | | | ✓ | | |
| Minnesota HdSt ²² | | | | | | | | | |
| Minnesota VPK/SRP ³¹ | | | | | | | | | |
| Mississippi ELC ¹³ | ✓ | ✓ | ✓ | | | | ✓ | | |
| Mississippi SIP ¹³ | | | | | | | | | |
| Missouri FF ¹² | | | | | | | | | |
| Missouri QPK ¹⁵ | | | ✓ | | | | | ✓ | ✓ |
| Nebraska ¹⁶ | | ✓ | ✓ | | | | ✓ | | ✓ |
| Nevada ¹⁸ | | | | | | | | | |
| New Jersey ²² | | | | | | | | | |
| New Mexico ¹⁴ | | | | | | | | | |
| New York ¹⁶ | | | | | | | ✓ | ✓ | |
| North Carolina ¹⁸ | | ✓ | | | | | | | |
| North Dakota | | | | | | | | | |
| Ohio ¹² | | | | | | ✓ | | | |
| Oklahoma ²³ | | | | | | | | | |
| Oregon OPK ²⁴ | | ✓ | | | | | | | |
| Oregon Preschool Promise | | | | | | | | | |
| Pennsylvania RTL | | | ✓ | | | | | | |
| Pennsylvania HSSAP | | | | | | | | | |
| Pennsylvania K4 & SBPK | | | ✓ | | | | | | |
| Pennsylvania PKC | | | ✓ | | | | | | |
| Rhode Island ¹⁸ | | | | | | | | | |
| South Carolina ¹⁸ | | | | | | | | | |
| Tennessee ¹⁷ | | | | | | | | | |
| Texas ¹⁸ | | | | | | | | | |
| Utah ²⁸ | | | | | | | | | |
| Vermont ¹⁵ | | ✓ | ✓ | | | | ✓ | | ✓ |
| Virginia VPI ²⁶ | | | | | | | | | |
| Virginia Mixed Delivery ²⁰ | | | | | | | | | |
| Virginia CCSP ²⁶ | | | | | | | | | |
| Washington ECEAP | | | ✓ | | | | ✓ | | ✓ |
| Washington TK ¹⁸ | | | | | | | | | |
| West Virginia ²⁰ | | | | | | | ✓ | | ✓ |
| Wisconsin ¹³ | | | ✓ | | | | | | |
| Guam | | | | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 65F. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS: EMPLOYED BY NONPUBLIC SCHOOLS

| STATE | CDA | 9 college credits (or more) in ECE | CDA plus 9 college credits (or more) in ECE | Bilingual |
|---------------------------------------|---------------------------|---------------------------------------|--|-----------|
| Alabama ¹⁵ | | | | |
| Alaska Pre-Elementary | | | | |
| Alaska EEP ¹⁵ | | | | |
| Alaska 0.5 ADM ¹⁰ | | | | |
| Arizona ¹⁹ | | | | |
| Arkansas ²² | | | | |
| California CSPP ²⁵ | | | | |
| California TK ²³ | | | | |
| Colorado ²⁹ | | | | |
| Connecticut CDCC ²¹ | | | | |
| Connecticut SR ¹⁷ | | | ✓ | |
| Connecticut Smart Start | | | | |
| Delaware ¹⁷ | | ✓ | | |
| District of Columbia ²⁵ | | | | |
| Florida ²³ | ✓ (school-year) | | | |
| Georgia ¹⁸ | | | | |
| Hawaii EOEL ¹⁷ | | | | |
| Hawaii SPCSP | | | | |
| Illinois ¹⁴ | | | | ✓ |
| Indiana ¹⁹ | | | | |
| Iowa Shared Visions ¹⁶ | | | | |
| Iowa SWVPP ¹⁷ | | | | |
| Kansas ²¹ | | | | |
| Kentucky ²³ | | | | |
| Louisiana 8(g) ¹² | | | | |
| Louisiana LA 4 ¹² | | | | |
| Louisiana NSECD ¹¹ | ✓ (3-year-old classrooms) | | | |
| Maine ¹⁵ | | | | |
| Maryland ²⁰ | | | | |
| Massachusetts CPPI | | ✓ | | |
| Massachusetts Chapter 70 | | | | |
| Michigan ¹⁶ | | | | |
| Minnesota HdSt ²² | | | | |
| Minnesota VPK/SRP ³¹ | | | | |
| Mississippi ELC ¹³ | | ✓ | | |
| Mississippi SIP ¹³ | | | | |
| Missouri FF ¹² | | | | |
| Missouri QPK ¹⁵ | | | | |
| Nebraska ¹⁶ | | | | |
| Nevada ¹⁸ | | | | |
| New Jersey ²² | | | | |
| New Mexico ¹⁴ | | | | |
| New York ¹⁶ | | | | |
| North Carolina ¹⁸ | | | | |
| North Dakota | | | | |
| Ohio ¹² | ✓ | ✓ | | |
| Oklahoma ²³ | | | | |
| Oregon OPK ²⁴ | | | | |
| Oregon Preschool Promise | ✓ | | | |
| Pennsylvania RTL | | | | |
| Pennsylvania HSSAP | | | | |
| Pennsylvania K4 & SBPK | | | | |
| Pennsylvania PKC | | | | |
| Rhode Island ¹⁸ | | ✓ | | |
| South Carolina ¹⁸ | | | | |
| Tennessee ¹⁷ | | | | |
| Texas ¹⁸ | | | | |
| Utah ²⁸ | ✓ | | | |
| Vermont ¹⁵ | | | | |
| Virginia VPI ²⁶ | | | | |
| Virginia Mixed Delivery ²⁰ | | | | |
| Virginia CCSP ²⁶ | | | | |
| Washington ECEAP | | | | |
| Washington TK ¹⁸ | | | | |
| West Virginia ²⁰ | | | | |
| Wisconsin ¹³ | | | | |
| Guam | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 65G. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS: EMPLOYED BY NONPUBLIC SCHOOLS

| STATE | Other | None | Not Applicable |
|---------------------------------------|--|------|----------------|
| Alabama ¹⁵ | ✓ | | |
| Alaska Pre-Elementary | | ✓ | |
| Alaska EEP ¹⁵ | | | ✓ |
| Alaska 0.5 ADM ¹⁰ | | | ✓ |
| Arizona ¹⁹ | | ✓ | |
| Arkansas ²² | ✓ (12 college credits (or more) in ECE/CD) | | |
| California CSPP ²⁵ | ✓ | | |
| California TK ²³ | | | ✓ |
| Colorado ²⁹ | ✓ | | |
| Connecticut CDCC ²¹ | ✓ | | |
| Connecticut SR ¹⁷ | ✓ | | |
| Connecticut Smart Start | | | ✓ |
| Delaware ¹⁷ | | | |
| District of Columbia ²⁵ | ✓ | | |
| Florida ²³ | ✓ | | |
| Georgia ¹⁸ | | | |
| Hawaii EOEL ¹⁷ | | | ✓ |
| Hawaii SPCSP | | | ✓ |
| Illinois ¹⁴ | | | |
| Indiana ¹⁹ | ✓ | | |
| Iowa Shared Visions ¹⁶ | ✓ | | |
| Iowa SWVPP ¹⁷ | | | |
| Kansas ²¹ | | | |
| Kentucky ²³ | ✓ | | |
| Louisiana 8(g) ¹² | | | ✓ |
| Louisiana LA 4 ¹² | | | |
| Louisiana NSECD ¹¹ | ✓ (4-year-old classrooms) | | |
| Maine ¹⁵ | | | |
| Maryland ²⁰ | | ✓ | |
| Massachusetts CPPI | | | |
| Massachusetts Chapter 70 | | | ✓ |
| Michigan ¹⁶ | ✓ | | |
| Minnesota HdSt ²² | ✓ | | |
| Minnesota VPK/SRP ³¹ | ✓ | | |
| Mississippi ELC ¹³ | | | |
| Mississippi SIP ¹³ | | | ✓ |
| Missouri FF ¹² | | | ✓ |
| Missouri QPK ¹⁵ | ✓ | | |
| Nebraska ¹⁶ | | | |
| Nevada ¹⁸ | | | |
| New Jersey ²² | | | |
| New Mexico ¹⁴ | | ✓ | |
| New York ¹⁶ | ✓: Nursery - Grade 6 Certification | | |
| North Carolina ¹⁸ | ✓ | | |
| North Dakota | ✓ | | |
| Ohio ¹² | | | |
| Oklahoma ²³ | | | ✓ |
| Oregon OPK ²⁴ | ✓ | | |
| Oregon Preschool Promise | | | |
| Pennsylvania RTL | | | |
| Pennsylvania HSSAP | | ✓ | |
| Pennsylvania K4 & SBPK | | | |
| Pennsylvania PKC | | | |
| Rhode Island ¹⁸ | | | |
| South Carolina ¹⁸ | ✓ | | |
| Tennessee ¹⁷ | | | |
| Texas ¹⁸ | | ✓ | |
| Utah ²⁸ | | | |
| Vermont ¹⁵ | ✓ | | |
| Virginia VPI ²⁶ | | ✓ | |
| Virginia Mixed Delivery ²⁰ | | ✓ | |
| Virginia CCSP ²⁶ | | ✓ | |
| Washington ECEAP | | | |
| Washington TK ¹⁸ | | | ✓ |
| West Virginia ²⁰ | | | |
| Wisconsin ¹³ | ✓ | | |
| Guam | | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 66. REQUIREMENTS FOR LEAD TEACHERS IN FAMILY CHILD CARE (FCC) DIFFER FROM THE LEAD TEACHER REQUIREMENTS

| STATE | Yes | No | NA, FCC is not allowed in the program |
|---------------------------------|-----|----|---------------------------------------|
| Alabama | | | ✓ |
| Alaska Pre-Elementary | | | ✓ |
| Alaska EEP | | | ✓ |
| Alaska 0.5 ADM | | | ✓ |
| Arizona | | ✓ | |
| Arkansas ²³ | ✓ | | |
| California CSPP | | ✓ | |
| California TK | | | ✓ |
| Colorado | | ✓ | |
| Connecticut CDCC | | ✓ | |
| Connecticut SR | | | ✓ |
| Connecticut Smart Start | | | ✓ |
| Delaware | | ✓ | |
| District of Columbia | | | ✓ |
| Florida | | ✓ | |
| Georgia | | | ✓ |
| Hawaii EOEL | | | ✓ |
| Hawaii SPCSP | | | ✓ |
| Illinois | | ✓ | |
| Indiana | | ✓ | |
| 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 ²³ | ✓ | | |
| Minnesota VPK/SRP ³² | ✓ | | |
| Mississippi ELC | | | ✓ |
| Mississippi SIP | | | ✓ |
| Missouri FF | | | ✓ |
| Missouri QPK | | ✓ | |
| Nebraska | | ✓ | |
| Nevada ¹⁹ | | | ✓ |
| New Jersey | | | ✓ |
| New Mexico | | ✓ | |
| New York | | ✓ | |
| North Carolina | | | ✓ |
| North Dakota | | | ✓ |
| Ohio ¹³ | ✓ | | |
| Oklahoma | | | ✓ |
| Oregon OPK | | ✓ | |
| Oregon Preschool Promise | | ✓ | |
| Pennsylvania RTL | | | ✓ |
| Pennsylvania HSSAP | | ✓ | |
| Pennsylvania K4 & SBPK | | ✓ | |
| Pennsylvania PKC | | | ✓ |
| Rhode Island | | | ✓ |
| South Carolina | | | ✓ |
| Tennessee | | | ✓ |
| Texas | | ✓ | |
| Utah | | | ✓ |
| Vermont ¹⁷ | ✓ | | |
| Virginia VPI | | ✓ | |
| Virginia Mixed Delivery | | ✓ | |
| Virginia CCSP | | ✓ | |
| Washington ECEAP | | ✓ | |
| Washington TK | | | ✓ |
| West Virginia | | | ✓ |
| Wisconsin | | ✓ | |
| Guam | | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 67. NUMBER OF PRESCHOOL TEACHERS EMPLOYED

| STATE | Total | Public schools | Nonpublic schools | Family Child Care |
|--|--------------|----------------|--------------------|-------------------|
| Alabama ¹⁶ | 1,493 | 1,128 | 365 | |
| Alaska Pre-Elementary | | | Data not available | |
| Alaska EEP | | | Data not available | |
| Alaska 0.5 ADM | | | Data not available | |
| Arizona ²⁰ | 5,108 | | | |
| Arkansas | 1,129 | 905 | 221 | 3 |
| California CSPP | | | Data not available | |
| California TK ²⁴ | 33,974 | 33,974 | | |
| Colorado | | | Data not available | |
| Connecticut CDCC ²² | 246 | | 246 | |
| Connecticut SR ¹⁸ | 621 | 240 | 381 | |
| Connecticut Smart Start | 38 | 38 | | |
| Delaware | | | Data not available | |
| District of Columbia ²⁶ | 1,245 | 1,170 | 75 | |
| Florida | 11,148 | 2,600 | 8,507 | 41 |
| Georgia ¹⁹ | 3,791 | 2,031 | 1,760 | |
| Hawaii EOEL | 92 | 92 | | |
| Hawaii SPCSP | 20 | 20 | | |
| Illinois | 4,322 | 4,020 | 302 | |
| Indiana | | | Data not available | |
| Iowa Shared Visions | 93 | 53 | 40 | |
| Iowa SWVPP ¹⁸ | | | Data not available | |
| Kansas | | | Data not available | |
| Kentucky | 1,199 | | | |
| Louisiana 8(g) ¹³ | 144 | 144 | | |
| Louisiana LA 4 | 1,219 | 1,219 | | |
| Louisiana NSECD | 118 | | 118 | |
| Maine ¹⁶ | | 362 | | |
| Maryland | | | Data not available | |
| Massachusetts CPPI | 342 | 42 | 291 | 9 |
| Massachusetts Chapter 70 | 3,089 | 3,089 | | |
| Michigan | 2,735 | | | |
| Minnesota HdSt | | | Data not available | |
| Minnesota VPK/SRP ³³ | | | Data not available | |
| Mississippi ELC | 388 | 234 | 154 | |
| Mississippi SIP | 98 | 98 | | |
| Missouri FF | 786 | 786 | | |
| Missouri QPK | 431 | 408 | 23 | |
| Nebraska | 1,004 | | | |
| Nevada | 321 | 180 | 141 | |
| New Jersey | | | Data not available | |
| New Mexico | 1,224 | 566 | 640 | 18 |
| New York ¹⁷ | 12,862 | 5,458 | 7,404 | |
| North Carolina ¹⁹ | 1,669 | 1,014 | 655 | |
| North Dakota ²² | 76 | 59 | 17 | |
| Ohio ¹⁴ | 1,594 | | | |
| Oklahoma ²⁴ | 1,852 | 1,852 | | |
| Oregon OPK | 392 | 43 | 349 | |
| Oregon Preschool Promise ²² | 477 | 165 | 312 | |
| Pennsylvania RTL | | | Data not available | |
| Pennsylvania HSSAP | 486 | | | |
| Pennsylvania K4 & SBPK | | | Data not available | |
| Pennsylvania PKC | 1,868 | | | |
| Rhode Island | 153 | 35 | 118 | |
| South Carolina ²⁰ | 1,560 | 1,192 | 368 | |
| Tennessee ¹⁸ | 1,043 | 1,043 | | |
| Texas ¹⁹ | Not reported | 13,434 | Not reported | Not reported |
| Utah ²⁹ | 239 | 205 | 34 | |
| Vermont | 505 | 246 | 239 | 20 |
| Virginia VPI ²⁷ | 2,021 | | | |
| Virginia Mixed Delivery ²¹ | 296 | | 284 | 12 |
| Virginia CCSP ²⁸ | | | Data not available | |
| Washington ECEAP ¹⁷ | 1,030 | 474 | 489 | 67 |
| Washington TK | 1,023 | 1,023 | | |
| West Virginia | 914 | 675 | 239 | |
| Wisconsin | | | Data not available | |
| Guam | 4 | 4 | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 68. PERCENTAGE OF LEAD PRESCHOOL TEACHERS BY HIGHEST DEGREE

| STATE | High school diploma/GED | CDA | AA | BA | MA | Edd/PhD | Other |
|---------------------------------------|-------------------------|-------|--------|--------------------|--------|---------|--------|
| Alabama ¹⁶ | | | | 63.4% | 28.2% | 0.2% | 8.2% |
| Alaska Pre-Elementary | | | | Data not available | | | |
| Alaska EEP | | | | Data not available | | | |
| Alaska 0.5 ADM | | | | Data not available | | | |
| Arizona ²¹ | 0.35% | 0.78% | 0.90% | 1.06% | 0.22% | | 96.69% |
| Arkansas ²⁴ | | 1% | 19% | 62% | 18% | | |
| California CSPP | | | | Data not available | | | |
| California TK ²⁵ | | | 0.2% | 59.1% | 40.1% | 0.4% | 0.2% |
| Colorado | | | | Data not available | | | |
| Connecticut CDCC ²³ | | 3.25% | 30.89% | 51.63% | 7.32% | | 6.91% |
| Connecticut SR ¹⁹ | | 0.5% | 18% | 46% | 26% | | 9% |
| Connecticut Smart Start ¹⁷ | | | | 23.68% | 76.32% | | |
| Delaware | | | | Data not available | | | |
| District of Columbia | | 0.6% | 1.2% | 53% | 31% | 0.2% | 14% |
| Florida | 10.6% | 38.2% | 12.7% | 33.5% | 4.8% | 0.2% | |
| Georgia ²⁰ | | | <1% | 61% | 29% | <1% | 9% |
| Hawaii EOEL ¹⁸ | 4.35% | | | 95.65% | | | |
| Hawaii SPCSP ¹⁸ | 20% | | 15% | 25% | 40% | | |
| Illinois | | | | Data not available | | | |
| Indiana | | | | Data not available | | | |
| Iowa Shared Visions | 1% | 4% | 24% | 51% | 20% | | |
| Iowa SWVPP | | | | Data not available | | | |
| Kansas | | | | Data not available | | | |
| Kentucky ²⁵ | 0.7% | 0.2% | 2.7% | 35.3% | 49.7% | 0.1% | 11.3% |
| Louisiana 8(g) | | | | 100% BA or higher | | | |
| Louisiana LA 4 | | | | 76.3% | 23.1% | | 0.6% |
| Louisiana NSECD | | 32% | | 46% | 22% | | |
| Maine | | | | 63.8% | 31.2% | | 5% |
| Maryland | | | | Data not available | | | |
| Massachusetts CPPI | | | | Data not available | | | |
| Massachusetts Chapter 70 | 0.5% | | 0.2% | 23.2% | 75.3% | 0.5% | 0.3% |
| Michigan | 4.61% | 3.22% | 10.27% | 53.86% | 21.86% | 0.29% | 5.89% |
| Minnesota HdSt | | | | Data not available | | | |
| Minnesota VPK/SRP ³³ | | | | Data not available | | | |
| Mississippi ELC | | | | 75% | 23% | 1% | 1% |
| Mississippi SIP | | | | 77% | 23% | | |
| Missouri FF | | | 2% | 48% | 42% | 2% | 6% |
| Missouri QPK | | | | Data not available | | | |
| Nebraska ¹⁷ | 1% | | 0.5% | 48% | 49% | 0.5% | 1% |
| Nevada | | | | Data not available | | | |
| New Jersey | | | | 100% BA or higher | | | |
| New Mexico ¹⁵ | 1% | 3% | 16% | 44% | 13% | | 23% |
| New York | | | | Data not available | | | |
| North Carolina | | | 0.54% | 86.46% | 13% | | |
| North Dakota | | | | Data not available | | | |
| Ohio ¹⁵ | 0.1% | 5.1% | 2.8% | 47.4% | 42.8% | 0.7% | 1.1% |
| Oklahoma | | | | 79.80% | 18.25% | 0.27% | 1.68% |
| Oregon OPK ²⁵ | | 10.8% | 34.2% | 38.7% | 14.7% | | 1.6% |
| Oregon Preschool Promise | 21.8% | 6.3% | 20.5% | 35% | 15.8% | 0.6% | |
| Pennsylvania RTL | | | | Data not available | | | |
| Pennsylvania HSSAP ¹⁶ | 0.4% | 3.1% | 15.5% | 58.0% | 11.5% | | 11.5% |
| Pennsylvania K4 & SBPK | | | | Data not available | | | |
| Pennsylvania PKC ¹³ | 0.3% | 1.2% | 3.2% | 63.3% | 25.7% | | 6.3% |
| Rhode Island ¹⁹ | | | | Data not available | | | |
| South Carolina ²¹ | | | 8.5% | 87.9% | 3.5% | 0.1% | |
| Tennessee ¹⁹ | | | | 57% | 37% | 1% | 5% |
| Texas | | | | Data not available | | | |
| Utah ³⁰ | 2% | 34% | 12% | 43% | 9% | | |
| Vermont | | | | Data not available | | | |
| Virginia VPI ²⁸ | | 4% | 3% | 93% | | | |
| Virginia Mixed Delivery ²² | 26% | 16% | 15% | 16% | 3% | | 24% |
| Virginia CCSP | | | | Data not available | | | |
| Washington ECEAP ¹⁸ | | 0.7% | 23.8% | 30.9% | 11.5% | | 33.1% |
| Washington TK ¹⁹ | | | | 31.8% | 67% | 0.2% | 1% |
| West Virginia | | | | Data not available | | | |
| Wisconsin | | | | Data not available | | | |
| Guam | | | 75% | | 25% | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 69. NUMBER OF LEAD PRESCHOOL TEACHERS BY HIGHEST DEGREE

| STATE | Total | High school diploma/GED | CDA | AA | BA | MA | EdD/PhD | Other |
|---------------------------------------|--------|-------------------------|-------|---------------------------------------|--------|--------|---------|-------|
| Alabama ¹⁶ | 1,480 | | | | 940 | 417 | 2 | 121 |
| Alaska Pre-Elementary | | | | Data not available | | | | |
| Alaska EEP | | | | Data not available | | | | |
| Alaska 0.5 ADM | | | | Data not available | | | | |
| Arizona ²¹ | 5,108 | 18 | 40 | 46 | 54 | 11 | | 4,939 |
| Arkansas ²⁴ | 1,129 | | 10 | 210 | 705 | 204 | | |
| California CSPP | | | | Data not available | | | | |
| California TK ²⁵ | 33,622 | | | 74 | 19,869 | 13,481 | 123 | 75 |
| Colorado | | | | Data not available | | | | |
| Connecticut CDCC ²³ | 246 | | 8 | 76 | 127 | 18 | | 17 |
| Connecticut SR ¹⁹ | 621 | | 3 | 110 | 287 | 164 | | 57 |
| Connecticut Smart Start ¹⁷ | 38 | | | | 9 | 29 | | |
| Delaware | | | | Data not available | | | | |
| District of Columbia | 1,245 | | 8 | 15 | 656 | 390 | 3 | 173 |
| Florida | 11,148 | 1,178 | 4,253 | 1,430 | 3,736 | 533 | 18 | |
| Georgia ²⁰ | 3,791 | | | 9 | 2,317 | 1,109 | 13 | 343 |
| Hawaii EOEL | 92 | 4 | | | 88 | | | |
| Hawaii SPCSP ¹⁸ | 20 | 4 | | 3 | 5 | 8 | | |
| Illinois | | | | Data not available | | | | |
| Indiana | | | | Data not available | | | | |
| Iowa Shared Visions | 93 | 1 | 4 | 22 | 47 | 19 | | |
| Iowa SWVPP | | | | Data not available | | | | |
| Kansas | | | | Data not available | | | | |
| Kentucky ²⁵ | 1,199 | 9 | 3 | 32 | 424 | 596 | 2 | 135 |
| Louisiana 8(g) | | | | 144 BA or higher | | | | |
| Louisiana LA 4 | 1,219 | | | | 930 | 282 | | 7 |
| Louisiana NSECD | 118 | | 38 | | 54 | 26 | | |
| Maine | 362 | | | | 231 | 113 | | 18 |
| Maryland | | | | Data not available | | | | |
| Massachusetts CPPI | | | | Data not available | | | | |
| Massachusetts Chapter 70 | 3,089 | 15 | | 5 | 718 | 2,327 | 14 | 10 |
| Michigan | 2,735 | 126 | 88 | 281 | 1,473 | 598 | 8 | 161 |
| Minnesota HdSt | | | | Data not available | | | | |
| Minnesota VPK/SRP ³³ | | | | Data not available | | | | |
| Mississippi ELC | 388 | | | | 290 | 90 | 2 | 6 |
| Mississippi SIP | 98 | | | | 75 | 23 | | |
| Missouri FF | 786 | | | 17 | 380 | 332 | 14 | 43 |
| Missouri QPK | | | | Data not available | | | | |
| Nebraska ¹⁷ | 1,004 | 10 | | 5 | 483 | 496 | 2 | 8 |
| Nevada | | | | Data not available | | | | |
| New Jersey | | | | Data not available: 100% BA or higher | | | | |
| New Mexico ¹⁵ | 1,224 | 15 | 34 | 191 | 538 | 158 | | 288 |
| New York | | | | Data not available | | | | |
| North Carolina | 1,669 | | | 9 | 1,443 | 217 | | |
| North Dakota | | | | Data not available | | | | |
| Ohio ¹⁵ | 1,594 | 2 | 81 | 44 | 756 | 683 | 10 | 18 |
| Oklahoma | 1,852 | | | | 1,478 | 338 | 5 | 31 |
| Oregon OPK ²⁵ | 395 | | 43 | 135 | 153 | 58 | | 6 |
| Oregon Preschool Promise | 477 | 104 | 30 | 98 | 167 | 75 | 3 | |
| Pennsylvania RTL | | | | Data not available | | | | |
| Pennsylvania HSSAP ¹⁶ | 486 | 2 | 15 | 76 | 282 | 57 | | 54 |
| Pennsylvania K4 & SBPK | | | | Data not available | | | | |
| Pennsylvania PKC ¹³ | 1,868 | 6 | 23 | 59 | 1,182 | 481 | | 117 |
| Rhode Island ¹⁹ | | | | Data not available | | | | |
| South Carolina ²¹ | 1,560 | | | 133 | 1,371 | 54 | 2 | |
| Tennessee ¹⁹ | 1,043 | | | | 593 | 385 | 12 | 53 |
| Texas | | | | Data not available | | | | |
| Utah ³⁰ | 239 | 5 | 81 | 30 | 102 | 21 | | |
| Vermont | | | | Data not available | | | | |
| Virginia VPI ²⁸ | 2,021 | | 81 | 61 | 1,879 | | | |
| Virginia Mixed Delivery ²² | 296 | 78 | 46 | 44 | 47 | 9 | | 72 |
| Virginia CCSP | | | | Data not available | | | | |
| Washington ECEAP ¹⁸ | 1,030 | | 7 | 245 | 318 | 118 | | 342 |
| Washington TK | 1,023 | | | | 325 | 686 | 2 | 10 |
| West Virginia | | | | Data not available | | | | |
| Wisconsin | | | | Data not available | | | | |
| Guam | 4 | | | 3 | | 1 | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 70. PRESCHOOL TEACHER SHORTAGES DURING THE 2024-2025 SCHOOL YEAR

| STATE | Data on teacher shortages | Anecdotal evidence of teacher shortages | No shortages | Unsure |
|--|---------------------------|---|--------------|--------|
| Alabama ¹⁷ | ✓ | | | |
| Alaska Pre-Elementary ¹² | | ✓ | | |
| Alaska EEP ¹⁶ | | ✓ | | |
| Alaska 0.5 ADM | | ✓ | | |
| Arizona ²² | | ✓ | | |
| Arkansas ²⁴ | | ✓ | | |
| California CSPP ²⁶ | | ✓ | | |
| California TK ²⁶ | | ✓ | | |
| Colorado ³⁰ | | | | ✓ |
| Connecticut CDCC ²⁴ | ✓ | | | |
| Connecticut SR ²⁰ | ✓ | | | |
| Connecticut Smart Start ¹⁸ | ✓ | | | |
| Delaware ¹⁸ | | ✓ | | |
| District of Columbia | | | ✓ | |
| Florida ²⁵ | | | | ✓ |
| Georgia ²¹ | ✓ | | | |
| Hawaii EOEL ¹⁹ | ✓ | | | |
| Hawaii SPCSP ¹⁹ | ✓ | | | |
| Illinois ¹⁵ | | ✓ | | |
| Indiana ²⁰ | | ✓ | | |
| Iowa Shared Visions | | | ✓ | |
| Iowa SWVPP ¹⁹ | ✓ | | | |
| Kansas ²² | ✓ | | | |
| Kentucky ²⁶ | ✓ | | | |
| Louisiana 8(g) | | | | ✓ |
| Louisiana LA 4 ¹³ | | ✓ | | |
| Louisiana NSECD ¹² | | ✓ | | |
| Maine ¹⁷ | | ✓ | | |
| Maryland ²¹ | | ✓ | | |
| Massachusetts CPPI | ✓ | | | |
| Massachusetts Chapter 70 ¹⁸ | | | | ✓ |
| Michigan ¹⁷ | ✓ | | | |
| Minnesota HdSt ²⁴ | | ✓ | | |
| Minnesota VPK/SRP ³⁴ | | ✓ | | |
| Mississippi ELC | | | ✓ | |
| Mississippi SIP | | | ✓ | |
| Missouri FF ¹³ | | ✓ | | |
| Missouri QPK | | | ✓ | |
| Nebraska ¹⁸ | ✓ | | | |
| Nevada ²⁰ | ✓ | | | |
| New Jersey ²³ | | ✓ | | |
| New Mexico ¹⁶ | | | | ✓ |
| New York ¹⁸ | | | | ✓ |
| North Carolina ²⁰ | ✓ | | | |
| North Dakota ²³ | | ✓ | | |
| Ohio ¹⁶ | | ✓ | | |
| Oklahoma ²⁵ | ✓ | | | |
| Oregon OPK ²⁶ | | ✓ | | |
| Oregon Preschool Promise ²³ | | ✓ | | |
| Pennsylvania RTL | | | | ✓ |
| Pennsylvania HSSAP | | | | ✓ |
| Pennsylvania K4 & SBPK | | | | ✓ |
| Pennsylvania PKC ¹⁴ | | ✓ | | |
| Rhode Island | | | ✓ | |
| South Carolina ²² | | ✓ (First Steps) | | |
| Tennessee ²⁰ | ✓ | | | |
| Texas ²⁰ | | ✓ | | |
| Utah | | | ✓ | |
| Vermont ¹⁸ | ✓ | | | |
| Virginia VPI ²⁹ | ✓ | | | |
| Virginia Mixed Delivery ²³ | ✓ | | | |
| Virginia CCSP ²⁹ | | | | ✓ |
| Washington ECEAP ¹⁹ | | ✓ | | |
| Washington TK ²⁰ | ✓ | | | |
| West Virginia ²¹ | ✓ | | | |
| Wisconsin ¹⁴ | | ✓ | | |
| Guam | | | ✓ | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 71. WAIVERS OR EXEMPTIONS IN PLACE FOR LEAD TEACHER REQUIREMENTS DURING THE 2024-2025 SCHOOL YEAR

| STATE | Yes, due to lead teacher shortages | Yes, general waivers/exemptions unrelated to lead teacher shortages | No |
|--|------------------------------------|---|----|
| Alabama ¹⁷ | ✓ | | |
| Alaska Pre-Elementary | | | ✓ |
| Alaska EEP | | | ✓ |
| Alaska 0.5 ADM | | | ✓ |
| Arizona | | | ✓ |
| Arkansas ²² | ✓ | | |
| California CSPP | | | ✓ |
| California TK ²⁷ | ✓ | | |
| Colorado | | | ✓ |
| Connecticut CDCC | | | ✓ |
| Connecticut SR | | | ✓ |
| Connecticut Smart Start | | | ✓ |
| Delaware ¹⁹ | | ✓ | |
| District of Columbia | | | ✓ |
| Florida | | | ✓ |
| Georgia ²² | ✓ | | |
| Hawaii EOEL | | | ✓ |
| Hawaii SPCSP | | | ✓ |
| Illinois | | | ✓ |
| Indiana | | | ✓ |
| Iowa Shared Visions | | | ✓ |
| Iowa SWVPP | | ✓ | |
| Kansas ²³ | ✓ | | |
| Kentucky | | | ✓ |
| Louisiana 8(g) | | | ✓ |
| Louisiana LA 4 | | | ✓ |
| Louisiana NSECD | | | ✓ |
| Maine ¹⁸ | ✓ | | |
| Maryland ²² | ✓ | | |
| Massachusetts CPPI | ✓ | | |
| Massachusetts Chapter 70 ¹⁹ | | ✓ | |
| Michigan | | | ✓ |
| Minnesota HdSt | | | ✓ |
| Minnesota VPK/SRP | | | ✓ |
| Mississippi ELC | | | ✓ |
| Mississippi SIP | | | ✓ |
| Missouri FF | | | ✓ |
| Missouri QPK | | | ✓ |
| Nebraska ¹⁹ | ✓ | | |
| Nevada ¹⁸ | | ✓ | |
| New Jersey | | | ✓ |
| New Mexico ¹⁴ | | ✓ | |
| New York ¹⁹ | | ✓ | |
| North Carolina | | | ✓ |
| North Dakota ²⁴ | ✓ | | |
| Ohio | | | ✓ |
| Oklahoma ²⁶ | | | ✓ |
| Oregon OPK ²⁷ | | ✓ | |
| Oregon Preschool Promise ²⁴ | | ✓ | |
| Pennsylvania RTL | | | ✓ |
| Pennsylvania HSSAP | | | ✓ |
| Pennsylvania K4 & SBPK | | | ✓ |
| Pennsylvania PKC | | | ✓ |
| Rhode Island | | | ✓ |
| South Carolina | | | ✓ |
| Tennessee ²⁰ | ✓ | | |
| Texas | | | ✓ |
| Utah | | | ✓ |
| Vermont | ✓ | | |
| Virginia VPI | | | ✓ |
| Virginia Mixed Delivery | | | ✓ |
| Virginia CCSP | | | ✓ |
| Washington ECEAP | | | ✓ |
| Washington TK | | | ✓ |
| West Virginia ²² | ✓ | | |
| Wisconsin | | | ✓ |
| Guam | | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 72. MINIMUM QUALIFICATIONS FOR LEAD TEACHERS WITH WAIVERS

| STATE | Minimum qualifications for lead teachers with waivers |
|-----------------------------|--|
| Alabama ¹⁸ | Bachelor's degree |
| Alaska Pre-Elementary | NA |
| Alaska EEP | NA |
| Alaska 0.5 ADM | NA |
| Arizona | NA |
| Arkansas ²⁵ | Associate degree |
| California CSPP | NA |
| California TK ²⁸ | Bachelor's degree |
| Colorado | NA |
| Connecticut CDCC | NA |
| Connecticut SR | NA |
| Connecticut Smart Start | NA |
| Delaware ²⁰ | Current enrollment in a program leading to the required credential |
| District of Columbia | NA |
| Florida | NA |
| Georgia ²³ | High school diploma & enrolled in an approved credentialing program that leads to an approved Bachelor's degree |
| Hawaii EOEL | NA |
| Hawaii SPCSP | NA |
| Illinois | NA |
| Indiana | NA |
| Iowa Shared Visions | NA |
| Iowa SWVPP ²⁰ | Long-term substitute teacher with a valid substitute teaching license |
| Kansas ²⁴ | Licensed in another endorsement area |
| Kentucky | NA |
| Louisiana 8(g) | NA |
| Louisiana LA 4 | NA |
| Louisiana NSECD | NA |
| Maine | Bachelor's degree or a signed plan from the Superintendent for the educator to work toward their Bachelor's degree |
| Maryland ²² | Requirements can be found in COMAR 13A.12.02.02 |
| Massachusetts CPPI | Not reported |
| Massachusetts Chapter 70 | Bachelor's degree |
| Michigan | NA |
| Minnesota HdSt | NA |
| Minnesota VPK/SRP | NA |
| Mississippi ELC | NA |
| Mississippi SIP | NA |
| Missouri FF | NA |
| Missouri QPK | NA |
| Nebraska ²⁰ | Twelve graduate hours in early childhood |
| Nevada ²¹ | Bachelor's degree and 4,000 hours of direct experience |
| New Jersey | NA |
| New Mexico ¹⁴ | Enrollment in a program leading to the required credential (minimum of 6 credit hours per semester) |
| New York ²⁰ | Varies by setting |
| North Carolina | NA |
| North Dakota | Para Certification and Degree in process |
| Ohio | NA |
| Oklahoma | NA |
| Oregon OPK | CDA or Step 7 in ORO (Oregon Online Registry) |
| Oregon Preschool Promise | Waivers are reviewed on a case-by-case basis to determine approval |
| Pennsylvania RTL | NA |
| Pennsylvania HSSAP | NA |
| Pennsylvania K4 & SBPK | NA |
| Pennsylvania PKC | NA |
| Rhode Island | NA |
| South Carolina | NA |
| Tennessee | Bachelor's degree and an active Tennessee teaching license |
| Texas | NA |
| Utah | NA |
| Vermont ¹⁸ | Bachelor's degree and completed license within 2 years |
| Virginia VPI | NA |
| Virginia Mixed Delivery | NA |
| Virginia CCSP | NA |
| Washington ECEAP | NA |
| Washington TK | NA |
| West Virginia ²³ | Bachelor's degree and certification |
| Wisconsin | NA |
| Guam | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 73. MINIMUM QUALIFICATIONS FOR LONG-TERM SUBSTITUTES

| STATE | Minimum qualifications for long-term substitutes |
|--|---|
| Alabama | Same qualifications required for the position |
| Alaska Pre-Elementary ¹³ | Alaska Teaching Certificate |
| Alaska EEP ¹⁷ | Alaska Teaching Certificate |
| Alaska 0.5 ADM ¹¹ | Alaska Teaching Certificate |
| Arizona | NA |
| Arkansas ²⁶ | Same qualifications required for the position |
| California CSPP | California Child Development Associate Teacher Permit |
| California TK ²⁹ | Same qualifications as a long-term Kindergarten substitute |
| Colorado ³¹ | Determined locally |
| Connecticut CDCC | None |
| Connecticut SR | None |
| Connecticut Smart Start | None |
| Delaware | Same qualifications required for the position |
| District of Columbia ²⁷ | Varies by setting |
| Florida ²⁶ | Varies (school year program and summer program) |
| Georgia ²⁴ | High school diploma |
| Hawaii EOEL ²⁰ | High school diploma |
| Hawaii SPCSP ²⁰ | Bachelor's degree and experience |
| Illinois ¹⁶ | Enrolled in an approved educator preparation program, 90+ semester hours, pre-completion license |
| Indiana ²¹ | Meet the qualifications of a "Caregiver" for homes |
| Iowa Shared Visions | Valid teaching license |
| Iowa SWVPP | Valid teaching license |
| Kansas ²⁵ | Varies based on type of license |
| Kentucky ²⁷ | NA |
| Louisiana 8(g) | None |
| Louisiana LA 4 ¹⁴ | Bachelor's degree |
| Louisiana NSECD ¹¹ | Working toward certification (4-year-old classrooms); CDA (3-year-old classrooms) |
| Maine | Teacher Certification |
| Maryland | Determined locally (LEAs); Same qualifications required for the position (Private Providers) |
| Massachusetts CPPI | None |
| Massachusetts Chapter 70 ²⁰ | Bachelor's degree or hardship waiver |
| Michigan ¹⁸ | Same qualifications required for the position |
| Minnesota HdSt | Per Federal Head Start requirements |
| Minnesota VPK/SRP | No exemption process in place |
| Mississippi ELC ¹⁴ | Determined locally |
| Mississippi SIP ¹⁴ | Determined locally |
| Missouri FF ¹⁴ | High school diploma or equivalent and 20 hours of Department-approved substitute teacher training |
| Missouri QPK ¹⁶ | High school diploma or equivalent and 20 hours of Department-approved substitute teacher training |
| Nebraska | At least 48 hours of coursework and a Human Relations Training |
| Nevada ²² | NDE and TEACH Early Childhood approved special exception |
| New Jersey ²⁴ | 30 semester-hour credits & currently enrolled in college |
| New Mexico ¹⁷ | Long-term substitute license |
| New York | Same qualifications required for the position |
| North Carolina ²¹ | Associate degree in ECE or related field |
| North Dakota | Qualified as a substitute under ESPB's rules |
| Ohio ¹⁷ | High school diploma and substitute license |
| Oklahoma ²⁷ | None (general education classrooms); in-service training (special education classrooms) |
| Oregon OPK | Same qualifications required for the position |
| Oregon Preschool Promise | Same qualifications required for the position |
| Pennsylvania RTL | Must meet qualification or apply for emergency certification (minimum of a BA) |
| Pennsylvania HSSAP | Same qualifications required for the position |
| Pennsylvania K4 & SBPK | Must meet qualification or apply for emergency certification (minimum of a BA) |
| Pennsylvania PKC | Must meet qualification or apply for emergency certification (minimum of a BA) |
| Rhode Island | Same qualifications required for the position |
| South Carolina | Child care requirements (First Steps); Determined locally (public) |
| Tennessee | Bachelor's degree and active TN teaching license with PK/early childhood endorsement |
| Texas | Determined locally |
| Utah | CDA if serving for more than a year, none otherwise |
| Vermont | None (private providers), Emergency or provisional license (public schools) |
| Virginia VPI | High school diploma or equivalent |
| Virginia Mixed Delivery | Same qualifications required for the position |
| Virginia CCSP | Same qualifications required for the position |
| Washington ECEAP | Same qualifications required for the position |
| Washington TK | Substitute Certificate (same qualifications as a regular Teaching Certificate) |
| West Virginia | Same qualifications required for the position (waiver may be granted at the local level) |
| Wisconsin ¹⁵ | Long-term substitute license |
| Guam | High school diploma or equivalent |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 74. INCENTIVES PROVIDED BY THE STATE FOR PRESCHOOL TEACHERS DUE TO TEACHER SHORTAGES

| STATE | For recruiting new preschool teachers | For retaining preschool teachers | No |
|--|---------------------------------------|----------------------------------|----|
| Alabama | ✓ | ✓ | |
| Alaska Pre-Elementary | | | ✓ |
| Alaska EEP | | | ✓ |
| Alaska 0.5 ADM | | | ✓ |
| Arizona | | | ✓ |
| Arkansas | | | ✓ |
| California CSPP ²⁷ | ✓ | ✓ | |
| California TK ³⁰ | ✓ | ✓ | |
| Colorado ³² | ✓ | ✓ | |
| Connecticut CDCC ²⁵ | | ✓ | |
| Connecticut SR ²¹ | | ✓ | |
| Connecticut Smart Start | | | ✓ |
| Delaware ²¹ | ✓ | ✓ | |
| District of Columbia | | | ✓ |
| Florida ²⁷ | ✓ | | |
| Georgia ²⁵ | ✓ | ✓ | |
| Hawaii EOEL ²¹ | ✓ | | |
| Hawaii SPCSP ²¹ | ✓ | | |
| Illinois | | | ✓ |
| Indiana | ✓ | ✓ | |
| Iowa Shared Visions | | | ✓ |
| Iowa SWVPP | | | ✓ |
| Kansas ²⁶ | | | ✓ |
| Kentucky ²⁸ | ✓ | | |
| Louisiana 8(g) | | | ✓ |
| Louisiana LA 4 | | | ✓ |
| Louisiana NSECD | | | ✓ |
| Maine | | | ✓ |
| Maryland | | | ✓ |
| Massachusetts CPPI | | | ✓ |
| Massachusetts Chapter 70 | | | ✓ |
| Michigan | | | ✓ |
| Minnesota HdSt ²⁵ | | | ✓ |
| Minnesota VPK/SRP ³⁵ | ✓ | ✓ | |
| Mississippi ELC | | | ✓ |
| Mississippi SIP | | | ✓ |
| Missouri FF | | | ✓ |
| Missouri QPK | | | ✓ |
| Nebraska | | | ✓ |
| Nevada | | | ✓ |
| New Jersey ²⁵ | ✓ | | |
| New Mexico ¹⁸ | ✓ | ✓ | |
| New York | | | ✓ |
| North Carolina | | | ✓ |
| North Dakota | | | ✓ |
| Ohio | | | ✓ |
| Oklahoma | | | ✓ |
| Oregon OPK ²⁸ | | | ✓ |
| Oregon Preschool Promise ²⁵ | ✓ | ✓ | |
| Pennsylvania RTL | | | ✓ |
| Pennsylvania HSSAP | | | ✓ |
| Pennsylvania K4 & SBPK | | | ✓ |
| Pennsylvania PKC ¹⁵ | ✓ | ✓ | |
| Rhode Island | | | ✓ |
| South Carolina ²³ | ✓ (First Steps) | ✓ (First Steps) | |
| Tennessee | | | ✓ |
| Texas ²¹ | | ✓ | |
| Utah | | | ✓ |
| Vermont | | | ✓ |
| Virginia VPI ³⁰ | ✓ | ✓ | |
| Virginia Mixed Delivery ²⁴ | | ✓ | |
| Virginia CCSP | | | ✓ |
| Washington ECEAP ²⁰ | | | ✓ |
| Washington TK | | | ✓ |
| West Virginia | | | ✓ |
| Wisconsin | | | ✓ |
| Guam | | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 75. MINIMUM ASSISTANT PRESCHOOL TEACHER DEGREE REQUIREMENTS

| STATE | Assistant teachers employed by public schools | Assistant teachers employed by nonpublic schools |
|--|--|--|
| Alabama | Nine (or more) college credits in EC/CD or CDA | Nine (or more) college credits in EC/CD or CDA |
| Alaska Pre-Elementary ¹⁴ | High School Diploma or equivalent | High School Diploma or equivalent |
| Alaska EEP | High School Diploma or equivalent | NA |
| Alaska 0.5 ADM | High School Diploma or equivalent | NA |
| Arizona ¹⁹ | None | None |
| Arkansas ²⁷ | CDA | CDA |
| California CSPP ²⁸ | Other | Other |
| California TK ³¹ | Other | NA |
| Colorado ³³ | Other | Other |
| Connecticut CDCC ²⁶ | NA | None |
| Connecticut SR ²² | None | None |
| Connecticut Smart Start ¹⁹ | High School Diploma or equivalent | NA |
| Delaware ²² | CDA | CDA |
| District of Columbia ²⁸ | AA or Paraprofessional Certification (DCPS); Determined locally (PCS) | AA |
| Florida ²⁸ | None | None |
| Georgia | CDA | CDA |
| Hawaii EOEL ²² | CDA or equivalent | NA |
| Hawaii SPCSP ²² | CDA | NA |
| Illinois ¹⁷ | Educator License | Educator License |
| Indiana ²² | High School Diploma or equivalent | High School Diploma or equivalent |
| Iowa Shared Visions ¹⁷ | CDA or equivalent | CDA or equivalent |
| Iowa SWVPP ²¹ | CDA or equivalent | CDA or equivalent |
| Kansas ²⁷ | Other | Other |
| Kentucky ²⁹ | High School Diploma or equivalent | High School Diploma or equivalent |
| Louisiana 8(g) ¹⁴ | None | NA |
| Louisiana LA 4 ¹⁵ | High School Diploma or equivalent | High School Diploma or equivalent |
| Louisiana NSECD ¹³ | NA | CDA (4-year-old classrooms); High School Diploma or equivalent (3-year-old classrooms) |
| Maine ¹⁹ | AA | AA |
| Maryland ²³ | High School Diploma or equivalent | High School Diploma or equivalent |
| Massachusetts CPPI | High School Diploma or equivalent | High School Diploma or equivalent |
| Massachusetts Chapter 70 ²¹ | Determined locally | NA |
| Michigan ¹⁹ | CDA | CDA |
| Minnesota HdSt ²⁶ | CDA | CDA |
| Minnesota VPK/SRP ³⁶ | Determined locally | Determined locally |
| Mississippi ELC ¹⁵ | CDA or 12 ECE credits | CDA or 12 ECE credits |
| Mississippi SIP ¹⁵ | CDA or 12 ECE credits | NA |
| Missouri FF ¹⁵ | Other | NA |
| Missouri QPK ¹⁷ | CDA or 9 ECE/CD credit hours | CDA or 9 ECE/CD credit hours |
| Nebraska ²¹ | CDA, K-6 Elementary Endorsement, 6 semester hours of credit in CD or ECE, or equivalent in prior training and experience | CDA, K-6 Elementary Endorsement, 6 semester hours of credit in CD or ECE, or equivalent in prior training and experience |
| Nevada ²³ | Other | High School Diploma or equivalent |
| New Jersey ²⁶ | High School Diploma or equivalent | High School Diploma or equivalent |
| New Mexico ¹⁹ | AA | AA |
| New York ²¹ | Level I Teaching Assistant Certification | High School Diploma or equivalent |
| North Carolina ²² | CDA, AA in ECE or CD | CDA, AA in ECE or CD |
| North Dakota | High School Diploma or equivalent | High School Diploma or equivalent |
| Ohio | High School Diploma or equivalent | High School Diploma or equivalent |
| Oklahoma ²⁸ | High School Diploma or equivalent | NA |
| Oregon OPK ²⁹ | CDA | CDA |
| Oregon Preschool Promise ²⁶ | Other | Other |
| Pennsylvania RTL ⁸ | Other | Other |
| Pennsylvania HSSAP ¹⁷ | CDA | CDA |
| Pennsylvania K4 & SBPK ¹³ | Other | Other |
| Pennsylvania PKC ¹⁶ | Other | Other |
| Rhode Island | High School Diploma plus 12 college credits in ECE/CD or a CDA | High School Diploma plus 12 college credits in ECE/CD or a CDA |
| South Carolina ²⁴ | High School Diploma or equivalent | High School Diploma or equivalent |
| Tennessee ²² | High School Diploma or equivalent | High School Diploma or equivalent |
| Texas ²² | High School Diploma or equivalent | High School Diploma or equivalent |
| Utah ³¹ | None | None |
| Vermont ¹⁹ | High School Diploma or equivalent | High School Diploma or equivalent |
| Virginia VPI ³¹ | High School Diploma or equivalent | None |
| Virginia Mixed Delivery ²⁵ | NA | None |
| Virginia CCSP ³⁰ | NA | None |
| Washington ECEAP ²¹ | CDA | CDA |
| Washington TK ²¹ | High School Diploma or equivalent | NA |
| West Virginia ²⁴ | CDA or state equivalent with courses on the Science of Reading and Early Childhood Mathematics | CDA or state equivalent with courses on the Science of Reading and Early Childhood Mathematics |
| Wisconsin ¹⁶ | High School Diploma or equivalent | Other |
| Guam | High School Diploma or equivalent | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 76A. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING: PUBLIC SCHOOLS

| STATE | Training in Early Childhood Education | Training in Child Development | Training in Elementary Education | Training in Preschool Special Education |
|--|---------------------------------------|-------------------------------|----------------------------------|---|
| Alabama | | | | |
| Alaska Pre-Elementary | | | | |
| Alaska EEP | | | | |
| Alaska 0.5 ADM | | | | |
| Arizona ¹⁹ | | | | |
| Arkansas ²⁷ | | | | |
| California CSPP ²⁸ | | | | |
| California TK ³² | | | | |
| Colorado ³³ | | | | |
| Connecticut CDCC ²⁶ | | | | |
| Connecticut SR ²² | | | | |
| Connecticut Smart Start | | | | |
| Delaware ²² | | | | |
| District of Columbia ²⁸ | | | | |
| Florida ²⁸ | | | | |
| Georgia | | | | |
| Hawaii EOEL | ✓ | ✓ | | |
| Hawaii SPCSP ²² | | | | |
| Illinois ¹⁷ | | | | |
| Indiana ²² | | | | |
| Iowa Shared Visions ¹⁷ | | | | |
| Iowa SWVPP ²¹ | | | | |
| Kansas ²⁷ | | | | |
| Kentucky ²⁹ | | | | |
| Louisiana 8(g) | | | | |
| Louisiana LA 4 | | | | |
| Louisiana NSECD ¹³ | | | | |
| Maine ¹⁹ | ✓ | ✓ | | |
| Maryland ²³ | | | | |
| Massachusetts CPPI | | | | |
| Massachusetts Chapter 70 ²¹ | | | | |
| Michigan ¹⁹ | ✓ | ✓ | | |
| Minnesota HdSt ²⁶ | ✓ | ✓ | | |
| Minnesota VPK/SRP ³⁶ | | | | |
| Mississippi ELC ¹⁵ | ✓ | ✓ | | |
| Mississippi SIP ¹⁵ | ✓ | ✓ | | |
| Missouri FF ¹⁵ | | | | |
| Missouri QPK ¹⁷ | | | | |
| Nebraska ²¹ | ✓ | ✓ | ✓ | ✓ |
| Nevada ²³ | | | | |
| New Jersey ²⁶ | | | | |
| New Mexico ²⁰ | ✓ | ✓ | | |
| New York ²¹ | ✓ | ✓ | ✓ | |
| North Carolina ²² | | | | |
| North Dakota ²⁵ | | | | |
| Ohio | | | | |
| Oklahoma ²⁸ | | | | |
| Oregon OPK ²⁹ | | | | |
| Oregon Preschool Promise ²⁶ | ✓ | ✓ | | |
| Pennsylvania RTL ⁸ | | | | |
| Pennsylvania HSSAP ¹⁷ | | | | |
| Pennsylvania K4 & SBPK ¹³ | | | | |
| Pennsylvania PKC ¹⁶ | | | | |
| Rhode Island | | | | |
| South Carolina ²⁴ | ✓ | ✓ | | |
| Tennessee ²² | ✓ | ✓ | | |
| Texas | | | | |
| Utah ³¹ | | | | |
| Vermont ¹⁹ | ✓ | ✓ | | ✓ |
| Virginia VPI ³¹ | | | | |
| Virginia Mixed Delivery ²⁶ | | | | |
| Virginia CCSP | | | | |
| Washington ECEAP | ✓ | ✓ | | |
| Washington TK ²² | | | | |
| West Virginia ²⁴ | ✓ | ✓ | | ✓ |
| Wisconsin | | | | |
| Guam | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 76B. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING: PUBLIC SCHOOLS

| STATE | Nine (or more) college credits in EC or CD | CDA | Paraprofessional Certification | Highly qualified paraprofessional | Teaching Assistant Certification |
|--|--|-----|--------------------------------|-----------------------------------|----------------------------------|
| Alabama | ✓ | ✓ | | | |
| Alaska Pre-Elementary | | | | | |
| Alaska EEP | | | | | |
| Alaska 0.5 ADM | | | | | |
| Arizona ¹⁹ | | | | | |
| Arkansas ²⁷ | | ✓ | | | |
| California CSPP ²⁸ | | | | | |
| California TK ³² | | | | | |
| Colorado ³³ | | | | | |
| Connecticut CDCC ²⁶ | | | | | |
| Connecticut SR ²² | | | | | |
| Connecticut Smart Start | | | | | |
| Delaware ²² | | ✓ | ✓ | | |
| District of Columbia ²⁸ | | | | | |
| Florida ²⁸ | | | | | |
| Georgia | | ✓ | | | |
| Hawaii EOEL | | ✓ | ✓ | | |
| Hawaii SPCSP ²² | | ✓ | | | |
| Illinois ¹⁷ | | | ✓ | | |
| Indiana ²² | | | | | |
| Iowa Shared Visions ¹⁷ | | ✓ | | | |
| Iowa SWVPP ²¹ | | | | | |
| Kansas ²⁷ | | | | | |
| Kentucky ²⁹ | | | | | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | ✓ | ✓ | ✓ | |
| Louisiana NSECD ¹³ | | | | | |
| Maine ¹⁹ | | | ✓ | | |
| Maryland ²³ | | | | | |
| Massachusetts CPPI | | | | | |
| Massachusetts Chapter 70 ²¹ | | | | | |
| Michigan ¹⁹ | | ✓ | | | |
| Minnesota HdSt ²⁶ | | ✓ | | | |
| Minnesota VPK/SRP ³⁶ | | | | | |
| Mississippi ELC ¹⁵ | ✓ | ✓ | | | |
| Mississippi SIP ¹⁵ | ✓ | ✓ | | | |
| Missouri FF ¹⁵ | | | | | |
| Missouri QPK ¹⁷ | ✓ | ✓ | ✓ | | |
| Nebraska ²¹ | ✓ | ✓ | | | |
| Nevada ²³ | | | ✓ | | |
| New Jersey ²⁶ | | | | | |
| New Mexico ²⁰ | | | | | |
| New York ²¹ | | | | | |
| North Carolina ²² | | | | | |
| North Dakota ²⁵ | | | ✓ | | |
| Ohio | | | | | |
| Oklahoma ²⁸ | | | | | |
| Oregon OPK ²⁹ | | ✓ | | | |
| Oregon Preschool Promise ²⁶ | | | | | |
| Pennsylvania RTL ⁸ | | | | | |
| Pennsylvania HSSAP ¹⁷ | | ✓ | | | |
| Pennsylvania K4 & SBPK ¹³ | | | | | |
| Pennsylvania PKC ¹⁶ | | | | | |
| Rhode Island | ✓ | | ✓ | | |
| South Carolina ²⁴ | | | | | |
| Tennessee ²² | | | | | |
| Texas | | | | | |
| Utah ³¹ | | | | | |
| Vermont ¹⁹ | ✓ | ✓ | | | |
| Virginia VPI ³¹ | | | | | |
| Virginia Mixed Delivery ²⁶ | | | | | |
| Virginia CCSP | | | | | |
| Washington ECEAP | ✓ | ✓ | | | |
| Washington TK ²² | | | | | |
| West Virginia ²⁴ | | ✓ | | | ✓ |
| Wisconsin | | | ✓ | ✓ | |
| Guam | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 76C. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING: PUBLIC SCHOOLS

| STATE | Meets NCLB requirements | Other | None | Not applicable |
|--|-------------------------|-------|------|----------------|
| Alabama | | | | |
| Alaska Pre-Elementary | | | ✓ | |
| Alaska EEP | | | ✓ | |
| Alaska 0.5 ADM | | | ✓ | |
| Arizona ¹⁹ | | ✓ | | |
| Arkansas ²⁷ | | ✓ | | |
| California CSPP ²⁸ | | | ✓ | |
| California TK ³² | ✓ | | | |
| Colorado ³³ | | ✓ | | |
| Connecticut CDCC ²⁶ | | | | ✓ |
| Connecticut SR ²² | | | ✓ | |
| Connecticut Smart Start | | | ✓ | |
| Delaware ²² | | | | |
| District of Columbia ²⁸ | | ✓ | | |
| Florida ²⁸ | | ✓ | | |
| Georgia | | | | |
| Hawaii EOEL | | | | |
| Hawaii SPCSP ²² | | | | |
| Illinois ¹⁷ | | | | |
| Indiana ²² | | | ✓ | |
| Iowa Shared Visions ¹⁷ | | | | |
| Iowa SWVPP ²¹ | | ✓ | | |
| Kansas ²⁷ | | ✓ | | |
| Kentucky ²⁹ | | ✓ | | |
| Louisiana 8(g) | | | ✓ | |
| Louisiana LA 4 | | | | |
| Louisiana NSECD ¹³ | | | | ✓ |
| Maine ¹⁹ | | | | |
| Maryland ²³ | | | ✓ | |
| Massachusetts CPPI | | | ✓ | |
| Massachusetts Chapter 70 ²¹ | | | ✓ | |
| Michigan ¹⁹ | | | | |
| Minnesota HdSt ²⁶ | | ✓ | | |
| Minnesota VPK/SRP ³⁶ | | ✓ | | |
| Mississippi ELC ¹⁵ | | ✓ | | |
| Mississippi SIP ¹⁵ | | ✓ | | |
| Missouri FF ¹⁵ | | ✓ | | |
| Missouri QPK ¹⁷ | | ✓ | | |
| Nebraska ²¹ | | | | |
| Nevada ²³ | | | | |
| New Jersey ²⁶ | | | ✓ | |
| New Mexico ²⁰ | | | | |
| New York ²¹ | | | | |
| North Carolina ²² | | ✓ | | |
| North Dakota ²⁵ | | | | |
| Ohio | | | ✓ | |
| Oklahoma ²⁸ | | ✓ | | |
| Oregon OPK ²⁹ | | | | |
| Oregon Preschool Promise ²⁶ | | | | |
| Pennsylvania RTL ⁸ | | ✓ | | |
| Pennsylvania HSSAP ¹⁷ | | | | |
| Pennsylvania K4 & SBPK ¹³ | | ✓ | | |
| Pennsylvania PKC ¹⁶ | | ✓ | | |
| Rhode Island | | | | |
| South Carolina ²⁴ | | | | |
| Tennessee ²² | | | | |
| Texas | | | ✓ | |
| Utah ³¹ | | | ✓ | |
| Vermont ¹⁹ | | | | |
| Virginia VPI ³¹ | | | ✓ | |
| Virginia Mixed Delivery ²⁶ | | | | ✓ |
| Virginia CCSP | | | | ✓ |
| Washington ECEAP | | | | |
| Washington TK ²² | | | ✓ | |
| West Virginia ²⁴ | | ✓ | | |
| Wisconsin | | | | |
| Guam | | | ✓ | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 76D. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING: NONPUBLIC SCHOOLS

| STATE | Training in Early Childhood Education | Training in Child Development | Training in Elementary Education | Training in Preschool Special Education |
|--|---------------------------------------|-------------------------------|----------------------------------|---|
| Alabama | | | | |
| Alaska Pre-Elementary | | | | |
| Alaska EEP | | | | |
| Alaska 0.5 ADM | | | | |
| Arizona ¹⁹ | | | | |
| Arkansas ²⁷ | | | | |
| California CSPP ²⁸ | | | | |
| California TK ³² | | | | |
| Colorado ³³ | | | | |
| Connecticut CDCC ²⁶ | | | | |
| Connecticut SR ²² | | | | |
| Connecticut Smart Start | | | | |
| Delaware ²² | ✓ | ✓ | | ✓ |
| District of Columbia ²⁸ | ✓ | ✓ | | |
| Florida ²⁸ | | | | |
| Georgia | | | | |
| Hawaii EOEL | | | | |
| Hawaii SPCSP ²² | | | | |
| Illinois ¹⁷ | | | | |
| Indiana ²² | | | | |
| Iowa Shared Visions ¹⁷ | | | | |
| Iowa SWVPP ²¹ | | | | |
| Kansas ²⁷ | | | | |
| Kentucky ²⁹ | | | | |
| Louisiana 8(g) | | | | |
| Louisiana LA 4 | | | | |
| Louisiana NSECD ¹³ | | | | |
| Maine ¹⁹ | ✓ | ✓ | | |
| Maryland ²³ | | | | |
| Massachusetts CPPI | | | | |
| Massachusetts Chapter 70 ²¹ | | | | |
| Michigan ¹⁹ | ✓ | ✓ | | |
| Minnesota HdSt ²⁶ | ✓ | ✓ | | |
| Minnesota VPK/SRP ³⁶ | | | | |
| Mississippi ELC ¹⁵ | ✓ | ✓ | | |
| Mississippi SIP ¹⁵ | | | | |
| Missouri FF ¹⁵ | | | | |
| Missouri QPK ¹⁷ | | | | |
| Nebraska ²¹ | ✓ | ✓ | ✓ | ✓ |
| Nevada ²³ | ✓ | | | |
| New Jersey ²⁶ | | | | |
| New Mexico ²⁰ | ✓ | ✓ | | |
| New York ²¹ | ✓ | ✓ | ✓ | |
| North Carolina ²² | | | | |
| North Dakota ²⁵ | | | | |
| Ohio | | | | |
| Oklahoma ²⁸ | | | | |
| Oregon OPK ²⁹ | | | | |
| Oregon Preschool Promise ²⁶ | ✓ | ✓ | | |
| Pennsylvania RTL ⁸ | | | | |
| Pennsylvania HSSAP ¹⁷ | | | | |
| Pennsylvania K4 & SBPK ¹³ | | | | |
| Pennsylvania PKC ¹⁶ | | | | |
| Rhode Island | ✓ | | | |
| South Carolina ²⁴ | | | | |
| Tennessee ²² | ✓ | ✓ | | |
| Texas | | | | |
| Utah ³¹ | | | | |
| Vermont ¹⁹ | ✓ | ✓ | | ✓ |
| Virginia VPI ³¹ | | | | |
| Virginia Mixed Delivery ²⁶ | | | | |
| Virginia CCSP | | | | |
| Washington ECEAP | ✓ | ✓ | | |
| Washington TK ²² | | | | |
| West Virginia ²⁴ | ✓ | ✓ | | ✓ |
| Wisconsin | | | | |
| Guam | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 76E. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING: NONPUBLIC SCHOOLS

| STATE | Nine (or more) college credits in EC or CD | CDA | Paraprofessional Certification | Highly qualified paraprofessional | Teaching Assistant Certification |
|--|--|---------------------------|--------------------------------|-----------------------------------|----------------------------------|
| Alabama | ✓ | ✓ | | | |
| Alaska Pre-Elementary | | | | | |
| Alaska EEP | | | | | |
| Alaska 0.5 ADM | | | | | |
| Arizona ¹⁹ | | | | | |
| Arkansas ²⁷ | | ✓ | | | |
| California CSPP ²⁸ | | | | | |
| California TK ³² | | | | | |
| Colorado ³³ | | | | | |
| Connecticut CDCC ²⁶ | | | | | |
| Connecticut SR ²² | | | | | |
| Connecticut Smart Start | | | | | |
| Delaware ²² | | ✓ | | | |
| District of Columbia ²⁸ | ✓ | ✓ | | | |
| Florida ²⁸ | | | | | |
| Georgia | | ✓ | | | |
| Hawaii EOEL | | | | | |
| Hawaii SPCSP ²² | | | | | |
| Illinois ¹⁷ | | | ✓ | | |
| Indiana ²² | | | | | |
| Iowa Shared Visions ¹⁷ | | ✓ | | | |
| Iowa SWVPP ²¹ | | | | | |
| Kansas ²⁷ | | | | | |
| Kentucky ²⁹ | | | | | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | ✓ | ✓ | ✓ | |
| Louisiana NSECD ¹³ | | ✓ (4-year-old classrooms) | | | |
| Maine ¹⁹ | | | ✓ | | |
| Maryland ²³ | | | | | |
| Massachusetts CPPI | | | | | |
| Massachusetts Chapter 70 ²¹ | | | | | |
| Michigan ¹⁹ | | ✓ | | | |
| Minnesota HdSt ²⁶ | | ✓ | | | |
| Minnesota VPK/SRP ³⁶ | | | | | |
| Mississippi ELC ¹⁵ | ✓ | ✓ | | | |
| Mississippi SIP ¹⁵ | | | | | |
| Missouri FF ¹⁵ | | | | | |
| Missouri QPK ¹⁷ | ✓ | ✓ | ✓ | | |
| Nebraska ²¹ | ✓ | ✓ | | | |
| Nevada ²³ | | | | | |
| New Jersey ²⁶ | | | | | |
| New Mexico ²⁰ | | | | | |
| New York ²¹ | | | | | |
| North Carolina ²² | | | | | |
| North Dakota ²⁵ | | | | | |
| Ohio | | | | | |
| Oklahoma ²⁸ | | | | | |
| Oregon OPK ²⁹ | | ✓ | | | |
| Oregon Preschool Promise ²⁶ | | | | | |
| Pennsylvania RTL ⁸ | | | | | |
| Pennsylvania HSSAP ¹⁷ | | ✓ | | | |
| Pennsylvania K4 & SBPK ¹³ | | | | | |
| Pennsylvania PKC ¹⁶ | | | | | |
| Rhode Island | ✓ | | | | |
| South Carolina ²⁴ | | | | | |
| Tennessee ²² | | | | | |
| Texas | | | | | |
| Utah ³¹ | | | | | |
| Vermont ¹⁹ | ✓ | ✓ | | | |
| Virginia VPI ³¹ | | | | | |
| Virginia Mixed Delivery ²⁶ | | | | | |
| Virginia CCSP | | | | | |
| Washington ECEAP | ✓ | ✓ | | | |
| Washington TK ²² | | | | | |
| West Virginia ²⁴ | | ✓ | | | ✓ |
| Wisconsin | | | ✓ | ✓ | |
| Guam | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 76F. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING: NONPUBLIC SCHOOLS

| STATE | Meets NCLB requirements | Other | None | Not applicable |
|--|-------------------------|---------------------------|------|----------------|
| Alabama | | | | |
| Alaska Pre-Elementary | | | ✓ | |
| Alaska EEP | | | | ✓ |
| Alaska 0.5 ADM | | | | ✓ |
| Arizona ¹⁹ | | ✓ | | |
| Arkansas ²⁷ | | ✓ | | |
| California CSPP ²⁸ | | | ✓ | |
| California TK ³² | | | | ✓ |
| Colorado ³³ | | ✓ | | |
| Connecticut CDCC ²⁶ | | | ✓ | |
| Connecticut SR ²² | | | ✓ | |
| Connecticut Smart Start | | | | ✓ |
| Delaware ²² | | | | |
| District of Columbia ²⁸ | | | | |
| Florida ²⁸ | | ✓ | | |
| Georgia | | | | |
| Hawaii EOEL | | | | ✓ |
| Hawaii SPCSP ²² | | | | ✓ |
| Illinois ¹⁷ | | | | |
| Indiana ²² | | ✓ | | |
| Iowa Shared Visions ¹⁷ | | | | |
| Iowa SWVPP ²¹ | | | ✓ | |
| Kansas ²⁷ | | ✓ | | |
| Kentucky ²⁹ | | ✓ | | |
| Louisiana 8(g) | | | | ✓ |
| Louisiana LA 4 | | | | |
| Louisiana NSECD ¹³ | | ✓ (3-year-old classrooms) | | |
| Maine ¹⁹ | | | | |
| Maryland ²³ | | | ✓ | |
| Massachusetts CPPI | | | ✓ | |
| Massachusetts Chapter 70 ²¹ | | | | ✓ |
| Michigan ¹⁹ | | | | |
| Minnesota HdSt ²⁶ | | | | |
| Minnesota VPK/SRP ³⁶ | | ✓ | | |
| Mississippi ELC ¹⁵ | | ✓ | | |
| Mississippi SIP ¹⁵ | | | | ✓ |
| Missouri FF ¹⁵ | | | | ✓ |
| Missouri QPK ¹⁷ | | ✓ | | |
| Nebraska ²¹ | | | | |
| Nevada ²³ | | | | |
| New Jersey ²⁶ | | | ✓ | |
| New Mexico ²⁰ | | | | |
| New York ²¹ | | | | |
| North Carolina ²² | | ✓ | | |
| North Dakota ²⁵ | | ✓ | | |
| Ohio | | | ✓ | |
| Oklahoma ²⁸ | | | | ✓ |
| Oregon OPK ²⁹ | | | | |
| Oregon Preschool Promise ²⁶ | | | | |
| Pennsylvania RTL ⁸ | | ✓ | | |
| Pennsylvania HSSAP ¹⁷ | | | | |
| Pennsylvania K4 & SBPK ¹³ | | ✓ | | |
| Pennsylvania PKC ¹⁶ | | ✓ | | |
| Rhode Island | | | | |
| South Carolina ²⁴ | | ✓ | | |
| Tennessee ²² | | | | |
| Texas | | | ✓ | |
| Utah ³¹ | | | ✓ | |
| Vermont ¹⁹ | | | | |
| Virginia VPI ³¹ | | | ✓ | |
| Virginia Mixed Delivery ²⁶ | | | ✓ | |
| Virginia CCSP | | | ✓ | |
| Washington ECEAP | | | | |
| Washington TK ²² | | | | ✓ |
| West Virginia ²⁴ | | ✓ | | |
| Wisconsin | | | | |
| Guam | | | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 77. WAIVERS OR EXEMPTIONS IN PLACE FOR ASSISTANT TEACHER REQUIREMENTS DURING THE 2024-2025 SCHOOL YEAR

| STATE | Yes, due to assistant teacher shortages | Yes, general waivers/exemptions unrelated to assistant teacher shortages | No |
|--|---|--|----|
| Alabama ¹⁹ | ✓ | | |
| Alaska Pre-Elementary | | | ✓ |
| Alaska EEP | | | ✓ |
| Alaska 0.5 ADM | | | ✓ |
| Arizona | | | ✓ |
| Arkansas ²⁸ | ✓ | | |
| California CSPP ²⁹ | ✓ | | |
| California TK | | | ✓ |
| Colorado | | | ✓ |
| Connecticut CDCC | | | ✓ |
| Connecticut SR | | | ✓ |
| Connecticut Smart Start | | | ✓ |
| Delaware ²³ | | ✓ | |
| District of Columbia | | | ✓ |
| Florida | | | ✓ |
| Georgia ²⁶ | ✓ | | |
| Hawaii EOEL | | | ✓ |
| Hawaii SPCSP | | | ✓ |
| Illinois | | | ✓ |
| Indiana ²³ | | ✓ | |
| 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 ELC | | | ✓ |
| Mississippi SIP | | | ✓ |
| Missouri FF | | | ✓ |
| Missouri QPK | | | ✓ |
| Nebraska | | | ✓ |
| Nevada | | | ✓ |
| New Jersey | | | ✓ |
| New Mexico ¹⁹ | | ✓ | |
| New York | | | ✓ |
| North Carolina | | | ✓ |
| North Dakota | | | ✓ |
| Ohio | | | ✓ |
| Oklahoma | | | ✓ |
| Oregon OPK | | | ✓ |
| Oregon Preschool Promise ²⁷ | | ✓ | |
| Pennsylvania RTL | | | ✓ |
| Pennsylvania HSSAP | | | ✓ |
| Pennsylvania K4 & SBPK | | | ✓ |
| Pennsylvania PKC | | | ✓ |
| Rhode Island | | | ✓ |
| South Carolina | | | ✓ |
| Tennessee | | | ✓ |
| Texas | | | ✓ |
| Utah | | | ✓ |
| Vermont | | | ✓ |
| Virginia VPI | | | ✓ |
| Virginia Mixed Delivery | | | ✓ |
| Virginia CCSP | | | ✓ |
| Washington ECEAP | | | ✓ |
| Washington TK | | | ✓ |
| West Virginia | | | ✓ |
| Wisconsin | | | ✓ |
| Guam | | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 78A. IN-SERVICE PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR LEAD PRESCHOOL TEACHERS

| STATE | Employed by public schools | Employed by nonpublic schools |
|--|---|---|
| Alabama ²⁰ | 30 clock hours/year | 30 clock hours/year |
| Alaska Pre-Elementary | 6 credit hours/5 years (Lead teachers only) | 6 credit hours/5 years (Lead teachers only) |
| Alaska EEP | 6 credit hours/5 years (Lead teachers only) | NA |
| Alaska 0.5 ADM | 6 credit hours/5 years (Lead teachers only) | NA |
| Arizona ²³ | 18 clock hours/year | 18 clock hours/year |
| Arkansas ²⁹ | 30 clock hours/year | 30 clock hours/year |
| California CSPP ³⁰ | 105 clock hours/5 years | 105 clock hours/5 years |
| California TK ³³ | Varies, Determined locally, and based on type of credential/permit | NA |
| Colorado | 15 clock hours/year | 15 clock hours/year |
| Connecticut CDCC ²⁷ | NA | 1% of total hours worked |
| Connecticut SR ²³ | 1% of total hours worked | 1% of total hours worked |
| Connecticut Smart Start ²⁰ | Determined locally | NA |
| Delaware ²⁴ | 90 clock hours/5 years | 18 clock hours/year |
| District of Columbia | 57 clock hours/year (DCPS); Determined locally (PCS) | 21 clock hours/year |
| Florida ²⁹ | 15 clock hours of PD in emergent literacy in 1st year, then 5 clock hours/5 years | 15 clock hours of PD in emergent literacy in 1st year, then 5 clock hours/5 years |
| Georgia | 15 clock hours/year | 15 clock hours/year |
| Hawaii EOEL ²³ | 60 clock hours/year | NA |
| Hawaii SPCSP | 60 clock hours/year | NA |
| Illinois ¹⁸ | 120 clock hours/5 years | 120 clock hours/5 years |
| Indiana | 12 clock hours/year | 12 clock hours/year |
| Iowa Shared Visions ¹⁸ | Outlined in application & determined by program standards | Outlined in application & determined by program standards |
| Iowa SWVPP ²² | Determined locally | Determined locally |
| Kansas ¹⁹ | 15 clock hours/year | 15 clock hours/year |
| Kentucky | 24 clock hours/year | 24 clock hours/year |
| Louisiana 8(g) | 18 clock hours/year | NA |
| Louisiana LA 4 ¹⁶ | 18 clock hours/year | 18 clock hours/year |
| Louisiana NSECD ¹⁴ | NA | 18 clock hours/year |
| Maine | 6 credit hours/5 years | 6 credit hours/5 years |
| Maryland | 6 credit hours/5 years | 20 clock hours/year |
| Massachusetts CPPI | 150 Professional Development Points/5 years | 20 clock hours/year |
| Massachusetts Chapter 70 ²² | 150 Professional Development Points/5 years | NA |
| Michigan ²⁰ | 16 clock hours/year | 16 clock hours/year |
| Minnesota HdSt ²⁷ | 15 clock hours/year | 15 clock hours/year |
| Minnesota VPK/SRP ³⁷ | 125 clock hours/5 years (licensed teachers); 10 hours/year (other teachers) | 125 clock hours/5 years (licensed teachers); 10 hours/year (other teachers) |
| Mississippi ELC ¹⁶ | 15 clock hours/year | 15 clock hours/year |
| Mississippi SIP ¹⁶ | 15 clock hours/year | NA |
| Missouri FF ¹⁶ | 30 clock hours/year (teachers in years 1 to 4) 15 hours/year for other teachers until exempt | NA |
| Missouri QPK | 18 clock hours/year | 18 clock hours/year |
| Nebraska | 15 clock hours/year | 15 clock hours/year |
| Nevada | 6 credit hours/5 years | 24 clock hours/year |
| New Jersey | 100 clock hours/5 years | 100 clock hours/5 years |
| New Mexico | 24 clock hours/year | 24 clock hours/year |
| New York ²² | 175 clock hours/5 years | 175 clock hours/5 years |
| North Carolina | 5 to 20 clock hours depending on education and experience | 5 to 20 clock hours depending on education and experience |
| North Dakota ²⁶ | 15 clock hours/year | 15 clock hours/year |
| Ohio ¹⁸ | 12 clock hours/year | 12 clock hours/year |
| Oklahoma ²⁹ | 15 clock hours/year | NA |
| Oregon OPK ³⁰ | 24 clock hours/year | 24 clock hours/year |
| Oregon Preschool Promise | 20 clock hours/year | 20 clock hours/year |
| Pennsylvania RTL | 180 clock hours/5 years | 180 clock hours/5 years |
| Pennsylvania HSSAP ¹⁸ | 15 clock hours/year | 15 clock hours/year |
| Pennsylvania K4 & SBPK ¹⁴ | 180 clock hours/5 years | Determined locally |
| Pennsylvania PKC ¹⁷ | 180 clock hours/5 years | 180 clock hours/5 years |
| Rhode Island ²⁰ | 24 clock hours/year | 24 clock hours/year |
| South Carolina ²⁵ | 15 clock hours/year | 15 clock hours/year |
| Tennessee ²² | 30 clock hours/school year | 30 clock hours/school year |
| Texas | 30 clock hours/year | 30 clock hours/year |
| Utah ³² | 15 clock hours/year | 15 clock hours/year |
| Vermont ²⁰ | 6 credit hours (90 clock hours)/5 years | 6 credit hours (90 clock hours)/5 years |
| Virginia VPI ³² | 15 clock hours/school year | 15 clock hours/school year |
| Virginia Mixed Delivery ²⁷ | NA | 16 clock hours/school year |
| Virginia CCSP ³¹ | NA | 16 clock hours/year |
| Washington ECEAP ²² | 20 clock hours/year | 20 clock hours/year |
| Washington TK ²² | 100 clock hours/5 years | NA |
| West Virginia ²⁵ | 15 clock hours/year | 15 clock hours/year |
| Wisconsin | None | None |
| Guam | 30 clock hours/year | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 78B. IN-SERVICE PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR ASSISTANT PRESCHOOL TEACHERS

| STATE | Employed by public schools | Employed by nonpublic schools |
|--|--|---|
| Alabama ²⁰ | 20 clock hours/year | 20 clock hours/year |
| Alaska Pre-Elementary | None | None |
| Alaska EEP | None | NA |
| Alaska 0.5 ADM | None | NA |
| Arizona ²³ | 18 clock hours/year | 18 clock hours/year |
| Arkansas ²⁹ | 30 clock hours/year | 30 clock hours/year |
| California CSPP ³⁰ | 105 clock hours/5 years | 105 clock hours/5 years |
| California TK ³³ | Varies, Determined locally, and based on type of credential/permit | NA |
| Colorado | 15 clock hours/year | 15 clock hours/year |
| Connecticut CDCC ²⁷ | NA | 1% of total hours worked |
| Connecticut SR ²³ | 1% of total hours worked | 1% of total hours worked |
| Connecticut Smart Start ²⁰ | Determined locally | NA |
| Delaware ²⁴ | 15 clock hours/year | 18 clock hours/year |
| District of Columbia | 57 clock hours/year (DCPS); Determined locally (PCS) | 21 clock hours/year |
| Florida ²⁹ | None | None |
| Georgia | 15 clock hours/year | 15 clock hours/year |
| Hawaii EOEL ²³ | 12-16 hours + 10 PD sessions | NA |
| Hawaii SPCSP | 60 clock hours/year | NA |
| Illinois ¹⁸ | None | None |
| Indiana | 12 clock hours/year | 12 clock hours/year |
| Iowa Shared Visions ¹⁸ | Outlined in application & determined by program standards | Outlined in application & determined by program standards |
| Iowa SWVPP ²² | Determined locally | Determined locally |
| Kansas ¹⁹ | 15 clock hours/year | 15 clock hours/year |
| Kentucky | 18 clock hours/year | 18 clock hours/year |
| Louisiana 8(g) | 18 clock hours/year | NA |
| Louisiana LA 4 ¹⁶ | 18 clock hours/year | 18 clock hours/year |
| Louisiana NSECD ¹⁴ | NA | 18 clock hours/year |
| Maine | 3 credit hours/5 years | 3 credit hours/5 years |
| Maryland | 24 clock hours/year | 20 clock hours/year |
| Massachusetts CPPI | None | 20 clock hours/year |
| Massachusetts Chapter 70 ²² | None | NA |
| Michigan ²⁰ | 16 clock hours/year | 16 clock hours/year |
| Minnesota HdSt ²⁷ | 15 clock hours/year | 15 clock hours/year |
| Minnesota VPK/SRP ³⁷ | At least 10 hours/year | At least 10 hours/year |
| Mississippi ELC ¹⁶ | 15 clock hours/year | 15 clock hours/year |
| Mississippi SIP ¹⁶ | 15 clock hours/year | NA |
| Missouri FF ¹⁶ | None | NA |
| Missouri QPK | 18 clock hours/year | 18 clock hours/year |
| Nebraska | 15 clock hours/year | 15 clock hours/year |
| Nevada | 6 credit hours/5 years | 24 clock hours/year |
| New Jersey | 100 clock hours/5 years | 100 clock hours/5 years |
| New Mexico | 24 clock hours/year | 24 clock hours/year |
| New York ²² | Determined locally | Determined locally |
| North Carolina | 5 to 20 clock hours depending on education and experience | 5 to 20 clock hours depending on education and experience |
| North Dakota ²⁶ | Paraprofessional requirements | Varies by setting |
| Ohio ¹⁸ | 12 clock hours/year | 12 clock hours/year |
| Oklahoma ²⁹ | 15 clock hours/year | NA |
| Oregon OPK ³⁰ | 24 clock hours/year | 24 clock hours/year |
| Oregon Preschool Promise | 20 clock hours/year | 20 clock hours/year |
| Pennsylvania RTL | None | None |
| Pennsylvania HSSAP ¹⁸ | 15 clock hours/year | 15 clock hours/year |
| Pennsylvania K4 & SBPK ¹⁴ | None | None |
| Pennsylvania PKC ¹⁷ | 24 clock hours/year | 24 clock hours/year |
| Rhode Island ²⁰ | 24 clock hours/year | 24 clock hours/year |
| South Carolina ²⁵ | 15 clock hours/year | 15 clock hours/year |
| Tennessee ²² | 30 clock hours/school year | 30 clock hours/school year |
| Texas | None | None |
| Utah ³² | None | None |
| Vermont ²⁰ | 15 clock hours/year | 15 clock hours/year |
| Virginia VPI ³² | 15 clock hours/school year | 15 clock hours/school year |
| Virginia Mixed Delivery ²⁷ | NA | 16 clock hours/school year |
| Virginia CCSP ³¹ | NA | 16 clock hours/year |
| Washington ECEAP ²² | 15 clock hours/year | 15 clock hours/year |
| Washington TK ²² | 3 days per year of Professional Learning | NA |
| West Virginia ²⁵ | 15 clock hours/year | 15 clock hours/year |
| Wisconsin | None | None |
| Guam | None | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 79. IN-SERVICE PROFESSIONAL DEVELOPMENT RELATED TO HEALTH AND SAFETY

| STATE | Required health/safety hours |
|--|--|
| Alabama ²⁰ | Varies |
| Alaska Pre-Elementary | None |
| Alaska EEP | None |
| Alaska 0.5 ADM | None |
| Arizona ²³ | Unknown |
| Arkansas | At least 8 hours per year |
| California CSPP ³⁰ | 15 hours per year |
| California TK ³³ | Determined locally |
| Colorado | Varies by role and year |
| Connecticut CDCC ²⁷ | At least one training |
| Connecticut SR ²³ | At least one training |
| Connecticut Smart Start | Determined locally |
| Delaware | Unknown |
| District of Columbia | 18 hours (CBO teachers only) |
| Florida ²⁹ | 40-hour introductory training |
| Georgia | None |
| Hawaii EOEL | Varies |
| Hawaii SPCSP | 8 hours |
| Illinois | Determined locally |
| Indiana | 14 hours upon initial employment |
| Iowa Shared Visions | Approximately 1 hour per year but Determined locally and guided by program standards |
| Iowa SWVPP | Determined locally |
| Kansas | Not Specified |
| Kentucky | Unknown |
| Louisiana 8(g) | Unknown |
| Louisiana LA 4 | Determined locally |
| Louisiana NSECD | Determined locally |
| Maine | Unknown |
| Maryland | 1.5 hours (lead and assistant teachers in nonpublic settings) |
| Massachusetts CPPI | EEC Essentials Online Course and annual required refresher course |
| Massachusetts Chapter 70 ²³ | None |
| Michigan | 2 hours |
| Minnesota HdSt | Per federal Head Start Requirements |
| Minnesota VPK/SRP ³⁸ | Determined locally |
| Mississippi ELC | Unknown |
| Mississippi SIP | Unknown |
| Missouri FF | Not specified |
| Missouri QPK | Not specified |
| Nebraska ²² | None |
| Nevada | Unknown |
| New Jersey | 20 hours per 5 years |
| New Mexico | At least 4 hours |
| New York | Determined locally |
| North Carolina | Specified topics, every 5 years |
| North Dakota | None |
| Ohio | None |
| Oklahoma | 5 clock hours/year |
| Oregon OPK | Per federal Head Start Requirements and Oregon Licensing Requirements |
| Oregon Preschool Promise | varies |
| Pennsylvania RTL | Unknown |
| Pennsylvania HSSAP | Unknown |
| Pennsylvania K4 & SBPK | Unknown |
| Pennsylvania PKC | Unknown |
| Rhode Island | Varies based on need |
| South Carolina ²⁵ | 5 hours per year (First Steps); None (EIA/4K) |
| Tennessee | 18 hours per school year |
| Texas | Unknown |
| Utah | Not specified |
| Vermont | Unknown |
| Virginia VPI ³² | Required, but exact number not specified |
| Virginia Mixed Delivery ²⁷ | Required, but exact number not specified |
| Virginia CCSP | Required, but exact number not specified |
| Washington ECEAP | Determined locally; This is Determined locally while meeting program, state and local program licensing standards. |
| Washington TK | Not reported |
| West Virginia | Required for new staff, but exact number not specified |
| Wisconsin | None |
| Guam | 5 hours per year |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 80. WRITTEN, INDIVIDUALIZED ANNUAL PROFESSIONAL DEVELOPMENT PLANS FOR PRESCHOOL TEACHERS

| STATE | LEAD TEACHERS | | ASSISTANT TEACHERS | |
|--|---|---|---|---|
| | Employed by public schools | Employed by nonpublic schools | Employed by public schools | Employed by nonpublic schools |
| Alabama ²¹ | Yes, all | Yes, all | Yes, all | Yes, all |
| Alaska Pre-Elementary ¹⁵ | Yes, some | Yes, some | No | No |
| Alaska EEP ¹⁸ | Yes, some | NA | No | NA |
| Alaska 0.5 ADM ¹² | Yes, some | NA | No | NA |
| Arizona | No | No | No | No |
| Arkansas ³⁰ | Yes, all | Yes, all | Yes, all | Yes, all |
| California CSPP ³¹ | Yes, some | Yes, some | Yes, some | Yes, some |
| California TK | Determined locally | NA | Determined locally | NA |
| Colorado ³⁴ | Determined locally | Determined locally | Determined locally | Determined locally |
| Connecticut CDCC ²⁸ | NA | Yes, some | NA | No |
| Connecticut SR ²⁴ | Yes, some | Yes, some | No | No |
| Connecticut Smart Start ²¹ | Yes, all | NA | No | NA |
| Delaware | Yes, all | Yes, all | Yes, all | Yes, all |
| District of Columbia ²⁹ | Yes, Head Start in DCPS only | Yes, all | No | Yes, all |
| Florida ³⁰ | Yes, some | Yes, some | Yes, some | Yes, some |
| Georgia ²⁷ | Yes, all | Yes, all | Yes, all | Yes, all |
| Hawaii EOEL ²⁴ | Yes, all | NA | Yes, all | NA |
| Hawaii SPCSP ²³ | Yes, all | NA | Yes, all | NA |
| Illinois ¹⁹ | Yes, all | Yes, all | Yes, all | Yes, all |
| Indiana ²⁴ | Yes, some | No | No | No |
| Iowa Shared Visions | Yes, all | Yes, all | Yes, all | Yes, all |
| Iowa SWVPP ²³ | Yes, all | Yes, all | Yes, all | Yes, all |
| Kansas | Yes, all | Yes, all | No | No |
| Kentucky ³⁰ | Yes, all | No | No | No |
| Louisiana 8(g) | Yes, all | NA | No | NA |
| Louisiana LA 4 | Yes, all | Yes, all | Yes, all | Yes, all |
| Louisiana NSECD | NA | Yes, all | NA | Yes, all |
| Maine | No | No | No | No |
| Maryland ²⁴ | No | No | No | No |
| Massachusetts CPPI | Yes, all | Yes, all | No | Yes, all |
| Massachusetts Chapter 70 ²² | Yes, all | NA | No | NA |
| Michigan | Yes, all | Yes, all | Yes, all | Yes, all |
| Minnesota HdSt ²⁸ | Yes, all | Yes, all | Yes, all | Yes, all |
| Minnesota VPK/SRP ³⁹ | Yes, all | Yes, all | No | No |
| Mississippi ELC | Yes, all | Yes, all | Yes, all | Yes, all |
| Mississippi SIP | Yes, all | NA | Yes, all | NA |
| Missouri FF ¹⁶ | Yes, some | NA | No | NA |
| Missouri QPK | No | No | No | No |
| Nebraska | Yes, all | Yes, all | Yes, all | Yes, all |
| Nevada | No | No | No | No |
| New Jersey | Yes, all | Yes, all | Yes, all | Yes, all |
| New Mexico | Yes, all | Yes, all | Yes, all | Yes, all |
| New York | No | No | No | No |
| North Carolina | Yes, all | Yes, all | Yes, all | Yes, all |
| North Dakota ²⁷ | Yes, all | Yes, some | No | No |
| Ohio ¹⁹ | Yes, all | No | Yes, all | No |
| Oklahoma ²⁹ | Yes, all | NA | Yes, all | NA |
| Oregon OPK | Yes, per Federal Head Start Performance Standards | Yes, per Federal Head Start Performance Standards | Yes, per Federal Head Start Performance Standards | Yes, per Federal Head Start Performance Standards |
| Oregon Preschool Promise ²⁸ | Yes, some | Yes, some | Yes, some | Yes, some |
| Pennsylvania RTL ⁹ | Yes, some | No | No | No |
| Pennsylvania HSSAP ¹⁸ | Yes, all | Yes, all | Yes, all | Yes, all |
| Pennsylvania K4 & SBPK ¹⁵ | Yes, some | Yes, some | No | Yes, some |
| Pennsylvania PKC ¹⁸ | Yes, some | Yes, some | Yes, some | Yes, some |
| Rhode Island | Yes, all | Yes, all | Yes, all | Yes, all |
| South Carolina | Yes, all | Yes, all | Yes, all | Yes, all |
| Tennessee ²³ | Yes, all | Yes, all | Yes, all | Yes, all |
| Texas ²³ | No | No | No | No |
| Utah ³² | No | No | No | No |
| Vermont | Yes, all | Yes, all | Yes, all | Yes, all |
| Virginia VPI ³³ | No | No | No | No |
| Virginia Mixed Delivery | NA | No | NA | No |
| Virginia CCSP ³¹ | NA | No | NA | No |
| Washington ECEAP ²³ | Yes, all | Yes, all | Yes, all | Yes, all |
| Washington TK | Yes, all | NA | Yes, all | NA |
| West Virginia ²⁶ | Yes, all | Yes, all | Yes, all | Yes, all |
| Wisconsin ¹⁷ | Yes, all | No | No | No |
| Guam | Yes, all | NA | No | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 81. ONGOING CLASSROOM-EMBEDDED SUPPORT (E.G., COACHING, MENTORING) FOR PRESCHOOL TEACHERS

| STATE | LEAD TEACHERS | | ASSISTANT TEACHERS | |
|--|---|---|---|---|
| | Employed by public schools | Employed by nonpublic schools | Employed by public schools | Employed by nonpublic schools |
| Alabama ²² | Yes, all | Yes, all | Yes, all | Yes, all |
| Alaska Pre-Elementary ¹⁶ | No | No | No | No |
| Alaska EEP ¹⁹ | No | No | No | No |
| Alaska 0.5 ADM ¹³ | No | No | No | No |
| Arizona ²⁴ | No | No | No | No |
| Arkansas ³¹ | Yes, some | Yes, some | No | No |
| California CSPP ³² | No | No | No | No |
| California TK | Determined locally | NA | Determined locally | NA |
| Colorado ³⁴ | No | No | No | No |
| Connecticut CDCC | NA | No | NA | No |
| Connecticut SR | No | No | No | No |
| Connecticut Smart Start | No | NA | No | NA |
| Delaware | Yes, all | Yes, all | Yes, all | Yes, all |
| District of Columbia ³⁰ | Yes (DCPS) | No | No | No |
| Florida ³¹ | No | No | No | No |
| Georgia ²⁸ | Yes, all | Yes, all | Yes, all | Yes, all |
| Hawaii EOEL ²⁵ | Yes, all | NA | Yes, all | NA |
| Hawaii SPCSP ²⁴ | Yes, all | NA | Yes, all | NA |
| Illinois ²⁰ | Yes, some | Yes, some | Yes, some | Yes, some |
| Indiana ²⁵ | No | No | No | No |
| Iowa Shared Visions ¹⁹ | Yes, some | No | No | No |
| Iowa SWVPP ²⁴ | Yes, some | No | No | No |
| Kansas ²⁸ | Yes, some | Yes, some | No | No |
| Kentucky ³¹ | Yes, some | No | No | No |
| Louisiana 8(g) ¹⁵ | No | NA | No | NA |
| Louisiana LA 4 ¹⁷ | Yes, all | Yes, all | Yes, all | Yes, all |
| Louisiana NSECD ¹⁵ | NA | Yes, all | NA | Yes, all |
| Maine | No | No | No | No |
| Maryland ²⁵ | No | No | No | No |
| Massachusetts CPPI | No | No | No | No |
| Massachusetts Chapter 70 | No | NA | No | NA |
| Michigan ²¹ | Yes, all | Yes, all | Yes, all | Yes, all |
| Minnesota HdSt ²⁸ | Yes, all | Yes, all | Yes, all | Yes, all |
| Minnesota VPK/SRP ⁴⁰ | Yes, all | Yes, all | Yes, all | Yes, all |
| Mississippi ELC | Yes, all | Yes, all | Yes, all | Yes, all |
| Mississippi SIP | Yes, all | NA | Yes, all | NA |
| Missouri FF ¹⁷ | Yes, some | NA | No | NA |
| Missouri QPK ¹⁸ | Yes, all | Yes, all | Yes, all | Yes, all |
| Nebraska ²³ | Yes, some | Yes, some | No | No |
| Nevada ²⁴ | No | No | No | No |
| New Jersey ²⁷ | Yes, all | Yes, all | Yes, all | Yes, all |
| New Mexico | Yes, all | Yes, all | Yes, all | Yes, all |
| New York ²³ | Yes, some | No | No | No |
| North Carolina ²³ | Yes, all | Yes, all | No | No |
| North Dakota ²⁸ | Yes, all | Yes, all | No | No |
| Ohio | No | No | No | No |
| Oklahoma ³⁰ | Yes, all | NA | Yes, all | NA |
| Oregon OPK | Yes, per Federal Head Start Performance Standards | Yes, per Federal Head Start Performance Standards | Yes, per Federal Head Start Performance Standards | Yes, per Federal Head Start Performance Standards |
| Oregon Preschool Promise ²⁹ | Yes, all | Yes, all | Yes, all | Yes, all |
| Pennsylvania RTL ⁹ | Yes, some | No | No | No |
| Pennsylvania HSSAP ¹⁹ | Yes, all | Yes, all | Yes, all | Yes, all |
| Pennsylvania K4 & SBPK ¹⁵ | Yes, some | Yes, some | No | Yes, some |
| Pennsylvania PKC ¹⁸ | Yes, some | Yes, some | No | No |
| Rhode Island ²¹ | Yes, all | Yes, all | Yes, all | Yes, all |
| South Carolina ²⁶ | Yes, all | Yes, all | Yes, all | Yes, all |
| Tennessee | Yes, all | Yes, all | Yes, all | Yes, all |
| Texas ²⁴ | Yes, some | Yes, some | No | No |
| Utah ³³ | Yes, all | Yes, all | No | No |
| Vermont ²¹ | Yes, all | Yes, some | Yes, all | Yes, some |
| Virginia VPI ³⁴ | No | No | No | No |
| Virginia Mixed Delivery | NA | No | NA | No |
| Virginia CCSP | NA | No | NA | No |
| Washington ECEAP ²⁴ | Yes, all | Yes, all | Yes, all | Yes, all |
| Washington TK | Yes, all | NA | Yes, all | NA |
| West Virginia ²⁷ | Yes, some | Yes, some | Yes, some | Yes, some |
| Wisconsin | No | Yes, some | No | Yes, some |
| Guam | Yes, all | NA | No | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 82. FREQUENCY OF COACHING/MENTORING FOR PRESCHOOL TEACHERS

| STATE | Frequency of coaching/mentoring |
|--|---|
| Alabama ²² | Monthly |
| Alaska Pre-Elementary | NA |
| Alaska EEP | NA |
| Alaska 0.5 ADM | NA |
| Arizona | NA |
| Arkansas ³² | Varies |
| 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 ³⁰ | Once per week, more as needed per coach recommendation/observation (DCPS); Determined locally (CBO); NA (PCS) |
| Florida | NA |
| Georgia ²⁹ | Varies based on need |
| Hawaii EOEL | Varies based on need, at least monthly |
| Hawaii SPCSP | Varies based on need |
| Illinois ²¹ | Varies based on monitoring visit |
| Indiana | NA |
| Iowa Shared Visions | Determined locally |
| Iowa SWVPP | Determined locally |
| Kansas | Weekly during first year |
| Kentucky | Varies from district to district |
| Louisiana 8(g) | NA |
| Louisiana LA 4 ¹⁸ | Varies based on need |
| Louisiana NSECD ¹⁶ | Varies based on need |
| Maine | NA |
| Maryland | NA |
| Massachusetts CPPI | Monthly (recommended) |
| Massachusetts Chapter 70 | NA |
| Michigan | At least monthly |
| Minnesota HdSt | Per Head Start Performance Standards |
| Minnesota VPK/SRP ⁴¹ | Varies by district |
| Mississippi ELC | At least monthly |
| Mississippi SIP | At least monthly |
| Missouri FF | Varies based on need and experience |
| Missouri QPK | Based on program needs |
| Nebraska | Varies based on need and/or program requirements (State QRIS or Pyramid) |
| Nevada | NA |
| New Jersey ²⁸ | At least twice/month |
| New Mexico | On a regular basis per classroom |
| New York | Determined locally |
| North Carolina | Varies based on need |
| North Dakota ²⁹ | Varies based on tiered system |
| Ohio | NA |
| Oklahoma ³¹ | Determined locally |
| Oregon OPK | Variable per program design |
| Oregon Preschool Promise ³⁰ | Varies |
| Pennsylvania RTL | Determined locally (detailed in induction plan) |
| Pennsylvania HSSAP | Varies |
| 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 ²⁷ | Varies based on need |
| Tennessee ²⁴ | Multiple times during the coaching cycle per teacher |
| Texas ²⁴ | Varies |
| Utah ³⁴ | Varies |
| Vermont ²² | Determined locally |
| Virginia VPI | NA |
| Virginia Mixed Delivery | NA |
| Virginia CCSP | NA |
| Washington ECEAP ²⁵ | Varies based on need |
| Washington TK | Varies based on teacher/classroom need |
| West Virginia | Determined locally |
| Wisconsin | Determined locally |
| Guam | As needed |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 83A. STATE POLICY REQUIRES COMPENSATION PARITY FOR LEAD PRESCHOOL TEACHERS WITH K-3 TEACHERS

| STATE | SAME STARTING SALARY | | SAME SALARY SCHEDULE | | SALARY SCHEDULE IS PRORATED FOR DIFFERENCES IN LENGTH OF WORK DAY OR YEAR | | SAME RETIREMENT BENEFITS | |
|--|-----------------------------------|-----------|-----------------------------------|-----------|---|-----------|-----------------------------------|-----------|
| | Public | Nonpublic | Public | Nonpublic | Public | Nonpublic | Public | Nonpublic |
| Alabama ²³ | ✓ | ✓ | ✓ | | NA | NA | ✓ | |
| Alaska Pre-Elementary ¹⁷ | | | | | | | | |
| Alaska EEP ²⁰ | | NA | | NA | | NA | | NA |
| Alaska 0.5 ADM ¹⁴ | | NA | | NA | | NA | | NA |
| Arizona | | | | | | | | |
| Arkansas ³³ | | | | | | | | |
| California CSPP ³³ | | | | | | | | |
| California TK ³⁴ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Colorado ³⁵ | | | | | | | | |
| Connecticut CDCC | NA | | NA | | NA | | NA | |
| Connecticut SR | | | | | | | | |
| Connecticut Smart Start ²² | | NA | | NA | | NA | | NA |
| Delaware | ✓ | | ✓ | | ✓ | | ✓ | |
| District of Columbia ³¹ | ✓ (DCPS) | ✓ | ✓ (DCPS) | | ✓ (DCPS) | ✓ | ✓ (DCPS) | |
| Florida ³² | | | | | | | | |
| Georgia ³⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Hawaii EOEL ²⁶ | ✓ | NA | ✓ | NA | NA | NA | ✓ | NA |
| Hawaii SPCSP ²⁵ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Illinois ²² | | | | | | | | |
| Indiana ²⁶ | | | | | | | | |
| Iowa Shared Visions | ✓ teachers with an active license | | ✓ teachers with an active license | | ✓ teachers with an active license | | ✓ teachers with an active license | |
| Iowa SWVPP ²⁵ | ✓ | | ✓ | | | | ✓ | |
| Kansas | | | | | | | | |
| Kentucky ³² | ✓ | | ✓ | | ✓ | | ✓ | |
| Louisiana 8(g) | | NA | | NA | | NA | | NA |
| Louisiana LA 4 | | | | | | | | |
| Louisiana NSECD | NA | | NA | | NA | | NA | |
| Maine | ✓ | | ✓ | | ✓ | | ✓ | |
| Maryland ²⁶ | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| Massachusetts CPPI | | | | | | | | |
| Massachusetts Chapter 70 ²⁴ | | NA | | NA | | NA | | NA |
| Michigan | | | | | | | | |
| Minnesota HdSt ²⁹ | | | | | | | | |
| Minnesota VPK/SRP ⁴² | ✓ | ✓ | | | | | | |
| Mississippi ELC | ✓ | | ✓ | | ✓ | | ✓ | |
| Mississippi SIP | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Missouri FF ¹⁸ | | NA | | NA | | NA | | NA |
| Missouri QPK | | | | | | | | |
| Nebraska ²⁴ | | | | | | | | |
| Nevada | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| New Jersey ²⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| New Mexico ¹⁸ | ✓ | | ✓ | | ✓ | | ✓ | |
| New York | | | | | | | | |
| North Carolina | ✓ | | ✓ | | ✓ | | ✓ | |
| North Dakota | | | | | | | | |
| Ohio | | | | | | | | |
| Oklahoma ³² | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Oregon OPK ³¹ | ✓ | | | | ✓ | ✓ | | |
| Oregon Preschool Promise ³¹ | ✓ | ✓ | | | ✓ | ✓ | | |
| Pennsylvania RTL | | | | | | | | |
| Pennsylvania HSSAP | | | | | | | | |
| Pennsylvania K4 & SBPK | | | | | | | | |
| Pennsylvania PKC | | | | | | | | |
| Rhode Island ²² | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| South Carolina ²⁸ | ✓ | | ✓ | | ✓ | | ✓ | |
| Tennessee ²⁵ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| Texas | ✓ | | ✓ | | ✓ | | | |
| Utah ³⁵ | | | | | | | | |
| Vermont ²³ | ✓ | | ✓ | | ✓ | | ✓ | |
| Virginia VPI | ✓ | | ✓ | | ✓ | | ✓ | |
| Virginia Mixed Delivery | NA | | NA | | NA | | NA | |
| Virginia CCSP ³¹ | NA | | NA | | NA | | NA | |
| Washington ECEAP | | | | | | | | |
| Washington TK ²³ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| West Virginia ²⁸ | ✓ | | ✓ | | ✓ | | ✓ | |
| Wisconsin | | | | | | | | |
| Guam | | NA | ✓ | NA | ✓ | NA | ✓ | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 83B. STATE POLICY REQUIRES COMPENSATION PARITY FOR LEAD PRESCHOOL TEACHERS WITH K-3 TEACHERS

| STATE | SAME HEALTH CARE | | SAME PAID TIME OFF | | SAME PAID TIME FOR PROFESSIONAL RESPONSIBILITIES | | SAME PAID TIME FOR PD DAYS | |
|--|-----------------------------------|-----------|-----------------------------------|-----------|--|-----------|-----------------------------------|-----------|
| | Public | Nonpublic | Public | Nonpublic | Public | Nonpublic | Public | Nonpublic |
| Alabama ²³ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary ¹⁷ | | | | | | | | |
| Alaska EEP ²⁰ | | NA | | NA | | NA | | NA |
| Alaska 0.5 ADM ¹⁴ | | NA | | NA | | NA | | NA |
| Arizona | | | | | | | | |
| Arkansas ³³ | | | | | | | | |
| California CSPP ³³ | | | | | | | | |
| California TK ³⁴ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Colorado ³⁵ | | | | | | | | |
| Connecticut CDCC | NA | | NA | | NA | | NA | |
| Connecticut SR | | | | | | | | |
| Connecticut Smart Start ²² | | NA | | NA | | NA | | NA |
| Delaware | ✓ | | ✓ | | ✓ | | ✓ | |
| District of Columbia ³¹ | ✓ (DCPS) | | ✓ (DCPS) | | ✓ (DCPS) | ✓ | ✓ (DCPS) | ✓ |
| Florida ³² | | | | | | | | |
| Georgia ³⁰ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| Hawaii EOEL ²⁶ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Hawaii SPCSP ²⁵ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Illinois ²² | | | | | | | | |
| Indiana ²⁶ | | | | | | | | |
| Iowa Shared Visions | ✓ teachers with an active license | | ✓ teachers with an active license | | | | ✓ teachers with an active license | |
| Iowa SWVPP ²⁵ | ✓ | | ✓ | | ✓ | | ✓ | |
| Kansas | | | | | | | | |
| Kentucky ³² | ✓ | | ✓ | | ✓ | | ✓ | |
| Louisiana 8(g) | | NA | | NA | | NA | | NA |
| Louisiana LA 4 | | | | | | | | |
| Louisiana NSECD | NA | | NA | | NA | | NA | |
| Maine | ✓ | | ✓ | | ✓ | | ✓ | |
| Maryland ²⁶ | ✓ | | ✓ | | ✓ | | ✓ | |
| Massachusetts CPPI | | | | | | | | |
| Massachusetts Chapter 70 ²⁴ | | NA | | NA | | NA | | NA |
| Michigan | | | | | | | | |
| Minnesota HdSt ²⁹ | | | | | | | | |
| Minnesota VPK/SRP ⁴² | | | | | ✓ | | | |
| Mississippi ELC | ✓ | | ✓ | | ✓ | | ✓ | |
| Mississippi SIP | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Missouri FF ¹⁸ | | NA | | NA | | NA | | NA |
| Missouri QPK | | | | | | | | |
| Nebraska ²⁴ | | | | | | | | |
| Nevada | ✓ | | ✓ | | ✓ | | ✓ | |
| New Jersey ²⁹ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| New Mexico ¹⁸ | ✓ | | ✓ | | ✓ | | ✓ | |
| New York | | | | | | | | |
| North Carolina | ✓ | | ✓ | | ✓ | | ✓ | |
| North Dakota | | | | | | | | |
| Ohio | | | | | | | | |
| Oklahoma ³² | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Oregon OPK ³¹ | | | ✓ | ✓ | | | | |
| Oregon Preschool Promise ³¹ | | | ✓ | ✓ | | | | |
| Pennsylvania RTL | | | | | | | | |
| Pennsylvania HSSAP | | | | | | | | |
| Pennsylvania K4 & SBPK | | | | | | | | |
| Pennsylvania PKC | | | | | | | | |
| Rhode Island ²² | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| South Carolina ²⁸ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Tennessee ²⁵ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Texas | | | | | | | | |
| Utah ³⁵ | | | | | | | | |
| Vermont ²³ | ✓ | | ✓ | | ✓ | | ✓ | |
| Virginia VPI | ✓ | | ✓ | | ✓ | | ✓ | |
| Virginia Mixed Delivery | NA | | NA | | NA | | NA | |
| Virginia CCSP ³¹ | NA | | NA | | NA | | NA | |
| Washington ECEAP | | | | | | | | |
| Washington TK ²³ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| West Virginia ²⁸ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| Wisconsin | | | | | | | | |
| Guam | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 84. AVERAGE ANNUAL SALARY FOR LEAD PRESCHOOL TEACHERS

| STATE | Employed by public schools | Employed by nonpublic schools |
|--------------------------|--|---------------------------------|
| Alabama | \$58,738 | \$50,020 |
| Alaska Pre-Elementary | Data not available | Data not available |
| Alaska EEP | Data not available | NA |
| Alaska 0.5 ADM | Data not available | NA |
| Arizona | Collected, but not reported | Collected, but not reported |
| Arkansas | \$47,676 | \$35,231 |
| California CSPP | Data not available | Data not available |
| California TK | Data not available | NA |
| Colorado | Data not available | Data not available |
| Connecticut CDCC | NA | \$43,201 |
| Connecticut SR | \$62,585 | \$44,566 |
| Connecticut Smart Start | \$64,064 | NA |
| Delaware | Data not available | Data not available |
| District of Columbia | Data not available | Data not available |
| Florida | Data not available | Data not available |
| Georgia | \$45,702 | \$42,875 |
| Hawaii EOEL | \$64,444 | NA |
| Hawaii SPCSP | \$57,258 | NA |
| Illinois | \$64,989 | \$60,376 |
| Indiana | Data not available | Data not available |
| Iowa Shared Visions | \$53,333 | \$38,835 |
| Iowa SWVPP | Data not available | Data not available |
| Kansas | Data not available | Data not available |
| Kentucky | \$61,192 (Average certified salary) \$56,153 (average classroom teacher salary) | Data not available |
| Louisiana 8(g) | Collected, but not reported | NA |
| Louisiana LA 4 | \$53,413 | Not reported |
| Louisiana NSECD | NA | \$36,062 |
| Maine | \$61,431 | Data not available |
| Maryland | \$61,341 (starting salary) | Data not available |
| Massachusetts CPPI | Data not available | Data not available |
| Massachusetts Chapter 70 | Data not available | NA |
| Michigan | \$45,617 (public and nonpublic) | \$45,617 (public and nonpublic) |
| Minnesota HdSt | Data not available | Data not available |
| Minnesota VPK/SRP | Collected, but not reported | Collected, but not reported |
| Mississippi ELC | \$53,358 | \$40,125 |
| Mississippi SIP | \$53,358 | NA |
| Missouri FF | \$47,650 | NA |
| Missouri QPK | Data not available | Data not available |
| Nebraska | \$59,780 (public and nonpublic) | \$59,780 (public and nonpublic) |
| Nevada | \$58,403 | \$42,000 |
| New Jersey | Collected, but not reported | Collected, but not reported |
| New Mexico | Collected, but not reported | Collected, but not reported |
| New York | Collected, but not reported | Collected, but not reported |
| North Carolina | Data not available | Data not available |
| North Dakota | Data not available | Data not available |
| Ohio | Data not available | Data not available |
| Oklahoma | \$51,842 | NA |
| Oregon OPK | \$79,435 (10-month) | \$48,355 (10-month) |
| Oregon Preschool Promise | \$67,007 (10-month) | \$48,536 (10-month) |
| Pennsylvania RTL | Collected, but not reported | Collected, but not reported |
| Pennsylvania HSSAP | Collected, but not reported | Collected, but not reported |
| Pennsylvania K4 & SBPK | Collected, but not reported | Collected, but not reported |
| Pennsylvania PKC | Collected, but not reported | Collected, but not reported |
| Rhode Island | \$76,490 | \$56,782 |
| South Carolina | Collected, but not reported | Not collected |
| Tennessee | Collected, but not reported | Collected, but not reported |
| Texas | \$62,161 | Data not available |
| Utah | Data not available | Data not available |
| Vermont | \$67,574 | Not available |
| Virginia VPI | Collected, but not reported | Collected, but not reported |
| Virginia Mixed Delivery | NA | \$18.16 average hourly wage |
| Virginia CCSP | NA | \$40,515 |
| Washington ECEAP | \$60,131 | \$47,501 |
| Washington TK | \$93,015 | NA |
| West Virginia | \$53,415 | Data not available |
| Wisconsin | Data not available | Data not available |
| Guam | \$35,000 | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 85A. STATE POLICY REQUIRES COMPENSATION PARITY FOR ASSISTANT PRESCHOOL TEACHERS WITH K-3 ASSISTANTS

| STATE | SAME STARTING SALARY | | SAME SALARY SCHEDULE | | SALARY SCHEDULE IS PRORATED FOR DIFFERENCES IN LENGTH OF WORK DAY OR YEAR | | SAME RETIREMENT BENEFITS | |
|--|----------------------|-----------|----------------------|-----------|---|-----------|--------------------------|-----------|
| | Public | Nonpublic | Public | Nonpublic | Public | Nonpublic | Public | Nonpublic |
| Alabama ²⁴ | ✓ | ✓ | ✓ | | NA | NA | ✓ | |
| Alaska Pre-Elementary ¹⁷ | | | | | | | | |
| Alaska EEP ²⁰ | | NA | | NA | | NA | | NA |
| Alaska 0.5 ADM ¹⁴ | | NA | | NA | | NA | | NA |
| Arizona | | | | | | | | |
| Arkansas ³³ | | | | | | | | |
| California CSPP ³³ | | | | | | | | |
| California TK ³⁵ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Colorado ³⁵ | | | | | | | | |
| Connecticut CDCC | NA | | NA | | NA | | NA | |
| Connecticut SR | | | | | | | | |
| Connecticut Smart Start ²³ | | NA | | NA | | NA | | NA |
| Delaware | ✓ | | ✓ | | ✓ | | ✓ | |
| District of Columbia ³¹ | ✓ (DCPS) | ✓ | ✓ (DCPS) | | ✓ (DCPS) | ✓ | ✓ (DCPS) | |
| Florida | | | | | | | | |
| Georgia ³¹ | ✓ | ✓ | | | ✓ | | | |
| Hawaii EOEL ²⁷ | ✓ | NA | ✓ | NA | NA | NA | ✓ | NA |
| Hawaii SPCSP ²⁶ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Illinois ²² | | | | | | | | |
| Indiana | | | | | | | | |
| Iowa Shared Visions | | | | | | | | |
| Iowa SWVPP | | | | | | | | |
| Kansas | | | | | | | | |
| Kentucky | ✓ | | ✓ | | ✓ | | ✓ | |
| Louisiana 8(g) | | NA | | NA | | NA | | NA |
| Louisiana LA 4 | | | | | | | | |
| Louisiana NSECD | NA | | NA | | NA | | NA | |
| Maine | | | | | | | | |
| Maryland | | | | | | | | |
| Massachusetts CPPI | | | | | | | | |
| Massachusetts Chapter 70 ²⁴ | | NA | | NA | | NA | | NA |
| Michigan | | | | | | | | |
| Minnesota HdSt ²⁹ | | | | | | | | |
| Minnesota VPK/SRP ⁴³ | | | | | | | | |
| Mississippi ELC | ✓ | | ✓ | | ✓ | | ✓ | |
| Mississippi SIP | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Missouri FF | | NA | | NA | | NA | | NA |
| Missouri QPK | | | | | | | | |
| Nebraska | | | | | | | | |
| Nevada | ✓ | | | | | | | |
| New Jersey ³⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| New Mexico ¹⁸ | ✓ | | ✓ | | ✓ | | ✓ | |
| New York | | | | | | | | |
| North Carolina | ✓ | | ✓ | | ✓ | | ✓ | |
| North Dakota | | | | | | | | |
| Ohio | | | | | | | | |
| Oklahoma ³³ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Oregon OPK | | | | | | | | |
| Oregon Preschool Promise ³¹ | ✓ | ✓ | | | ✓ | ✓ | | |
| Pennsylvania RTL | | | | | | | | |
| Pennsylvania HSSAP | | | | | | | | |
| Pennsylvania K4 & SBPK | | | | | | | | |
| Pennsylvania PKC | | | | | | | | |
| Rhode Island ²³ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| South Carolina ²⁸ | ✓ | | ✓ | | ✓ | | ✓ | |
| Tennessee ²⁵ | ✓ | | ✓ | | | | ✓ | |
| Texas | | | | | | | | |
| Utah ³⁵ | | | | | | | | |
| Vermont ²³ | ✓ | | ✓ | | ✓ | | ✓ | |
| Virginia VPI | | | | | | | | |
| Virginia Mixed Delivery | NA | | NA | | NA | | NA | |
| Virginia CCSP ³¹ | NA | | NA | | NA | | NA | |
| Washington ECEAP | | | | | | | | |
| Washington TK ²⁴ | | NA | | NA | | NA | | NA |
| West Virginia ²⁸ | ✓ | | ✓ | | ✓ | | ✓ | |
| Wisconsin | | | | | | | | |
| Guam | | NA | ✓ | NA | ✓ | NA | ✓ | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 85B. STATE POLICY REQUIRES COMPENSATION PARITY FOR ASSISTANT PRESCHOOL TEACHERS WITH K-3 ASSISTANTS

| STATE | SAME HEALTH CARE | | SAME PAID TIME OFF | | SAME PAID TIME FOR PROFESSIONAL RESPONSIBILITIES | | SAME PAID TIME FOR PD DAYS | |
|--|------------------|-----------|--------------------|-----------|--|-----------|----------------------------|-----------|
| | Public | Nonpublic | Public | Nonpublic | Public | Nonpublic | Public | Nonpublic |
| Alabama ²⁴ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary ¹⁷ | | | | | | | | |
| Alaska EEP ²⁰ | | NA | | NA | | NA | | NA |
| Alaska 0.5 ADM ¹⁴ | | NA | | NA | | NA | | NA |
| Arizona | | | | | | | | |
| Arkansas ³³ | | | | | | | | |
| California CSPP ³³ | | | | | | | | |
| California TK ³⁵ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Colorado ³⁵ | | | | | | | | |
| Connecticut CDCC | NA | | NA | | NA | | NA | |
| Connecticut SR | | | | | | | | |
| Connecticut Smart Start ²³ | | NA | | NA | | NA | | NA |
| Delaware | ✓ | | ✓ | | ✓ | | ✓ | |
| District of Columbia ³¹ | ✓ (DCPS) | | ✓ (DCPS) | | ✓ (DCPS) | | ✓ (DCPS) | ✓ |
| Florida | | | | | | | | |
| Georgia ³¹ | | | | | ✓ | ✓ | ✓ | ✓ |
| Hawaii EOEL ²⁷ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Hawaii SPCSP ²⁶ | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Illinois ²² | | | | | | | | |
| Indiana | | | | | | | | |
| Iowa Shared Visions | | | | | | | | |
| Iowa SWVPP | | | | | | | | |
| Kansas | | | | | | | | |
| Kentucky | ✓ | | ✓ | | | | | |
| Louisiana 8(g) | | NA | | NA | | NA | | NA |
| Louisiana LA 4 | | | | | | | | |
| Louisiana NSECD | NA | | NA | | NA | | NA | |
| Maine | | | | | | | | |
| Maryland | | | | | | | | |
| Massachusetts CPPI | | | | | | | | |
| Massachusetts Chapter 70 ²⁴ | | NA | | NA | | NA | | NA |
| Michigan | | | | | | | | |
| Minnesota HdSt ²⁹ | | | | | | | | |
| Minnesota VPK/SRP ⁴³ | | | | | | | | |
| Mississippi ELC | ✓ | | ✓ | | ✓ | | ✓ | |
| Mississippi SIP | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |
| Missouri FF | | NA | | NA | | NA | | NA |
| Missouri QPK | | | | | | | | |
| Nebraska | | | | | | | | |
| Nevada | | | ✓ | | ✓ | | ✓ | |
| New Jersey ³⁰ | ✓ | | ✓ | ✓ | ✓ | | ✓ | |
| New Mexico ¹⁸ | ✓ | | ✓ | | ✓ | | ✓ | |
| New York | | | | | | | | |
| North Carolina | ✓ | | ✓ | | ✓ | | ✓ | |
| North Dakota | | | | | | | | |
| Ohio | | | | | | | | |
| Oklahoma ³³ | ✓ | NA | ✓ | NA | | NA | | NA |
| Oregon OPK | | | | | | | | |
| Oregon Preschool Promise ³¹ | | | ✓ | ✓ | | | | |
| Pennsylvania RTL | | | | | | | | |
| Pennsylvania HSSAP | | | | | | | | |
| Pennsylvania K4 & SBPK | | | | | | | | |
| Pennsylvania PKC | | | | | | | | |
| Rhode Island ²³ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| South Carolina ²⁸ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Tennessee ²⁵ | ✓ | | ✓ | | ✓ | | ✓ | |
| Texas | | | | | | | | |
| Utah ³⁵ | | | | | | | | |
| Vermont ²³ | ✓ | | ✓ | | | | | |
| Virginia VPI | | | | | | | | |
| Virginia Mixed Delivery | NA | | NA | | NA | | NA | |
| Virginia CCSP ³¹ | NA | | NA | | NA | | NA | |
| Washington ECEAP | | | | | | | | |
| Washington TK ²⁴ | | NA | | NA | | NA | | NA |
| West Virginia ²⁸ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| Wisconsin | | | | | | | | |
| Guam | ✓ | NA | ✓ | NA | ✓ | NA | ✓ | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 86. AVERAGE ANNUAL SALARY FOR ASSISTANT PRESCHOOL TEACHERS

| STATE | Employed by public schools | Employed by nonpublic schools |
|--------------------------|---------------------------------|---------------------------------|
| Alabama | \$25,458 | \$27,900 |
| Alaska Pre-Elementary | Data not available | Data not available |
| Alaska EEP | Data not available | NA |
| Alaska 0.5 ADM | Data not available | NA |
| Arizona | Collected, but not reported | Collected, but not reported |
| Arkansas | \$24,847 | \$25,526 |
| California CSPP | Data not available | Data not available |
| California TK | Data not available | NA |
| Colorado | Data not available | Data not available |
| Connecticut CDCC | NA | \$34,960 |
| Connecticut SR | \$39,075 | \$35,531 |
| Connecticut Smart Start | \$38,959 | NA |
| Delaware | Data not available | Data not available |
| District of Columbia | Data not available | Data not available |
| Florida | Data not available | Data not available |
| Georgia | \$25,741 | \$25,741 |
| Hawaii EOEL | \$35,895 | NA |
| Hawaii SPCSP | \$40,580 | NA |
| Illinois | Data not available | Data not available |
| Indiana | Data not available | Data not available |
| Iowa Shared Visions | \$23,470 | \$26,515 |
| Iowa SWVPP | Data available at a later date | Data not available |
| Kansas | Data not available | Data not available |
| Kentucky | Data not available | Data not available |
| Louisiana 8(g) | Collected, but not reported | NA |
| Louisiana LA 4 | \$27,032 | Not reported |
| Louisiana NSECD | NA | \$29,885 |
| Maine | Data not available | Data not available |
| Maryland | Data not available | Data not available |
| Massachusetts CPPI | Data not available | Data not available |
| Massachusetts Chapter 70 | Data not available | NA |
| Michigan | \$29,100 (public and nonpublic) | \$29,100 (public and nonpublic) |
| Minnesota HdSt | Data not available | Data not available |
| Minnesota VPK/SRP | Data not available | Data not available |
| Mississippi ELC | \$21,660 | \$24,178 |
| Mississippi SIP | \$26,522 | NA |
| Missouri FF | Data not available | NA |
| Missouri QPK | Data not available | Data not available |
| Nebraska | Collected, but not reported | Collected, but not reported |
| Nevada | Collected, but not reported | Collected, but not reported |
| New Jersey | Collected, but not reported | Collected, but not reported |
| New Mexico | Collected, but not reported | Collected, but not reported |
| New York | Data not available | Data not available |
| North Carolina | Data not available | Data not available |
| North Dakota | Data not available | Data not available |
| Ohio | Data not available | Data not available |
| Oklahoma | \$17,688 | NA |
| Oregon OPK | \$41,545 (10-month) | \$34,620 (10-month) |
| Oregon Preschool Promise | \$37,117 (10-month) | \$36,458 (10-month) |
| Pennsylvania RTL | Collected, but not reported | Collected, but not reported |
| Pennsylvania HSSAP | Collected, but not reported | Collected, but not reported |
| Pennsylvania K4 & SBPK | Collected, but not reported | Collected, but not reported |
| Pennsylvania PKC | Collected, but not reported | Collected, but not reported |
| Rhode Island | \$33,061 | \$41,047 |
| South Carolina | Collected, but not reported | Not collected |
| Tennessee | Collected, but not reported | Collected, but not reported |
| Texas | Data not available | Data not available |
| Utah | Data not available | Data not available |
| Vermont | \$28,923 | Not available |
| Virginia VPI | Data not available | Data not available |
| Virginia Mixed Delivery | NA | Collected, but not reported |
| Virginia CCSP | NA | \$33,012 |
| Washington ECEAP | \$34,125 | \$37,361 |
| Washington TK | \$52,967 | NA |
| West Virginia | \$30,212 | Data not available |
| Wisconsin | Data not available | Data not available |
| Guam | \$31,000 | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 87. FISCAL YEAR 2025 PRESCHOOL SPENDING

| STATE | Total \$ | State \$ | Federal \$ | Required local \$ | Non-required local \$ |
|--|-----------------|-----------------|---------------|-------------------|-----------------------|
| Alabama ²⁵ | \$260,343,048 | \$185,448,382 | | \$39,427,249 | \$35,467,417 |
| Alaska Pre-Elementary | \$3,170,615 | \$3,140,615 | \$30,000 | | |
| Alaska EEP | \$2,980,364 | \$2,980,364 | | | |
| Alaska 0.5 ADM | \$2,037,583 | \$2,037,583 | | | |
| Arizona ²⁵ | \$26,875,278 | \$21,794,604 | \$5,080,674 | | |
| Arkansas | \$216,214,079 | \$106,072,095 | \$39,427,254 | \$70,714,730 | |
| California CSPP ³⁴ | \$1,992,957,132 | \$1,932,114,798 | \$59,189,393 | \$1,652,941 | |
| California TK ³⁶ | \$2,216,000,000 | \$2,216,000,000 | | | |
| Colorado ³⁶ | \$338,023,799 | \$338,023,799 | | | |
| Connecticut CDCC ²⁹ | \$17,064,040 | \$17,064,040 | | | |
| Connecticut SR | \$112,829,449 | \$112,829,449 | | | |
| Connecticut Smart Start | \$3,249,539 | \$3,249,539 | | | |
| Delaware | \$17,090,424 | \$17,090,424 | | | |
| District of Columbia ³² | \$356,697,970 | \$356,697,970 | | | |
| Florida | \$446,309,578 | \$443,714,085 | \$2,595,493 | | |
| Georgia ³² | \$538,431,295 | \$538,431,295 | | | |
| Hawaii EOEL | \$11,434,669 | \$11,254,669 | | | \$180,000 |
| Hawaii SPCSP | \$2,019,078 | \$2,019,078 | | | |
| Illinois | \$767,965,483 | \$555,609,751 | | | \$212,355,732 |
| Indiana ²⁷ | \$52,731,271 | \$3,616,054 | \$49,115,217 | | |
| Iowa Shared Visions | \$11,405,675 | \$6,391,823 | | \$1,277,365 | \$3,736,487 |
| Iowa SWVPP | \$91,421,500 | \$91,421,500 | | | |
| Kansas ²⁹ | \$119,446,934 | \$115,314,617 | \$4,132,317 | | |
| Kentucky | \$257,788,886 | \$90,767,593 | \$73,533,434 | | \$93,487,859 |
| Louisiana 8(g) | \$7,670,115 | \$7,670,115 | | | |
| Louisiana LA 4 | \$95,512,860 | \$75,605,432 | \$19,907,428 | | |
| Louisiana NSECD | \$7,840,932 | \$7,840,932 | | | |
| Maine ²⁰ | \$69,298,384 | \$39,812,310 | \$1,551,903 | \$27,934,171 | |
| Maryland | \$404,601,350 | \$269,734,230 | | \$134,867,120 | |
| Massachusetts CPPI | \$46,099,702 | \$21,966,339 | \$24,133,363 | | |
| Massachusetts Chapter 70 ²⁵ | \$176,370,746 | \$83,748,737 | | \$92,622,009 | |
| Michigan ²² | \$652,720,000 | \$652,720,000 | | | |
| Minnesota HdSt ³ | \$12,053,618 | \$12,053,618 | | | |
| Minnesota VPK/SRP | \$67,206,922 | \$67,206,922 | | | |
| Mississippi ELC ¹⁷ | \$63,339,213 | \$26,017,901 | \$6,657,505 | \$25,780,417 | \$4,883,390 |
| Mississippi SIP | \$13,137,903 | \$13,000,000 | \$137,903 | | |
| Missouri FF ¹⁹ | \$27,145,256 | \$27,145,256 | | | |
| Missouri QPK ¹⁹ | \$29,378,969 | \$29,378,969 | | | |
| Nebraska | \$157,568,259 | \$26,532,334 | \$78,282,957 | \$35,015,311 | \$17,737,657 |
| Nevada | \$39,560,895 | \$37,103,037 | \$2,457,858 | | |
| New Jersey | \$1,231,974,000 | \$1,231,974,000 | | | |
| New Mexico | \$226,084,608 | \$226,084,608 | | | |
| New York | \$2,591,883,353 | \$1,028,061,297 | \$225,408,743 | | \$1,338,413,313 |
| North Carolina ²⁴ | \$232,940,748 | \$98,840,868 | \$115,140,886 | | \$18,958,994 |
| North Dakota ³⁰ | \$7,005,089 | \$7,005,089 | | | |
| Ohio | \$120,573,483 | \$120,573,483 | | | |
| Oklahoma | \$449,016,421 | \$207,632,498 | \$52,625,652 | \$187,495,351 | \$1,262,920 |
| Oregon OPK | \$135,552,539 | \$135,552,539 | | | |
| Oregon Preschool Promise ³² | \$81,035,000 | \$81,035,000 | | | |
| Pennsylvania RTL | \$16,848,252 | \$16,848,252 | | | |
| Pennsylvania HSSAP ²⁰ | \$90,875,472 | \$90,875,472 | | | |
| Pennsylvania K4 & SBPK | \$54,925,486 | \$54,925,486 | | | |
| Pennsylvania PKC ¹⁹ | \$317,070,759 | \$317,070,759 | | | |
| Rhode Island | \$28,448,058 | \$28,232,929 | \$215,129 | | |
| South Carolina | \$128,789,930 | \$120,306,182 | \$8,483,747 | | |
| Tennessee | \$113,911,200 | \$85,505,733 | | \$28,405,467 | |
| Texas ²⁵ | \$1,015,817,221 | \$996,609,407 | \$19,207,814 | | |
| Utah | \$10,139,286 | \$6,474,481 | \$3,664,805 | | |
| Vermont ²⁴ | \$90,889,523 | \$73,025,082 | \$11,215,572 | | \$3,916,235 |
| Virginia VPI ³⁵ | \$260,272,406 | \$149,480,336 | \$21,880,773 | \$88,911,297 | |
| Virginia Mixed Delivery | \$29,391,028 | \$27,657,187 | \$1,733,841 | | |
| Virginia CCSP ³² | \$149,767,466 | \$69,881,285 | \$79,886,181 | | |
| Washington ECEAP ²⁶ | \$223,931,571 | \$223,931,571 | | | |
| Washington TK ²⁵ | \$115,605,481 | \$106,032,423 | \$107,849 | | \$9,465,209 |
| West Virginia | \$162,961,998 | \$115,116,798 | \$47,211,192 | | \$634,008 |
| Wisconsin | Not reported | Not reported | | | |
| Guam | \$489,340 | \$465,712 | \$23,628 | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 88A. FISCAL YEAR 2025 FEDERAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL

| STATE | TANF | CCDF | IDEA | PDG B-5 | USDA CACFP |
|--|--------------------------------|--------------------------------|-------------------------------------|--------------------------|--------------------------|
| Alabama | | | Yes: Amount included in local funds | | |
| Alaska Pre-Elementary | | | Yes: \$30,000 | | |
| Alaska EEP | | | | | |
| Alaska 0.5 ADM | | | | | |
| Arizona ²⁶ | | | | | |
| Arkansas ³⁴ | Yes: \$7,500,000 | Yes: \$4,751,515 | | Yes: \$1,210,597 | |
| California CSPP ³⁵ | | | | | Yes: \$59,189,393 |
| California TK ³⁷ | | | Yes: Amount not reported | | |
| Colorado ³⁷ | | Yes: Amount not reported | | Yes: Amount not reported | Yes: Amount not reported |
| Connecticut CDCC | | Yes: Amount not reported | | | |
| Connecticut SR | | Yes: Amount not reported | | | |
| Connecticut Smart Start | | Yes: Amount not reported | Yes: Amount not reported | | |
| Delaware | | Yes: Amount not reported | | Yes: Amount not reported | |
| District of Columbia | | | | | |
| Florida | | Yes: \$2,595,493 | | | |
| Georgia ³³ | | Yes: Amount not reported | | | |
| Hawaii EOEL | | | | | |
| Hawaii SPCSP | | | | | |
| Illinois | Yes: Amount not reported | Yes: Amount not reported | Yes: Amount not reported | | Yes: Amount not reported |
| Indiana | | Yes: Amount not reported | | | Yes: Amount not reported |
| Iowa Shared Visions | Yes: Amount not reported | Yes: Amount not reported | Yes: Amount not reported | | Yes: Amount not reported |
| Iowa SWVPP | | | | | |
| Kansas ³⁰ | Yes: \$4,132,317 | | Yes: Amount not reported | | Yes: Amount not reported |
| Kentucky ³³ | | | Yes: \$10,848,603 | | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | Yes: \$19,907,428 | | | | |
| Louisiana NSECD | | | | | |
| Maine | | | Yes: Amount not reported | Yes: \$352,000 | Yes: Amount not reported |
| Maryland | | | | | |
| Massachusetts CPPI | | Yes: \$24,133,363 | | | |
| Massachusetts Chapter 70 ²⁶ | | | Yes: Amount not reported | | Yes: Amount not reported |
| Michigan | | | | | |
| Minnesota HdSt | Yes: Amount not reported | Yes: Amount not reported | Yes: Amount not reported | | Yes: Amount not reported |
| Minnesota VPK/SRP | | | | | |
| Mississippi ELC ¹⁸ | | Yes: \$32,837 | Yes: \$112,678 | Yes: \$400,000 | Yes: \$690,577 |
| Mississippi SIP | | | | | Yes: \$14,259 |
| Missouri FF | | | | | |
| Missouri QPK | | | | | |
| Nebraska | | | Yes: \$53,542,624 | | |
| Nevada | | | | | |
| New Jersey | | | Yes: Amount not reported | | Yes: Amount not reported |
| New Mexico | | | | | |
| New York | | | | Yes: \$11,000,000 | |
| North Carolina ²⁴ | Yes: \$68,186,143 | Yes: \$2,820,233 | Yes: \$8,256,633 | | Yes: \$5,295,660 |
| North Dakota | | | | | |
| Ohio | | | | | |
| Oklahoma ³⁴ | | | Yes: Amount not reported | | |
| Oregon OPK ³³ | | | | | Yes: Amount not reported |
| Oregon Preschool Promise | | | | | Yes: Amount not reported |
| Pennsylvania RTL | | | | | |
| Pennsylvania HSSAP | | | | | |
| Pennsylvania K4 & SBPK | | | | | |
| Pennsylvania PKC | | | | | |
| Rhode Island | | | | Yes: \$215,129 | |
| South Carolina | | | Yes: \$8,062,745 | | |
| Tennessee | | | Yes: Amount not reported | Yes: Amount not reported | |
| Texas ²⁶ | | | Yes: \$19,207,814 | Yes: Amount not reported | |
| Utah ³⁶ | | Yes: \$3,664,805 | Yes: Amount not reported | | |
| Vermont | | | | | |
| Virginia VPI ³⁶ | | | | | |
| Virginia Mixed Delivery | | Yes: \$1,733,841 | | | |
| Virginia CCSP | Yes: \$930,662 | Yes: \$51,968,123 | | | |
| Washington ECEAP ²⁷ | | | | | |
| Washington TK ²⁵ | | | | | |
| West Virginia | Yes: \$5,326,168 (TANF + CCDF) | Yes: \$5,326,168 (TANF + CCDF) | Yes: \$5,733,746 | | |
| Wisconsin | | | | | |
| Guam | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 88B. FISCAL YEAR 2025 FEDERAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL

| STATE | McKinney-Vento | Title I | Head Start | Title II | ARP |
|--|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| Alabama | | Yes: Amount included in local funds | Yes: Amount included in local funds | | |
| Alaska Pre-Elementary | | | | | |
| Alaska EEP | | | | | |
| Alaska 0.5 ADM | | | | | |
| Arizona ²⁶ | | | | | Yes: \$5,080,674 |
| Arkansas ³⁴ | | | | | Yes: \$14,045,035 |
| California CSPP ³⁵ | | | | | |
| California TK ³⁷ | Yes: Amount not reported | Yes: Amount not reported | | Yes: Amount not reported | Yes: Amount not reported |
| Colorado ³⁷ | Yes: Amount not reported | Yes: Amount not reported | Yes: Amount not reported | Yes: Amount not reported | |
| Connecticut CDCC | | | | | |
| Connecticut SR | | | | | |
| Connecticut Smart Start | | | | | |
| Delaware | | | | | |
| District of Columbia | | | | | |
| Florida | | | | | |
| Georgia ³³ | | | | | |
| Hawaii EOEL | | | | | |
| Hawaii SPCSP | | | | | |
| Illinois | | | | | |
| Indiana | | | | | Yes: \$15,707,855 |
| Iowa Shared Visions | | | Yes: Amount not reported | | |
| Iowa SWVPP | | | | | |
| Kansas ³⁰ | Yes: Amount not reported | Yes: Amount not reported | Yes: Amount not reported | Yes: Amount not reported | |
| Kentucky ³³ | | Yes: \$16,995,625 | Yes: \$37,061,738 | Yes: \$5,290 | Yes: \$3,025,954 |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | | | | |
| Louisiana NSECD | | | | | |
| Maine | | Yes: Amount not reported | Yes: Amount not reported | Yes: Amount not reported | Yes: \$1,199,903 |
| Maryland | | | | | |
| Massachusetts CPPI | | | | | |
| Massachusetts Chapter 70 ²⁶ | Yes: Amount not reported | Yes: Amount not reported | | Yes: Amount not reported | |
| Michigan | | | | | |
| Minnesota HdSt | | | Yes: Amount not reported | | |
| Minnesota VPK/SRP | | | | | |
| Mississippi ELC ¹⁸ | | Yes: \$3,117,765 | Yes: \$1,647,916 | Yes: \$10,000 | |
| Mississippi SIP | | Yes: \$47,049 | | | |
| Missouri FF | | | | | |
| Missouri QPK | | | | | |
| Nebraska | | Yes: \$7,053,992 | Yes: \$17,686,341 | | |
| Nevada | | | | | Yes: \$2,457,858 |
| New Jersey | | Yes: Amount not reported | | | |
| New Mexico | | | | | |
| New York | | | | | |
| North Carolina ²⁴ | | Yes: \$13,819,073 | Yes: \$16,763,145 | | |
| North Dakota | | | | | |
| Ohio | | | | | |
| Oklahoma ³⁴ | | Yes: Amount not reported | Yes: Amount not reported | Yes: Amount not reported | |
| Oregon OPK ³³ | | | Yes: Amount not reported | | Yes: Amount not reported |
| Oregon Preschool Promise | | | | | |
| Pennsylvania RTL | | | | | |
| Pennsylvania HSSAP | | | | | |
| Pennsylvania K4 & SBPK | | | | | |
| Pennsylvania PKC | | | | | |
| Rhode Island | | | | | |
| South Carolina | | | | | |
| Tennessee | | Yes: Amount not reported | Yes: Amount not reported | | |
| Texas ²⁶ | | Yes: Amount not reported | | | |
| Utah ³⁶ | | Yes: Amount not reported | | | |
| Vermont | | | | | |
| Virginia VPI ³⁶ | | Yes: \$21,880,773 | | | |
| Virginia Mixed Delivery | | | | | |
| Virginia CCSP | | | | | Yes: \$26,987,396 |
| Washington ECEAP ²⁷ | | | | | |
| Washington TK ²⁵ | | Yes: Amount not reported | | | |
| West Virginia | | Yes: \$723,891 | Yes: \$35,403,762 | | |
| Wisconsin | | | | | |
| Guam | | | | | Yes: \$23,628 |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 88C. FISCAL YEAR 2025 FEDERAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL

| STATE | CARES | CRRSA | ESSER | Other |
|--|--------------------------|--------------------------|--------------------------|--|
| Alabama | | | | |
| Alaska Pre-Elementary | | | | |
| Alaska EEP | | | | |
| Alaska 0.5 ADM | | | | |
| Arizona ²⁶ | | | | |
| Arkansas ³⁴ | | | | Better Beginnings Quality Incentive Payments: \$11,920,107 |
| California CSPP ³⁵ | | | | |
| California TK ³⁷ | | | Yes: Amount not reported | Yes: Amount not reported |
| Colorado ³⁷ | | | | |
| Connecticut CDCC | | | | |
| Connecticut SR | | | | |
| Connecticut Smart Start | | | | |
| Delaware | | | | |
| District of Columbia | | | | |
| Florida | | | | |
| Georgia ³³ | | | | |
| Hawaii EOEL | | | | |
| Hawaii SPCSP | | | | |
| Illinois | | | | |
| Indiana | Yes: \$3,918,918 | | | |
| Iowa Shared Visions | | | | |
| Iowa SWVPP | | | | |
| Kansas ³⁰ | | | | |
| Kentucky ³³ | Yes: Amount not reported | Yes: Amount not reported | Yes: \$1,898,529 | Yes: \$3,697,695 |
| Louisiana 8(g) | | | | |
| Louisiana LA 4 | | | | |
| Louisiana NSECD | | | | |
| Maine | | | | |
| Maryland | | | | |
| Massachusetts CPPI | | | | |
| Massachusetts Chapter 70 ²⁶ | | | Yes: Amount not reported | |
| Michigan | | | | |
| Minnesota HdSt | | | | |
| Minnesota VPK/SRP | | | | |
| Mississippi ELC ¹⁸ | | | Yes: \$4,394 | Yes: \$641,338 |
| Mississippi SIP | | | | National School Lunch Program: \$76,595 |
| Missouri FF | | | | |
| Missouri QPK | | | | |
| Nebraska | | | | |
| Nevada | | | | |
| New Jersey | | | | |
| New Mexico | | | | |
| New York | | | | District Generalized Federal Funding: \$214,408,743 |
| North Carolina ²⁴ | | | | |
| North Dakota | | | | |
| Ohio | | | | |
| Oklahoma ³⁴ | | | | Yes: Amount not reported |
| Oregon OPK ³³ | | | | |
| Oregon Preschool Promise | | | | |
| Pennsylvania RTL | | | | |
| Pennsylvania HSSAP | | | | |
| Pennsylvania K4 & SBPK | | | | |
| Pennsylvania PKC | | | | |
| Rhode Island | | | | |
| South Carolina | | | Yes: \$421,003 | |
| Tennessee | | | | |
| Texas ²⁶ | | | | |
| Utah ³⁶ | Yes: Amount not reported | | | |
| Vermont | | | | |
| Virginia VPI ³⁶ | | | | |
| Virginia Mixed Delivery | | | | |
| Virginia CCSP | | | | |
| Washington ECEAP ²⁷ | | | | Yes: Amount not reported |
| Washington TK ²⁵ | | | | |
| West Virginia | | | Yes: \$23,625 | |
| Wisconsin | | | | |
| Guam | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 89. REQUIREMENTS FOR A LOCAL MATCH FOR PRESCHOOL FUNDING

| STATE | Required local match |
|--|---|
| Alabama | Yes: At minimum, a 25% in-kind/cash match is required per classroom |
| Alaska Pre-Elementary | No |
| Alaska EEP | No |
| Alaska 0.5 ADM | No |
| Arizona | No |
| Arkansas | Yes: 40% (cash or in-kind) |
| California CSPP ³⁶ | Yes |
| California TK | No |
| Colorado | No |
| Connecticut CDCC | No |
| Connecticut SR | No |
| Connecticut Smart Start | No |
| Delaware | No |
| District of Columbia | No |
| Florida | No |
| Georgia | No |
| Hawaii EOEL | No |
| Hawaii SPCSP | No |
| Illinois | No |
| Indiana ²⁸ | Yes: 5% to 50% |
| Iowa Shared Visions | Yes: 20% in-kind of awarded state allocation |
| Iowa SWVPP | No |
| Kansas | No |
| Kentucky | No |
| Louisiana 8(g) | No |
| Louisiana LA 4 | No |
| Louisiana NSECD | No |
| Maine ²¹ | Yes |
| Maryland | No |
| Massachusetts CPPI | No |
| Massachusetts Chapter 70 ²⁵ | Yes |
| Michigan | No |
| Minnesota HdSt | No |
| Minnesota VPK/SRP | No |
| Mississippi ELC ¹⁹ | Yes: 1:1 match |
| Mississippi SIP | No |
| Missouri FF | No |
| Missouri QPK | No |
| Nebraska ²⁵ | Yes |
| Nevada | No |
| New Jersey | No |
| New Mexico | No |
| New York | No |
| North Carolina ²⁵ | Yes |
| North Dakota | Yes: 15% match of the total award received |
| Ohio | No |
| Oklahoma | No |
| Oregon OPK | 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 ²⁶ | Yes |
| Texas | No |
| Utah | No |
| Vermont | No |
| Virginia VPI ³⁷ | Yes: Based on the local composite index |
| Virginia Mixed Delivery | No |
| Virginia CCSP | No |
| Washington ECEAP | No |
| Washington TK | No |
| 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 '24-'25 school year.

APPENDIX TABLE 90A. AGENCIES ELIGIBLE TO RECEIVE PRESCHOOL FUNDING DIRECTLY

| STATE | Public schools | Head Start | Private agencies | Faith-based centers (without religious content) | Faith-based centers (with religious content) | Family child care home |
|---------------------------------------|---------------------------------|------------|--------------------|---|---|---------------------------|
| Alabama | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Alaska Pre-Elementary | ✓ | | | | | |
| Alaska EEP | ✓ | | | | | |
| Alaska 0.5 ADM | ✓ | | | | | |
| Arizona ²⁷ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Arkansas | ✓ | ✓ | ✓ | ✓ | | ✓ |
| California CSPP ³⁷ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| California TK ³⁸ | ✓ | | | | | |
| Colorado | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut CDCC | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut SR | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Connecticut Smart Start | ✓ | | | | | |
| Delaware | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| District of Columbia | ✓ | ✓ | ✓ | ✓ | | |
| Florida | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Georgia | ✓ | ✓ | ✓ | ✓ | | |
| Hawaii EOEL | ✓ | | | | | |
| Hawaii SPCSP ²⁷ | ✓ | | | | | |
| Illinois | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Indiana | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Iowa Shared Visions ²⁰ | ✓ | ✓ | ✓ | ✓ | | |
| Iowa SWVPP ²⁶ | ✓ | | | | | |
| Kansas ³¹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Kentucky | ✓ | | | | | |
| Louisiana 8(g) | ✓ | | | | | |
| Louisiana LA 4 | ✓ | | | | | |
| Louisiana NSECD | | | ✓ | ✓ | ✓ | |
| Maine | ✓ | | | | | |
| Maryland | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Massachusetts CPPI | ✓ | | | | | |
| Massachusetts Chapter 70 | ✓ | | | | | |
| Michigan ²³ | | | | | | |
| Minnesota HdSt ² | | ✓ | | | | |
| Minnesota VPK/SRP ⁴⁴ | ✓ | | | | | |
| Mississippi ELC | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Mississippi SIP | ✓ | | | | | |
| Missouri FF | ✓ | | | | | |
| Missouri QPK ²⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Nebraska | ✓ | | | | | |
| Nevada ²⁵ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| New Jersey ³¹ | ✓ | | | | | |
| New Mexico | ✓ | ✓ | ✓ | ✓ | | ✓ |
| New York ²⁴ | ✓ | ✓ | ✓ (for SUFDK only) | ✓ (for SUFDK only) | | ✓ |
| North Carolina | ✓ | ✓ | | | | |
| North Dakota | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Ohio | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oklahoma | ✓ | | | | | |
| Oregon OPK ³⁴ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania RTL | ✓ | | | | | |
| Pennsylvania HSSAP | | ✓ | | | | |
| Pennsylvania K4 & SBPK | ✓ | | | | | |
| Pennsylvania PKC | ✓ | ✓ | ✓ | ✓ | | |
| Rhode Island | ✓ | ✓ | ✓ | ✓ | | |
| South Carolina ²⁹ | ✓ | ✓ | ✓ | | | |
| Tennessee ²⁷ | ✓ | | | | | |
| Texas | ✓ | | | | | |
| Utah ³⁷ | ✓ | ✓ | ✓ | ✓ | | |
| Vermont | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia VPI | ✓ | | | | | |
| Virginia Mixed Delivery ²⁸ | | | | | | |
| Virginia CCSP ³³ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Washington ECEAP | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Washington TK | ✓ | | | | | |
| West Virginia ²⁹ | ✓ County Boards of Education | | | | | |
| Wisconsin | ✓ | | | | | |
| Guam | ✓ | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 90B. AGENCIES ELIGIBLE TO RECEIVE PRESCHOOL FUNDING DIRECTLY

| STATE | Other agency |
|---------------------------------------|---|
| Alabama | ✓ Military child care, College/University, Community-based child care, Private schools |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona ²⁷ | ✓ Tribally regulated programs |
| Arkansas | ✓ Local Education Service Cooperatives, Higher education institutions |
| California CSPP ³⁷ | ✓ Higher education institutions, Counties, Cities, Tribes, Tribal organizations |
| California TK ³⁸ | |
| Colorado | |
| Connecticut CDCC | ✓ Human Service Agencies |
| Connecticut SR | |
| Connecticut Smart Start | |
| Delaware | |
| District of Columbia | |
| Florida | ✓ Boys and Girls Clubs, the YMCA |
| Georgia | ✓ University & technical schools child care programs, Military base child care programs, Accredited charter schools |
| Hawaii EOEL | |
| Hawaii SPCSP ²⁷ | |
| Illinois | ✓ Higher Education Institutions, Regional Offices of Education |
| Indiana | ✓ Private Schools |
| Iowa Shared Visions ²⁰ | ✓ Public or private non-profit organizations |
| Iowa SWVPP ²⁶ | |
| Kansas ³¹ | ✓ |
| Kentucky | |
| Louisiana 8(g) | |
| Louisiana LA 4 | ✓ Independent LEA Charter Schools |
| Louisiana NSECD | ✓ BESE-approved nonpublic schools |
| Maine | |
| Maryland | |
| Massachusetts CPPI | |
| Massachusetts Chapter 70 | |
| Michigan ²³ | ✓ Intermediate School Districts (ISDs) |
| Minnesota HdSt 2 | |
| Minnesota VPK/SRP ⁴⁴ | |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF | |
| Missouri QPK ²⁰ | |
| Nebraska | |
| Nevada ²⁵ | |
| New Jersey ³¹ | |
| New Mexico | ✓ Universities, Colleges, Cities, Tribal programs |
| New York ²⁴ | ✓ Libraries, Museums, Other agencies |
| North Carolina | ✓ Public-private partnerships (local Smart Start partnerships), Community Action Agencies |
| North Dakota | |
| Ohio | |
| Oklahoma | |
| Oregon OPK ³⁴ | ✓ Community college, Higher education institutions, Education service districts, Government agencies |
| Oregon Preschool Promise | ✓ Early Learning Hubs, Relief nurseries, Education service districts |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | ✓ PDE licensed private nurseries |
| Rhode Island | |
| South Carolina ²⁹ | ✓ |
| Tennessee ²⁷ | |
| Texas | ✓ Open enrollment charter schools |
| Utah ³⁷ | |
| Vermont | ✓ Parent-child centers |
| Virginia VPI | ✓ Local government agencies |
| Virginia Mixed Delivery ²⁸ | ✓ Ready Region lead organizations |
| Virginia CCSP ³³ | |
| Washington ECEAP | ✓ Tribal, City, Government; Higher education settings |
| Washington TK | |
| West Virginia ²⁹ | |
| Wisconsin | |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 91A. AGENCIES WITH WHICH SUBCONTRACTING IS PERMITTED TO PROVIDE PRESCHOOL

| STATE | Subcontracting not permitted | Public schools | Head Start | Private agencies | Faith-based centers (without religious content) | Faith-based centers (with religious content) | Family child care home |
|--|------------------------------|----------------|------------|------------------|---|--|------------------------|
| Alabama | ✓ | | | | | | |
| Alaska Pre-Elementary | | ✓ | ✓ | ✓ | | | |
| Alaska EEP | | ✓ | | | | | |
| Alaska 0.5 ADM | ✓ | | | | | | |
| Arizona | ✓ | | | | | | |
| Arkansas ³⁵ | | ✓ | | | | | ✓ |
| California CSPP | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| California TK | | ✓ | | | | | |
| Colorado ³⁸ | ✓ | | | | | | |
| Connecticut CDCC ³⁰ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Connecticut SR ²⁵ | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Connecticut Smart Start ²⁴ | | | ✓ | ✓ | ✓ | ✓ | |
| Delaware | ✓ | | | | | | |
| District of Columbia | ✓ | | | | | | |
| Florida | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Georgia | ✓ | | | | | | |
| Hawaii EOEL | ✓ | | | | | | |
| Hawaii SPCSP | ✓ | | | | | | |
| Illinois | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Indiana | ✓ | | | | | | |
| Iowa Shared Visions | | ✓ | ✓ | ✓ | ✓ | | |
| Iowa SWVPP ²⁶ | | | ✓ | ✓ | ✓ | | ✓ |
| Kansas ³¹ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Kentucky | | ✓ | ✓ | ✓ | ✓ | | |
| Louisiana 8(g) | ✓ | | | | | | |
| Louisiana LA 4 | | | ✓ | ✓ | | | |
| Louisiana NSECD | ✓ | | | | | | |
| Maine | | | ✓ | ✓ | ✓ | | ✓ |
| Maryland | ✓ | | | | | | |
| Massachusetts CPPI | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Massachusetts Chapter 70 ²⁷ | ✓ | | | | | | |
| Michigan ²³ | | ✓ | ✓ | ✓ | ✓ | | |
| Minnesota HdSt | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Minnesota VPK/SRP ⁴⁴ | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Mississippi ELC | | ✓ | ✓ | ✓ | ✓ | | |
| Mississippi SIP | | ✓ | | | | | |
| Missouri FF | | ✓ | | | | | |
| Missouri QPK ²⁰ | | ✓ | | ✓ | ✓ | | ✓ |
| Nebraska ²⁶ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Nevada ²⁶ | ✓ | | | | | | |
| New Jersey ³¹ | | ✓ | ✓ | ✓ | ✓ | | |
| New Mexico | ✓ | | | | | | |
| New York ²⁵ | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| North Carolina ²⁶ | | ✓ | ✓ | ✓ | ✓ | | |
| North Dakota | ✓ | | | | | | |
| Ohio | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Oklahoma | | ✓ | ✓ | | | | |
| Oregon OPK ³⁵ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oregon Preschool Promise | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pennsylvania RTL | | ✓ | ✓ | ✓ | | | |
| Pennsylvania HSSAP | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Pennsylvania K4 & SBPK | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Pennsylvania PKC | | ✓ | ✓ | ✓ | ✓ | | |
| Rhode Island | | ✓ | ✓ | ✓ | ✓ | | |
| South Carolina | ✓ | | | | | | |
| Tennessee ²⁷ | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Texas | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Utah ³⁸ | | ✓ | ✓ | ✓ | | | |
| Vermont | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Virginia VPI | | ✓ | ✓ | ✓ | | | ✓ |
| Virginia Mixed Delivery | | | ✓ | ✓ | | | ✓ |
| Virginia CCSP | ✓ | | | | | | |
| Washington ECEAP | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Washington TK | ✓ | | | | | | |
| West Virginia ³⁰ | | | ✓ | ✓ | ✓ | | |
| Wisconsin | | | ✓ | ✓ | ✓ | | ✓ |
| Guam | ✓ | | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 91B. AGENCIES WITH WHICH SUBCONTRACTING IS PERMITTED TO PROVIDE PRESCHOOL

| STATE | Other agency |
|--|---|
| Alabama | |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona | |
| Arkansas ³⁵ | ✓ |
| California CSPP | ✓ Higher education institutions, Counties, Cities, Tribes, Tribal organizations |
| California TK | |
| Colorado ³⁸ | |
| Connecticut CDCC ³⁰ | ✓ Municipalities |
| Connecticut SR ²⁵ | ✓ |
| Connecticut Smart Start ²⁴ | |
| Delaware | |
| District of Columbia | |
| Florida | |
| Georgia | |
| Hawaii EOEL | |
| Hawaii SPCSP | |
| Illinois | |
| Indiana | |
| Iowa Shared Visions | ✓ Public or private non-profit organizations |
| Iowa SWVPP ²⁶ | |
| Kansas ³¹ | ✓ |
| Kentucky | |
| Louisiana 8(g) | |
| Louisiana LA 4 | ✓ Non-independent LEA charter schools |
| Louisiana NSECD | |
| Maine | |
| Maryland | |
| Massachusetts CPPI | |
| Massachusetts Chapter 70 ²⁷ | |
| Michigan ²³ | ✓ For-profit public or private agencies, Universities |
| Minnesota HdSt | |
| Minnesota VPK/SRP ⁴⁴ | ✓ Community-based organizations like the YMCA or Boys and Girl's Clubs of America |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF | |
| Missouri QPK ²⁰ | ✓ |
| Nebraska ²⁶ | |
| Nevada ²⁶ | |
| New Jersey ³¹ | |
| New Mexico | |
| New York ²⁵ | ✓ Libraries, Museums, Other agencies |
| North Carolina ²⁶ | |
| North Dakota | |
| Ohio | |
| Oklahoma | |
| Oregon OPK ³⁵ | ✓ Community college, Higher education institutions, Education service districts, Government agencies. |
| Oregon Preschool Promise | |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | ✓ PDE licensed private nurseries |
| Rhode Island | |
| South Carolina | |
| Tennessee ²⁷ | ✓ |
| Texas | |
| Utah ³⁸ | |
| Vermont | |
| Virginia VPI | |
| Virginia Mixed Delivery | |
| Virginia CCSP | |
| Washington ECEAP | ✓ Tribal, City, Government, Higher education settings |
| Washington TK | |
| West Virginia ³⁰ | |
| Wisconsin | |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 92. REQUIREMENTS FOR STRUCTURED OBSERVATIONS OF PRESCHOOL CLASSROOM QUALITY

| STATE | All classrooms are observed at least annually | All classrooms are observed over the course of a multi-year cycle | Some classrooms are selected to be observed each year | Structured observations are required but determined locally | Not required |
|--|---|---|---|---|--------------|
| Alabama ²⁶ | ✓ | | | | |
| Alaska Pre-Elementary ¹⁸ | | | | | ✓ |
| Alaska EEP ²¹ | | | | | ✓ |
| Alaska 0.5 ADM ¹⁵ | | | | | ✓ |
| Arizona ²⁸ | | | ✓ | | |
| Arkansas ³⁶ | | ✓ | | | |
| California CSPP ³⁸ | ✓ | | | | |
| California TK ³⁹ | | | ✓ CSPP & TK comingled | | |
| Colorado ³⁹ | | | | | ✓ |
| Connecticut CDCC ³¹ | | ✓ | | | |
| Connecticut SR ²⁶ | | ✓ | | | |
| Connecticut Smart Start ²⁵ | | ✓ | | | |
| Delaware ²⁵ | | ✓ 3- to 5-year cycle | | | |
| District of Columbia ³³ | ✓ | | | | |
| Florida ³³ | ✓ | | | | |
| Georgia ³⁴ | | | ✓ | | |
| Hawaii EOEL | ✓ | | | | |
| Hawaii SPCSP ²⁸ | ✓ | | | | |
| Illinois | | ✓ 3- to 4-year cycle | | | |
| Indiana | | | | | ✓ |
| Iowa Shared Visions ²¹ | | ✓ per program standards | | | |
| Iowa SWVPP ²⁷ | | ✓ 3-year cycle | | | |
| Kansas | | | | | ✓ |
| Kentucky ³⁴ | | | ✓ | | |
| Louisiana 8(g) | ✓ | | | | |
| Louisiana LA 4 | ✓ | | | | |
| Louisiana NSECD | ✓ | | | | |
| Maine ²² | | ✓ 3-year cycle | | | |
| Maryland | | | | | ✓ |
| Massachusetts CPPI | ✓ | | | | |
| Massachusetts Chapter 70 ²⁸ | ✓ | | | | |
| Michigan ²⁴ | | ✓ 3-year cycle | | | |
| Minnesota HdSt ³⁰ | | ✓ per federal Head Start | | | |
| Minnesota VPK/SRP ⁴⁵ | ✓ | | | | |
| Mississippi ELC | ✓ | | | | |
| Mississippi SIP | ✓ | | | | |
| Missouri FF | | | | | ✓ |
| Missouri QPK | | ✓ 2-year cycle | | | |
| Nebraska ²⁷ | | | ✓ | | |
| Nevada ²⁴ | | ✓ 2-year cycle | | | |
| New Jersey | ✓ | | | | |
| New Mexico ²¹ | ✓ | | | | |
| New York ²⁶ | ✓ | | | | |
| North Carolina ²⁷ | | ✓ 3-year cycle | | | |
| North Dakota | | | | | ✓ |
| Ohio | ✓ | | | | |
| Oklahoma ³⁵ | | | | ✓ | |
| Oregon OPK ³⁶ | | ✓ | | | |
| Oregon Preschool Promise ³³ | | ✓ 3-year cycle | | | |
| Pennsylvania RTL | ✓ Instructional level I teachers | | | | |
| Pennsylvania HSSAP | | ✓ 3-year cycle | | | |
| Pennsylvania K4 & SBPK | ✓ Instructional level I teachers | | | | |
| Pennsylvania PKC | ✓ | | | | |
| Rhode Island | ✓ | | | | |
| South Carolina ²⁷ | ✓ | | | | |
| Tennessee ²⁸ | ✓ | | | | |
| Texas | | | | | ✓ |
| Utah ³⁹ | | | ✓ | | |
| Vermont ²⁵ | | ✓ 3-year cycle | | | |
| Virginia VPI ³⁸ | ✓ two times a year | | | | |
| Virginia Mixed Delivery | ✓ two times a year | | | | |
| Virginia CCSP ³⁴ | ✓ two times a year | | | | |
| Washington ECEAP ²⁸ | | ✓ 3-year cycle | | | |
| Washington TK ²⁶ | ✓ | | | | |
| West Virginia ³¹ | ✓ | | | | |
| Wisconsin | | | | ✓ | |
| Guam | ✓ | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 93. CRITERIA USED TO DETERMINE IF CLASSROOMS RECEIVE STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY

| STATE | Low performing classrooms | New classrooms/ teachers | Classrooms are randomly selected | Classrooms only in specific settings | Other criteria |
|--------------------------------------|---------------------------|--------------------------|----------------------------------|--------------------------------------|----------------|
| Alabama | | | | | |
| Alaska Pre-Elementary | | | | | |
| Alaska EEP | | | | | |
| Alaska 0.5 ADM | | | | | |
| Arizona ²⁸ | | | ✓ | | ✓ |
| Arkansas | | | | | |
| California CSPP ³⁹ | | | | | |
| California TK ⁴⁰ | | | | | ✓ |
| Colorado | | | | | |
| Connecticut CDCC | | | | | |
| Connecticut SR | | | | | |
| Connecticut Smart Start | | | | | |
| Delaware | | | | | |
| District of Columbia | | | | | |
| Florida | | | | | |
| Georgia ³⁵ | | | ✓ | | ✓ |
| Hawaii EOEL | | | | | |
| Hawaii SPCSP | | | | | |
| Illinois | | | | | |
| Indiana | | | | | |
| Iowa Shared Visions | | | | | |
| Iowa SWVPP | | | | | |
| Kansas | | | | | |
| Kentucky ³⁴ | | ✓ | ✓ | ✓ | ✓ |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | | | | |
| Louisiana NSECD | | | | | |
| Maine | | | | | |
| Maryland | | | | | |
| Massachusetts CPPI | | | | | |
| Massachusetts Chapter 70 | | | | | |
| Michigan | | | | | |
| Minnesota HdSt | | | | | |
| Minnesota VPK/SRP | | | | | |
| Mississippi ELC | | | | | |
| Mississippi SIP | | | | | |
| Missouri FF | | | | | |
| Missouri QPK | | | | | |
| Nebraska ²⁷ | | ✓ | ✓ | | ✓ |
| Nevada | | | | | |
| New Jersey | | | | | |
| New Mexico | | | | | |
| New York ²⁷ | | | | | |
| North Carolina | | | | | |
| North Dakota | | | | | |
| Ohio | | | | | |
| Oklahoma ³⁵ | | | | | ✓ |
| Oregon OPK | | | | | |
| Oregon Preschool Promise | | | | | |
| Pennsylvania RTL ¹⁰ | | | | | ✓ |
| Pennsylvania HSSAP | | | | | |
| Pennsylvania K4 & SBPK ¹⁶ | | | | | ✓ |
| Pennsylvania PKC | | | | | |
| Rhode Island | | | | | |
| South Carolina | | | | | |
| Tennessee | | | | | |
| Texas | | | | | |
| Utah ³⁹ | | | ✓ | | |
| Vermont | | | | | |
| Virginia VPI | | | | | |
| Virginia Mixed Delivery | | | | | |
| Virginia CCSP | | | | | |
| Washington ECEAP | | | | | |
| Washington TK | | | | | |
| West Virginia | | | | | |
| Wisconsin | | | | | |
| Guam | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 94A. REQUIRED PRESCHOOL CLASSROOM OBSERVATION INSTRUMENTS

| STATE | NA | CLASS | Danielson Framework | ELLCO | ERS/ECERS |
|--|----|-------|---------------------|-------|-----------|
| Alabama | | ✓ | | | |
| Alaska Pre-Elementary | ✓ | | | | |
| Alaska EEP | ✓ | | | | |
| Alaska 0.5 ADM | ✓ | | | | |
| Arizona ²⁸ | | ✓ | | | ✓ |
| Arkansas ³⁷ | | ✓ | | | ✓ |
| California CSPP ⁴⁰ | | ✓ | | | |
| California TK ⁴¹ | | ✓ | | | |
| Colorado | ✓ | | | | |
| Connecticut CDCC ³² | | | | | ✓ |
| Connecticut SR ²⁷ | | | | | ✓ |
| Connecticut Smart Start ²⁶ | | | | | ✓ |
| Delaware | | ✓ | | ✓ | |
| District of Columbia ³⁴ | | ✓ | | | |
| Florida | | ✓ | | | |
| Georgia | | ✓ | | | ✓ |
| Hawaii EOEL | | ✓ | ✓ | | |
| Hawaii SPCSP | | ✓ | | | ✓ |
| Illinois ²³ | | | | | ✓ |
| Indiana | ✓ | | | | |
| Iowa Shared Visions ²² | | ✓ | | | |
| Iowa SWVPP ²⁸ | | | | | |
| Kansas | ✓ | | | | |
| Kentucky ³⁴ | | | | | |
| Louisiana 8(g) | | ✓ | | | |
| Louisiana LA 4 | | ✓ | | | |
| Louisiana NSECD | | ✓ | | | |
| Maine | | ✓ | | | |
| Maryland | ✓ | | | | |
| Massachusetts CPPI | | ✓ | | | |
| Massachusetts Chapter 70 ²⁸ | | | | | |
| Michigan ²⁴ | | ✓ | | | |
| Minnesota HdSt ³⁰ | | ✓ | | | |
| Minnesota VPK/SRP ⁴⁶ | | ✓ | ✓ | | |
| Mississippi ELC | | ✓ | | | |
| Mississippi SIP | | ✓ | | | |
| Missouri FF | ✓ | | | | |
| Missouri QPK | | ✓ | | | |
| Nebraska ²⁸ | | ✓ | | | ✓ |
| Nevada | | | | | ✓ |
| New Jersey ³² | | | ✓ | | ✓ |
| New Mexico ²¹ | | ✓ | | | |
| New York ²⁷ | | | | | |
| North Carolina ²⁸ | | | | | ✓ |
| North Dakota | ✓ | | | | |
| Ohio | | | | | |
| Oklahoma ³⁵ | | | | | |
| Oregon OPK ³⁶ | | ✓ | | | ✓ |
| Oregon Preschool Promise ³⁴ | | ✓ | | | ✓ |
| Pennsylvania RTL ¹¹ | | | ✓ | | |
| Pennsylvania HSSAP ²¹ | | ✓ | | | ✓ |
| Pennsylvania K4 & SBPK ¹⁶ | | | ✓ | | |
| Pennsylvania PKC ²⁰ | | ✓ | ✓ | | ✓ |
| Rhode Island | | ✓ | | | ✓ |
| South Carolina ²⁷ | | | | ✓ | ✓ |
| Tennessee | | ✓ | | | |
| Texas | ✓ | | | | |
| Utah ⁴⁰ | | | | | ✓ |
| Vermont ²⁶ | | ✓ | | | ✓ |
| Virginia VPI | | ✓ | | | |
| Virginia Mixed Delivery | | ✓ | | | |
| Virginia CCSP | | ✓ | | | |
| Washington ECEAP ²⁹ | | | | | |
| Washington TK ²⁷ | | | ✓ | | |
| West Virginia ³¹ | | | | | |
| Wisconsin ¹⁸ | | | | | |
| Guam ⁶ | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 94B. REQUIRED PRESCHOOL CLASSROOM OBSERVATION INSTRUMENTS

| STATE | Marzano | NAEYC Accreditation | TPOT | Other instruments | Determined locally |
|--|---------|---------------------|------|--------------------------------------|--------------------|
| Alabama | | | | ✓ DECA-P2 Reflective Checklist | |
| Alaska Pre-Elementary | | | | | |
| Alaska EEP | | | | | |
| Alaska 0.5 ADM | | | | | |
| Arizona ²⁸ | | | | | |
| Arkansas ³⁷ | | | | | |
| California CSPP ⁴⁰ | | | | ✓ | |
| California TK ⁴¹ | | | | | |
| Colorado | | | | | |
| Connecticut CDCC ³² | | ✓ | | | |
| Connecticut SR ²⁷ | | ✓ | | | |
| Connecticut Smart Start ²⁶ | | ✓ | | | |
| Delaware | | | ✓ | ✓ | |
| District of Columbia ³⁴ | | | | | |
| Florida | | | | | |
| Georgia | | | | | |
| Hawaii EOEL | | | | | |
| Hawaii SPCSP | | | | | |
| Illinois ²³ | | | | | |
| Indiana | | | | | |
| Iowa Shared Visions ²² | | ✓ | | ✓ | |
| Iowa SWVPP ²⁸ | | | | ✓ | |
| Kansas | | | | | |
| Kentucky ³⁴ | | | ✓ | ✓ | |
| Louisiana 8(g) | | | | | |
| Louisiana LA 4 | | | | | |
| Louisiana NSECD | | | | | |
| Maine | | | | | |
| Maryland | | | | | |
| Massachusetts CPPI | | | | | |
| Massachusetts Chapter 70 ²⁸ | | | | ✓ | |
| Michigan ²⁴ | | | | ✓ | |
| Minnesota HdSt ³⁰ | | | | | |
| Minnesota VPK/SRP ⁴⁶ | ✓ | | ✓ | | |
| Mississippi ELC | | | | | |
| Mississippi SIP | | | | | |
| Missouri FF | | | | | |
| Missouri QPK | | | | | |
| Nebraska ²⁸ | | | ✓ | | |
| Nevada | | | | | |
| New Jersey ³² | ✓ | | ✓ | | |
| New Mexico ²¹ | | | | | |
| New York ²⁷ | | | | | ✓ |
| North Carolina ²⁸ | | | | ✓ | |
| North Dakota | | | | | |
| Ohio | | | | ✓ Ohio Classroom Observation Tool | |
| Oklahoma ³⁵ | ✓ | | | ✓ | |
| Oregon OPK ³⁶ | | | | | |
| Oregon Preschool Promise ³⁴ | | | | ✓ | |
| Pennsylvania RTL ¹¹ | | | | ✓ | |
| Pennsylvania HSSAP ²¹ | | | | | |
| Pennsylvania K4 & SBPK ¹⁶ | | | | | |
| Pennsylvania PKC ²⁰ | | | ✓ | ✓ | |
| Rhode Island | | | | | |
| South Carolina ²⁷ | | | ✓ | ✓ | |
| Tennessee | | | | ✓ CLASS Environment | |
| Texas | | | | | |
| Utah ⁴⁰ | | | | | |
| Vermont ²⁶ | | ✓ | ✓ | ✓ | |
| Virginia VPI | | | | | |
| Virginia Mixed Delivery | | | | | |
| Virginia CCSP | | | | | |
| Washington ECEAP ²⁹ | | | | ✓ | |
| Washington TK ²⁷ | ✓ | | | ✓ | |
| West Virginia ³¹ | | | | ✓ | |
| Wisconsin ¹⁸ | | | | | ✓ |
| Guam ⁶ | | | | ✓ | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 95. STATE SUPPORTS FOR RELIABILITY AND VALIDITY OF PRESCHOOL CLASSROOM QUALITY OBSERVATION DATA

| STATE | Supports for reliability and validity |
|--|--|
| Alabama ²⁷ | Double coding |
| Alaska Pre-Elementary | NA |
| Alaska EEP | NA |
| Alaska 0.5 ADM | NA |
| Arizona ²⁹ | The state requires all assessors to be reliable in the tools |
| Arkansas ³⁸ | ERS/ECERS-3 is conducted via an independent contractor with trained and reliable personnel |
| California CSPP ⁴¹ | Certification, Training, Inter-rater Reliability |
| California TK ⁴² | Certification, Training, Inter-rater Reliability (for comingled TK & CSPP) |
| Colorado | NA |
| Connecticut CDCC ³³ | The OEC funds ongoing reliability training in the use of ERS |
| Connecticut SR ²⁸ | The OEC funds ongoing reliability training in the use of ERS |
| Connecticut Smart Start ²⁷ | The OEC funds ongoing reliability training in the use of ERS |
| Delaware | Delaware Stars evaluators are required to be reliable on all observation tools used |
| District of Columbia ³⁵ | Other |
| Florida | The state offers ongoing training opportunities and support to CLASS observers. All observers are required to re-certify annually. |
| Georgia ³⁶ | Observers must demonstrate annual reliability for all instruments for which they conduct observation |
| 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 the annual required reliability testing. |
| Illinois ²⁴ | Ongoing reliability checks with the state anchor |
| Indiana | NA |
| Iowa Shared Visions ²³ | Staff are trained on the IA Quality Preschool Program Standards |
| Iowa SWWPP ²⁹ | Administrator license requires current evaluator approval training |
| Kansas | NA |
| Kentucky ³⁵ | Regional Training Centers (RTCs) provide guidance and training to districts |
| Louisiana 8(g) ¹⁶ | Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability |
| Louisiana LA 4 ¹⁹ | Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability |
| Louisiana NSECD ¹⁷ | Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability |
| Maine | All CLASS observers must have an updated reliability certificate to perform the CLASS |
| Maryland | NA |
| Massachusetts CPPI | CLASS Reliable Rater(s) administer CLASS observations |
| Massachusetts Chapter 70 ²⁹ | State provides calibration training for evaluators |
| Michigan | Early Childhood Specialists are formally trained in the tools by the publishers and must renew status as a reliable assessor with a minimum test score of 80% biennially (Classroom Coach) or annually (CLASS). |
| Minnesota HdSt | Per federal Head Start Performance Standards |
| Minnesota VPK/SRP ⁴⁷ | Districts use professional learning funds for training |
| Mississippi ELC ²⁰ | All classroom monitors are reliable to the PreK CLASS tool and maintain reliability annually through annual certification |
| Mississippi SIP ¹⁷ | All classroom monitors are reliable to the PreK CLASS tool and maintain reliability annually through annual certification |
| Missouri FF | NA |
| Missouri QPK | The CLASS observers are formally trained and are reliable in the CLASS tools |
| Nebraska | Observers are required to maintain an 85% reliability rating with state anchors who have achieved reliability with the tool authors |
| Nevada ²⁷ | QRIS coaches must obtain state reliability with state anchor assessors |
| New Jersey | The state offers an overview of the ECERS-3 tool and reliability training for the TPOT |
| New Mexico | All individuals administering classroom observations must be certified in the administration of the Classroom Assessment Scoring System (CLASS) |
| New York | Districts are required by law to use valid and reliable tools to measure classroom quality and teacher-student interactions |
| North Carolina ²⁹ | Assessors must maintain a reliability average of 85% or better |
| North Dakota | NA |
| Ohio | Staff must demonstrate reliability on any instruments used and periodically re-assessed for reliability |
| Oklahoma | Observers must complete an initial five-day training with a final exam. Recertification training must be completed every two years. |
| Oregon OPK ³⁷ | Research partners ensure observers meet all certifications required to ensure validity and reliability of observation scores |
| Oregon Preschool Promise ³⁵ | Research partners ensure observers meet all certifications required to ensure validity and reliability of observation scores |
| 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 ³⁰ | EIA/4K: Observations are conducted using the same rubric, and all observers are trained in the rubric before entering the field. First Steps: Reliability and validity are supported by ongoing professional development for individual and organizational growth and change. |
| Tennessee ²⁹ | Reliability Training Provided |
| Texas | NA |
| Utah ⁴¹ | All observers must renew their reliability annually and conduct reliability observations with anchor level observers at least quarterly |
| Vermont ²⁷ | As part of child care licensing, Vermont conducts state-wide and regional trainings for CLASS |
| Virginia VPI ³⁹ | All local observers maintain annual recertification on each CLASS tool of which they have certification |
| Virginia Mixed Delivery ²⁹ | All local observers maintain annual recertification on each CLASS tool of which they have certification |
| Virginia CCSP ³⁵ | All local observers maintain annual recertification on each CLASS tool of which they have certification |
| Washington ECEAP | The state contracts with the University of Washington (UW), using observers who are certified reliable. |
| Washington TK ²⁸ | OSPI provides evaluation guidance to districts |
| West Virginia | Determined locally |
| Wisconsin ¹⁹ | Not reported |
| Guam | In 2024-2025, a GDOE-developed observation tool was used |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 96. SHARING OF PRESCHOOL CLASSROOM OBSERVATION DATA WITH THE STATE AND LOCAL PROGRAMS

| STATE | Programs/teachers/classrooms receive on-going feedback based on data collected from structured observations of preschool classroom quality | State receives the results of structured observations of preschool classroom quality |
|--------------------------|--|--|
| Alabama | ✓ | ✓ |
| Alaska Pre-Elementary | NA | NA |
| Alaska EEP | NA | NA |
| Alaska 0.5 ADM | NA | NA |
| Arizona | ✓ | ✓ |
| Arkansas | ✓ | ✓ |
| California CSPP | ✓ | ✓ |
| California TK | ✓ | ✓ |
| Colorado | NA | NA |
| Connecticut CDCC | | ✓ |
| Connecticut SR | | ✓ |
| Connecticut Smart Start | ✓ | ✓ |
| Delaware | ✓ | ✓ |
| District of Columbia | | ✓ |
| Florida | ✓ | ✓ |
| Georgia | ✓ | ✓ |
| Hawaii EOEL | ✓ | ✓ |
| Hawaii SPCSP | ✓ | ✓ |
| Illinois | ✓ | ✓ |
| Indiana | NA | NA |
| Iowa Shared Visions | ✓ | |
| Iowa SWVPP | | |
| Kansas | NA | NA |
| Kentucky | ✓ | ✓ |
| Louisiana 8(g) | ✓ | ✓ |
| Louisiana LA 4 | ✓ | ✓ |
| Louisiana NSECD | ✓ | ✓ |
| Maine | ✓ | ✓ |
| Maryland | NA | NA |
| Massachusetts CPPI | ✓ | ✓ |
| Massachusetts Chapter 70 | ✓ | |
| Michigan | ✓ | ✓ |
| Minnesota HdSt | ✓ | |
| Minnesota VPK/SRP | ✓ | |
| Mississippi ELC | ✓ | ✓ |
| Mississippi SIP | ✓ | ✓ |
| Missouri FF | NA | NA |
| Missouri QPK | ✓ | |
| Nebraska | ✓ | ✓ |
| Nevada | ✓ | ✓ |
| New Jersey | ✓ | |
| New Mexico | ✓ | ✓ |
| New York | ✓ | |
| North Carolina | ✓ | ✓ |
| North Dakota | NA | NA |
| Ohio | ✓ | ✓ |
| Oklahoma | ✓ | ✓ |
| Oregon OPK | ✓ | ✓ |
| Oregon Preschool Promise | ✓ | ✓ |
| Pennsylvania RTL | | |
| Pennsylvania HSSAP | | |
| Pennsylvania K4 & SBPK | | |
| Pennsylvania PKC | ✓ | ✓ |
| Rhode Island | ✓ | ✓ |
| South Carolina | ✓ | ✓ |
| Tennessee | ✓ | ✓ |
| Texas | NA | NA |
| Utah | | ✓ |
| Vermont | ✓ | ✓ |
| Virginia VPI | ✓ | ✓ |
| Virginia Mixed Delivery | ✓ | ✓ |
| Virginia CCSP | ✓ | ✓ |
| Washington ECEAP | ✓ | ✓ |
| Washington TK | ✓ | ✓ |
| West Virginia | ✓ | ✓ |
| Wisconsin | | |
| Guam | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 97A. USE OF PRESCHOOL CLASSROOM QUALITY OBSERVATION DATA FOR PROGRAM IMPROVEMENT

| STATE | INFORMATION IS NOT USED | | TO MAKE ADJUSTMENTS TO CURRICULA | | TO PROVIDE FEEDBACK TO PARENTS | | TO PROVIDE PROGRAM STAFF WITH TECHNICAL ASSISTANCE AND/OR MENTORING | |
|--|-------------------------|-------------|----------------------------------|-------------|--------------------------------|-------------|---|-------------|
| | State level | Local level | State level | Local level | State level | Local level | State level | Local level |
| Alabama ²⁸ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Alaska Pre-Elementary | | | | | | | | |
| Alaska EEP | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | |
| Arizona | | | | ✓ | | | ✓ | ✓ |
| Arkansas ³⁹ | | | | ✓ | | ✓ | ✓ | ✓ |
| California CSPP ⁴² | | | | ✓ | | ✓ | ✓ | ✓ |
| California TK ⁴³ | | | | ✓ | | ✓ | ✓ | ✓ |
| Colorado | | | | | | | | |
| Connecticut CDCC | | | | ✓ | | ✓ | ✓ | ✓ |
| Connecticut SR | | | | ✓ | | ✓ | ✓ | ✓ |
| Connecticut Smart Start | | | | ✓ | | ✓ | ✓ | ✓ |
| Delaware | | | | ✓ | | ✓ | ✓ | ✓ |
| District of Columbia ³⁶ | | | | ✓ | ✓ | | | ✓ |
| Florida ³⁴ | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Georgia | | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Hawaii EOEL | | | | ✓ | | | | ✓ |
| Hawaii SPCSP ²⁹ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Illinois | | | | ✓ | | ✓ | | ✓ |
| Indiana | | | | | | | | |
| Iowa Shared Visions | | | | ✓ | | ✓ | ✓ | ✓ |
| Iowa SWVPP ³⁰ | ✓ | | | ✓ | | | | ✓ |
| Kansas | | | | | | | | |
| Kentucky | | | | ✓ | | | ✓ | |
| Louisiana 8(g) | | | | ✓ | ✓ | | ✓ | |
| Louisiana LA 4 ²⁰ | | | | ✓ | ✓ | | ✓ | |
| Louisiana NSECD ¹⁸ | | | | ✓ | ✓ | | ✓ | |
| Maine ²³ | | | | ✓ | | ✓ | ✓ | ✓ |
| Maryland | | | | | | | | |
| Massachusetts CPPI | | | | ✓ | | ✓ | | ✓ |
| Massachusetts Chapter 70 ²⁸ | | | | | | | | |
| Michigan ²⁵ | | | | ✓ | | ✓ | ✓ | ✓ |
| Minnesota HdSt ³⁰ | | | | ✓ | | | | ✓ |
| Minnesota VPK/SRP ⁴⁸ | ✓ | | | ✓ | | | | ✓ |
| Mississippi ELC | | | | ✓ | | ✓ | ✓ | ✓ |
| Mississippi SIP ¹⁸ | | | | ✓ | | ✓ | ✓ | ✓ |
| Missouri FF | | | | | | | | |
| Missouri QPK | | | | | | | | ✓ |
| Nebraska ²⁹ | | | | ✓ | | ✓ | ✓ | ✓ |
| Nevada | | | | ✓ | | | ✓ | ✓ |
| New Jersey ³³ | | | | ✓ | | ✓ | ✓ | ✓ |
| New Mexico | | | | ✓ | | ✓ | ✓ | ✓ |
| New York | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| North Carolina | | | | | | | ✓ | ✓ |
| North Dakota | | | | ✓ | | ✓ | ✓ | ✓ |
| Ohio | | | | ✓ | | ✓ | ✓ | ✓ |
| Oklahoma ³⁶ | | | | ✓ | | | ✓ | ✓ |
| Oregon OPK ³⁸ | | | | ✓ | | ✓ | ✓ | ✓ |
| Oregon Preschool Promise ³⁶ | | | | ✓ | | ✓ | ✓ | ✓ |
| Pennsylvania RTL ¹² | | | | ✓ | | ✓ | | ✓ |
| Pennsylvania HSSAP | ✓ | | | ✓ | | ✓ | ✓ | ✓ |
| Pennsylvania K4 & SBPK ¹⁷ | | | | ✓ | | ✓ | | ✓ |
| Pennsylvania PKC | | | | ✓ | | ✓ | ✓ | ✓ |
| Rhode Island | | | | ✓ | | ✓ | ✓ | ✓ |
| South Carolina ³¹ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Tennessee | | | | | | | ✓ | ✓ |
| Texas | | | | | | | | |
| Utah ⁴² | | | | ✓ | | ✓ | | ✓ |
| Vermont | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia VPI ⁴⁰ | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia Mixed Delivery ³⁰ | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Virginia CCSP ³⁶ | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Washington ECEAP | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Washington TK ²⁸ | ✓ | | | ✓ | | ✓ | | ✓ |
| West Virginia ³² | | | | ✓ | | ✓ | ✓ | ✓ |
| Wisconsin | ✓ | | | ✓ | | ✓ | | ✓ |
| Guam ⁷ | | | ✓ | | | | ✓ | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 97B. USE OF PRESCHOOL CLASSROOM QUALITY OBSERVATION DATA FOR PROGRAM IMPROVEMENT

| STATE | TO IDENTIFY NEEDS TO GUIDE TEACHER TRAINING/ PROFESSIONAL DEVELOPMENT | | TO CREATE A PROGRAM IMPROVEMENT PLAN | | TO MEASURE PROGRAMS ON A QRIS | | TO MAKE CHANGES TO STATE POLICIES REGARDING THE PRESCHOOL PROGRAM | |
|--|---|-------------|--------------------------------------|-------------|-------------------------------|-------------|---|-------------|
| | State level | Local level | State level | Local level | State level | Local level | State level | Local level |
| Alabama ²⁸ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Alaska Pre-Elementary | | | | | | | | |
| Alaska EEP | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | |
| Arizona | | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| Arkansas ³⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| California CSPP ⁴² | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| California TK ⁴³ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Colorado | | | | | | | | |
| Connecticut CDCC | ✓ | | ✓ | ✓ | | | ✓ | |
| Connecticut SR | ✓ | | ✓ | ✓ | | | ✓ | |
| Connecticut Smart Start | ✓ | | ✓ | ✓ | | | ✓ | |
| Delaware | ✓ | | ✓ | ✓ | ✓ | | ✓ | |
| District of Columbia ³⁶ | ✓ | | | ✓ | ✓ | | | |
| Florida ³⁴ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Georgia | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Hawaii EOEL | | ✓ | | | | | | |
| Hawaii SPCSP ²⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Illinois | | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Indiana | | | | | | | | |
| Iowa Shared Visions | ✓ | ✓ | ✓ | ✓ | | | | |
| Iowa SWVPP ³⁰ | | ✓ | | ✓ | | | | |
| Kansas | | | | | | | | |
| Kentucky | | ✓ | | ✓ | ✓ | | | |
| Louisiana 8(g) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Louisiana LA 4 ²⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Louisiana NSECD ¹⁸ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Maine ²³ | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| Maryland | | | | | | | | |
| Massachusetts CPPI | | ✓ | ✓ | ✓ | | | | |
| Massachusetts Chapter 70 ²⁸ | | ✓ | | | | | | |
| Michigan ²⁵ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| Minnesota HdSt ³⁰ | | ✓ | | ✓ | | | | |
| Minnesota VPK/SRP ⁴⁸ | | ✓ | | ✓ | | | | |
| Mississippi ELC | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| Mississippi SIP ¹⁸ | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| Missouri FF | | | | | | | | |
| Missouri QPK | | ✓ | | | ✓ | ✓ | | |
| Nebraska ²⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Nevada | ✓ | ✓ | | ✓ | ✓ | | | |
| New Jersey ³³ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| New Mexico | ✓ | ✓ | ✓ | ✓ | | | | |
| New York | | ✓ | | ✓ | | ✓ | | |
| North Carolina | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| North Dakota | ✓ | | | ✓ | | | ✓ | |
| Ohio | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Oklahoma ³⁶ | ✓ | ✓ | ✓ | ✓ | | | | |
| Oregon OPK ³⁸ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Oregon Preschool Promise ³⁶ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Pennsylvania RTL ¹² | | ✓ | | | | | | |
| Pennsylvania HSSAP | | ✓ | | | | | | |
| Pennsylvania K4 & SBPK ¹⁷ | | ✓ | | ✓ | | | | |
| Pennsylvania PKC | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Rhode Island | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| South Carolina ³¹ | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| Tennessee | ✓ | ✓ | ✓ | ✓ | | | | |
| Texas | | | | | | | | |
| Utah ⁴² | | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Vermont | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Virginia VPI ⁴⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Virginia Mixed Delivery ³⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Virginia CCSP ³⁶ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Washington ECEAP | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Washington TK ²⁸ | | ✓ | | ✓ | | ✓ | | |
| West Virginia ³² | | ✓ | ✓ | ✓ | | | | |
| Wisconsin | | ✓ | | ✓ | | ✓ | | |
| Guam ⁷ | ✓ | | ✓ | | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 97C. USE OF PRESCHOOL CLASSROOM QUALITY OBSERVATION DATA FOR PROGRAM IMPROVEMENT

| STATE | TO TARGET FUNDING FOR QUALITY IMPROVEMENT EFFORTS | | TO MAKE FUNDING DECISIONS ABOUT PROGRAMS/GRANTEES | | TO IDENTIFY PROGRAMS FOR CORRECTIVE ACTIONS/SANCTIONS | | INFORMATION IS USED IN OTHER WAYS | |
|--|---|-------------|---|-------------|---|-------------|-----------------------------------|-------------|
| | State level | Local level | State level | Local level | State level | Local level | State level | Local level |
| Alabama ²⁸ | | | | | | | ✓ | |
| Alaska Pre-Elementary | | | | | | | | |
| Alaska EEP | | | | | | | | |
| Alaska 0.5 ADM | | | | | | | | |
| Arizona | | ✓ | ✓ | ✓ | | | | |
| Arkansas ³⁹ | ✓ | | ✓ | | ✓ | | ✓ | |
| California CSPP ⁴² | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| California TK ⁴³ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Colorado | | | | | | | | |
| Connecticut CDCC | ✓ | | ✓ | | ✓ | ✓ | | |
| Connecticut SR | ✓ | | ✓ | | ✓ | ✓ | | |
| Connecticut Smart Start | ✓ | | ✓ | | ✓ | ✓ | | |
| Delaware | ✓ | | ✓ | | ✓ | | | |
| District of Columbia ³⁶ | ✓ | | | | | | | |
| Florida ³⁴ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Georgia | ✓ | ✓ | ✓ | | | | | |
| Hawaii EOEL | | | | | | | ✓ | |
| Hawaii SPCSP ²⁹ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Illinois | ✓ | | ✓ | | ✓ | | ✓ | |
| Indiana | | | | | | | | |
| Iowa Shared Visions | | | ✓ | | ✓ | | ✓ | |
| Iowa SWVPP ³⁰ | | | | ✓ | | | | |
| Kansas | | | | | | | | |
| Kentucky | | | | | | | | |
| Louisiana 8(g) | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Louisiana LA 4 ²⁰ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Louisiana NSECD ¹⁸ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Maine ²³ | ✓ | | | | | | | |
| Maryland | | | | | | | | |
| Massachusetts CPPI | | ✓ | | ✓ | | | | |
| Massachusetts Chapter 70 ²⁸ | | | | | | | ✓ | |
| Michigan ²⁵ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Minnesota HdS ³⁰ | | | | ✓ | | ✓ | ✓ | |
| Minnesota VPK/SRP ⁴⁸ | | ✓ | | | | | | |
| Mississippi ELC | | | ✓ | | ✓ | | | |
| Mississippi SIP ¹⁸ | | | ✓ | | ✓ | | | |
| Missouri FF | | | | | | | | |
| Missouri QPK | | | | | | | | |
| Nebraska ²⁹ | ✓ | ✓ | ✓ | | | | | |
| Nevada | | | | | | | | |
| New Jersey ³³ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| New Mexico | ✓ | | | | | | | |
| New York | | ✓ | | ✓ | | ✓ | | ✓ |
| North Carolina | | | | | | | | |
| North Dakota | ✓ | | ✓ | | | | | |
| Ohio | ✓ | ✓ | ✓ | | ✓ | | | |
| Oklahoma ³⁶ | | ✓ | | ✓ | | | | |
| Oregon OPK ³⁸ | ✓ | ✓ | | | | | | |
| Oregon Preschool Promise ³⁶ | ✓ | ✓ | | | | | | |
| Pennsylvania RTL ¹² | | | | | | | ✓ | |
| Pennsylvania HSSAP | | | | | | | | |
| Pennsylvania K4 & SBPK ¹⁷ | | | | | | | ✓ | |
| Pennsylvania PKC | | | | | | | | |
| Rhode Island | ✓ | | ✓ | | ✓ | ✓ | | |
| South Carolina ³¹ | ✓ | | ✓ (First Steps only) | | ✓ (First Steps only) | | | |
| Tennessee | | | | | | | | |
| Texas | | | | | | | | |
| Utah ⁴² | | ✓ | ✓ | | ✓ | | ✓ | |
| Vermont | ✓ | | ✓ | | ✓ | ✓ | | |
| Virginia VPI ⁴⁰ | ✓ | ✓ | | | | | | |
| Virginia Mixed Delivery ³⁰ | ✓ | ✓ | | | | | | |
| Virginia CCSP ³⁶ | ✓ | ✓ | | | | | | |
| Washington ECEAP | ✓ | ✓ | ✓ | | ✓ | ✓ | | |
| Washington TK ²⁸ | | ✓ | | ✓ | | ✓ | | ✓ |
| West Virginia ³² | | ✓ | | ✓ | | ✓ | ✓ | |
| Wisconsin | | ✓ | | ✓ | | ✓ | | ✓ |
| Guam ⁷ | | | | | | | | ✓ |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 98. PRESCHOOL SITE VISITS

| STATE | Site visit requirements |
|--|--|
| Alabama | Yes: More than once a year |
| Alaska Pre-Elementary ¹⁹ | No |
| Alaska EEP | No |
| Alaska 0.5 ADM | No |
| Arizona ²⁴ | Yes: Varies by star rating |
| Arkansas ³⁹ | Yes: Annually |
| California CSPP | Yes: More than every 2 years, less than every 5 years |
| California TK ⁴⁴ | Yes: Other |
| Colorado | Yes: Annually |
| Connecticut CDCC ³⁴ | Yes: Other (Not specified) |
| Connecticut SR ²⁹ | Yes: Other (Not specified) |
| Connecticut Smart Start ²⁸ | Yes: Other |
| Delaware | Yes: Annually |
| District of Columbia | No |
| Florida ³⁵ | Yes: Annually |
| Georgia | Yes: Annually |
| Hawaii EOEL ²⁸ | Yes: More than once a year |
| Hawaii SPCSP ³⁰ | Yes: More than once a year |
| Illinois | Yes: At minimum, every four years |
| Indiana | Yes: Annually |
| Iowa Shared Visions ²⁴ | Yes: Dependent on the preschool program standard the local program selects |
| Iowa SWVPP ³¹ | Yes: During the first two years of SWVPP programming |
| Kansas | No |
| Kentucky ³⁶ | Yes: Other |
| Louisiana 8(g) ¹⁷ | No |
| Louisiana LA 4 | No |
| Louisiana NSECD | No |
| Maine | Yes: More than every 2 years, less than every 5 years |
| Maryland | Yes: Annually |
| Massachusetts CPPI | Yes: Annually |
| Massachusetts Chapter 70 ³⁰ | Yes: Every 3 years |
| Michigan ²⁶ | Yes: More than every 2 years, less than every 5 years |
| Minnesota HdSt ³¹ | Yes: Annually |
| Minnesota VPK/SRP | No |
| Mississippi ELC | Yes: Annually |
| Mississippi SIP | Yes: Annually |
| Missouri FF | No |
| Missouri QPK | Yes: Annually |
| Nebraska ³⁰ | Yes: Other |
| Nevada ²⁸ | Yes: Annually |
| New Jersey ³⁴ | Yes: Every 3 years |
| New Mexico | Yes: Annually |
| New York ²⁸ | Yes: Other |
| North Carolina ³⁰ | Yes: More than once a year |
| North Dakota | Yes: Two times annually |
| Ohio | Yes: Annually |
| Oklahoma ³⁷ | Yes: More than once a year |
| Oregon OPK ³⁹ | Yes: More than every 2 years, less than every 5 years |
| Oregon Preschool Promise | Yes: Annually |
| Pennsylvania RTL | No |
| Pennsylvania HSSAP ²² | Yes: Annually |
| Pennsylvania K4 & SBPK | No |
| Pennsylvania PKC ²¹ | Yes: More than once a year |
| Rhode Island ²⁴ | Yes: More than once a year |
| South Carolina ³² | Yes: Annually (CERDEP), More than once a year (First Steps) |
| Tennessee | No |
| Texas | No |
| Utah ⁴³ | Yes: Annually |
| Vermont ²⁸ | Yes: Annually |
| Virginia VPI ⁴¹ | Yes: More than every 2 years, less than every 5 years |
| Virginia Mixed Delivery ³¹ | Yes: More than once a year |
| Virginia CCSP | No |
| Washington ECEAP ³⁰ | Yes: Other |
| Washington TK ²⁹ | Yes: Other |
| West Virginia ³³ | Yes: More than once a year |
| Wisconsin | No |
| Guam | Yes: Annually |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 99. STATE POLICY REQUIRES PARTICIPATION IN THE STATE'S QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)

| STATE | All programs required to participate | Some programs required to participate | Participation is voluntary | No | N/A, the state does not have a QRIS |
|--------------------------|--------------------------------------|---------------------------------------|----------------------------|----|-------------------------------------|
| Alabama | | | ✓ | | |
| Alaska Pre-Elementary | | | ✓ | | |
| Alaska EEP | | | ✓ | | |
| Alaska 0.5 ADM | | | ✓ | | |
| Arizona | ✓ | | | | |
| Arkansas | ✓ | | | | |
| California CSPP | | | ✓ | | |
| California TK | | | | ✓ | |
| Colorado | | | ✓ | | |
| Connecticut CDCC | | | | | ✓ |
| Connecticut SR | | | | | ✓ |
| Connecticut Smart Start | | | | | ✓ |
| Delaware | ✓ | | | | |
| District of Columbia | | ✓ (All CBOs) | | | |
| Florida | | | | | ✓ |
| Georgia | | | ✓ | | |
| Hawaii EOEL | | | | | ✓ |
| Hawaii SPCSP | | | | | ✓ |
| Illinois | ✓ | | | | |
| Indiana | ✓ | | | | |
| Iowa Shared Visions | | | ✓ | | |
| Iowa SWVPP | | | ✓ | | |
| Kansas | | | | ✓ | |
| Kentucky | ✓ | | | | |
| Louisiana 8(g) | | | | ✓ | |
| Louisiana LA 4 | ✓ | | | | |
| Louisiana NSECD | ✓ | | | | |
| Maine ²⁴ | | ✓ | | | |
| Maryland ²⁸ | | ✓ | | | |
| Massachusetts CPPI | | | | | ✓ |
| Massachusetts Chapter 70 | | | | | ✓ |
| Michigan | ✓ | | | | |
| Minnesota HdSt | | | ✓ | | |
| Minnesota VPK/SRP | | | ✓ | | |
| Mississippi ELC | | | | | ✓ |
| Mississippi SIP | | | | | ✓ |
| Missouri FF | | | | ✓ | |
| Missouri QPK | ✓ | | | | |
| Nebraska ³¹ | ✓ | | | | |
| Nevada | ✓ | | | | |
| New Jersey ³⁵ | | ✓ | | | |
| New Mexico | | | ✓ | | |
| New York | | | ✓ | | |
| North Carolina | ✓ | | | | |
| North Dakota | | ✓ (Licensed child care) | | | |
| Ohio | ✓ | | | | |
| Oklahoma | | | | | ✓ |
| Oregon OPK | ✓ | | | | |
| Oregon Preschool Promise | ✓ | | | | |
| Pennsylvania RTL | | | ✓ | | |
| Pennsylvania HSSAP | | ✓ (Child care partners) | | | |
| Pennsylvania K4 & SBPK | | | | ✓ | |
| Pennsylvania PKC | | ✓ (DHS licensed child care) | | | |
| Rhode Island | ✓ | | | | |
| South Carolina | | | ✓ (First Steps Only) | | |
| Tennessee | | ✓ (Child care partners) | | | |
| Texas | | | | ✓ | |
| Utah | | | ✓ | | |
| Vermont | ✓ | | | | |
| Virginia VPI | ✓ | | | | |
| Virginia Mixed Delivery | ✓ | | | | |
| Virginia CCSP | ✓ | | | | |
| Washington ECEAP | ✓ | | | | |
| Washington TK | | | | ✓ | |
| West Virginia | | | | ✓ | |
| Wisconsin ²⁰ | | ✓ | | | |
| Guam | | | | ✓ | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 100. PROGRAMS ARE REQUIRED TO ACHIEVE A CERTAIN QUALITY RATING LEVEL

| STATE | Programs required to achieve a certain quality rating level |
|------------------------------------|---|
| Alabama | |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona | Yes: 3-5 stars |
| Arkansas ⁴⁰ | Yes: 5.0 on ERS |
| California CSPP ⁴³ | |
| California TK | NA |
| Colorado ⁴⁰ | |
| Connecticut CDCC | NA |
| Connecticut SR | NA |
| Connecticut Smart Start | NA |
| Delaware ²⁶ | |
| District of Columbia ³⁷ | |
| Florida | NA |
| Georgia | |
| Hawaii EOEL | NA |
| Hawaii SPCSP | NA |
| Illinois | |
| Indiana ²⁹ | Yes: Paths to QUALITY Level 3 or 4 |
| Iowa Shared Visions | |
| Iowa SWVPP | |
| Kansas | NA |
| Kentucky ³⁴ | |
| Louisiana 8(g) ¹⁸ | NA |
| Louisiana LA 4 | |
| Louisiana NSECD | Yes: Proficient or higher (at least 3 out of 5 stars) |
| Maine ²⁴ | |
| Maryland ²⁸ | Yes: Quality Rating 3 |
| Massachusetts CPPI | NA |
| Massachusetts Chapter 70 | NA |
| Michigan | Yes: Enhanced Quality |
| Minnesota HdSt ³² | Yes: 4 star rating |
| Minnesota VPK/SRP 49 | |
| Mississippi ELC | NA |
| Mississippi SIP | NA |
| Missouri FF | NA |
| Missouri QPK | |
| Nebraska ³² | |
| Nevada | |
| New Jersey | |
| New Mexico ²² | |
| New York ²⁹ | |
| North Carolina ²⁶ | Yes: 4- or 5-stars |
| North Dakota ³¹ | Yes: Step 3 or 4 |
| Ohio ²⁰ | Yes: Silver or Gold |
| Oklahoma ³⁸ | NA |
| Oregon OPK ⁴⁰ | |
| Oregon Preschool Promise | |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | Yes: 3 or 4 STAR |
| Pennsylvania K4 & SBPK | NA |
| Pennsylvania PKC | Yes: 3 or 4 STAR |
| Rhode Island ²⁵ | |
| South Carolina ³³ | |
| Tennessee ³⁰ | Yes: 3 stars |
| Texas | NA |
| Utah ⁴⁴ | |
| Vermont ²⁹ | Yes: 4 or 5 stars |
| Virginia VPI | |
| Virginia Mixed Delivery | |
| Virginia CCSP | |
| Washington ECEAP | Yes: Level 4 or 5 within 24 months of enrollment in Early Achievers |
| Washington TK | NA |
| West Virginia ³⁴ | NA |
| Wisconsin | |
| Guam | NA |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 101. STATE POLICY REQUIRES AND/OR GUIDANCE RECOMMENDS OUTDOOR TIME

| STATE | Policy requires outdoor time | Guidance recommends outdoor time | No |
|--|--|--|---------|
| Alabama ²⁹ | ✓ 60 minutes | | |
| Alaska Pre-Elementary | | | ✓ |
| Alaska EEP | | ✓ Amount of time not specified | |
| Alaska 0.5 ADM | | ✓ Amount of time not specified | |
| Arizona ³⁰ | ✓ Amount of time not specified | | |
| Arkansas ⁴¹ | ✓ 60 minutes | | |
| California CSPP ⁴⁴ | ✓ Amount of time not specified | | |
| California TK ⁴⁵ | ✓ 30 minutes (if the LEA offers recess) | | |
| Colorado ⁴¹ | ✓ Amount of time varies based on length of program day | | |
| Connecticut CDCC | | | ✓ |
| Connecticut SR | | | ✓ |
| Connecticut Smart Start | | | ✓ |
| Delaware ²⁷ | ✓ Amount of time not specified | | |
| District of Columbia | ✓ 20 minutes (DCPS); 45 minutes (CBOs) | | ✓ (PCS) |
| Florida | | | ✓ |
| Georgia ³⁷ | ✓ Daily | ✓ 30-60 minutes | |
| Hawaii EOEL | | | ✓ |
| Hawaii SPCSP ³¹ | | ✓ 30 minutes | |
| Illinois ²⁵ | | ✓ Amount of time varies based on length of program day | |
| Indiana | ✓ Amount of time not specified | | |
| Iowa Shared Visions ²⁵ | ✓ Amount of time not specified | | |
| Iowa SWVPP ³² | ✓ Amount of time not specified | | |
| Kansas ³² | | ✓ 15 minutes | |
| Kentucky ³⁷ | ✓ Amount of time not specified | | |
| Louisiana 8(g) ¹⁹ | | | ✓ |
| Louisiana LA 4 ²¹ | | | ✓ |
| Louisiana NSECD ¹⁹ | | | ✓ |
| Maine ²⁵ | ✓ Amount of time not specified | | |
| Maryland ²⁹ | ✓ Amount of time not specified | | |
| Massachusetts CPPI | ✓ 60 minutes | | |
| Massachusetts Chapter 70 | | | ✓ |
| Michigan ²⁷ | ✓ 60 minutes | | |
| Minnesota HdSt ³³ | | ✓ Amount of time not specified | |
| Minnesota VPK/SRP ⁵⁰ | ✓ Daily; Amount of time not specified | ✓ Amount of time not specified | |
| Mississippi ELC ²¹ | | ✓ 40-60 minutes daily | |
| Mississippi SIP ¹⁹ | | ✓ 40-60 minutes daily | |
| Missouri FF | | | ✓ |
| Missouri QPK | | | ✓ |
| Nebraska ³³ | ✓ Daily | ✓ 10 minutes outside for each hour of programming | |
| Nevada | | ✓ 30 minutes | |
| New Jersey ³⁶ | | ✓ 45 minutes | |
| New Mexico ²³ | ✓ Daily; Amount of time not specified | | |
| New York ³⁰ | | ✓ 30 minutes | |
| North Carolina ³¹ | ✓ 45 minutes | | |
| North Dakota | | ✓ 30 minutes | |
| Ohio ²¹ | ✓ Daily (for some) | | |
| Oklahoma | | | ✓ |
| Oregon OPK ⁴¹ | ✓ Amount of time not specified | ✓ 30 minutes | |
| Oregon Preschool Promise ³⁷ | ✓ Amount of time not specified | | |
| Pennsylvania RTL | | | ✓ |
| Pennsylvania HSSAP | | | ✓ |
| Pennsylvania K4 & SBPK | | | ✓ |
| Pennsylvania PKC ²² | | ✓ Amount of time not specified | |
| Rhode Island | | | ✓ |
| South Carolina ³⁴ | ✓ 90 minutes for full day programs (First Steps) | ✓ 20 minutes (public) | |
| Tennessee ³¹ | ✓ Amount of time not specified | | |
| Texas | | | ✓ |
| Utah | | | ✓ |
| Vermont ³⁰ | ✓ Amount of time not specified | | |
| Virginia VPI ⁴² | ✓ Daily; Amount of time not specified (varies by setting) | | |
| Virginia Mixed Delivery ³² | ✓ 60 minutes | | |
| Virginia CCSP ³⁷ | | | ✓ |
| Washington ECEAP ³¹ | ✓ Amount of time varies based on length of program day | | |
| Washington TK | | | ✓ |
| West Virginia | ✓ 60 minutes | | |
| Wisconsin ²¹ | ✓ Amount of time varies based on length of program day (for some settings) | | |
| Guam ⁸ | ✓ 30 minutes | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 102. OUTDOOR TIME COUNTS TOWARDS REQUIRED INSTRUCTIONAL MINUTES

| STATE | All outdoor time counts | Some outdoor time counts | Outdoor time does not count | Not applicable |
|--|-------------------------|--------------------------|-----------------------------|--------------------------|
| Alabama | ✓ | | | |
| Alaska Pre-Elementary | ✓ | | | |
| Alaska EEP | ✓ | | | |
| Alaska 0.5 ADM | ✓ | | | |
| Arizona | ✓ | | | |
| Arkansas ⁴² | ✓ | | | |
| California CSPP | ✓ | | | |
| California TK ⁴⁶ | | ✓ | | |
| Colorado | ✓ | | | |
| Connecticut CDCC ³⁵ | | | | ✓ |
| Connecticut SR ³⁰ | | | | ✓ |
| Connecticut Smart Start ²⁹ | | | | ✓ |
| Delaware | ✓ | | | |
| District of Columbia ²⁸ | ✓ (DCPS & CBO) | | | Determined locally (PCS) |
| Florida ³⁶ | ✓ | | | |
| Georgia | ✓ | | | |
| Hawaii EOEL ²⁹ | | ✓ | | |
| Hawaii SPCSP ³² | | ✓ | | |
| Illinois | ✓ | | | |
| Indiana | ✓ | | | |
| Iowa Shared Visions ²⁶ | | ✓ | | |
| Iowa SWVPP ³³ | | ✓ | | |
| Kansas ³³ | | ✓ | | |
| Kentucky | ✓ | | | |
| Louisiana 8(g) | ✓ | | | |
| Louisiana LA 4 | ✓ | | | |
| Louisiana NSECD | ✓ | | | |
| Maine | ✓ | | | |
| Maryland | | | ✓ | |
| Massachusetts CPPI | ✓ | | | |
| Massachusetts Chapter 70 ³¹ | | ✓ | | |
| Michigan | ✓ | | | |
| Minnesota HdSt ³⁴ | ✓ | | | |
| Minnesota VPK/SRP ⁵¹ | | ✓ | | |
| Mississippi ELC | ✓ | | | |
| Mississippi SIP | ✓ | | | |
| Missouri FF | ✓ | | | |
| Missouri QPK | ✓ | | | |
| Nebraska | ✓ | | | |
| Nevada | ✓ | | | |
| New Jersey | ✓ | | | |
| New Mexico | ✓ | | | |
| New York ³¹ | | ✓ | | |
| North Carolina | ✓ | | | |
| North Dakota | ✓ | | | |
| Ohio ²² | | ✓ | | |
| Oklahoma | | | ✓ | |
| Oregon OPK ⁴² | ✓ | | | |
| Oregon Preschool Promise | ✓ | | | |
| Pennsylvania RTL | ✓ | | | |
| Pennsylvania HSSAP | ✓ | | | |
| Pennsylvania K4 & SBPK ¹⁸ | | ✓ | | |
| Pennsylvania PKC ²³ | | ✓ | | |
| Rhode Island | | | ✓ | |
| South Carolina | ✓ (First Steps) | | ✓ (public) | |
| Tennessee | ✓ | | | |
| Texas | | | | Determined locally |
| Utah ⁴⁵ | | | | ✓ |
| Vermont ³¹ | | ✓ | | |
| Virginia VPI ⁴² | | ✓ | | |
| Virginia Mixed Delivery ³³ | ✓ | | | |
| Virginia CCSP | | | | ✓ |
| Washington ECEAP ³² | ✓ | | | |
| Washington TK | ✓ | | | |
| West Virginia ³⁵ | ✓ | | | |
| Wisconsin ²² | | ✓ | | |
| Guam | | | ✓ | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 103. STATE POLICY REQUIRES AND/OR GUIDANCE RECOMMENDS THAT PROGRAMS HAVE GREEN OR NATURAL SPACE

| STATE | State policy | State guidance | No |
|--------------------------|--------------|-----------------|---------------------|
| Alabama ³⁰ | | ✓ | |
| Alaska Pre-Elementary | | | ✓ |
| Alaska EEP | | | ✓ |
| Alaska 0.5 ADM | | | ✓ |
| 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 | | | ✓ |
| Indiana | | | ✓ |
| 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 ELC | | | ✓ |
| Mississippi SIP | | | ✓ |
| Missouri FF | | | ✓ |
| Missouri QPK | | | ✓ |
| Nebraska | | ✓ | |
| Nevada | | | ✓ |
| New Jersey | | | ✓ |
| New Mexico | | | ✓ |
| New York | | | ✓ |
| North Carolina | | | ✓ |
| North Dakota | | | ✓ |
| Ohio | | | ✓ |
| Oklahoma | | | ✓ |
| Oregon OPK | | | ✓ |
| Oregon Preschool Promise | | | ✓ |
| Pennsylvania RTL | | | ✓ |
| Pennsylvania HSSAP | | | ✓ |
| Pennsylvania K4 & SBPK | | | ✓ |
| Pennsylvania PKC | | | ✓ |
| Rhode Island | ✓ | | |
| South Carolina | | ✓ (First Steps) | ✓ (CERDEP & EIA 4K) |
| Tennessee | | | ✓ |
| Texas | | | ✓ |
| Utah | | | ✓ |
| Vermont ³² | ✓ | | |
| Virginia VPI | | | ✓ |
| Virginia Mixed Delivery | | | ✓ |
| Virginia CCSP | | | ✓ |
| Washington ECEAP | | | ✓ |
| Washington TK | | | ✓ |
| West Virginia | | | ✓ |
| Wisconsin | | ✓ | |
| Guam | | ✓ | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 104. DOES THE STATE HAVE A FORMAL DEFINITION OF OUTDOOR OR NATURE-BASED PRESCHOOL?

| STATE | Formal definition of outdoor or nature-based preschool |
|--|--|
| Alabama | |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona | |
| Arkansas | |
| California CSPP | |
| California TK | |
| Colorado ⁴² | Yes |
| Connecticut CDCC | |
| Connecticut SR | |
| Connecticut Smart Start | |
| Delaware | |
| District of Columbia | |
| Florida | |
| Georgia | |
| Hawaii EOEL | |
| Hawaii SPCSP | |
| Illinois | |
| Indiana | |
| Iowa Shared Visions | |
| Iowa SWVPP | |
| Kansas | |
| Kentucky | |
| Louisiana 8(g) | |
| Louisiana LA 4 | |
| Louisiana NSECD | |
| Maine | |
| Maryland ³⁰ | Yes |
| Massachusetts CPPI | |
| Massachusetts Chapter 70 | |
| Michigan | |
| Minnesota HdSt ³⁵ | Yes |
| Minnesota VPK/SRP ⁵² | Yes |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF | |
| Missouri QPK | |
| Nebraska | |
| Nevada | |
| New Jersey | |
| New Mexico | |
| New York | |
| North Carolina | |
| North Dakota | |
| Ohio | |
| Oklahoma | |
| Oregon OPK ⁴³ | Yes |
| Oregon Preschool Promise ³⁸ | Yes |
| Pennsylvania RTL | |
| Pennsylvania HSSAP | |
| Pennsylvania K4 & SBPK | |
| Pennsylvania PKC | |
| Rhode Island | |
| South Carolina | |
| Tennessee | |
| Texas | |
| Utah | |
| Vermont | |
| Virginia VPI | |
| Virginia Mixed Delivery | |
| Virginia CCSP | |
| Washington ECEAP ³³ | Yes |
| Washington TK ³⁰ | Yes |
| West Virginia | |
| Wisconsin | |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 105. OUTDOOR OR NATURE-BASED PRESCHOOLS PARTICIPATING IN THIS STATE-FUNDED PRESCHOOL PROGRAM

| STATE | Are any outdoor or nature-based preschools participating in this state-funded preschool program? |
|------------------------------------|--|
| Alabama ³¹ | Yes |
| Alaska Pre-Elementary | |
| Alaska EEP | |
| Alaska 0.5 ADM | |
| Arizona ³¹ | Unsure |
| Arkansas ⁴³ | Yes |
| California CSPP | Yes |
| California TK ⁴⁷ | Yes |
| Colorado ⁴³ | Unsure |
| Connecticut CDCC | Unsure |
| Connecticut SR | Unsure |
| Connecticut Smart Start | Unsure |
| Delaware | |
| District of Columbia ³⁹ | Yes |
| Florida | Unsure |
| Georgia | |
| Hawaii EOEL | |
| Hawaii SPCSP | Unsure |
| Illinois | |
| Indiana | |
| Iowa Shared Visions | Unsure |
| Iowa SWVPP | Unsure |
| Kansas | |
| Kentucky | Unsure |
| Louisiana 8(g) | |
| Louisiana LA 4 | |
| Louisiana NSECD | |
| Maine | Yes |
| Maryland ³¹ | |
| Massachusetts CPPI | Yes |
| Massachusetts Chapter 70 | Unsure |
| Michigan | Yes |
| Minnesota HdSt ³⁶ | Unsure |
| Minnesota VPK/SRP ⁵³ | Yes |
| Mississippi ELC | |
| Mississippi SIP | |
| Missouri FF | |
| Missouri QPK | Unsure |
| Nebraska ³⁴ | Unsure |
| Nevada | |
| New Jersey | |
| New Mexico | |
| New York ³² | Unsure |
| North Carolina | Unsure |
| North Dakota | |
| Ohio | Unsure |
| Oklahoma | |
| Oregon OPK | |
| Oregon Preschool Promise | |
| Pennsylvania RTL | Unsure |
| Pennsylvania HSSAP | Unsure |
| Pennsylvania K4 & SBPK | Unsure |
| Pennsylvania PKC ²⁴ | Yes |
| Rhode Island | |
| South Carolina ³⁴ | Yes (First Steps) |
| Tennessee | |
| Texas | Unsure |
| Utah ⁴⁶ | |
| Vermont ³³ | Yes |
| Virginia VPI | |
| Virginia Mixed Delivery | |
| Virginia CCSP ³⁸ | Unknown |
| Washington ECEAP | Yes |
| Washington TK ³¹ | Yes |
| West Virginia | |
| Wisconsin | Unsure |
| Guam | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX TABLE 106. SPECIFIC STATE REGULATIONS OR GUIDANCE FOR NATURE-BASED AND/OR OUTDOOR PRESCHOOLS

| STATE | State policy | State guidance | No | Unsure |
|---------------------------------|--------------|-----------------|------------|--------|
| Alabama | | | ✓ | |
| Alaska Pre-Elementary | | | | |
| Alaska EEP | | | | |
| Alaska 0.5 ADM | | | | |
| Arizona | | | ✓ | |
| Arkansas | | Not reported | | |
| California CSPP | | | ✓ | |
| California TK | | | ✓ | |
| Colorado ⁴⁴ | | ✓ | | |
| Connecticut CDCC | | | ✓ | |
| Connecticut SR | | | ✓ | |
| Connecticut Smart Start | | | ✓ | |
| Delaware | | | | |
| District of Columbia | | | ✓ | |
| Florida | | | ✓ | |
| Georgia | | | | |
| Hawaii EOEL | | | | |
| Hawaii SPCSP ³³ | | ✓ | | |
| Illinois | | | | |
| Indiana | | | | |
| 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 ⁵⁴ | | ✓ | | |
| Mississippi ELC | | | | |
| Mississippi SIP | | | | |
| Missouri FF | | | | |
| Missouri QPK | | | ✓ | |
| Nebraska | | | ✓ | |
| Nevada | | | | |
| New Jersey | | | | |
| New Mexico | | | | |
| New York | | | ✓ | |
| North Carolina | | | ✓ | |
| North Dakota | | | | |
| Ohio | | | ✓ | |
| Oklahoma | | | | |
| Oregon OPK | | | | |
| Oregon Preschool Promise | | | | |
| Pennsylvania RTL | | | ✓ | |
| Pennsylvania HSSAP | | | ✓ | |
| Pennsylvania K4 & SBPK | | | ✓ | |
| Pennsylvania PKC | | | ✓ | |
| Rhode Island | | | | |
| South Carolina ³⁴ | | ✓ (First Steps) | ✓ (public) | |
| Tennessee | | | | |
| Texas | | | ✓ | |
| Utah | | | | |
| Vermont | | | ✓ | |
| Virginia VPI | | | | |
| Virginia Mixed Delivery | | | | |
| Virginia CCSP | | | ✓ | |
| Washington ECEAP ³⁴ | ✓ | | | |
| Washington TK | | | ✓ | |
| West Virginia | | | | |
| Wisconsin | | | | ✓ |
| Guam | | | | |

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '24-'25 school year.

APPENDIX A FOOTNOTES

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), which is a cabinet-level agency, under the Governor's Office.
- ² Teacher salaries are supplemented.
- ³ Private agencies include 2,132 children in child care centers, 179 in private schools, and 809 in non-profit/community organizations.
- ⁴ The programs have 180 student days per school year at 6.5 hours per day.
- ⁵ 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 a maximum of 20 students. If a child meets standards for Federal Homelessness status, they are automatically added. That is the only exception to go over the 1:10 ratio and happens very rarely (and for only brief periods of time).
- ⁶ Because FCPK is a granting agency, programs are to follow their program performance standards (e.g., Head Start child nutrition 1302.44) for meal requirements. ADECE FCPK guidelines (3.3F Meals and Snacks) require meal and snack times and programs are encouraged to join the Child and Adult Food Care programs (e.g., USDA child nutrition). All programs must offer at least lunch & another meals/snacks, depending on the timing of the program day. For more information, see this [link](#).
- ⁷ Screenings are to be provided by a medical professional on-site at no cost. OSR has partnered with the Alabama Partnership for Children to connect families with Help Me Grow for referrals to needed services. Regional Care Coordinators work with parents to secure 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 with additional options regarding how screenings could be completed.
- ⁸ Parents are eligible to receive Mental Health Consultation (upon request), Born Ready, Strengthening Families, Ready Rosie, and Help Me Grow services. Additionally, a family involvement activity calendar based on the Alabama Standards for Early Learning and Development (ASELD) is emailed monthly.
- ⁹ Alabama's Standards for Early Learning and Development (ASELD) 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. In addition, Alabama also has the "WIDA Early Years: Making Connections" state specific document for teachers to coordinate dual language learning into the curriculum. 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.
- ¹⁰ TS GOLD is the required state assessment tool and is aligned with the state's ELDS.
- ¹¹ 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. Additionally, Alabama has the WIDA Early Years: Making Connections state specific document for teachers to coordinate dual language learning into their curriculum. Families also receive a family involvement calendar, which is aligned with ASELD.
- ¹² ADECE provided all FCPK programs with a supplemental math kit, training, and individualized coaching which included curricula content for all five domains for math development (aligned with ASELDs). 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 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. Region Directors and monitors must approve all curriculum decisions and purchases. Classroom guidance and support are provided by First Class Coaches. FCPK teachers and administrators work closely with coaches and/or program monitors to choose a curriculum that will help a teacher be successful.
- ¹³ In 2024-25, the Department began reviewing research and developing guidelines to support early childhood curriculum selection for state-funded preschool programs. These guidelines will include a list of recommended/approved curriculum and the goal is to complete this within two years.
- ¹⁴ Pre-K teachers are required to have a bachelor's degree in early childhood education, 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 education or child development, at minimum. Additionally, ADECE has a Credentialing Officer to provide guidance and ensure pre-K teachers meet the requirements.
- ¹⁵ All lead teachers must possess one of the following degrees: 1. Human Environmental Science degree with a concentration in Early Childhood Development or Child Development. 2. Early Childhood Education degree (B.S., B.A., or M.A./M.S.) or completion of a BA leading to P-3 certification in ECE with a minimum of 18 credit hours in EC/CD coursework. 3. Special Education degree in Early Childhood with a minimum of 18 credit hours in early childhood/child development coursework, or a BA program leading to certification in Early Childhood Special Education with a minimum of 18 credit hours in early childhood/child development coursework. Teacher certification is only required for teachers employed in public schools. Official transcripts on all new lead teachers must be submitted to the OSR no later than 30 days from hire date. All degrees must be earned from an institution that has received regional accreditation. For a full list of the requirements, see page 13 in this [document](#).
- ¹⁶ There were 1,493 classrooms in 2024-2025 for the Oct 1 data pull date for NIEER reporting. There were 13 classrooms without Lead Teacher on that day. Teachers in the "other" category include teachers with a minimum of a bachelor's degree, but without 18 hours of early childhood coursework. All teachers in this category have a minimum of a bachelor's degree and are working toward completing coursework.
- ¹⁷ There were 13 classrooms with no Lead Teacher at the time of this data capture on October 1, 2024. There were also 99 who had waivers while working toward the degree/certification requirements. All teachers with a waiver are required to meet the requirements within two years.
- ¹⁸ All lead teachers must have at least a bachelor's degree and must be working towards at least 18 hours of early childhood coursework within two years.
- ¹⁹ There were 195 Auxiliary Teachers with an approved Waiver for being allowed to fill an Auxiliary Teacher position while working to earn additional degrees/credentials to meet the minimum degree/certification requirements. Auxiliary teachers must meet the requirements within the school year.
- ²⁰ 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 CCDF mandated health and safety training hours (11 hours) plus hours in (1) child development; (2) health, safety and universal precautions; (3) quality childcare and licensing; (4) the childcare 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 childcare sites. In addition, during the first coaching visit, coaches provide PD on health and safety.
- ²¹ Individual PD plans are required for each classroom. FCPK uses a tiered model of coaching, so the teachers are continuously receiving individualized professional development support as well as support to develop goals and reflect on progress throughout the year.
- ²² Teachers receive coaching based on the Tiered Coaching Model. Each teacher receives monthly 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.
- ²³ The ADECE requires a minimum salary scale based on the ALSDE established and published salary matrix. Lead Teachers' salaries and benefits are parallel to ALSDE salary matrix and benefit structure for those employed by public schools. A salary supplement is provided by the ADECE for master's degree level teachers and by years of experience. Teachers employed by Local Education Agencies (LEAs) are eligible for state benefits. FCPK funds may be used for salaries and benefits.
- ²⁴ Assistant Teachers in preschool follow the same policies as assistant teachers in K-12, but those policies vary by school district.
- ²⁵ ADECE requires at least a 25% match, which may be from a funding source at the discretion of the grantee. Examples of the match include Title 1, Special Education, Head Start, community funds, local funds, and in-kind matches. Federal funds used as a match are reported as local sources. The amount in the required local sources comes from budget data that lists funds as 'Local Funds.' The amount in the non-required local sources comes from budget data that lists funds as any other category (excluding OSR funds listed). These categories include some federal sources and some local sources (e.g., donations).
- ²⁶ Structured classroom observations consist of CLASS and the CLASS Environment Checklist and are conducted annually in every classroom. All classrooms are informally observed with the CLASS tool multiple times each year to support individual teacher growth. The state also uses the DECA-P2 reflective checklist with first year teachers.
- ²⁷ Annual IRR recertification through Teachstone is required for all observers. Observers also participate in a CLASS calibration experience with PD through Teachstone as

well as double coding with a CLASS 2nd edition certified trainer on staff before individual observations are conducted and data is collected.

- ²⁸ 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.
- ²⁹ The 60 minutes can be broken into two blocks of time.
- ³⁰ More information can be found in Appendix Q, at this [link](#).
- ³¹ This program participated for the first time during the 2024-25 school year. For more information see this [website](#).

ALASKA – Alaska Pre-Elementary Programs

- ¹ This count was completed at the end of the school year, so it is probable that some of the “4-year-olds” were actually “3-year-olds” as defined by the State of Preschool Yearbook. The numbers reported are for state school district preschool programs that are classroom based. Head Start numbers are not included since 80% of their funding and 100% of their oversight is provided federally.
- ² DEED is unable to sort data to determine the number of children with IEP’s who are attending the Pre-Elementary classroom programs funded by DEED Pre-Elementary grant funds versus classrooms with other funding. There is only data on the number of children at a school who are preschool aged and have an IEP but they could receive services in a Pre-Elementary classroom, self-contained classroom, in a community setting, or only receive itinerant services.
- ³ Alaska Head Start programs use their state funds for Early Head Start at their own discretion. These funds may be used for both Early Head Start and Head Start. DEED does not require agencies to break their use of funds into the two different categories. The state-funding included here is the 20% match, required by Head Start. The state places no restrictions on how to use the funds, so how many seats were added with this funding is unknown.
- ⁴ Each funded school district determines the hours of operation based on community need. All funded programs have classes either 4 or 5 days per week and may operate in the summer, the school year, or a combination of both. During the 2024-25 school year, 3 districts operated 4 days/week, 5 operated 5 days/week, and 1 had some sites that were 4 day/week and others that were 5 days.
- ⁵ Localities determine when a child may start preschool. Some localities require children to be three by the first day of the year, while others take students as they turn three throughout the school year. Statute 14.03.080(d) specifies kindergarten age.
- ⁶ The 2024-25 school year is the first time state-funded preschool programs were required to screen overall development within 45 school days of the child’s enrollment.
- ⁷ The Pre-Elementary Grant application required each applicant to outline kindergarten transition planning and activities. Additionally, all programs follow state Pre-Elementary statute and regulations. It is locally determined whether support services, like parenting support or training, health services for children, and nutrition information, are provided. Pre-Elementary programs providing special education services must follow Individuals with Disabilities Education Act (IDEA) federal and state regulations.
- ⁸ 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 eight weeks in the summer.
- ⁹ DEED provides funding to non-profit agencies that provide support and instruction on the understanding and use of Alaska’s Early Learning Guidelines.
- ¹⁰ Curriculum decisions are made locally. The only requirement is in regulation and implies the curriculum must be aligned with Alaska’s Early Learning Guidelines. The State used to provide guidance in selecting a curriculum by referring the district to this [link](#).
- ¹¹ DEED requires all Lead Teachers of record in the Pre-Elementary Programs to have an initial, professional, or master teacher certificate in any subject/concentration. There are no state additional pre-service training requirements or credentials/licenses/endorsements/certifications required. If there is preschool child with an IEP in the classroom, the special education teacher must hold an endorsement in early childhood special education or must have completed six semester hours in early childhood special education. For more information, see this [link](#).
- ¹² Grantees report when they are unable to staff a classroom with a Lead Teacher on-site and either: 1) place a paraprofessional in the classroom with remote lead teacher oversight or 2) do not run a program in that classroom or site.
- ¹³ 4 AAC 18.021 Employment of substitute teachers states that for absences more than 20 in-session days, the district must employ a long-term substitute teacher who holds a teaching certificate.
- ¹⁴ Paraprofessionals must have a high school diploma or equivalent and, after hire, accumulate 48 hours of post-secondary credits or pass one of two standardized assessments. For more information, see this [link](#).
- ¹⁵ Alaska regulations state school district lead teachers who are not performing well in two 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, which must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals.
- ¹⁶ Coaching and mentoring services are provided to some school district Pre-Elementary programs on a voluntary basis through a non-profit agency which receives funds from DEED. Some individual districts have internal coaching and mentoring systems.
- ¹⁷ The state does not require parity; the teacher and support staff unions in the school districts do.
- ¹⁸ 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.
- ¹⁹ Districts who voluntarily participate in the state’s QRIS are required to participate in coaching once they reach a certain level in the system. Part of this involves a site visit involving administration of the ECERS, CLASS or TPOTs as a starting point for reflection and improvement. DEED funds the participation of these districts.

ALASKA – Alaska Early Education Program Grant (EEP)

- ¹ All nine grantees were in rural and remote areas of Alaska.
- ² The grant parameters are outlined [here](#).
- ³ The Early Education Program Grant (EEP Grant) is for 4 and 5-year-olds only. A breakdown of the number of 4- and 5-year-olds was unavailable during the 2024-25 school year.
- ⁴ DEED is unable to sort data to determine the number of children with IEP’s who are attending the EEP Grant programs. There is only IEP data on the number of children at a school who are preschool aged and have an IEP but they could receive services in an general education preschool classroom, self-contained classroom, in a community setting, or only receive itinerant services.
- ⁵ Alaska Head Start programs use their state funds for Early Head Start at their own discretion. These funds may be used for both Early Head Start and Head Start. DEED does not require agencies to break their use of funds into the two different categories. The state-funding included here is the 20% match, required by Head Start. The state places no restrictions on how to use the funds, so how many seats were added with this funding is unknown.
- ⁶ Of the nine school districts, one holds their program in a community child care, one holds their program in the school district but is also a licensed childcare, and the other seven are provided in school districts.
- ⁷ The purpose of the EEP Grant is to support districts to meet the Alaska Early Education Program Standards. Standard I.a. requires at least 2 hours per day, 5 days per week.
- ⁸ EEP Grantees may only use funds for 4- and 5-year-old students. The minimum age for kindergarten eligibility has an exception to 5 by September 1 in AS 14.03.080.
- ⁹ The 2024-25 school year is the first time state-funded preschool programs were required to screen overall development within 45 school days of the child’s enrollment.
- ¹⁰ Parent-teacher conferences are required.
- ¹¹ Grantees may voluntarily enroll in Alaska’s Quality Recognition Improvement Program, Learn & Grow, which offers training on the Alaska Early Learning Guidelines. Their enrollment and participation in Learn & Grow is financially supported by DEED.

- ¹² DEED provides a list of approved Emergent Literacy (preschool) curricula, which is required in Alaska Early Education Program Standard II.a.iii.
- ¹³ Each program is required to have a comprehensive and literacy curriculum in place. This is a list of evidence-based literacy curricula recommended by DEED. A district may elect to use a curriculum on this list as both the comprehensive and literacy curriculum, or they can select two models. The list is available [here](#).
- ¹⁴ This is unknown. The first group of Alaska Reads literacy specialists developed this list, but their process is unknown as they have all left DEED.
- ¹⁵ Teachers of record must meet the following requirements: (A) completed, or will complete not later than two years after the applicant's date of hire by the school district, a minimum of six credit hours in early childhood education that includes three credit hours, or the equivalent, of an evidence-based reading training course that (i) is approved by the department; and (ii) includes a summative assessment; or (B) two or more years of experience teaching kindergarten or an early education program and has completed three credit hours, or the equivalent, of an evidence-based reading training course that (i) is approved by the department; and (ii) includes a summative assessment. Additional information is found [here](#).
- ¹⁶ Grantees meet monthly with DEED grant coordinator and report difficulties with finding qualified lead teachers.
- ¹⁷ 4 AAC 18.021 Employment of substitute teachers states that for absences more than 20 in-session days, the district must employ a long-term substitute teacher who holds a teaching certificate.
- ¹⁸ Alaska regulations state school district lead teachers who are not performing well in two 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, which must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals.
- ¹⁹ Coaching and mentoring services are optional. Districts enrolled in the state's QRIS receive coaching, which is paid for by DEED. Other districts may choose coaching and pay for it with their grant or other district funds.
- ²⁰ The state does not require parity; the teacher and support staff unions in the school districts do.
- ²¹ EEP grantees were asked to address how they would 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. For those grantees enrolled in the QRIS, depending at which level of quality they have achieved, they are required to have a CLASS, ECERS, or TPOTS administered by their coach.

ALASKA – Alaska 0.5 ADM Approved Early Education Program

- ¹ Anchorage School District was approved during the 2023-24 school year and represents approximately 1/3 of the state's overall student population. Skagway City Schools and Valdez City Schools were added during the 2024-25 school year. They are both small, rural, and remote communities.
- ² This program is outlined in [statute and regulations](#).
- ³ Enrollment data is not differentiated by 4- and 5-year-olds.
- ⁴ Alaska Head Start programs use their state funds for Early Head Start at their own discretion. These funds may be used for both Early Head Start and Head Start. DEED does not require agencies to break their use of funds into the two different categories. The state-funding included here is the 20% match, required by Head Start. The state places no restrictions on how to use the funds, so how many seats were added with this funding is unknown.
- ⁵ 4 AAC 60.020(5) states that a program operating less than five weeks in a 12-month period is exempt from needing Pre-Elementary Approval to Operate. All programs receiving 0.5 ADM funding must be registered/approved through the Pre-Elementary Approval to Operate process. Therefore, 0.5 ADM programs must operate at least five weeks. The actual length of time for the school year is locally determined.
- ⁶ The 2024-25 school year is the first time state-funded preschool programs were required to screen overall development within 45 school days of the child's enrollment.
- ⁷ Participants may enroll in the statewide Quality Recognition Incentive Program, Learn & Grow, which offers additional technical assistance for a increasing a program's quality of services. The QRIS, Learn & Grow, uses the ELG's in their trainings. QRIS/Learn & Grow is financially supported by AK DEED.
- ⁸ There are two curricular requirements of this program: comprehensive curriculum and early literacy curriculum based on the Science of Reading. The comprehensive curriculum is Determined locally. The early literacy curriculum must be selected from a list of approved curricula recommended by DEED. A district may elect to use a curriculum on this list as both the comprehensive and literacy curriculum, or they can select two models. The list is available [here](#).
- ⁹ This is unknown. The first group of Alaska Reads literacy specialists developed this list, but their process is unknown as they have all left DEED.
- ¹⁰ Teachers of record must meet the following requirements: (A) completed, or will complete not later than two years after the applicant's date of hire by the school district, a minimum of six credit hours in early childhood education that includes three credit hours, or the equivalent, of an evidence-based reading training course that (i) is approved by the department; and (ii) includes a summative assessment; or (B) two or more years of experience teaching kindergarten or an early education program and has completed three credit hours, or the equivalent, of an evidence-based reading training course that (i) is approved by the department; and (ii) includes a summative assessment. Additional information is found [here](#).
- ¹¹ 4 AAC 18.021 Employment of substitute teachers states that for absences more than 20 in-session days, the district must employ a long-term substitute teacher who holds a teaching certificate.
- ¹² Alaska regulations state school district lead teachers who are not performing well in two 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, which must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals.
- ¹³ Coaching and mentoring services are provided with Alaska's QRIS, which is supported financially by DEED. School districts may voluntarily participate in the QRIS.
- ¹⁴ The state does not require parity; the teacher and support staff unions in the school districts do.
- ¹⁵ Structured observations are offered to LEAs through the QRIS, if said district is voluntarily enrolled in the QRIS.

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 informed by community volunteers on 28 [regional partnership councils](#) and approved by the FTF State Board. FTF is funded by Proposition 203 (2006) which funds early childhood services with an 80-cent per pack increase on tobacco products. One tribal region no longer funded Quality First Scholarships starting in state fiscal year 2025.
- ² A total of 1,857 children under age 3 were also served in FTF. Children under age 3 served in homes (143) and centers (1714); 3-year-olds served in homes (37) and centers (1080); 4-year-olds served in homes (44) and centers (1630); 5-year-olds served in homes (9) and centers (281). In addition, 785 children were served through federal funding sources (not state funds) and not included in the numbers listed: under 3 served in homes (12) and centers (69); 3-year-olds served in homes (240) and centers (225); 4-year-olds served in homes (23) and centers (358); and 5-year-olds served in homes (4) and centers (70). The numbers do not equal the total due to children being served in multiple locations.
- ³ In addition, 18 children under the age of three were enrolled in preschool and 17 children with IEPs were served using federal funds for Quality First Scholarships: 3-year-olds in homes (1) and centers (3); 4-year-olds in homes (1) and centers (12).
- ⁴ Quality First includes both self-contained classrooms as well as inclusion classrooms. Self-contained classrooms are defined as a classroom that has more than 50% of children with an IEP, IFSP, special health care plan, or 504 plan.
- ⁵ The enrollment breakdown differs from the total enrollment due to the way the data are pulled. In addition, there are 291 five-year-olds: American Indian or Alaska Native (23); Asian (1); Black or African American (17); Hispanic or Latino (114); Native Hawaiian or other Pacific Islander (1); White (70); Biracial/Multiracial (64); Other Race (1).
- ⁶ The enrollment breakdown differs from the total enrollment due to the way the data are pulled. In addition to the number of children broken down by age, there are also the following breakdowns (added into the total): home language is Spanish: 3-year-olds (66), 4-year-olds (122), 5-year-olds (20); 5-year-olds: home language is English (200), home language is other but English is also spoken (69), home language is not specified (2).
- ⁷ The enrollment breakdown differs from the total enrollment due to the way the data are pulled. In addition, 291 five-year-old children are also included in the total

- number of children: Below 100% FPL: 84; 100-149% FPL: 55; 150-200% FPL: 47; 200-300% FPL: 105.
- ⁸ The total number is higher by setting as children may have moved from one setting to another mid school year, so they are counted more than once. The counts also include children under the age of three.
 - ⁹ The age and setting breakdown for children enrolled in part time (400 hours annually) for preschool aged children was (1,411 center-based; 12 home-based) and infants/toddlers (515 center-based; 15 home-based); and full time (1,120 hours annually) for preschool aged children (1,681 center-based; 79 home-based) and infants/toddlers (1,258 center-based; 132 home-based). Numbers do not add up to total number because some children may have been counted both as full-time and part-time as their enrollment fluctuated over the state fiscal year.
 - 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 Arizona does have provisions in statute for early entry to kindergarten with an age cut-off of 5 by December 30 on a district-by-district basis.
 - ¹² Eligibility to participate in QF Scholarships includes age requirements (birth to age five, not eligible for kindergarten) and income requirements (300% of FPL or below).
 - ¹³ 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.
 - ¹⁴ Group size and teacher-child ratio are based on the age of the youngest child in attendance. Ratios and group sizes are assessed by the Department of Health Services, Bureau of Child Care Licensure during the annual compliance visit. Programs participating in QF Scholarships are able to access technical assistance in assessing and implementing ratios and group sizes.
 - ¹⁵ 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; and children enrolled nine or more hours receive two snacks and a meal.
 - ¹⁶ There is no requirement for screening or referral for programs who participate in QF Scholarships. Programs participating in QF Scholarships are able to access technical assistance to support their program in developing and implementing screening and referrals and comprehensive services in their program.
 - ¹⁷ The ADE provides online resources to support programs in using the Infant Toddler Developmental Guidelines (ITDG) and Arizona Early Learning Standards (AzELS). Programs participating in QF Scholarships can access technical assistance with the support of QF Coaches for child assessment selection and implementation in alignment with the ITDG and AzELS, however programs can decide which child assessment to use, which no longer needs to be aligned with the AZ ELDS. Any preschool program under the administrative purview of the Arizona Department of Education (ADE) must use the State Board Approved Ongoing Progress Monitoring tool.
 - ¹⁸ The ADE provides online resources to support programs in using the Infant Toddler Developmental Guidelines (ITDG) and Arizona Early Learning Standards (AzELS). Programs participating in QF Scholarships can access technical assistance with the support of QF Coaches for curriculum selection and implementation in alignment with the ITDG and AzELS. Programs decide which curriculum to use, which is encouraged to be aligned with the AZ ELDS. Programs may use their Quality First incentives funds to purchase curriculum and pay for training associated with curriculum implementation.
 - ¹⁹ A program must achieve a 3-, 4-, or 5-star to participate in QF Scholarships. Programs must meet regulatory requirements, for lead teachers (HSD or equivalent and 6 months experience) and assistants (16 years of age and current and continuous enrollment in HS or a HS equivalency class; HS or HS equivalency diploma; enrollment in vocational rehabilitation, as defined in A.R.S. § 23-501; employment as a teacher-caregiver aide for 12 months; or service as a volunteer in a child care facility for 12 months).
 - ²⁰ The total number of lead teachers includes all settings and infant/toddler and preschool teachers. It is self-reported and a point in time number.
 - ²¹ The "Other" category includes: College Certificate of Completion in ECE (28 teachers/.55%); None/Unknown (4,842 teachers/94.8%); AZ State Teaching Certificate (67 teachers/1.31%); Montessori Credential (2 teachers/.04%).
 - ²² Providers reported that they had to close some classrooms due to staff shortages either permanently or intermittently.
 - ²³ QF Scholarships requirements for ongoing PD are aligned with the State Licensing standards. All programs participating in QF 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.
 - ²⁴ Monthly coaching is available to all early care and education programs participating in QF Scholarships. Programs that have achieved a 3-star rating have required coaching dosage hours while programs that have achieved a 4- or 5-star rating have coaching on demand. The coaching can be used to support teachers, assistant teachers, and administrators, and includes the review of assessment reports. While the coaching is required for many participants, the audience (teacher, assistant teacher, administrator) receiving the coaching is not dictated by the state. These site visits support quality improvement efforts and monitor the progress on the program's quality improvement plan. Additionally, fiscal monitoring is conducted for 250 providers each year to ensure QF scholarship child eligibility, reporting and reimbursement have been conducted accurately.
 - ²⁵ The federal dollars represent ARPA funds from city and county programs in Phoenix and Pima County. In addition, \$186,050 was also spent in state funding to support programs that have achieved a 2-star rating in communities that do not have enough access at 3- to 5-star rated programs.
 - ²⁶ Federal funds supported 785 children in the City of Phoenix and Pima County in obtaining QF Scholarships. State dollars were not used for these children. The 785 children ages and settings were the following: under 3 served in homes (12) and centers (69); 3-year-olds served in homes (240) and centers (225); 4-year-olds served in homes (23) and centers (358); and 5-year-olds served in homes (4) and centers (70).
 - ²⁷ 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.
 - ²⁸ All programs participating in QF Scholarships must also participate in Quality First, Arizona's QIRS. 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-3, ECERS-3, FCCERS-3) and the CLASS (Infant, Toddler, Pre-K). At least 1/3 of the total number of classrooms for each age group (infant/toddler, preschool) at a site is assessed using the ERS-3 and CLASS. FCC homes are also assessed using the FCCERS-3 and CLASS (specific CLASS tool used is based on the age of the majority of the children at the time of the assessment). 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.
 - ²⁹ 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.
 - ³⁰ No specific amount of time is required or recommended for outdoors. However, the state regulatory agency does have rules in the [licensing regulations](#) about outdoor facilities and outdoor time as a part of the lesson plan. In addition, the state does have [best practice standards](#) for physical activity and sun safety. State guidance recommends 120 minutes of physical activity or more, per day, for preschoolers. The state recommends a combination of daily indoor and outdoor physical activity, both structured and unstructured.
 - ³¹ The ERS does have indicators regarding outdoor experiences and indoor natural elements. Participants of QF Scholarships receive feedback on these through their assessment reports and are able to access coaching to support their focus in this area.

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

- ¹ State funding is provided through the Arkansas Department of Education (ADE) - Office of Early Childhood (OEC), which was created in Spring 2023 when the LEARNS Act was signed into law.
- 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 ADE/OEC-ABC 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 Five-year-olds were either approved for enrollment through a waiver process, which may be due to multiple disabilities, severe development delay, or the child is in foster care and needs additional skills and time to prepare for kindergarten or initially enrolled in the Federal Prekindergarten program during the school year then enrolled in the ABC Summer Program.
- ⁵ All children enrolled in an ABC program receive an annual development screening to identify any 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 consisting of parents, early childhood staff, and special education professionals collaboratively develop plans to design the individualized early intervention service components for eligible students.
- ⁶ ABC offers a Sliding Fee Scale for programs to utilize once they have exhausted their list all qualifying families. They are allowed to enroll families up to 250% FPL. ABC will pay 20%, 40%, 60%, or 80% of the funding for the child depending on where the family's income falls on the scale. ABC provides the programs with the amount to be charged to the parents. Programs cannot dismiss children due to lack of payment.
- ⁷ There are 2,379 children enrolled in home visiting programs only who are not included in the total enrollment.
- ⁸ All state-funded preschool services for children ages birth to five years are mandated to operate 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(s) in the service area. Programs operating on an alternative school district schedule must get approval from the Office of Early Childhood.
- ⁹ Kindergarten-age eligible children may enroll in preschool contingent on the OEC-ABC team reviewing and approving the child waiver request containing the supporting documentation and IEP if applicable. The Kindergarten Child Waiver must be approved by the OEC-ABC team prior to enrolling the kindergarten-age eligible child in an ABC program.
- ¹⁰ Arkansas Better Chance funding uses other individual child/family characteristics to determine eligibility and can serve children starting at birth. Children eligible to participate in ABC shall have at least one of the following: family with income under 200% FPL; a parent without a HSD or GED; low birth weight (below 5 lbs., 9 oz); parent who was under 18 at the birth; family member with a history of substance abuse; a demonstrable developmental delay; 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; is homeless; is in foster care; or has an incarcerated parent. Arkansas Better Chance for School Success funding uses income eligibility and serves children ages 3 and 4 years old or those children who are not eligible for kindergarten. To participate in ABCSS, the family must have an income under 200% FPL and the child must be age eligible. A sliding fee scale applies to families with incomes between 200-250% FPL.
- ¹¹ ABC programs utilize the state (OEC-ABC) established annual fee schedule and sliding fee scale (based on the U.S. Federal Poverty Guidelines - U.S. Department of Health and Human Services) 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 OEC-ABC is deducted from the state reimbursement to the program. If the ABC programs have additional space to serve more children, then programs may enroll families supported with funds other than the State ABC funds or those with incomes above the 250% FPL (private pay).
- ¹² ABC may grant kindergarten or income waivers to children not meeting the eligibility criteria but possessing multiple risk factors for learning and developmental impairment. Children having certain risk factors may be eligible for home-visiting services, in addition to attending a center-based ABC program.
- ¹³ The maximum class size for each age group of ABC children cannot exceed the classroom's licensing capacity at any time.
- ¹⁴ 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.
- ¹⁵ 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.
- ¹⁶ 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.
- ¹⁷ The Arkansas Child Development and Early Learning Standards provides a set of common expectations for what children typically know, understand, and are able to do at different ages in early childhood. The standards are research-based; culturally and linguistically appropriate; comprehensive; and are written with the understanding that children reach developmental milestones at different times. The standards are to be used to assist in developing age-appropriate learning goals for children, to support developmentally appropriate curriculum and assessment, and to outline a progression of development and learning that supports success in school and in life. 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 aligned with the Kindergarten Language Arts and Math standards to support the transition for early childhood to K-12 education.
- ¹⁸ ABC programs are required to use the Work Sampling System (WSS) - Pearson Assessments for every preschool age child enrolled. The ABC teaching staff continuously assess children's progress by monitoring their skills, knowledge, behavior, and accomplishments. The assessment addresses a child's strengths, progress, and needs, and serves as a central part of determining each child's progress towards kindergarten readiness. Teachers evaluate a child's progress in each of the WSS domains three times during the year - Fall, Winter, and Spring. WSS is a 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.
- ¹⁹ 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.
- ²⁰ ABC funding awarded to programs may be used for a comprehensive curriculum that aligns with the Arkansas Child Development and Early Learning Standards for Birth to 60 Months and technical assistance to support curriculum implementation. The state supports and makes available to all ABC programs professional development opportunities that offer enhancements to any curriculum. The use of supplemental curriculum is determined at the local level to enhance and align with local kindergarten programming. The ADE offers a research based supplemental foundational literacy curriculum to all state pre-K programs serving 4-year-olds.
- ²¹ The comprehensive curricula list includes: Lilio Learning (formerly Buttercups, Fireflies and FunShine); Connect4Learning, 2nd edition; Core Knowledge; Creative Curriculum; Experience Preschool Curriculum Mother Goose Time; Frog Street; HighScope; The InvestiGator Club. Launchpad Foundational Literacy Curriculum is the subject-specific curriculum.
- ²² Lead teachers are required to have a minimum of a bachelor's degree in early childhood education (ECE) or child development (CD) or a bachelor's degree with at least 12 college credits (or more) in ECE/CD. The lead teacher employed by public schools must hold a standard Arkansas teacher license in early childhood. 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 ECE or CD. Teachers who do not hold a bachelor's degree or do not have one of these pre-service specializations are placed on a two-year Staff Qualification Plan (SQP) in order to obtain qualifications. During the 2024-25 school year, 80 lead teachers (7%) were on SQP's to acquire their credentials.
- ²³ The ABC family home teacher must possess a minimum of a CDA credential and file a Staff Qualifications Plan which outlines a plan to complete a four-year degree in early childhood or child development. For any ABC room with more than 10 children, an additional staff person with a minimum of a CDA credential must also be present.
- ²⁴ Teachers who do not hold a bachelor's degree or an associate degree are placed on a two-year Staff Qualification Plan (SQP) allowing them to work in an ABC classroom while obtaining a college degree. In 2024-2025 there were approximately 80 lead teachers on SQPs. Most recipients had either a CDA, an associate degree or a bachelor's degree in a subject other than Early Childhood Education.
- ²⁵ Because an SQP is limited to two years, the minimum qualification for a recipient is an associate degree.
- ²⁶ The program shall strive to hire a long-term substitute with the same qualifications required for the position (i.e., CDA for a paraprofessional, bachelors degree or P-4 license for a lead teacher depending on the location). If the program cannot find a suitable long-term substitute, they must request an alternate compliance which includes a detailed plan of support measures for the substitute staff.
- ²⁷ 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 coursework hours in ECE and/or CD. If a school district program is classified as a school wide Title 1 school or a targeted assistance program receiving Title 1 funds, ABC Paraprofessionals must meet highly qualified status by August 2024.

- ²⁸ There were 144 Staff Qualification Plans issued which allows assistant teachers without the necessary qualifications to work in an ABC Classroom for 2 years while obtaining their credentials. Of the 144 recipients of an SQP: 127/88% held a high school diploma and/or some college, 6/4% held an associate degree in a subject unrelated to early childhood, 8/6% held a bachelor's degree in a subject unrelated to early childhood, 3/2% held a master's degree in a subject unrelated to early childhood.
- ²⁹ The state OEC 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 including child growth and development, social emotional development, serving children with special needs, trauma informed care, early literacy and mathematical thinking, child assessment and environmental rating scale.
- ³⁰ The teachers and paraprofessionals in public and non-public school settings are required to have a written, individualized annual professional growth goal (PGG) and develop a professional development plan to support their PGG.
- ³¹ Classroom-embedded support is required for novice teachers by state policy and is reinforced by administration at the local level. Technical assistance and coaching are available for the Environmental Rating Scale (ERS), Classroom Assessment Scoring System (CLASS), 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.
- ³² A personalized coaching plan is based on individual needs of the staff, with novice staff being more frequent.
- ³³ 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. Beginning July 1, 2023, the Arkansas public schools by law are required to pay classroom teachers a minimum base salary of \$50,000. Most public schools with a state funded preschool program whose preschool teachers hold the required degree and certification for preschool pay the preschool teachers on a comparable pay scale as other K-2 teachers and assistant teachers depending on their educational level and credentials.
- ³⁴ Other Federal funding sources are paid to pre-K programs based on the achieved tiered level of program quality (Better Beginnings Quality Incentive Payments).
- ³⁵ 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.
- ³⁶ Typically, the facilities with ABC classrooms are observed on a two-year cycle using the Environment Rating Scales. However, the 2024-2025 school year was the start of a CLASS pilot year. The pilot included building a pool of observers, providing teachers and leaders training and feedback, and collecting information on the current quality of Arkansas ECE classrooms as measured by CLASS. The professional development opportunities, technical assistance, coaching, observations, and ECERS-3 observations are conducted by a state agency contracted by the state. The contracted agency employs, trains, and ensures reliable and validated personnel are in place to provide the services.
- ³⁷ This year ECERS-3 was used for programs either wishing to level up with the state's QRIS Better Beginnings or those not participating in the CLASS pilot. All preschool teachers and paraprofessional whose classrooms received either an ECERS-3 or CLASS review participated in professional development opportunities, received technical assistance, classroom coaching, and feedback based on the review they received. A total of 720 CLASS observations were performed during the pilot year.
- ³⁸ ERS/ECERS-3 observations and classroom assessments are conducted by a state funded contractor who employs, trains, ensures reliable and validated personnel. CLASS requires an observer's exam, and a reliability course with Teachstone every year. All CLASS observations are subject to a Quality review.
- ³⁹ The ABC Office monitors the programs in collaboration with the OEC Licensing Unit and Better Beginnings Quality Rating System. The OEC Specialists focus on the teacher-child ratios and other programmatic areas promoting quality 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. Programs are visited by licensing each year, and by program specialists on a tier system that can be more than 2 years but fewer than 5.
- ⁴⁰ An overall score of 5.0 is required for the ERS which is applicable to each classroom.
- ⁴¹ When deciding if children should play outside, staff should consider the following environmental factors: a. When the heat index is forecast to be ninety (90) degrees Fahrenheit or above, outdoor play should be scheduled during early morning hours or the length of time spent outdoors should be reduced to avoid heat stress; b. When outdoor play occurs during the hotter part of the day, children should have shaded area, an ample supply of water, and should be monitored closely for signs of heat stress; and c. When outdoor play occurs during the winter months and when temperatures are extremely cold, the time scheduled for outdoor play should be reduced or suspended depending on the temperature and other weather conditions.
- ⁴² Staff should initiate gross motor activities and lead interested children in exercises such as running, dancing, and practicing balancing. Staff should show interest in child lead activities, helping children develop new skills and assisting children in accomplishing physical goals. Children should be encouraged to explore the environment with staff, enabling staff/child conversations about what they find.
- ⁴³ There is one program that is an outdoor/nature-based program, and it meets all ABC/ABCSS requirements, including curriculum. It is not entirely outdoors and serves 10 children. It is considered a Licensed Child Care Family Home.

CALIFORNIA – California State Preschool Program (CSPP)

- ¹ Agencies in Mariposa and Sierra counties do not have CSPP contracts.
- ² There were 18 six-year-old children. Overall, total CSPP enrollment decreased very slightly between FYs 2023-24 and 2024-25. Distribution of children served by age continues to shift due to the continued implementation of Transitional Kindergarten (TK) in California. As TK approaches full implementation and becomes available to more four-year-old children, CSPP programs can serve more younger children. The increase in children age 5 and up has increased due to those children being dually enrolled in TK or K to cover before or after school care needs. The CDE is analyzing contractor-level enrollment data and implementing strategies to increase enrollment in the CSPP.
- ³ Total enrollment of children with disabilities includes one 6-year-old child. CSPP contractors are required to reserve 5 percent of funded enrollment to serve children with disabilities. Five- and 6-year-old children are only eligible for CSPP if they are dually enrolled in both the CSPP and kindergarten and the state preschool program is not a replacement for kindergarten.
- ⁴ CSPP actively serves children with disabilities, including those with IEPs or IFSPs, in inclusive classroom settings. In California children with IEPs or IFSPs are defined as children with exceptional needs. Contractors must reserve 5% of funded enrollment for children with exceptional needs, and they support inclusion through collaboration with special education partners, professional development, coaching, and mental health consultation. These efforts help ensure children with disabilities participate fully in high quality preschool alongside their peers.
- ⁵ The CDE is continuing to develop a new data system to enable the collection and reporting of dual enrollment data for CSPP and Head Start Programs.
- ⁶ The total numbers of children include two-year-old children, five-year-old children, and six-year-old children.
- ⁷ The enrollment numbers include Dual Language Learner (DLL) information for CSPP children drawn from two separate data systems that operate on different reporting schedules (monthly vs. quarterly). To present a more complete picture of the program, the California Department of Education (CDE) has combined these data sources. However, due to imperfect matching between the systems, a small percentage of children do not have associated language data and are classified as "unspecified/not reported." This combined approach allowed the CDE to provide NIEER with the most comprehensive set of CSPP language data available. Additionally, AB 393 (Chapter 435, Statutes of 2023) changed the law to no longer require parents to participate in the process for CSPPs to collect home language information. CSPPs are still required to report on home language for all children; therefore, there may be an increase in the number of children in the "unspecified" category due to this change.
- ⁸ The CSPP eligibility threshold remained at 100 percent of the State Median Income (SMI) during 2024-25, and other enrollment eligibility and criteria remained the same. There were various circumstances when children were eligible to enroll in CSPP even though their family income was above 100 percent of SMI. Children were eligible for CSPP if their family's income was up to 15 percent above the 100 percent of the SMI threshold. Irrespective of a family's income, children are eligible for CSPP if the children received child protective services or are at risk of abuse, neglect, or exploitation, or if they live within the attendance boundary of a qualified Free or Reduced-Price Meals (FRPM) school. A qualified FRPM school is a public elementary school where at least 80 percent of enrolled pupils are eligible for free or reduced-price meals.

- Additionally, children with disabilities, as documented by an IEP or IFSP, have categorical eligibility for CSPP which means, while the families are prioritized based on income, a family does not necessarily need to meet the income requirement.
- ⁹ Enrollment data for 2024-25 is by location of the agency with administrative/fiscal responsibility. During 2024-25, six agencies held CSPP Family Childcare Home Education Networks (FCCHEN) contracts and via family childcare home providers served 210 children in CSPP.
 - ¹⁰ The extended-day enrollment includes children participating in school-day and extended-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 at least 175 days per year, unless the contract specifies a lower number of minimum of days of operation. 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. The program operates for a minimum of 5 days per week; however, programs may decide to provide services for more than 5 days per week. Specifically, programs that operate through a Family Childcare Home Education Network may choose to operate more days per week. Assuming three hours per day for 175 days per year, 525 hours is the minimum number of hours per year that CSPP was funded to operate during 2024-25.
 - ¹¹ The state approves the annual operating schedule.
 - ¹² The minimum age for CSPP eligibility is 2 by June 30, of the fiscal year they would be enrolled. CSPP-eligible two-year-old children are defined as those who have had their second birthday and do not otherwise meet the definition of "three-year-old children" per EC Section 8205(ab). CSPP-eligible three-year-old children are defined as those who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP. Children who turn three years old in the FY between December 2, inclusive, and June 30, inclusive, may be enrolled in CSPP on or after their third birthday per CA EC Section 8205(aa). CSPP-eligible four-year-old children are those who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP and whose parent or guardian has opted to retain or enroll them in a CSPP per CA EC Section 8205(ac). Priority for CSPP is given to eligible 3-year-olds and 4-year-olds who are not enrolled in Transitional Kindergarten (TK) except when a family is eligible based on being more than 15 percent above state median income. During 2024-25, enrollment in part-day CSPP was allowed for TK and kindergarten children for extended learning and care around their TK or kindergarten day.
 - ¹³ Part-Day CSPP Eligibility and Enrollment: Families must meet at least one of the following eligibility criteria to be enrolled in part-day CSPP: 1) income eligible; 2) receiving cash aid; 3) homeless; 4) have a child who is receiving child protective services or is at risk of abuse, neglect, or exploitation; 5) have a child with a disability; or 6) have a member of its household who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE, such as CalWORKS. A family is income eligible when income is at or below 100% of State Median Income (SMI) at initial enrollment or recertification. At least 5% of a full-day CSPP contracting agency's funded enrollment shall be reserved for children with exceptional needs. After all otherwise eligible families have been enrolled, a part-day CSPP may enroll: 1) Children from families whose income is between 100% and 115% SMI (up to 10% of CSPP enrollment); 2) After all children have been enrolled pursuant to the above categories, part-day CSPP sites within the attendance boundaries of a qualified free or reduced-price meal (FRPM) school, may enroll 2-, 3-, and 4-year-olds whose families reside within the attendance boundary of a qualified FRPM school. Children enrolled in an education program as a TK or kindergarten student can be enrolled in part-day CSPP for less than four hours during the hours they are not receiving TK or kindergarten, if their families meet the eligibility requirements for part-day CSPP. To be eligible for full-day CSPP, families must meet both eligibility and need for services criteria. For full-day CSPP, families must establish at least one of the following needs for services: employment/seeking employment, education or vocational training, homelessness, recipient of protective services, or parental incapacity. At least 5% of a full-day CSPP must be reserved for children with disabilities.
 - ¹⁴ Beginning on July 1, 2022, contractors operating part-day CSPP must certify a family eligible for the remainder of the current program year and the following program year when enrolling children, provided the child continues to meet age eligibility requirements. Contractors can begin enrolling families 120 days prior to the beginning of a new program year, and in those cases the child will be enrolled for two full program years. If the child is age-eligible for CSPP for any additional program years beyond the initial enrollment for the current program year and following program year, the contractor will complete an initial certification for the family at that time before the new program year. Contractors operating full-day CSPP must initially certify or recertify all families for at least 24-months beginning July 1, 2022. If the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, as long as applicable age-eligibility requirements are met. When a CSPP contractor deems a child to be ineligible during the school year, a CSPP contractor recommends alternative early learning and care programs for children of families to attend prior to disenrolling the children from CSPP. If a CSPP contractor deems a family is no longer eligible based upon their income, a CSPP contractor may continue to enroll the family's child in CSPP based upon CSPP neighborhood school/ FRPM eligibility if the family is eligible. If CSPP neighborhood school/FRPM eligibility is not an option, a CSPP contractor may suggest the family consider private pay options.
 - ¹⁵ 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 ratios for children 3-to 6-years-old is 1:8 adult-child ratio, 1:24 teacher-child ratio. When CSPP-enrolled children are commingled with TK-enrolled children in a blended TK classroom, the required ratio is 1:8 adult-child ratio.
 - ¹⁶ Contractors must provide meals and snacks that meet nutritional requirements specified by the federal CACFP or the National School Lunch Program (NSLP) when they are serving meals under the NSLP or CACFP. If the meals are served under the CACFP, then the meals must meet the CACFP meal pattern. For part-day programs, one meal or snack is required. For the full-day program, one meal and two snacks or two meals and one snack are required, depending on the hours of operation. If the CSPP is co-located at an LEA school site participating in the School Nutrition Programs, then the preschool children are eligible to receive breakfast and lunch through the universal meals program.
 - ¹⁷ 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.
 - ¹⁸ The California Preschool/Transitional Kindergarten Learning Foundations were recently revised in 2024 and reflect the most up-to-date research on child development and a more robust emphasis on children from various cultural backgrounds in California, inclusion of children with disabilities, and inclusion of multilingual learners. The California Preschool/Transitional Kindergarten Learning Foundations were released during the Summer 2024, but they were not required during the 2024-25 program year. Beginning July 1, 2025, CSPP contractors are required to implement the California Preschool/Transitional Kindergarten Learning Foundations to guide curriculum and lesson planning to support children ages three through five years old. This timeline will provide the opportunity for CSPP contractors to plan for implementation of the California Preschool/Transitional Kindergarten Learning Foundations pursuant to [Management Bulletin \(MB\) 24-07](#).
 - ¹⁹ The DRDP is being revised to increase alignment with the newly released Preschool/Transitional Kindergarten Learning Foundations and will be released in 2026.
 - ²⁰ Statewide training systems administered by the Department of Social Services are available that teach the content from the early learning foundations and frameworks (0-5), and these systems include Family Child Care at its Best and California Preschool Instructional Network (CPIN). The CPIN provides guidance for implementing learning opportunities in social-emotional development, language and literacy, English language learners, mathematics, visual and performing arts, physical development, health, history, social science, and science (does not specifically discuss curriculum implementation). This is done through regional CoP and a series of professional learning experiences. The CPIN promotes promising practices in early learning, family engagement, and equity, and emphasizes a whole child approach. CPIN instructors provide research-based teaching and learning strategies that are age and developmentally appropriate and highlight inclusive practices and support for all children. The trainings are based on the California Preschool/Transitional Kindergarten 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. 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 Other supports for curriculum include access to free professional development through the California Preschool Instructional Network (CPIN), which is freely available to CSPP. Organized into 11 regions of the state, CPIN instructors provide research-based teaching and learning strategies that are aligned to the Preschool/Transitional Kindergarten Learning Foundations, which may include implications for curriculum implementation (even though there are no explicit trainings offered on curriculum). The Education Program requirements for CSPP also loosely define curriculum implementation practices by including key elements aligned to the California Preschool/Transitional Kindergarten Learning Foundations related to providing math, literacy, social-emotional, and physical development learning opportunities.
 - ²² California is currently developing a UPK Curriculum Evaluation and Implementation Toolkit (to be released in Summer 2026) to support programs in assessing their current curriculum approach and making modifications to curriculum. It is aligned to the NASEM report, the EdReport's review criteria, and CA's state early learning standards.
 - ²³ While the DRDP is not required to be aligned to specific curricula, the curricula are required to be aligned to the ELDS and the DRDP is aligned to the ELDS.
 - ²⁴ Children must be assessed between 60 and 90 calendar days from the first day of attendance & at least once every six months thereafter.
 - ²⁵ The California Child Development Associate Teacher Permit is the minimum education/degree requirement for Lead CSPP Teachers employed by public schools and nonpublic schools and exceeds the requirements of the CDA. 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. Those with the Associate Teacher Permit must obtain a full Teacher Permit within 10 years, which has higher requirements. 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.
- ²⁶ Anecdotally, CSPP contractors reported difficulties finding qualified teachers and substitutes. This difficulty was due to low teacher wages and other economic factors, as well as a continued workforce crisis across multiple sectors in California. Some CSPP teachers were hired by school districts and charter schools to provide universal access to TK by 2025-26. This resulted in CSPP teachers moving to higher-paying jobs in TK programs. The CDE also heard that the low pay for CSPP teachers was a barrier to hiring and retaining qualified teachers.
- ²⁷ The Early Education Teacher Development grant, which the state provided \$100 million for in the 2021-22 budget, has funding and goals for increasing the number of CSPP, TK, and kindergarten teachers and for retaining CSPP, TK, and kindergarten teachers. Grantees have shown increases in targeted recruitment for qualified teachers and provided core professional development for the current workforce in maintaining their position or moving ahead in their career lattice. California provided \$500 million for Universal Prekindergarten Planning and Implementation Program to school districts and charter schools for expanding access to classroom-based prekindergarten programs at local educational agencies, and an allowable use was spending their funds on hiring and recruitment costs and staff training and professional development. Pursuant to EC Section 8320, California provided \$18.3 million in 2022-23, another \$18.3 million in 2023-24, and an additional \$18.4 million in 2024-25 for Universal Prekindergarten local mixed delivery planning and implementation related to UPK. These funds were allocated to local childcare and development planning councils and resource and referral agencies to expand universal access for three- and four-year-old children across the state through a mixed-delivery system. An allowable use of the grant funds was to assist existing and aspiring universal preschool site supervisors, teachers, and other support staff in identifying and accessing local workforce pathway programs, including financial support programs, to increase the number of site supervisors, teachers, and other support staff who have required credentials and degrees.
- ²⁸ Assistant teachers must be 18 years of age and cannot be left alone with children unless they meet the requirements for lead teachers.
- ²⁹ Waivers for assistant teacher requirements were presumably due to assistant teacher shortages/to support the overall workforce shortage in California. Assembly Bill 1930, enacted in September 2024, introduced changes to the Child Development Associate Teacher Permit renewal process. The California Commission on Teacher Credentialing (CTC) issued Coded Correspondence 25-04 in April 2025, which: Allows a one-time, two-year extension for Associate Teacher permit holders who did not complete their professional growth hours within the five-year timeframe; Removes the previous limit on the number of times the permit could be renewed; Updates the renewal requirement to 105 professional growth activities. Option 1: Complete a minimum of 12 semester units of course work in early childhood education or child development (excluding field work), including at least one course of at least three semester units in each of the following core areas: Child/human growth and development; Child, family, and community; Child and family relations; Programs/curriculum. And complete at least 50 days of experience in an instructional capacity in a childcare and development program, working at least three hours per day within the last two years. This experience must be verified by submitting an original letter from the employer on official letterhead. School-Age Emphasis under this option requires that 6 of the 12 semester units in early childhood/child development be in school age course work. Option 2: Possess a Child Development Associate (CDA) Credential.
- ³⁰ 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. All school employees are annually required to receive mandated reporter training, workplace violence prevention training, and bullying prevention training. Teachers are encouraged to engage in an individual program of professional growth.
- ³¹ Individualized professional development plans are Determined locally. CSPP programs are required to have a professional development program that includes identification of training needs of staff or service providers that improves the quality, diversity, stability, and retention of caregivers, teachers, and directors, along with development opportunities pursuant to Title 5 California Code of Regulations Section 17704.
- ³² California allocates funds each year through the CSPP QRIS block grant, a part of the State's Quality Counts California initiative, that may be used for embedded supports such as coaching or mentoring. The CSPP QRIS Block Grant is an annual apportionment of \$50 million that supports California State Preschool programs in maintaining and increasing classroom quality. The grant requires that participating classrooms are offered coaching services and incentives, but the frequency and type of coaching vary between programs. Additionally, Assembly Bill 1808 (Chapter 32, Statutes of 2018), established the Inclusive Early Education Expansion Program (IEEEP). AB 1808 appropriated General Funds to the State Superintendent of Public Instruction for allocation to local educational agencies (LEAs) for the purposes of increasing access to inclusive early learning and programs for children with disabilities, including children with severe disabilities. The IEEEEP funds were awarded to 65 LEAs through a competitive application process with a variety of purposes, of which included professional development funding to ensure early learning and care staff are prepared to serve children with a broad range of disabilities. Professional development included the ability to provide practice-based coaching and job embedded learning with such models as Embedded Instruction Early Learning California and Pyramid model (i.e., California Teaching Pyramid and the National Center for Pyramid Model Innovations) and other coaching models to support staff in providing individualized and necessary supports to enable children with disabilities to meet high expectations within early learning and care settings.
- ³³ Local contractors determine the salary and fringe benefits for public and nonpublic school employees. For CSPP FCCHEN providers, as automatic enrolled members of Child Care Providers United (CCPU) Union, they receive access to two key fringe benefits: health care support and retirement benefits. Through the CCPU Health Care Fund, eligible providers can receive financial assistance for premiums and out-of-pocket costs associated with Covered California, Medicare, Medi-Cal, or a spouse's employer-based plan. The fund is restored annually by the State based on provider enrollment. Additionally, the CCPU Retirement Trust offers long-term financial support for licensed providers who have served for extended periods. The State contributes annually to maintain an \$80 million balance, contingent on increased provider enrollment and rate adjustments. Both funds are managed by CCPU, with reporting requirements to the State.
- ³⁴ Spending data for LEAs and Community College Districts (CCDs) is not final until the report revision deadline has passed. LEAs have until February 13, 2026 to submit a revised report and CCDs have until March 1, 2026 to submit a revised report. Final spending for Private agencies is based on the audit. Private agency contractors are required to submit an audit by the 15th day of the fifth month following the close of the contractor's fiscal year. Most contractors operate on a state fiscal year, in which the audit deadline is November 15, 2025, for FY 2024-25 contracts. However, the audit deadline for contractors who operate on a calendar year is not until May 15, 2026.
- ³⁵ There was \$59,189,393 spent in USDA CACFP funds to support CSPP. If the CSPP is co-located at an LEA school site participating in the School Nutrition Programs, then the CSPP-eligible children are also eligible to receive a breakfast and a lunch through the universal meals program. There is no mechanism to capture how much universal meals funding supported children in a CSPP co-located at an LEA school site.
- ³⁶ Local Housing and Urban Development funds. However, only two CSPPs are required to provide local matching funds as part of a historic maintenance of effort requirement.
- ³⁷ While family childcare homes do not receive funds directly through the CSPP, an organization may apply to operate a family childcare home education network through the CSPP.
- ³⁸ All contractors are required to obtain at least one Classroom Assessment Scoring System (CLASS) observation on each CSPP classroom per program year. CLASS is being implemented with a graduated phase-in approach beginning in 2024-25, where 15% of classrooms were to complete an observation, followed by 30% in program year 2025-2026, 60% in program year 2026-2027, 90% in program year 2027-2028, and full implementation (100%) in program year 2028-2029. The phased in approach will allow time for the state and contractors to increase CLASS Observation capacity until full implementation. Beginning the program year 2024-2025, as part of their annual program self-evaluation, CSPP contractors indicated that 86% were meeting the required observation goal during the earliest stage of implementation. All classrooms will be required to be observed annually on the CLASS and CLASS Environment once observations are fully implemented.
- ³⁹ The Environmental Rating Scale is no longer required for CSPP programs and has been replaced by the Classroom Assessment Scoring System (CLASS) Second Edition Pre-K-3rd and CLASS Environment. Programs must complete a CLASS Second Edition Pre-K-3rd and CLASS Environment observation on 15% of their classrooms. While contractors continue their phase-in approach, they can select the classrooms to be observed to meet that requirement. Contractors can use observations completed by Head Start or QRIS Block Grant to meet the state's CSPP requirements. However, if the observations completed by Head Start or QRIS do not meet the 15%, contractors are required to complete the observations needed to meet the percentage. Contractors must complete a CLASS observation in a license exempt classroom (which only occurs on a LEA campus) prior to observing any of their other classrooms. TK classrooms where CSPP children are also served at the same time are required to be observed on the CLASS and CLASS Environment each year as part of the CSPP Program Self Evaluation Process and once every 4 years by CDE staff during CSPP program monitoring.
- ⁴⁰ CLASS implementation is occurring for CSPP programs in a phased-in approach. Current year requirement states that programs must complete a CLASS and CLASS Environment observation on 15% of their classrooms to meet the requirements to measure the interactions between educators and children and the classroom environment pursuant to Management Bulletin (MB) 23-10 at Management Bulletin 23-10 - Child Development (CA Dept of Education). In addition, contractors are required to meet the additional requirements outlined in MB 23-10. Beginning the program year 2024-2025, as part of their annual program self-evaluation, CSPP

contractors indicated that 86% were meeting the required observation goal during the earliest stage of implementation.

- ⁴¹ Beginning in 2024-25, the CDE supports reliability and validity through the statewide implementation of CLASS Second Edition Pre-K–3rd and CLASS Environment as outlined in MB 23-10. In order to conduct CLASS Observations or CLASS Environment Observations for CSPP to fulfill the requirements of this MB, Certified CLASS Observers are required to complete additional training beyond CLASS Certification. Specifically, except as specified in the “Allowances for Head Start Grantees and Contractors Participating in QRIS” section, any Certified CLASS Observer who is conducting an observation in a CSPP classroom to meet the requirements of this MB must also have completed the CLASS Observer Support Series, including: Settings with Dual Language Learners, Settings with Children with Disabilities, and Reducing Bias. The purpose of this additional training requirement is to ensure California is centering diversity, equity, inclusion, and belonging in CLASS implementation. The Observer can be an employee of the CSPP program; however, staff who are assigned to teach in CSPP classrooms on a daily basis cannot conduct a CLASS Observation or CLASS Environment Observation at the site to which they are assigned to teach. Certified observers are required to maintain their CLASS Certification by completing yearly recertification to ensure inter-rater reliability and accuracy of observation data.
- ⁴² Per MB 23-10 CSPP contractors are required to implement CLASS Second Edition Pre-K–3rd and CLASS Environment. Each CSPP contractor is required to develop and implement an annual plan for its program self-evaluation process. The CLASS and CLASS Environment tools are used to measure the quality of teacher child interaction. CSPP contractors are required to use the appropriate CLASS 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 CLASS and CLASS Environment tools are used during the reviews conducted by CDE/EED program staff to determine the CSPP contractors’ implementation plan, and to provide technical assistance to the CSPP contractor regarding continuous program quality improvements. CSPP contractors are required to submit any CLASS and CLASS Environment data into the myTeachstone platform. This data may also support regional and statewide efforts. In accordance with 5 CCR Section 17820, contractors are required to maintain any training and coaching records for CLASS and CLASS Environment for a minimum of five years.
- ⁴³ A total of 2,806 CSPP sites representing 82 percent of all CSPP-funded centers across 55 counties are voluntarily participating in quality improvement efforts supported by the CSPP Quality Rating and Improvement System (QRIS) Block Grant, which funds 47 local educational agency grantees to provide professional development, coaching, site ratings, quality improvement plans, and implementation support for tools such as CLASS and CLASS Environment, developmental screening, the DRDP, and the California Preschool/Transitional Kindergarten Learning Foundations; these sites collectively support 20,446 teachers and serve 128,666 children.
- ⁴⁴ 5 California Code of Regulations (CCR) 17703. Education Program (g) The program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement. Per MB 23-10 contractors are to ensure their schedules provide a balance of structure and flexibility. The schedule must include the following each day: A variety of play activities Both gross motor and less active play At least one indoor and one outdoor play period (weather permitting). See Management Bulletin 23-10 - Child Development (CA Dept of Education)

CALIFORNIA – California Transitional Kindergarten (TK) Program

- ¹ Pursuant to CA EC Section 48000(c)(1)(E), districts are required to offer Transitional Kindergarten (TK) to all age-eligible students in the district. However, not every school site is required to offer TK.
- ² In 2024-2025, TK enrollment was 177,568 based on the Census Day (first Wednesday in October) TK enrollment count and cumulative enrollment was 203,859. Of the 177,568 children, 14 children were older than five years old. The 2024-2025 annual TK enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted by LEAs and charter schools to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. This information includes unduplicated counts of children enrolled in Transitional Kindergarten (TK) in California (CA). Fall data reflects a point-in-time certification of enrollment records as of 10/2/2024. Cumulative enrollment includes all valid enrollment records across the academic year (AY). Age is calculated as of 10/02/2024 for both Fall and cumulative enrollment counts.
- ³ Four children older than 5-years-old are included in the total. This information includes unduplicated counts of children with disabilities enrolled in TK in CA. Fall data reflects a point-in-time certification of enrollment records as of 10/2/2024. Cumulative enrollment (33,103) includes all valid enrollment records across the AY. Age is calculated as of 10/02/2024 for both Fall and cumulative enrollment counts.
- ⁴ Transitional Kindergarten (TK) is part of California’s TK–12 public school system. This means TK classrooms operate under the same legal and programmatic requirements as other elementary grades. For children with disabilities, that includes eligibility for special education services through an Individualized Education Program (IEP) or early intervention services that transition into the TK–12 system. The local educational agency (LEA) is responsible for funding these services and ensuring they are provided, ensuring access to a Free Appropriate Public Education (FAPE) in the least restrictive environment. As a result, TK classrooms may include children with disabilities receiving supports such as specialized instruction, related services, or accommodations, coordinated through the LEA’s special education department. Four-year-old TK children are included in the reporting for preschool-aged children, while five-year-old TK children are included in the reporting for school-aged children. Because of this separation, it is not possible to isolate TK children in the data to evaluate the percentage of inclusion, therefore an accurate figure cannot be determined.
- ⁵ This information includes unduplicated counts of children enrolled in TK in CA. Fall data reflects a point-in-time certification of enrollment records as of October 2, 2024. Cumulative enrollment includes all valid enrollment records across the AY. Age is calculated as of 10/02/2024 for both Fall and cumulative enrollment counts.
- ⁶ This information includes unduplicated counts of children enrolled in TK in CA. Fall data reflects a point-in-time certification of enrollment records as of October 2, 2024. Cumulative enrollment data includes all valid enrollment records across the AY. Public Schools include enrollment counts within public, non-chartered schools. Charter Schools include enrollment counts within public, chartered schools. Private Agencies include enrollment counts within non-public, non-sectarian schools. Students with disabilities can be enrolled/receive services at a non-public, non-sectarian school but still be a part of the TK–12 public school system.
- ⁷ Transitional kindergarten (TK) is defined in EC Section 48000 as the first year of a two-year kindergarten program and must follow the same minimum school day as kindergarten, which for school districts is 180 minutes per day inclusive of recess, as established in Education Code [EC] Section 46117. While the daily minimum hours of instructional time is the equivalent of three hours (180 minutes), the annual instructional minutes requirement of 36,000 would require more than three hours. Both school districts and charter schools must meet the annual instructional minutes requirements. The annual instructional minutes requirement for TK is 36,000 minutes per year (Education Code [EC] sections 46207 and 47612.5).
- ⁸ Pursuant to CA EC Section 46117, the minimum school day for pupils in TK and kindergarten is 180 minutes inclusive of recesses. No units of average daily attendance (ADA) shall be credited for attendance in TK and kindergarten classes if the minimum school day is less than 180 minutes. TK programs must offer a total of 36,000 instructional minutes per year, which equals 600 hours annually, as established in EC sections 46207 and 47612.5. Effective June 27, 2017, local educational agencies (LEAs) may maintain TK or kindergarten classes for different lengths of time during the school day, either at the same or different school sites, but the minimum instructional minute and day requirements must be met. In addition, the Expanded Learning Opportunities Program (ELO-P) continues to wrap with TK to provide a minimum of nine hours combined instructional time and expanded learning time on each school day. ELO-P must also be offered for at least 30 intersession days outside the regular school year. The daily schedule for a TK program is Determined locally by each school district or charter school, in alignment with state requirements and local priorities. This flexibility allows schools to design a TK day that meets the developmental needs of students and supports instructional goals. All school districts and county offices of education, except for a few school districts, operate five days per week, and TK must follow this calendar structure as affirmed in 51 Ops. Cal. Atty. Gen. 112 (1968). Charter schools may operate five to seven days per week and are required to offer 175 days and 36,000 instructional minutes annually for TK, though they are not subject to minimum daily minute requirements.
- ⁹ 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 2 and June 2 are eligible to participate and must be served if they are interested. Early Admittance TK (ETK) 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 June 2, but before the end of the school year (June 30). Admittance of a child into ETK must have the approval of the parent or guardian subject to two conditions: 1) The school district or charter school determines that the admittance is in the best interests of the child; 2) The parent must be given information regarding the advantages and disadvantages and any other explanatory information. Children admitted to an ETK program shall not generate average daily attendance or be included in the enrollment or unduplicated pupil count 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 the school districts maintaining one or more kindergartens 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 year under certain conditions. Implementation of universal TK will occur by 2025-26. The rollout of universal TK is as follows: In the 2024-25 school year, a child who turns five years old between September 2 and June 2 is eligible for TK. Starting with the 2025-26 school year, a child who turns four years old by September 1 is eligible for TK.
- ¹⁰ TK classrooms must maintain an average of at least one adult for every 12 students. There are fiscal penalties on school districts and charter schools that fail to: Maintain an average adult to student ratio of 1:12 or maintain an average TK class size of no more than 24 students for each school site. The class size limits do not include the

- following: County offices of education; Special Day Classes; and a student enrolled in traditional or course based independent study for the full regular school day. A school district or charter school that commingles children from CSPP and TK 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. Pursuant to CA EC Section 8241: the classroom shall be 1:8 adult-child ratio and the maximum teacher to child ratio is 1 to 24 for comingled classrooms. During 2023-24 and 2024-25, TK classrooms that include an early enrollment child must maintain an adult-to-pupil ratio of at least one adult to every 10 children and must maintain a classroom enrollment that does not exceed 20 children. An early enrollment child means a child whose fourth birthday will be between the third of June and first of September, inclusive, preceding the school year during which they are enrolled in a TK classroom.
- 11 Under the California Universal Meals Program, all public LEAs, specifically Public School Districts, County Offices of Education and Charter Schools are required to offer all students, including students enrolled in TK, a nutritionally adequate breakfast and a nutritionally adequate lunch on all school days.
 - 12 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 school district. Per CA EC Section 48216, the county office of education or the governing board of the school district of attendance shall exclude any pupil who has not been immunized properly pursuant to Chapter 1 (commencing with Section 120325) of Part 2 of Division 105 of the CA Health and Safety Code. Pursuant to EC Section 49452.8, students enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, no later than May 31 of the school year, shall present proof of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional operating within his or her scope of practice, that was performed no earlier than 12 months before the date of the initial enrollment of the pupil.
 - 13 The California Community Schools Partnership Program supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement. Community schools often include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments: Integrated support services; Family and community engagement; Collaborative leadership and practices for educators and administrators; and Extended learning time and opportunities. In May and July 2025, the State Board of Education approved the final round of Implementation Grants. Implementation Grants are for LEAs to launch, expand, and sustain community schools across the state. Over four cohorts of Implementation Grants, \$3,306,959,000 was awarded to 524 LEAs supporting 2,495 school sites. This funding is fueling a statewide movement empowering schools to build inclusive, student-centered environments that foster belonging, equity, and whole-child development.
 - 14 The recently updated state's ELDS included special reviewers who brought the lens of culturally responsive learning and development, multilingual learners, and inclusion of children with disabilities.
 - 15 The ELDS are aligned with the Common Core Standards, 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](#). 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. Additionally, this year the CDE released Preschool through 3rd Grade Learning Progressions documents to demonstrate the alignment between the ELDS and the K-3 Common Core State Standards in math, science and language and literacy. CDE also created new progressions for K-3 in social and emotional development and approaches to learning to extend the ELDS to K-3.
 - 16 The state requires the DRDP in TK for children with disabilities only, and when TK children are in the same classroom with CSPP students. The DRDP Preschool tool is encouraged for use in TK, but it is not required. For TK students in the same classroom as CSPP students, child assessments are required to be aligned with the ELDS. In this case, TK child assessments follow the same requirements as CSPP. In addition, some TK programs serving only TK students have chosen to use the DRDP. During 2023-24, 25 percent of school districts and charter schools used the DRDP in TK. During 2024-25, 35 percent of school districts and charter schools used the DRDP in TK.
 - 17 The 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. Additionally, districts and county offices of education have planning and implementation funds to support expansion of TK that can be used to support implementation of CA ELDS.
 - 18 Pursuant to CA EC Section 48000(f), it is the Legislature's intent that TK curriculum be aligned to the California Preschool / Transitional Kindergarten Learning Foundations developed by the department. California provides the following resources: [UPK Curriculum Guidance](#), [TK Implementation Guide](#) and [Focus Area D: Curriculum, Instruction, and Assessment in the Universal Prekindergarten Planning and Implementation Grant Program LEA Planning Template](#). Additionally, districts and county offices of education have planning and implementation funds to support expansion of TK that can be used for curriculum planning and implementation.
 - 19 Professional development specific to preschool curriculum that programs are using is not provided by CDE. CDE has provided professional development opportunities in the form of presentations and webinars on playful learning that aligns with the PTKLFs and DRDP.
 - 20 California is currently developing a UPK Curriculum Evaluation and Implementation Toolkit (to be released in Summer 2026) to support programs in assessing their current curriculum approach and making modifications to curriculum. It is aligned to the NASEM report, the EdReport's review criteria, and CA's state early learning standards.
 - 21 If there is a commingled TK classroom consisting of CSPP and TK students, all students enrolled for 10 or more hours per week must be evaluated using the Desired Results Developmental Profile (DRDP), as specified in Section 17702 of Title 5 of the California Code of Regulations. The DRDP must be completed for each child between 60 and 90 calendar days from the first day of attendance and at least once every six months thereafter. Additionally, the assessment is required for children with an IEP in TK. Other child assessments used in TK are locally determined, however the California Department of Education has offered guidance (not an official recommendation or requirement) to districts to use an assessment that covers multiple domains of learning and has included the Desired Results Developmental Profile (DRDP) as an example. About 25% of TK programs used the DRDP assessment for general education students in TK programs not commingled with CSPP during 2023-24. During 2024-25, 35 percent of school districts and charter schools used the DRDP in TK.
 - 22 Teachers are required to have a bachelor's degree and, are required to have a teaching credential. Senate Bill (SB) 114, the Education Omnibus Budget Trailer bill, extended the deadline for credentialed TK teachers to meet the requirements in CA EC Section 48000(g) until August 1, 2025. Consequently, a school district or charter school must ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have one of the following by August 1, 2025: 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. A lead teacher serving in a Special Education Transitional Kindergarten classroom will need additional pre-service training.
 - 23 Lead Teacher is assumed to be the teacher of record. Transitional Kindergarten (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, or a Preschool through Third Grade (PK-3) Specialist Instruction Credential.
 - 24 This information includes unduplicated counts of certificated staff reported as teaching TK in CA. All other preschool data is currently unavailable for reporting. Fall data reflects a point-in-time certification of active staff records as of October 2, 2024. Records do not include staff on leave at the time of certification.
 - 25 This information includes unduplicated counts of certificated staff reported as teaching TK in CA. Fall data reflects a point-in-time certification of active staff records as of October 2, 2024. Records do not include staff on leave at the time of certification. "Other" refers to those with a Juris Doctor (JD) degree. Please note that the number of certificated staff by degree will not match the total number of teachers reported as there is no section to report counts associated with "No Degree Indicated." In addition, information about CDAs is not available.
 - 26 According to the 2024-25 Universal PreKindergarten Planning and Implementation Program Grant survey, six percent of local educational agencies reported that they did not have enough fully qualified teaching staff to accommodate TK classrooms during the 2024-25 school year.
 - 27 Effective July 1, 2022, the Emergency Specialist Teaching Permit in Early Education, also referred to as the Emergency Transitional Kindergarten Permit, is authorized by California EC Section 44300(j). This is a one-year permit and is available at the request of the Local Educational agency (LEA) that is unable to recruit a fully credentialed teacher to serve in a TK assignment. The permit authorizes the holder to teach all subjects in a self-contained TK class in a general education setting. The permit can be renewed one time. More information can be found in the [Credential Information Alert 22-10](#).
 - 28 To qualify for the Emergency 30-Day Substitute Teaching Permit in California, applicants must meet the following minimum requirements: 1. Bachelor's Degree or higher; 2. Pass the California Basic Educational Skills Test (CBEST) or meet an approved alternative; 3. Submit fingerprints and clear a criminal background check; 4. Apply through the California Commission on Teacher Credentialing (CTC) using their online platform. These requirements ensure that substitute teachers are adequately prepared and have the necessary skills to support students effectively. The permit is valid for one year and can be renewed annually, provided the applicant continues to meet the requirements

- ²⁹ To serve as a long-term substitute teacher in TK in California, you must meet the same requirements as a substitute teacher serving in a kindergarten classroom as defined by the California Commission on Teacher Credentialing (CTC).
- ³⁰ Please see the [Universal Prekindergarten Compendium](#) for a listing of multi-year funding opportunities that are aimed at recruiting and retaining UPK teachers, including TK. The California Commission on Teacher Credentialing has [this resource](#) regarding grants for teacher candidates.
- ³¹ The qualifications for assistant teachers (or paraprofessionals or instructional aides) vary based on the school type. The qualifications are as follows: Paraprofessionals employed at non-Title I schools must have a high school diploma or the equivalent, and pass a local assessment of knowledge and skills in assisting in instruction. Local educational agencies may also have specific requirements for employment. Title I schools for paraprofessionals whose duties include instructional support must have a high school diploma or the equivalent, and two years of college (48 units), or A.A. degree (or higher), or pass a local assessment of knowledge and skills in assisting in instruction. Local educational agencies may also have specific requirements for employment.
- ³² California does not have an assistant teacher credential. However, many use paraprofessionals to provide extra support in the classroom. Title I paraprofessionals whose duties include instructional support must have: a high school diploma or the equivalent, and two years of college (48 units) or an AA degree (or higher) or pass a local assessment of knowledge and skills in assisting in instruction. Many districts use the California Basic Educational Skills Test for this purpose.
- ³³ All school employees are annually required to receive mandated reporter training (2 to 4 hours), workplace violence prevention training (1 to 2 hours), and bullying prevention training (1 to 2 hours). Teachers are encouraged to engage in an individual program of professional growth.
- ³⁴ Because TK is part of California's public education guarantee, TK teachers are included in salary schedules for elementary grade-level teachers.
- ³⁵ Because TK is part of California's public education guarantee, TK assistant teachers are included in salary schedules for elementary grade-level assistant teachers.
- ³⁶ The dollar amount provided is the amount of funds allocated to local education agencies (LEAs) by the State of California. The dollar amount provided is the sum of the base grant, grade span adjustment, and transitional kindergarten add-on provided to LEAs based on their reporting of average daily attendance. Note that data provided for the 2024-25 funding does not include Local Control Funding Formula (LCFF) supplemental and concentration grant funding. LCFF supplemental and concentration grant funding is provided to LEAs for children that are eligible for free- or reduced-price meals, English Learners, and/or foster youth. Supplemental funding is additional funding provided for each student in one of those categories, while concentration funding is provided to LEAs with large concentrations of those groups. Legislative Analyst's Office has estimates for where the supplemental and concentration funding for TK is included, which can be found here: [Preschool Budget \(EdBudget\)](#).
- ³⁷ 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. However, the CDE was unable to obtain information internally on whether this occurs and the extent to which it occurs. Because TK is part of the TK-12 system and is statutorily the first year of a two-year kindergarten program, any federal funds that the school receives that can be used for kindergarten can generally be used for TK. As a result, 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. As a result of California's Universal Meals initiative, all TK have access to meals through the USDA School Nutrition programs, such as the National School Lunch Program and/or the School Breakfast Program.
- ³⁸ The CDE considers school districts and charter schools as public schools.
- ³⁹ If CSPP children are enrolled with TK students in the same TK classroom, the CLASS and CLASS Environment must be completed for the classroom as part of the contract monitoring review or annually as part of the self-evaluation process per EC Section 48000(h)(1). All comingled classrooms will be required to be observed annually on the CLASS and CLASS Environment once observations are fully implemented. Non-tenured TK teachers are observed annually. Tenured TK teachers are observed on a locally determined basis.
- ⁴⁰ TK classrooms where CSPP children are also served at the same time are required to be observed on the CLASS and CLASS Environment each year as part of the CSPP Program Self Evaluation Process and once every 4 years by CDE staff during CSPP program monitoring in addition to the annual formal and informal observations performed by school site administrators.
- ⁴¹ TK classrooms where CSPP children are also served at the same time are required to be observed on the CLASS and CLASS Environment each year and once every four years by CDE staff during CSPP program monitoring. While the state may not have a requirement for all TK programs, many LEAs have their own locally determined assessments.
- ⁴² This response pertains to TK classrooms where CSPP children are also served at the same time. Beginning in 2024-25, the CDE supports reliability and validity through the statewide implementation of CLASS Second Edition Pre-K-3rd and CLASS Environment as outlined in MB 23-10. In order to conduct CLASS Observations or CLASS Environment Observations for CSPP to fulfill the requirements of this MB, Certified CLASS Observers are required to complete additional training beyond CLASS Certification. Specifically, except as specified in the "Allowances for Head Start Grantees and Contractors Participating in QRIS" section, any Certified CLASS Observer who is conducting an observation in a CSPP classroom to meet the requirements of this MB must also have completed the CLASS Observer Support Series, including: Settings with Dual Language Learners, Settings with Children with Disabilities, and Reducing Bias. The purpose of this additional training requirement is to ensure California is centering diversity, equity, inclusion, and belonging in CLASS implementation. The Observer can be an employee of the CSPP program; however, staff who are assigned to teach in CSPP classrooms on a daily basis cannot conduct a CLASS Observation or CLASS Environment Observation at the site to which they are assigned to teach. Certified observers are required to maintain their CLASS Certification by completing yearly recertification to ensure inter-rater reliability and accuracy of observation data. CLASS Environment Observations must be completed by a Certified CLASS Observer as defined in this MB who has also completed training on CLASS Environment. Additionally, any Certified CLASS Observer who is conducting a CLASS Environment Observation in a CSPP classroom to meet the requirements of this MB must also have completed the CLASS Observer Support Series, including: Settings with Dual Language Learners, Settings with Children with Disabilities, and Reducing Bias. The purpose of this additional training requirement is to ensure California is centering diversity, equity, inclusion, and belonging in CLASS Environment implementation.
- ⁴³ Each CSPP contractor, including those CSPP contractors that have TK classrooms consisting of CSPP and TK students, is required to develop and implement an annual plan for its program self-evaluation process. The CLASS Second Edition Pre-K-3rd and CLASS Environment tools are used to measure the quality of teacher child interaction. CSPP contractors are required to use the appropriate CLASS 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 CLASS and CLASS Environment tools are used during the reviews conducted by CDE/EED program staff to determine the CSPP contractors' implementation plan, and to provide technical assistance to the CSPP contractor regarding continuous program quality improvements. CSPP contractors are required to submit any CLASS and CLASS Environment data into the myTeachstone platform. This data may also support regional and statewide efforts. In accordance with 5 CCR Section 17820, contractors are required to maintain any training and coaching records for CLASS and CLASS Environment for a minimum of five years.
- ⁴⁴ TK programs are audited annually to ensure that TK programs are meeting quality requirements. However, audits don't always include site visits.
- ⁴⁵ The passage of Senate Bill (SB 291) on October 13, 2023 enacted Education Code (EC) Section 49056. Commencing with the 2024-25 school year, EC Section 49056 requires local educational agencies (LEAs) that offer recess to provide recess of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. This law only applies to those LEAs that include recess in their instructional time schedules. In transitional kindergarten, recess may be included in instructional time calculations but only if students are under the immediate control and supervision of a certificated employee (EC sections 46300(a), 46117, and 47612.5(e)(1)). LEAs offering recess must adhere to Individual Education Programs (IEP) and 504 Plans and ensure that recess is inclusive and equitable for all students.
- ⁴⁶ Recess may be included in instructional time calculations but only if students are under the immediate control and supervision of a certificated employee (EC sections 46300(a), 46117, and 47612.5(e)(1)).
- ⁴⁷ There are two nature-based TK programs for which there is available information. Forest Charter: As a personalized learning independent study school, they use a variety of curriculum/approaches. Some families use Waldorf, some use nature based or play based programs. Laurel Tree Charter - Forest school is an educational program for young children that takes place outside, in all weather. It allows children to learn about their world through play and exploration. Teachers support learning with stories, songs, and activities that help develop a child's social, physical and emotional skills as well as their academic skills. Children enrolled in Forest School gain self-confidence and self-reliance. They are allowed to learn through direct experience. Teachers support and extend their learning through close observation and by following the child's interests. An inquiry-based style of teaching is employed in which students are encouraged to develop their own questions and follow the scientific method to understand the world around them. Both small and large motor skills are improved. Language skills are developed by working with their peers and solving problems together.

COLORADO – Colorado Universal Preschool

- ¹ Colorado Universal Preschool is a Statewide program where funding is direct from the state to each provider based on the number of children enrolled and receiving preschool services.

- ² Every catchment area defined by the state has to offer access to universal preschool, but specific districts or providers are not required to participate in Colorado Universal Preschool.
- ³ The Colorado Universal Preschool Program provides funding for all CO children in the year before kindergarten. The CDEC also provides an additional allocation to providers who provided services through the former Colorado Preschool Program. This additional allocation can be used to support education services for any child before they begin Kindergarten. There are two school districts in CO that utilize their annual allocation to serve some children under the age of 3. It is possible for children who were 5 years old in 2024-25 to be served using that same annual allocation. Children are only eligible for universal preschool at 5 years old if their IEP requires it. While CDEC has not collected data on those children served in the 2024-25 year, this information is included in the data collection process moving forward. Federal law, as applied to students with special needs (e.g. Individualized Education Plans), supersedes state rules such that administrative units may decide whether a child is eligible for preschool, regardless of typical age-eligibility criteria. The figures reported here represent the total (cumulative) number of children enrolled in the Colorado Universal Preschool program throughout the 2024-2025 school year. This is consistent with the reporting method for the 2023-24 school year and is the most accurate representation of participation because of the payment and reconciliation processes. Data about 3-year-old students is collected from two different sources. School districts used historical allotment funding to serve 3 year olds. Additionally, 5,728 three year olds with IEPs received funding from CDEC. Additional 3 year olds are served through other funding sources.
- ⁴ The total number of children served is based on payment records. Age group reporting is based on the type of program attended rather than biological age of the child at a given timepoint. Children with a biological age of less than 3 and more than 5 are served by some universal preschool programs but are not typically reported in this way. While children with a biological age of 5 may be served through Colorado Universal Preschool, schools have determined that those children are ineligible for Kindergarten.
- ⁵ The State Education Agency (SEA), the Colorado Department of Education, which administers IDEA Part B, has not adopted a specific definition for inclusion, nor does the data collected by CDEC for access to state preschool funding tie directly to setting type for IDEA reporting by the SEA. IDEA requirements for Least Restrictive Environments and Preschool Educational Environments under the State Performance Plan and Annual Performance Report guide the policies and practices at the state and local levels within the special education system responsible for implementing Part B of IDEA. For this purpose, programs in which children with and without disabilities are served are referred to as Regular Early Childhood Programs, as defined by OSEP (more than 50% nondisabled peers + majority of special education and related services provided within the classroom). Technical assistance and professional learning activities supported by the Lead Agency for Part B of IDEA generally refer to these as “blended classrooms” or inclusive programs, and SEA guidance suggests ratios closer to “natural proportions,” which are significantly lower than the maximum of 50% students with disabilities per the OSEP measurement. As a point of reference, 92% of all preschoolers with a disability are served in Regular Early Childhood Programs as of the December 1st, 2024 data count reported by CDE to OSEP for the 24-25 school year.
- ⁶ Head Start grantees participate in Colorado Universal Preschool and receive State funding for all eligible children receiving preschool services.
- ⁷ These figures are underestimates of the total dual-enrolled population. Data on dual enrollment was only provided by 18 of the 29 Head Start grantees surveyed. Work is underway to improve the data infrastructure to support a clearer understanding of the total number of children participating in both types of preschool programming.
- ⁸ Data describing 3-year-olds was gathered from the Department of Education and specifically describes 3-year-olds with IEPs that were included in the annual December Count. Among 3-year-olds IEP students from December count: American Indian or Alaska Native (suppressed); Asian (147), Black or African American (222), Hispanic or Latino (2088), White (2058), Native Hawaiian or Other Pacific Islander (suppressed), Two or More Races (267).
- ⁹ Data was only provided for 4-year-olds and is based on the total participant pool across the program year. If a response did not map back to the options provided, the data was automatically re-coded as “other”. If a response value was null, responses were re-coded as English. Any multi-selection was re-coded as bilingual/multilingual and included as Home language is language other than English (but English may also be spoken). This data is not currently available for 3-year-olds.
- ¹⁰ Income information about participating 3-year-olds is unavailable for the 2024-25 program year. Data provided is based on the total enrolled throughout the program year. To create a single value for each unique child, each child was counted once for the lowest income band that was present at any point throughout the program year.
- ¹¹ These figures include only 4-year-olds and are unique counts for each setting but not across settings, so they will not add up to the total number of children served as reported elsewhere in this report. Additionally, faith-based is a separate provider characteristic in CO’s system and is not mutually exclusive from other settings in the table. Children who were served in the faith-based programs are also counted in either: Public Schools, Private Agencies, or Family Child Care Homes. Data is not collected on Charter Schools. Three-year-old participants were served primarily in public schools but are not included in these counts.
- ¹² Full day (30 hours/week): 9,789; Half day (15 hours/week): 24,135; Part-Time (10 hours/week): 9,474. This information is only provided for 4-year-olds. To ensure a single value for each unique child, this is the highest award a child received throughout the program year. Other information about the operating schedule for preschool programming is not collected from providers. The increase in the proportion of participants eligible for a full day award is likely attributed to a change in eligibility criteria to receive full day hours: in the 2024-25 school year, an additional criteria was family income at poverty (at or below 100% FPL).
- ¹³ The minimum is set in hours per week and can be leveraged by each provider for a weekly schedule and may vary by provider type. All children are eligible for up to 15 hours per week in the year before kindergarten.
- ¹⁴ All four-year-olds are eligible for the program. For four-year-olds, income is utilized for supplemental hours, a minimum of 30 per week, for families at 270% of the Federal Poverty Level (FPL) or below, or for children living in homes where the Federal Poverty Guideline (FPG) is 100% or lower. Three-year-old eligibility for preschool is based on qualifying factors including children with an Individualized Education Program (IEP), those experiencing poverty, those from low-income families, those whose native language is not English, those in foster or kinship care, or those experiencing homelessness. School districts may determine the prioritization of these qualifying factors and may contract with community partners to deliver preschool services.
- ¹⁵ Eligibility for supplemental hours and/or disability could be reassessed. If a child is assessed eligible for supplemental hours, they would not be reassessed for a reduction. If a child is found ineligible, the funding is reduced to the universal rate and other funding may be used to cover the hours enrolled.
- ¹⁶ For the Universal Preschool Program, the limit of 24 four-year-olds in each classroom is only allowed for programs with a QRIS rating of 4 or 5.
- ¹⁷ All meals and snacks provided by the center must meet current United States Department of Agriculture (USDA), Child and Adult Care Food Program (CACFP) meal pattern guidance and requirements published by the USDA Food Nutrition Service and be offered at suitable intervals not more than three hours apart. Children who are at the center for more than four hours, day or evening, must be offered a meal. Arrangements must be made for feeding children who are in care before 6 a.m. or after 6 p.m.
- ¹⁸ State child care licensing requirements require immunizations and full physical exams, all other required screenings will be implemented through the Universal Preschool quality standards for the 2026-27 school year with a minimum policy for referral if not available at the provider level.
- ¹⁹ Programs determine which, if any, comprehensive services for family engagement they offer. Additional time was provided to fully implement family engagement, as part of preschool programming.
- ²⁰ The Colorado Early Learning and Development Guidelines are based off of the 2015 Head Start Early Learning Outcomes Framework.
- ²¹ Initial provider reporting was completed in the Fall of 2024 and required reporting is due regarding assessment in Fall 2025. ELDS alignment is required for programs providing IEP services.
- ²² Child Assessments will be required to align with the ELDGs by July 1, 2026. Through the Professional Development Information System (PDIS), there is training under teaching practices that provides an overview of the ELDGs. Additionally, the Early Childhood Councils provide localized support for EC professionals on the ELDGs. Coaching will be aligned to support providers in a tiered roll out model.
- ²³ The Colorado Universal Preschool resource bank provides resources and supports related to the UPK quality Standards and is under further development including the launch of Child Learning Goals related to the ELDS. Because the rate afforded to universal preschool providers considers program quality, the Universal Preschool Program does provide funding to support curriculum implementation. Workforce PDIS training and the upcoming resource bank provide some resources. Our QRIS team provides support to all providers participating in the Colorado Shines program, including universal preschool programming. The Resource Bank launched in June 2025.
- ²⁴ CDEC is currently reviewing reporting from participating providers related to the use of curricula related to the ELDS and child outcomes, and a list will follow that review. The content-specific list is also currently under review and will be categorized by child learning goal. It will be available by the end of the 2024-25 program year.
- ²⁵ Curriculum options will be aligned to child learning goals.
- ²⁶ Currently, individual programs make their own choices. Implementation of the Quality Standards and the Resource Bank will support standardized curriculum efforts.
- ²⁷ CDEC leveraged the NASEM report to compare to review of providers’ reported curricula.

- ²⁸ CDEC is currently reviewing the use of whole child assessments with all participating providers including implementation, calibration, educator supports, etc. This [link](#) includes a list of approved assessments.
- ²⁹ CDEC does not differentiate entry level requirements for lead teachers for licensed public school programs from those programs that are licensed non public school programs. CDEC licenses both public and private programs and they must minimally meet the same requirements for licensing. CDEC offers flexibility and believes in recognizing individuals' lived experiences in meeting Lead Teacher qualifications and individuals can meet qualifications with a combination of experience, training and education. Public school districts may require additional qualifications for their employees beyond what is required by CDEC. Additional information on pathways is found [here](#).
- ³⁰ New reporting requirements for the 2025-2026 school year will allow CDEC to report these numbers moving forward.
- ³¹ CDEC licenses both public and private programs, and they must minimally meet the same requirements for licensing. CDEC offers flexibility and believes in recognizing individuals' lived experiences in meeting Lead Teacher qualifications, and individuals can meet qualifications with a combination of experience, training, and education. Individual providers determine minimum credential requirements.
- ³² CDEC has invested over \$21.5 million dollars in direct funding to support recruitment and retention of qualified early educators. Eight million dollars supported free courses (ECE 1011/1031), \$9 million invested in scholarships (AA, BA and MA degree pathways) and \$4.5 million was provided in loan forgiveness awards to early childhood professionals working in classrooms across Colorado. Students impacted by these investments: Number ECE 101/103 enrollments = 6,594 (not including Spring 2024 data); Number of scholarships awarded = 3,452 (not including Spring 2024 data); Number of loan forgiveness awards = 900 (\$5000 per student).
- ³³ CDEC does not differentiate required pre-service or entry-level requirements for an Assistant Teacher for licensed public school programs from those programs that are non-public school programs. CDEC licenses both public and private programs, and they must minimally meet the same requirements for licensing. CDEC offers flexibility and believes in recognizing individuals' lived experiences in meeting Assistant Teacher qualifications, and individuals can meet qualifications with a combination of experience, training, and education. Individual providers determine requirements. Colorado's Early Childhood Professional Credential honors diverse qualification pathways. During the 2024 tax year, 28,846 professionals held an active Early Childhood Professional Credential.
- ³⁴ These practices are at the discretion of individual providers and school districts.
- ³⁵ Pay parity differs based on resources. There are some areas where pay parity is happening but it is not controlled at the state level and is not widespread. CDEC is undertaking a major effort to support compensation parity across the mixed delivery system, including publishing recommended salary scales that align with qualifications. Please see the Compensation and Benefits Taskforce Report Recommendations for more information.
- ³⁶ While several federal, local, and state funded programs are managed by CDEC and other agencies contribute to supporting preschool programming in Colorado, funding reported here only includes expenditures under the CO Universal Preschool Program.
- ³⁷ Several federal, local, and state funding options are available to preschool participants and preschool providers across Colorado through other programming at the state agency and other state and local agencies. Data on local spending in the categories listed is not collected. As a state, funding is blended and braided at the local level to support a comprehensive, high-quality preschool experience. While there may be some instances where ECSEs are paid from IDEA, it should be based on their service time for students, not as a general education teacher of all students.
- ³⁸ The CO Universal Preschool Program pays providers directly; subcontracting is not part of the program's funding model. However, school districts have the option to subcontract their 3-year-old targeted funding and IEP-related funding for 3 and 4-year-olds.
- ³⁹ The Colorado Universal Preschool resource bank is available through the CO Shines Professional Development Information System. Observations are required for all licensed providers with a QRIS rating above 2, which includes a subset of the Universal Preschool Program participating providers. Monitoring will be required for all UPK programs including classroom observations at least every three years with more frequent supports for programs more in need.
- ⁴⁰ The Universal preschool program quality standards are still under development.
- ⁴¹ Daily physical gross motor activities, with or without equipment or materials, must be provided outdoors, or indoors during inclement weather, to children toddler age and older for no less than sixty (60) minutes total for full day programs. Activities do not have to occur all at once. For programs operating up to three (3) hours per day, fifteen (15) minutes of gross motor activities are required. For programs operating between three (3) and five (5) hours per day, thirty (30) minutes of gross motor activities are required.
- ⁴² "Outdoor Nature-Based Preschool Program" Or "Outdoor Program" means a full-day or partial-day outdoor nature-based preschool program for children who are at least three years of age but under eight years of age that operates at least fifty percent of the outdoor program's operating hours outdoors in a department-approved outdoor natural space.
- ⁴³ Colorado is currently promulgating rules for Outdoor Nature-based Preschools (ONB) and anticipates this license type to be effective in early 2026. Colorado will then have the ability to track ONB programs that participate in the state-funded preschool program.
- ⁴⁴ Colorado has drafted rules in collaboration with interested parties for part-day and hybrid outdoor nature-based preschools and is legislatively required to have full-day outdoor nature-based rules promulgated by 12/31/25. Colorado currently has guidance documents on submitting waiver requests for outdoor nature-based preschool programs that want to operate and become licensed prior to the outdoor nature-based preschool rule promulgation.

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 is 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.
- ³ The 20,762 preschool students reported as enrolled in public schools by the CT State Department of Education (source EdSight.ct.gov) includes children enrolled in preschool in magnet and charter schools, children with IEPs, and children whose preschool experience is funded by the district. This total may also include children enrolled in state funded preschool. Data from other local or city-operated preschool programs is not available.
- ⁴ The total number of children dually enrolled in state preschool and Head Start includes children under 3 and 5 and over.
- ⁵ Although counts were not available, care was provided in private agencies and family child care homes as well.
- ⁶ CDCC programs provide services for children through multiple funding sources. The minimum number of hours paid for with CDCC funds cannot be specified.
- ⁷ The State does not have a requirement regarding hours per year. Programs generally operate for 48 weeks a year and allowed up to four weeks of vacation per year.
- ⁸ Prior to the 2024-25 school year, the minimum age for kindergarten eligibility was 5 on or before January 1st of any given school year.
- ⁹ Eligibility is based on multiple factors of CDCC programs, including family income, residency requirements and workforce requirements. Eighty percent of enrolled children's families must be earning income through employment. Sixty percent of families must fall below 75% of SMI or below.
- ¹⁰ 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 and 40% of families may earn above 75% SMI.
- ¹¹ State licensing regulations set ratio and group sizes.
- ¹² 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.
- ¹³ An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screening is 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.

- ¹⁴ An updated version of the CT ELDS is currently being finalized, and the State anticipates a roll out of the new version by the end of 2025.
- ¹⁵ CT 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 standards documents and 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.
- ¹⁶ 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.
- ¹⁷ The research, data, and policy review that will inform updates to curriculum policies and/or guidance has not yet begun.
- ¹⁸ Assessments are required to be aligned to the CT ELDS.
- ¹⁹ Children must be assessed twice annually.
- ²⁰ Starting July 1, 2025, to June 30, 2027, the minimum requirement is for 25% of Designated Qualified Staff Members (DQSM) meet a bachelor's degree or higher in ECE, or with CT State Department of Education teacher certification, or a BA or higher in any field plus 12 ECE credits or if grandfathered any 12 ECE credits. As of July 1, 2027, 50% or more DQSMs meet a bachelor's degree option. As of July 1, 2030 60% or more DQSMs meet a bachelor's degree option. 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 begin with a CDA and are required to attain a minimum of an AA in ECE. QSMs who hold an AA must be supervised by an on-site individual who holds a qualifying BA or higher. The OEC provides scholarships for teachers to achieve the requirement.
- ²¹ The associate degree option for Designated Qualified Staff member raises the minimum and requires supervision by a Qualified Staff Member meeting a BA level option.
- ²² The number reflects teachers of any classroom serving infants through preschoolers in this funded program based on legislation.
- ²³ Lead teacher is a designated Qualified Staff Member (DQSM). Some DQSMs meet OEC education benchmarks but not NIEER benchmarks (i.e. degree non-ECE plus 12 ECE credits).
- ²⁴ 158 classrooms in CDCC funded programs that served infants through preschoolers were missing a DQSM.
- ²⁵ The OEC provided one-time wage supplements of \$2800 to licensed, OEC funded programs (non-public school settings).
- 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 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.
- ²⁸ 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.
- ²⁹ In previous years (prior to 2023-2024), spending for infant and toddlers was also included. The total spending including infants, toddlers, and preschoolers was \$43,239,950. Spending for preschool only was estimated based on slot types.
- ³⁰ There is no prohibition regarding subcontracting with faith-based centers; however, as a public school program, there are requirements related to non-sectarian programming.
- 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 three 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.
- ³² Programs may be NAEYC accredited, NAFCC accredited, or Head Start approved.
- ³³ Programs are required to have a rating by a randomly assigned approved rater. OEC relies on NAEYC and Head Start for reliability and validity of assessors associated with their accreditation/approval systems.
- ³⁴ 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. 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 is conducted by a team from the Division of Early Care and Education at OEC.
- ³⁵ The state does not address instructional minutes in OEC policy.

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 20,762 preschool students reported as enrolled in public schools by the CT State Department of Education (source EdSight.ct.gov) includes children enrolled in preschool in magnet and charter schools, children with IEPs, and children whose preschool experience is funded by the district. This total may also include children enrolled in state funded preschool. Data from other local or city operated preschool programs is not available.
- ⁴ Of the 1,819 children who were enrolled in part-time spaces, a portion were dually enrolled in Head Start. The State is unable to break this number down to determine the children who were dually enrolled from those who were only in a part-day preschool space.
- ⁵ Operating schedules are locally determined, and hours vary by program. Minimum hours and dates of operations are: Full-day programs operate ten hours per day, 48 weeks per year, while school-day programs operate six 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 ten hours per day, 48 weeks per year.
- ⁶ The minimum age for kindergarten eligibility changed to 5 years of age on or before September 1 for the 2024-2025 school year (from on or before January 1 for the 2023-2024).
- ⁷ All age-eligible children in districts may enroll. Eligibility is determined by family income and residency. Local policy can be established to allow programs to enroll non-resident children.
- ⁸ 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.
- ⁹ An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screening is 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.
- ¹⁰ An updated version of the CT ELDS is currently being finalized, and the State anticipates a roll out of the new version by the end of 2025.
- ¹¹ CT 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 standards

documents and 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.

- ¹² 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.
- ¹³ The research, data, and policy review that will inform updates to curriculum policies and/or guidance has not yet begun.
- ¹⁴ Assessments are required to be aligned to the CT ELDS.
- ¹⁵ Children must be assessed twice annually.
- ¹⁶ Starting July 1, 2025, to June 30, 2027, the minimum requirement is for 25% of Designated Qualified Staff Members (DQSM) meet a bachelor's degree or higher in ECE, or with CT State Department of Education teacher certification, or a BA or higher in any field plus 12 ECE credits or if grandfathered any 12 ECE credits. As of July 1, 2027, 50% or more DQSMs meet a bachelor's degree option. As of July 1, 2030 60% or more DQSMs meet a bachelor's degree option. 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 begin with a CDA and are required to attain a minimum of an AA in ECE. QSMs who hold an AA must be supervised by an on-site individual who holds a qualifying BA or higher. The OEC provides scholarships for teachers to achieve the requirement.
- ¹⁷ Actively working toward an associate degree or higher in early childhood education with a current plan of study and showing progress of at least 9 credits per academic year; and supervised by an on-site individual meeting a bachelor's degree option. The associate degree option for Designated Qualified Staff member raises the minimum and requires supervision by a Qualified Staff Member meeting a BA level option.
- ¹⁸ The number reflects teachers of any classroom serving infants through preschoolers in this funded program based on legislation.
- ¹⁹ Lead teacher is a designated Qualified Staff Member (DQSM). Some DQSMs meet OEC education benchmarks but not NIEER benchmarks (i.e. degree non-ECE plus 12 ECE credits); 83 individuals hold ECE teacher certification (some hold this in addition to the education benchmark while others have solely reported this).
- ²⁰ 198 classrooms in SR funded programs that served infants through preschoolers were missing a DQSM.
- ²¹ The OEC provided one-time wage supplements of \$2800 to licensed, OEC funded programs (non-public school settings).
- ²² 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.
- ²³ 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. 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.
- ²⁴ 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.
- ²⁵ There is no prohibition regarding subcontracting with faith-based centers; however, as a public school program, there are requirements related to non-sectarian programming.
- ²⁶ 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 three 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.
- ²⁷ Programs may be NAEYC accredited, or Head Start approved.
- ²⁸ Programs are required to have a rating by a randomly assigned approved rater. OEC relies on NAEYC and Head Start for reliability and validity of assessors associated with their accreditation/approval systems.
- ²⁹ 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. 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 is conducted by a team from the Division of Early Care and Education at OEC.
- ³⁰ The state does not address instructional minutes in OEC policy.

CONNECTICUT – Connecticut Smart Start

- ¹ Established in Section 10-506 of the Connecticut General Statutes, which names the Office of Early Childhood as the administrating agency for this grant.
- ² The 20,762 preschool students reported as enrolled in public schools by the CT State Department of Education (source EdSight.ct.gov) includes children enrolled in preschool in magnet and charter schools, children with IEPs, and children whose preschool experience is funded by the district. This total may also include children enrolled in state funded preschool. Data from other local or city operated preschool programs is not available.
- ³ A total of 87 children (including 34 3-year-olds and 50 4-year-olds) were reported as being dual language learners.
- ⁴ School districts are allowed to serve children at community-based sites; however, the teachers must be employed by the public schools. No districts have opted for this provision.
- ⁵ The school year is five days per week, six hours per day, 180 days per year.
- ⁶ The minimum age for kindergarten eligibility changed to 5 years of age on or before September 1 for the 2024-2025 school year (from on or before January 1 for the 2023-2024 school year).
- ⁷ 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. Districts may set other priorities including homelessness, foster care status, and/or status as a dual language learner.
- ⁸ Individual districts receiving the Smart Start grant set priorities for enrollment. While possible risk factors they may consider include children with IEPs, dual language learner status, foster care, and homelessness/unstable housing; the district can identify their own additional priorities/risk factors.
- ⁹ An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screening is 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.
- ¹⁰ An updated version of the CT ELDS is currently being finalized, and the State anticipates a roll out of the new version by the end of 2025.
- ¹¹ CT 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 standards documents and 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.
- ¹² 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.
- ¹³ The research, data, and policy review that will inform updates to curriculum policies and/or guidance has not yet begun.

- ¹⁴ Assessments are required to be aligned to the CT ELDS. Programs are required to use an assessment aligned to the standards and that is designed to inform curriculum and assessment but there is not a policy that specifically states that they are required to use an assessment aligned to the curriculum used.
- ¹⁵ Children must be assessed twice annually.
- ¹⁶ The Lead Teacher must hold certification with a CT State Department of Education endorsement that includes early childhood education or early childhood special education.
- ¹⁷ Lead teacher is a designated Qualified Staff Member (DQSM). Some DQSMs meet OEC education benchmarks but not NIEER benchmarks (i.e., degree non-ECE plus 12 ECE credits); 22 individuals hold ECE teacher certification (some hold this in addition to the education benchmark while others have solely reported this).
- ¹⁸ 19 classrooms in Smart Start funded programs were missing a DQSM.
- ¹⁹ 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. There are not additional state requirements for assistant teachers. When they become NAEYC accredited (within three years of initial funding) or if they are Head Start approved, they would meet the higher threshold set by those criteria.
- ²⁰ As of July 1, 2012, CEUs are no longer required to maintain professional educator certificates in Connecticut. However, as of July 1, 2013, Connecticut school districts will be responsible for offering at least 18 hours of professional development per year to the educators they employ. This professional development will be tailored to the needs of individual educators. It is the responsibility of school districts to offer and track this professional development. Educators must be sure they receive appropriate professional development and keep careful records of completed activities.
- ²¹ Lead teachers are certified by CSDE and fall under Educator Evaluation requirements. These requirements state that 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 individuals' 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 the [Guidelines](#).
- ²² Issues of salary/fringe benefit are Determined locally but teachers for Smart Start must be certified by CSDE and would typically fall under the same union agreements and pay scales as other district teachers. However, there is no specific policy and practices from district to district (including whether teachers are a part of a union) are not monitored by OEC. As of July 1, 2025, the state has legislation in place to require pay parity with public school educators for OEC funded providers by July 1, 2027. However, this does not include parity with fringe benefits.
- ²³ As of July 1, 2025, the state has legislation in place to require pay parity with public school educators for OEC funded providers by July 1, 2027. However, this does not include parity with fringe benefits.
- ²⁴ There is no prohibition regarding subcontracting with faith-based centers; however, as a public school program, there are requirements related to non-sectarian programming. No districts have opted to partner with community-based programs to provide Smart Start programs.
- ²⁵ 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 three 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.
- ²⁶ Programs may be NAEYC accredited, or Head Start approved.
- ²⁷ Programs are required to have a rating by a randomly assigned approved rater. OEC relies on NAEYC and Head Start for reliability and validity of assessors associated with their accreditation/approval systems.
- ²⁸ 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. 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 is conducted by a team from the Division of Early Care and Education at OEC.
- ²⁹ The state does not address instructional minutes in OEC policy.

DELAWARE – Delaware Early Care and Education Programs

- ¹ State Funded Early Care and Education Programs (SFECEP) also funded 295 infants and toddlers.
- ² Programs report on the total enrollment of infants, toddlers and 3- and 4-year-old children as a total, not by individual age groups.
- ³ Each State Funded Early Care and Education program determines their program year (typically September to May). A program's operating schedule must include 170 hours of services per year, over a 9-month period. Some programs align with school district schedules. Most programs use state subsidy (Purchase of Care) dollars to operate a 12-month schedule.
- ⁴ Programs provide high-quality educational and comprehensive services to children for at least 170 days per year, 5 days per week, and at least 3.5 hours per day for part day and at least 6 hours for full day with state early care and education funding.
- ⁵ Eligibility is determined based on age of child, family income, disability, housing status, parental status, and other individual/family factors. Ten percent of available seats must be provided for children with disabilities; programs can apply for waivers if unable to meet this requirement. Effective as of the Head Start Act of 2007, 35% of enrollment may be children whose family incomes are between 100% and 200% FPL after priority is given to children at or below 100% FPL.
- ⁶ 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. Eligibility is reassessed at the beginning of each program year.
- ⁷ 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. Eligibility is reassessed at the beginning of each program year. If an enrolled child is deemed ineligible in the new program, the family is offered a regular seat within the program (POC eligible families may use this support to pay for the seat). If no additional seats are available within the program, the family will be supported in locating early care and education services with other programs. Purchase of Care eligibility is not determined by the same office that issues state funded seats.
- ⁸ A meal or snack is offered depending on the duration of the day and the start and end time. Some programs follow CACFP requirements.
- ⁹ State-funded early care and education programs follow the requirements for screenings per the federal Head Start Program Performance Standards (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.
- ¹⁰ Comprehensive services are required, but the specific services offered are Determined locally. Delaware's state funded early care and education programs follow HSPPS which require comprehensive services.
- ¹¹ All programs use TS Gold.
- ¹² Programs are referred to the Office of Head Start's Early Childhood Knowledge and Learning Center (ECKLC) to gain access to the Curriculum Consumer Report. The Curriculum Consumer Report offers support to programs in selecting an appropriate curriculum. The report provides review summaries and ratings of comprehensive infant and toddler, preschool, and family childcare curricula.
- ¹³ Programs are encouraged to utilize the resources provided by the Office of Head Start's Early Childhood Curriculum Resources. These resources are also used when providing state coaching and technical assistance.
- ¹⁴ Early Child Curriculum Resources, offered by the Office of Head Start, provides a collection of resources designed to support the selection, and implementation of curricula that meet the needs of the children and families served.
- ¹⁵ The Office of Early Learning purchased licenses for all licensed programs to utilize this formative assessment tool. Programs receiving state funds were required to use the tool. Training and technical assistance was offered to programs requesting additional assistance.

- ¹⁶ Programs are required to submit child data at three different points during the program year: November, March, and June.
- ¹⁷ Federal HSPPS require at least an AA 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. 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.
- ¹⁸ Programs may request waivers for staff members not currently qualified for lead teaching positions, but are working toward the required credential during the program year. The Office of Early Learning received several waiver requests for teacher qualifications during this program year.
- ¹⁹ Programs may request waivers for any policy and/or procedure that they believe the program will not be able to meet during the program year, including staff qualifications. Waiver requests must include how the program or staff member is working to meet the requirement.
- ²⁰ Programs are issued waivers for lead teachers not meeting the state requirement for this position if they can provide documentation highlighting the professional's current enrollment in a program leading to the required credential.
- ²¹ All eligible licensed programs could apply for a Quality Improvement Award, a financial award issued by the Office of Early Learning. Many programs utilized this award to offer recruitment and retention incentives.
- ²² The Office of Early Learning requires that assistant teachers must have at least a CDA, be enrolled in a program leading to an AA or BA or be enrolled in a CDA program to be completed within two years.
- ²³ Programs may request waivers for any policy and/or procedure that they believe the program will not be able to meet during the program year, including staff qualifications. Waiver requests must include how the program, or staff member is working to meet the requirement.
- ²⁴ State funded early care and education programs can participate in the Delaware Head Start Association and are included in Head Start trainings.
- ²⁵ During the 2024-2025 program year classroom assessment instruments were used to support programs' quality improvement. Programs chose which classroom assessment instrument they would like to use to collect data based on how they choose to enhance quality within programs.
- ²⁶ Delaware's Quality Improvement System no longer issues a rating to quantify program quality.
- ²⁷ The Office of Child Care Licensing requires that, weather permitting, a licensee shall ensure daily outdoor play is provided for infants, toddlers, and older children when the wind chill factor is 32°F or higher or the heat index is 89°F or lower.

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). Each PCS is authorized and monitored by the DC Public Charter School Board (PCSB). OSSE administers the Pre-K Enhancement and Expansion (PKEEP) Program. CBOs that receive and maintain a high-quality designation under PKEEP from OSSE provide publicly funded pre-K education with the same expectations and funding as school-based programs.
- ² Across the District's eight Wards, pre-K is offered in 80 DCPS schools and 38 PCS facilities. Additionally, six schools provide Head Start programming and receive blended Head Start/DCPS funding.
- ³ Pre-K is offered for all age-eligible students in all DCPS elementary schools, and in most PCS elementary schools. 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 PKEEP provides funding to high-quality CBOs.
- ⁴ Six of eighty schools provide Head Start programming and receive blended Head Start/pre-K funding.
- ⁵ In some programs, children were enrolled using state-funded preschool and Head Start blended funds. In others, children were enrolled in either Head Start or state pre-K. All Head Start programs in the District are operated either by public schools or private agencies that also participate in the state funded pre-K program. As such, all Head Start students are also served in either public schools or private agencies. There are a total of 311 Head Start children served in state pre-K, of which 253 are enrolled in DCPS and 58 in CBOs that participate in both Head Start and PKEEP. Six DCPS schools provide Head Start programming and receive blended Head Start/DCPS funding.
- ⁶ Free and/or reduced price are students who qualify under the Community Eligibility Provision (CEP).
- ⁷ This number is based on the minimum of 6.5 hours per day; however, there are extended day programs as well.
- ⁸ DCPS, PCS, and CBOs all follow DC code that defines the minimum age for preschool and kindergarten eligibility.
- ⁹ Class size and ratio requirements are based on the age of the youngest child in the classroom. PCS LEAs have autonomy to develop their own guidelines/program standards for class size and ratio, but they are subject to their charter, which is approved by the Public Charter School Board (PCSB).
- ¹⁰ The DC Healthy Tots Act requires all participating CBOs to follow Child and Adult Care Food Program's dietary guidelines as identified by the USDA. Schools are required to serve breakfast in the classroom as required by the School Breakfast Program. DCPC provides breakfast and lunch. CBOs and PCS require snacks in addition to breakfast and lunch.
- ¹¹ The following additional requirements apply to Head Start Programs in DC public schools: 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, blood pressure 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 three years of age or older, evidence of an oral health examination.
- ¹² Healthcare providers completing the Universal Health Certificate are required to make referrals for any noted health concerns for which they've screened the child.
- ¹³ PCS have the autonomy to offer services that reflect their mission and the population they serve. In accordance with OSSE's requirements, each LEA must have policies and procedures in effect to ensure that all children with disabilities in need of special education and related services are identified, located, and evaluated; these practices must be aligned with federal and local requirements. Additionally, every school must have a school-based homeless liaison to help families with enrollment, make educational decisions, and support families experiencing homelessness. Services for Head Start are required per federal Head Start requirements. Some specific services are determined by the elementary school.
- ¹⁴ The District of Columbia offers guidance around screentime and incorporation of technology in the STEAM sections.
- ¹⁵ 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 to increase accessibility to educators and families.
- ¹⁶ 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. When DC updates the DC ELS, they reach out to approved curriculum providers with an alignment document for them to show continued alignment with the DC ELS. DC policy does not require DCPS and PCS to align their curriculum or child assessments to the DC ELS. DCPS utilizes Creative Curriculum and TS GOLD, which align closely with the standards. Alignment is ensured through the OSSE approval and review process. PCS have autonomy over their curriculum and child assessments, but the DC PCSB ensures alignment with ELS through the charter application, review and renewal processes.
- ¹⁷ Monthly DC ELS training is offered through the learning management system, which is open for all early educators in the District's mixed delivery system to attend.
- ¹⁸ There are several supports offered related to curriculum decision-making. In addition to providing the list of approved curricula, OSSE offers ongoing training and professional development opportunities offered through the learning management system and provided by approved curricula vendors. As such, leaders can take the time to familiarize themselves with various options before making decisions. Additionally, OSSE offers ongoing training and professional development on curriculum implementation and lesson planning for leaders as well as early educators.

- ¹⁹ This [link](#) includes the list of comprehensive curricula options for CBOs.
- ²⁰ Research-based, follows developmentally appropriate practice, addresses multiple intelligences, considers how families are incorporated, how play is incorporated, the role of educators, and what instruction looks like.
- ²¹ DCPS has a required/recommended list of preschool child assessments that programs can choose. All DCPS preschool programs must use Teaching Strategies GOLD (TS GOLD) in addition to the Required Curricular Tasks (RCT). CBOs are required to use a child assessment that aligns with their curriculum. PCS does not have a list of required or recommended preschool child assessments. PCS choose the assessments they administer to students in pre-K, and there is no mandate defining assessment selection across public charter schools.
- ²² DC PCSB requires all pre-K programs to administer language/literacy and math assessments. Campuses that only serve PK3 and PK4 students must also administer SEL assessments. Domains are not specified for CBOs.
- ²³ In DCPS, children are assessed tri-annually with the DCPS' Required Curricular Tasks (RCT) district-wide assessments, along with ongoing and embedded authentic assessments and quarterly administration of TS GOLD; Teacher-Child interactions as assessed annually by the state education agency. CBOs conduct assessments three times per year. PCS are encouraged to administer assessments according to its publisher's recommendations.
- ²⁴ A bachelor's degree is required for lead teachers in DCPS and CBOs. PCS have autonomy to establish their own requirements for lead teachers, consistent with their charters and federal law (where applicable). Entry level lead teachers in DCPS must have a bachelor's degree in early childhood or a related field. 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.
- ²⁵ DCPS requires lead teachers to have at least one of the following certifications/licensure/endorsements: Pre-K, Kindergarten, 3 years to K, Pre-K-K, Pre-K-2nd grade, Pre-3rd grade, Pre-K-4th grade, Pre-K-6th grade, Pre-K-8th grade, Birth-K, Birth-3rd grade, or Elementary Education. Pre-service requirements are addressed through state licensure requirements & teachers are invited to optional New Educator orientation which includes pre-K specific content. CBOs require a minimum of 18 college credits in early childhood education. PCS determines requirements at the LEA level, consistent with their charters and federal law (where applicable).
- ²⁶ DCPS and PCS faculty and staff data are based upon LEAs reporting of their staff rosters for the 2024-25 school year, for their staff as of October 5, 2024.
- ²⁷ For DCPS, long-term substitutes must obtain at least 60 college credits or an associate degree. PCS have the autonomy to determine the minimum requirements for the long-term substitute teachers they employ, consistent with their charters and any applicable federal laws.
- ²⁸ DCPS assistant teachers must hold an associate degree or 48 college credit hours or hold a high school diploma (or equivalent) and successfully pass the Paraprofessional Assessment administered by ETS. 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 in 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. PCS have autonomy to establish their own requirements for assistant teacher education and credentials at the LEA level, consistent with their charters and federal law (where applicable).
- ²⁹ PD plans are required for Head Start teachers in DCPS. PCS have autonomy to establish their own policies and practices, consistent with their charters.
- ³⁰ 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.
- ³¹ CBOs are required to follow the DCPS calendar, as well as DCPS closures for holidays and official closings. Teachers in nonpublic schools are paid on the 10-month salary schedule equal to K-3 teachers. Assistant teachers in nonpublic schools are paid on the 10-month salary schedule equal to paraprofessionals.
- ³² The Universal Per Student Funding Formula (per child funding) increased from school year 2023-2024 to 2024-2025. Additionally, changes in the number of children identified as English Learners, At-risk, or Special Education will impact total funding as those per-child funding amounts are weighted.
- ³³ CLASS for Pre-K observations are conducted at least once annually by a vendor contracted by OSSE. DCPS, PCS and CBOs receive classroom and program level reports based on the observations. Observations are used for the DC School Report Card and for Capital Quality, quality rating and improvement system designations for CBOs. Observation protocols for CLASS Pre-K can be found [here](#).
- ³⁴ CBOs are required to be nationally accredited in addition to receiving a CLASS observation.
- ³⁵ Observation protocols and reliability measures for CLASS Pre-K can be found [here](#). Section III Training and Reliability of Observers notes the process for training and reliability. Additionally, based on the protocols, DCPS, PCS and CBOs may appeal scores within the specified timeframe, as found in section VI Appeals.
- ³⁶ The DC PCSB 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. Data from CLASS observations is used more broadly as a component of scoring in the DC School Report Card, which measures performance of DCPS and PCS schools along frameworks based upon grades served. Data from CLASS observations are also used to generate ratings for Capital Quality, the District's Quality, Rating and Improvement System. Aggregated CLASS data are also publicly reported in the annual state preschool report.
- ³⁷ All CBOs are required to participate in the DC Child Care Subsidy Program and all subsidy providers are required to participate in the state QRIS.
- ³⁸ DCPS and CBOs provide at least six and a half (6.5) hours of pre-K education services. Instructional time is not specified. Active play and outdoor time are required within that time period.
- ³⁹ [Briya Public Charter School](#) has outdoor classrooms.

FLORIDA – Florida Voluntary Prekindergarten (VPK) Education Program

- ¹ School districts are required to provide the summer VPK program.
- ² The state saw a significant increase in the number of reported students with disabilities in the 2024-25 program year. This is due to the revision of VPK program's child application in September 2023. The child application now includes questions asking if the child has an IEP, IFSP, or 504 designation. The 2024-25 program year is the first full year of reporting on this new criteria.
- ³ Children attended part-day state-funded preschool and used Head Start and CCDF funding for wrap around services.
- ⁴ Race and ethnicity are self-reported by the parent entering the application for services and are not verified.
- ⁵ Child's home language is self-reported by the parent entering the application for services and is not verified. The total includes 5-year-olds.
- ⁶ A total of 1,896 children attended more than one provider, and the two providers are different types. This explains the difference between total by program location (152,503) and the total child count (150,607). Florida's system classifies enrollment locations as public schools, charter schools, private agencies, faith-based centers or family child care homes. Children do enroll at Head Start but those would be classified under one of the other location types. Some children had a VPK re-enrollment at a different provider type than their original provider.
- ⁷ 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 an 180-day calendar. Most summer programs operate on a two-month calendar.
- ⁸ If a child's fourth birthday falls February 2 through September 1 in a calendar year, parents can postpone enrolling their child in VPK that year and wait until the following year when their child is 5.
- ⁹ Children must live in Florida and be 4 years old on or before September 1 of the current program year.
- ¹⁰ Childcare 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.
- ¹¹ All children participating in VPK programs must have evidence of vision, hearing, and immunization/general physical health screenings. This information must be provided via the Student Health Exam Form (DH3040).
- ¹² The Florida ELDS describe skills that four-year-olds should know and be able to do by the end of their prekindergarten year within a shared framework and using

- common language. The standards reflect the ways four-year-olds think, recreate, reason and create as they engage in the learning process and provide instructors and administrators with an understanding of the sequence of development across the domains and how to create a safe, appropriate and stimulating environment for four-year-olds. To companion the Florida ELDS, DEL developed An Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten. The [Educator's Guide](#) provides standards, examples, environmental considerations, information on how to use the standards with diverse learners and much more. The Florida ELDS are aligned to the Florida Benchmarks for Excellence for Student Thinking (B.E.S.T.) Standards for kindergarten.
- ¹³ The Florida ELDS are aligned to the Florida's Benchmarks for Excellence for Student Thinking (B.E.S.T.) Standards for Kindergarten.
 - ¹⁴ All Voluntary Prekindergarten programs are required to assess all preschool students using the state approved progress monitoring tool.
 - ¹⁵ Additional supports offered to Florida providers include access to online and instructor-led trainings on the implementation of the ELDS, online and instructor-led domain specific trainings (Language and Literacy, Mathematical Thinking, Approaches to Learning, Physical Development, Scientific Inquiry, Social Studies, Creative Expression Through the Arts) and online and instructor-led trainings that address content specific learning strategies and skills (phonological awareness, emergent literacy, language and vocabulary). In addition, supports are offered through Florida's VPK Regional Facilitators.
 - ¹⁶ Each VPK provider's curriculum must be developmentally appropriate, designed to prepare a student for early literacy, enhance age-appropriate student progress in attaining state-adopted performance standards, and prepare students to be ready for kindergarten based on the statewide kindergarten screening. VPK providers may select or design the curriculum for their classrooms unless they are on probation for failing to meet the minimum provider performance metric and designation. The legislation implementing the VPK Education Program includes the requirement for an accountability measure for providers offering the VPK program. Florida Statutes directs the Department to approve curricula for use by VPK providers that fail to meet the minimum provider performance metric and designation. The Division of Early Learning (DEL) has curriculum specifications that align with the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017). DEL developed An Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten. The [Educator's Guide](#) provides standards, examples, environmental considerations, information on how to use the standards with diverse learners and much more.
 - ¹⁷ The following comprehensive curricula are included on the list: Benchmark Education Ready to Advance ©2022, Frog Street Press, Frog Street Pre-K Dual 2020 2nd Edition ©2020, Frog Street Press Frog Street Pre-K English 2020 2nd Edition ©2020, Robert-Leslie Publishing InvestiGator Club 3rd Edition ©2025, Scholastic Inc. PreK On My Way 1st Edition ©2021, Teacher Created Materials Explore and Learn 1st Edition ©2025, TeachTown Launch for PreK (Online) 1st Edition ©2024, Teaching Strategies The Creative Curriculum for PreK ©2024.
 - ¹⁸ Only providers on probation are required to select and implement a curriculum on the department-approved list.
 - ¹⁹ Curricula are evaluated for alignment to performance standards adopted in Rule 6M-8.602, F.A.C., and other requirements established in Rule 6M-8.604, F.A.C., and the VPK Curriculum Approval Specifications for Providers on Probation.
 - ²⁰ Only required for providers who are on probation and who are required to implement an approved curriculum.
 - ²¹ Rule 6M-8.604, F.A.C., outlines the VPK program curriculum requirements.
 - ²² Star Early Literacy is a computer-adaptive assessment designed to measure the acquisition of early literacy and early numeracy skills.
 - ²³ Lead teachers in the school-year program are required to have a CDA or equivalent. 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 teacher certification in any area. All VPK lead teachers (school year and summer) are required to complete a specified training on the Florida Early Learning and Developmental Standards along with 15 hours of emergent literacy training. Additionally, lead teachers must complete one additional emergent literacy course every five years. VPK teachers are required to maintain a DCF staff credential through 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. Educators with a formal education may receive a DCF staff credential based on their formal education. All childcare personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training each year. LEAs may require a bachelor's degree or higher and a Department of Education (DOE) teacher certification.
 - ²⁴ Lead VPK teachers are required to complete the Florida Early Learning and Developmental Standards (FELDS) prior to the program beginning. Additionally, lead teachers must complete one additional emergent literacy course every five years. Teachers are also required to complete the 15 hours of emergent literacy training within the first 45 days of their hiring.
 - ²⁵ No specific data was collected on shortages.
 - ²⁶ Programs may have a substitute in place for no more than 30% of the program hours. School year substitutes must be of good moral character and pass the level 2 background screening. Additionally, and at minimum the substitute must have completed a 40 hour Introductory Child Care Training course. Substitutes in a summer program must be of good moral character and pass the level 2 background screening. Additional and at minimum the substitute must have an associate's or higher degree in any field of study or a CDA.
 - ²⁷ In April 2025, the State Board of Education approved an amendment to Rule 6A-6.0571, Florida Administrative Code, which revised the curriculum frameworks for the Florida Department of Education Early Childhood Professional Certificate (ECPC) and the Early Childhood Education Associate of Science (AS) degree program. The frameworks were revised to include specific training on the Florida Early Learning and Developmental Standards and Emergent Literacy and Florida institutions began implementing the new curriculum frameworks this Fall. Students who complete the ECPC program or the Early Childhood Education AS degree in and after the 2025 Fall semester will meet all training requirements for lead VPK instructors. 2,658 participants completed the Emergent Literacy Micro-Credential during the 2024-2025 program year. Each participant was eligible to receive up to a \$1,000.00 stipend upon completion. This program assisted with both the recruitment and retention of VPK teachers across Florida.
 - ²⁸ Public Schools: The level of education/degree for an entry-level assistant teacher is determined by the individual LEAs. A clear background screening is required for all employees. Non-public Schools: Assistant teachers are considered childcare staff and do not have to meet a degree requirement. Assistant teachers must complete a 40-hour DCF training course if employed at a licensed childcare facility and pass any required background screening. VPK providers on probation must complete the Staff Development Plan as part of their improvement plan, requiring VPK directors, instructors, and assistants to complete several additional trainings.
 - ²⁹ An additional 10-hours of annual in-service training may be required. Lead teachers are required to have a staff credential issued by DCF. They are additionally required to complete three 5-hour emergent literacy courses with an additional 5 hours every five years. All lead teachers are required to complete the Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten training. 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 VPK directors, instructors, and assistants complete several additional trainings. The DCF 40-hour introductory training is targeted at health and safety content.
 - ³⁰ VPK programs that are identified as a provider on probation are required to have an improvement plan which must include a Department approved curriculum along with initial and ongoing professional learning, a staff development plan and a communication plan.
 - ³¹ Coaching and mentoring opportunities are provided by the VPK Regional Facilitators to program staff seeking support. VPK teachers are not required to participate in coaching or mentoring.
 - ³² Salary schedules and benefits are a district-based decision for public school VPK teachers and an individual business-based decision for private child care center VPK teachers.
 - ³³ All VPK classrooms are observed using the CLASS tool for school year and summer programs every year. VPK programs must receive a 4.00 or higher program assessment composite score to be eligible to contract in the following program year.
 - ³⁴ The state uses CLASS data to determine areas of need for professional learning development for educators and administrators. Provider CLASS composite scores determine contracting eligibility. The CLASS composite score is 50% of the provider's Performance Metric and Designation which determines if a provider will be considered a Provider on Probation and in need of an Improvement Plan which includes staff development and purchase of approved curriculum.
 - ³⁵ Local early learning coalitions act as oversight agents and monitor a minimum sample of participating providers each year to ensure compliance with VPK program requirements.
 - ³⁶ Any outdoor time scheduled during VPK instructional hours counts towards required instructional minutes.

- 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 For the 2024-2025 school year, the Pre-K budget was increased by \$9.2 million to reduce class size to 20 students and to award additional classrooms to maintain access to the program.
- ³ The total number of preschoolers with disabilities served reported in 2024-2025 is lower than in 2023-2024. In 2024-2025, the Department launched a new IT platform for the Pre-K Program. There were significant issues with student data uploads from school systems. The difference is reflective of these reporting issues rather serving fewer children with disabilities.
- ⁴ All children with an IEP enrolled in Georgia's Pre-K Program are served in an inclusive (general education classrooms). In addition, there are 207 inclusion classrooms. In Georgia's Pre-K Program, an Inclusion Classroom is defined as a classroom with general education teachers (funded by the state Pre-K program) and a special education teacher (funded by the local school system). The maximum group size for an Inclusion Classroom is 18 students with no more than 6 students with an IEP.
- ⁵ Georgia's Pre-K Program works with Head Start grantees to blend state Pre-K funding with Head Start funding. Head Start grantees are eligible to attend for Georgia's Pre-K grant funding. Grantees blend the state Pre-K funding and Head Start funding for four-year-old classrooms. The state Pre-K funding is used for the instructional components of the classroom (teacher salary, benefits, classroom materials), and Head Start funding is used for the wrap-around services.
- ⁶ Category One eligibility is defined as the child's and/or family's participation in one of the following: Supplemental Nutrition Assistance Program (SNAP), SSI (Supplemental Security Income), Medicaid, Temporary Assistance to Needy Families (TANF), or Child and Parent Services (CAPS) program. Documentation of participation must be verified and kept on file for review. Children in foster care and children who participate in the free and reduced meal program through the school that they attend may also be eligible to qualify as Category One status. Income verification must be kept on file for children who participate in the free and reduced meal program. Category Two status are those who do not meet the requirements for Category One eligibility.
- ⁷ Children who are age eligible for kindergarten can attend Georgia's Pre-K program if they have not attended as a four-year-old. There is a parent acknowledgement form a family must complete to acknowledge that the child has not already attended Pre-K. 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 Starting in the 2024-2025 school year, the class size maximum is 20 students with two teachers. The maximum class size for Inclusion Classrooms is 18 students. Georgia's Pre-K Inclusion Classrooms are defined as classrooms with general education teachers paid by state Pre-K funding and a special education teacher paid with district special education funding.
- ⁹ All programs are required to serve lunch. Child care licensing rules include meal requirements which may require breakfast and snacks be served during the Pre-K day depending on the program class schedule.
- ¹⁰ 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 (Georgia's S-CHIP) are required to have a 4-year-old full physical exam.
- ¹¹ Georgia is currently in the process of revising the Georgia Early Learning Development Standards (GELDS). The expected completion is December 31, 2025, with implementation of new standards beginning in the 2026-2027 school year.
- ¹² All Georgia's Pre-K classrooms are required to use Work Sampling Online (WSO). A correlation between the GELDS and WSO has been developed. All teachers receive professional development and onsite technical assistance on curriculum, lesson planning, and child assessment.
- ¹³ 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. A plan to update the state GELDS is in progress with a projected implementation of 2026-2027 school year.
- ¹⁴ The following comprehensive curricula are included on the list: Alpha Skills Pre-K Curriculum (Alpha Skills, Inc), Beyond Centers and Circle Time (Kaplan Early Learning Company), Creative Curriculum for Preschool (Teaching Strategies, LLC), Connect4Learning: The Pre-K Curriculum (Kaplan Early Learning Company), Frog Street EXCEL Pre-K (Frog Street Press, LLC), Frog Street Pre-K (Frog Street Press, LLC), High Scope Preschool Curriculum (High Scope Educational Research Foundation), InvestiGator Club: Prekindergarten Learning System (Robert-Leslie Publishing, LLC), Ready to Advance Early Learning Program (Benchmark Education Company, LLC), We Can Early Learning Curriculum (Voyager Sopris Learning, Inc), WINGS: The Ideal Curriculum for Children in Preschool (WINGS Curriculum, LLC)
- ¹⁵ The Department contracts with outside experts to review comprehensive curricula for approval to use in Georgia's Pre-K classrooms. The Department works with the contractor to develop a rubric and scoring system for the review process. The Department is in the process of reviewing the recommendations from the National Academies' Report, A New Vision for High-Quality Preschool Curriculum, to inform the next curricula review.
- ¹⁶ DECAL is currently developing a comprehensive plan for the next curriculum review.
- ¹⁷ All Georgia Pre-K classrooms use a formative assessment called Work Sampling System to measure children's progress across 69 indicators in seven domains of learning. All indicators are aligned with the Georgia Early Learning and Development Standards (GELDS). Teachers assess children throughout the year and use the data to individualize instruction and provide guidance to families. In addition, DECAL and the Georgia Department of Education have partnered to make sure the assessment data is transferred at the end of the Pre-K year and is available to the child's teacher at the beginning of Kindergarten. Work Sampling System was developed by Dr. Samuel J. Meisels and is distributed by Pearson Early Learning.
- ¹⁸ Lead teachers must have a minimum of a bachelor's degree in early childhood education or a related specified field (e.g., child development). In addition, 65% 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.
- ¹⁹ At the point in time data was collected, there was data on 3719 lead teachers. The remaining 72 lead teacher positions were held by substitutes.
- ²⁰ The other category includes teachers that did not meet credential requirements but received an approved waiver for the 2024-2025 school year, teachers with AA degrees who were "grandfathered," and substitute teachers.
- ²¹ In 2024-2025 school year, we had 241 lead teachers with insufficient credentials: 103 teachers with non-ECE bachelors, 31 with an associate degree, 107 with an insufficient credential (less than an AA in ECE).
- ²² Teachers may have a partial credential or a credential that does not meet minimum qualifications (Bachelor's degree in Early Childhood Education or a related specified field, such as child development). These teachers require a waiver to complete a credentialing program to meet qualifications. In the 2024-2025 school year there were a total of 241 lead teachers with a waiver, 6% of total lead teachers.
- ²³ A teacher may qualify for a waiver with a minimum of a high school diploma, provided they are currently enrolled in an approved credentialing program that leads to an approved bachelor's degree. The program must be structured so that the degree can be completed within two years. Waivers may not be granted for a period longer than two years. By the end of the waiver period, the teacher is expected to hold a valid credential that meets state requirements for continued employment.
- ²⁴ The minimum qualification for serving as a long-term substitute teacher is a high school diploma. However, whenever possible, programs should prioritize hiring individuals whose credentials are equivalent to those of the teacher being replaced. This ensures continuity in instructional quality and alignment with subject-specific expertise.
- ²⁵ In the 2024-2025 school year, the salary for Georgia's Pre-K teachers was aligned with the state salary for K-12 teachers. This change ensured salary parity between lead teachers in Georgia's Pre-K Program and teachers in K-12 public schools. Lead teacher salary increased overall by 13% with 77% of Pre-K lead teachers received a salary increase due to the change (no teachers received a decrease in salary). The state salary schedule adds additional steps for salary for both years of experience and advanced credentials (specialist and doctorate). The Department trends teacher retention rate annually. In 2023-2024, 79% of lead teachers were retained. In 2024-2025, retention increased to 82%.
- ²⁶ 134 (out of 3,791) assistant teachers had a waiver. To qualify for a waiver, the individual must have a high school diploma or equivalent and must be actively pursuing an approved credential (i.e. enrolled in a CDA class).
- ²⁷ 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.
- ²⁸ All Pre-K programs have an assigned Education Specialist, with an ECE credential and appropriate experience, who provides classroom-embedded 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. In addition, SEEDS (Supporting Early Education Development Strategies) specialists are available to support teachers with in-classroom coaching to support children with disabilities and challenging behaviors.
- 29 Pre-K Specialists provide coaching through in-person and virtual visits. Decisions about coaching needs were made based on teacher feedback and observations. Pre-K specialists met with teachers in individual coaching sessions and conducted virtual group sessions when teachers had similar needs. Coaching sessions were on topics including planning instruction based on assessment, classroom arrangement to maximize learning, teacher child interactions, and classroom management.
 - 30 In the 2024-25 school year, funding was allocated in the state budget to move all Georgia's Pre-K lead teachers to the K-12 salary schedule. This ongoing budget increase allows for all Georgia's Pre-K lead teachers in public and private settings to receive the salary (including step increases for years of experience and for qualifying advanced degrees) as K-12 teachers. Georgia's Pre-K program guidelines outline policies and requirements for salary and benefits for Pre-K lead and 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 salary for a lead teacher is driven by the credential and years of experience. Funding for benefits for Pre-K teachers are allocated in the Pre-K grants. By law, the same benefit packages must be offered to certified lead teachers employed by a local school system. However, programs can determine benefits at the local level.
 - 31 In the 2024-25 school year, salary for assistant teachers in Georgia's Pre-K Program was increased by \$4,810 with a new minimum salary of \$25,000. Georgia's Pre-K program guidelines outline policies and requirements for salary and benefits for Pre-K lead and 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 pre-K assistant teachers is higher than the starting salary for K-12 assistant teachers; however, it is a flat salary and not driven by credential or years of experience. Funding for benefits for Pre-K teachers are allocated in the Pre-K grants. However, programs can determine benefit packages for assistant teachers at the local level.
 - 32 Total of all spending: \$549,760,222 which includes: Pre-K School Year funding (state): \$538,431,295; Summer Transition Program funding (state): \$10,414,800, and Summer Transition Program Contracts (federal - CCDF): \$914,127.
 - 33 CCDF dollars are used to support contracts with outside vendors for our Summer Transition Program. In addition, child care programs may use CACFP funding for meals/snacks served during the Pre-K day; however, this funding amount is not captured separately.
 - 34 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 conducted in classrooms 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 (TPO) is utilized for a baseline and endpoint in Intensive Professional Development with coaching provided by Inclusion and Behavior Support Specialists.
 - 35 Classrooms where teachers are participating in specific professional development activities, i.e., CLASS professional learning communities, intensive professional development.
 - 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 Weather permitting, supervised outdoor play should occur daily. The length of time appropriate for students to engage in outdoor play will vary and may be determined by a master schedule for the program. There is no specific time limit; however, a general guide suggests 30 to 60 minutes of outdoor time daily. See [FAQ for the Daily Schedule](#) for detailed information regarding outdoor play. Licensed child care centers should refer to the [Child Care Learning Centers Rules and Regulations](#) for guidance on implementing outdoor activities.

HAWAII – Hawaii's 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.
- 2 Hawaii has one Department of Education for the entire state with 7 Districts and 15 complex areas within the Districts. Each Complex Area has at least one EOEL pre-k program.
- 3 The enrollment at the end of Quarter 4 was 1,452 total children.
- 4 The number of children enrolled with IDEA services by age is not available. Quarter 4 enrollment for children with disabilities is 189.
- 5 Children with IDEA services that have an LRE of general education are eligible for participation in any EOEL classroom.
- 6 Data used for total enrollment and for home language are from two different sources.
- 7 Free and/or reduced-price lunch data is provided by HI DOE Data Governance office and is based off of the 1,192 children enrolled during Quarter 1. Of the 1,361 included in Table 5, 1,041 children were at or below 300% FPL.
- 8 All DOE/EOEL Public Pre-K is operated with the same schedule except for potential school professional development days.
- 9 The EOEL Public Pre-Kindergarten Program follows the hours of the elementary school. The publicly funded pre-K program will run on the same calendar and schedule as the HIDOE public elementary school in which the classrooms are housed. This is the equivalent of 30.5 hours per week. Typically, 5 days per week excluding observed holiday. 180 student school days. Follows the Hawaii Dept of Education School Year Calendar.
- 10 Enrollment priority is given to families that meet the following: Children who are eligible for special education services under the Individuals with Disabilities Act (IDEA) and whose Least Restrictive Environment (LRE) is determined as general education; Children who are English as a second language learners; Children in foster care; Children who are experiencing homelessness or unstable housing; Families with Gross Family Income at or below 300% of the Federal Poverty Guidelines OR who receive Temporary Assistance for Needy Families (TANF) and/or Supplemental Nutrition Assistance Program (SNAP); Children who are experiencing at-risk situations which may impact their learning and development.
- 11 The class sizes are determined based on staff-child ratio and physical classroom size and unencumbered space. Class roster cannot exceed 20 children, but may be less than 20 based on physical classroom dimensions.
- 12 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.
- 13 The McKinney-Vento liaison is responsible for comprehensive services with respect to children experiencing unstable housing.
- 14 Hawaii's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.
- 15 EOEL provides a required curriculum framework and approach that classrooms must adhere to. Per statute (excerpt from full section), HRS 302L-2 Early learning system. The early learning system shall:(3) Provide high-quality early learning experiences with: (A) Standards-based content and curriculum, and accountability. State PreK Program provides coaching and mentoring support for teacher created, standards based, child centered, project approach to curriculum design.
- 16 The program currently provides coaching and mentoring support for curriculum development and design. A box curriculum is not used, nor is a list of box curricula to use available. The program uses a teacher-created, standards-based, project approach, inquiry-based, child-centered curriculum.
- 17 All lead teachers must complete or be enrolled in and actively participating in a State-Approved Teacher Education Program (SATEP) in Early Childhood Education. Lead teachers shall satisfy the Hawaii Teacher Standards Board licensing requirements for a prekindergarten teacher. Since 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 SATEP in ECE.
- 18 All lead teachers are required to hold either a license or a permit, which means they must hold a bachelor's degree at a minimum. In four cases in 2024-25, lead teaching positions needed to be filled by long-term substitutes with a minimum of a high school diploma or GED.
- 19 Lead teacher qualifications are verified annually. Teachers working toward a license in ECE are tracked and have their progress monitored.
- 20 Minimum Requirements for Substitute Teachers in Hawaii: Educational Requirement: A high school diploma or its equivalent is the minimum educational level required. This qualifies as a Class I Substitute Teacher. Mandatory Training: Substitutes must complete a state-approved substitute teacher training course. A certificate of

completion, typically valid for five years, is required.

- ²¹ The Early Childhood Educator Stipend Program was established by the legislature through Act 210 in 2021. In 2023, the state legislature approved \$600,000 in annual funding to support the Early Childhood Educator Stipend program, which is the first publicly funded tuition stipend program available to current and future practitioners in the early childhood field in Hawaii. Stipends are available to individuals enrolled in a certificate, degree, or license program in early childhood education in the University of Hawaii System. The goal of this tuition stipend program is to help increase the qualifications of the ECE workforce. In exchange for funding ECE credentials, the program asks that recipients complete their credential and work for two years in a qualifying early learning setting.
- ²² Basic Education Requirements for Educational Assistants: Applicants must possess a high school diploma, General Equivalency Diploma (GED), or equivalent and one of the following minimum education requirements, which have been established within the parameters described by the Federal Government's No Child Left Behind Act of 2001: (1) 48 semester credits, baccalaureate level courses, from an accredited institution of higher education recognized by the Hawaii Department of Education. The forty-eight (48) credits may be from various programs or academic subject areas. In addition, of the 48 credits from baccalaureate level courses, 3 must have been for math and 3 for English courses. (2) An associate in arts (AA) or Science (AS) degree or higher from an accredited institution recognized by the Hawaii Department of Education. The credits earned for the degree must include a minimum of 48 credits for courses that are baccalaureate level. (3) Successful completion of the ParaPro Assessment provided by the Education Testing Service (ETS). Educational Assistant Qualifications for EOEL PreK: (1) Possession of a current Child Development Associate (CDA) Credential or Successful completion of training for a certificate that meets the requirements for CDA Credential preparation or Be enrolled in a program, coursework, or training that prepares the individual to obtain a CDA Credential (evidence of active pursuit toward completing the program must be provided annually to EOEL).
- ²³ Per EOEL and HIDEOE Memorandum of Agreement for the Public Prekindergarten Program, teaching staff are required to attend to ten full days sessions of professional learning. Lead teacher sessions are full-day sessions equating to 55-60 hours per year.
- ²⁴ Hawaii Department of Education Teachers and Educational Assistants all have yearly annual PD plans.
- ²⁵ 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.
- ²⁶ 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.
- ²⁷ 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.
- ²⁸ Site visits are conducted through routine coaching and mentoring and as part of program administrative oversight to determine where there are exemplar practices being implemented, where additional support is needed, and to continuously build upon existing practices. Coaches and mentors are on site monthly, administrators make annual visit to school sites
- ²⁹ Outdoor center time and planned outdoor movement activities count toward instructional minutes.

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

- ¹ The Hawaii State Public Charter School Early Learning Program is funded to implement 22 classrooms (18 existing + 4 new) in SY 2024-2025.
- ² This represents the point-in-time enrollment count as of October 1, 2024.
- ³ By the end of the school year, there were 28 children with disabilities, 15 who were three years old, and 13 who were four years old.
- ⁴ Income information is provided voluntarily by families. As of 10/01/24, with the total enrollment at 276, 192 families were at or below 300% FPL; 44 were above 300% FPL. Forty families declined to provide income information. Of the total 276 children, 122 qualified for free- and/or reduced-price lunch.
- ⁵ The State Public Charter School Early Learning Program operates in alignment with the calendar and schedule of the public charter school in which the classrooms are operated. This is the equivalent of 30.5 hours per week.
- ⁶ 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 who were already eligible.
- ⁷ Beginning in SY 2020-2021, under Act 46, Sessions Laws of 2020 Hawaii, the state legislature 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.
- ⁸ Charter schools offer breakfast for families who choose that meal option before the start of school each day. Lunch is made available to all students. Some charters offer extended care (early- and/or after-school care). These programs offer breakfast and/or afternoon snacks.
- ⁹ For a child to register and enroll in the State Public Charter School Early Learning Program, 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.
- ¹⁰ If a concern is noted, the child is monitored. If concerns persist, a comprehensive evaluation and/or referral is considered. If families are unable to obtain a full physical exam, some flexibility was provided to meet this requirement. Families were asked to schedule an appointment before enrollment to fulfill this requirement. School staff followed up with each family to ensure this requirement was met.
- ¹¹ Health services for children include school-level services such as medication administration for chronic health conditions and responding to acute/emergency health needs. Other family support services may be provided at individual charter schools. These services vary from school to school.
- ¹² Hawaii's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.
- ¹³ State policy requires all preschool programs to use at least one specific child assessment aligned with the HELDS. However, exceptions were granted for three schools, all of which are Native Hawaiian language medium charter schools, to allow them to use an alternative Indigenous assessment tool instead of Teaching Strategies GOLD. The Indigenous assessment tool is developed in alignment with the charter school's mission and vision, and therefore varies across the various Indigenous Hawaiian charter schools.
- ¹⁴ Charter schools have the freedom and flexibility to develop their own unique mission-aligned curriculum and incorporate Smarter Balanced Assessment Measures.
- ¹⁵ Most schools are required to use Teaching Strategies Gold as the assessment tool. Indigenous Hawaiian medium schools have the option to develop and supplement their own culture-based measures (CBM) assessment tool.
- ¹⁶ There may not be qualified applicants with a BA, so principals can make an exception and justify hiring that aligns with the Hawaii Teachers Standards Board (HTSB) policy. According to the website: The Emergency Hire Permit is issued to an unlicensed individual who wishes to teach in a Hawaii public school in a shortage area or hard-to-fill position when no licensed teacher is available. Term: 1 Year, expires on June 30th of each year and may be reissued two times.
- ¹⁷ 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, BA in any field from an accredited college/university, BA in Elementary Education from an accredited college/university, 60 credits in a degree program, CDA or approved post-secondary credential, degree in child development or early childhood education from accredited college/university.
- ¹⁸ Following the COVID-19 pandemic, many seasoned licensed teachers chose to retire, leaving our workforce with individuals pursuing coursework and working towards their teacher licensure. Other licensed teachers were reassigned to grades K-6. Those who currently do not hold teaching credentials are actively pursuing coursework to meet teacher licensure requirements.
- ¹⁹ There is a shortage of qualified teachers. Those who do not meet the qualifications are working full-time and taking coursework to meet teacher licensure requirements.
- ²⁰ To become a HIDEOE long-term substitute, you need a bachelor's degree and at least one year of experience in a HIDEOE or HIPCS classroom, or the opportunity to be

hired in such a position. Applicants must complete the HDOE's online application process, undergo mandatory fingerprinting and a background check, and receive pre-hire clearance before starting. Health clearance for a tuberculosis test is also required to ensure students' and staff safety. State-Approved Training: Some applicants, particularly those without a degree, must complete a state-approved substitute teacher training program.

- 21 The Early Childhood Educator Stipend Program was approved and funded by the state legislature to help current and future early childhood teachers with college tuition costs. More information can be found [here](#).
- 22 Act 210, Sessions Law Hawaii 2021, requires that any educational assistant have a current child development associate credential, coursework for a certificate that meets the requirements for child development associate credential preparation, or be enrolled in and working toward completing an early childhood education program that prepares the individual to obtain the credential. The coursework to meet the CDA credential requirements includes the successful completion of the following courses: ECED 105 - Introduction to Early Childhood Education, ECED 110 - Developmentally Appropriate Practices, ECED 131 - Early Childhood Development: Theory into Practice.
- 23 Educators and assistant teachers are invited to attend all professional development sessions. When it is challenging to secure substitute teachers, only the lead teacher attends. Assistant teachers were encouraged to attend when substitute coverage was available.
- 24 Teachers and assistant teachers receive coaching and mentoring support. The frequency of coaching and mentoring depends on 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, and the CLASS and ECERS-3 assessments. Coaching is individualized and differentiated for each teaching team: seasoned 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.
- 25 All teachers in the Hawai'i State Public Charter School Early Learning Program have the option to become members of the Hawaii State Teachers Association (public school teachers' union). They have contracts that determine their salaries and benefits, ensuring pay parity across all grade levels, from pre-K through 12. The teacher rate salary schedule may be found [here](#).
- 26 All educational assistants in the Hawaii State Public Charter School Early Learning Program are members of the Hawaii Government Employee Association union. They have contracts that determine their salaries and benefits, ensuring pay parity across all grade levels, from pre-K through 12.
- 27 If entities do not receive funding directly from the state, they may also qualify if the child care provider meets the criteria set forth by the Hawaii Department of Human Services child care subsidy programs. Additional information is found [here](#).
- 28 All classrooms were observed at least twice annually using the CLASS and ECERS-3 tools: once in the fall and once in the spring.
- 29 Information and its use are reported aggregately and annually to the State Legislature and the State Public Charter School Commission to measure high-quality practices.
- 30 The Commission provides on-site visits through coaching, mentoring, and program monitoring.
- 31 The program utilizes the ECERS-3 as a guide to identify and assess outdoor time requirements. The State recommends at least 30 minutes in the morning and an additional outdoor playtime in the afternoon.
- 32 The State Public Charter School Early Learning Program promotes 'Āina-based learning: honoring and learning through one's place and outdoor environment, viewed through a Native Hawaiian cultural lens. We encourage the learning opportunities to expand the classroom learning space to encompass and integrate the 'Āina while encouraging embedded learning opportunities in all developmental areas. The outdoors or 'Āina is viewed as part of the learning environment.
- 33 For more information, see this [link](#).

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 The total includes 46 children who are 5 years old.
- 3 The number of 5-year-olds is calculated based on the enrollment date. These children are not age-eligible for kindergarten and are eligible for preschool services.
- 4 Data on the percentage of children being served in inclusion classrooms is not currently available.
- 5 Five-year-olds are not included in totals.
- 6 Five-year-olds are not included in these totals and income is unknown for the remaining 3- and 4-year-olds.
- 7 Data are self-reported. Private agencies and other agencies include: Higher Education, Regional Offices of Education, Joint Agreements, Special Education Cooperatives, Private Preschool, and Charter Schools.
- 8 Children must be 3 years old to enroll in preschool, but children who turn 3 after September 1 may enroll in 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.
- 9 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 two risk factors to be eligible.
- 10 In addition to the 1:10 staff to child ratio, PFA requires that there are two staff (a teacher and paraprofessional) in a classroom at all times even if there are fewer than 10 children in the class.
- 11 Snack (part-day); PFA: Breakfast or lunch (full-day); PFA Expansion: Breakfast, lunch, snack.
- 12 Vision and hearing screening must be conducted annually for preschool age children by technicians or nurses trained and certified by the Illinois Department of Public Health (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.
- 13 ISBE does not approve specific curricula. Programs are required to use a research-based curriculum that aligns with the Illinois Early Learning and Development Standards (IELDS). State funded preschool programs could use state funding for training on curriculum. 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](#).
- 14 Educators holding an IL Gateways Level 5 Credential or an ELS-TBE can earn an ISBE PEL while gaining experience in an ISBE PFA program. Public Act 100-0645 changes who can teach in PFA classrooms and was extended for five years. Educators with one of the following credentials and working towards a PEL can teach in a PFA program: Gateways ECE Credential Level 5; or an ELS-TBE endorsement and have passed the ECE content test or completed at least nine semester hours of ECE coursework. Program Administrators collect evidence of coursework from ELS-TBE candidates. Public Act 100-822 changes who can participate in alternative licensure programs. It allows for EC educators in alternative licensure programs to keep their jobs in CBOs while enrolled in the alternative licensure program. Executive directors and lead teachers in community-based EC programs are considered Qualified Equivalent evaluators of EC educators.
- 15 Preschool programs have been discontinued due to a workforce shortage. The state does not have any current data, but there is anecdotal evidence.
- 16 Substitutes must meet one of the following options: 1. Hold a bachelor's degree or higher from a regionally accredited institution of higher education and submit a substitute teaching application; 2. Be actively enrolled in an approved educator preparation program through a regionally accredited institution in Illinois, and have recently completed (within the last semester) at least 90 semester hours of coursework as a part of the approved Illinois educator preparation program (transfer coursework may be used towards the 90 semester hours if accepted by the Illinois educator preparation program), and have a Professional Educator License in pre-completion status on your ELIS account, and submit a substitute teaching application.
- 17 A paraprofessional educator license is required to be an assistant teacher. To be eligible for a paraprofessional educator license, 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 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 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. 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 Programs are also monitored with the compliance checklist that details all grant requirements.
- ²⁴ 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.
- ²⁵ Guidance recommends 30 minutes for every 3 hours of program operation.

INDIANA – On My Way Pre-K (OMWPK)

- ¹ On My Way Pre-K (OMWPK) is available in all Indiana counties and to any program that meets legislative eligibility requirements. It is a family option based on the program they choose for their pre-kindergarten child.
- ² On My Way Pre-K allows children with IEPs to enroll but data on the number of children with IEPs enrolled is not available. There may be On My Way Pre-K classrooms in public schools with inclusion classrooms or children may receive IEP services during their OMWPK program day in the least restrictive environment (e.g., speech, OT, PT).
- ³ More than one-quarter (29%) of Indiana’s Head Start grantees participate in On My Way Pre-K, a program that awards vouchers to 4-year-olds from low-income families to access high-quality pre-K programs. How funds are blended and braided is determined by the program.
- ⁴ Private agencies include child care centers and/or non-profit organizations.
- ⁵ Indiana calculates minimum hours by year: 450 hours/180 days so the minimum would be 2.5 hours/day. The state works with school programs who are close to 180 days and offer more than 450 hours to approve their programs using school calendars. On My Way Pre-K programs have the option of offering families school year calendar or full year calendar. If eligible, the family may receive “wrap around” care for school breaks/summer with CCDF funds.
- ⁶ Eligibility is based on the following criteria: (1) is a resident of Indiana or otherwise has legal settlement in Indiana, as determined under IC 20-26-11; (2) is a member of a household with an annual income that does not exceed 150% of the federal poverty level; or one hundred eighty-five (185%) of federal poverty level for limited eligibility; (3) receives qualified early education services from an eligible provider; (4) has a parent or guardian who participates in a parental engagement and involvement component provided by the eligible provider; (5) has a parent or guardian who agrees to ensure that the child meets the attendance requirements determined by the office.
- ⁷ Regular On My Way Pre-K vouchers require that the child is a member of a household with an annual income that does not exceed 150% FPL. A limited amount of funding is available for a child who is a member of a household with an annual income that does not exceed 185% FPL (20% if there is a CCDF waitlist; 40% if there is no CCDF waitlist). For initial application approval, 100% of children must meet income requirements. Families currently receiving CCDF vouchers may choose to switch to On My Way Pre-K to benefit of a higher quality program and no family copay for the pre-K year. These families are not required to meet initial income requirements, as they were already initially approved at that level. This accounts for a very minimal percentage of children enrolled (2%). Parents are required to have a “service need” of working, going to school or for first time applicants – job search.
- ⁸ These ratios follow Indiana’s licensing requirements. It would be a program choice to have a mixed age group. If so, Indiana requires the child/staff ratio to be based on the youngest child in classroom.
- ⁹ These requirements are based on licensing requirements for the number of hours the program is operating.
- ¹⁰ Immunizations are required based on licensing requirements for the age of the child.
- ¹¹ Referrals are not required but encouraged if there are concerns. The On My Way Pre-K provider agreement requires if developmental delays or reasons to suspect a disability are observed by the parents or teachers during the pre-K program year, programs should assist families in obtaining information and/or referral to the public school where the parent resides (if parent chooses) for an educational evaluation and determination of eligibility for special education services.
- ¹² OMWPK legislation requires programs are aligned with ELDS and requires that programs must administer the assessment adopted by SBOE but there is no requirement for the assessment to align with the ELDS. For children ages 3-5 with IEPs served by the public school system, the assessment used (ISPROUT) is aligned with state EL standards. IC 12-17.2-7.2-6 Qualified early education services: (1) administers the kindergarten readiness assessment adopted by the state board of education; (2) aligns with the early learning development framework for prekindergarten approved by the department of education under IC 20-19-3-16.
- ¹³ Indiana supports the use of the ELDS through various asynchronous professional development opportunities in the Indiana Learning Lab including a full online course as well as the Early Learning Instructional Frameworks.
- ¹⁴ Supports for On My Way programs provided through a contracted vendor (SPARK Learning Lab) with the State of Indiana. Recent work with IDOE provides an advisory list of curricula for use in state funded pre-K classrooms, see this [link](#). Curriculum trainings are available through both OECOSL training website (ILEAD) and IDOE training website (IN Learning Lab).
- ¹⁵ The following comprehensive curricula are included on the list: HighScope Educational Research Foundation; Scholastic, Inc., PreK On My Way; Kaplan Early Learning Company, Connect4Learning; Purdue Early Learning Matters (ELM) Curriculum Academy; Teaching Strategies The Creative Curriculum for Infants, Toddlers, and Twos; Teaching Strategies The Creative Curriculum for PreK (4-5); Teaching Strategies The Creative Curriculum for Preschool (Mixed Age, 3-5); Experience Early Learning; Experience Baby/Toddler; Experience Early Learning; Experience Preschool; Experience Early Learning; and Experience Multi Age; Frog Street PreK Curriculum; and World of Wonders 3-5 years.
- ¹⁶ Vendors submitted curriculum materials to be reviewed by stakeholder committees consisting of educators, content specialists, higher education representatives, accessibility representatives, and more. Committees evaluated submissions to confirm alignment to the 2023 Indiana Academic Standards, Next Level Programs of Study (NLPS) competencies, or College Board learning objectives with criteria addressing instruction, assessment, and professional development considerations.
- ¹⁷ The former KRI (Kindergarten Readiness Indicators) that FSSA used for OMWPK was required of all OMPWK students in 2024-25 school year. ISPROUT is required for all state On My Way Pre-K students as of the 2025-26 school year.
- ¹⁸ In 2024-25, teacher requirements are based on QRIS requirements for programs based on OMWPK eligibility: Licensed Centers/Registered Ministries/Homes/ Public Schools must be L3 or L4 in Paths to QUALITY (50% teachers with CDA L3 or accrediting body requirements for L4); Private schools could be in QRIS or accredited; for SPED teachers employed by public schools, teachers must have a bachelor’s degree.
- ¹⁹ Programs set requirements for lead teachers. The state does not set pre-service requirements. All teaching staff must meet QRIS requirements, including the requirement that a certain percentage of teachers meet educational requirements. Special Education teachers employed by public schools must have preschool special education or special education.
- ²⁰ The shortage stems from a convergence of economic, credentialing, and systemic pressures: pay inequities compared to K-12, limited access to qualified candidates in

rural regions, credential barriers that outpaced available workforce supports, and burnout in a persistently under resourced sector.

- 21 For a long-term substitute in the state funded program, they must meet the qualifications of a "caregiver" for homes. In homes, centers, ministries, LLEP, they must have a high school diploma.
- 22 Programs determine qualifications for assistant teachers for employment based on attainment of QRIS level requirements.
- 23 There were 43 variances for caregiver requirements; 470 IAC 3-4.7-24 Caregiver qualifications; Sec. 24. All caregivers counted in child/staff ratios shall meet the following qualifications: (1) They shall be at least eighteen (18) years of age. (2) They shall have a high school diploma or shall have passed an equivalency test.
- 24 This is a program level decision. The State encourages and provides professional development and coaching support around professional development plans but it is not required. Teachers in public schools are required to have yearly goals and clock hours for license renewal. Tiered coaching and mentoring are available to programs upon their request from the TA contracted vendor, but it is not required.
- 25 Tiered coaching and mentoring are available to programs upon their request from the TA contracted vendor, but it is not required.
- 26 Indiana's Early Learning Advisory Council has a Compensation Study Subcommittee that is beginning work on parity and compensation, but it was not in place for the 2024-25 school year.
- 27 A total of \$3,616,054.33 of the state funds were spent for administrative costs and \$49,115,216.77 of both federal and state funds were spent for direct services.
- 28 IC 12-17.2-7.2-8: Eligibility determinations; amount of prekindergarten voucher or grant; funding from donations and gifts (b) At least five percent (5%) but not more than fifty percent (50%) of the: (1) tuition for eligible or limited eligibility children under the prekindergarten program; during the state fiscal year must be paid from donations, gifts, grants, bequests, and other funds received from a private entity or person, from the United States government, or from other sources (excluding funds from a prekindergarten voucher or grant provided under this chapter and excluding other state funding). The office may receive and administer grants on behalf of the prekindergarten.
- 29 All Programs must be rated at a Paths to Quality Level 3 or 4. Paths to QUALITY is a rating system to help parents select a child care program. It provides a standardized way to compare quality across various programs. It also creates a structure for providers to measure and improve quality on an ongoing basis. Families can look for the Paths to QUALITY logo to determine what level the provider has achieved.

IOWA – Iowa Shared Visions

- 1 Braided, not blended funding is used. Individual funding sources must be tracked separately and reported accordingly.
- 2 Families for primary eligibility meet 185% or less of the federal poverty guidelines.
- 3 All program operating schedules are Determined locally, based on community need, and described in the application process. There is no minimum number of hours per day or days per week required for the Shared Visions Program. However, applicants were awarded more points for service delivery plans that provided more days/week of service within the application.
- 4 Kindergarten-age eligible children may enroll in Shared Visions if they meet eligibility criteria for income and/or other risk factors and the local program determines to do so.
- 5 At least 80% of funded slots must be filled by children who meet primary eligibility (at or below 185% FPL). Income-eligible children cannot be charged any fees. No more than 20% of funded slots may be filled with children who are over income and meet at least one secondary risk factor. Children who are not income-eligible pay a sliding-fee schedule and are eligible according to one or more of the secondary eligibility criteria: functioning below age in 2+ developmental areas, born with one or more factors established as high risk for developmental delay, born to a parent under 18, parent has not completed high school, parent has a substance use disorder or chronic mental illness, parent has a history of child or spousal abuse, parent is incarcerated, parent has low literacy skills, or child has other circumstances such as foster care or homelessness or locally determined factors. Programs may enroll children who do not meet income or secondary risk factors, but they cannot utilize grant funding.
- 6 Iowa code requires a staff-to-child ratio of 1:8 regardless of classroom maximum. Programs are required to select one of three state-approved program standards and adhere to the classroom maximum stated within the selected standards. Classroom maximum varies based on the program standards and ages served. The program standards selected within the awarded application dictate the requirement to be followed by a grantee. There is no separate state requirement related to classroom maximum. IQPPS & NAEYC maximum class size is 20 and HSPPS' maximum class size is 17.
- 7 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.
- 8 Shared Visions Programs must implement one of three 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 as part of annual screening practices within the program.
- 9 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 and on enhancement of skills in providing for their children's learning and development. Family engagement is also addressed in the three program standards.
- 10 Additional domains included in the Iowa ELS: Mathematics, Creative Arts, Social Studies, and Science.
- 11 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.
- 12 The Child Development Coordinating Council (state advisory board) Policy and Iowa Code 279.60 require grantees to administer TS GOLD.
- 13 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 or vendors. Existing funds may be used to support PD of Shared Visions 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.
- 14 Iowa Code 279.60 requires districts to assess all preschool children with the Teaching Strategies GOLD Assessment under the State of Iowa GOLD license.
- 15 All Shared Visions Preschool grantees are required to maintain agreements with Teaching Strategies under the Iowa State Umbrella Agreement for GOLD. Grantees are expected to complete three checkpoints (fall, winter, spring) with all children enrolled in Shared Visions Preschool classrooms. Checkpoint dates are set by the Department.
- 16 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 (CD), elementary education (EE), or early childhood special education (ECSE); or a higher education degree in another field with 36 higher education credits in ECE, ECSE, EE, or CD; or have 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 and must hold an early childhood endorsement that reflects their current teaching assignment. (3) HSPPS requires all center-based teachers have at least an AA or BA degree in CD or ECE, equivalent coursework. (4) Lead teachers in Shared Visions classrooms that are blended with the SWVPP are required to have a BA with an early childhood endorsement and a license in Pre-K, Pre-K-K, Pre-K-3rd Grade, Birth-K, or Birth-3rd Grade.
- 17 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 2 years of the time of hire.
- 18 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.

- ¹⁹ Iowa Code 284.6 outlines requirements for teachers with an active teaching license in public schools to receive ongoing classroom-embedded supports.
- ²⁰ 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.
- ²¹ 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. 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.
- ²² 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 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.
- ²³ All Shared Visions classrooms are required to implement 1 of the 3 approved program standards. Review of classroom quality and safety requirements are included in onsite monitoring and visits based on the program standards (and tools for supporting review for implementation of the 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 that are newly implementing the IA Quality Preschool Program Standards are visited in their 2nd year of implementation. Programs also receive visits at least each year by AEA staff. Programs that are NAEYC accredited or follow Head Start Program Performance Standards also receive onsite visits required by those programs.
- ²⁴ 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.
- ²⁵ The amount of time is not specified and can be Determined locally.
- ²⁶ Opportunities for outdoor time must be provided. For outdoor time to count towards instructional minutes, it depends on how the programs represent it in their schedule and includes structured and unstructured play.

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 Preschoolers with disabilities are included in the program but not supported with SWVPP funds. Districts receive 1.0 funding and weighted dollars for children with IEPs. This would be true for all 2,446 children reported in this section. Children younger than 3 are included with the 3-year-olds.
- ⁴ Children with disabilities in SWVPP are all considered to be served in inclusive classrooms. There are additional children with IEPs who are served outside of SWVPP programs, in non-inclusive environments.
- ⁵ All SWVPP programs are required to provide at least 10 hours a week of instructional time. It is a local district decision for programs to determine how many total hours may be offered.
- ⁶ State funding is provided based on meeting SWVPP assurances, which include providing a minimum of 10 hours of instruction per week. Districts determine the operating schedule based on their local community context.
- ⁷ An estimate is provided for the minimum number of hours per year offered based on a 180 day school year, accounting for 5 days to complete required home visits. Additionally, most districts generally follow the school year, but it is a local decision.
- ⁸ Children older or younger than 4 years of age may participate in SWVPP but will not generate state funds.
- ⁹ 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.
- ¹⁰ The program serves meals and snacks at regularly established times. Meals served are dependent on hours of operation and locally determined preschool program standards.
- ¹¹ Record of physical exam within 6 weeks of enrollment is required based on program standards. The Iowa Department of Health and Human Services 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 Performance Standards (HSPPS), or accreditation by NAEYC). Program standards and criteria provide guidance for appropriate referral practices in the event that a child has a positive screen.
- ¹² 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.
- ¹³ 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.
- ¹⁴ Iowa Code 279.60 requires district-sponsored programs to administer Teaching Strategies GOLD.
- ¹⁵ 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 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 and/or vendors.
- ¹⁶ There are three TS Gold checkpoint periods, but SWVPPs are only required to complete the spring checkpoint.
- ¹⁷ All teachers in the SWVPP have a bachelor's degree, an Iowa teaching license, and an early childhood endorsement. Appropriate endorsements in Iowa include PK–3rd Grade, including special education; PK–K; and PK–3rd Grade. All lead teachers must hold one of these endorsements (and may have additional endorsements). Required training varies based on the training required for the specific endorsements.
- ¹⁸ This information is collected as point in time data.
- ¹⁹ Early Childhood has been identified as a Teacher Shortage Area and the Iowa Board of Educational Examiners received 15 applications to fill Early Childhood teaching positions with long term substitute teachers at the beginning of the 2024-25 school year.
- ²⁰ Districts and programs could apply for a waiver to fill a vacant early childhood teaching position with a long term substitute teacher. The substitute teacher would need to have a valid teaching license qualifying them to substitute teach.
- ²¹ 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. All preschool program standards would allow for hiring individuals with only a high-school diploma as long as they enroll in and work to complete a program to obtain the applicable credential.
- ²² State policy requires PD but does not specify hours. Guidance recommends that SWVPP teachers and teacher assistants have 15 clock hours of PD each year. Each staff member should have an individualized PD plan that is used to inform continuous PD. 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.
- 23 Each staff member should have an individualized PD plan that is used to inform continuous PD.
 - 24 Iowa Code 284.6 outlines requirements for teachers in public schools to include ongoing classroom-embedded supports. Public school districts must provide mentoring to district first-year teachers with initial licensure. Mentoring past the first year is Determined locally.
 - 25 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.
 - 26 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 SWVPP. By statute, districts that contract provide 95% of the per child allocation to the contracted entity.
 - 27 All classrooms are observed over the course of a three-year cycle. Teachers are formally observed and evaluated by administrators at least every 3 years.
 - 28 Districts determine locally which tools are used. Tools typically relate to the fidelity of implementation of the district-determined set of preschool program standards.
 - 29 The state continues to support its 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.
 - 30 Information from 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 the state through a desk audit process is used to identify programs for corrective action, but the desk audit process does not require classroom observation.
 - 31 Classrooms in districts (and their community partners) that are newly implementing SWVPP and/or IQPPS are visited in their second year of implementation. 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 are based on district results from the differentiated accountability system.
 - 32 The amount of time is not specified and can be Determined locally.
 - 33 Opportunities for outdoor time must be provided. For outdoor time to count towards instructional minutes it depends on how SWVPPs represent it in their schedule (Structured/unstructured play).

KANSAS – Preschool Offered by Public School Districts

- 1 Preschool Offered by Public School Districts includes the Kansas Preschool At-Risk Program and school finance formula funding for preschool students with IEPs, as well as supplemental funding provided through the Kansas Preschool Pilot.
- 2 The Preschool-Aged At-Risk funding was geographically available in all 286 school districts and 266 out of the 286 actually accessed and were approved for this funding. All districts can apply for the Kansas Preschool Pilot grant, but it is a limited amount of funds and in 2024-2025, 86 districts received this grant funding.
- 3 For the Preschool At-Risk Program, all 3-and 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 2024-2025 school year. In previous years, slots were awarded on a competitive basis. 2021-2022 was the first year Kansas was able to fund 3-year-olds in this program. There is limited funding available statewide for the Kansas Preschool Pilot supplemental grant program.
- 4 This total number of 5,147 does not include 884 children 3 years old or younger and 21 5-year-olds. The total number of locally funded children was 6,052 for the 2024-2025 school year. This does not include children enrolled in private preschools/licensed childcare facilities that are not associated with school districts.
- 5 Preschool students with disabilities enrolled on Sept. 20 who turn 3 between the age cutoff (Aug. 31) and Sept. 20 are not funded through the school finance formula.
- 6 In Federal Fiscal Year 2024 (with data from the 2024-2025 school year), 49.7% of preschool students with disabilities (4,130 students) were enrolled in a regular early childhood program and received the majority of special education and related services in the regular early childhood program (Indicator 6A) and 26.9%, or 2,234 students, attended a separate special education class (Indicator 6B). This data is publicly posted as of February 2026 but has not yet been reviewed by the U.S. Department of Education. See page 41 of the [Kansas State Performance Plan/Annual Performance Report \(SPP/APR\)](#).
- 7 For additional information, see page 178 of the [Governor's Budget Report](#).
- 8 CCDF Funded Child Care Partnerships = \$7,286,491 and TANF Funds = \$4,959,742 for Home Visitation.
- 9 Race and ethnicity data are collected and reported separately, so there is overlap between the two counts, and because data on children who are Hispanic is included, the total of the breakdowns will not match the total enrollment provided. Also, children under 3 and 5-year-olds are included in the totals for each area.
- 10 See the [KIDS File Specifications D42](#). The code for the primary language or dialect (not ethnicity) of the student, according to the student's Home Language Survey. This field is required for all students submitted. Students reported with a value other than "0" in D43: ESOL/Bilingual Program Participation Code must report a value other than "eng" in this field. See Appendix D for the list of allowable languages and codes. The disaggregated age totals will not match up to the totals because our totals include children under 3 and 5-year-olds.
- 11 Breakouts do not match the totals because children under 3 years old and 5-year-olds are included in the totals.
- 12 The state has these data by program, but not by student. For the Preschool-Aged At-Risk Funding, 27% of programs offered services in a District Owned building dedicated to Early Childhood, 79% of programs in a school district owned building that includes other grade levels, 1% in other district owned building, 2% in community agencies, 0.75% in faith-based centers, 3% in Head Start, and 0.37% in other locations. This adds up to more than 100% as programs may offer services in multiple locations.
- 13 For Preschool-Aged At-Risk funded programs, 75% of 3-year-old programs and 71% of 4-year-old programs reported operating a half-day schedule. Seventeen percent of 3-year-old and 20% of 4-year-old programs reported operating a School Day Schedule. Eight percent of 3-year-old and 12% of 4-year-old programs reported operating an Extended Day schedule. These add up to more than 100% as school districts may offer multiple options.
- 14 To qualify for Preschool-Aged At-Risk Preschool Program funding, children must be enrolled and attending on a designated "Count Day." In addition, all children must meet one of nine risk factors outlined by the Kansas State Department of Education (KSDE). 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 KPP program, at least 50% of the children enrolled must meet one or more of the designated risk factors, however the income requirement includes families with incomes below 185% of the FPL. For more information about the state's eligibility criteria, see [here](#). At-risk qualifiers include: poverty, single parent families, Kansas Department for Children and Families referral, teen parents, either parent lacking a high school diploma or GED, English Language Learner, lower than expected developmental progress in at least one cognitive developmental area, child qualifying for migrant status, and child experiencing homelessness.
- 15 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 are audited data. For the KPP, 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 addresses whether funding is reduced or whether the program is required to submit a corrective action plan. Auditors review documentation once per year. Changes to districts' reported enrollment happen at the end of the year and affect district funding; children are shifted from a district's funded to unfunded enrollment and typically remain enrolled for the duration of the year.
- 16 Programs must provide at least one meal or snack per classroom session to all children attending the program.
- 17 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.
- 18 Kansas revised the [Kansas Family Engagement and Partnership Standards](#) for Early Childhood in 2019.
- 19 Additional information is found [here](#).

- ²⁰ Programs are required to implement valid, reliable assessments aligned to the Kansas Early Learning Standards to measure children's developmental growth throughout the program year.
- ²¹ 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, PreK–6 or PreK–9.
- ²² There were 41 Early Childhood vacancies reported on the Spring Vacancy Report (SVR) from the 2024-2025 Licensed Personnel Report (LPR).
- ²³ There were 13 Early Childhood waivers reported in 2024-2025. There were 1,358 Early Childhood licensed teachers reported (which would include those with waivers), just under 1%.
- ²⁴ For an early childhood teacher to teach with a waiver, he/she must be licensed in another endorsement area. The district can request a waiver for an early childhood endorsement, and the waiver must be approved by the KSBE. The waiver is valid for one school year and can be renewed twice (for a maximum of three waivers) if a university can verify adequate progress toward completing the early childhood program. The requirements for an initial license are: (A) An official transcript verifying the granting of a bachelor's degree; (B) verification from an accredited institution by the unit head or designee of completion of a teacher education program; (C) verification of successful completion of a content assessment; (D) verification of eight semester hours of recent credit; (E) an application for an initial license; and (F) the licensure fee. There are also some temporary transition-to-teaching licenses that allow someone, who is finishing a teacher preparation program or testing, to be the teacher of record. Those licenses are valid for only one or two school years, depending on the specific situation. Once a teacher has completed at least 50% of the early childhood program, he/she can apply for a provisional license and be appropriately licensed for the assignment.
- ²⁵ Each applicant for a substitute teaching license shall submit to the state board the following: (1) An official transcript from an accredited institution verifying the granting of a bachelor's degree; (2) verification from an accredited institution of completion of an approved teacher education program; (3) an application for substitute teaching license; and (4) the licensure fee. Each applicant for an emergency substitute teaching license shall submit to the state board the following: (1) An official transcript verifying the completion of at least 60 semester hours of general education coursework, professional education coursework, or a combination of these types of coursework; (2) an application for emergency substitute teaching license; and (3) the licensure fee. Although not stated in the regulations, both of the licenses above have a maximum of 45 days in a single assignment unless the district applies for a waiver to extend the number of days, which is approved by the KSBE. For additional information, see [here](#).
- ²⁶ The state is working to expand the Registered Teacher Apprenticeship Program (RTAP) (a four-year competency-based apprenticeship) to include high school students. Almost all teacher education programs in Kansas are available online. In Kansas, many institutions offer college credit for coaching/PD experiences. Two plus Two articulation agreements exist between all 2 year colleges and Public/Private universities in Kansas. Articulation agreements are in place between 2 year and all 4 year colleges of education to accept an elementary associate's degree into their teacher education programs with no additional coursework. The Promise Act grant, The Teacher Service Scholarship, The Adult Learner Grant, and numerous colleges of education offer additional scholarships. Teacher Licensure offers grants for individuals participating in the RTAP.
- ²⁷ KSDE recommends 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. All assistant teachers must complete an orientation session addressing confidentiality and the services to be provided in this program. For additional resources regarding paraprofessionals, including approved state assessments, visit the [KSDE Paraprofessionals webpage](#).
- ²⁸ Two years of mentoring is required for a licensed teacher (lead teacher) to move from a 2-year initial license to the 5-year professional license. One year of mentoring is also required for a licensed education leader (administrator) to move from an initial license to the 5-year professional license (for more information, see [here](#)). The mentoring program provides 1 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 3 annual observations (virtual or in person); and a system for mentors to provide reflective verbal dialogue and feedback.
- ²⁹ In 2024-2025, the BASE per-pupil funding was \$5,378.
- ³⁰ The breakdown of how local school districts choose to invest many of these funding sources into preschool programming is not readily available.
- ³¹ K.S.A 72-3215 authorizes the board of education of any school district to contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation, and maintenance of preschool programs.
- ³² Federal and state law do require each school district to create school wellness policies. Kansas School Wellness Policy Model Guidelines do include guidance on outdoor physical activity. For more information, see [here](#).
- ³³ 15 minutes count for half day programs and 30 minutes count for full day programs.

KENTUCKY – Kentucky Preschool Program (KPP)

- ¹ Public preschool services are offered in all 171 school districts. Three districts delegate their preschool responsibilities to the Head Start program. Decisions to delegate or blend Head Start with state-funded preschool services are made locally. Additionally, the Kentucky School for the Deaf provides services to preschool students, and the Visually Impaired Preschool Services program provides early intervention services to preschool students who attend the Kentucky School for the Blind.
- ² Currently, the state does not track the number of 5-year-olds with disabilities who are age-eligible to enter kindergarten; however, the Individual Education Program Team recommends a preschool placement. Students who fall into this category are funded with SEEK and IDEA funds, but not through state preschool.
- ³ An inclusive classroom is regarded as the least restrictive environment for preschool students. However, the state also serves children in various types of classroom settings. Currently, there is no system in place to track the percentage of students who are in inclusive classrooms.
- ⁴ Not all preschool students are served in blended programs. When programs are blended, dually enrolled 4-year-old students can be served using funds from both programs. They are identified as Head Start Enhanced. Each year, school districts and Head Start programs enter into full utilization agreements to ensure service coordination, avoid the supplanting of federal funds, and maximize the use of Head Start funds to serve as many four-year-old children as possible.
- ⁵ The number of children under 3 and 3 years old is combined. Kentucky's state reporting system currently lacks a racial code for 'Other Race.'
- ⁶ Four-year-old students who qualify as "At Risk" have a family income that is at or below 160% of the federal poverty level. There are 7,899 four-year-old students who met this "At Risk" criterion. However, this information is not consistently reported for children with disabilities.
- ⁷ The discretion to implement locally designed preschool programs is authorized under 704 KAR 3:410. These programs must receive approval from the Chief State School Officer prior to implementation. During the COVID-19 pandemic, Kentucky experienced an increase in the number of locally designed programs. Many districts opted for full-day alternative schedules, where students attended two consecutive full days per week, rather than the traditional half-day morning and afternoon sessions. This shift was largely driven by the need to reduce transitions and support health and safety protocols. Enrollment in locally designed programs declined. This trend may reflect a return to more traditional scheduling models or other factors such as staffing, funding, or family preferences.
- ⁸ The Kentucky Preschool Program is required to serve children for at least 2.5 hours per day, plus a meal, which usually totals at least three hours. The standard program operation is 4 or 5 days per week. The Kentucky Commissioner of Education must approve alternate schedules. Districts may use one of the weekdays for home visits, parent education, special education evaluations, PLCs, and other work related to providing comprehensive preschool services.
- ⁹ 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.
- ¹⁰ At risk students must be 4 years of age by August 1. However, students with disabilities are eligible when they turn 3 years of age, there is no cutoff date for eligibility for students with disabilities. Three- and four-year-olds qualifying for special education services under IDEA are eligible regardless of date of birth. Additionally, local school boards are responsible for adopting a policy to permit families to seek early entrance to K, before the child's 5th birthday. These policies include an evaluation process to help determine the child's readiness for K. Children with disabilities may utilize the preschool program under limited circumstances. If a determination is made by the Individual Education Program Team that the best placement option for a five-year-old child with disabilities includes the preschool program and space is available, the

child will spend time in both the preschool and kindergarten classrooms. No preschool funds may be used to support this child. In addition, non-age-eligible children may enroll if space is available. Additionally, a school district must provide safeguards to ensure that the student has access to the same amount of instruction time as kindergarten students, access to the kindergarten curriculum, time for engagement with same-age peers, and access to activity classes such as Art, P.E., etc.

- ¹¹ Districts verify income eligibility for at risk 4-year-old students. The current reporting system only verifies the income for enrolled 4-year-old students. Four-year-old children whose family income is up to 160% of FPL are eligible to attend the preschool program. Four-year-old children who are homeless or in foster care are categorically eligible for state-funded preschool. 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. Both 3- and 4-year-old children with disabilities are eligible to attend preschool without regard to a family income measure. Certain districts have independently decided to provide either tuition-based spots or universal preschool programs for children who do not qualify based on income.
- ¹² The maximum number of students in a preschool classroom is 20. Additionally, no more than 40 students shall be served by an individual Interdisciplinary Early Childhood Education (IECE) certified preschool teacher in a program utilizing double sessions. Local school districts are not required to increase the number of staff; however, they are encouraged to consider increasing staff or decreasing class size based on individual student needs including the needs of students with disabilities.
- ¹³ Required meals vary by the length of day: breakfast or lunch (part-day); breakfast and lunch (full-day).
- ¹⁴ There is a 30-day timeline for completing child development and health screenings. A vision exam is required by January 1 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. Additional information can be found [here](#).
- ¹⁵ Two home visits are required each year, with the first home visit being conducted within the first 60 days of enrollment. Additionally, preschool programs have access to their school district's Family Resource Centers which support preschool students and families with educational, health, and social service support including referrals. Local school districts that offer preschool programs that are blended with Head Start may also offer additional services that are made available to state-funded preschool students as well.
- ¹⁶ Kentucky revised the Early Childhood Standards in 2021, which were implemented at the beginning of the next school year. In addition to the five fundamental core domains identified by the National Education Goals Panel, the standards also include the Creative Arts Standard, the Health and Mental Wellness Standard, and a Technology Standard. Kentucky's Regional Training Centers (RTCs) provide training and support to local school districts regarding implementing the revised standards. The Family Guides were also revised and are available to families, and they are aligned to Kentucky's Early Childhood Standards, as well as the best practices of Kentucky Educational Television's Let's Learn Kentucky. Local School Districts can also utilize an online tool to review the standards, access alignment to Kentucky Academic Standards and Head Start goals, and access additional resources including support for dual language learners. Guidance related to implementing the Early Childhood Standards, including content related to supporting diverse students can be found [here](#).
- ¹⁷ [Independent content reviewers](#) are identified on the Governor's Office of Early Childhood website.
- ¹⁸ 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). These assessments are recommended, but districts do have the option to choose an assessment that is not on the recommended list.
- ¹⁹ Kentucky's RTC provides support to school districts implementing early childhood standards and curriculum decision-making related to program services for children with disabilities. During the 2022-2023 school year, Kentucky launched the Child Outcomes Summary (COS) process to collect student outcome data for federal reporting. The RTCs provided support during the transition period and continue to provide support to districts regarding the implementation of the COS process.
- ²⁰ Kentucky's RTC provides support to school districts implementing early childhood standards and curriculum decision-making related to program services for children with disabilities. RTCs also provide support related to curriculum alignment with Kentucky Early Childhood Standards and the COS process.
- ²¹ Decisions regarding the selection and use of specific curricula are made locally and are determined by the Local Education Agency (LEA). At this time, the Kentucky Department of Education does not collect, or track information related to the resources LEAs use in making these decisions.
- ²² Programs are not required to select a child assessment tool based on coverage of specific developmental domains. However, programs must report progress for preschool children using the Child Outcomes Summary (COS) framework. This framework requires the collection of data related to social and emotional skills, language and communication skills, early literacy and math skills, and adaptive skills related to meeting their own needs. This requirement ensures that Local Education Agencies (LEAs) select an ongoing child assessment tool that provides data aligned with these areas to support accurate and meaningful reporting and ensures consistent reporting of developmental progress across federally defined outcome areas, regardless of the assessment tool used locally. The COS framework also requires a family/caregiver component that allows for the input of the student's family as well.
- ²³ Lead teacher certification (public and nonpublic schools) includes Interdisciplinary Early Childhood Education (IECE), Pre-K, Kindergarten, Birth - K, Preschool Special Education, and Special Education. The 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. However, with the teacher shortage and early childhood being one of the critical needs areas in KY, positions are being filled with non-IECE degrees. While the IECE is the certification requirement, there are educators that were grandfathered in when the preschool program was established. These teachers have at least an AA degree.
- ²⁴ Even though the state does not track teachers employed in nonpublic settings, all KPP teachers must meet state-funded certification requirements in these settings.
- ²⁵ In Kentucky, a Rank 1 certification is advanced and requires a specified number of graduate hours beyond a master's degree, along with meeting additional professional development requirements. These teachers are categorized under "Other." Two substitutes are included in the degree information, but not in the total.
- ²⁶ During the 2024-2025 school year, 13% of lead preschool teachers held certifications categorized as provisional, emergency, other, or long-term substitute.
- ²⁷ Because Kentucky preschool classrooms are inclusive and teachers hold an Interdisciplinary Early Childhood Education (IECE) certification, which qualifies them to serve as both general education and special education teachers, long-term substitutes are not permitted in these classrooms for students receiving special education services. This aligns with federal requirements under IDEA, which mandate that students with disabilities receive instruction from appropriately certified personnel to ensure a Free Appropriate Public Education (FAPE). The use of long-term substitutes who do not meet certification requirements may compromise compliance with these federal regulations.
- ²⁸ Kentucky does not currently have a recruitment plan specifically focused on preschool teachers. However, the state does have a broader initiative to recruit educators across the Commonwealth called [Go Teach KY](#). This initiative supports efforts to attract individuals to the teaching profession and provides resources for those interested in becoming certified educators.
- ²⁹ 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). All preschool assistant teachers are required to have 18 clock hours of training each year.
- ³⁰ State Regulation 704 KAR 3:140 Section 7 requires that state funded preschool professional development be related to the nature and needs of young children and their families, including those with special needs. Records shall be kept for all personnel documenting participation in professional development training.
- ³¹ 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 follows the Danielson Framework in promoting teacher professional growth and development.
- ³² Information about Kentucky teacher salaries is available on the [Kentucky Department of Education website](#).
- ³³ Other federal funding includes: 21st Century Learning Centers \$3,311, 22nd Century Learning Centers \$16,693, 23rd Century Learning Centers \$72,433, Appalachian Higher Education Network (KY AHED) \$161, CEC Preschool Development Grant School Readiness \$394,983. Child and Adult Care \$18,003, Community Connections for Children \$23,435, Innovative Approaches to Literacy \$198,905, KYCL: Kentucky Comprehensive Literacy Grant Round 2 \$327,803, National School Lunch \$212,170, Partners for Rural Impact (PRI) \$31,204, Pediatric Mental Health Care Access Expansion Maternal and Child Health Federal Consolidated Programs \$15,792, Preschool Development Grant Birth through Five \$1,660,989, Preschool Development Grant MOA \$233,719, Promise Neighborhood \$2,759, Race to the Top \$9,516, Refugee Children Impact and Support \$188,857, Rural Education \$211,533, and Striving Readers Comprehensive Literacy \$78,188.
- ³⁴ Following a pause due to the COVID-19 pandemic, systematic data collection and participation in the Kentucky ALL STARS Quality Rating and Improvement System (QRIS) resumed with the 2024-2025 school year. In accordance with 704 KAR 3:015, all state-funded preschool sites are required to participate in the QRIS process. Under the revised QRIS system, districts now engage in a three-year QRIS cycle. Upon completion of each cycle, preschool sites receive an ALL STARS rating, which remains valid until the next scheduled cycle. During a district's non-cohort year, the district conducts a self-assessment and reports on its maintenance across all relevant domains.

This information is submitted through the Grant Management Application and Planning (GMAP) system by responding to a structured set of questions. This updated structure supports more efficient use of data for both local and state-level program improvement and planning. A key change in the revised system is the replacement of the ECERS environmental rating scale with the Teaching Pyramid Observation Tool (TPOT). The TPOT focuses on teacher-student interactions and positive behavior management strategies, aligning with the Pyramid Model's emphasis on social-emotional development. Additionally, districts are now required to upload evidence into the GMAP system. This evidence must address four key domains: Family and Community Engagement, Classroom and Instructional Quality, Staff Qualifications and Professional Development, Administrative and Leadership Practices. These new revisions allow for more effective ways to identify program strengths and weaknesses both at the local and state level including classroom teacher's experience as well as the years of experience of the school administration.

- ³⁵ Regional Training Centers (RTCs) provide guidance and training to districts to ensure that all components of the Kentucky ALL STARS Quality Rating and Improvement System (QRIS) are implemented with fidelity. This includes supporting districts in the collection of Teaching Pyramid Observation Tool (TPOT) scores, which RTCs then submit to the Kentucky Department of Education (KDE). As part of the recent revisions to Kentucky ALL STARS, reaching the highest rating "five stars" is now contingent upon meeting specific criteria. Districts must complete required Pyramid Model and TPOT training, demonstrate TPOT scores that reflect fidelity of implementation, ensure scores are free from red flags that indicate areas of concern. These changes emphasize the importance of high-quality implementation and continuous improvement in early childhood education programs.
- ³⁶ Preschool programs in Kentucky are selected for onsite monitoring through a collaborative Consolidated Monitoring process coordinated by a collaborative team. This interagency team is composed of representatives from multiple programs, including Title I, Title II, Title III, Title IV, Title V, Alternative Education, and preschool. The Consolidated Monitoring Team uses a risk assessment tool developed in alignment with federal Uniform Grant Guidance (2 CFR 200.332 and 2 CFR 200.519). This tool evaluates both overall district risk and program-specific criteria. Additionally, the Division of IDEA Monitoring and Results, housed within the Office of Special Education and Early Learning (OSEEL) uses its own risk-focused monitoring rubric, which includes concerns about service delivery to students with disabilities and compliance with IDEA programmatic requirements. Multiple districts are selected for onsite visits throughout the year.
- ³⁷ Kentucky Administrative Regulation 704 KAR 3:410 Section 6(f)(1) requires that preschool programs provide daily outdoor time for children. However, the regulation does not specify a required number of minutes that must be spent outdoors.

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

- ¹ The Kevin P. Reilly, Sr. Louisiana 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 does not 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 1st 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 2024-2025, eight LEAs did not use their allocations for the High Quality Early Childhood (Pre-K) priority/focus area.
- ³ Children who have special needs may participate in the 8(g) program if they meet the eligibility requirements. Eligible children who are funded through this program are counted in the total enrollment but are not counted separately.
- ⁴ Many schools offer before and after school programs for this population, but the state does not track or subsidize this activity.
- ⁵ Priority is usually 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 screened 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.
- ⁶ All meals and snacks must meet USDA/CACFP guidelines.
- ⁷ 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 screening.
- ⁸ 8(g) does not 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 can usually obtain these services.
- 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 During the 2024-25 academic year, the curricula list included: Every Child Ready, PreK Ages 3-4; Blueprint for Early Learning, Preschool Ages 4-5; Frog Street Threes, ECE Ages 3-4; Frog Street Pre-K 2020, Ages 3-4; Connect4Learning: The Pre-K Curriculum, 2nd edition, PreK Ages 4-5; Connect4Learning Preschool, ECE Ages 3-4; Learn Every Day®: The Program for Infants, Toddlers, and Twos, 2nd Edition; Get Set for School Complete Preschool Program, Ages 4-5; InvestiGators Club Preschool, ECE Ages 3-4; Three Cheers for Pre-K, Ages 4-5; PreK On My Way, PreK 4-5; The Creative Curriculum® for Preschool, PreK Ages 3-5; The Creative Curriculum® for Family Child Care, Ages 0-5; Tools of the Mind, PreK Ages 3-4; Drawn2Learn Educational Series, Ages 3-4; and Ready to Shine, Ages 3-4. The current approved curricula (as of 9/12/2025) include: Frog Street Pre-K 2020, Ages 3-4 and Get Set for School Complete Preschool Program, Ages 4-5. Building Blocks Pre-K Math, ECE Ages 3-4 is the subject-specific curriculum.
- ¹² Effective June 2002, Louisiana issued a Pre-K-3 license instead of stand-alone Nursery School and Kindergarten licenses. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years.
- ¹³ The number of teachers reported were generated from the initial proposals submitted for approval.
- ¹⁴ 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.
- ¹⁵ While most districts provide ongoing classroom-embedded support, there is no state policy that requires it. If 8(g) students are in the same classrooms as LA 4 classrooms, the teacher will have access to coaching supports because of LA 4 program requirements.
- ¹⁶ Qualified non-classroom staff conduct periodic observational assessments to verify reliability. Shadow scoring is required.
- ¹⁷ Though this state funded program doesn't have a state policy that requires site visits, staff conduct monitoring visits annually to a randomly selected number of agencies. In addition, selected block grant projects are evaluated by independent evaluators. Evaluators conduct site visits to the schools being served and report on the strengths and weaknesses of the project design as well as the impact on student learning.
- ¹⁸ Being a part of the QRIS would be required for comingled 8(g) and LA 4 classrooms, but not for classrooms that are only 8(g).
- ¹⁹ 8(g) does not have specific policies to address Outdoor/Nature-based Learning, but children in 8(g) benefit from the policies and guidance that LA 4 has when children are in the same classrooms.

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

- ¹ A total of 67 geographic school districts and 34 charter schools received allocations for the LA 4 program during the 2024-25 school year. Any LA 4 provider not under the school district's jurisdiction operates as its own independent LEA. This equals a total of 102 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 process.
- ³ There has been an increase in enrollment over the past two academic years, which can be attributed to mandatory kindergarten.
- ⁴ Children who have special needs may participate in the LA 4 program if they meet the household income and age eligibility requirements.
- ⁵ Children in families with incomes at or below 200% of the Federal Poverty Level are considered "economically disadvantaged" and are therefore eligible for the LA 4

- program. Children in foster care and children experiencing homelessness are categorically eligible for the LA 4 Program.
- 6 Many schools offer before- and after-school programs, but the State does not track or subsidize this activity.
 - 7 Schools are required to report screening events twice annually. Screenings that are not required are strongly encouraged and determined at the local level.
 - 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.; 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 GED, 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 During the 2024-25 academic year, the curricula list included: Every Child Ready, PreK Ages 3-4; Blueprint for Early Learning, Preschool Ages 4-5; Frog Street Threes, ECE Ages 3-4; Frog Street Pre-K 2020, Ages 3-4; Connect4Learning: The Pre-K Curriculum, 2nd edition, PreK Ages 4-5; Connect4Learning Preschool, ECE Ages 3-4; Learn Every Day®: The Program for Infants, Toddlers, and Twos, 2nd Edition; Get Set for School Complete Preschool Program, Ages 4-5; InvestiGators Club Preschool, ECE Ages 3-4; Three Cheers for Pre-K, Ages 4-5; PreK On My Way, PreK 4-5; The Creative Curriculum® for Preschool, PreK Ages 3-5; The Creative Curriculum® for Family Child Care, Ages 0-5; Tools of the Mind, PreK Ages 3-4; Drawn2Learn Educational Series, Ages 3-4; and Ready to Shine, Ages 3-4. The current approved curricula (as of 9/12/2025) include: Frog Street Pre-K 2020, Ages 3-4 and Get Set for School Complete Preschool Program, Ages 4-5. Building Blocks Pre-K Math, ECE Ages 3-4 is the subject-specific curriculum.
 - 12 For 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. Lead teachers must have a valid and current Louisiana teaching certificate in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped or a Practitioner License in PK-3.
 - 13 LA 4 Program Participants provided insight into the barriers they are experiencing with hiring and/or retaining certified teachers via a survey.
 - 14 All lead teachers must meet at least one of the following requirements: a. A valid and current Louisiana teaching certificate in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped; b. A Practitioner License in PK-3; c. A valid and current Louisiana teaching certificate in Elementary Education and an Out-of-Field Authorization to Teach (OFAT) in PK-3, Nursery School, Kindergarten, Early Interventionist Birth- 5, or Noncategorical Preschool Handicapped; or d. An uncertified teacher with a baccalaureate degree and a Temporary Authority to Teach (TAT), Temporary Employment Permit (TEP), or an Out-of-State Certificate in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped. The employment, retaining, or reemployment of any person as a lead teacher who is qualified in any way other than as provided in option a) or b) may occur only if such teacher can document consistently working toward obtaining the qualifications in option a) or b) in compliance with the requirements of state board rule or is otherwise deemed qualified in accordance with rules adopted by the state board. Options c) and d) are permissible only if no qualified applicant with a certificate as provided in option a) or b) has applied for the position. The superintendent of the employing school system must submit a sworn affidavit attesting to this.
 - 15 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.
 - 16 LA 4 Program Participants must provide a minimum of eighteen hours of ongoing professional development relevant to early childhood is provided to both the lead teacher and teacher assistant. This PD must be based on data (child and program assessments), the instructional needs of children, and tailored to support staff improvement.
 - 17 LA 4 Program Participants are required to have professional development plans that address each teacher's specific needs throughout the year and includes objectives and strategies and coaching for lead and assistant teachers.
 - 18 The frequency occurs as indicated on the individual professional development plans for lead and assistant teachers.
 - 19 Qualified non-classroom staff conduct periodic observational assessments to verify reliability. Shadow scoring is required.
 - 20 Data are also used in Program Partner engagement activities.
 - 21 LA 4 Programs are required to have a Tier 1 curriculum or Department approved curriculum that will have time recommendations that include outdoor play, but there is no guidance provided by the state.

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.
- 2 There has been an increase in enrollment over the past two academic years, which can be attributed to mandatory kindergarten.
- 3 Children in families with incomes at or below 200% FPL are considered "economically disadvantaged" and are therefore eligible for the NSECD program. Children in foster care and children experiencing homelessness are categorically eligible for the NSECD Program.
- 4 Many schools offer before- and after-school programs, but the State does not track or subsidize this activity.
- 5 Eligibility is reassessed each year for children who attend two years of NSECD.
- 6 Schools are required to report who conducts the screenings and when they are conducted. Screenings that are not required are strongly encouraged and determined at the local level.
- 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.; 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 GED, 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 During the 2024-25 academic year, the curricula list included: Every Child Ready, PreK Ages 3-4; Blueprint for Early Learning, Preschool Ages 4-5; Frog Street Threes, ECE Ages 3-4; Frog Street Pre-K 2020, Ages 3-4; Connect4Learning: The Pre-K Curriculum, 2nd edition, PreK Ages 4-5; Connect4Learning Preschool, ECE Ages 3-4; Learn Every Day®: The Program for Infants, Toddlers, and Twos, 2nd Edition; Get Set for School Complete Preschool Program, Ages 4-5; InvestiGators Club Preschool, ECE Ages 3-4; Three Cheers for Pre-K, Ages 4-5; PreK On My Way, PreK 4-5; The Creative Curriculum® for Preschool, PreK Ages 3-5; The Creative Curriculum® for Family Child Care, Ages 0-5; Tools of the Mind, PreK Ages 3-4; Drawn2Learn Educational Series, Ages 3-4; and Ready to Shine, Ages 3-4. The current approved curricula (as of 9/12/2025) include: Frog Street Pre-K 2020, Ages 3-4 and Get Set for School Complete Preschool Program, Ages 4-5. Building Blocks Pre-K Math, ECE Ages 3-4 is the subject-specific curriculum.
- 11 NSECD teachers in 4-year-old classrooms 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 within 18 months

- of their hire dates. Lead teachers in 3-year-old classrooms are required to have an Early Childhood Ancillary Certificate, which requires at least a minimum a CDA.
- ¹² NSECD Program Participants provided insight into the barriers they are experiencing with hiring and/or retaining certified teachers via a survey. 33.8% of the NSECD pre-K 4 teachers were not certified.
 - ¹³ New NSECD teacher assistants in 4-year-old classrooms 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. Teachers in 3-year-old classrooms are required to have a High School Diploma or the equivalent.
 - ¹⁴ Program Participants must provide a minimum of eighteen hours of ongoing professional development relevant to early childhood is provided to both the lead teacher and teacher assistant. This PD must be based on data (child and program assessments), the instructional needs of children, and tailored to support staff improvement.
 - ¹⁵ NSECD Program Participants are required to have professional development plans that address each teacher's specific needs throughout the year and includes objectives and strategies and coaching for lead and assistant teachers.
 - ¹⁶ The frequency occurs as indicated on the individual professional development plans for lead and assistant teachers.
 - ¹⁷ Qualified non-classroom staff conduct periodic observational assessments to verify reliability. Shadow scoring is required.
 - ¹⁸ Data are also used in Program Partner engagement activities.
 - ¹⁹ NSECD Programs are required to have a Tier 1 curriculum or Department approved curriculum that will have time recommendations that include outdoor play, but there is no guidance provided by the state.

MAINE – Maine Public Preschool Program

- ¹ Although there were approximately 266 school administrative units (SAUs) in Maine, 191 reported kindergarten enrollment and thus are eligible to operate Pre-K. Enrollment numbers can fluctuate year to year in small, rural areas of the state as they may or may not have eligible students based on low population numbers.
- ² The increase in students with IEPs in public Pre-K settings may be due to classroom expansion efforts to better include students with disabilities for whom the least restrictive environment (LRE) is the general education setting. Additionally, the state has seen an increase in enrollment of preschoolers with disabilities because of a legislative effort to move Part B 619 FAPE responsibilities into public school districts starting in 2024-2025 (to be completed by 2028-29 school). Also, an LEA is allowed to enroll a 3-year-old without an IEP, however they will not receive any state or federal funding for those children, it will be the LEA's local cost.
- ³ Student data is collected to determine if a student is economically disadvantaged or not. The results showed that 3,083 Pre-K students and their families are economically disadvantaged while 3,362 are not. Economic Disadvantaged Status is a state level poverty metric used for school funding determinations. It is based in the Federal Poverty Measure used for NSLP.
- ⁴ The vast majority of publicly funded preschool students attend a public-school setting. There are also school systems who engage in partnerships with Head Start and/or child care for the provision of publicly funded Pre-K. In partnerships, students may attend preschool at the partner site rather than in the school.
- ⁵ 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.
- ⁶ 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.
- ⁷ 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.
- ⁸ Each classroom must have two adults: an early childhood certified teacher and an Ed Tech II (60 college credits).
- ⁹ All programs must serve at least one meal and/or snacks at regularly established times. Meals and snacks cannot be more than three hours apart.
- ¹⁰ Programs must offer at least two parent-teacher conferences annually as well as show evidence of family engagement strategies.
- ¹¹ Members of the Maine DOE Early Learning Team offer support, hard-copies and technical assistance in utilizing the P-MELDS to school districts upon request. Additionally, the state professional development network offers an optional 8-hour online P-MELDS training. With the roll-out of the updated Preschool ELDS, the state created resource documents to support use in ECE settings, printed hard-copy books of both the infant/toddler and preschool ELDS, created classroom posters, and updated an on-demand training required for the state's QRIS in private settings.
- ¹² State-funded preschool programs must implement an evidence-based curriculum that is aligned with the P-MELDS. While the state offers a state-developed instructional program, schools make their curricula decisions locally. The Maine DOE provides 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. When Pre-K programs operate with a non-public community-based partner, the same supports are offered.
- ¹³ Members of the Early Learning Team only provide training related to the state-developed curriculum, Pre-K for ME.
- ¹⁴ Programs must provide periodic and ongoing research-based assessment of children's learning and development.
- ¹⁵ 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.
- ¹⁶ Only the number of lead teachers employed by public schools is available. In SAU partnerships with community providers for the provision of public Pre-K, there are lead teachers employed by the community providers but this data is not collected. Lead teachers employed by community providers must still meet certification requirements.
- ¹⁷ The Certification team applied to the Federal DOE to add Early Childhood Education professionals to the shortage workforce list and it was approved, allowing SAUs to interview and hire individuals who may not yet have their degree or certification in Early Childhood.
- ¹⁸ For 2024-2025, emergency certification was possible in Early Childhood, not in Early Elementary. The requirements for emergency certification are found [here](#).
- ¹⁹ 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.
- ²⁰ The total from federal sources include Maine Jobs and Recovery Plan (MJRP): \$1,199,902.86 and PDG: \$352,000.00. The total amount from state sources is a sum of both general education and special education funds.
- ²¹ The EPS funding includes a state share of 55% and a local share of 45%. In order to receive the state share of the public school funds, the local LEAs are required to contribute the local share percentage. For more information see [Title 20-A, §15690, subsection 1.C.C.](#)
- ²² Frequency of observations 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 two observations each year (or more depending on the model chosen). In addition, state evaluations must occur at a minimum of once every three years.
- ²³ 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.
- ²⁴ The only programs required to participate in the state's QRIS are those that are licensed as childcare centers (including Head Start) and/or family childcares. Some public preschool programs do partner with these entities to provide Public Pre-K programs.
- ²⁵ Policy requires that children have daily opportunities for physical movement and fresh air.

MARYLAND – Maryland Prekindergarten Program

- ¹ Six out of 24 districts offer universal full-day pre-K to all 4-year-olds. The 6 districts are Baltimore City, Garrett, Kent, Somerset, Talbot, and Washington.

- 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-olds from families at or below 185% 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% FPL beginning in 2014-2015. In 2020, House Bill 1300/Chapter 36 (2020), as amended House Bill 1372/Chapter 55 the Blueprint for Maryland’s Future became law. The Blueprint granted all 3- and 4-year-old children from families earning incomes at or below 300% FPL access to high-quality full-day pre-K at no cost. All districts can receive Blueprint funds and offer this preschool program, per the law.
- ³ The data do not include children attending pre-K at an LEA as the Division of Special Education Services’ data count includes all children who received services, including those who are not in state funded preschool because they are home or in community settings.
- ⁴ Not all children were dually enrolled in state-funded preschool and Head Start. Some LEA’s are the Head Start grantee, while others are a delegate. Each LEA determines how state preschool funds and Head Start funds are used together. Private Provider Head Start programs participating in the Prekindergarten Expansion Grants are enrolled in both state-funded preschool and Head Start and use state Pre-K dollars to supplement Head Start funding.
- ⁵ Data are available only for children who do not attend Maryland Pre-K at an LEA, and race and ethnicity data were recorded as separate variables, with more than one race being entered for some students. Hispanic/Latino was recorded for some students along with race. Therefore, the numbers do not add up to the total enrollment. Additionally, the “Race is Unspecific/Not Reported” category is “Yes” only for students for whom entries were “Unspecified” or missing for all race and ethnicity categories. Children under 3 and/or over 4 are included in totals.
- ⁶ Data available represent only children who attend pre-K at a private provider.
- ⁷ State-funded preschool classrooms are located in public schools, child care centers, Head Start, and family child care homes. All programs that are not public schools are considered private providers.
- ⁸ LEA’s and all programs participating in the Blueprint for Maryland’s Future Pre-K and PreK Expansion Grant are required to provide a full day (6.5 hours). Other state preschool classrooms may provide a half-day (2.5 hours).
- ⁹ Policy requires LEA’s to have an early admissions policy to allow for enrollment of 4-year-olds who are otherwise eligible (economically disadvantaged or homeless) and who demonstrate educational needs warranting early admission into pre-K. LEA’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.
- ¹⁰ All children must meet age and income (homelessness, SPED, or MLL) requirements 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 LEA. Six school systems offer universal access for all 4-year-olds regardless of income.
- ¹¹ Developmental screenings are locally determined. Vision, dental, 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. Private providers in state funded preschool must also provide these services either directly or through referrals and may use grant funds to purchase these services.
- ¹² Pre-K grant funded programs must offer, either directly or through coordination with local school systems or local departments of health and social services, additional support services for prekindergarten families. These services may include parenting support or training including those with languages other than English, physical and mental health and wellness services, and early intervention for children with disabilities and/or special health care needs.
- ¹³ Maryland’s Early Learning Standards define the key aspects of development for children from birth through Pre-K 3 (4-year-old) entry. The New Standards were released in April 2024. The Maryland College and Career Ready Standards cover Pre-K to grade 12 ELA and Math.
- ¹⁴ The State’s Comprehensive 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 Technical Assistance Specialists provide support and coaching to individual programs.
- ¹⁶ The Maryland State Department of Education is currently involved in an extensive High Quality Instructional Materials (HQIM) project through the Council of Chief State School Officers which will include a Pre-K curriculum review and guidance for selecting evidence based curricula and technical assistance.
- ¹⁷ The state launched this fall a new early learning assessment that many LEA PreK programs and some private PreK providers are using. Next year, the participation is expected to increase. *KG - is this fall 24 or fall 25?
- ¹⁸ Locally determined as programs may select a preschool child assessment that addresses their needs.
- ¹⁹ Frequency of preschool child assessments is locally determined by LEA systems and private providers. The assessment that MSDE supports is conducted twice a year.
- ²⁰ Lead Teachers employed by nonpublic schools are not required to have a license, certification, or endorsement. However, some ECE Coursework is required (Child Growth and Development and Curriculum Methods and Materials).
- ²¹ Both LEA’s and private providers reported challenges finding qualified teachers.
- ²² The requirements can be found in [COMAR 13A.12.02.02](#) and are summarized here: Conditional License: 5-year or 3-year (special education only) non-renewable; Bachelor’s degree required (except for professional and technical education teachers); Issued only in teaching areas; Issued only at the discretion of a school district, state-operated school, or approved nonpublic school that cannot fill a vacancy with a professionally licensed teacher (contingent upon employment). Resident Teacher License: 3-year non-renewable; Established in MD law for candidates enrolled in an approved alternative preparation program during the residency phase (contingent upon employment); Bachelor’s degree required; and Issued only in teaching areas.
- ²³ Overall, there are 3 options: 1. high school diploma, 2. 5 years of public Pre-K experience in a public school setting, or 3. 15 years of public Pre-K experience in a nonpublic school setting. 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). As a result of Blueprint for Maryland’s Future, a CDA credential or an AA are required by 2027-2028. Additionally, assistant teachers in public schools can have 5 years of experience working in a publicly funded Pre-K as of July 1, 2024. Assistant teachers in nonpublic schools can have 15 years of experience working in publicly funded Pre-K.
- ²⁴ Written, individualized annual professional development plans are encouraged as a best practice, but not required for state-funded preschool.
- ²⁵ Coaching/mentoring is suggested as a best practice for professional learning, however, it is not required through state policy.
- ²⁶ All teaching staff funded through the Pre-K Expansion Grant, whether in a public school or a private/community-based setting, must be paid a salary that is commensurate with qualifications in alignment with the salaries and benefits of the LEA where the program is located.
- ²⁷ State policy does not require classrooms to receive structured observations of classroom quality but encourages these observations. Pre-K Expansion Grant and Blueprint Funded programs must participate in the State’s QRIS system which requires CLASS observations at the higher levels.
- ²⁸ All Blueprint and Expansion Grant programs have to participate in the QRIS and must be at least at a level 3 when they start. Programs then have 5 years to reach level 5. At level 4, programs begin receiving annual CLASS and ECERS observations. Other state preschool programs do not have to participate in the QRIS.
- ²⁹ The regulations require outdoor play in the morning and the afternoon except when the weather is inclement. For more information, see [13A.16.09.01A\(7\)](#). No specific amount of time is required.
- ³⁰ Statutory definition (Educ. §9.5-1101(b)): An outdoor, nature-based early learning and child care program is an early learning or child care program primarily operated outdoors in which children are enrolled on a regular basis for 3 or more hours per day. COMAR definition (13A.14.15.03): For the pilot, a “pilot” program is an early learning or child care program primarily operated outdoors where children are enrolled 3+ hours per day.
- ³¹ Maryland has adopted a policy framework, but as a pilot, not a permanent program. MSDE and the State Board then promulgated COMAR 13A.14.15 “Outdoor, Nature-Based Child Care License Pilot Program”. The chapter is now published in COMAR (current through the June 13, 2025 Register), with sections on purpose, applications, approval criteria, operator qualifications, and program requirements. MSDE opened applications for the pilot on May 19, 2025. By statute, the pilot runs through June 30, 2028, with a final report due December 1, 2027 to inform whether to modify/expand/make permanent.

MASSACHUSETTS – Commonwealth Preschool Partnership Initiative (CPPI)

- ¹ Funds were offered to cities, towns, regional school districts or educational collaboratives for the purpose of expanding high-quality preschool opportunities, on a voluntary basis, to children who are preschool eligible using the Massachusetts Preschool Expansion Grant public-private partnership model. These funds provide communities with the opportunity to expand access, align, and improve the quality of local early education systems serving 3- and 4-year-olds through partnerships between local public school districts and local Department of Early Education and Care (EEC)-licensed early education programs, and prioritize high-need communities.
- ² There were 89 children enrolled in CPPI for which age is unknown.
- ³ There is one child with a disability enrolled in CPPI for whom age is unknown.
- ⁴ A key pillar of CPPI's grant program is that children are served in inclusion classrooms in community-based settings. In FY25, grantees strengthened program designs that integrated Individualized Education Program Plan (IEP) services directly into EEC-licensed community-based settings. These programs are intentionally designed to reduce the number of transitions a child experiences throughout the day and offer extended care options to meet the needs of working families. The Itinerant Team model continued to evolve this year, with many districts not only embedding specialists such as Speech and Language Pathologists, Occupational Therapists, and Behavioral Specialists into local classrooms but also serving as mentors and coaches to educators in these settings. The result is a more seamless system of support for both children and educators across a child's full day. In FY25, 16.5% of CPPI-enrolled children received special education services demonstrating the continued reach and necessity of these services in early learning settings. In addition, over 200 children received additional instruction through tiered intervention supports, highlighting the proactive and accessible nature of CPPI which responds to developmental needs before formal diagnoses or designations are made. This approach allows communities to meet children where they are and reinforce skill-building across natural routines and peer interactions.
- ⁵ CPPI had 73 children enrolled in Head Start who were either under 3, over 5, or whose age is unknown by the state cutoff.
- ⁶ FY2025 state supplemental funding of \$18.5M for Head Start was given to 28 grantees. MA EEC does not distinguish between supplemental funding for HS and EHS, but funding can support both programs. Ninety-four percent of Head Start State Supplemental funds were used to support staffing and the remainder of funding supported mental health services, supports for children experiencing homelessness, high-quality learning materials, and professional development opportunities.
- ⁷ CPPI enrolled 130 Hispanic or Latino students under 3, 9 Hispanic or Latino students over 5, and 11 Hispanic or Latino children for whom age is unknown; 186 Non-Hispanic or Latino students under 3, 20 Non-Hispanic or Latino students over 5, and 17 Non-Hispanic children for whom age is unknown; and CPPI enrolled 2 students under 3 with unknown ethnicity and 61 students with unknown age and ethnicity. CPPI also enrolled 19 Asian students under 3, 1 Asian student over 5, and 1 Asian student for whom age is unknown; 55 Black/African American students under 3, 6 Black/African American students over 5, and 6 Black/African American students for whom age is unknown; 40 Multiracial students under 3, 5 Multiracial students over 5, and 6 Multiracial students for whom age is unknown; and 178 White students under 3, 15 White students over 5, and 12 White students for whom age is unknown; and 26 students under 3 for whom race is unknown, 2 students over 5 for whom race is unknown, and 64 students for whom race and age are unknown.
- ⁸ The state's data reporting allows families to submit up to three languages per child. Here, home language was considered "English only" if that was the only language reported in the home language variables. If a family listed any other language besides English spoken at home, then they were coded as "home language is a language other than English". Home language is English only for 175 CPPI students under 3, 13 students over 5, and 14 students whose age is unknown. There was a home language other than English for 140 CPPI students under 3, 15 students over 5, and 17 students whose age is unknown. Home language was unknown for 3 students under 3, 1 student over 5, and 58 students whose age is also unknown.
- ⁹ EEC does not distinguish faith-based centers within the data. There is a methodology change from previous years. Children are no longer double counted between the Head Start and private agencies.
- ¹⁰ Operating schedule was collected directly from CPPI grantees in FY25, indicating a data source change from FY24 and now includes schedules for public school classrooms who are CPPI program partners.
- ¹¹ Grant-funded classrooms must provide care for no less than six hours per day, five days a week, 10 months a year. Programs running 12 months a year, five days a week, 10 hours per day must be available to families in need of this service. Individual programs determine family need based on program criteria, with special attention to working families.
- ¹² Most public school programs use September 1st as the cut-off date for age-eligibility for kindergarten, although this cut-off is at local discretion, which explains some of the age variability reported for CPPI children. Children between the age of 2 years and 9 months old and 3 (as of the district cutoff) may be enrolled in CPPI grant-funded classrooms but they may not comprise more than 10 percent of the classroom. Because CPPI is integrated into EEC licensed programs, the programs continue all traditional approaches to enrollment, relying primarily on child care subsidies and parent tuition for children who are not funded through CPPI.
- ¹³ Districts and individual programs set their own criteria for enrollment. Communities serving a high percentage of high-needs children receive preference in the awarding of the grant.
- ¹⁴ EEC licensing requires a 1:10 staff to child ratio for children aged 2.9 - 5. In general, the average CPPI-funded class size is 20 with a 2:20 staff to child ratio. Grant funding covers children age 3 who will be entering kindergarten in two years and children aged 4 who will be entering kindergarten the following September. Programs operating in public school settings are required to follow CPPI requirements.
- ¹⁵ Programs operating between four and nine hours must provide a regularly scheduled meal in addition to a snack, while those operating more than nine hours must schedule two meals and two snacks. Parents or programs/providers may provide snack.
- ¹⁶ Additional requirements are in place based on where children are served. EEC does not specifically include a requirement for health screenings in CPPI classrooms. 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 (including a hearing and vision exam completed within 12 months of program admission), and documentation of screening for lead poisoning. The CPPI grant requires all programs to use the online ASQ-3 and/or ASQ:SE as a tool to gather parent perspectives and support families in understanding developmental milestones, partnering in the education of their child, as well as the referral, screening, and evaluation process. In addition to the ASQ-3 and/or ASQ:SE, nonpublic sites have additional requirements from Head Start and EEC.
- ¹⁷ It is a goal of the CPPI grant that programs build a referral process for children to be referred for services, however it is not an EEC licensing requirement that children be referred following a developmental screening. Additionally, some CPPI grantees are further along in their implementation processes than others, and early implementation grantees may not yet have the referral and services screening infrastructure in place.
- ¹⁸ Programs must identify concrete approaches to provide opportunities for meaningful family involvement that strengthens the capacity of families to support children's learning, development, and overall well-being.
- ¹⁹ The Preschool Guidelines cite WIDA, and WIDA is being utilized in some of the grantee communities and EEC encourages communities to utilize WIDA resources.
- ²⁰ The state is developing an approved list of child assessments aligned with some domains of the ELDS (language and literacy) but programs will not be required to use them.
- ²¹ 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 to local agencies or providers for training and other professional development.
- ²² CPPI's second Priority strand for funding decisions is "Building Locally Aligned Quality." As a part of these efforts, grantees work on strengthening the use of high quality curriculum materials and locally aligning preschool curricula. CPPI guidance prompts grantees to consider the ways that a specific curriculum meets (or does not meet) the state's criteria for curriculum quality. Utilizing the Curriculum Quality Rubrics as a guide, CPPI requires grantees to assemble a team to attend an EEC sponsored Curriculum Rubric Review training to review current curriculum or to complete a review of newly identified curriculum. The curriculum review process also supports grantees to consider the implications of the findings for curriculum choice, implementation, and alignment. In addition, EEC has developed curriculum reports that summarize the findings of independent validated curriculum review teams who used EEC rubrics to evaluate a curriculum's holistic foundational quality as well as quality in the key learning domains of language and literacy, mathematics, and social emotional learning.
- ²³ EEC reviewed the report and attended the NASEM convenings associated with the report. In EEC's analysis, the findings and guidance in the report were aligned with Massachusetts' curriculum quality criteria and curriculum review process.
- ²⁴ Non-public educators must have taken one course in Child Growth and Development (college course) and a total of 12 credits in Early Childhood Education coursework meeting certification distribution requirements. Grantees will be encouraged to re-evaluate teacher qualifications that align with quality initiatives such as a requirement of AA/BA-degreed educators or working toward attainment of a degree. CPPI dollars may be used to support degree attainment and strive to meet a high degree of

credentialed staff by the end of the grant, with an expectation to revisit teachers' individual professional development plans at renewal to gauge progress on proposed goals established for teacher qualifications. Currently there is no degree/teacher credential requirement for the grant, but EEC-licensed sites must follow licensing requirements, public school sites must follow Chapter 70 requirements, and some communities have requirements of their own.

- ²⁵ FCC Providers are classified differently from "Lead Teachers" in EEC's licensure system. They fulfill similar health and safety requirements for licensure as center-based educators, but do not require the same education qualifications. The EEC Essentials course is required pre-service training for all FCC educators.
- ²⁶ The number of educators in two CPPI public school classrooms is unknown in FY25.
- ²⁷ In the annual survey of EEC licensed providers receiving Commonwealth Cares for Children (C3) grant funds, 116 open positions were reported across 36 CPPI programs, or 41% of community-based CPPI providers; 48 of these positions were lead teacher positions across 28 programs.
- ²⁸ Lead teachers are given an extra year to complete required courses.
- ²⁹ Minimum hiring requirements introduced during the pandemic to provide alternatives to certification remained in place in the 2024-2025 school year. EEC does not collect data on how many teachers were hired under these alternatives.
- ³⁰ Assistant teachers in nonpublic schools must have a high school diploma or equivalent and must work at all times under the direct supervision of at least a qualified teaching staff person.
- ³¹ EEC Essentials Online Course, which educators must take prior to working in the field, is approximately 12 hours long. The annual required refresher course for educators covering health and safety is 3 hours long, however this course counts toward educators' annual professional development hours the first time they take it.
- ³² All EEC-certified educators are required to complete an Individual Professional Development Plan yearly, and program leadership utilize these plans to develop and offer training opportunities to staff.
- ³³ The StrongStart PDCs provide statewide professional development and coaching to programs. Professional development opportunities are a requirement of the CPPI grant which can be provided through job-embedded coaching and access to training topics. The CLASS Reliable Rater system also assists educators with their work with coaches and assists with feedback on coaching/mentoring plans. Monthly coaching visits are recommended, though the frequency of coaching or mentoring depends on the individual needs of the program or teachers.
- ³⁴ Programs make decisions at the local level on braiding other local, state and federal funding sources.
- ³⁵ The state funds go directly to the public school districts as the fiscal and programmatic managers of the grant. The public school districts are required to subcontract with community-based and non-profit organizations from their communities to implement the grant requirements.
- ³⁶ The CLASS Assessment Scoring system is used in all state-funded preschool classrooms twice annually. The scores are reported to the state.
- ³⁷ Grantees should identify and train, if needed, CLASS Reliable Rater(s) to administer observations, provide written observation notes and debrief scores with individual teams of all grant-funded classrooms. Grantees are allowed to use grant funds to support these activities. Additionally, grantees are permitted to share CLASS Reliable Rater(s) with other grantees, if necessary.
- ³⁸ EEC Licensing requires annual site visits, which include checks on health and safety, teacher qualifications, physical space checks, curriculum checks, etc. CPPI grant personnel monitor grants annually.
- ³⁹ EEC has discontinued the former QRIS and has launched a new Continuous Quality Improvement system which is currently being piloted with programs holding contracts to serve children with child care financial assistance. For more information about how EEC communicates about quality with providers, see [here](#).
- ⁴⁰ Half day programs: at least 30 minutes of outdoor time per day; Full day programs: daily indoor and outdoor time periods, weather permitting, which include both small and large muscle activities; at least 60 minutes of physical activity per day in full day programs.
- ⁴¹ EEC does not have any policies concerning "instructional minutes", however policies on outdoor time exist within the regulations concerning curriculum.
- ⁴² There is one CPPI partner program that is considered outdoor preschool. Partners are ultimately chosen by grantee leadership (public school districts).

MASSACHUSETTS – Massachusetts Chapter 70

- ¹ Chapter 70 funds are available to all school districts based on enrollment, P-12. There are 280 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 116 of these districts.
- ² The 5-year-old count reflects children who were either age eligible for kindergarten but enrolled in preschool or children who missed the kindergarten cut-off and turned 5 by the October 1 count. Kindergarten cut off dates are Determined locally.
- ³ FY2025 state supplemental funding of \$18.5M for Head Start was given to 28 grantees. The Department of Early Education and Care (EEC) does not distinguish between supplemental funding for HS and EHS, but funding can support both programs. Ninety-four percent of Head Start State Supplemental funds were used to support staffing and the remainder of funding supported mental health services, supports for children experiencing homelessness, high-quality learning materials, and professional development opportunities.
- ⁴ Differences in total preschool enrollment by race and ethnicity are due to the number of children over 4 years of age.
- ⁵ The majority of children are enrolled in public school 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 Beginning in the 2024-2025 school year, districts report to the Department of Elementary and Secondary Education (DESE) whether preschool children are enrolled part-time, which is defined as less than 25 hours per week (for free or for tuition) or full-time, which is defined as at least 25 hours per week (for free, partial tuition or full tuition). Here are the 2024-2025 data: Part time total: 15,478; Part-Time Free = 9,625 (3-year-olds: 3,761; 4-year-olds: 5,343; 5-year-olds: 521); Part time, tuition = 5,853 (3-year-olds: 2,477; 4-year-olds: 3,088; 5-year-olds: 288); Full time total: 15,980; Full time, free = 12,225 (3-year-olds: 2,696; 4-year-olds: 8,536; 5-year-olds: 993); and Full time, full tuition = 3,755 (3-year-olds: 1,078; 4-year-olds: 2,428; 5-year-olds: 249). For families paying tuition, rates are locally determined. However, these children are considered to be part of the program. The LEA might get Chapter 70 dollars for some of these children, but not always.
- ⁷ Public preschool generally runs two to five days per week for varying hours. Based on the way student enrollment data is now collected in the Department's Student Information Management System (SIMS), information is available on whether children are enrolled as part-time (less than 25 hours/week) or full-time (25+ hours/week).
- ⁸ Students can enroll in public preschools as early as 2 years, 9 months but they must be 3 years of age to be enrolled in the Department's SIMS. Local cut-off dates are 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.
- ⁹ For public school programs that integrate children with and without disabilities, the class size shall not exceed 20 with one teacher and one aide and no more than five students with disabilities. If the number of students with disabilities is six or seven then the class size may not exceed 15 students with one teacher and one aide. For public school preschool programs that are substantially separate (only enroll students with IEPs), the class size limit is 9 with one teacher and one aide. For additional information, see [here](#). For language related to children with IEPs being able to receive their services in community based preschool programs and for language around ratios and the definition of an inclusive preschool program, see 603 CMR 28.06 (7)(e)(1-2) and [603 CMR 28.06 \(7\)\(f\)\(2\)](#).
- 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 one 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 The delivery of comprehensive services in public preschool programs is Determined locally.
- ¹³ In the English Language Arts Framework, for example, there is an appendix that is focused on supporting students with disabilities. The Department has separate guidance documents on culturally and linguistically responsive practices as well as guidance on supporting students who are English learners, for example see [here](#) and [here](#).

- ¹⁴ The Department created a document for preschool and kindergarten educators that can be used to support the connection of our state's early learning standards with developmentally appropriate instructional and assessment practices. Formerly separate documents for preschool and kindergarten, this document has since been combined and is titled [Guidelines for Preschool and Kindergarten Learning Experiences](#).
- ¹⁵ The state continues to develop guidance on criteria for selecting evidence-based preschool curriculum models and a list of state recommended curricula. EEC is leading this work and is using a curriculum review rubric with Commonwealth Preschool Partnership Initiative (CPPI) communities, which includes public preschools and community-based programs. EEC is also in the process of reviewing preschool curricular programs and will be publishing the findings from this review. The findings will be shared with public preschools once available.
- ¹⁶ DESE provides resources through grant programs for professional development and coaching related to early literacy.
- ¹⁷ Preschool child assessments are Determined locally. As part of work funded with the state's Preschool Development Grant, DESE and EEC collaborated with AIR to review preschool language and literacy assessments. The outcomes of the reviews will be posted online. For additional information, see [here](#).
- ¹⁸ Hiring is done locally.
- ¹⁹ A bachelor's degree is required for a waiver for the candidate/teacher and the district must provide evidence of not being able to hire a licensed and qualified candidate. That would include submitting proof of advertising for the job, a list of any licensed candidates that applied and reasons that a licensed person was not qualified. The waiver was for certification requirements but DESE has not been able to access the number of preschool teachers with a waiver.
- ²⁰ Temporary Substitute Teacher is defined as an educator who is employed, on a temporary basis, for less than 90 consecutive school days in the same role, to take the place of a regularly employed educator who is absent. Any educator who is employed on a temporary basis for more than 90 consecutive school days in the same role must either be licensed for the role or working under a hardship waiver. Therefore, long term subs need to have a BA and a license or a waiver.
- ²¹ Minimum requirements for assistant teacher positions are Determined locally.
- ²² 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 four areas requiring at least 15 PDPs. For more information on PDPs, see [here](#). For more information on IPDPs, see [here](#).
- ²³ None are required; however, an educator has a maximum of 90 elective PDPs that they can earn and some or all of those PDPs could be in health and safety.
- ²⁴ Salaries, benefits and paid time are negotiated locally through union contract negotiations. Preschool is usually, but not always, covered by the union.
- ²⁵ In FY25, the statewide foundation budget for preschool students was \$176,370,746, out of which Chapter 70 aid covered 47.48% (\$83,748,737). Statewide, the total Chapter 70 foundation budget was \$14,535,103,400 with Chapter 70 aid covering \$6,901,918,685 (47.48%). Districts were required to spend \$7,972,055,321 in total in FY25 based on their foundation budgets, including the education of preschool students, if applicable. Districts may spend more than what is required by generating additional revenue from other sources such as grants or tuition. Total funding from required local sources was estimated as 52.52% of the foundation budget for preschool students.
- ²⁶ School districts can use these funding sources to support preschool, but the extent to which they do is unknown.
- ²⁷ Chapter 70 funding is used to support the cost of preschoolers served in public school buildings. Partnerships between school districts and nonpublic providers happens through the state's CPPI program.
- ²⁸ Classrooms require a licensed teacher (i.e., a teacher with a PK–2 Early Childhood license), and 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 four standards of effective teaching practice, which are informed by observations (among other forms of evidence).
- ²⁹ 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.
- ³⁰ Districts are reviewed, P-12, every three years through Integrated Monitoring Reviews (IMR). More information on IMR is found [here](#).
- ³¹ Whether outdoor time counts toward instructional minutes depends on the nature of the outdoor time. For example, recess is not counted time toward instructional minutes; however, outdoor learning classrooms would count towards instructional minutes.

MICHIGAN – Michigan Great Start Readiness Program (GSRP)

- ¹ Intermediate School Districts (ISD) grantees allow any district, that chooses, to offer the program.
- ² A total of 10,061 children attended Michigan's Developmental Kindergarten (DK), including 6,761 four-year-olds.
- ³ These children are in GSRP/Head Start Blended slots with both programs funding a part-day slot. Children receive a full-day program.
- ⁴ Enrollment by race/ethnicity comes from a different data source than the total number of children.
- ⁵ The data source that allows for this breakout is different than the source used for the total funded and served count.
- ⁶ Part-day and GSRP/Blend programs are reimbursed at (\$5,093) per child, Extended GSRP/Blend at (\$6,111) per child, School-day classroom programs at (\$10,185) per child, and Extended Program classrooms at (\$12,222) per child. The minimum operating schedule for state funded programs is 3 hours per day for 4 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 only. Legislation allows for a GSRP/Head Start Blend option which is included in the school-day count. The operating schedule may vary depending on the program option. The requirement for a part-day program is 3 hours per day, for a minimum of 4 days per week for 30 weeks. For school-day and GSRP/Head Start Blend, the formal partnership requires minimally 6.5 hours per day, 4 days per week for 30 weeks of teacher/child contact time. A new program option began in FY24, the Extended program option, which requires a minimum of 180 days and 36 weeks. Dates when school begins and ends are Determined locally.
- ⁷ GSRP is aligned to kindergarten age eligibility law and that allows for exceptions to the September 1st cutoff by parental 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.
- ⁸ There are 7 factors that are used for priority eligibility: low family income (below 400% 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. Children at or below 400% FPL are prioritized for enrollment over those from families that exceed 400% FPL.
- ⁹ 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 length programs typically provide breakfast, lunch, and snack. The minimum number of meals and/or snacks required is set by licensing, dependent on the length of the day.
- ¹⁰ Programs typically develop local referral guides to support staff to make appropriate referrals for families.
- ¹¹ State policy provides an approved list of child assessments aligned with the ELDS that programs must choose from. A process was developed to evaluate newly submitted and currently approved comprehensive child assessments for potential inclusion.
- ¹² An online, self-paced training module on the new Early Childhood Standards of Quality for Birth to Kindergarten (ECSQ B-K) is available. Additional supplemental resource sheets to support ECSQ B-K implementation have also been created and are available for programs.
- ¹³ 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. Beginning in 2021-2022, GSRP legislation allows programs to request funding to move to a new child assessment tool from the approved list or to purchase an updated version of the child assessment tool currently in use.
- ¹⁴ The following comprehensive curricula are included on the list: Reggio Emilia, Project Approach, Montessori, HighScope, Creative Curriculum, Connect4Learning, and Early Foundations.

- ¹⁵ The following tools are approved for use in GSRP: COR Advantage; Teaching Strategies GOLD; Desired Results Developmental Profile (DRDP); and Learning Accomplishment Profile (LAP). Teaching teams need to be provided professional development opportunities in the selected assessment tool. It is only when using LAP fully as an observational tool that it is allowed in GSRP. Although the LAP, through its design, can be used as a pull-out model of assessment, it may not be done in this manner in GSRP.
- ¹⁶ All lead teachers must have Elementary teaching certification with an Early Childhood endorsement, Birth to Kindergarten teaching certification, Prekindergarten to 3rd grade teaching certification, 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 three years. ISDs must sign-off on and monitor the person's compliance plan.
- ¹⁷ 640 Lead Teachers are on a compliance plan to meet qualifications.
- ¹⁸ Long-term substitutes must meet lead teacher qualifications and are required to have a BA.
- ¹⁹ An assistant teacher may have a CDA or an Associate 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 three 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.
- ²⁰ Sixteen hours of PD per year are required for licensing. 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.
- ²¹ All classrooms are assigned an Early Childhood Specialist (ECS, i.e., coach) who has contact with each classroom at least monthly during the program year for the purpose 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.
- ²² State funds include \$18,000,000 for reimbursing transportation and \$25,000,000 for start up expenses.
- ²³ Intermediate School Districts (ISDs) serve as GSRP grantees and either provide the program or choose school districts and Community-Based Organizations to serve as subrecipients to provide the program.
- ²⁴ Classroom Coach and CLASS are tools approved for use in required program evaluation with the chosen tool a local ISD (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 of those teams will again have an observation in the spring. Other classrooms must be observed at least once every three years. 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.
- ²⁵ At the local level Classroom Coach 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. MiLEAP 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.
- ²⁶ Typically, the MiLEAP monitors ISDs as GSRP grantees. ISDs are required to provide oversight and monitoring of subrecipient practices, such as having 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.
- ²⁷ Sixty minutes of outdoor time is required for school day programming.

MINNESOTA – Minnesota Head Start

- ¹ Head Start and the other programs administered by the Early Learning Services division at the Department of Education transitioned to the Department of Children, Youth and Families in July 2024.
- ² Only federally designated Head Start programs are eligible for state supplemental Head Start funding. 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.
- ³ Programs determine at the local level if they will use their state supplemental funding for Head Start or Early Head Start. Early Head Start enrolls children ages 0-3. Head Start enrolls children ages 3-5. Data is not available to provide a state-funded breakdown by age. In FY 2024-25 state-funded Head Start enrollment was 617 (\$12,053,618) and State-funded Early Head Start enrollment was 946 (\$19,064,763). Head Start programs also had an opportunity to use state funding to build program capacity, staff and staff development, or reconfigure their space to provide services to children (\$3,981,619). The total annual state funding for Head Start and Early Head Start is \$35.1 million annually in FY 2025. The trend continues to shift toward using state supplemental funds for Early Head Start.
- ⁴ Minnesota mandates special education and related services for children with disabilities from birth to age 21 under the Individuals with Disabilities Education Act (IDEA) (Part C for birth to 3 and Part B for 3 to 21) and provides support for children at risk of delays through its Early Intervention programs. The state also has birth registration requirements, including evidence to support the birth and the mother's presence in the state, and may waive these if specific conditions are met.
- ⁵ This state-funded preschool is Head Start.
- ⁶ In addition to the funding specifically for Head Start and Early Head Start, \$3,981,619 supported programs in other ways beyond additional slots.
- ⁷ The Head Start state funding application includes all federally and state-funded locations and enrollment. Many of the programs use a mixed funding model.
- ⁸ 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.
- ⁹ Children who turn 3 after September 1st may enroll if slots are available. Eligibility and enrollment are determined at the local level per Head Start performance standards.
- ¹⁰ New Federal Head Start Program Performance Standards that expanded the eligibility for American Indian/Alaskan Native and Migrant/Seasonal programs were established in August 2024. 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, and participation in SNAP. 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 which may include income to be eligible.
- ¹¹ 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.
- ¹² 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.
- ¹³ Federal Head Start Program 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.

- ¹⁴ 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.
- ¹⁵ 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 but one state-funded Head Start program participates in Parent Aware. Head Start programs are required to follow federal regulations so assessment frameworks are aligned with developmental standards that are aligned with MN ELDS.
- ¹⁶ Minnesota Head Start programs must comply with federal Head Start Program Performance Standards which are aligned or higher than Parent Aware indicators. Therefore, Head Start programs may utilize an automatic 4-star rating pathway for the state QRIS, Parent Aware. The application for the automatic rating is included as part of the annual state funding Head Start application process. 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.
- ¹⁷ Head Start Program Performance Standards require that center-based and family childcare 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 curricula. Programs may nominate one curriculum or a bundle of curricula. All state-funded Head Start programs participate in the state's QRIS.
- ¹⁸ This [link](#) includes the list of comprehensive and subject-specific curricula.
- ¹⁹ Review committee includes representatives from the Department of Children, Youth, and Families, Department of Education, Child Care Aware of MN (contracted to oversee the state QRIS) Contractors who perform the actual review prior to full committee review and approval.
- ²⁰ Training and coaching are required per federal [Head Start Program Performance Standard 1302.92\(b\)\(6\)](#).
- ²¹ Programs determine curriculum at the local level. Programs select child assessment at the local level. Approved [Parent Aware Assessments](#).
- ²² New Head Start Program Performance Standards may include additional regulations for staff and staff wellness. 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. Head Start programs may also obtain annual required training for child care licensing and/or Child and Adult Care Food Program (USDA).
- ²³ Requirements for Lead Teachers in Licensed child care is lower than public schools. Requirements are per federal Head Start Program Performance Standards.
- ²⁴ Head Start federal Program Information Report asks programs to provide information on education/child development staff turnover. Many programs in Minnesota were also working hard to maintain full enrollment, citing lack of staff as a reason for being underenrolled.
- ²⁵ Programs may use state supplemental Head Start funds for incentives to recruit or retain staff.
- ²⁶ Assistant teachers must meet Department of Children, Youth, and Families licensed child care center/family child care regulations in addition to the Head Start program performance standards, which includes a CDA.
- ²⁷ 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. Any new federal Head Start Performance Standards are not reflected here.
- ²⁸ Per Head Start Performance Standards, programs are required to implement a research-based, coordinated coaching strategy for education staff.
- ²⁹ New federal Head Start Program Performance Standards have regulations related to pay parity with public schools by 2031. Salaries are determined by each federal Head Start grantee at the local level.
- ³⁰ 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. The state's average scores from the CLASS monitoring are compared to the national average. Training or coaching opportunities are recommended by the state to local programs and the state Head Start association. The state's QRIS, Parent Aware, requires CLASS observations and coaching to receive a 4-star rating (highest).
- ³¹ Per federal Head Start monitoring protocol. In addition, programs that are licensed through the Department of Children, Youth, and Families or certified license exempt receiving Child Care Assistance Program (CCAP) are subject to annual review by the DCYF Licensing Division.
- ³² Center-based Head Start programs and their child care/school-based partners who participate in the state's QRIS program are eligible to receive an Automatic 4 Star rating (highest). All Head Start programs have participated in previous years, but this year one Head Start program has opted out.
- ³³ Minnesota has a Children's Outdoor Bill of Rights. This website provides information, action planning [materials and resources](#). There are also Outdoor and Nature based resources for Early Childhood programs [here](#).
- ³⁴ [Minnesota's Outdoor Air Quality Guidance for Schools and Child Care: Recommendations/Guidance](#) is optional.
- ³⁵ Definitions of Outdoor and Nature-Based Learning: Outdoor education: Education that occurs mostly in the outdoors and is focused on engagement with the outdoor environment. Examples: a teacher brings plastic blocks to an outdoor table for play, brings easels outdoors for children to paint with tempera paint, or follows a predetermined theme of the week outdoors such as a certain shape or color. Ropes or obstacle courses are also an example of outdoor education. Nature-based education: Nature as the central organizing feature of the curriculum and a focus is made on children forming a connection with the natural world and how the natural world supports children's development. It can be conducted indoors or outdoors. Additional information is found [here](#).
- ³⁶ Additional information is found [here](#).

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

- ¹ Administration of the Voluntary Prekindergarten and School Readiness Plus (VPK/SRP) and other early learning programs transitioned from the MN Department of Education to the Department of Children, Youth and Families (DCYF) in July 2024. The transitioned Early Learning Services Division (ELS) at DCYF oversees VPK/SRP and other state-funded early learning programs and funding streams that construct Minnesota's early learning landscape. These include early childhood special education Part C (ECSE), school readiness (3-4 preschool programs), early childhood family education (ECFE), early learning scholarships (ELSA), 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. The Child Care Services division from the Department of Human Services also transitioned to DCYF and organizationally resides with ELS under the Assistant Commissioner for Early Childhood.
- ² The funding allocation process for the available VPK/SRP seats (currently 12,360) uses a formula that is outlined in state statute to assure equitable geographic distribution of available funds. The state is divided into 5 classifications with a seat percentage calculation that is based on the percentage of state total kindergarten enrollment residing in 4 defined geographic areas and includes a 5th category for charter schools. The regions and percent of enrollment for each in 2025 was: Minneapolis (3.5%), St. Paul (4.5%), metro suburban (40%), non-metro (43%), and charter schools (9%). The funding percentage calculation formula is adjusted yearly based on kindergarten enrollment totals. The School Readiness program allocates funding to all independent school districts (ISD, 319) based on census count information and is used to support programs supporting preschool experiences for children aged 3 and 4. School Readiness and Pathway I and II Scholarships are made available to students with identified risk factors.
- 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 kindergarten poverty concentrations (includes free and reduced (FRL) lunch student population information). Schools with previous year funding must renew to continue receiving funding and may ask for expansion funding. All schools may request new site 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 child care sites within a 10- or 20-mile radius. Applications are then ranked, and funding is allocated by renewing existing

- programs and then allocating remaining seats following the regional percentage distribution and site ranking system.
- 4 There was a significant funding increase for FY25 that resulted in an enrollment pattern that extended into the fall past the usual October 1 deadlines. This required some flexibility in accounting calculation practices.
 - 5 Beginning in 2024-25, enrollment data entry practices were changed allowing Dual Enrollment of ECSE students in both ECSE and VPK seats.
 - 6 There is a growing number of mixed-delivery partnerships between districts and Head Start. However, the specific number of students served dually by VPK and Head Start is not available.
 - 7 In addition to the funding specifically for Head Start and Early Head Start, \$3,981,619 supported programs in other ways beyond additional slots.
 - 8 There is a very small number of children in non-district owned buildings as many Head Start programs are within district owned spaces.
 - 9 Of the total 369 funded sites, 260 sites operated 510 hours or more, 79 sites operated 425 to 510 hours, and 30 sites operated 35 to 424 hours.
 - 10 Programs must provide a minimum of 350 instructional hours per year. Districts meet or exceed this requirement in a variety of ways (e.g., 5-day per week half-day program, 3-day per week full-day program, etc.). All programs must offer a minimum of 350 instructional hours (.42 ADM) per year, but all programs may be funded for up to 510 instructional hours per year per the .6 ADM legislated funding cap. Districts are encouraged to use the full amount of available funding and may also increase instructional hours to 1.0 ADM (850 hours) or greater by braiding and blending other available funding sources with VPK/SRP monies. This is encouraged as VPK/SRP students generally qualify for other early childhood funding such as School Readiness, and Pathway I or II early learning scholarship funds. The locally designed instructional calendars are often in response to geographical, parent need, transportation, and facility capacity issues. This leads to a variety of schedules including full- and part-day options. Data shows that each year more programs are offering full-day options. This is in response to parents wanting full-day options, reduced transportation costs due to pairing with existing routes, building capacity in areas of state with child care deserts, and stronger outcomes for students.
 - 11 VPK/SRP is funded as a grade level and therefore the days of operation per year generally follow the same guidelines and calendars as elementary schools in Minnesota. Schools may request an extended school year calendar.
 - 12 During the 2024 legislative session, new eligibility requirements were set. Due to the late ending of the session, the requirements will be fully implemented in the 2025-26 school year, though districts were encouraged to give priority preference to students with identified adversity for 2024-25. The eligibility criteria will require students to meet age eligibility and at least 1 risk factor. Risk may also be determined by the district on a case-by-case basis.
 - 13 Qualifying for free or reduced price lunch is one eligibility factor (SRP). This continues to be the case with updated statutory eligibility criteria. This [document](#) outlines new eligibility criteria.
 - 14 In all state classrooms with VPK/SRP and other state preschool funding (e.g., School Readiness, Early Learning Scholarships), the ratio is 1:10 with a capped class size of 20. The cap of 20 includes all students in the classroom including special education. The special education staff does not count as part of staff ratio unless the staff is embedded in all classroom practices and interactions with students.
 - 15 All VPK/SRP programs were encouraged to serve at least one meal (breakfast or lunch) and/or snacks to all students. Programs operating more than 3 hours/day must serve a meal. Program hours and transportation schedules may impact access to food. Minnesota continues to feed all children in school-based programs for no charge regardless of socio-economic status.
 - 16 Screening professionals use interpreters and culturally normed tools whenever available. Other required components of screening include referral to health, early childhood mental health, education/child care/ECFE, early childhood special education, or other services for any concerns; a review of health care provider coverage; a review of risk factors which may impact learning; and a summary interview with the parent to discuss results and referral plans together. There is not a screening for dental and physical health, but recommendations/information about regular dental (every 6-months) and physicals (annually) are provided. Referrals to family home visiting and food assistance, McKinney Vento, migrant education, and foster care contacts are made available. Additionally, if there are financial concerns, resources to state funding sources are supplied.
 - 17 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.
 - 18 During 2024-25 Early Learning and Child Care services transitioned into a new state agency called the MN Department of Children Youth and Families. Part of this decision was based on the desire to create a more comprehensive and connected system of supports for Minnesota families as there continues to be increased needs for students and families. Many projects initiated with PDG funding that are working at both the state and local levels are making progress in better coordination of health, human service, and education services. Help Me Connect, Help Me Grow, and MN Bridges to Benefits are both improving access and referral processes.
 - 19 The updated and under review 2028 ECIPS is posted and being used. It has been aligned with Kindergarten standards and has strengthened cultural and home language references. In companion with this document and ongoing guidance are the Teacher Knowledge and Competencies Framework documents which have grown to include trauma-informed and working with multi-lingual families competencies.
 - 20 The state provides a list of four approved prekindergarten assessments. The tools are: TS GOLD, COR Advantage, DRDP, and Work Sampling. They are aligned to the MN ECIPS, MN's ELDS. MN requires Entry and Exit data be reported annually for each child. The Winter observation period is optional but recommended for inclusion with the data submission. When the data from each of these tools is reported to the state, the data can be extracted, cross walked with the ECIPS and uniformly analyzed to understand the impact of the VPK program and also used locally to local reporting requirements and decision-making.
 - 21 All ECIPS and related learning materials are moving to the new DCYF webpage including materials to support the use of the ECIPS by multiple audiences including families and professionals. Resources on the website are generally aligned or reference the ECIPS or the Knowledge and Competency Frameworks. [ECIPS](#); [Professional Development](#); Assessment webpage is transitioning to DCYF and currently not available. Information from that page is being sent in PDF format to districts.
 - 22 New supports have been provided in response to the READ Act which provides professional development allocations that are used to pay for registration costs/materials for the approved training programs. This includes VPK/SRP teaching staff for LETRS training, local decisions are made as to the scope of training for PreK teachers. Curriculum selection is part of the QRIS system review. The state requires that VPK/SRP provide comprehensive program content including the implementation of curriculum aligned with the state early learning standards. The use of a single comprehensive curriculum is recommended, but programs may bundle individual curricula as long as all learning domains are included. Districts and charter schools must use a curriculum from the approved Parent Aware list or complete the curriculum approval process if using a self-designed curriculum. In 2023-24, many curriculum related trainings were related to the READ Act, and outdoor learning was a focus of training and many new materials were created and posted on the [DCYF webpage](#). There is also much work with Mental Health trauma-informed supports and guidance for teachers.
 - 23 This [link](#) includes the list of comprehensive and subject-specific curricula. The Parent Aware website lists all approved curriculum alphabetically and notes which are domain specific. For VPK, districts document specific curriculum(s) being used each year. The top Comprehensive for VPK are: Creative Curriculum, High Scope, Big Day for PreK, Frog St., and self-designed and approved by Parent Aware process.
 - 24 The current review process includes: Has a research basis or philosophy statement; Includes goals and objectives for children's learning; Describes the setting/layout/environment needed to carry out the curriculum; Provides instructional approaches to help children achieve the goals and objectives; Includes examples of young children's learning experiences, with examples in each of the domains in MN's ELDS. This is a [link](#) to the current process for submitting a curriculum for review. It is under discussion for revision as part of the Parent Aware revision process.
 - 25 These are the state team members involved in the curriculum approval process that is connected to the Parent Aware Quality Rating system. For state-funded programs there is local control and connections impacting many curriculum decisions. Individuals from schools or child care programs can submit curricula not on the list for review; these can be publisher or self-designed curricula.
 - 26 The following factors are impacting this work: Move to new Agency; decoupling some previous practices from MDE and moving to DCYF (Standards); revising the Parent Aware processes to better align with NAEYC, Head Start, and VPK; and a large change in personnel.
 - 27 In process of discussion. It is anticipated that this information will impact processes, but not confirmed at this time.
 - 28 The four tools are: Teaching Strategies GOLD, COR Advantage, DRDP PS, and Work Sampling (P3 and/or P4). All districts must use the online version of the assessment and submit the data for each child at time of entrance and exit. The data is usually submitted in the spring at the end of the school year. Training is provided on the use of each of the four preschool assessment tools.
 - 29 The requirements for VPK lead teachers in non-public schools is the same as those for VPK/School Readiness in public schools. Programs receiving Pathway II/Early Learning Scholarship funds in non-public school settings must meet teacher and professional learning requirements established by MN Child Care Licensing. Professional

- learning is monitored through the DEVELOP system. Through PDG funding the Unifying Mixed Delivery Coaching Framework is being launched which outlines efforts of support and alignment for development efforts for the Workforce, Programs, Communities, coaches (individual and community), and the MN State System.
- ³⁰ Hiring practices and position descriptions are being reviewed and revised to meet the changing requirements that will be implemented in 2028. In 2023, Legislation was passed requiring lead teachers to be qualified licensed teachers, by July 1, 2028. Qualified will mean licensure in Early Childhood Education (Birth-Grade 3), or a Pre-Primary endorsement (Age 3-Pre-K), or the older Pre-kindergarten (Pre-K) license. There are many workforce supports being implemented including compensation and wage scale [initiatives](#). For 2025, current VPK Statute were used requiring that teachers are knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. MN Statute also requires that VPK instructional staff receive salaries comparable to the salaries of local K-12 instructional staff. These requirements apply to VPK public, charter, Head Start, or community mixed-delivery site partners. At a local level, programs determine if a candidate has appropriate background and experience. Much emphasis is placed on continuous improvement using the required Teacher-child interaction observation tools to inform professional development decision-making. These learning experiences must be documented for schools to receive an automatic 4-star rating in the Parent Aware system. The credentialing work and support is also aligned with the State's tiered teacher licensing framework that is overseen by PELSB. There is much cross agency work happening to provide multiple pathways to licensure as well as continued professional growth.
- ³¹ Additional information on teacher tiered licenses and pathways is found [here](#) and [here](#). Additional information for nonpublic providers receiving Early Learning Scholarship funds is found here: Licensing Teacher Requirements is found [here](#). Required Training information is found [here](#).
- ³² VPK Family child care mixed delivery partners need to meet all requirements of VPK funding to qualify and enroll children. To receive Early Learning Scholarship funding Family Child Care must meet Parent Aware [requirements](#).
- ³³ DCYF continues to work with the STAR teacher credential system to be inclusive of teachers with varying licensure/credentials to accurately report a picture of lead teaching staff.
- ³⁴ From anecdotal evidence, many schools reported difficulty with finding licensed teachers and were looking at "grow your own" programs to mentor paras and other support professionals so that they could become part of the teaching staff. Here is the [link](#) to the 2023 workforce study that looks more widely at the MN ECE Workforce.
- ³⁵ More information is found [here](#). There have been efforts to implement CDA programs in conjunction with high school CTE programs as there are efforts to build the workforce. MN has TEACH, RETAIN scholarships and recently added the Great Start Compensation programs that are all working to support educational attainment and increase wages.
- ³⁶ Assistant teacher requirements are determined by the district or 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 and any additional requirements specific to district or charter school staff, for example new requirements from the READ Act or to meet district practices aligned with MTSS plans, etc. They would be outlined in the MOU between partners.
- ³⁷ VPK sites are required to provide high-quality coordinated PD, training, & coaching for 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 observation tools are recommended: CLASS, Danielson, Marzano, & TPOT. This is a decision often tied to teacher contracts within a district. Staff with teaching licensure have prescribed areas of PD to renew a teaching license, including: Positive Behavior Interventions, Reading Preparation, Mental Illness Awareness, Suicide Prevention Strategies, English Learners Best Practices, & Cultural Competency Training. Through the Parent Aware Quality Rating system, districts must document 10 hours of curriculum & assessment training annually for all VPK staff. Districts & charters with VPK are automatically rated as 4-star programs as the VPK legislated requirements meet or exceed the Parent Aware rating criteria.
- ³⁸ For non-public settings, this is determined by the program's regulating agency.
- ³⁹ Professional development plans are informed by the observational measure of adult-child interactions selected by the district or program type. The information is used to guide PD decisions locally. The State also collects information from VPK programs through the Annual Program Survey. This information is used to identify PD topics and formats that help DCYF and MDE identify best uses for available resources and also ways to support district PD efforts. DCYF is working increasingly on leveraging PD that encourages coordination and collaboration between Districts/charter schools and local child care and Head Start partners to implement strategies that support the alignment of professional development, instruction, assessments, and pre-kindergarten through grade three curricula. This work is included in the development of MN Unified Mixed Delivery Coaching Framework.
- ⁴⁰ Statute requires that schools 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; and implement strategies that support the alignment of professional development, instruction, assessments, and prekindergarten through grade 3 curricula.
- ⁴¹ The State is working to align requirements and use the revision of the Parent Aware Standards as an opportunity to develop better alignment using a lens of continuous improvement.
- ⁴² Districts sign a Statement of Assurance that includes statute language requiring that VPK teachers are paid comparably to K-12 teachers. All contracts are locally negotiated. With the requirement that all district early childhood teachers be licensed by 2028, there has been elevation of union and contract negotiation issues as the new rules have budgetary implications for most districts.
- ⁴³ 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.
- ⁴⁴ With the transition to the new DCYF agency bringing school, Head Start and Child care program administration under one agency, there is a greater emphasis on mixed delivery partnerships and funding. VPK districts and charter schools are encouraged to partner with Head Start and other community-based child care programs to form mixed-delivery partnerships. 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. This assures that all program requirements are met and documented as required. All funds flow through the public school district and are paid by the district to the mixed-delivery partner. Other state funds that are used for preschool program access include: School Readiness funds allocated to districts for 3- and 4-year-old with eligibility criteria; Early Learning Scholarships which can be used by Birth-4 year olds in Parent Aware rated schools, Head Start, and child care centers and family settings. Pathway I funds follow the child should they change setting. Pathway II funds are given to and allocated at the site of attendance.
- ⁴⁵ VPK 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. From data collected, DCYF is learning that many sites use a variety of tools as determined by the district, but pair them either formally or informally with CLASS. DCYF is using CLASS PD opportunities as a bridge between school, child care, and Head Start practices as a way to form better coherence of practice within community mixed delivery relationships.
- ⁴⁶ VPK programs are required to use a measure of teacher-child interaction as a tool to provide formative feedback. The Department has identified CLASS, Danielson Framework, Marzano, and/or TPOT (for Pyramid trained programs) as appropriate tools for use in an early childhood classroom. Schools are also using different tools (including self-designed) or a combination of tools as they are incorporating VPK into the K-12 system. DCYF is preparing further guidance on this topic.
- ⁴⁷ DCYF and MDE provide limited training so generally speaking, districts use their professional learning funds to provide reliability or validity training for their chosen teacher-child interaction tools. Districts are also urged to form PLCs or work groups that focus on improving teacher understanding of the indicators used by the selected tool. With new PDG grant funds, greater focus will be on coaching and mentoring practices within a mixed delivery system. One of the initial pilots includes CLASS 2.0 updates or initial training. Districts with mixed delivery partnerships have been invited to participate for no cost.
- ⁴⁸ The State collects information about PD needs and trends through the Annual VPK Program Survey. For 2024-25 school year, the top uses of the collected data are: (1) Setting individual staff professional learning goals; (2) Coach or mentor individual teachers on topics identified through the observation; (3) Complete contractual staff evaluation requirements; (4) Determine collective goals and topics for staff professional development activities. Over 75% of the districts report using the same tool as K-12. About 14% say they have aligned the early childhood tool with the K-12 tool.
- ⁴⁹ School-based VPK programs are automatically 4-star rated in the state's QRIS system as program standards meet or exceed requirements. Programs must complete a bi-annual application to be approved and to qualify them to receive Pathway I and II Early Learning Scholarship funds which are often blended or braided with other public dollars to pay for the full cost of the prekindergarten program offered to preschool-aged children. The scholarship and VPK eligibility requirements are now closely matched, which generally qualifies VPK students for scholarships that may be used to pay for the part of the day currently unfunded by VPK or pay for extended day and summer services.

- ⁵⁰ This [website](#) has resources related to outdoor learning. A PDF with links to many of the resources is found [here](#).
- ⁵¹ Generally speaking, outdoor time is encouraged as planned curriculum time. The time must be planned and supervised in the same manner as other curricular activities to count as instructional time. Outdoor time counts when it involves teacher planning and interaction with child-initiated play. Recess type breaks associated with mealtime does not count unless it involves planned activities and interaction with the classroom staff.
- ⁵² The Minnesota Children’s Cabinet has created a Children’s Outdoor Bill of Rights that is used to substantiate the inclusion, importance, and scope of Outdoor Play within programs. Nature-Based Learning Programs: Reviews case studies of multiple early learning programs that deliver nature-based learning to young children in Minnesota, provided in their own words. Examples demonstrate that nature can be explored in any outdoor environment, in any program type: rural, urban, suburban, and for infants and toddlers. This is not a formal definition but enhances the intention of the Bill of Rights.
- ⁵³ The state is collecting information about nature-based programs. This [map](#) has a list of self-identified Preschools. Sixteen of the 17 have VPK funding.
- ⁵⁴ There is a lot of guidance that is being developed using PDG funds. This guidance is not specific to state funded VPK programs but is incorporated into general VPK program implementation guidance.

MISSISSIPPI – Mississippi Early Learning Collaborative (ELC)

- ¹ There are 40 Early Learning Collaboratives (ELCs). Most of the ELCs are led by school districts, but three (3) are led by nonprofit organizations. Additionally, a few ELCs include multiple school districts. ELCs operate in 41 out of 82 counties in Mississippi consisting of both rural and urban communities.
- ² Children with disabilities are enrolled in the state-funded pre-K program. Mississippi also supports children with disabilities with a Preschool Development Grant in a blended pre-K program. The “Blended Pre-K Program” provides children a general education environment where children with IEPs are also enrolled so they learn from and alongside their peers.
- ³ All the ELCs have Head Start partners. In 2024-2025, the ELCs had 1,691 Head Start children enrolled in the programs with 365 being reported as dually enrolled, meaning that both Head Start programs and school districts count children in their total enrollment.
- ⁴ All programs operate on a full-time status (5 days/30+ hours per week). 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 have the option to operate for fewer than 6 hours per day/30 hours per week; however, funding is decreased by half should they elect to do so. During the 2024-25 school year, no programs elected to operate for fewer than 6 hours per day.
- ⁵ Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age. 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. In addition, some collaboratives utilize child academic screening information to determine eligibility.
- ⁶ 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.
- ⁷ All programs provide a minimum of one meal per day. Meals meet nutritional requirements identified in the USDA CACFP Guidelines. Most programs provide breakfast, lunch, and snack.
- ⁸ The developmental screener used for the 2024-25 school year was the Brigance Screen III. This assessment is used twice during the school year, and scores typically show growth across all sites (show whether children meet or exceed expected age-level outcomes). Children are required to be referred for services when needs are identified. In addition, because ELC partners with Head Start, a physical and dental exam are required by children enrolled in Head Start as required by the Office of Head Start.
- ⁹ Standards also include Social Studies and the Arts.
- ¹⁰ All programs are provided with developmental checklists, which are aligned with the Early Learning Standards for use with individual children and included in kindergarten transition folders.
- ¹¹ Mississippi Beginnings: Pre-K is the comprehensive curriculum and Building Blocks (Math) is the subject-specific curriculum.
- ¹² For additional information, see this [link](#) and this [link](#).
- ¹³ Public School lead pre-K teachers 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 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.
- ¹⁴ At present, there is no formal policy or established guidance at the state level regarding the qualifications or classification of long-term substitute teachers. This matter is currently handled at the local level by individual school districts, Head Start programs, and childcare centers. Further discussion is needed to determine whether statewide standards or expectations should be developed.
- ¹⁵ An assistant teacher in the ELC program shall possess an associate degree in early childhood education, child development, or an equivalent field; or an associate’s degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification; or a high school diploma/GED and verification of WorkKeys and a Child Development Associate credential, a Montessori certification, or an equivalent certification (at least 12 ECE credit hours).
- ¹⁶ Hours of in-service professional development must include 1 clock hour of literacy.
- ¹⁷ The state allocated a total of \$29 million to the ELC program during the 2024-25 program year.
- ¹⁸ “Other” includes various Federal funding programs, including National School Lunch.
- ¹⁹ The state provides \$3,500 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 \$7,000.
- ²⁰ All classroom observers are certified as reliable in the use of the Pre-K Classroom Assessment Scoring System (CLASS) tool and maintain this reliability through annual recertification. Observation data are entered into the Web-based Early Learning System (WELS), which facilitates the scoring of individual observations and supports comprehensive reporting across early childhood education programs.
- ²¹ Children engage in physical activity for a minimum of 40 minutes, and a maximum of 60 minutes during a full-day program. The minutes assigned to physical activity do not have to occur continuously or consecutively. Weather permitting, physical activity takes place outside. Outdoor play experiences will occur unless a weather advisory is in effect, or the play space is unsafe due to damp or wet conditions. If outdoor play is not possible per one or more of these conditions, teachers provide 40 to 60 minutes of indoor physical activity documented in lesson plans.

MISSISSIPPI – Mississippi State Invested Pre-Kindergarten (SIP)

- ¹ State Invested Pre-Kindergarten (SIP) has 24 programs housed in public school districts across the state of Mississippi. Four of the 24 programs are dually enrolled with local Head Start programs.
- ² Children with disabilities are enrolled in the state-funded pre-K program. Mississippi also supports children with disabilities with a Preschool Development Grant in a blended pre-K program. The “Blended Pre-K Program” provides children a general education environment where children with IEPs are also enrolled so they learn from and alongside their peers.
- ³ Children were dually enrolled in both state-funded preschool and Head Start in two programs but did not use blended funds. Some children attended state-funded preschool and used Head Start for wrap around services.
- ⁴ All programs operate on a full-time status (5 days/30+ hours per week). Programs included in the SIP do have the option to operate for more than 6 hours per day; however, funding does not increase should they elect to do so.
- ⁵ Eligibility for enrollment in dual enrolled SIP partner Head Start sites is determined by individual child or family characteristics in addition to age. Some SIP partners are Head Start sites which have an income requirement for eligibility. Eligibility is coordinated with Head Start agencies in local areas to serve children on public school sites.

- ⁶ 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.
- ⁷ All programs provide a minimum of one meal per day. Meals meet nutritional requirements identified in the USDA CACFP Guidelines. Most programs provide breakfast, lunch, and snack.
- ⁸ The developmental screener used for the 2024-25 school year was the Brigance Screen 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. In addition, because some of our SIP programs partner with Head Start, a physical and dental exam are required by children enrolled in Head Start as required by the Office of Head Start.
- ⁹ Standards also include Social Studies and the Arts.
- ¹⁰ All programs are provided with developmental checklists, which are aligned with the Early Learning Standards for use with individual children and included in kindergarten transition folders.
- ¹¹ Mississippi Beginnings: Pre-K is the comprehensive curriculum and Building Blocks (Math) is the subject-specific curriculum.
- ¹² For additional information, see this [link](#) and this [link](#).
- ¹³ Public School lead pre-K teachers 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.
- ¹⁴ At present, there is no formal policy or established guidance at the state level regarding the qualifications or classification of long-term substitute teachers. This matter is currently handled at the local level by individual school districts, Head Start programs, and childcare centers. Further discussion is needed to determine whether statewide standards or expectations should be developed.
- ¹⁵ An assistant teacher in the SIP program shall possess an associates degree in early childhood education, child development, or an equivalent field; or an associate's degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification; or a high school diploma/GED and verification of WorkKeys and a Child Development Associate credential, a Montessori certification, or an equivalent certification (at least 12 ECE credit hours).
- ¹⁶ Hours of in-service professional development must include 1 clock hour of literacy.
- ¹⁷ All classroom observers are certified as reliable in the use of the Pre-K Classroom Assessment Scoring System (CLASS) tool and maintain this reliability through annual recertification. Observation data are entered into the Web-based Early Learning System (WELS), which facilitates the scoring of individual observations and supports comprehensive reporting across early childhood education programs.
- ¹⁸ Data from observations are entered into the Web-based Early Learning System (WELS) for the purpose of scoring individual observations and reporting on data collected across programs.
- ¹⁹ Children engage in physical activity for a minimum of 40 minutes, and a maximum of 60 minutes during a full-day program. The minutes assigned to physical activity do not have to occur continuously or consecutively. Weather permitting, physical activity takes place outside. Outdoor play experiences will occur unless a weather advisory is in effect, or the play space is unsafe due to damp or wet conditions. If outdoor play is not possible per one or more of these conditions, teachers provide 40 to 60 minutes of indoor physical activity documented in lesson plans.

MISSOURI – Missouri Pre-K Foundation Formula

- ¹ School districts throughout the state are able to participate in Missouri FF. Each school district has a specific number of children that may qualify for this program.
- ² With the increase in state funding for regular education preschool, more students are being served in ADA or MOQPK inclusive classrooms, while following all funding guidelines, instead of ECSE classrooms.
- ³ The breakdown for 5-year-olds is Free Lunch: 73; Reduced Price Lunch: 10.
- ⁴ Charter schools are considered public schools and are therefore included in the public school count.
- ⁵ The child must qualify for the USDA free and/or reduced-price lunch through the Missouri Department of Elementary and Secondary Education (DESE) or be on the Direct Certification List (DSS/TANF) with the Missouri Department of Social Services.
- ⁶ A maximum of 20 children is preferred but only required in state-licensed facilities.
- ⁷ The Missouri Early Learning Standards (MELS) were aligned with K-3 in December of 2022. The last completed revision of the Early Learning Standards was in 2021.
- ⁸ There are seven trainings offered in the MO Professional Development Training System (MOPD).
- ⁹ Classrooms receiving Foundation Formula funding are encouraged but not required to adopt a curriculum from the DESE state approved preschool curriculum [list](#).
- ¹⁰ The following comprehensive curricula are included on the state list: Creative Curriculum; Curiosity Corner; Emerging Language & Literacy Curriculum (ELLC); Every Child Ready; Experience Early Learning Preschool; Frog Street, High/Scope; Montessori; Project Construct; Ready to Advance -- Benchmark; Scholastic PreK On My Way. The following subject-specific curricula are included on the list: Bouncy Ready to Learn - Ripple Effects (SE); Developing Roots PreK - Methodology (M); Kide Science - Accelerated Learning (S); Letters Alive - Alive Studios (LL); Nature Revealed - MO Conservation (S).
- ¹¹ Approved curriculums must demonstrate valid research and evaluation results, provide adequate training and professional development on the curriculum model, align with our state early learning standards, provide student assessment opportunities, and promote a positive school/family partnerships.
- ¹² A lead teacher in the Pre-K Foundation Formula classroom must have a bachelor's degree and a teaching certificate in early childhood education or early childhood special education.
- ¹³ DESE is available to help districts with addressing the reported qualified pre-K teacher shortages.
- ¹⁴ Long-term substitutes seeking a substitute Missouri certificate of license to teach must complete: thirty-six (36) semester hours or more of college-level credit from a regionally accredited academic degree granting institution recognized by the DESE, or have a high school diploma, General Education Diploma (GED), or High School Equivalency Test (HiSET), and successfully complete a minimum of twenty (20) clock hours of department-approved substitute teacher training.
- ¹⁵ Paraprofessionals are required to obtain 60 college credit hours or pass the ParaPro Assessment (before September 23, 2013) or the Paraprofessional Assessment (September 23, 2013 or after) or complete the 20 hour Substitute Certificate Course in order to work under the direct supervision of an appropriately certificated teacher to provide instructional assistance.
- ¹⁶ Certificated lead teachers in public and accredited nonpublic schools are required to have a total of 30 clock hours of professional development during years one through four. For years five 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. Many school districts also require a similar plan for non-certificated teachers and assistant teachers.
- ¹⁷ For certificated lead teachers in public and accredited nonpublic schools, mentoring is required for new teachers during years 1 and 2 to upgrade to Career level certificate.
- ¹⁸ To qualify for state aid, a district must also meet minimum salary requirements. Minimum teacher's salary per Section 163.172, RSMo is \$40,000 and the minimum salary for a full-time teacher with a master's degree with at least ten years of public teaching experience is \$46,000.
- ¹⁹ Foundation Formula is solely funded by state general revenue. There are no federal funds used in this program.

MISSOURI – Missouri Quality Preschool Grant (MOQPK)

- ¹ The Missouri Quality Preschool Grant (MOQPK) grant is administered by the Office of Childhood that is housed within the Missouri Department of Elementary and Secondary Education (DESE).

- ² Any school district or child care program may apply for a MOQPK grant if they meet the requirements. The grant does have a prioritization list that is followed if needed.
- ³ MOQPK funding allows many districts to look at least restrictive environment for all of the students and move some students from an ECSE classroom into a regular education preschool classroom and provide ECSE services in a push in or pull-out manner.
- ⁴ Students cannot receive funding for ECSE services and MOQPK funding for the same part of the day. Data is currently being analyzed on which MOQPK students may have also attended an inclusive classroom for part of the day.
- ⁵ Students cannot receive both Head Start and MOQPK funding for the same part of the day. Data are not available on the number of children who received half day Head Start funding and half day MOQPK funding.
- ⁶ Missouri is tracking family income information for the 2025-2026 school year.
- ⁷ The breakdowns only include children in public schools/LEAs. A full day is considered 6 hours of instructional time, and a half day is considered 3 hours of instruction.
- ⁸ Districts must enroll a combination of free and/or reduced lunch qualified, and non-free and reduced lunch qualified students.
- ⁹ Staff-child ratio is 1:10. If there are more than 10 students (11-20), then a paraprofessional is required.
- ¹⁰ No meals are required for MOQPK but most, if not all programs, offer at least a snack.
- ¹¹ The Missouri Early Learning Standards (MELS) were aligned with K-3 in December of 2022. The last completed revision of the Early Learning Standards was in 2021.
- ¹² There are seven online/on-demand trainings offered in the MO Professional Development Training System.
- ¹³ The following comprehensive curricula are included on the list: Creative Curriculum; Curiosity Corner; Emerging Language & Literacy Curriculum (ELLC); Every Child Ready; Experience Early Learning Preschool; Frog Street, High/Scope; Montessori; Project Construct; Ready to Advance -- Benchmark; Scholastic PreK On My Way. The following subject-specific curricula are included on the list: Bouncy Ready to Learn - Ripple Effects (SE); Developing Roots PreK - Methodology (M); Kide Science - Accelerated Learning (S); Letters Alive - Alive Studios (LL); Nature Revealed - MO Conservation (S).
- ¹⁴ Programs must conduct assessments that are aligned with the MELS.
- ¹⁵ The lead teacher in each MOQPK Pre-K classroom shall have one of the following: 1. A current Missouri early childhood education (ECE) or early childhood special education (ECSE) teaching certificate; 2. A Bachelor's degree or higher in ECE, ECSE, or child development; 3. A Bachelor's degree or higher in any field with a minimum of 36 college credit hours in ECE or child development; or 4. An Associate's degree in ECE or child development; Associate's degree in any field with a minimum of 18 college credit hours in ECE or child development; or 60 college credit hours with a minimum of 24 college credits in ECE or child development with: Active enrollment in pursuit of one of the credentials listed in paragraphs 1-3, and teaching under the supervision and mentorship of an individual who meets one of the credentials listed. All MOQPK lead teachers must have completed at least 18 credits in college credits in ECE or child development prior to employment. They must also be actively pursuing a credential listed and be under the mentorship/supervision of an individual who has one of the listed credentialed.
- ¹⁶ Long-term substitutes must follow established guidelines. An applicant for a substitute Missouri certificate of license to teach who has successfully completed thirty-six (36) semester hours or more of college-level credit from a regionally accredited academic degree granting institution recognized by the DESE, or has a high school diploma, General Education Diploma (GED), or High School Equivalency Test (HiSET), and has successfully completed a minimum of twenty (20) clock hours of department-approved substitute teacher training.
- ¹⁷ MOQPK classrooms with 11-20 students are required to have either an assistant or a paraprofessional. Assistants are required to have a CDA or 9 ECE/CD credits. In addition to the CDA or 9 ECE/CD credits, paraprofessionals are required to have a department paraprofessional credential (passing an assessment or a 20-hour Substitute Certificate course).
- ¹⁸ MOQPK Schools are required to be part of the [Quality Assurance Report \(QAR\)](#), Missouri's Quality Improvement System, with ongoing support.
- ¹⁹ The MOQPK state spending was \$28,035,436 for LEAs and \$1,343,533 for non-LEA/Child Care settings.
- ²⁰ Programs must be part of a public school district/LEA or be a child care program that is either licensed by the state or contracted with the state to accept Child Care Subsidy payments as a provider.

NEBRASKA – Nebraska Early Childhood Education Program

- ¹ This total includes two Educational Service Units (ESUs) that operate prekindergarten programs. 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- or 5-year-olds after three years of program approval.
- ³ The total enrollment numbers indicate the enrollment for children in public district-operated preschool programs regardless of funding source. It does not represent locally or city funded preschool.
- ⁴ The state is only able to track the children that are enrolled in the state-funded preschool program and have no tracking system in place if there are students who are enrolled in Head Starts that are not connected to the state-funded preschool in other ways (other part-day services, wraparound services, etc.).
- ⁵ All children enrolled in this program are operated by public schools; however, public schools can partner with others for the program location of the children to be served. The location is not required to be reported by the public school districts.
- ⁶ 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. 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.
- ⁷ In April 2024, legislation was passed that allows children who are age-eligible to attend kindergarten to be enrolled in prekindergarten until the year they are required to attend kindergarten. Children are required to attend school in the year they turn 6 by January 1.
- ⁸ State statute dictates that grant funds are prioritized for programs serving at-risk children defined as children whose family income qualifies them for participation in the federal free or reduced lunch program, who reside in a home where a language other than spoken English is used as the primary means of communication, whose parents are younger than eighteen or who have not completed high school; and/or who were born prematurely or at low birth weight as verified by a physician. Additionally, districts must follow IDEA requirements regarding placing children with disabilities in the least restrictive environment. While the grant is designed to serve and target children eligible or required to attend kindergarten the following year, it is not intended to be a segregated categorical program. Classrooms with mixtures of 3-5-year-old children are encouraged, as are inclusive programs serving children with a variety of abilities, needs, cultures, and backgrounds. LEAs determine their own risk factors.
- ⁹ Children must be served a meal and/or snack that meets USDA requirements during each session.
- ¹⁰ Districts are required, at the minimum, to provide family development and support that include services that enhance the family's ability to access community resources.
- ¹¹ ELDS standards are not revised on the same schedule as K-3 Content standards, and therefore, at least some domains are fully aligned, while others are in progress.
- ¹² All school districts and ESUs are required to use a common child assessment to document child development and attainment of skills.
- ¹³ Districts that have grant funds are able to utilize that money to support curriculum implementation or training.
- ¹⁴ Assessments on October 31st and May 31st are required for all programs. Programs working with Head Start or using Title I money also utilize a February 15th checkpoint.
- 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. For more information, 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 lead teachers with less than a bachelor's degree.
 - ¹⁸ The waiver process was initiated in 2020 due to shortages of qualified lead teachers. Twelve school districts (out of 245) and 2 Educational Service Units (out of 19) requested a Rule 11 teacher waiver in 2024-25.
 - ¹⁹ Two percent of lead teachers have the waiver.
 - ²⁰ Twelve graduate hours in early childhood, or a 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. For more information, see [Rule 11: 003.02A](#).
 - ²¹ 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.
 - ²² At least one staff member in each classroom must be CPR/First Aid trained.
 - ²³ 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.
 - ²⁴ 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.
 - ²⁵ 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.
 - ²⁶ Public Schools can subcontract with other agencies/centers/child care home as long as that agency/center/child care home meets all requirements of the school district.
 - ²⁷ Some classrooms are observed annually based on the district's overall support level. The support level is determined through a [rubric](#).
 - ²⁸ Classrooms implementing the Pyramid Model must use TPOT. Districts at the highest support level are required to be observed with ERS. While the remainder of districts being observed can select between CLASS or ERS.
 - ²⁹ 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 and does not impact decisions regarding funding grantees.
 - ³⁰ Site visits currently are tied to the rubric and support plans. Districts in their first year of operation receive on-site visits annually. All other districts receive on-site visits based on determinations for their support level, considering many factors, including districts utilizing teacher waivers, and compliance issues. Additional site visits are possible as requested. The goal is to be in all districts every five years.
 - ³¹ While participation is voluntary for most, grant-funded districts are required to participate in the state's QRIS.
 - ³² State-funded preschool programs can enter the state's QRIS at a Step 3.
 - ³³ See [Rule 11](#) and the [Guidance Document](#).
 - ³⁴ The State has heard of district programs that were nature-based or outdoor; however, the State does not collect official data to know for either of the years.

NEVADA – Nevada Ready! State Pre-K

- ¹ NR!PK operated in 12 LEAs (2 were funded with ECILP), 4 CBOs, and 3 Nevada Institutions of Higher Education (NSHE). With ECILP funding, 13 of 17 counties have state pre-K programs.
- ² NR!PK funding was available to existing subgrantees that had been awarded initial contracts competitively. In 2024-2025, ECILP funding was available to any LEA that requested seats, but if the number of seats requested was above available funding, the funding was awarded on a competitive basis.
- ³ Enrollment numbers only include those that were in NR!PK or ECILP seats. Numbers do not include any others that may be receiving services through braided funding and are non-income eligible for state pre-K. The 618 three-year-old and 780 of the four-year-old students were covered by the ECILP grant.
- ⁴ Due to a new reporting system, Infinite Classroom, some student breakdowns were not able to be reported including those with IEPS, and some children's statuses (active/inactive) may not have been captured resulting in breakdowns not equaling total pre-K enrollment. A new policy is in place for FY26 to capture and report this data using a new ECSE tag.
- ⁵ The dually enrolled children include those in ECLIP: 3-year-olds (112) and 4-year-olds (2) and NR!PK: 4-year-olds (311).
- ⁶ All state pre-K programs must operate a minimum of 25 hours per-week which is typically 5-6 hours per day. Programs in child care centers may have longer operating hours that are funded through additional braided funds.
- ⁷ The majority of programs are five days per week, but some district and rural programs follow a four day per week schedule.
- ⁸ Programs operate a minimum of 25 hours per week throughout the school year, following a school year calendar. Some Head Start and community-based programs have summer programming (Determined locally).
- ⁹ Children in NR!PK (not funded with ECLIP funds) must be from families at or below 200% FPL. Districts/programs determine other eligibility based on highest need (i.e., low income, DLLs, homeless, etc.). For ECILP, families can be at or below 250% FPL or qualify based on current IEP or documented behavioral need.
- 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; parent on active military duty. Challenging behaviors or behavioral needs must be documented by a professional. Decisions about risk factors are Determined locally, but all must meet the income eligibility requirements.
- ¹¹ Lunch is provided by all programs that operate a minimum of 5 hours/day. Many programs also offer breakfast depending on the length of day. In addition, several community-based organizations offer supplementary snacks.
- ¹² Per 2021 legislation (NRS 387.652), pre-K programs are required to provide vision/hearing services, maintain a record of the community-based services provided to the families of pupils enrolled in the pre-K program and/or provide appropriate referral as needed as a part of their comprehensive services beginning in the 2021-2022 school year.
- ¹³ Family engagement and referral to services are required, however which specific supports are implemented is Determined locally. All programs are required to maintain a family engagement plan that outlines supports for families.
- ¹⁴ The alignment for the ELDS State infant and toddler development standards is expected to be completed by June 2026.
- ¹⁵ All programs are required to implement at least one comprehensive child assessment that is locally selected. Those currently being used include TS GOLD, Brigance IED, Frog Street, and COR HighScope. The majority of the districts use either TS GOLD or Brigance IED.
- ¹⁶ Family Supports were finalized and will be implemented in 2026.
- ¹⁷ Lead teacher requirements in school districts include bachelors' degree in ECE/ECSE; bachelor's degree in another field and working toward permanent license in a state approved ARL Early Childhood or Early Childhood Developmentally Delayed program; bachelor's degree in another field with 35 or more ECE college credits; bachelor's degree in another field and enrolled in TEACH Early Childhood; or NDE and TEACH Early Childhood approved special exception. For lead teachers in nonpublic schools, a 5.2 on Nevada Registry Career ladder or higher is required. Level 5.2 includes Level 5.1 (bachelor's degree in ECE or bachelor's degree in another field with a state teaching license containing an ECE endorsement or a bachelor's degree in another field with 30 or more ECE college credits) requirements and 4,000 hours of direct experience.
- ¹⁸ If a teacher does not currently have a BA in ECE they must be enrolled in the TEACH Early Childhood Program and be working towards such a degree.

- ¹⁹ Family Child Care is not currently integrated into the state-funded preschool program; however, the state is implementing a pilot program in spring 2025.
- ²⁰ Participating programs are required to report staff education levels and instances of non-compliance. This reporting serves as a key method for obtaining data on teacher shortages. Programs are also required to develop Performance Improvement Plans (PIPs) to address identified shortages, which are submitted to our office for review. Evidence for this as an example, is that one elementary school in Mineral County was unable to open its PreK classroom due to staff shortages.
- ²¹ For lead teachers in nonpublic schools, a 5.2 on Nevada Registry Career ladder or higher is required. Level 5.2 includes Level 5.1 (bachelor's degree in ECE or bachelor's degree in another field with a state teaching license containing an ECE endorsement or a bachelor's degree in another field with 30 or more ECE college credits) requirements and 4,000 hours of direct experience.
- ²² Lead teacher requirements in school districts include bachelors' degree in ECE/ECSE; bachelor's degree in another field and working toward permanent license in a state approved ARL Early Childhood or Early Childhood Developmentally Delayed program; bachelor's degree in another field with 35 or more ECE college credits; bachelor's degree in another field and enrolled in TEACH Early Childhood; or NDE and TEACH Early Childhood approved special exception.
- ²³ Assistant teachers in public school districts must meet para pro qualifications (highly qualified and/or bilingual); Assistant teachers in community-based programs must have a high school diploma and complete yearly, Nevada Registry-approved ECE training.
- ²⁴ NRIPK and ECILP programs are required to participate in QRIS. Participation involves a 2-year coaching cycle that culminates every 2 years with a formal assessments and star rating. Each program has a coach who determines which teachers participate in coaching. There is not a state requirement that all teachers participate in coaching.
- ²⁵ Family Child Care homes were slated to be eligible to receive funding based on a pilot program beginning in FY25. However, the pilot program was delayed and is now scheduled to begin in FY26.
- ²⁶ Non-profit agencies 'pass through' pre-K funds to child care partners.
- ²⁷ All QRIS coaches and state assessors must obtain state reliability (and remain reliable) with state anchor assessors. Coaches engage in a rigorous reliability schedule that includes practice assessments and monthly compared scoring.
- ²⁸ Each program receives an annual desk audit which includes elements of program compliance. They are required to have an action plan and a family engagement plan. State representatives are required to visit each subgrantee on an annual basis.

NEW JERSEY – New Jersey Preschool Expansion Program

- ¹ Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Services (DECS). The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the child care subsidy program and Grow NJ Kids, the state's QRIS. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments.
- ² Thirty-one districts are required to offer the program due to a state Supreme Court decision (Abbott v. Burke); 4 districts are required to offer the program after applying in 2008 to expand their existing program to meet Abbott standards. This count also includes 10 districts that were part of the state's Early Childhood Program Aid (ECPA) program and/or the Early Launch to Learning Initiative (ELLI). The remaining funded districts have more recently been approved to expand their preschool programs to meet Abbott standards. Not included in this count are 11 charter schools approved to serve preschool students in former Abbott districts.
- ³ Only school districts that receive Preschool Education Aid (PEA) are required to offer the preschool program. Abbott districts are required by Supreme Court mandate to offer the program. Non-Abbott districts apply to join the program through a competitive Notice of Funding Opportunity (NFO) and funding is awarded based on score and level of students receiving free and reduced priced lunch. Once districts are approved to join the program, they are not required to compete again.
- ⁴ Official child enrollment data are collected in mid-October.
- ⁵ These figures represent enrollment reported by school districts that do not receive state funding to serve regular education preschoolers.
- ⁶ Projected state preschool enrollment for the 2024-2025 school year included 11,195 preschool students with disabilities, but these children are not funded through the state preschool program and are not included in the total enrollment.
- ⁷ Some districts provide self-contained preschool disabled classrooms. The percentage of students in these classrooms is not currently available.
- ⁸ Districts in the ECPA and ELLI programs are permitted to offer a half-day program (2.5 hours per day; 450 hours per year), but this program is being phased out as districts modify their programs to start offering full-day. For all other funded districts, the DOE funds the program for the school calendar year and day. All programs must operate for at least six hours per day. Wrap around care is funded for some children with a subsidy through DHS or parent tuition. Some districts use general funds or Title 1 funds to provide summer programs.
- ⁹ 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. 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.
- ¹⁰ 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 four districts approved to expand in 2008-2009. All other districts are in the process of expanding to universal access and must decide the priority for service while in the process of expanding.
- ¹¹ Requirements depend on the length of day for ECPA and ELLI districts because they may serve children in a half-day or full-day program. Students in private provider and Head Start locations participate in the Child Care an Adult Food Program while district operated classrooms participate in the School Lunch program.
- ¹² Licensed child care providers are required by licensing regulations to ensure that all children receive an annual physical exam.
- ¹³ Depending on the screening tool and the outcome, there may be a rescreen or a referral to an outside entity, the child study team or multiple referrals.
- ¹⁴ 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 P-3 transition activities.
- ¹⁵ The Department is currently in the process of updating the NJ Preschool Teaching and Learning Standards which will be presented to the State Board of Education in winter 2025 with adoption anticipated in late spring 2026.
- ¹⁶ New Jersey does not work with World-class Instructional Design and Assessment (WIDA) for preschool standards, however K–12 standards do incorporate WIDA standards.
- ¹⁷ The state list of approved curricula includes: Creative Curriculum, HighScope, Tools of Mind, Connect 4 Learning and Frog Street. Districts and providers enrolled in Grow NJ Kids (the state's QRIS) can receive curriculum training. Districts are also provided funding within their preschool budgets to support professional development which must also be provided to any contracting private providers. Curricula are reviewed to ensure alignment with the NJ Preschool Teaching and Learning Standards. The DOE provides a seminar for new instructional coaches as well as sessions for experienced coaches.
- ¹⁸ There is not a list of approved subject specific curricula. If districts want to supplement the aligned comprehensive curriculum, there is a request process the district completes and the information they provide is reviewed and a decision is made on a case-by-case basis.
- ¹⁹ Criteria are outlined in the Preschool Program Implementation Guidelines, which say that programs must use curricula that are: Research-Based (Must be supported by empirical studies showing positive outcomes for children's learning and development); Comprehensive (Covers all developmental domains (social-emotional, cognitive, language, physical); Aligned with NJ Standards (Must align with the NJ Preschool Teaching and Learning Standards); Culturally and Linguistically Responsive (Must support diverse learners, including Dual Language Learners); Supports Inclusion (Must be adaptable for children with disabilities and special needs); and Includes Assessment Tools (Should integrate formative assessment systems to monitor progress).
- ²⁰ As DECS undergoes the next curricula review process after the adoption of new standards, DECS plans to incorporate elements of HQIM into the review process.
- ²¹ According to the NJDOE Preschool Program Implementation Guidelines, all children must be assessed upon entry using a developmentally-based screening tool such as the Early Screening Inventory-Revised (ESI-R). Programs must assess children's learning and development multiple times during the preschool year.
- ²² All teachers in district operated and licensed child care classrooms must have a Bachelor's degree and hold a NJ Preschool through Third Grade (P-3) certificate. The nursery certification (N-8) is no longer granted, but is still recognized for current holders. 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.
- ²³ New Jersey faced ongoing shortages in several areas, including preschool, special education, and English language learner instruction. While not broken out separately in all reports, preschool programs were affected by: shortages in early childhood certified teachers, difficulty recruiting bilingual and special education preschool staff, and increased competition among districts for qualified candidates.
 - ²⁴ Instructional substitute credential options include: 1. Completion of 30 semester-hour credits at a nationally accredited college or university. Must pass a Criminal History Record Check (approval within 5 months of application). No current enrollment requirement. 30-Credit Substitute Credential. 2. Completion of 30 semester-hour credits at a nationally accredited college or university. Must be currently enrolled in a college or university. Must be at least 20 years old. Criminal History Record Check required. In addition to options 1 and 2, candidates must obtain a sponsoring school district or organization. A \$125 application fee applies and substitute credentials are valid across multiple counties. While the general substitute credential applies to preschool settings, districts may prefer or require experience working with young children, familiarity with early childhood curricula, and/or completion of training in child development or classroom management.
 - ²⁵ The [New Jersey Strategic Plan for Preschool Expansion](#) includes multiple strategies related to the recruitment and retention of preschool teachers.
 - ²⁶ In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I. Head Start Programs require CDA.
 - ²⁷ Preschool instructional coaches are provided at a ratio of one coach for no more than 20 classrooms. There is also a preschool intervention and referral specialist (PIRS) who provides coaching on social-emotional learning (SEL) at a ratio of one coach for no more than 20 classrooms.
 - ²⁸ Every classroom should receive coaching at least twice/month, however each district will determine the needs of teachers and assistants and may receive more than this amount.
 - ²⁹ Districts are expected to ensure that salaries of teachers and assistants are comparable to the local district's salary scale. The district also includes contracted provider staff in professional development opportunities.
 - ³⁰ Some districts have begun contracting with external entities for the assistant teacher position which may provide different benefits. Teacher assistants who are district employees and provider employees must receive the same PD, salary, and benefits as K-3. The DOE has adopted code amendments that require a PD plan for all preschool assistant teachers.
 - ³¹ School districts receive funding from the state, and are permitted to contract with other school districts, Head Start, private licensed child care centers, and faith-based centers (without religious content). Funding flows through districts to approved charter schools for their resident preschool children and to contracting child care providers and Head Start programs.
 - ³² Districts can choose between Danielson and Marzano for district and private provider teacher evaluations.
 - ³³ The state conducts ECERS evaluations annually through an MOU on a cohort of funded districts. In the 2024-2025 school year, NJ also contracted with NIEER to assess the former Abbott districts using the CASEBA/CASELA instrument.
 - ³⁴ The DOE has a Self-Assessment Validation System (SAVS) which includes on-site monitoring of the program on a 3-year timeline. In addition, staff from the DECS conduct site visits on a maximum of a 3-year cycle.
 - ³⁵ Some PEA-funded preschool programs are enrolled in the QRIS. Other districts participate in the state SAVS. However, all districts must use one of the two options.
 - ³⁶ At least 45 minutes of outdoor time is recommended by NJDOE as part of high-quality preschool programming. While not mandated by law, it is considered a best practice and is expected in program implementation and evaluation.

NEW MEXICO – New Mexico PreK

- ¹ In fiscal year 2025, ECECD hired a 619 Coordinator to support New Mexico PreK programs that serve children with disabilities. This position was previously housed in the New Mexico Public Education Department.
- ² The state uses funding to increase wages of Head Start teachers.
- ³ Breakdown by settings for the children enrolled in free lunch: 7,367 in school-based programs; 4742 in community-based programs; and for reduced-price lunch, all 693 were in community-based programs.
- ⁴ New Mexico PreK has not funded additional half-day PreK programs since 2019. In 2024, the required minimum number of hours for full-day PreK programs were extended from 900 to 1080 hours. An additional extended plus program option was also added with a minimum of 1380 hours, allowing programs to provide full-day, full-year PreK services.
- ⁵ New Mexico funds three PreK program schedules. Part-day programs are funded for 540 instructional hours and must operate at least three hours per day. Extended-day programs are funded for 1080 instructional hours and must operate at least five hours per day. Extended-PLUS-day programs are funded for 1380 hours and must operate at least six-and-a-half-hours per day.
- ⁶ Funding priority is given to age-eligible children who live in the attendance zone of a Title 1 school.
- ⁷ Class sizes and staff-child ratios may be smaller in classrooms with children that have an Individualized Education Program (IEP). In school-based programs, the staff-child ratio is limited to 1:4 if children have an IEP and limited to 1:2 if children have profound educational needs (see New Mexico Administrative Code 6.29.1.9(l)(5-6)). In community-based programs, the PreK staff, with permission, can support children on IEPs. This includes class group size at times. Both school-based and community-based programs are required to ask PreK state administrators at ECECD for permission to operate the PreK classroom at the required lower ratio with the support of the IEP team.
- ⁸ Meal requirements vary based on program type and required instructional hours. Part-day programs (540 instructional hours) require one meal per day (either breakfast or lunch) whereas full-day programs (1080 and 1380 instructional hours) require two meals per day (breakfast and lunch).
- ⁹ Language assessments must be conducted in the child's home language. New Mexico PreK programs must make every effort to ensure at least one adult educator in the classroom speaks the child's home language. Guidance for serving multi-language learners (MLLs) is included in the New Mexico Early Learning Guidelines.
- ¹⁰ The New Mexico Preschool Observational Assessment is the required assessment for all New Mexico PreK programs. This assessment is based on and aligned with the New Mexico Early Learning Guidelines.
- ¹¹ All New Mexico PreK educators receive coaching and consultation services on a regular basis.
- ¹² Programs can receive ongoing support with curriculum decision-making and implementation through consultation and practice-based coaching. Program standards require the use of an evidence-based curriculum.
- ¹³ The state does not maintain a list of approved or recommended preschool curricula. Instead, the state outlines required curriculum standards that align with New Mexico's Early Learning Guidelines.
- ¹⁴ NM PreK Teachers must hold a bachelor's degree in early childhood or be licensed in early childhood. If a community-based program cannot identify a teacher with a bachelor's degree in early childhood, NM allows for exception and teachers must be pursuing a bachelor's degree in early childhood or the equivalent early childhood credits if they have an unrelated bachelor's degree, or alternative licensure in early childhood, as outlined in their professional development plan. If pursuing a bachelor's degree, a minimum of 6 credit hours must be completed each semester or 18 credit hours in early childhood education must be completed. Fiscal year 2025 was the second year New Mexico PreK implemented a waiver process. A total of 218 waivers were submitted, including lead and associate teachers. Separate data for lead and assistant teachers were not tracked.
- ¹⁵ The "other" teacher category refers to the New Mexico Child Development Certificate (CDC) for community-based teachers, which requires teachers to complete college credits in early childhood and is similar to a CDA credential, and for lead teachers who did not have a degree reported.
- ¹⁶ This data is not currently collected but will be in the future with the implementation of the department's Professional Development Information System (PDIS). Anecdotally, there seems to be staff shortages due to the number of teachers not yet meeting educational requirements.
- ¹⁷ Long-term substitutes must have successfully completed all trainings that are required of lead teachers. School-based long-term substitutes require a long-term substitute

license through the New Mexico Public Education Department.

- ¹⁸ The Early Childhood Education and Care Department offers multiple initiatives aimed at recruiting and retaining preschool teachers, including a pay parity program, a wage supplement program, a scholarship program, and a bilingual incentive payment program. The PreK pay parity program helps early childhood educators receive comparable compensation to K–12 educators. The wage supplement program offers supplemental wages to early childhood professionals, including PreK educators, to reduce workforce turnover and improve retention of qualified providers. The scholarship program for early childhood professionals is available to individuals completing advanced credentials or degrees and covers one year of funding for tuition, fees, and textbooks with the possibility of annual renewal. The bilingual incentive payment program offers a one-time payment of \$1,500 for bilingual or multilingual educators. The state of New Mexico also offers the Opportunity Scholarship. The Opportunity Scholarship provides free tuition and fee assistance for eligible state residents that are pursuing a training certificate, associate's degree, or bachelor's degree at a New Mexico public college or university. The Opportunity Scholarship will cover up to 100% of tuition and required fees and up to \$50 per credit hour for course-specific fees. There is no application required for the Opportunity Scholarship. If an individual meets the eligibility criteria, the scholarship team will work with the individual to award the scholarship.
- ¹⁹ New Mexico PreK assistant teachers must hold an associate degree in early childhood education or be pursuing an associate's degree in early childhood education, as outlined in their professional development plan. If a program cannot identify an assistant teacher with an associate degree in early childhood education, New Mexico PreK provides a waiver that allows assistant teachers to be pursuing an associate degree in early childhood or have an unrelated associate degree with 12 course credits in early childhood education. If pursuing a bachelor's degree, a minimum of 6 credit hours must be completed each semester or 18 credit hours in early childhood education must be completed. Fiscal year 2025 was the second year New Mexico PreK implemented a waiver process. A total of 218 waivers were submitted, including lead and assistant teachers. Separate data for lead and associate teachers was not tracked.
- ²⁰ New Mexico PreK assistant teachers receive training in early childhood development, curriculum and lesson planning, the state's Early Learning Guidelines, portfolio observation collection, and use of the database system.
- ²¹ All New Mexico PreK classrooms are observed using the Classroom Assessment Scoring System (CLASS).
- ²² Participation in the state's Quality Rating and Improvement System (QRIS) is voluntary for licensed child care programs and New Mexico PreK programs. As a separate quality improvement initiative, all New Mexico PreK programs are required to identify quality improvement goals and objectives and submit this information to the state annually in a Continuous Quality Improvement (CQI) Plan.
- ²³ New Mexico PreK program standards require that PreK program daily schedules include a balance of indoor and outdoor time, with at least 60 minutes of self-selection time, but does not specify an amount of time that is required for outdoor time. For more information see page 17, section 7.A.2, of the [New Mexico Program Standards](#).

NEW YORK – New York State Administered Prekindergarten Program

- ¹ The data.nysed.gov website breaks down the number of districts in New York City into 27 geographical districts, resulting in a count of 681 districts.
- ² 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, more than 680 districts have an award via this program. From 2021 to 2024, school districts have been able to apply for additional funding via a competitive basis for the Statewide Universal Full Day PreK grant. A total of 195 districts and agencies received this grant.
- ³ The child count pull dates were October 2, 2024, and March 12th, 2025. The calculation of prekindergarten grants is reflective of the greater count of students enrolled between those two dates. NYS ended its ever enrolled allowance in 2023.
- ⁴ It is likely that almost all NY State funded preschool students with disabilities are served in inclusion classrooms, but there may be some exceptions for students requiring special services listed in their Individualized Education Plans.
- ⁵ The count of Asian students includes Native Hawaiian or other Pacific Islander. Total enrollment by race and ethnicity is less than the total enrollment because race and ethnicity data provided by NYSED's Office of Information Reporting Services used different enrollment counting dates, 10/2/2024 in this case and the greater of counts on 10/2/2024 or 3/12/2025 for the total enrollment. Race and ethnicity data provided by NYSED's Office of Information Reporting Services does not separate counts of three-year-old and four-year-old students.
- ⁶ NYSED's Office of Early Learning collects data regarding languages spoken by Emergent Multilingual Learners. The state asks for counts of Emergent Multilingual Learners, but that data cannot be used to assume that all other prekindergarten students' families only speak English.
- ⁷ NYSED did not collect data specific to faith-based centers for the 2024-2025 school year, so students served at such providers are included in counts for private agencies.
- ⁸ 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.
- ⁹ 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.
- ¹⁰ 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. Commissioner's Regulations Part 151-1 do not specify different program requirements for 3-year-old versus 4-year-old prekindergarten students therefore, the same ratios are required. These regulations are currently being amended to add 3-year-old students into them.
- ¹¹ 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.
- ¹² The NYS Early Learning Guidelines include Infants and Toddlers. The Revised NYS Early Learning Guidelines are not standards; they are 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. Multilingual learners are expected to meet the expectations set forth in the NYS Learning Standards. The Office of Early Learning is working to develop age 3 learning standards and guidance that aligns with NYS's Portrait of a Graduate.
- ¹³ Assessments must be valid and reliable and, at a minimum, assess language, cognitive, and social skills per NYS Commissioner's Regulations.
- ¹⁴ Other supports for curriculum implementation include Planning for High-Quality Prekindergarten Programs; Navigating PreK Day; the P-3 Instructional Guidance Toolkit; guidance for PreK 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, Second Grade, and Third 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; the Early Learning Webinar Series; and the NYSED PreK to Kindergarten Transition Tool. In the 2024-2025 program year NYSED released a set of literacy and numeracy briefs and documents related to science implementation and cultural connections.
- ¹⁵ Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978. Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. 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.
- ¹⁶ Special Education certification may include Birth - Grade 2 or Birth - Adult.
- ¹⁷ Counts of lead teachers employed by family child care are included with nonpublic schools, as are all private agencies, such as Community-Based Organizations (CBO).
- ¹⁸ It is likely that there was a teacher shortage, but data or anecdotal evidence to verify is not available.
- ¹⁹ The certification waiver policy remains unchanged. Lead teachers in public schools must hold a Bachelor's degree if hired before 1978 and a Master's degree if hired after 1978. Since 2004, nonpublic programs have been subject to the same certification standards as public schools. As of July 1, 2010, all newly hired nonpublic school teachers must possess a Bachelor's degree in Early Childhood Education or a related field and outline a plan to acquire a NYS teaching license or certificate within five

- years. Nonpublic programs without licensed/certified lead teachers are required to employ an onsite education director holding a NYS teaching license or certificate in early childhood or childhood grades. To maintain permanent certification, all teachers must earn a Master's degree within five years of completing their undergraduate studies. Under specific conditions, waivers can be requested to extend this five-year timeframe. For uncertified teachers at eligible agencies, school districts must submit a waiver to the department alongside their annual universal prekindergarten application. Number of non-certified teachers: 2,161; Percentage of teachers not certified: 17%
- ²⁰ Nonpublic programs without licensed/certified lead teachers are required to employ an onsite education director holding a NYS teaching license or certificate in early childhood or childhood grades. To maintain permanent certification, all teachers must earn a Master's degree within five years of completing their undergraduate studies. Under specific conditions, waivers can be requested to extend this five-year timeframe. For uncertified teachers at eligible agencies, school districts must submit a waiver to the department alongside their annual universal prekindergarten application.
- ²¹ 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.
- ²² 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.
- ²³ State policy does not specifically require ongoing classroom-embedded support, but local districts can 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 2 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.
- ²⁴ Eleven agencies still receive direct funding through a SUFDPK grant awarded in 2015. Otherwise, all funding is only directly distributed to school districts.
- ²⁵ Faith-based centers may have religious content, but such content may not be part of the State-funded portion of the instructional day.
- ²⁶ 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 are required to submit action plans to outline their Prekindergarten programming for the current school year in annual applications.
- ²⁷ Education Law requires school districts to have a clearly defined infrastructure for prekindergarten oversight. This includes regularly improving environmental and interaction quality through valid and reliable measures during classroom observations. Districts must annually assess and apply results from environmental and teacher-student interaction assessments to improve the programmatic effectiveness of both district-operated and community-based provider (CBO) settings.
- ²⁸ 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. Education Law 3602-ee states that those who receive grant funds are required to be monitored annually. In addition to these mandated visits, the Office of Early Learning visits UPK districts who are in need of additional support. These include the Big 5 districts, New York City, Yonkers, Syracuse, Rochester, and Buffalo.
- ²⁹ QUALITYstarsNY is New York State's Quality Rating and Improvement System for early childhood programs. Since its inception, QUALITYstarsNY has focused its evidence-based practices to ensure young children in participating programs have access to excellence and their families can trust the level of quality in the programs they choose. In the 2024-2025 program year 80 public school prekindergarten programs participated in the state's QRIS process. In addition there are many community based programs that partner with public schools that provide prekindergarten instructional services that are not accounted for in this total that participate in the state's QRIS.
- ³⁰ The NYSED does not have a universal outdoor requirement; instead, they provide safety guidelines and recommendations for outdoor spaces and play, including requirements for surfacing under play equipment, ensuring equipment is age-appropriate and in good repair, and that children are adequately supervised. In the NYSED Planning for High-Quality Prekindergarten Programs guidance document, there are recommendations for outdoor activities and sample schedules that integrate outdoor time as part of the prekindergarten day. In the NYSED Office of Early Learning Health & Safety Checklist, there is an area that administrators can use to review the safety of outdoor facilities such as playgrounds and other play areas.
- ³¹ The LEA ensures Prekindergarten programs provide students with a variety of daily opportunities to engage in developmentally appropriate fine and gross motor activities in both indoor and outdoor environments. Learning experiences in prekindergarten programs shall include fine and gross motor activities and instruction in physical education and health and nutrition topics. See Commissioner's Regulations 100.3 and Subpart 151-1.3.
- ³² Hornell utilizes "Forest School" lessons and provides weekly outdoor learning experiences. Through unstructured play, exploration, and hands-on projects in nature, the program fosters curiosity, outdoor skills, and holistic development while supporting literacy and play-based learning year-round. The Kingston City School District (KCSO) has established an outdoor classroom for its preschool students through a partnership with the Acorn Waldorf School and its Neighboring Tree Project, allowing children to utilize a nearby wooded lot for activities such as climbing and exploring nature. This initiative aims to improve motor skills, social development, and environmental appreciation by providing children with opportunities for play, exploration, and place-based learning.

NORTH CAROLINA – North Carolina Pre-Kindergarten Program

- ¹ The North Carolina Department of Health and Human Services (NCDHHS) has authority over the state's Pre-K program standards and fiscal components, and 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 in 2024-2025 was available for families in 100 out of 100 counties. It is administered locally, but if a county agency chooses not to be a contractor (counties are not required to administer the program), a different agency would be found to ensure that the program was available in that county.
- ³ A total of 26,707 children were enrolled in the NC Pre-K program during the month of October 2024. Due to the impacts of Hurricane Helene, four counties experienced reduced enrollment during the month of October as a result of site and/or classroom closures. This resulted in approximately 250 fewer enrolled children. Those sites and classrooms resumed services in November 2024.
- ⁴ NC Pre-K programs must provide child-directed and teacher-directed instructional day-to-day learning activities for a minimum of 32.5 hours per week. Weeks that include closures for holidays or scheduled school breaks are excluded from this requirement.
- ⁵ 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.
- ⁶ 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.
- ⁷ 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 or meets categorical eligibility as defined in the NC Pre-K Program Requirements. 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 one risk factor if they do not meet the income cut-off. Categorical Eligibility Requirements: Experiencing homelessness, In foster care, Receiving refugee services, Receiving Public Assistance (for family sizes of 8 or less), WIC, Public Housing, TANF/Work First, Medicaid, SSI, Food and Nutrition Services (Food Stamps), SNAP.
- ⁸ On October 3, 2023, Session Law 2023-134 became law. Section 9D.1.(a)1 of this legislation stated the following: Staff-To-Child Ratio and Class Size: The classroom shall not exceed a maximum staff-to-child ratio of one to 10 with a maximum class size of 20 children, with at least one teacher and one teacher assistant per classroom. A classroom of 10 children or less shall have at least one teacher.
- ⁹ Lunch and either breakfast and a snack or two snacks are required.
- ¹⁰ 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.

- ¹¹ 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.
- ¹² 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 that describe what kindergarten children should know and be able to do.
- ¹³ All formative assessments used by the NC Pre-K Program must be approved by the NC Child Care Commission.
- ¹⁴ 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.
- ¹⁵ The following comprehensive curricula are included on the list: Balanced Learning Primrose School Franchising SPE, LLC, 2021; Connect4Learning, 2nd Edition 4s, Kaplan Early Learning Company, 2020; Curiosity Corner, 2nd Edition, Success for All Foundation, 2014, 2020; Early Foundations, Knowledge Universe Education LLC, 2013; Early Innovator 3-5, Learning Care Group, Inc., 2016; Early Learning Matters, 2nd Edition 3-5, Purdue University, 2018; Empowered Child 3-5, Learning Care Group, 2016; Explorer 21, 3-5, Learning Care Group, 2016; Frog Street Pre-K, Frog Street Press, Inc., 2020; FunnyDaffer, 3-5, Funnydaffer, 2020; Galileo Pre-K Online, Assessment Technology, Inc., 2016; High Reach Learning Pre-K, Communicorp, Inc., 2016; High/Scope Preschool Curriculum, High/Scope Press, 2002-2016; Kids 'R' Kids First Class Curriculum, Fast Track for Preschool Kids 'R' Kids International, Inc., 2016; L.E.A.P.®, Learning Experience Academic Program, The Learning Experience; Learn Everyday: The Preschool Curriculum, Kaplan Early Learning Company, 2012, 2019 2d Edition; Life Essentials: Ready, Set, Go 4s, Essential Brands, Inc., 2015; Life Smart 3-5, Learning Care Group, 2016; Lillio Learning for Preschool, printed curriculum (formerly Fireflies by FunShine Express) Lillio Learning; Mother Goose Time Preschool Curriculum, Experience Early Learning; Playworks, Preschool LeafSpring Schools, 2019; Pre-K On My Way 4s, Scholastic Inc., 2021; Starfall 4s, Starfall Education Foundation, 2013; The Creative Curriculum for Preschool 4th Edition, Teaching Strategies, Inc 2002; The Creative Curriculum for Pre-K, Teaching Strategies, Inc., 2024; The Creative Curriculum for Preschool 5th Edition, Teaching Strategies, Inc 2010; The Creative Curriculum for Preschool 6th Edition, Teaching Strategies, Guided Edition Teaching Strategies, Inc 2016; The Creative Curriculum for Preschool, Guided Edition, Teaching Strategies, Inc. 2020; The Investigator Club Prekindergarten Learning System, NC Edition, Robert Leslie Publishing, The Early Childhood Company, 2017; Tools of the Mind, 7th Edition, Metropolitan State College of Denver, 2012; World At Their Fingertips 3-5, Bright Horizons, LLC, 2021; Young Achievers, The Children's Courtyard, 2016.
- ¹⁶ All previous processes have included the listed groups and other early childhood professionals. Additional participants have included the NC Child Care Commission, Office of Early Learning, Smart Start, Child Care Resource and Referral, Early Intervention Specialists, and CCDF Lead Agency staff. To streamline the 2025 review, this year's reviewers will include DCDEE staff, NC Pre-K staff, and a Child Care Commission subcommittee, which typically includes representatives from higher education, program administrators, FCCH providers, and other early childhood stakeholders.
- ¹⁷ Click [here](#) for a list of state-approved formative assessments.
- ¹⁸ 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)
- ¹⁹ The number of lead teachers reported is a point in time count for October 2024 and does not include long-term substitute lead teachers.
- ²⁰ Of the 2,056 teachers that served in NC Pre-K classrooms in October 2024, only 81.2% were qualified Lead teachers (1,669 of 2,056). The remaining 18.8% (387 of 2,056) were Long-term Substitute (LTS) Lead teachers. 243 of the LTS leads had a BA/BS or higher.
- ²¹ Long-term substitute lead teachers must hold an associate degree in birth-through-kindergarten, child development, early childhood education or an early childhood education related field.
- ²² All teacher assistants are required to have a high school diploma or its equivalent and either a CDA credential or hold or be working toward an associate degree or higher in birth-through kindergarten, child development, early childhood education, or an early childhood education related field. Teacher assistants working toward the associate degree are expected to complete a minimum of six semester hours per year and complete a minimum of 15 hours of annual in- service professional development. A combination of college coursework, Continuing Education Units (CEUS), or clock hours may be used to complete the requirements of this Rule. The site-level administrator documents the progress of teacher assistants who are working toward the required education. This documentation must be maintained in the individuals' staff records available for review by the Division.
- 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 Federal funding for North Carolina Pre-K includes TANF and CCDF. Title I, Head Start, Preschool Disabilities, and Food Program funds are included in the non-required local sources amount.
- ²⁵ In 2024-25, there is a requirement of a local match; however, there are no stipulations as to the amount or source. Local matches may include: Smart Start, Head Start, Title I, Preschool Disabilities, Local appropriations, Subsidy, Special Grants, Food Program, Private Provider Programs, Donations, and other local resources.
- ²⁶ All NC Pre-K classrooms, including faith-based, must meet 4- or 5-star licensing requirements. Faith-based centers cannot use religious content in NC Pre-K classrooms.
- ²⁷ All NC Pre-K licensed programs in public schools and private child care facilities have an assessment completed every three years using the Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) assessment tool as a part of the star rated license reassessment process. The ECERS-R assessment is conducted at the time of the star rated license reassessment. Classrooms that score below 5.0 are reassessed the following year and a minimum score of 5.0 must be achieved to continue to be approved as a NC Pre-K site. At least one NC Pre-K classroom is selected for an assessment during the reassessment process.
- ²⁸ NC Professional Teaching Standards is another optional required preschool classroom observation instrument.
- ²⁹ The state contracts with the North Carolina Rated License Assessment Project to conduct environment rating scale assessments. Highly trained assessors record the daily activities and interactions observed in child care settings using the environment rating scale appropriate for the ages of children in the classrooms being observed. Once the needed observations have been completed and assessment reports have been written and finalized, a facility summary report is sent to the program's Child Care Consultant. The consultant then contacts the program and arranges to review the report with the facility's administrators. The scores are used to determine compliance with NC Pre-K program requirements and as part of the program's star rated license assessment.
- ³⁰ There are multiple State licensure visits, as well as local contractor monitoring visits multiple times per year.
- ³¹ 10A NCAC 09 .3002 (c) During the NC Pre-K day, classrooms serving NC Pre-K children shall provide outdoor time, either as part of a small group, whole group, or individual activity, for no less than 45 minutes per day when weather conditions permit as defined in [Rule .0102](#) of this Chapter.

NORTH DAKOTA – North Dakota Best in Class

- ¹ The North Dakota Health & Human Services (NDHHS) Early Childhood Section provides the Best in Class Program approval process. Once schools receive approval, then the North Dakota Department of Public Instruction (NDDPI) authorizes a grade configuration of pre-kindergarten through a specific grade.
- ² The program's application is available in all 53 counties. The awardees are located in 29 counties but serving 31 counties.
- ³ Best in Class is a yearly competitive award. Programs are eligible to apply if they offer preschool for the year before kindergarten and are an approved 4-year-old program in a school or a licensed child care participating in the Quality Rating System as a step 3 or 4 or NAEYC Accredited, or a Head Start program.
- ⁴ This number is inclusive of non-public schools and Head Starts who receive ND Best in Class program approval for 4-year-old children.
- ⁵ In North Dakota, children with IEPs are children who have been determined eligible from ages 3-5. Once identified, the services are individualized across settings including the mixed delivery system. The placement settings vary along a continuum of options ranging from home, state funded or private preschools to child care or

- early childhood special education settings.
- 6 Four programs have Head Start children in them and are counted as follows: Rugby - Head Start, Licensed and LEA (36); Griggs County Central - Head Start and LEA (16); Two Head Start programs currently licensed are counted as Head Start (36). All children in the classroom are counted as Head Start children but half of the children in the LEA are most likely not counted as Head Start children.
 - 7 Full time (800+ hours): 44 programs, 819 children enrolled; Part time (400-799 hours): 13 programs, 257 children enrolled.
 - 8 The State of ND requires all programs to offer a minimum 400 hours and the awards are increased if the program offers 800 hours or more within 32 consecutive weeks.
 - 9 Kindergarten eligibility is 5 before August 1st in the year of enrollment, unless requested by families and the LEA deems the child to have superior academics.
 - 10 Fifty percent of a program's classrooms will be set aside for children whose family's household income is 60% of the state median income or less, or children who have an identified development delay or disability. Income could be determined utilizing categorical eligibility established via other federal programs (e.g., SNAP, CCAP, Free-Reduced Meals) or via documentation provided by the family. Foster care and homelessness also qualify. Randomized selection will continue with all registered children. The 50% set aside spots were not required but highly encouraged. Not all Best in Class programs received household income from all participating families/children.
 - 11 There is a required minimum of one teacher for every ten children, with a maximum of 20 children and two staff (teacher and para). Staffing must include two adults, including a lead teacher and an auxiliary teacher who are required to be present at all times.
 - 12 Snack is required if longer than 3 hours. Otherwise meals and snacks are Determined locally.
 - 13 Health screenings (physical, dental, developmental, vision & hearing) were asked to be completed. If concerns were apparent the child was referred for further evaluation.
 - 14 The screener can recommend a child to have further evaluation, but the screener cannot do referrals because that implies it can be run through insurance. A school nurse doing the hearing screening can recommend further evaluation but cannot refer the child to an ear nose and throat specialist.
 - 15 Research based family engagement was required and offered through Teaching Strategies-Ready Rosie.
 - 16 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.
 - 17 The state purchased the Teaching Strategies GOLD Assessment for all participating Best in Class programs. They are required to use Teaching Strategies GOLD.
 - 18 The NDDPI and NDHHS collaborate to print, disseminate, and provide professional development on the B-K Standards. Coaches are also provided support to the teachers.
 - 19 The state provides Creative Curriculum to recipients of the state's pre-K award. Along with this they receive free professional development opportunities through Teaching Strategies and coaches who guide them through the curriculum and assessment piece.
 - 20 There are 3 checkpoints, Nov. 30th, Feb. 28th & May 30th. This is all after a required developmental screening.
 - 21 Lead teachers in state-funded preschool programs in school settings must be approved teachers through North Dakota Education and Standards Practice Board to operate. A lead teacher with an Elementary Education degree must also obtain a K Credential to teach pre-K in ND in both public and nonpublic settings. All lead teachers in a child care setting are required to complete Getting Started (15 hours of federally-mandated health and safety topics) within 90 days of hire date. They must also fulfill the training requirements of the state quality rating system, Bright and Early of ND Step 3 or Step 4 PD requirements. Step 3: all Lead Teachers must complete 10 hours of PD about learning environment, observation and assessment. Step 4: all of the previously listed requirements must be met plus 2 to 2.5 hours of PD in relation to interactions and must be a Career Pathway E or higher (CDA). Head Start programs must meet Head Start qualifications.
 - 22 The numbers are reported from one point in time.
 - 23 After trying to hire a licensed teacher a school resorted to a para that is completing their degree to be the lead teacher.
 - 24 The license was waived in one school while one teacher was in the process of getting their license and mentored by a degreed teacher.
 - 25 All assistants must only meet licensing requirements, which requires ten hours of Getting Started.
 - 26 Assistant teachers in nonpublic settings must only meet licensing requirements. Head Start assistant teachers would be required to meet Head Start expectations. Professional development will be available on Creative Curriculum and teachers will be trained to implement GOLD assessment and how to use the data to intentionally plan teaching and learning opportunities. All lead teachers are required to complete 15 hours of early childhood related training.
 - 27 Lead Teachers employed by non-public schools need to meet Bright and Early expectations on annual professional development plans, and these can be part of the 15 hours of early childhood training the State funded programs are required to have.
 - 28 Best in Class coaches will be supporting teachers in all components of the Best in Class program including, but not limited to, environment and materials, Teaching Strategies curriculum and assessment, family engagement, health screenings and referrals, and coordination of other coaches currently assisting programs. Coaches will provide onsite and virtual communication through observation, reflection, action planning and goal setting.
 - 29 Best in Class tiers teachers and based on their tier determines the amount of coaching they receive at a minimum per school year: Tier 1 = minimum of 4 on-site visits and virtual meetings in-between. Tier 2 = minimum of 3 on-site visits and virtual meetings in between. Tier 3 = minimum of 2 on-site visits and virtual meetings in between.. The Coaching Framework is on the [ND Best in Class website](#).
 - 30 The administration of the program, coaching, health and safety coaching, curriculum, assessment tool and professional development came from state funding that is included in the spending total.
 - 31 If the program is a licensed child care they are required to be at least a Step 3 in the State's Quality Rating System. School settings do not need to be quality rated. At this time school based programs are not able to participate in our QRIS.

OHIO – Ohio Early Childhood Education

- 1 Programs can access additional funding under DCY to support their preschool programs through the Child Care Development Block Grant (CCDBG) and additional state funding is made available to eligible programs through the publicly funded child care program (PFCC) and Child Care Choice Voucher Program (CCVP). The PFCC and CCVP programs are not competitive, but rather programs have to meet minimum standards.
- 2 Children are permitted to attend state-funded preschool and use Head Start for wrap-around services; however, this information is not collected by the state.
- 3 Children are eligible for the ECE grant program when family income does not exceed 200% of the FPL unless they meet categorical eligibility requirements. Children with disabilities, children in foster or kinship care and those who are homeless do not provide income verification, therefore the breakdown of enrollment by family income is not able to occur for 2024-25.
- 4 All Early Childhood Education programs must provide services for a minimum of 455 hours per academic year, approximately 12.5 hours a week. Ohio added a full-day pilot program for the 2024-25 school year, which provided funding for a full-day preschool experience to a limited number of participants. These participants must provide services for a minimum of 25 hours a week through the academic year. In 2024-25, 59 grantees operated a total of 1,909 full-day slots.
- 5 Families are eligible for the Early Childhood Education Grant if their income is at or below 200% of the Federal Poverty Level (FPL), with the program provided free of charge to those at or below 100% of the FPL. In addition to income-based eligibility, certain children qualify categorically regardless of family income, including those who are homeless, have an Individualized Education Program (IEP), are exiting early intervention but not eligible for preschool special education (this criteria was a pilot during the program year), or are in foster care or kinship care.
- 6 Ohio moved to a 3-tiered QRIS and state funded preschool must be rated Silver (2nd highest) or Gold (highest). Gold rated programs need ratios of 1:11 or 2:22 for three-year-old children and 1:13 or 2:26 for 4-year-olds.
- 7 Programs are required to provide breakfast, lunch or snack depending on hours of attendance.
- 8 All programs must administer or confirm completion of a comprehensive screening tool within sixty days of enrollment for newly enrolled children and annually for all children. They then must share or confirm results with families within thirty days following the completion of the screening. Silver and Gold rated programs must also refer families with a child who has an identified need, within sixty days from the date of the completed screening. Gold rated programs must also Follow-up with families within

- thirty days from date of referral to determine if the child's needs are being met for services. Gold rated programs must offer two annual educational trainings, workshops, or events for families.
- ⁹ Child Care Resource and Referral agencies support the use of the ELDS for infant and toddler teachers as well as preschool teachers through training, technical assistance, and consultation.
 - ¹⁰ Ohio now provides a [list](#) of approved curriculum (comprehensive and subject-specific) and assessments.
 - ¹¹ For 2024-25, all programs must use the Ohio Early Learning Assessment. In 2025-26, programs may choose between the Early Learning Assessment and Teaching Strategies Gold.
 - ¹² Qualifications vary by rating. For Gold rates: Fifty percent of lead teachers have a minimum of BA in an approved related field or a Career Pathways Level 3 and 15 hours of professional development annually approved by the state. For Silver rated: 25% of lead teachers meet the Gold criteria and have 12 hours of annual professional development approved by the state. Teachers in public schools who have a K-3 or K-8 license are required to have 12 college credits in ECE.
 - ¹³ FCC lead teachers (if not the provider) have a CDA or CPL 2 (Silver-rated) or AA, CPL 2 (Gold rated), plus 12 or 15 hours of PD annually.
 - ¹⁴ The number of teachers by setting type is not available due to a transition from the legacy reporting system to a new system that records the teacher credentials, but not by program setting.
 - ¹⁵ The other category was unspecified and includes those who do not fit into one of the other categories.
 - ¹⁶ ECE providers share that the hardest part of the program is finding and retaining staff who meet required qualifications.
 - ¹⁷ OAC 5180-37-04 requires that substitutes meet the following requirements: (1) Evidence that they are at least eighteen years of age; (2) Have at least a high school diploma or certification of high school equivalency issued by the state board of education or comparable agency; (3) A medical statement signed by a licensed physician, physician's assistant, advanced practice registered nurse, or certified nurse practitioner that documents they are free of communicable disease and fit to work with children; (4) Evidence of criminal record checks and five-year updates; and (5) Evidence on file that individuals in public school districts, county board of developmental disabilities, educational service centers and community schools have an appropriate substitute license as prescribed in section 3319.226 of the Revised Code.
 - ¹⁸ Programs are required to participate in Step Up To Quality, Ohio's tiered quality rating and improvement system, and must complete 12 hours/year of PD (Silver rated) and 15 hours/year of PD (Gold rated).
 - ¹⁹ Written PD plans are not required by the preschool program, but they are part of teacher licensure and Determined locally.
 - ²⁰ QRIS standards are found [here](#).
 - ²¹ Outdoor play is required for children in attendance for four or more consecutive daylight hours in suitable weather (minimum of twenty-five to ninety degrees Fahrenheit). As the minimum requirement for the ECE Grant funded programs is 2.5 hours they may not all have to provide outdoor time as they may not meet that minimum standard.
 - ²² If instruction happens outside, it counts.

OKLAHOMA – Oklahoma Early Childhood Four-Year-Old Program

- ¹ Oklahoma offers universal pre-kindergarten classes to all children who are age 4 on or before September 1st. There are no other enrollment qualifiers or competitive grants to award to school districts or school sites.
- ² The total of 36,114 includes 17 pre-K students over the age of 5 and these children are included in demographic counts. The total count of 3-year-olds includes 1,068 children funded with a combination of state and local dollars through the Oklahoma Early Childhood Program (OECF). These children are not included in demographic counts because the Oklahoma State Department of Education (OSDE) does not have access to data on OECF students. Total enrollment for demographic counts is 36,114-1,068=35,046.
- ³ In 2024-2025, 3,546 students with IEPs participated for any part of their day in a "regular education classroom". This includes, but is not limited to, state preschool classrooms. Other environments that fall into a "regular education classroom" might be Head Start, private childcare/group care, and potentially a kindergarten classroom (where a child is not enrolled in kindergarten but might be spending part of their day with their same age peers). At this time, the state data program is unable to break this data further down to just the number of students attending public school pre-K.
- ⁴ Approximately \$16 million, but funds are no longer distinguished between Head Start and Early Head Start. There was an additional \$14 million in private match funds.
- ⁵ All totals include children under the age of 3 and over the age of 4.
- ⁶ "Other" agencies represents children served outside of public school settings, but a breakdown by Head Start and other private agencies is not available. Children served via the OECF are not included in this response.
- ⁷ 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. Determined locally represents 3-year-olds in OECF programs.
- ⁸ 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 five 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.
- ⁹ 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 shall be excused from kindergarten attendance until the next school year after the child is 6 if a parent, guardian, or other person having custody of the child notifies the superintendent of the district where the child is a resident by certified mail prior to enrollment in kindergarten of election to withhold the child from kindergarten until the next school year after the child is 6. By statute, school districts may enroll kindergarten-age eligible children in preschool if the district has the physical facilities and teaching personnel. The relevant statute can be found [here](#).
- ¹⁰ 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.
- ¹¹ Full-day programs provide breakfast and lunch. Part-day programs provide breakfast or lunch, depending on the session the child attends.
- 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, they must meet those requirements as well.
- ¹³ The 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 The Oklahoma Department of Human Services (OKDHS) [Early Learning Guidelines](#) are available for classrooms serving students under 4.
- ¹⁵ Guidelines for 3- to 5-year-olds can be found [here](#). Guidelines for infants and toddlers can be found [here](#). Early childhood staff from the Oklahoma State Department of Education serve on committees with the OK Department of Human Services when the Early Learning Guidelines (ELGs) are revised to ensure alignment between the ELGs and the Oklahoma Academic Standards. All content areas in the Oklahoma Academic Standards are aligned PK-12.
- ¹⁶ The [Oklahoma Curriculum Frameworks](#) provide support for state standards. The statewide summer conference, InspireOK, provides PD to support the implementation of state standards, along with fall regional trainings, as well as district-specific PD sessions that are requested.
- ¹⁷ Each year, the OSDE does a review of High Quality Instructional Materials that will result in a three-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. In 2023, OSDE had the first review cycle for comprehensive preschool curriculum. Preschool curriculums can also be adopted anytime during the 6-year cycle if the curriculum is comprehensive. Information about the OK review cycle can be found [here](#). The early childhood comprehensive program rubric can be found [here](#).

- ¹⁸ The Creative Curriculum for Preschool (Teaching Strategies) and Frog Street Pre-K are the comprehensive curricula.
- ¹⁹ According to the Oklahoma curriculum review process, publishers must submit a bid and then review teams review the curricula using the rubric approved by the state textbook committee. The State Textbook Committee makes the final recommendations on approved curricula.
- ²⁰ The state forms expert content review teams from teachers in that subject/grade level from across the state. Public comment is also used.
- ²¹ Research and state standards inform the rubrics, and the rubrics inform the decision-making process.
- ²² Although assessments are not required by the state, using some type of formative and summative assessment is recommended. The state has created the Early Learning Inventory (ELI) which is a formative observation tool. The ELI can be used throughout the school year to assess student learning and adjust instruction to meet student needs. For additional information, see [here](#).
- ²³ 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 Praxis Performance Assessment for Teachers (PPAT) and the Oklahoma Subject Area Test or an approved Praxis subject area assessment. 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.
- ²⁴ Numbers are based on October 1, 2024 counts. Family child care is not allowed in the state preschool program, so those lead teachers are not reported to OSDE.
- ²⁵ About 94% of PreK classes were taught by certified lead teachers, and 6% were taught by teachers not holding a standard certification in early childhood.
- ²⁶ There is no waiver given for those considered uncertified to teach pre-K classes. Those teachers are on a provisional certification (Career Development or Alternative) and possibly emergency certified. An emergency certified pre-K teacher is required to complete an additional 14 hours of reading training on OSDE Connect, which is the state's online asynchronous learning platform.
- ²⁷ A standard background check is required and subs in special education must complete an in-service training if they will be in the same assignment more than 15 consecutive days or 30 days total.
- ²⁸ Teacher assistants are only required to hold a HSD 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 two years or 48 credit hours of study at an institution of higher education; or (3) 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.
- ²⁹ See [here](#) for more information about required professional development topics for teachers and teacher assistants.
- ³⁰ For additional information, see [here](#).
- ³¹ Mostly Determined locally, but for the purpose of professional learning focus, teachers are to have at least two meetings a year - one to establish the professional learning focus and one 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.
- ³² For additional information, see [here](#).
- ³³ For additional information see [here](#).
- ³⁴ There may be other funds used to support the program, such as Title IV, Title V, Title VII, Title III, Title VI, Federal Direct Fund, Federal Grants-In-Aid, and Adult Education and Literacy, but this varies by district.
- ³⁵ Tulsa Teacher Leader Effectiveness and Marzano Teacher Evaluation Model are the primary assessment instruments. More information may be found [here](#). Observation scoring thresholds are determined by the state, but scoring is done at the local level. All teachers are observed at least once per year, unless and until they score well enough that they become exempt for the next two years.
- ³⁶ 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.
- ³⁷ The accreditation process includes on-site evaluations by representatives of the State Department of Education to verify compliance with standards and to assist in school improvement.
- ³⁸ The OSDE Accreditation process serves as the quality assurance and accountability system for state-funded pre-K programs, functioning in place of QRIS (Reaching for the Stars) for public schools. Public school pre-K classrooms are not licensed by OKDHS; they are governed by OSDE accreditation instead. Therefore, OSDE accreditation is the substitute accountability system ensuring quality, safety, and compliance. Thus, the OSDE accreditation process fulfills the same intent as QRIS - to ensure consistent, research-based, high-quality early learning environments.

OREGON – Oregon Prenatal to Kindergarten (OPK)

- ¹ Oregon launched the Department of Early Learning and Care on July 1, 2023. This agency helped strengthen and unify early learning and care in Oregon. Prior to July 1, 2023, the Early Learning Division within the Oregon Department of Education oversaw OPK.
- ² Although all 36 counties are represented, there is still more needed to reach all eligible children within those counties, specifically in rural and frontier Oregon. Due to the wide span of open space, eastern Oregon lost services in Grant County mid-year in 2024-25. The State is currently working to reallocate those slots to a new grantee who can better access Grant County.
- ³ The service goal for OPK is to serve all areas of the state. All OPK grantees use Service Area Coordination Agreements to determine geographical boundaries and other service parameters to reach all eligible families in Oregon.
- ⁴ These enrollment numbers represent estimates of children enrolled in dual-funded OPK/HS programs funded by the state. OPK, by Oregon Administrative Rule is required to follow all Head Start Program Performance Standards, which allows the Head Start programs to use the OKP funding as their nonfederal share match. This means Oregon uniquely funds approximately 69% of all Head Start services in the state, with dual funded OPK/HS programs having 69% funded by OPK state funding. This allows for a partnership between Region X/Region West of the Office of Head Start and the OPK team that supports children and families in accessing more Head Start level services through the OPK funding. Enrollment estimates are based on cumulative enrollment numbers that are reported at the end of the program year. This includes children enrolled at the start of the year and at any point throughout the year.
- ⁵ Head Start Program Performance Standards requires that at least 10% of all funded enrollment of the OPK program are children with a disability, but OPK often exceeds that requirement. Many programs are using their PD funds and other funding to support high quality inclusion practices including but not limited to LEAP and lowering class sizes.
- ⁶ Many OPK grantees have multiple classrooms that serve children with IFSPs, and all grantees report having at least one classroom where multiple children have behavioral or mental health needs.
- ⁷ State-funded OPK is essentially state-funded Head Start, and state funds are used as a non-federal match for federal OHS Head Start grants. Funds are blended & dually-funded grantees use a cost allocation plan. If a grantee has 100 federal slots and 100 state slots, the expectation is that 200 unique children are served. Children are not actually dually enrolled in the same slot. Enrollment numbers represent estimates of children enrolled in dual-funded OPK/HS programs funded by the state. OPK is required to follow all Head Start Program Performance Standards, which allows the Head Start programs to use the OKP funding as their nonfederal share match. Oregon uniquely funds approximately 69% of Head Start services in the state, with dual-funded OPK/HS programs having 69% funded by OPK state funding. This allows for a partnership between Region X of the Office of Head Start and the OPK team that supports children and families in accessing more Head Start services through OPK funding.
- ⁸ Enrollment by race and ethnicity do not add up to the total enrollment for multiple reasons. These numbers are approximate and do not sum due to the combined nature of OPK and HS in many of our dually funded programs. Also, some families did not report this information and some respond in multiple categories. In addition, the way that the data is collected does not separate race and ethnicity between different age groups.

- ⁹ These numbers are estimates based on the state's 69% of the total dual-funded OPK/HS programs funded by the state. Programs reports overall race/ethnicity data, not separated out by age.
- ¹⁰ "Other" refers to children served based on being categorically eligible through public assistance, foster care, experiencing homelessness, or another type of need, and income information is not known. This number has increased significantly from previous years because the Office of Head Start instituted a new category for eligibility. Children and Families receiving Supplemental Nutrition Assistance Program (SNAP) benefits are now categorically eligible for Head Start and OPK. This means OPK can now serve families whose income is up to, and in some cases just above, 200% of FPL, depending on their SNAP eligibility determinations. In addition, enrollment by eligibility does not add up to the total enrollment for multiple reasons: These numbers are estimates based on the state's 69% of the total dual-funded OPK/HS programs funded by the state. Because some families did not report this information, and some respond in multiple categories. In addition, the way that the data is collected does not separate race and ethnicity between different age groups.
- ¹¹ The operating schedule 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. Program Models include: 1) Part Day Part Year classrooms operate a minimum 3.5 hours/day for a school year. 2) Duration classrooms (68% of OPK slots) offer 1,020 hours/ year and can meet those hours in ways that meet community need. Some classes operate 6.5-hour days 4-5 days per week over 32 weeks. Some offer 5-hour days 5 days/week for a full year. (3) Home Base: Only offered for frontier Oregon in Harney County for families who live beyond 3 hours to any location. Families have monthly home visits & a supported curriculum. Many children receive above the required services hours by way of Family Service Home Visiting & Education Service Home Visiting. Families with greater or more specific need receive higher levels of service based on individual needs & support plans.
- ¹² 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 parent policy councils.
- ¹³ Part-day programs offer breakfast and lunch. Midday and afternoon classes have lunch and a snack. Full-day programs offer breakfast, lunch, and a snack. 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. Meals are also provided through food boxes and other resources for families in need and during holidays or school closures. Several programs have partnerships with local farms and one is working towards opening a food bank.
- ¹⁴ 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 and include lead Poisoning screening, nutritional assessments, BMI, and height/weight.
- ¹⁵ Follow up, collaboration, and advocacy for the child and family during the referral and evaluation process is also required. All programs are required to have a Memorandum of Understanding with their Early childhood special education (ECSE) provider. Many ECSE services are delivered in the OPK classrooms. Teachers work with ECSE providers and parents to ensure goals are set and progress is documented.
- ¹⁶ Parent involvement activities are per the Office of Head Start regulation and from Section 645A of the Head Start Act. 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. In addition, programs need to ensure the provision of comprehensive services as described in Section 645A of the Head Start Act. This applies to all Head Start program options, whether they are center-based, home-based, or a family child care home.
- 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 Oregon Pre-K program.
- ¹⁸ The ELDS are inclusive of kindergarten standards and connect to the larger K–12 Common Core State Standards.
- ¹⁹ All assessments must meet Head Start Program Performance Standards around curriculum and screenings.
- ²⁰ Mentor Coaches from the Early Learning System Initiative, housed at Oregon State University, are working with OPK coaches and education managers to ensure coaches are accessing needed trainings and supports to effectively implement coaching systems within their organizations.
- ²¹ 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.
- ²² Curriculum requirements come from the Head Start Program Performance Standards. OPK programs are able to make curriculum decisions based on any Valid and Reliable Curriculum that matches the Early Learning Outcomes Framework
- ²³ Programs are required to use a Valid and Reliable curriculum and assessment per HSPPS. The assessments included on the list are: ASQ; ASQ-SE; Ongoing, multi-domain child development assessment (e.g., Teaching Strategies GOLD or DRDP).
- ²⁴ All Lead Teachers in OPK are subject to the requirements in Head Start Program Performance Standards. 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). Oregon Registry Online run by Portland State University is a step system for child development professionals that work as an experience and training data base. It provides credentialing related to ECE experience and training. It allows for many professionals who have been working in preschool for many years to get credit for their expertise and experience.
- ²⁵ These numbers are approximate and do not sum due to the combined nature of OPK and Head Start in many of our dually funded programs. The master's degree category includes all teachers with advanced degrees (can include EdD/PhD). Other indicates entered as none of the reported education levels.
- ²⁶ Across the 2024-25 program year, grantees reported on average seven unfilled staff positions with the highest number of those positions constituting lead teachers. Around one third of grantees reported that staffing challenges impacted service delivery, either causing reduced hours, closed classrooms, or the inability to be fully enrolled.
- ²⁷ Per HSPPS waivers are provided with a professional development plan and an agreement to reach degree attainment within a specific period of time. In 2024-25 six teachers had a waiver.
- ²⁸ Programs are allowed, with an approved Request for Prior approval, to redirect unspent funds to salary incentives and/or supports for benefits and fringe costs to support for the recruitment and retention of program staff. Per the Request for Prior Approval guidelines established by the Oregon Department of Administrative Services.
- ²⁹ 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.
- ³⁰ Using the State's Quality Rating Improvement System SPARK, all OPK programs meet the standards for getting a 5-star rating which means they are all required to complete 24 hours of training for teaching staff each year. This is 9 hours more than the Oregon Child Care Licensing Requirement of 15.
- ³¹ Salary Requirements for Lead Teachers as set by the Oregon Early Learning Council: Lead Teacher requirements by qualification level: Bachelor's Degree (BA) / Registry Step 10: Minimum Annual: \$44,000, Minimum Hourly: \$25; Associate Degree (AA) / Registry Step 9: Minimum Annual: \$38,000, Minimum Hourly: \$22; Child Development Associates (CDA) Credential / Registry Step 8: Minimum Annual: \$32,000, Minimum Hourly: \$18. OPK programs must meet the Salary Guidelines set by the Early Learning Council, which have not been updated since 2020 and are no longer at parity.
- ³² Salary Requirements for Assistant Teachers as set by the Oregon Early Learning Council: Assistant Teacher Minimum Salaries based on Qualification Level: Child Development Associates (CDA) Credential/Registry Step 7 or above: Minimum annual: \$27,000, Minimum hourly: \$16; Registry Step Less than 7: Minimum annual: 21,000, Minimum hourly: \$12 unless local minimum wage is higher. Programs must meet the Salary Guidelines set by the Early Learning Council, which have not been updated since 2020 and are no longer at parity.
- ³³ OPK grantees can be dually funded with OPK and Federal Head Start or not. Twenty-five of thirty OPK grantees do have Federal Head Start grants as well. OPK funds are used as the required nonfederal share.
- ³⁴ 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.

- ³⁵ All OPK Programs with Family Child Care program models and awarded slots. Agencies are chosen by the OPK grantee organizations based on several factors such as geographical location, specific services provided to families such as alternative schedules or partnerships with colleges and universities and cultural responsiveness. OPK grantees are not allowed to subcontract for the entirety of OPK services. Most contract for classroom services and still provide the family support services and home visiting required in all OPK models and slots.
- ³⁶ Internally, OPK programs conduct their own CLASS, ECERS, TPOT, and TPITOS observations. Most classrooms/teachers are observed twice for program QI cycles and teacher professional development. These observations are used in the development of training plans and to inform the CLASS observation cycles they must go through with the Office of Head Start. The Office of Head Start conducts CLASS observations for 25 of the 30 OPK grantees on a regular basis as a part of their five year OHS grant monitoring. OPK programs are required to have coaches who are reliable in CLASS who conduct observations for the classrooms in their programs per HSPPS. OPK Grantees also participate in the state's classroom observation initiative, where all eligible classrooms are observed at least once over a multi-year cycle. Sites with state-funded preschool slots are randomly selected. All classrooms with state-funded slots within those sites are observed. Selected sites are able to choose between the ERS and CLASS tools -- whichever fits their program's needs more. The current cycle was extended from 3 years to include a fourth year, in order to observe all eligible classrooms. Implementation planning in ongoing to determine the number of years that will be included in the next cycle, which will begin in the 2026-27 program year. Both OPK and PSP programs are included in the multi-year cycle.
- ³⁷ There is some double coding. All observations are conducted through the state's grant with research partners located at Western Oregon University. The research partners are responsible for ensuring observers meet all certifications required for each tool specified above to ensure validity and reliability of observation scores. Additionally, some double coding is used to maintain reliability.
- ³⁸ The state's initiative for systematically observing all state-funded preschool sites is still very new (began in 2022-23). Current activities include focusing on state and local level use of data to support mentoring/coaching, technical assistance, and professional development (to program, to local child care resource and referral agencies, to program coaches, and to the state). Raw scores and aggregate level trend reports are provided to the state to highlight trends and summaries across each program.
- ³⁹ Site visits by DELC staff were not required due to limited capacity at DELC but did take place for all programs who are dually funded and were chosen to go through Focus Area 2 reviews with the Office of Head Start.
- ⁴⁰ OPK programs have demonstrated the high quality rating of five stars due to their requirements to follow all HSPPS which are far above general childcare or other preschool requirements. Agencies receiving OPK funds have been in contract with the state for more than 15 years with no new agencies awarded but rather established programs have continued to be enhanced through expansion funding.
- ⁴¹ Outdoor time is required pending weather alerts and the time they spend outside is locally determined. Guidance recommends at least 30 minutes for part-day classes and at least one hour (two 30-minute sessions) for full day or 6.5+ hour classes. Like the requirement, this is weather dependent due to wildfire or extreme cold/storms.
- ⁴² Science sections of chosen curriculums encourage open outdoor exploration and inquiry, hands on projects and open ended play.
- ⁴³ "Outdoor nature-based (ONB) child care," "outdoor nature-based (ONB) program," "certified ONB program," or "ONB program" means a child care program certified under and subject to these rules that: (a) Enrolls preschool through school-age children; (b) Provides child care to children in a primarily outdoor natural space approved by the DELC. The program may have non-regular or emergency use of indoor space approved by the DELC; and (c) Utilizes a philosophy where nature is central to children's learning and development, as demonstrated by curriculum requirements outlined in OAR 414-320-0525(4).

OREGON – Oregon Preschool Promise

- ¹ Oregon launched the Department of Early Learning and Care on July 1, 2023. This agency helped strengthen and unify early learning and care in Oregon. Prior to July 1, 2023, the Early Learning Division within the Oregon Department of Education oversaw Preschool Promise (PSP).
- ² In 2024-25 the Department of Early Learning and Care (DELC) granted directly with 223 Preschool Promise grantees offering services at 337 sites statewide utilizing a mixed delivery system (school districts, center-based, and home-based care).
- ³ Enrollment is cumulative and reported at the end of the program year. This includes children enrolled at the start of the year and throughout the year. Information on age is missing for 46 children.
- ⁴ Ethnicity unspecified/not reported numbers represent a combination of those that reported other ethnicity and unspecified/not reported. Both ethnicity and race demographics are select all that apply so children can be counted in more than one category. Due to a data loss issue in one of our regions, this information may be missing for some children.
- ⁵ The state cannot provide an unduplicated count. Families are asked to report which languages are spoken at home and can select both English and other languages.
- ⁶ Geographic Areas with Low Access (GALA) waiver: 179; Eligibility data is missing for 131 children due to data loss in one of our regions. Additionally, FAR (Frontier and Rural) waiver has been renamed to GALA (Geographic Areas with Low Access).
- ⁷ The Head Start total is a combination of center-based (488) and school-based (386) settings.
- ⁸ Providers must offer, at minimum, the same instructional hours as full-day kindergarten, i.e., 900 hours of service in a program year (August 1-June 30). Programs can plan their schedule starting no earlier than August 1 and ending no later than June 30. Programs typically operate on a school-day, school-year schedule. Based on parent need, some providers choose to offer extended care options outside of the Preschool Promise service hours. Programs are required to offer a minimum of four days per week and six hours per day. Programs are required to have 265 consecutive days of programming in alignment with kindergarten instructional standards.
- ⁹ Children must be at least three years old and not yet eligible for kindergarten by the date used to determine kindergarten eligibility. One school district uses September 10th as the date for kindergarten entrance.
- ¹⁰ Children participating in the Preschool Promise (PSP) program must be living in Oregon to qualify. Children must be at least three years old, but not yet eligible for kindergarten, by the date used to determine kindergarten eligibility. Children must be members of families whose incomes, at the time of enrollment, are at or below 200% FPL. Exceptions to income eligibility are: Children who are in foster care at the time of enrollment are deemed categorically eligible for PSP, regardless of the income level of the family or foster parents. A child from a family with an income exceeding 200% FPL and living in a geographic area with limited access to preschool may be considered for enrollment, subject to DELC approval.
- ¹¹ Given Preschool Promise's mixed delivery model, some grantees are not fully funded by Preschool Promise; therefore, they need flexibility to serve more children. In addition, given the statewide shortage in facilities grantees need to expand the number of children served in each classroom. The program model defines maximum class size to be 18 children with a minimum of two adults (a 1:9 ratio). A waiver may be requested to increase class size to 20 (1:10 ratio) for special circumstances or up to 25 in the case of a licensed Montessori model. The staff-child ratio is based on the Oregon Child Care Licensing regulations and program quality requirements.
- ¹² Depending on the hours of the program, breakfast, lunch, and snack may be provided to all children. Meal and snack schedules ensure that children are offered nutritious food every two to three hours at appropriate times (not too early or too late) during the time they are participating in Preschool Promise. To meet licensing requirements, programs provide at least one meal and one snack or two meals. The number of meals and snacks depend upon daily service hours. Providers must provide adequate and nutritious meals and snacks in alignment with the USDA guidelines. Participation in CACFP to leverage funding for food service is recommended but not required. Providers are prohibited from charging parents/guardians of eligible children any fees or tuition for the Preschool Promise Program.
- ¹³ While not required many providers offer vision, hearing and dental screening to children. In future program years, the standards will include more required screenings. Currently, the required developmental screenings are: ASQ & ASQ-SE which must be completed within 45 days of the child's enrollment into the program.
- 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 connect to the larger K-12 Common Core State Standards.
- ¹⁶ The Department of Early Learning and Care contracts with Child Care Resource and Referrals (CCR&Rs) to provide a local Quality Improvement Specialist and a Coach to help providers successfully implement the Preschool Promise Quality Requirements. For grantees who have a coaching system in place, the Early Learning Division contracts with Oregon State University to provide coaching pathways that include mentor coaching, workshops, tiered coaching certification and communities of practice.
- ¹⁷ Other supports include individual and group support provided by local CCR&Rs through the program year.
- ¹⁸ The state has no plans to endorse specific curriculums.

- ¹⁹ Grantees must conduct ongoing formative assessments of each child at least three times during the program year. Grantee must choose a formative developmental assessment tool that aligns with all developmental domains and indicators in Oregon's Early Learning and Kindergarten Guidelines. Assessment data must be used to create individual, small group and large group activity plans. Individual child outcomes should be shared with parent/guardian at Parent and Teacher conferences. Teaching staff should maintain and update a developmental portfolio for each child in the Preschool Promise Program.
- ²⁰ 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.
- ²¹ Pre-service specialized training is determined by the ORO Step requirements related to the core knowledge categories.
- ²² The state requires reporting on all staff who support classrooms with Preschool Promise children. However, classrooms can have a mix of state-funded and children funded through private pay or other funding streams. Given this aspect of the model, Preschool Promise can have more staff associated with the program than another program with classrooms that only include state-funded children.
- ²³ Programs have reported anecdotally that hiring has been a challenge when finding qualified staff.
- ²⁴ There were 29 approved waivers (6% of lead staff).
- ²⁵ In the Fall of 2023, the Department of Early Learning and Care amended the 23/25 PSP grant agreements to include dedicated funding for staff supports. PSP grantees were required to use this dedicated funding on strategies that promoted recruitment, retention, and compensation of qualified staff. This is a one time increase.
- ²⁶ The minimum requirement for an assistant teacher is Step 5 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, which is similar to the credentialing system for K-12 teachers in Oregon.
- ²⁷ There were 19 waivers approved.
- ²⁸ A PD plan is required if teachers and/or assistant teachers do not meet the minimum education requirements.
- ²⁹ Providers are connected to a Preschool Promise Quality Improvement Specialist and Coach to support the implementation of the Preschool Promise Quality Requirement.
- ³⁰ This varies based on the setting and need of the grantee (e.g., weekly, bi-weekly or monthly).
- 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 Agreement 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 The state total includes funds for the CCR&Rs and Early Learning Hubs to provide local support for PSP grantees.
- ³³ Sites with state-funded preschool slots are randomly selected. All classrooms with state-funded slots within those sites are observed. Selected sites are able to choose between the ERS and CLASS tools, whichever fits their program's needs more. The current cycle was extended from 3 years to include a fourth year, in order to observe all eligible classrooms. Implementation planning is ongoing to determine the number of years that will be included in the next cycle, which will begin in the 2026-27 program year. Both OPK and PSP programs are included in the multi-year cycle.
- ³⁴ The state also utilizes the Family Child Care Environmental Rating Scale (FCCERS) tool in the mixed delivery system.
- ³⁵ There is some double coding. All observations are conducted through the state's grant with research partners located at Western Oregon University. The research partners are responsible for ensuring observers meet all certifications required for each tool specified above to ensure validity and reliability of observation scores. Additionally, some double coding is used to maintain reliability.
- ³⁶ The state's initiative for systematically observing all state-funded preschool sites is still very new (began in 2022-23). Current activities include focusing on state and local level use of data to support mentoring/coaching, technical assistance, and professional development (to program, to local child care resource and referral agencies, to program coaches, and to the state). Raw scores and aggregate level trend reports are provided to the state to highlight trends and summaries across each program.
- ³⁷ Oregon Adopted new rule language effective 1/1/2024 for licensed child care centers requiring outdoor time; however, not all state funded Preschool Promise programs are required to be licensed. For example, entities like school districts are exempt from licensing. For more information, see [OAR 414-305-0520](#). The Preschool Promise Guidance includes- Established routines that promote developmentally appropriate and culturally responsive experiences are consistent yet flexible to meet the needs of young children and maximize time for learning. The daily schedule and established routines include: Indoor and outdoor activities, weather permitting.
- ³⁸ "Outdoor nature-based (ONB) child care," "outdoor nature-based (ONB) program," "certified ONB program," or "ONB program" means a child care program certified under and subject to these rules that: (a) Enrolls preschool through school-age children; (b) Provides child care to children in a primarily outdoor natural space approved by the DELC. The program may have non-regular or emergency use of indoor space approved by the DELC; and (c) Utilizes a philosophy where nature is central to children's learning and development, as demonstrated by curriculum requirements outlined in OAR 414-320-0525(4).

PENNSYLVANIA – Pennsylvania Ready to Learn Block Grant (RTL)

- ¹ Enrollment data is no longer collected for this program.
- ² State code requires screening, but the screenings conducted are Determined locally.
- 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 This [link](#) includes a list of the OCDEL approved child assessments.
- ⁵ Supports are available to districts through OCDEL, but districts need to request the services.
- ⁶ This [link](#) includes the list of comprehensive and subject-specific curricula.
- ⁷ Providers follow the recommendations of the chosen curriculum.
- 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 a two-year induction.
- ¹⁰ Classrooms with Instructional level I certified teachers are observed annually.
- ¹¹ PDE has adapted the Danielson framework as a Pennsylvania specific observation tool.
- ¹² Summaries of teacher evaluations are used as part of formal state teacher evaluation system.

PENNSYLVANIA – Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

- ¹ Philadelphia operates a large local pre-K program.
- ² Head Start supports full inclusion. In some instances, a program may request a modified schedule which is approved at the steering team level.
- ³ This state-funded program is Head Start.
- ⁴ Programs must operate according to the federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, four days per week. For HSSAP, full day 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.

- ⁵ 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.
- ⁶ 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.
- ⁷ 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.
- 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 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.
- ¹⁰ This [link](#) includes a list of the OCDEL approved child assessments.
- ¹¹ Supports are available to Head Start programs through OCDEL but not required.
- ¹² Grant funds may be used to support curriculum training, purchase, and implementation.
- ¹³ This [link](#) includes the list of comprehensive and subject-specific curricula.
- ¹⁴ Providers follow the recommendations of the chosen curriculum.
- ¹⁵ The Head Start center-based teacher qualification requirements (as specified in the Head Start Act) require 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.
- ¹⁶ The "Other" category includes two years of college (at least 60 credits completed), PA ECE Certification Instructional 1 and 2, PA ECE Teacher Internship Certification, PA ECE Certification Emergency, Private Academic Teacher Certificate, Verified Career Pathway Levels, Local/State Assessment of Demonstrated Skills, and Teachers with No Qualifications.
- ¹⁷ 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.
- ¹⁸ Although it does not mention explicitly having written plans, the Head Start 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.
- ¹⁹ The Head Start Performance Standards (state programs must meet all Head Start Performance Standards to receive state funding) include the requirement to implement a research-based, coordinated coaching strategy for educational staff.
- ²⁰ Most funds are distributed to programs via grants but \$657,000 is held for administrative costs which is included in the total reported amount.
- ²¹ State pre-K specialists conduct annual contract monitoring visits.
- ²² LEAs may request a visit for CQI purposes.

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

- ¹ The total enrollment includes 66 students who are under the age of 3 and 133 students who are 5 years old.
- ² Home language is English only: The total enrollment includes 59 students who are under the age of 3 and 127 students who are 5 years old. Home language is a language other than English: The total enrollment includes 7 students who are under the age of 3 and 6 students who are 5 years old.
- ³ To determine if a student is economically disadvantaged, poverty data sources such as TANF cases, census poor, Medicaid, children living in institutions for the neglected or delinquent, or those supported in foster homes may be used. Free & Reduced Price Lunch (FRPL) may also be used for public schools.
- ⁴ Public prekindergarten, when offered, must operate for a minimum of 180 days of instruction for students. 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).
- ⁵ 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 4- and 6-years-old. 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.
- ⁶ 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 to teacher ratio of 17 students for one teacher and one teacher aide in a classroom (2 adults for every 17 students).
- ⁷ Public schools fall under the federal Food Program and thus, 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 meal to a student who requests one, unless the student's parent/guardian has specifically provided written directive to the school to withhold a school meal.
- ⁸ 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.
- ⁹ This [link](#) includes a list of the OCDEL approved child assessments.
- ¹⁰ This [link](#) includes the list of comprehensive and subject-specific curricula.
- ¹¹ Providers follow the recommendations of the chosen curriculum.
- ¹² School district contracted prekindergarten programs operated by a community provider requires lead teachers to have: 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.
- ¹³ Beginning in the 2009-2010 school year, a teacher aide in a prekindergarten program shall meet one of the following criteria: completion of at least two years of postsecondary study; possession of an associate degree or higher; or 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.
- ¹⁴ 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.
- ¹⁵ 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 (i.e., Head Start or STARS child care).
- ¹⁶ Teacher evaluations are required twice a year for all teachers holding Instructional I certifications, and annually with level II certification. Most use Danielson Framework, but other tools can be approved by PDE.

- ¹⁷ Summaries of teacher evaluations are used as part of formal state teacher evaluation system.
- ¹⁸ Any instructional time spent with the certified teacher outdoors such as a “specials” teacher (e.g., gym class) may not count since it may not be supervised by a certified teacher.

PENNSYLVANIA – Pennsylvania Pre-K Counts

- ¹ Philadelphia operates a large local pre-K program.
- ² PKC policy supports full inclusion. In some instances, a program may request a modified schedule but these are special cases and only approved by the steering team.
- ³ Children enrolled in state-funded pre-K might also be enrolled in Head Start as long as the hours of instruction do not overlap.
- ⁴ 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.
- ⁵ 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.
- ⁶ Children must be 3- or 4-years-old and meet the state-specified age and income requirements (300% FPL). Prioritization based on additional risk factors beyond income and age is locally determined.
- ⁷ Meal requirements vary by length of day: at least one meal (part-day); at least one meal and snack (full-day).
- ⁸ The PA State Board of Education passed English Development Standards in 2017. The 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.
- ⁹ This [link](#) includes a list of the OCDEL approved child assessments.
- ¹⁰ This [link](#) includes the list of comprehensive and subject-specific curricula.
- ¹¹ Providers follow the recommendations of the chosen curriculum.
- ¹² Lead teachers in all settings are required to have a BA and ECE instructional certification.
- ¹³ The “Other” category includes 2 years of college (at least 60 credits completed), local/state assessment, teachers with no qualifications, less than HS diploma, PA ECE Certification Instructional 1 and 2 and Teacher Internship Cert, Private Academic Teacher Certificate, Professional Development, and Verified Career Pathways.
- ¹⁴ Shortages of qualified staff have been a trend. OCDEL is also working with programs to have staff go through the emergency certification process, so they are compliant with PKC requirements.
- ¹⁵ The cost per child increased from \$10,000 per student (full-day) to \$10,500. Increase was to primarily be used for teacher recruitment and retention efforts.
- ¹⁶ Teacher aides in PKC shall meet one of the following criteria: completion of at least 2 years of full-time postsecondary study or the equivalent; possession of an associate degree or higher; ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment, or CDA certificate.
- ¹⁷ All PKC teachers must maintain 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 PKC participation, the following core series sessions are required and scheduled through the PA Keys PD Registry: 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; 4. Trauma-Informed Practices; and 5. Application of the Framework for Teaching in Pre-Kindergarten Classrooms. 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. Teacher aides must include at least 24 hours of acceptable PD each year. Acceptable PD 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.
- ¹⁸ First year teachers are required to have induction plans (2 years); teachers in childcare and HS centers are required to have PD plans as part of QRIS/HS requirements.
- ¹⁹ A total of \$4,522,685 was used for administrative costs/IT development and the rest was used for program grants.
- ²⁰ Teacher evaluations are required, and most programs use the Danielson Framework (called Observation for Teaching Framework in PA). One tool that assesses the classroom environment must also be used, but programs may choose which tool to use. Pre-K specialists use other tools to assess classroom and overall program quality.
- ²¹ In 2024-25, the number of site visits that occur was changed to a minimum of two per year (one early in the school year, and one later).
- ²² There is not a specified amount of time recommended for outdoor time, but “outdoor time” is included in the instructional time regulation.
- ²³ Time outdoors counts towards instructional minutes if the lead teacher is present.
- ²⁴ The State does not formally track this information; however, the State is aware of a few nature-based preschools.

RHODE ISLAND – Rhode Island State Pre-Kindergarten Program

- ¹ In 2024-2025, \$7.2M in state RI Pre-K categorical dollars was added to the fiscal budget to expand RI Pre-K.
- ² The count is from October of 2024. By the end of the school year many more children were identified through Child Outreach screening and direct referrals to the school department. An accurate count of how many children qualified throughout the year is not available.
- ³ RI Pre-K programs work closely with the public schools to ensure that services are delivered within the child’s RI Pre-K classroom, supporting not only the child but the general education teacher as well.
- ⁴ RI Pre-K continues to partner with all of the state’s Head Start providers in at least one classroom to maximize both state and federal dollars and provide high-quality classrooms and comprehensive services to all students.
- ⁵ All programs operate for a minimum of 6 hours, 180 days a year.
- ⁶ Children who enter RI Pre-K through the lottery must reside in the district, town, or community in which the program is offered and be 4 on or before September 1st.
- ⁷ While the state allows for a 1:10 ratio, it is only done in 18 high-square-footage classrooms. The majority of the classrooms still operate at a 1:9 teacher-to-child ratio. During this year’s expansion, the state limited most classrooms to 18.
- ⁸ Meals must be USDA compliant and all programs are enrolled in the CACFP program.
- ⁹ RI Pre-K is expected to connect families experiencing food or housing insecurity or lack of proper nutrition or health care to the resources in their communities.
- ¹⁰ State policy provides an approved list of child assessments aligned with the RIELDS. At this time, all RI Pre-K programs use a formative assessment tool and the program uses Cognitive Toybox as a summative assessment, 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 A list of approved curricula can be accessed [here](#) and [here](#).
- ¹³ This [link](#) includes the list of comprehensive and subject-specific curricula.
- ¹⁴ The best resource to understand this work can be found [here](#).
- ¹⁵ RI released a Request for Information for all interested parties who wished to be added to the approved curriculum list. They submitted proposals and evidence for

review. The most complete information can be found [here](#).

- ¹⁶ Programs may choose to use Cognitive ToyBox, which is funded by the RI Pre-K program or may choose the assessment that aligns with their endorsed curricula, but must pay for that one through the budgeted RI Pre-K funds.
- ¹⁷ 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.
- ¹⁸ RI's Pre-K - 2 certification was recently reconfigured to Pre-K - 3 though certification regulations.
- ¹⁹ The workforce registry used in prior years to report this information was taken off-line to build a better registry. The state was not able to capture this level of data this year, but will be able to in the future.
- ²⁰ Beyond the required 24 hours per year, teachers may choose from numerous optional PD offerings based on their needs.
- ²¹ 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 practice.
- ²² 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. While the starting salaries are based on a first-year teacher step, public school salaries grow at a faster rate than the community-based programs and Head Starts. Work is being done to rectify this pay discrepancy, but it is safe to say that public school teachers outpace the other parts of the mixed delivery system year on year. In 2024-2025 classroom caps were raised for a third year in a row on community-based and Head Start classrooms to allow for larger increases for returning staff.
- ²³ 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.
- ²⁴ Annual site visits to all classrooms by a state employee are not required, but RI Pre-K does attempt to visit as many classrooms as possible based on district and teacher need. It is required that all First year classrooms receive visits, at a minimum, twice per month by their PD/TA Coach.
- ²⁵ While programs do not need to be at a certain level to apply for a state-funded program, programs that have a three star or higher are more prepared to meet the state's rigorous standards.

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 the delivery of the CERDEP 4K program in private settings (First Steps 4K). A private provider includes, but is not limited to, a licensed child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school.
- ² In 2024-25, 72 out of 76 school districts participated in CERDEP. Four districts opted out but offered, at a minimum, one half-day EIA 4K class (all offer more). Private providers are eligible to apply statewide to serve CERDEP funded students in First Steps 4K classrooms.
- ³ 4K enrollment is from the 135th day count and First Steps enrollment is from the 45th day count.
- ⁴ Many of the LEAs participate in the Palmetto Pre-K portal which provides a way for families to easily access free and subsidized federal, state and local preschool programs.
- ⁵ The preschoolers with disabilities count includes all preschool children with disabilities served by the public school system, whether they are in a CERDEP class, a SPED class, private preschool or child care. Children may come in for specific services or can be served at home.
- ⁶ Eligible students residing in any school district or attending any charter school authorized by the South Carolina Public Charter School District or an approved institution of higher education may participate in CERDEP pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of 185% or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.
- ⁷ EIA 4K classrooms must operate for at least 4 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, 5 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. First Steps 4K programs are offered their choice of a 6.5- or 8-hour day and a 180- or 220-day option. More than 86% of participating First Steps 4K private providers offered an extended day or extended, year-round model during 2024-2025.
- ⁸ 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. The waiver is required to be accompanied by detailed documentation from the current teacher, parents(s)/guardian(s), and/or medical provider.
- ⁹ Providers may enroll pay-lunch children who score at or below the 25th national percentile on two of the three DIAL-4 subscales by July 1 if at least 75% of the total number of children eligible for the CERDEP in a district/county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, CERDEP. All First Steps 4K students meet the income eligibility requirement of 185% FPL or be Medicaid eligible.
- ¹⁰ Eligibility for CERDEP is determined at the school level, but districts must opt in or out of CERDEP funding. Districts with a school poverty level of over 60% may offer CERDEP. Student eligibility for CERDEP is a family income at or below 185% FPL or eligibility for Medicaid. Eligibility for EIA/4K is based on qualifying for FRPL or Medicaid. Children with developmental delays or medically documented disabilities who do not already qualify for special need services could be considered for enrollment. If more students seek to enroll than 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. As of 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. First Steps 4K students must meet the income eligibility requirement of 185% FPL or be Medicaid eligible.
- ¹¹ All CERDEP students are required to 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.
- ¹² Comprehensive services are supported for First Steps 4K families by the First Steps Local Partnerships in all 46 counties of SC.
- ¹³ CERDEP districts are required to select from a state-approved list of 4K assessments, and all state-approved 4K assessments are SC-ELS aligned. South Carolina's Profile of the Ready Kindergartner is available in English and Spanish. For more information, see [here](#).
- ¹⁴ In 2021, the SCDE launched a [virtual instructional hub](#) that contains lessons and resources aligned with the SC-ELS. In addition, regional learning engagement coaches for families provided family sessions that were aligned with the SC-ELS and provided information for families on the family friendly standards, transition, and school readiness. The [Training Guide](#) is also available from SC Endeavors, the State's professional development system for the early childhood workforce. In addition, there is a one hour of coursework offered at [no cost](#).
- ¹⁵ For CERDEP, legislation requires the state to develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards and provide training and technical assistance to support its effective use in approved classrooms. The following comprehensive curricula are included on the list for First Steps: Creative Curriculum for Preschool, HighScope, and Montessori Method. The following comprehensive curricula are included on the list for CERDEP: Creative Curriculum, Frog Street PreK, The InvestiGator, Montessori, PreK On My Way, High Scope, and World of Wonders.
- ¹⁶ The State is participating in the CCSO PK HQIM Collaborative Network.
- ¹⁷ For CERDEP, a readiness assessment and formative end-of-year assessment must be administered to gather information about each child's growth and skill development in early language and literacy competencies. Assessments approved by the SCDE include the following: Individual Growth and Development Indicators (myIGDIs) and Teaching Strategies GOLD. All First Steps programs use Teaching Strategies GOLD.

- ¹⁸ Each lead teacher employed in the First Steps 4K program shall possess, at minimum, a two-year degree in early childhood education or a related field and demonstrate progress toward the completion of a teacher education program within four years.
- ¹⁹ First Steps 4K hosts an annual Teacher Academy for preservice each year. All Lead Teachers are required to attend with Instructional Assistants encouraged to attend. "The Science of 4K" Academy was held August 5-8, 2024.
- ²⁰ For nonpublic schools, the number is from a point in time, on Day 45. For public schools, data from Fall 2024 is not feasible because data are not recorded monthly. Public school numbers are a summary of the preschool program teacher data.
- ²¹ All CERDEP/EIA 4K teachers have a BA degree or higher.
- ²² First Steps childcare directors report a shortage of qualified applicants.
- ²³ The South Carolina Legislature provided state funding in the budget for recruitment and retention stipends for First Steps 4K lead teachers. For public schools, incentives for recruiting and retaining teachers are determined at the district level.
- ²⁴ Assistant teachers 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 5 years of age. 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 ECE are preferred.
- ²⁵ CERDEP legislation requires that staff must participate in PD 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, legislation requires that CERDEP teachers and instructional assistants in Department of Social Services (DSS)-licensed sites meet the South Carolina Child Care Licensing Regulation training requirements. CERDEP teachers and instructional assistants are required to attend at least 15 hours of approved professional development annually to include South Carolina Endeavor-approved training in the following areas: at least five hours in curriculum, five hours in Child Development, 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.
- ²⁶ Schools and districts offer the same classroom support for 4K teachers as they do for K–12 teachers with state-level coaching focused on literacy. In addition to the various PD opportunities at the district and state levels, there are 22 literacy specialists, 8 early childhood specialists, and over 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 classrooms are supported by individualized professional learning from their 4K Coach and the instructional team. On-site coaching visits are required twice a month for at least two hours for every classroom.
- ²⁷ 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 Office of Early Learning and Literacy (OELL) also conducts classroom visits, and each classroom receives a visit either annually or every other year. In 2024-2025, OELL staff visited every CERDEP classroom statewide. First Steps 4K uses Teaching Strategies Coaching to Fidelity, Preschool Edition, LearnERS, based on the ECERS-3, and ELLCO for structured observations of classroom quality. Also, there are several districts in South Carolina participating in the initial Pyramid Model cohort and are using the TPOT instrument. For First Steps, at least twice a month, all First Steps 4K Coaches provide in-person observation of at least two hours in length for every 4K classroom. Virtual peer learning groups are held monthly with each teaching team as well. Coaching is reflective and ongoing. First Steps 4K uses Teaching Strategies Coaching to Fidelity, Preschool Edition, LearnERS (based on ECERS-3), and ELLCO for structured observations of classroom quality. CERDEP classrooms in public schools use ELLCO.
- ²⁸ For nonpublic schools, lead and assistant teacher salaries are determined by each private provider. First Steps 4K guidelines require paid time for professional responsibilities. First Steps 4K teachers and assistants receive a stipend for PD participation with all costs being covered.
- ²⁹ Public CERDEP and EIA 4K are offered only in public schools. Federally-licensed military centers serving students in eligible districts may be approved as CERDEP/First Steps/4K providers. For First Steps, state funding is issued directly to First Steps 4K that then distributes funds to 4K providers, including private licensed childcare, faith based childcare, charter schools, and non-profit independent schools.
- ³⁰ All Coaches have been trained to reliability in the use of ELLCO. Reliability and validity are supported by ongoing professional development for individual and organizational growth and change. CERDEP in public schools uses ELLCO.
- ³¹ Data are used at the state level for annual reports and publications on the growth and progress in First Steps 4K classrooms.
- ³² 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. All First Steps 4K classrooms receive coaching visits and supports at a minimum of two hours twice a month.
- ³³ In legislation, programs that participate in SC's QRIS program receive a 10% higher tuition rate if they have a "B" or above rating. Forty-seven percent of the programs participating in First Steps 4K are rated "B" or above in our state's QRIS program (ABC-Quality). Public school pre-K programs are not child care licensed and do not participate in QRIS.
- ³⁴ First Steps requirement: 90-120 minutes for full day programs (6 hours or more), in two or three separate sessions. Public schools: 20-30 minutes is recommended. First Steps 4K programs who are also ABC-Quality providers are eligible for funding and resources to add more nature and create environments that support play and learning by increasing outdoor time in traditional childcare environments. First Steps 4K serves on the state leadership team for [Grow Outdoors SC](#). For additional information see [here](#). Many of the programs have taken the coursework through NC State's Natural Learning Initiative and have received grants through National Wildlife Federation Early Childhood Health Outdoors to develop Outdoor Learning Environments.

TENNESSEE – Tennessee Voluntary Pre-K (VPK)

- ¹ Voluntary Pre-K (VPK) classrooms are located in 94 out of 95 Tennessee counties.
- ² VPK capacity was at 92% for 2024-2025. Five-year-olds are not permitted in VPK. Data for this question was pulled on November 1, 2024. Capacity increased to 93% later in the school year.
- ³ Biracial/multi-racial includes several categories. Other race includes Pacific Islander only.
- ⁴ Data pulled on November 1, 2024.
- ⁵ The majority of VPK classrooms are located in public schools. A very small percentage (less than 5%) are located in community-based organizations, Head Start facilities, or faith-based centers.
- ⁶ VPK programs operate on an LEA school year calendar of 180 days.
- ⁷ 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 September 15 and if districts have exhausted all efforts to enroll 4-year-old income eligible children, districts may choose to enroll 3-year-old income-eligible children who meet the August 15 age cutoff. The state has priorities and guidelines for enrolling children who do not meet eligibility requirements. Three-year-old children with IEPs were eligible to enroll after the enrollment deadline of September 15.
- ⁸ At risk is defined as: a) Children who are 4 years old on or before August 15 and members of families with incomes that meet the eligibility requirements for FRPL or b) Dependent children who are 4 years old on or before August 15 whose parent was killed, died as a direct result of injuries received as a result of war, or is or has been officially reported as a prisoner of war or missing in action. After Sept. 15, 2024, if the Grantee has enrolled all at-risk children, the Grantee may enroll children who are not at-risk but who reside within the geographic area served by the LEA and who are: a) 4 years old on or before August 15 with or without a disability; b) Children who are 3 years old on or before August 15, and who have been in the Tennessee Early Intervention System (TEIS) or who are screened and identified as educationally at-risk as determined pursuant to IDEA or who are members of families with incomes that meet the eligibility requirements for FRPL. Enrollment in the VPK program is voluntary.
- ⁹ 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 September 15 and if districts have exhausted all efforts to enroll 4-year-old income eligible children, districts may choose to enroll 3-year-old income-eligible children who meet the August 15 age cutoff. The state has priorities and guidelines for enrolling children who do not meet eligibility requirements.
- ¹⁰ Children who are also enrolled in Head Start receive dental screenings.
- ¹¹ The TN Early Learning Development Standards (TN ELDS) will be revised with support from PDG B-5 funds.

- ¹² Every district and charter organization is required to utilize at least one approved growth measure for non-tested teachers. Additionally, districts and charters that receive VPK funding must utilize the pre-K/Kindergarten growth portfolio model or a comparable approved alternative growth measure (AGM) for the student growth portion of teacher evaluation. Student achievement scores count as 25% of a teacher's evaluation; 40% 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 standards aligned with the 4-year-old TN ELDS.
- ¹³ Guidance and PD opportunities were provided for districts to support implementation of the TN ELDS and Tennessee Foundational Literacy Skills.
- ¹⁴ The state revised the approved comprehensive curricula from 37 to 3 in 2017-2018: Big Day for Pre-K, Creative Curriculum, and Connect 4 Learning. These adoptions were in place until May 2023. During the 2022-2023 year, a competitive Request for Qualifications (RFQ) took place and awarded five-year contracts to the following comprehensive curricula vendors: Connect 4 Learning, HighScope, and Creative Curriculum. Districts selected one of the three approved curricula during summer 2023 and implementation began in the 2023-2024 school year. The following subject-specific curricula are included on the list: Foundational Literacy Supplements: Heggerty, CKLA, TN Foundational Skills Curriculum Supplement, Wilson Foundations, Sonday. The next pre-K curricula review process will take place in 2028.
- ¹⁵ The VPK Scope of Services was updated to ensure LEAs are supporting teachers in implementing state-approved curricula with fidelity over the course of the entire school year.
- ¹⁶ PK/K portfolio two times per year; Alternative Growth Measure (AGM)/Universal Reading Screener (URS) multiple times throughout the year
- ¹⁷ It is required for all VPK teachers to have a Bachelor's degree with an endorsement in early childhood. 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).
- ¹⁸ Numbers were pulled from May 2025.
- ¹⁹ Other category includes lead teachers holding an EdS degree.
- ²⁰ Waivers were available as an emergency credential if properly licensed/endorsed educators were not available.
- ²¹ Waivers were available to licensed TN teachers who were not endorsed in PK or early childhood. For 2024-2025, 42 educators held a waiver to teach in a VPK classroom.
- ²² State law passed in 2005-2006 requires that at least one 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. Currently, the Pathway to CDA program is providing assistant teachers the opportunity to obtain a CDA at no-cost and providing a \$1,000 stipend upon completion. Assistant teachers are required to receive a minimum of 30 hours of state approved PD. At least 6 hours of the training must be in developmentally appropriate literacy practices. Training may occur prior to or during employment.
- ²³ 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 the CLASS observation tool to collect baseline data, set goals within CQIP, and post data. Districts submit information on the individual CQIPs in their annual grant application.
- ²⁴ The frequency of coaching for new teachers differs from other teachers and is based on each educator's growth score/level of effectiveness score.
- ²⁵ According to the VPK Scope of Services, ensure that VPK teachers employed by the LEA and community-based agencies are provided the same employment rights and benefits available to K-12 teachers (planning time and duty-free lunch may occur outside the scheduled 5.5 hour instructional day) and ensure salaries for personnel in community-based agencies are 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.
- ²⁶ The funding benchmark is \$121,700 per classroom. The 2024-2025 school year was the first year that VPK funding was aligned with the new Tennessee Investment in Student Achievement (TISA) funding model related to the state and local share of funding. Under TISA, the state portion of base and weights is 70% and the local portion is 30%. Each LEA's fiscal capacity is applied to the 30%, determining the LEA's share of the VPK funding. Adjustments to fiscal capacity are determined by other finance models (developed by the Center for Business and Economic Research (CBER) and the Tennessee Advisory Commission on Intergovernmental Relations (TACIR)) and will affect local share.
- ²⁷ 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. 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.
- ²⁸ In accordance with T.C.A. § 49-6-104(d)(7) as a measure of a high-quality pre-kindergarten program, all VPK teachers must receive coaching feedback based on annual classroom observations using the CLASS and CLASS Environment tool. CLASS observations must be conducted by a reliably trained district staff person.
- ²⁹ In 2019, the state invested in CLASS train-the-trainer for seven individuals. In 2021, an additional three CLASS trainers were added to the division. To date, this team has provided pre-K observation training to reliability for 800+ individuals and an introduction to CLASS training to thousands of teachers and leaders in TN. During the 2021-2022 school year, TDOE staff and several districts participated in a pilot of the Teachstone ERS tool. This data-collection tool allowed CLASS observers to begin exploring the impact of the classroom environment on effective teacher-child interactions. The Early Learning division currently has ten affiliate trainers who regularly provide CLASS trainings to LEA staff.
- ³⁰ Any child care centers that districts chose to contract with are required to be in the QRIS and at least at 3 stars. Includes programs operating VPK classrooms through collaborative agreements with the LEA.
- ³¹ An opportunity for outdoor play shall be extended to children of all ages who are in care more than 3 daylight hours. Requirements are outlined in Chapter 0520-12-01 Standards for School-administered Child Care Programs.

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 Numbers include non-ADA eligible children who are served in classrooms with ADA-eligible children (3,154 3-year-olds; 18,588 4-year-olds).
- ³ The official number is 17,580 children with disabilities enrolled in the public pre-K program in SY 24-25. This information is not available by age.
- ⁴ The approximate percentage was calculated using the "service location ID" for children with disabilities who are also eligible for the state's free pre-K program. Two service location ID codes were used: 1.) Child participates in a regular early childhood program at least 10 hours per week and receives the majority of his/her special education services in the regular ECE program. and 2.) Child participates in a regular early childhood program less than 10 hours per week and receives the majority of his/her special education services in the regular ECE program.
- ⁵ Local educational agencies may enter into partnerships with Head Start programs, and partnership programs might use blended funds for dual enrollment and/or part-day options.
- ⁶ 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).
- ⁷ Income is one method to qualify for free or reduced-price lunch. Free pre-K is based on certain eligibility criteria including a student's ability to be considered educationally disadvantaged, which is based on qualifying for free or reduced-price lunch. Other than age, children must meet at least one of the following additional criteria to be eligible: (1) unable to speak and comprehend the English language; (2) 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 was 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; (7) Child of a person eligible for the Star of Texas Award or (8) is the child of a person employed as a classroom teacher at a public primary or secondary school in the school district that offers a prekindergarten class.
- ⁸ 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 explicit requirement regarding 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.
- 9 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.
 - 10 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. The list of assessments can be found [here](#). PK3 programs are not required to conduct child assessments.
 - 11 Only PK4 programs are required to use curricula that are aligned with the Texas Prekindergarten Guidelines. Rubrics that identify high-quality instructional materials and reports of materials that have been reviewed can be accessed [here](#).
 - 12 The approved/recommended list of curricula include: Ready to Advance Early Learning Program Texas Club (English and Spanish); CIRCLE Pre-K Curriculum (English and Spanish); Children's Literacy Initiative Blueprint for Early Learning; EDUSPARK Pre-K System (English and Spanish); Frog Street (English and Spanish); HighScope; Connect4Learning (English and Spanish); Learning Without Tears (English and Spanish); Quaver Pre-K Curriculum; InvestiGator Club (English and Spanish); Three Cheers for Pre-K Essentials Package - Texas Edition (English and Spanish); PreK On My Way (English and Spanish); Creative Curriculum for Texas (English and Spanish); STEAM Themes (Print and Print with Online).
 - 13 The State Board of Education required at least 50% alignment to the TX Prekindergarten Guidelines. The materials had to be error-free, meet applicable accessibility requirements, and be suitable and appropriate.
 - 14 The State Board of Education based on recommendations and review results provided by state review panels that consist of educators, administrators and other stakeholders with subject matter expertise.
 - 15 Implementation decisions are made at the local level rather than the state level.
 - 16 Children are assessed at the beginning, middle, and end of the year.
 - 17 Minimum education/degree requirements are not based on whether the lead teacher is employed by a public school or nonpublic school but rather the setting where the state-funded pre-k program is being offered. If the lead teacher is serving PK4 eligible students in a district-based classroom, the minimum requirement is that they have a Bachelor's degree. If the lead teacher is serving PK eligible students in a nonpublic school setting through a partnership, then the minimum requirement is that they meet one of six qualifications as listed [here](#).
 - 18 Public school teachers must have state certification and also must have one of six "additional qualifications". Nonpublic teachers are not required to be certified, but they must have at least one of five qualifications and must also be supervised by someone who meets all of the qualifications of a public school teacher if they do not have a bachelor's degree and appropriate certification. See [here](#) for a list of public and nonpublic teacher requirements. Bilingual and special education certifications are only required if emergent bilingual students or students with disabilities are being served in the prekindergarten classroom.
 - 19 The data are compiled from the October snapshot of the Public Education Information Management System (PEIMS). These reports only include staff members who work in public school districts and charter schools and not partnership classroom teachers.
 - 20 Anecdotal information provided by local education agencies during touchpoints with state education agency staff indicate that some programs throughout the state experienced shortages.
 - 21 A state teacher incentive allotment is available to LEAs to help retain the most effective teachers at all grade levels including pre-K. This allotment was available in the 2024-2025 school year and continues to be available.
 - 22 Paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a high school diploma 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 high school diploma 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.
 - 23 The development of teacher professional development plans is embedded within the state's teacher evaluation system.
 - 24 If PK4 lead teachers in public schools select PD & coaching as their additional qualification option, then 15 hours of coaching per year is required until 75 coaching hours are met. However, there are several other options PK4 teachers can use to meet the additional qualification requirement. If PK4 or PK3 lead teachers in nonpublic schools are not certified and they select PD & coaching as their qualification, then 15 hours of coaching per year is required until 75 coaching hours are met.
 - 25 Local education agencies receive an additional early education allotment that may be used to support pre-K programs and/or kindergarten-grade 3 programs. The total amount allocated to local education agencies in 2024-2025 through the early education allotment is \$801,082,458. Data is not collected on the amount of the early education allotment expended specifically on pre-K.
 - 26 IDEA funding represents 619 funding. IDEA 611 funding may also be used but amounts are unknown.

UTAH – Utah High Quality School Readiness Grant Program

- 1 The Utah Department of Workforce Services, Office of Childcare (DWS/OCC) owns the School Readiness grant contracts. DWS/OCC are responsible for administering and managing all School Readiness Grants in partnership with the Utah State Board of Education (USBE). Beginning on July 1, 2024, grant oversight and administration has been carried out by the School Readiness Team comprised of staff from DWS/OCC and the Utah State Board of Education.
- 2 For the 2024-2025 school year, the High Quality School Readiness (HQSR) grant supported 22 programs, including 11 private providers and 11 LEA preschool programs. Five of the LEA preschool programs were in urban areas and six LEA programs were in rural areas. The 11 private providers were all located in urban settings.
- 3 The HQSR Grant program is a competitive grant program. No county- or town-level requirements are in place for providing grant funding. All grantees apply for grant funding independently and awards are made on the district/program level to preschool providers. Award preference is given to programs who have previously received funding, serve a high percentage of at-risk students, and represent diverse geographic locations to increase the likelihood that programs receiving funding are located throughout the state.
- 4 Total funded student seats for the grant were 1,597 but some programs use one funded slot to serve two 3-year-olds for two days per week as .5 funded seats. This practice resulted in the total number of students being served as 1,653. No additional state funding was allocated for the grant this year. As a result, all recipients in 2024-2025 were returning grantees, and no new programs were accepted to receive funding. Increases in costs to provide quality early learning services resulted in a decrease in the number of students funded by the grant in the 2024-2025 school year.
- 5 There were 16,008 students enrolled in district (15,783) and charter (225) preschool programs, meaning that there are 14,706 children served in classrooms with children funded by the High Quality School Readiness Grant who are funded with other sources.
- 6 Preschool children with disabilities are included in the enrollment count, with some children receiving both School Readiness Grant funding and special education funding to provide needed services. The state has counts of the total number of children receiving services through an IEP for all LEAs and private providers receiving state funding but is not able to separate the number of children with IEPs who are funded through the state School Readiness Grant programs from the total number of children enrolled in preschool programs with an IEP. Additionally, the state does not have information about the number of children served with an IEP by age.
- 7 No students funded by School Readiness Grant funding were in classrooms with only students with special needs. Some classrooms may have a majority of students with special needs which would make some individual classrooms not be inclusive classrooms (classrooms with at least 1/2 of students being typically developing students).
- 8 One Head Start program received School Readiness Grant funding this year, but the funding was braided with Title I funding to provide preschool services in non-Head Start classrooms operated by the Head Start grantee. While the program received state funding, the money was used to support children not enrolled in the Head Start program.
- 9 There were 508 multi-language learners in School Readiness (about 6%) but the number who were grant funded is not available. Because having a home language other than English is a qualifying factor for the grant, most of the multi-language learner students are likely grant funded.
- 10 Family income (<185% of federal poverty level) is a qualifying factor for receiving School Readiness Grant funding. Because there are multiple qualifying factors possible (e.g., multi-language learner status, experiencing at least one qualifying risk factor) in addition to family income, and we do not ask programs to report the number of funded children by qualifying criteria, there is not clear information about the number of students who qualify solely due to family income.

- ¹¹ Utah charter schools are not allowed to use state charter funding for preschool services. Some charter schools operate preschool programs as private preschools associated with the charter school rather than as part of their state education charter. The 43 students served by a Head Start program were in classrooms using braided funding from the state School Readiness Grant program and Title I funding and were not funded by Head Start funds.
- ¹² No minimum number of hours per day are stipulated in this state-funded preschool program. Approximately 1,417 students attended programs in operation four days per week. This is an approximation because some programs serve 3-year-old students for only two days per week, but they are operating four days per week. It is unknown how many of these 1,417 students are 3-year-olds receiving two days of service compared to students attending these programs for four days per week. 236 students attended programs operating five days per week.
- ¹³ Programs are funded based on the historical cost for providing preschool services to each student. Because costs vary by hours of operation and operating model used, funding varies widely across programs depending on the hours of service provided. The operating calendar for School Readiness Grantees is determined at the program level. In the 2024-2025 program year, four programs operated with a year-round model while all other programs operated on a school-year schedule. The number of students served in year-round programs was 232 with 1,421 students served in programs that follow an academic year schedule. The grant provides funding for students in full-year programs to receive grant funding for the full time they are enrolled in the program (i.e., children in 12-month programs are funded by the grant to attend during the summer months). Programs operating on the school year calendar do not serve any students (grant funded or not) during the summer months.
- ¹⁴ Children may be 3, 4, or 5 but not eligible for kindergarten. If a family chooses to delay kindergarten enrollment, they cannot access preschool funds. Three-year-olds may be enrolled on a rolling basis as soon as they reach their third birthday.
- ¹⁵ [Legislation](#) passed in the 2024 legislative session changed the eligibility requirements for students to receive funding from the School Readiness Grant program. Beginning in the 2024-2025 program year, students are eligible to receive School Readiness Grant funding if the student's family income is less than 185% of federal poverty level determined by free or reduced school lunch eligibility, or met the definition of ELL, or experienced at least one qualifying risk factor, or had ever been in foster care. Previous eligibility requirements were low-income and at least one risk factor. This change from "and" to "or" increased the number of students who are now eligible to receive School Readiness Grant support. However, there is still an expectation that programs will prioritize enrollment based on the highest risk levels. For additional information, see [here](#).
- ¹⁶ 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.
- ¹⁷ Class size and ratios are monitored through the year with spot checks of grantees' class rosters and staff assignments. Additionally, during classroom quality observations, observers document the number of staff and students in the classroom to verify compliance with the group size and teacher:child ratio requirements stipulated in the grant legislation.
- ¹⁸ Programs should not allow children to go longer than three hours without a meal or snack (following ECERS-3 recommendations). LEA programs typically provide a snack and private providers typically provide at least one meal if they are full-day programs.
- ¹⁹ This requirement is not included in the code for the School Readiness Grants. Most of the LEA programs are special education or started as special education programs; screenings are required as part of the referral process. The recommended developmental screeners for programs are the ASQ and the ASQ-SE. Private providers are not required to do screenings, but some do. Through childcare licensing, they must have families complete a health assessment. Programs may screen children for health and developmental concerns raised by parents or program staff.
- ²⁰ Utah code (35A-15-202(7)) governing participation in the High Quality School Readiness Grant program requires programs to engage in family engagement, including ongoing communication between home and school, and parent education opportunities based on each family's circumstances. School Readiness Team members governing implementation of the grant program provide support to programs to meet the expectations and requirements for family engagement for the grant.
- ²¹ The [Utah Early Learning Standards for Birth to Age Three](#) were approved this past year. These standards were developed to maintain vertical alignment with our [Early Learning Standards for Ages 3 to 5](#). The Utah Early Learning Standards content areas are now updated with the rest of the core standards for our P-12 school system. Currently, the Math standards are under revision and are expected to be updated in early 2026. The Physical Education standards are in the early phases of revision and should be updated within the next 1-2 years.
- ²² Four-year-old students participating in High-Quality ESA programs (regardless of funding) must participate in the Preschool Entry and Exit Profile (PEEP), also known as the School Readiness Assessment. Programs must also choose a pre-, mid-, and post-school year assessment to give to all students participating in their program. Requirements for assessment can be found in sections (1)(c) and (1)(d) of the [Elements of Quality Code](#).
- ²³ USBE conducts a review of early learning curricula to compile into a Recommended Instructional Materials list. Additional curriculum materials are added as they are reviewed. Programs participating in the ESA grant program must use an ongoing assessment to inform instruction and professional development that aligns with the state ELDS.
- ²⁴ USBE has a curriculum review process and standard alignment is included in the review process. USBE contracts with early educators with expertise in early learning to review early learning curricula and materials using a rubric to rate the appropriateness of the materials. USBE Curriculum Review Specialists use their recommendations to create a list made available to programs to assist in their curriculum adoption decisions. Programs do not need to select curricula from the Recommended Instructional Materials list compiled by USBE, but must adopt an "evidence-based" curriculum that aligns with the state ELDS per legislative requirements. Training documents were also created to help teachers implement the new standards. The PEEP assessment is aligned with some of the state standards, and assessment tools selected by programs to monitor students' educational growth and development are required to align with state standards. The School Readiness Team administering the grant has two mentor coaches who work directly with grantees to provide support in implementing curricula in the grantee programs.
- ²⁵ The following comprehensive curricula are included on the list: Connect4Learning, Frog Street, Get Set for School, PreK On My Way, Ready to Advance Early Learning, Creative Curriculum, Three Cheers for Pre-K, and World of Wonders. The following subject-specific curricula are included on the list: Delta Science' FOSS Next Generation (science), Heggerty (phonemic awareness), and Quavers General Music Curriculum, Reading for All Learners, Voyager Passport (literacy).
- ²⁶ The rubric used to evaluate early learning curricula can be found [here](#).
- ²⁷ All grantee programs are required to use the PEEP to assess student's literacy and numeracy knowledge at the beginning and end of the school year. In addition to the PEEP, all grantees must use an additional assessment tool of their choosing to monitor student learning across the year in all domains of the Early Learning Core Standards for Ages 3 to 5. Programs have the ability to select the ongoing assessment tool they use based on the needs of their program (e.g., alignment with curriculum).
- ²⁸ For programs participating in the ESA grant, the minimum requirement for lead teachers is to have a CDA or an AA or BA in a related field. Degrees in early childhood education, child development, elementary education, preschool special education, and special education would meet this requirement. In response to workforce constraints, the requirement for lead teachers to complete the minimum requirement of a CDA certificate was changed for LEA preschool programs. Lead teachers in both LEA and private preschool programs must have a minimum of the CDA credential by the beginning of their second year as a lead teacher. For more information, view [Code](#) sections (1)(h) and (1)(i).
- ²⁹ These numbers are from a point-in-time count at the beginning of the school year. Teachers in a program operated by a Head Start grantee are included in the "public schools" teacher count.
- ³⁰ Code governing lead teacher credentials for the HQSRG program stipulates teachers must have a minimum of a CDA credential by the end of their first year as a lead teacher. The five lead teachers whose highest credential was High School were in the process of earning the CDA credential when the teacher training census was taken.
- ³¹ There are no degree or training requirements in place for assistant teachers working in our state-funded preschool grantee programs because of the training requirements associated with federal funding for early learning. All assistant teachers are required to receive basic training relating to health and safety and early childhood education each year to meet the requirements associated with federal funding requirements.
- ³² Due to braided federal funding (CCDF), some training is required for all teaching staff in grantee programs. Licensed preschool special education teachers must complete 20 hours of professional learning annually to maintain their licensure. Programs must implement coaching in their programs to provide individualized professional learning and use ongoing assessment data to provide professional development to meet program quality improvement goals. The minimum annual professional learning required for classroom teaching staff is 15 training hours.
- ³³ 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](#).
- ³⁴ Each classroom and the associated staff are expected to receive coaching support visits one to two times per month at a minimum with new teachers and teachers

wanting additional support receiving coaching more often.

- ³⁵ 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.
- ³⁶ Programs may use IDEA, Title I, and CARES Act funding to support preschool programs, but these funding sources would be separate from funding for the HQSR program and information about how much federal funding programs are using is not collected.
- ³⁷ Faith-based programs are eligible only if they do not engage in overt religious content or activities using grant funding.
- ³⁸ Subcontracting by grantees is allowable, but has not been used by programs receiving HQSR funding.
- ³⁹ The following cut scores for the ECERS-3 observations are used to determine grant funding: a minimum overall score of 3.67, a score of 4 on Language and Literacy and a score of 4 on the Interaction subscales. At the beginning of the year, programs submit a list of all classrooms housing students receiving grant funding. Grant administrators randomly select a sample of classrooms to obtain observations. The number of classrooms per program depends on the total student enrollment for LEA programs, and the number of classrooms for private providers. These observations are unannounced. During the 2024 legislative session, legislators added language to make additional monitoring tools available for programs to use to demonstrate program quality. The School Readiness Team is in the process of incorporating additional classroom observation quality tools into the grant decision making and program monitoring process.
- ⁴⁰ Historically, the ECERS-3 classroom observation tool has been the only tool used to evaluate program quality. With recent legislative changes, the program will need to incorporate additional classroom quality observation tools into funding decisions and monitoring procedures. The School Readiness Team has observers trained in CLASS and TPOT, but currently, there has been no decision about what additional tools will be used in our program or how these additional tools will be used for funding decisions and program monitoring/program improvement.
- ⁴¹ Renewal may be done through the developer or with a state anchor (ECERS-3).
- ⁴² ECERS-3 observations are primarily used to qualify applicants to apply for grant funding (they must 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.
- ⁴³ Site visits focus on evaluating how grantees are meeting grant requirements and checking on compliance with data storage and protection requirements to safeguard child and family data.
- ⁴⁴ Requirements for receiving grant funding through the HQSR program mirrors the scoring expectations for programs to meet the “High Quality” rating on the [CCQS](#). Some private providers receiving HQSR funding also participate in the state CCQS program.
- ⁴⁵ Because there is an expectation that all programs will incorporate outdoor time in their programs to meet classroom quality expectations (ECERS-3), all outdoor time counts toward program instructional time. Multiple aspects of the Early Learning Standards (e.g., Physical development, social studies, science, literacy & numeracy) are experienced by children during outdoor free play.
- ⁴⁶ Currently, there are no outdoor or nature-based preschools receiving HQSR funding. The state has received inquiries from outdoor preschool programs interested in participating in the grant program in the future. The School Readiness Team governing the grant program has had initial discussions about the challenges and opportunities for nature-based or outdoor programs to participate in the grant program. With the current qualification requirements relating to minimum scores on the ECERS-3 observation tool with specific classroom environment and setup requirements that do not lend well to higher scores on the ECERS-3 tool, outdoor or nature-based preschools would be at a disadvantage for qualifying for state preschool grant funding. The state will continue to explore potential changes in or exceptions to ECERS-3 score requirements in the future in anticipation of outdoor or nature-based preschools applying for the state preschool grant program.

VERMONT – Vermont Universal Prekindergarten Education (Act 166)

- ¹ As specified in Act 166, districts are required to offer UPK, but not every school or nonpublic provider in every district offers the program. Pre-K programs are independent of school districts, and students can attend any pre-K program.
- ² As specified in Act 166, districts are required to offer 10 hours of pre-K per week over 35 weeks for 3-, 4-, and 5-year-olds not enrolled in kindergarten in their district. Vermont is a mixed delivery system; children attend either school-based pre-K programs or state-approved private pre-K programs. Aside from age, there are no additional eligibility criteria for Vermont UPK.
- ³ One 6-year-old is included in the 5-year-old count.
- ⁴ Enrollment breakdowns include children under 3-years-olds (6) and over 5-years-old (485).
- ⁵ Unless identified as a non-English Speaker, they are unspecified and assumed to be an English Speaker. The total count includes one 6-year-old.
- ⁶ The total counts include children under the age of three and over the age of five.
- ⁷ All school districts are required to serve all students that enroll in UPK. At times this means that school districts need to reach out and locate additional pre-K providers in their communities. Also, the number of children served in private agencies includes children served in family child care homes.
- ⁸ Some schools and programs do provide services beyond the required 10 hours a week using non-UPK funds.
- ⁹ Many public and private pre-k programs in Vermont leverage the universal meals program.
- ¹⁰ As part of Child Find, programs screen children on their developmental growth annually. In addition, vision and hearing screenings are required under child care regulations. Screening information is collected by the Vermont Department of Health. There is an online screening registry that is shared between state and local agencies. Ages and Stages III and Ages and Stages S-E are the developmental screens used for this purpose.
- ¹¹ Vermont uses “Help me Grow” to support families in connecting to various community resources.
- ¹² 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 (TS GOLD)), and the Kindergarten Readiness Assessment.
- ¹³ Vermont adopted TS GOLD as its child progress monitoring measure which is aligned with the VELS. The Vermont Agency of Education (AOE) is providing technical assistance and training to school districts and private pre-K programs on VELS, TS GOLD, CLASS, ASQ-3, ASQ-SE, TPOT, curriculum, etc. There are additional training assessment modules in the PIDS (Pyramid Implementation Data System) and the VELS certification process that allow teachers to establish reliable and valid ratings of children’s skills and behaviors.
- ¹⁴ Act 166 requires all public and private pre-K programs to align curriculum with the VELS. Curricula are 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.
- ¹⁵ All UPK prequalified programs require a licensed pre-K teacher. 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 the 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. In Family Child Care homes there is the option to have licensed teacher as a mentor.
- ¹⁶ 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.
- ¹⁷ FCCH teachers can be licensed, mentored by a licensed teacher or have licensed teacher on site during UPK hours.
- ¹⁸ For the 2024-25 school year, approximately 700 temporary licenses, for all endorsements, were issued by the AOE Educator Licensing Division. Out of the 700, 36 temporary licenses were issued to early childhood educators across both public and private prekindergarten programs. To be eligible for a waiver, teachers must already have a BA, some coursework in early childhood education, plan to get their license completed within 2 years, and have a licensed mentor.
- ¹⁹ Child care centers have 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 and complete 15 hours of in-service training annually.

- ²⁰ Additional PD hours may be required by specific schools on a locally determined basis.
- ²¹ Northern Lights Professional Development provides Vermont's early childhood PD out of the 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.
- ²² The State is offering coaching through Multi-Tiered Systems of Support (MTSS) and plans on expanding these offerings through PDG, SPED, IDEA and through Title II/IV funding mechanisms.
- ²³ Vermont has advocates working on guaranteeing parity in pay for nonpublic school pre-k educators.
- ²⁴ Other: \$ 2,732,634
- ²⁵ Childcare licensing conducts classroom observations using the CLASS observation system. Step Ahead Recognition System (STARS), Vermont's QRIS, verifies the use of these systems as part of the STARS rating. On July 1, 2023, the Child Development Division (CDD) launched a revision to STARS. The first two years of the STARS revision, July 1, 2023-June 30, 2025, are pilot years allowing programs to become familiar with the new system. The UPK ACIS monitoring team also conducts on site observations to targeted programs.
- ²⁶ Other instrument(s) include the Inclusive Classroom Profile (ICP) (as part of UPK ACIS system) and a CQIS process as part of the new STARS program.
- ²⁷ CLASS is incorporated into annual professional development training opportunities targeted toward both public and private programs. As part of STARS, the results of these classroom observations are considered for program improvement and increased STARS level.
- ²⁸ Vermont has completed its fifth full year of joint agency monitoring and investigations. This is a blended approach between child care licensing and Act 166 (UPK) requirements.
- ²⁹ In addition, having 3 Stars with a plan is also accepted. For more information see [here](#).
- ³⁰ Outdoor time is required per child care licensing, but the exact amount of time is not specified. For additional information, see the child care [regulations](#).
- ³¹ Outdoor time counts towards instructional minutes if its time spent within the scheduled instructional time.
- ³² For more information see: [5.10.3.1 General Outdoor Play Area Provisions](#).
- ³³ The state does not currently track additional details on nature-based preschools.

VIRGINIA – Virginia Preschool Initiative (VPI)

- ¹ 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. Divisions who are not initially allocated funds, can request funds if they wish to have a program.
- ² Enrollment numbers were taken on December 31, 2024 because late enrollment of students could be funded up until this date. On September 30, 2024, there were 23,918 students enrolled in the program (2,696 three-year-olds and 21,222 four-year-olds). Student-level data for students enrolled during the late enrollment period were not captured through the state secure system, so most student-level breakdowns are based on the September 30th enrollment (23,918). Please note that there are limited exceptions which allow 5-year-olds to be enrolled in VPI. For all questions in this survey, 5-year-olds are included in the 4-year-old counts because we do not collect 4- and 5-year-old student data separately.
- ³ The numbers provided are reported by school divisions through the annual Student Record Collection process. These numbers do not reflect children who are enrolled in publicly funded programs in the locality or city administered outside of the school divisions.
- ⁴ Numbers reported as of September 30, 2024. Data for 4- and 5- year olds are not collected separately and are combined in the 4-year-old total. Updated data and reporting processes allowed us to gather more accurate data in the 2024-2025 school year which has resulted in an increase from the number reported in prior years. In recent years, the General Assembly has taken action to ensure inclusion of students with disabilities in VPI classrooms across the Commonwealth. The General Assembly established a 10% inclusion target for VPI classrooms. An inclusive VPI classroom is one that includes at least 50 percent of children who do not have disabilities regardless of funding source. School divisions not meeting the 10% inclusion rate for VPI are required to provide an action plan. Eighty-four percent of school divisions met the 10% inclusion target in the 2024-25 school year.
- ⁵ The percentage of students with disabilities in inclusive classrooms includes all students with disabilities in VPI classrooms, even if they are not directly VPI-funded. This percentage is calculated based on enrollment at the end of the school year.
- ⁶ It is possible for a student to be funded by both VPI and Head Start in half-day programs. However, the State is not aware of this situation occurring in any localities in the 2024-25 school year.
- ⁷ The "private agencies" category includes children enrolled at any locations other than a public school. School divisions have the option to partner with community providers to increase access to VPI services. Typically this includes child care centers, non-profit organizations, and family child care homes. Enrollment data is not available separately by community provider category at this time.
- ⁸ Data reported for students enrolled as of December 31, 2024. The "School Day Program" category includes both school day and extended day programs. The State currently cannot report these separately.
- ⁹ A minimum of three hours per day is required for part-day programs. Full-day programs are required to operate for a minimum of 5.5 hours per day. These times are excluding breaks for meals.
- ¹⁰ Three-year-old slots were available by program request. Beginning in 2022-23, kindergarten eligible 5-year-olds who did not have access to a sufficient preschool experience and whose families request preschool as the most appropriate placement who meet eligibility criteria could attend VPI using VPI 4-year-old slots.
- 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) student 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. Localities that demonstrate that more than 15% of slots are needed to meet the needs of at-risk children in their community may apply for a waiver to increase the use of local criteria above 15%.
- ¹² Localities may establish local eligibility criteria to meet the unique needs of at-risk children in their communities. Examples of "other" local criteria include parental incarceration and parental unemployment.
- ¹³ A student meeting the VPI eligibility criteria as a 3-year-old would be reassessed for eligibility the following year if the family chose to continue the VPI program as a 4-year-old. Some localities allow previous eligibility as a 3-year-old as a local eligibility criterion for 4-year-olds.
- ¹⁴ Any VPI programs that do not exceed the benchmarks set by the Board of Education should be staffed as follows: at least one teacher must be provided for any classroom with 9 or fewer students; if average class size is greater than 9 students (but does not exceed 18), there must be at least one full-time teacher's aide assigned to the classroom; and no class size can exceed 18 students.
- ¹⁵ Meals are not required to be offered by VPI programs. If meals are offered, breaks for meals are excluded when calculating instructional time to meet program requirements.
- ¹⁶ 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.
- ¹⁷ 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.
- ¹⁸ Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines, focus on five "Areas of Development:" Approaches to Play and Learning, Social and Emotional Development, Communication, Language, and Literacy Development, Health and Physical Development and Cognitive Development (Science, Social Sciences: People, Community and Culture, Mathematics and Fine Arts) for children ages birth to five. The ELDS were developed to align with Virginia state K-3 Standards and the Head Start Early Learning Outcomes Framework. Infant and Toddler state standards are embedded within the ELDS.

- ¹⁹ Beginning in the 2021-22 school year, VPI programs are required to use the Virginia Kindergarten Readiness Program (VKRP) assessments with 3-year-old and 4-year-old children. The VKRP is a set of coordinated assessments, aligned with the Early Learning and Development Standards to assess preschoolers' school readiness skills in mathematics, self-regulation, social skills, and literacy. Preschool VKRP includes the Virginia Literacy Screener, VALLS: Pre-K (formerly known as PALS-PreK) for the literacy portion of the assessment. Mathematics are assessed using the Early Mathematics Assessment System (EMAS) tool, and self-regulation and social skills are assessed using the Child Behavior Rating Scale (CBRS). All assessment tools are valid and reliable. VKRP and VALLS: Pre-K connect educators with reports and resources to use their data to inform and individualize instruction and track growth over time. Optional mid-year assessment tools are available for use in VPI classrooms.
- ²⁰ In addition to guidance webinars and documents, the VDOE partnered with Radford University to create an ELDS micro-credential. This 5-hour, non-credit bearing, online, self- and competency-based micro-credential launched in June 2022. Participating educators receive professional development credit and completion support coaching from Radford University. The micro-credential course is open to any VPI staff members who support or interact with young children, including families. To support ELDS implementation with English Languages Learners, VDOE partnered with WIDA to create the Virginia Making Connections document, a toolkit that supports programs to engage multilingual families and children with primary languages other than English to be school ready. Lastly, VDOE has partnered with the University of Virginia School of Education to offer free, ELDS aligned activities and resources to birth to five classrooms through the ECE Resource Hub. In 2024, the ECE Resource Hub launched the ELDS Exploration Series, connecting the ELDS sub-areas to aligned activities on the ECE Resource Hub.
- ²¹ Virginia has identified two measures of quality in the state's quality rating system (Virginia Quality Birth to Five, VQB5): (1) comprehensive, ELDS-aligned curriculum use and (2) teacher-child interactions. Virginia has required use of an approved curriculum in VPI classrooms since 2018. The VDOE approved list now includes 60 approved curriculum options. A list of approved curricula and resources to support providers in choosing curriculum may be found [here](#). Beginning in Spring 2022, Virginia began offering STREAMin3 to publicly funded birth to five programs in Virginia, at low to no-cost. Leveraging the well-established research-policy partnership between the University of Virginia and the VDOE, in addition to curricular materials, Virginia programs (including public schools) are eligible to receive comprehensive implementation coaching, technical assistance, and professional development from STREAMin3. Programs may request enrollment in this program, and prioritization is for classrooms that have previously not had access to curriculum or classrooms that have teacher-child interaction scores below the state average.
- ²² This [link](#) includes the list of comprehensive curricula.
- ²³ As part of the curriculum review process, VDOE created a list of baseline criteria for high-quality birth to five curriculum. However, these are not all the high-quality components, these are just the minimum for consideration. These come directly from the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL). They are available to the field on VDOE's website. These baseline criteria are embedded in the rubric developed for reviewing and scoring curricula.
- ²⁴ Program administrators initiate the curriculum review process by completing the "Curriculum Pre-Submission Checklist for Birth to Five Programs". The checklist is reviewed by the state-employed curriculum specialist, who reviews the requests and contacts vendors to request material. Curricula that are research-based and have evidence of ELDS-alignment are then assigned to state-contracted curriculum consultants to complete an in-depth review using Virginia's curriculum review rubric. Following the review of the materials, the curriculum is determined to be "Approved" or "Not Approved". This decision is communicated to the requesting program and vendor through an emailed letter. If approved, the curriculum will be added to the Approved Curriculum List.
- ²⁵ Beginning in the 2021-22 school year, the Virginia Kindergarten Readiness Program (VKRP) assessments were required for use by all VPI programs. The VKRP is a set of coordinated assessments, aligned with the Early Learning and Development Standards to assess preschoolers' school readiness skills in mathematics, self-regulation, social skills, and literacy. Preschool VKRP includes the Virginia Literacy Screener, VALLS: Pre-K (formerly known as PALS-PreK) for the literacy portion of the assessment. Mathematics are assessed using the Early Mathematics Assessment System (EMAS) tool, and self-regulation and social skills are assessed using the Child Behavior Rating Scale (CBRS). The screening tools are valid and reliable. An optional mid-year window is available for VPI programs.
- ²⁶ Lead teachers in public school 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 or AA and 93% 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.
- ²⁷ Teacher numbers are reported as of Fall 2024 and are not separated by type of employer (public schools or non-public schools).
- ²⁸ In the data, the "BA" category also includes teachers with higher degrees such as MA or EdD/PhD.
- ²⁹ Twenty-three VPI programs reported "Staffing Challenges" as a reason all allocated VPI slots were not used last fall. Across all lead teacher positions for school-based PreK programs, 6.5% were unfilled last fall. Concerns about teacher vacancies and lack of teacher candidates were also shared with state staff anecdotally.
- ³⁰ The Virginia General Assembly provided \$306,100 in 2024-2025 for the Early Childhood Provisionally Licensed Teacher Incentive Program. This program provides funding of no more than \$30,000 each for local school divisions for the sole purpose of providing financial incentives to provisionally licensed teachers teaching students enrolled in VPI or other publicly funded preschool programs operated by the school division. This grant serves as both a recruiting tool for attracting new preschool teachers and a tool for retaining already employed preschool teachers working to finish licensure requirements.
- ³¹ In Virginia, employers determine required educational levels and credentials for assistant teachers employed in the state preschool program. School divisions determine training and specialization requirements for assistant teachers. State preschool programs (public and nonpublic programs) reported that 100% of teaching assistants held a high school diploma or equivalent and 50% of assistants held a CDA or higher.
- ³² Teachers and instructional assistants must attend at least 15 clock hours per year of 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. State guidance requires all 15 clock hours in specific topics related to early childhood education. This includes health and safety. To support CLASS and curriculum implementation, various quality improvement partners provided a variety of supports to VPI division leaders that included group trainings, individualized and group consultation sessions, and resources for PD planning.
- ³³ Through the Advancing Effective Interactions & Instruction (AEII) initiative, UVA-CASTL provides PD and coaching to educators. The coaching model promotes teachers' well-being and helps teachers implement equitable social-emotional teaching practices. Depending on need, the coaching model can be flexible or individualized.
- ³⁴ All classrooms receive two CLASS observations from a local observer. Results from observations are provided to educators and all VPI program coordinators have been trained to provide action planning and feedback after observations.
- ³⁵ A local match of funds, based on the composite index of local ability-to-pay, is required to receive state funds for this program. This represents the minimum required local spending, the state does not track non-required local spending for this program.
- ³⁶ No federal funding was used to support enrollment or cost per child this year, but Title I funds were used to support the program (e.g., purchasing curriculum materials, PD, etc.).
- ³⁷ 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, which is capped at half the per-pupil amount and varies across the state. In-kind contributions are limited to no more than 50% of the total local match requirement. VPI programs can also be supported through various local funds. The state does not collect this data.
- ³⁸ All VPI classrooms are required to have two CLASS observations 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. Virginia has developed the Virginia Quality Birth to Five System (VQB5) which recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly-funded birth-to-five programs to improve. VQB5 will measure the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators: Interactions (CLASS observations) and Curriculum. There are two types of CLASS observations conducted in VQB5: local and external observations. Local observations are required twice a year, and external observations are an additional method to gather information about the accuracy and consistency of local observations and provide additional feedback to educators. External observations will be conducted in roughly 75% of birth-to-five classrooms across the state, with all sites receiving at least one observation in a classroom of each age-level at a site.
- ³⁹ Local Ready Region agencies also support reliability of local CLASS observers throughout the year with quality assurance measures that vary by region, but include calibrations, double coding, and fidelity checks. Additionally, external observations are used by the state to gather information about the accuracy and consistency of local observations across the Ready Regions and to provide additional feedback in VQB5.
- ⁴⁰ Results from local observations administered twice a year are used by instructional leaders to inform ongoing PD and assess growth in teacher-child interactions over time. Increasing capacity and knowledge of quality interactions at the local level promotes shared understandings of the strong principles of high-quality teaching in early childhood settings that are highlighted in the CLASS tool. Having program or school leaders trained to reliability in CLASS enables them to bring the CLASS lens to every aspect of their work. The classroom observations completed in VQB5 participating sites will result in a VQB5 Quality Rating, to be shared publicly in an annual release on

a statewide public quality profiles website each fall.

- ⁴¹ VPI programs participate in monitoring, at minimum, once every four years. For the 2024-25 school year, monitoring was a one-year process with program overview, onsite visit, and improvement plan creation within a 12-month period.
- ⁴² Outdoor time is not required in the guidelines for all VPI students, but up to 15% of total instructional time is allowed as unstructured outdoor play. There are outdoor time requirements for preschoolers in licensed child day centers which would impact VPI-funded students in these settings. Preschoolers in licensed child day centers are required to have daily outdoor time if weather and air quality allow. The time requirements are as follows: Fifteen minutes per day or session if the center operates up to three hours per day or session; Thirty minutes per day or session if the center operates between three and five hours per day or session; One hour per day or session if the center operates more than five hours per day or session. Similarly, VPI-funded students in family day homes need to be provided with "Opportunities for vigorous outdoor play daily, depending upon the weather, the ages, and the health of the children," but times are not specified. Students in public elementary schools are required to have daily recess, but times are not specified.

VIRGINIA – Virginia Early Childhood Foundation Mixed Delivery

- ¹ The Virginia General Assembly appropriates funds for the support of public-private delivery of ECCE services each year. In partnership with the Virginia Department of Education's (VDOE) Division of Early Childhood Care and Education, the Virginia Early Childhood Foundation (VECF) administers the [Mixed Delivery Program](#) through a competitive selection of regional coordinating agencies. VECF is a public-private partner in building a sustained focus on school readiness in Virginia. Public funding is provided by the Virginia General Assembly and various state and federal agencies.
- ² Localities (counties and independent cities or towns) are separate school systems in Virginia.
- ³ Regional coordination of Mixed Delivery is a responsibility of Virginia's nine Ready Region lead agencies (as established in Virginia law). As part of this role, Ready Region lead agencies were the designated and only authorized applicants for participation in the Mixed Delivery program in their regions. They worked with other regional leaders, including but not limited to Ready Region governing bodies and Family Councils, FY24 Mixed Delivery grantees, Head Start and Early Head Start programs, Virginia Preschool Initiative programs, school divisions, ECCE providers, local social services agencies, local health departments, and business and philanthropic leaders to plan how Mixed Delivery would be implemented in their region. Following allocation of funded slots by the Virginia Early Childhood Foundation, Ready Regions worked with their partners to select Mixed Delivery sites from among those that expressed interest in program participation.
- ⁴ There were also 482 infants and toddlers that served as part of the Mixed Delivery program but were not included in this report.
- ⁵ The numbers provided are reported by school divisions through the annual Student Record Collection process. These numbers do not reflect children who are enrolled in publicly funded programs in the locality or city administered outside of the school divisions.
- ⁶ The state does not capture information about IEPs but collects information on disability status of students participating in the program. The primary disabilities reported were speech or language impairments and developmental delays.
- ⁷ Children enrolled in Mixed Delivery receive services in private, community-based settings (i.e. childcare centers and FCC sites), so they are not served in public school settings which typically house self-contained classrooms. One of the childcare sites participating in Mixed Delivery only serves children with disabilities, so at that center, all children enrolled in Mixed Delivery have special needs.
- ⁸ All children enrolled in Mixed Delivery are offered at least 2,400 hours of ECCE services annually. This assumes that a site typically offers services of 10 hours per day, 5 days per week, while the building is closed for up to 13 holidays and 8 days for planned program closures. However, if a site meets the 2,400-hour requirement in a configuration other than 240 10-hour days, this is allowable.
- ⁹ In Mixed Delivery, children who are age eligible for kindergarten as of September 30 of the current school year, but whose parents choose to defer enrollment until the following school year, may be served in a Mixed Delivery full-day, year-round slot when an additional year of preschool services will better prepare the child for academic and social-emotional success in school. This allowance applies only to children whose fifth birthday falls on or between July 2 and September 30, meaning they were 4 years of age on July 1.
- ¹⁰ All children participating in Mixed Delivery must meet at least one of the following eligibility criteria: (1) child's family has an income at or below 200% of the federal poverty level, (2) child's family is experiencing homelessness, (3) child's parents or guardians did not complete high school, (4) child has an identified disability or receives early intervention, or (5) child's family meets regionally determined at-risk criteria. Up to 15% of a Ready Region's Mixed Delivery slots may be filled based on region-wide eligibility criteria, established by Ready Regions to meet the unique needs of children and families in the communities they support. Ready Regions that can demonstrate more than 15% of slots are needed to meet the needs in their region may apply for a waiver to increase the regional eligibility criteria percentage. Note: there is no income cap for children qualifying for Mixed Delivery based on non-income-related criteria. Beginning in 2024–25, Virginia's Mixed Delivery program implemented a parental work-related activity requirement and therefore no longer meets NIEER's definition of a state-funded preschool program.
- ¹¹ Services are required through Virginia's child care licensing. All Mixed Delivery early care and education sites are required to be licensed, so must meet all licensing requirements.
- ¹² Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines, focus on five "Areas of Development:" Approaches to Play and Learning, Social and Emotional Development, Communication, Language, and Literacy Development, Health and Physical Development and Cognitive Development (Science, Social Sciences: People, Community and Culture, Mathematics and Fine Arts) for children ages birth to five. The ELDS were developed to align with Virginia state K–3 Standards and the Head Start Early Learning Outcomes Framework. Infant and Toddler state standards are embedded within the ELDS.
- ¹³ The Virginia Kindergarten Readiness Program (VKRP) is a set of coordinated assessments, aligned with the Early Learning and Development Standards to assess preschoolers' school readiness skills in mathematics, self-regulation, social skills, and literacy. Preschool VKRP includes the Virginia Literacy Screener, VALLS: Pre-K (formerly known as PALS-PreK) for the literacy portion of the assessment. Mathematics are assessed using the Early Mathematics Assessment System (EMAS) tool, and self-regulation and social skills are assessed using the Child Behavior Rating Scale (CBRS). All assessment tools are valid and reliable. VKRP and VALLS: Pre-K connect educators with reports and resources to use their data to inform and individualize instruction and track growth over time.
- ¹⁴ In addition to guidance webinars and documents, the VDOE partnered with Radford University to create an ELDS micro-credential. This 5-hour, non-credit bearing, online, self- and competency-based micro-credential launched in June 2022. Participating educators receive professional development credit and completion support coaching from Radford University. Family day home and child care educators are prioritized for enrollment. To support ELDS implementation with English languages learners, VDOE partnered with WIDA to create the Virginia Making Connections document, a toolkit that supports programs to engage multilingual families and children with primary languages other than English to be school ready. Lastly, VDOE has partnered with the University of Virginia School of Education to offer free, ELDS aligned activities and resources to birth to five classrooms through the ECE Resource Hub. In 2024, the ECE Resource Hub launched the ELDS Exploration Series, connecting the ELDS sub-areas to aligned activities on the ECE Resource Hub.
- ¹⁵ Virginia has identified two measures of quality in the state's quality rating system (Virginia Quality Birth to Five, VQB5): (1) comprehensive, ELDS-aligned curriculum use and (2) teacher-child interactions. Virginia has required use of an approved curriculum in VPI classrooms since 2018. The VDOE approved list includes 60 approved curriculum options. Beginning in Spring 2022, Virginia began offering STREAMin3 to publicly funded birth to five programs in Virginia, at low to no-cost. Leveraging the well-established research-policy partnership between the University of Virginia and the VDOE, in addition to curricular materials, Virginia programs (including public schools) are eligible to receive comprehensive implementation coaching and professional development from STREAMin3. Programs may request enrollment in this program, and prioritization is for classrooms that have previously not had access to curriculum or classrooms that have teacher-child interaction scores below the state average.
- ¹⁶ This [link](#) includes the list of comprehensive curricula.
- ¹⁷ As part of the curriculum review process, VDOE created a list of baseline criteria for high-quality birth to five curriculum. However, these are not all the high-quality components, these are just the minimum for consideration. These come directly from the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL). They are available to the field on VDOE's website. These baseline criteria are embedded in the rubric developed for reviewing and scoring curricula.
- ¹⁸ Program administrators initiate the curriculum review process by completing the "Curriculum Pre-Submission Checklist for Birth to Five Programs". The checklist is reviewed by the state-employed curriculum specialist, who reviews the requests and contacts vendors to request material. Curricula that are research-based and have evidence of ELDS-alignment are then assigned to state-contracted curriculum consultants to complete an in-depth review using Virginia's curriculum review rubric. Following the review of the materials, the curriculum is determined to be "Approved" or "Not Approved". This decision is communicated to the requesting program and vendor through an emailed letter. If approved, the curriculum will be added to the Approved Curriculum List.

- ¹⁹ Minimum requirements for entry level teachers prior to employment are as indicated in Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and Training. Staff must be at least 16 years old & 18 years if administering medication; staff who are left alone with children shall be capable of communicating effectively both orally and in writing as applicable to the job responsibility and be capable of communicating with emergency personnel; and staff less than 18 years of age must be under the supervision of an adult staff member who is present in the facility.
- ²⁰ Pre-Service Specialized training & requirements for entry level lead teachers are as indicated in Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and Training. All staff working with children must complete VA Preservice Training for Child Care modules, orientation training on a list of topics, CPR and First Aid, and medication administration training if staff will be administering medications. Additionally, at least one staff member per center must have daily health observation training.
- ²¹ The numbers reported are only for lead teachers in classrooms that contain 3- and 4-year-olds. There were 387 lead teachers in all Mixed Delivery classrooms, including those with children under age 3.
- ²² Other includes one teacher who is reported as having less than a HS diploma and 71 teachers with “some college.”
- ²³ In 2024, the Virginia Child Care Provider Survey was administered as part of a partnership between the University of Virginia and the Virginia Department of Education. The survey included licensed child care sites. Not all licensed providers responded, but the majority of respondents reported challenges with staffing. The State cannot report data specific to Mixed Delivery sites this year.
- ²⁴ RecognizeB5 is a statewide initiative that provides direct financial incentives to eligible teachers, including Mixed Delivery teachers, with the goal of reducing teacher turnover in child care and family day homes, where wages are significantly lower than in comparable settings. The program is open to both Lead and Assistant teachers working in publicly-funded child care and family day home sites that are participating in VQB5.
- ²⁵ Minimum requirements for entry level assistant teachers prior to employment are as indicated in Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and Training. Staff must be at least 16 years old & 18 years if administering medication; staff who are left alone with children shall be capable of communicating effectively both orally and in writing as applicable to the job responsibility and be capable of communicating with emergency personnel; and staff less than 18 years of age must be under the supervision of an adult staff member who is present in the facility.
- ²⁶ The required degree specialization and/or specialized pre-service training for entry level Assistant Teachers are as indicated in Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and Training.
- ²⁷ The number of required professional development hours (16) can be in any topic related to safety and child development. There are some specific health and safety training requirements that may be included. For additional information, see Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and Training.
- ²⁸ Mixed Delivery funding that covers the cost of providing ECCE services in participating private ECCE sites is provided to Ready Region lead organizations, who contract with the ECCE sites, then reimburse sites for services provided.
- ²⁹ Local Ready Region agencies also support reliability of local CLASS observers throughout the year with quality assurance measures that vary by region, but include calibrations, double coding, and fidelity checks. Additionally, External observations are used by the state to gather information about the accuracy and consistency of local observations across the Ready Regions and to provide additional feedback in VQB5.
- ³⁰ Results from local observations administered twice a year are used by instructional leaders to inform ongoing PD and assess growth in teacher-child interactions over time. Increasing capacity and knowledge of quality interactions at the local level promotes shared understandings of the strong principles of high-quality teaching in early childhood settings that are highlighted in the CLASS tool. Having program or school leaders trained to reliability in CLASS enables them to bring the CLASS lens to every aspect of their work. The classroom observations completed in VQB5 participating sites will result in a VQB5 Quality Rating, to be shared publicly in an annual release on a statewide public quality profiles website each fall.
- ³¹ Mixed Delivery has coordinators that visit the sites regularly to provide training and support to site leaders for MD program requirements and deliverables. These visits are many more times than once a year, but there is no required number.
- ³² Mixed Delivery follows Virginia Licensing Standards, which indicate: 15 minutes per day/session if center operates up to 3 hours; 30 minutes per day/session if center operates 3-5 hours; 60 minutes per day/session if center operates 5+ hours.
- ³³ The 1 hour of outdoor time required by licensing regulations is included in the 10 hours per day required for the Mixed Delivery program.

VIRGINIA – Virginia Child Care Subsidy Program (CCSP)

- ¹ The Child Care Subsidy Program (CCSP) is administered in partnership with the Virginia Department of Social Services (VDSS) and 120 local departments of social services. Local departments of social services are charged with day-to-day eligibility and case management functions. VDSS issues provider payments, manages the enterprise case management IT system, and monitors activities of the local departments to ensure adherence to CCSP policy, practice, and quality standards.
- ² CCSP is administered out of 120 local departments of social services, which enroll children in 133 cities and counties (100%).
- ³ CCSP funds are available to residents of all localities in Virginia and are administered by local departments of social services. Funding for slots is limited and there are waitlists in most localities. Once a family is determined eligible, they must then find a provider that is approved to participate and can serve them.
- ⁴ Data are as of October 1, 2024. Enrollment in the CCSP is rolling and takes place continuously throughout the year. Children retain eligibility for a minimum of 12 months except in limited circumstances. CCSP can provide wrap-around services to achieve full-day, full-year services in combination with other publicly-funded ECCE programs. Some portion of children enrolled in the CCSP may receive preschool services through another publicly-funded program, such as the Virginia Preschool Initiative (VPI) or Head Start/Early Head Start. Unduplicated counts across programs are not currently available.
- ⁵ The numbers provided are reported by school divisions through the annual Student Record Collection process. These numbers do not reflect children who are enrolled in publicly funded programs in the locality or city administered outside of the school divisions.
- ⁶ Data are as of October 1, 2024. Data reflect the number of three- and four-year-old children identified as having a “special need or disability,” defined in the CCSP Guidance Manual as (i) a child with a disability as defined in § 602 of the Individuals with Disabilities Education Act (20 USC 1401); (ii) a child who is eligible for early intervention services under part C of the Individuals with Disabilities Education Act (20 USC § 1431 et seq.); and (iii) a child who is less than 13 years of age and who is eligible for services under § 504 of the Rehabilitation Act of 1973 (29 USC 794); and (iv) a child with a documented developmental disability, intellectual disability, emotional disturbance, sensory or motor impairment, or significant chronic illness who requires special health surveillance or specialized programs, interventions, technologies, or facilities.
- ⁷ Some children enrolled in CCSP may attend Head Start and use CCSP for wrap-around care.
- ⁸ CCSP can provide wrap-around services to achieve full-day, full-year services in combination with other publicly-funded ECCE programs. Some portion of children enrolled in the CCSP may receive preschool services through another publicly-funded program, such as the Virginia Preschool Initiative (VPI) or Head Start/Early Head Start. Unduplicated counts across programs are not currently available.
- ⁹ Children identified as Hispanic/Latino may be of any race.
- ¹⁰ Data are as of October 1, 2024, and reflect the primary spoken language at home.
- ¹¹ Data are as of October 1, 2024.
- ¹² Preschool-specific counts here are estimates based on the percentage total enrollment by provider type.
- ¹³ Children said to be enrolled full-time here have: at least 170 full-day authorizations and fewer part-day authorizations than full-day authorizations. Children said to be enrolled part-time or less than the full school-year either have: fewer than 170 full-day units authorized or more part-day authorizations than full-day authorizations.
- ¹⁴ Families are eligible for services based on parental needs, up to full-day, full-year. Families may choose one or more participating providers that meet their needs in terms of operating hours, location, availability, languages spoken, setting, etc. There are no minimum number of hours or days per week that ECCE sites need to operate in order to serve children through CCSP.
- ¹⁵ Children are eligible for CCSP beginning at six weeks up through age twelve. Any preschool-age child is eligible if they meet other financial and non-financial eligibility conditions.

- ¹⁶ There are a variety of eligibility requirements for CCSP, but eligibility is primarily based on: (1) family income at or below 85% of SMI, (2) parental activity: working, searching for work, attending school, or other training.
- ¹⁷ Income eligibility is applied at the individual family level and is a minimum condition of eligibility. Families that exceed 85% SMI may not receive services (85% SMI for a family of 4 is \$113,904 per year). Families with incomes below this threshold must meet all other eligibility conditions to receive services. Services are not guaranteed. If a family qualifies and a slot is not available, they are placed on a waiting list.
- ¹⁸ Eligibility is redetermined annually based on the family's initial date of enrollment. When caseworkers go through the redetermination process with a family, they ensure that the family still meets minimum eligibility conditions, including children's ages, household, income and parental activity requirements. CCSP does not operate on a "school year" calendar. Families are guaranteed a minimum of 12 months of eligibility from the date of enrollment, except under limited circumstances.
- ¹⁹ Staff and ratio requirements reflect the requirements for subsidy program vendors classified as centers in Virginia. The staff/child ratios for homes are more complex based on the mix of ages being served. See the regulations [here: 8VAC20-790-670](#).
- ²⁰ Both Licensed and unlicensed CCSP providers are required to obtain immunization records for the child received on or before the child's first day of attendance. Licensed CCSP providers are additionally required to obtain documentation of a physical examination by or under the direction of a physician before child's attendance or within 30 days after the first day of attendance. If the [Virginia School Entrance Health form](#) is used, which is not mandatory, the form includes sections for physician's to capture information on vision, hearing, height/weight/BMI, psychosocial/behavioral, dental and development, if desired.
- ²¹ Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines, focus on five "Areas of Development:" Approaches to Play and Learning, Social and Emotional Development, Communication, Language, and Literacy Development, Health and Physical Development and Cognitive Development (Science, Social Sciences: People, Community and Culture, Mathematics and Fine Arts) for children ages birth to five. The ELDS were developed to align with Virginia state K-3 Standards and the Head Start Early Learning Outcomes Framework. Infant and Toddler state standards are embedded within the ELDS.
- ²² In addition to guidance webinars and documents, the VDOE partnered with Radford University to create an ELDS micro-credential. This 5-hour, non-credit bearing, online, self- and competency-based micro-credential launched in June 2022. Participating educators receive professional development credit and completion support coaching from Radford University. Family day home and child care educators are prioritized for enrollment. To support ELDS implementation with English languages learners, VDOE partnered with WIDA to create the Virginia Making Connections document, a toolkit that supports programs to engage multilingual families and children with primary languages other than English to be school ready. Lastly, VDOE has partnered with the University of Virginia School of Education to offer free, ELDS aligned activities and resources to birth to five classrooms through the ECE Resource Hub.
- ²³ Virginia has identified two measures of quality in the state's quality rating system (Virginia Quality Birth to Five, VQB5): (1) comprehensive, ELDS-aligned curriculum use and (2) teacher-child interactions. CCSP sites must be a part of VQB5, but they are not required to utilize an approved curriculum. CCSP sites using an approved curriculum are awarded points as appropriate in VQB5.
- ²⁴ This [link](#) includes the list of comprehensive curricula.
- ²⁵ Program administrators first review their curriculum and complete the Curriculum Pre-Submission Checklist for Birth to Five Programs, which is basically an online survey or form that reviews the baseline criteria and also collects important contact information for communication and processing. Curricula that meet the baseline criteria will be considered by VDOE for a comprehensive review. Curricula that do not meet the criteria outlined in the Curriculum Pre-Submission Checklist will not be moved forward in review. Once the Curriculum Pre-Submission Checklist has been reviewed by the state-employed curriculum specialist, confirming that all criteria have been met, a full curriculum review is initiated, which includes working with the program or company to obtain copies of all resources included with the curriculum and completing an in-depth review of the curriculum and related materials by state-contracted Early Childhood Curriculum Consultants using the rubric. Then, following the review of the materials, the curriculum is determined to be "Approved" or "Not Approved." This decision will be communicated to the requesting program via a letter which is sent by email. If approved, the curriculum will be added to the Approved Curriculum List.
- ²⁶ Lead teachers must be 18 years old and have one of the following: Director qualifications, BA in child related field, 3 months experience and a CDA, OR 6 months experience.
- ²⁷ CCSP is a voucher-based program, and the vouchers are used in private child care settings. Teacher requirements reflect the requirements of licensed child care in Virginia.
- ²⁸ CCSP is a voucher-based program and therefore does not employ any teachers. CCSP vouchers are used in private child care settings.
- ²⁹ CCSP is a voucher-based program, and the vouchers are used in private child care settings. Private child care have reported staffing challenges but there is no CCSP specific data.
- ³⁰ CCSP is a voucher-based program, and the vouchers are used in private child care settings. The information provided in this section reflects the requirements of licensed child care in Virginia.
- ³¹ CCSP is a voucher-based program, and the vouchers are used in private child care settings. The information provided in this section reflects the subsidy vendor requirements in Virginia 8VAC20-790.
- ³² Note that spending amounts reported are estimates of SFY25 expenditures on preschool-aged children in CCSP. These estimates do not include federal, state, or local funding associated with program administration, including for IT systems, local eligibility and case management, or state program oversight.
- ³³ Participating providers must meet state regulations associated with the Child Care Subsidy Program, which are informed by the Federal Child Care and Development Block Grant.
- ³⁴ All classrooms that receive CCSP are required to have two CLASS observations each year from a certified, local observer. Leaders have been trained to provide action planning and feedback based to educators after observations are conducted. Virginia has developed the Virginia Quality Birth to Five System (VQB5) which recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly-funded birth-to-five programs to improve. VQB5 will measure the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators: Interactions (CLASS observations) and Curriculum. There are two types of CLASS observations conducted in VQB5: local and external observations. Local observations are required twice a year, and External observations are an additional method to gather information about the accuracy and consistency of local observations and provide additional feedback to educators. External observations will be conducted in roughly 75% of birth-to-five classrooms across the state, with all sites receiving at least one observation in a classroom of each age-level at a site.
- ³⁵ Local Ready Region agencies also support reliability of local CLASS observers throughout the year with quality assurance measures that vary by region, but include calibrations, double coding, and fidelity checks. Additionally, External observations are used by the state to gather information about the accuracy and consistency of local observations across the Ready Regions and to provide additional feedback in VQB5.
- ³⁶ Results from local observations administered twice a year are used by instructional leaders to inform ongoing PD and assess growth in teacher-child interactions over time. Increasing capacity and knowledge of quality interactions at the local level promotes shared understandings of the strong principles of high-quality teaching in early childhood settings that are highlighted in the CLASS tool. Having program or school leaders trained to reliability in CLASS enables them to bring the CLASS lens to every aspect of their work. The classroom observations completed in VQB5 participating sites will result in a VQB5 Quality Rating, to be shared publicly in an annual release on a statewide public quality profiles website each fall.
- ³⁷ The CCSP regulations state that each day should include a mix of activities that fit the ages and development levels of the children. These activities should include ones led by teachers, ones children choose or do on their own, both active and quiet times, indoor and outdoor play, solo and group activities, and chances for children to explore and be curious. See [8VAC20-790-690](#) for the exact language. Not all classrooms are in licensed centers and would follow child care licensing requirements.
- ³⁸ CCSP does not track this type of program specifically.

WASHINGTON – Early Childhood Education and Assistance Program (ECEAP)

- ¹ DCYF is a cabinet-level agency focused on the well-being of children. The vision is to ensure that "Washington state's children and youth grow up safe and healthy, thriving physically, emotionally and academically, nurtured by family and community." DCYF is the lead agency for state and federally-funded services that support children and families to build resilience and health, and to improve educational outcomes. It oversees the Early Childhood Education and Assistance Program (ECEAP), Working Connections Child Care (WCCC), and Home Visiting. Also included are several services such as Child Protective Services investigations and Family Assessment Response, licensed foster care, adoption support, and juvenile rehabilitation.
- ² Slots are awarded through open competitive RFPs. The criteria include prioritizing new slots in communities that are currently underserved by ECEAP, and Head Start, and

- Transition to Kindergarten.
- ³ Children with an IEP have access to typically developing peers through their general education classroom.
 - ⁴ 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.
 - ⁵ ECEAP 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 hours per day minimum and 1,000 hours per year; and (3) working day model at 10 hours per day minimum and 2,370 hours per year. School-day programs must be four or five days per week and working day programs must be five days per week.
 - ⁶ If space is available: Children are allowed to enroll who turn three years old after August 31 of the school year if they are from a family with income at or below 50% SMI or is impacted by at least one other specific prioritization factor; and have received services from or participated in early support for infants and toddlers (PART C, IDEA), Early ECEAP or Early Head Start.
 - ⁷ A child is eligible for ECEAP if the child is at least three years old by August 31 of the school year, is not age-eligible for kindergarten and is one of the following: (a) From a family with income at or below 36% of the state median income (SMI); (b) Qualified by a school district or tribal school for special education services. All children determined eligible by a school district or tribal school for an Individualized Education Program (IEP) meet this requirement; (c) McKinney-Vento eligible as defined by the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act; (d) Has participated in Early Head Start (EHS) or a successor federal program providing comprehensive services for children from birth through two years of age, the Early Support for Infants and Toddlers program (ESIT), or received IDEA Part C Early Intervention Services, the birth to three Early Childhood Education and Assistance Program (Early ECEAP) or the Early Childhood Intervention and Prevention Services program (ECLIPSE); (e) Is a Tribal Child, temporarily defined by DCYF and ECEAP Tribal Workgroup, and at or below 100% SMI; (f) From a family with income that exceeds 36% of the SMI (ESE) and impacted by specific prioritization factors identified by DCYF that are linked by research to school performance. If space is available: (1) A child is allowed to be enrolled in ECEAP as space is available if the child is at least three years old by August 31, is not age-eligible for kindergarten, and is from a family with income above 36% SMI but less than or equal to 50% SMI if the child is impacted by at least one other specific prioritization factor identified by DCYF and the State Legislature. (2) Children allowed to enroll who turn three years old after August 31 of the school year must be from a family with income at or below 50% SMI or impacted by at least one other specific prioritization factor; and have received services from or participated in ESIT, Early ECEAP, ECLIPSE or Early Head Start.
 - ⁸ The goal is for 90% of children to meet the income requirement or be experiencing homelessness, qualify for special education, or had previous B-3 intervention services. Some additional children may be allowed to enroll between 36-50% SMI, if they have qualifying prioritization factors.
 - ⁹ Additional risk factors include: family member attended Indian boarding school, 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.
 - ¹⁰ For 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 sessions lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided.
 - ¹¹ While there is not a specific requirement for supporting parents in job training activities or health services for parents, all contractors must implement the Mobility Mentoring approach with families. Within the structure of this coaching approach, families choose the goal they set. If a family chooses a job training goal or health related goal, then ECEAP staff support them in meeting or making progress on such goals.
 - ¹² THE ELDS were completed in 2012 and Head Start Early Learning Outcomes Framework was completed in 2015, so there is not complete alignment.
 - ¹³ Other support includes online training modules and coaching.
 - ¹⁴ Contractors must use an approved, comprehensive, research-based curriculum (Creative Curriculum or HighScope). Contractors that use Creative Curriculum have access to online training provided by Teaching Strategies. 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 state QRIS system provides a list of aligned curriculum to all participants.
 - ¹⁵ The following is a list of the aligned comprehensive curricula: Creative Curriculum for Preschool and HighScope Preschool Curriculum; Core Knowledge Preschool Sequence; Curiosity Corner; DLM Early Childhood Express; Hawaii Early Learning Profile (HELP) 3-6 Years; Opening the World of Learning (OWL); Big Day for PreK; and Tools of the Mind. The following is a list of the aligned subject-specific curricula: Language & Literacy Curricula Preschool Age: Group Doors to Discovery; Literacy Express; PAVEd for Success; Read It Again-PreK!; Zoo Phonics. Mathematics Curricula Preschool Age Group: Building Blocks Pre-K; Numbers Plus Pre-K Mathematics Curriculum. Preschool Age Group: Incredible Years; and PATHS Preschool/Kindergarten Classroom Module. Contractors must use an approved, comprehensive, research-based curriculum (Creative Curriculum or HighScope). Contractors that use Creative Curriculum have access to online training provided by Teaching Strategies. 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 state QRIS system provides a list of aligned curriculum to all participants.
 - ¹⁶ 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. This includes a valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.
 - ¹⁷ Data about public vs non-public school employment is reported by contractors. Some sites are in public school buildings, but the employee is employed by a different organization such as an ESD.
 - ¹⁸ The Other category includes teachers with some college and who had not verified education yet.
 - ¹⁹ Recruitment and retention of staff remained an issue for ECEAP expansion.
 - ²⁰ The state continued to provide scholarships, education awards, and training reimbursements to staff. To find more information, visit [here](#). In 2024-25, Contractors received slot rate increases and could decide locally how to use those additional funds. Some contractors used the increase towards staff recruitment and retention.
 - ²¹ 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.
 - ²² 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.
 - ²³ ECEAP Performance Standards require staff to have annual continuous education and learning plans that focus on each staff's professional development goals.
 - ²⁴ Each ECEAP contractor must provide, or have access to, a coach trained in Practice-Based Coaching, to: Support Early Achievers rating readiness and ongoing continuous quality improvement; Assist the contractor in identifying goals and making quality improvement plans to achieve goals; Assist the contractor in completing remedial activities within the identified timeline, when applicable.
 - ²⁵ The frequency of coaching/mentoring varies by ECEAP contractor and site needs. It is not specified in statewide requirements.
 - ²⁶ A total of \$7,687,754 in Complex Needs Funds (CNF) were not included in total spending for the year. CNF funds are intended for children with developmental delays (No IEP requirement), disabilities or challenging behaviors due to complex trauma. A total of \$7,899,504 in Early Childhood Intervention Prevention Services (ECLIPSE) funds were not included in total spending for the year. ECLIPSE services include therapeutic child, family, and classroom supports for eligible children 0-5 enrolled in Early ECEAP and ECEAP. And \$4,295,303 in Early ECEAP funds were not included in total spending for the year. Early ECEAP provides early learning and family support systems in Washington State for infants and toddlers (Birth-to-Three) and their families.
 - ²⁷ Contractors must participate in the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) or National School Breakfast and Lunch Program (NSBLP).
 - ²⁸ Early Achievers uses virtual tools to measure the quality of learning environments. This virtual system includes the Washington State Early Learning and Development Guidelines (ELDGs) as a framework. The ELDGs are aligned with the ERS3 tools and are included in the cycles of video highlights and reflections submitted by each teacher for every classroom are reviewed using the QUIC tool. The QUIC data collection tool is research based and is aligned with the CLASS, ERS, Head Start Performance Standards and the Washington State Early Learning and Development Guidelines. The Quality Interactions in Child Care (QUIC) tool criteria and sub-criteria are teaching practices that are aligned with the Early Learning and Development Guidelines (ELDGs) and the Core Competencies for Early Care and Education Professionals. Quality Recognitions Specialists are reliable in the QUIC Tool. They review the videos using the QUIC tool and assign a level based on a rubric. Feedback in the form of a report is provided to the coach and provider for each video submitted.

- ²⁹ Structured observations of classroom quality using the QUIC Tool are completed virtually through the Video Highlights process. Multiple rounds of Video Highlights are submitted by each teaching team, scored with the QUIC Tool rubric and feedback provided to teachers based on the rubric. Once ECEAP sites complete the Program Profile and Video Highlight cycles they must complete a Records Review for quality standards. Records Review is an opportunity for recognition, reflection, and growth on the program's currently implemented policies and practices that positively impact children, staff, and families/caregivers. 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 Marzano, and CEL5-D are included as options. There are trainings and supports offered to districts on both of these approaches. Over half of ECEAP slots are located in a school district setting.
- ³⁰ 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 4-5 years. New contractors will be monitored before then. When visiting a contractor, 60% of sites are visited. ECEAP sites are visited based on a risk assessment, which may indicate more frequent or less frequent visits because a representative sample of contractor sites are visited. Monitoring visits were conducted in-person in 2024-25.
- ³¹ All sites are required to provide outdoor time every day. In addition, both Working Day and School Day sites must provide a minimum of 30 minutes of outdoor play per each three hours of programming, unless conditions pose a health and safety risk to children. A contractor must offer ample time for unrushed activities and transitions.
- ³² A variety of age and developmentally appropriate active play areas and activities that encourage both moderate and vigorous physical activity must be available.
- ³³ "Outdoor nature-based child care" means an agency or an agency-offered program that: (i) Enrolls preschool or school-age children; (ii) Provides early learning services to the enrolled children in an outdoor natural space approved by the department for not less than four hours per day or fifty percent of the daily program hours, whichever is less; and Teaches a nature-based curriculum to enrolled children.
- ³⁴ Additional information is found [here](#).

WASHINGTON – Washington Transition to Kindergarten (TK)

- ¹ House Bill 1550 (HB 1550), as passed by the Legislature in 2023, codified the existing Transitional Kindergarten as Transition to Kindergarten (TK). Chapter 392-425 WAC provides expectations for authorized local education agencies implementing transition to kindergarten programs. Also see: RCW 28A.300.072: Transition to kindergarten program. The authority for this chapter is under Second Substitute House Bill No. 1550 (chapter 420, Laws of 2023), which requires the Office of Superintendent of Public Instruction (OSPI) to establish rules and guidelines concerning TK programs.
- ² Transition to Kindergarten is an optional program that districts may choose to offer. Office of Superintendent of Public Instruction (OSPI) works with the state's 295 public school districts and eight state-tribal education compact schools. During the 2024-25 school year, TK was offered in 159 LEAs and 1 tribal compact school.
- ³ Districts may revise enrollment counts after initial submission. All enrollment counts are based on students enrolled during the 2024-25 school year regardless of when they were enrolled. Age was calculated on the first business day of October 2024. TK programs can begin anytime up until January 31st. Enrollment reflects the entire 2024-2025 school year.
- ⁴ Districts have up to three years to revise enrollment. All enrollment counts are based on students enrolled during the 2024-25 school year regardless of when they were enrolled.
- ⁵ Five-year-olds: 10 American Indian/Alaska Native, 55 Asian, 31 Black/African American, 305 Hispanic/Latino, 9 Native Hawaiian/Other Pacific Islander, 434 White, 78 Biracial/Multi-racial, and 11 not reported.
- ⁶ Five-year-olds: 763 English only and 170 language other than English.
- ⁷ Five-year-olds: 391 Free lunch and 80 Reduced-price lunch.
- ⁸ Districts must provide at least 1,000 annual instructional hours, prorated from the start date of the program, with 27 hours and 45 minutes of instruction weekly. Districts may start TK programs at any point between the beginning of the school year and January 31. 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.
- ⁹ Students are eligible for kindergarten when they are five years of age by August 31. Younger children may be permitted to enter kindergarten if the district and family determine they will be successful. TK programs are intended for children who are at least 4 years old by August 31 and have been identified through a screening process to be in need of additional preparation to be successful kindergarten students in the following school year.
- ¹⁰ Transition to Kindergarten (TK) is a legislatively established and authorized program for children who are at least 4-years-old by August 31 and have been identified through a screening process to be in need of additional preparation to be successful kindergarten students in the following school year.
- ¹¹ Enrollment into TK programs is based upon the determination of ability or need(s) that has historically hindered children from successfully participating in and/or benefiting from kindergarten. It is the responsibility of the LEA to determine the appropriate screening process or tool for evaluating prospective students and establishing need. To determine eligibility for TK, screening procedures should include multiple sources of information.
- ¹² State law requires K-3 class sizes to be 17 or lower to maximize state funding. TK students and teachers are included in a district's K-3 compliance calculation. This calculation allows districts that demonstrate a required class size to maximize their K-3 funding.
- ¹³ 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 TK 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 meals.
- ¹⁴ 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 the ELDS are the ECEAP Performance Standards. OSPI is in the process of updating the WA State Common Core State Standards.
- ¹⁵ TK uses Teaching Strategies GOLD for its child assessment system.
- ¹⁶ 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.
- ¹⁷ Transition to Kindergarten: Washington Administrative Code (WAC) Chapter 392-425-035 addresses staff qualifications. A person serving as a teacher in a transition to kindergarten program must hold a valid teaching certificate in accordance with Title 181 WAC. Certificated educators with experience in early childhood education are recommended.
- ¹⁸ Teachers assigned to early childhood settings in public schools must be properly endorsed for the subject matter they teach. The Professional Educator Standards Board (PESB) is responsible for policy and oversight of Washington's educator preparation, certification, assignment, and development.
- ¹⁹ OSPI does not have additional degree information for educators under "Other/Non-Degreed." Some may hold Associate of Arts degrees.
- ²⁰ The top two areas of content and role shortages in Washington are: 1. Special education (inclusive of early childhood special education) and 2. Elementary education (inclusive of early childhood education). See the [report](#) released in January 2024 by PESB.
- ²¹ Paraeducators serving students in public school settings must meet minimum employment requirements. They must be at least 18 years of age and hold a high school diploma or its equivalent; and have received a passing grade on the education testing service paraeducator assessment or hold an AA or have earned 72 quarter or 48 semester credits at an institution of higher education or have completed a registered apprenticeship program.
- ²² Paraeducators must also meet continuing education expectations and timelines for the 28 hours of the Fundamental Course of Study, and for the 70 hours of the General Paraeducator Certificate. A majority of the hours required for the General Paraeducator Certificate may be focused on the unique needs of serving the youngest learners. Coursework for the General Paraeducator Certificate must be aligned with the Paraeducator Standards of Practice. After earning the General Paraeducator Certificate, an additional 3 days of professional learning each year are required for paraeducators. While all must be aligned with the Paraeducator Standards of Practice, one of those three days must focus on either Cultural Competency, Diversity, Equity, and Inclusion, or Mental Health Topics- Social Emotional Learning on alternating years.
- ²³ 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](#).
- ²⁴ Each school district has a different salary schedule which is bargained locally. Base salaries and benefits are the same, but there may be different working conditions or stipends negotiated based on differing workloads or caseloads bargained. For instance, TK may have a caseload bargained at 20 students to one teacher with one paraeducator required (teacher to adult ratio of 10:1) which K may have a maximum caseload of 20 without a paraeducator. In that example, the K teacher may receive a stipend for certain added duties that are covered by a paraeducator in TK. That is one example of many potential differences in pay that may be negotiated locally
- ²⁵ Additional state, federal, and local funds were used to support TK students. For instance, the amounts reported do not include Title I funds which may have been used to supplement the TK program. This also does not include National School Lunch Program funding that was used to support TK students in schools.
- ²⁶ 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.
- ²⁷ Danielson, Marzano, and CEL5D are three of the approved frameworks for evaluations. Evaluation data summaries are collected at the state level. Observation data is used at the local level for evaluation purposes and professional growth. TK programs participating in Inclusionary Practices Project also utilized TPOT as a required component of the project. Additional information is found [here](#).
- ²⁸ The Teacher and Principal Evaluation and Growth Program (TPEP) is based on these core principles: 1. High quality teaching and leading are key to student success. 2. Growth in practice is developmental in nature. 3. Growth occurs best when there are clear standards of practice supported by quality professional learning and learning-focused feedback. 4. Evaluation systems should reflect and address the career continuum. 5. The focus for teacher and principal growth should be driven by student learning needs.
- ²⁹ In accordance with RCW 28A.300.072, OSPI must develop a process for conducting site visits of any LEA operating a TK program and provide feedback on these elements: (A) Best practices for site readiness of facilities that are used for the program; (B) Developmentally appropriate curricula designed for quality programs; and (C) Professional development opportunities.
- ³⁰ "Outdoor nature-based child care" means an agency or an agency-offered program that: (i) Enrolls preschool or school-age children; (ii) Provides early learning services to the enrolled children in an outdoor natural space approved by the department for not less than four hours per day or fifty percent of the daily program hours, whichever is less; and Teaches a nature-based curriculum to enrolled children.
- ³¹ Here is a [link](#) to an article about Outdoor TK at Peninsula School District.

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 Academic Support of Teaching and Learning works collaboratively with the West Virginia Department of Human Services (WDoHS) 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. Collaborative oversight is required in state code. During the summer of 2025, the WVDE Office of Academic Support, Division of Instruction and Support changed to the WVDE Office of Academic Support, Division of Instruction and Career Engagement.
2. 82.71% of preschoolers are enrolled in a regular early childhood program as reported in special education data. Fifty-eight of 915 classrooms are defined as preschool special needs classrooms.
3. Race and ethnicity are collected jointly; as a result, counts may include children identified in both a race category and as Latino. Therefore, the totals do not match three- and four-year-old and total enrollment reported previously.
4. Counties report onsite or offsite base on whether the property is owned by the county board of education or a collaborative partner (childcare or Head Start. Some classrooms operated by collaborative partners are located on property owned by the county boards of education. This count does not reflect family enrollment in Head Start (and in a few cases, childcare collaboratives in school buildings), based on location only.
5. Children who attend less than fulltime (School Day programs) are determined only by an IEP. All other children are expected to attend a regular school day program.
6. Programs may operate a four- or five-day model. If a program operated four days per week, they must operate 6.25 hours per day. If a program operates five days per week, they must operate 5 hours per day to meet requirements in state code.
7. Three-year-olds who are eligible for special education services are eligible for WV Universal Pre-K, as determined by the IEP.
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. There may be no more than half of the children enrolled with IEPs. This includes speech-only IEPs.
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. Health services for children are based on needs, as determined by specialized health care plans coordinated with school nurses, when necessary.
11. 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. The 2019-2024 pre-K standards have been reviewed and revised for implementation in the 2025-2026 school year. The new standards can be reviewed [here](#). Technology and environments are addressed in the state's pre-k policy West Virginia Board of Education (WVBE) Policy 2525: West Virginia's Universal Access to a Quality Early Education System. It can be accessed [here](#).
12. The West Virginia Early Learning Reporting System: Pre-K (WV ELRS), inclusive of the Early Learning Scale, must be utilized with all children enrolled in WV Pre-K programs, per WVBE Policies 2520.15 and 2525. Training and resources for the revised WV Pre-K Standards (Ages 3-5) was provided across the state during summer 2025.
13. Each county is provided grants for all teachers to complete My ELS online training and complete reliability certification on the formative assessment system.
14. Beginning with school year 2025-26, counties are required to complete their own instructional materials adoption with criteria provided that reflects state code and policies. The state facilitated a complementary review, and counties may use the results or conduct a local review. Each county must conduct a local review of prospective instructional materials using criteria spreadsheet and scoresheet provided. Counties may use a state-level cursory review to inform the review at the county level. Each county must have an instructional materials policy. For pre-K, the instructional materials review team must include the county core team members. Specific funding is provided to each county for grades pre-K through 12 for instructional materials adoption.
15. The approved list for the instructional materials adoption cycle 2019-2025 included Teaching Strategies Creative Curriculum, 6th Edition; however, state code was updated in late 2019 that allowed counties to utilize the Criteria for adoption to select instructional materials based on a local review. High/Scope was the only other adopted instructional materials for the 2024-25 school year.
16. All programs were required to utilize Creative Curriculum, unless the county obtains a waiver to use a different curriculum option.
17. Beginning with 2025-26 school year there is not a state approved/recommended list; however, each county must complete a review using the WV Pre-K Instructional Materials Criteria that includes 1. Non-negotiables; 2. General Criteria; and 3. Specific Criteria based on WVBE Policies 2525 and WV Pre-K Standards (Ages 3-5).
18. The West Virginia Early Learning Reporting System: Pre-K (WV ELRS: Pre-K), inclusive of the Early Learning Scale, and which focuses on the formative assessment process, shall be utilized with all children enrolled in WV Pre-K programs. The assessment system is designed to inform classroom instruction, assist with integration of personalized learning, and to foster interactions, competencies, experiences, and skills of children participating in WV Pre-K programs through appropriate measures. In addition to the ELS, the system includes assessment of all pre-K standards domains.
19. Three checkpoints yearly with an ongoing formative assessment process.
20. Teachers employed by nonpublic schools must hold a minimum of a BA and either certification or a Community Program Permanent Authorization.
21. The data reflects that there were 66 county employed teachers with out-of-field waivers for the 2024-25 school year in pre-K.

22. Waivers are granted for pre-K teaching positions when staff cannot be placed with the appropriate certification. The applicant receives a one-year out of field waiver and agrees to complete coursework to become certified in pre-K or preschool special needs. Progress is monitored by the county certification office and submitted to the state for state superintendent approval.
23. All lead teachers employed by the county school system must hold a bachelor's degree and certification. If certification is not in early childhood, pre-K, a one-year waiver can be submitted to the State Superintendent with agreement to complete coursework to be certified in the field. Progress is monitored at the local level. Waivers must be renewed annually after the position has been posted and no qualified applicant is available.
24. All assistant teachers must have a high school diploma or equivalent. Once hired, they must apply of an initial Early Childhood Classroom Assistant Teacher (ECCAT) Authorization and agree to complete an approved pathway to obtain a permanent ECCAT authorization within three years. Permanent authorization pathways include CDA, WV Apprenticeship for Child Development Specialist, or approved coursework in Child Development, Early Childhood Special Education, Early Childhood Language and Literacy/Science of Reading, and Early Childhood Numeracy.
25. 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 is provided within the first 30 days of employment that includes a review of: WV Board of Education Policies 2525 and 2520.15- WV Pre-K Standards (Ages 3-5); 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.
26. 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 childcare 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 Childcare 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.
27. In classrooms that collaborate with Head Start, 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 collaborate with Head Start. Beginning with the 2025-26 school year, Practice-Based Coaching is offered through supports with the Statewide Behavior Mental Health Training Center in collaboration with the WV Department of Education in implementing the Early Childhood Positive Behavior and Intervention System. Counties can request individual, intensive coaching based on a teacher's needs or request.
28. 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.
29. Funding is provided to the local education agency based on the previous school year's enrollment. Funding must be invested in those programs providing services and the local infrastructure to support the pre-K classrooms. The County Board of Education shall 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 as required in WVBE Policy 2525. 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.
30. All collaborative partners with county Boards of Education must hold a current child care center license to participate in WV Pre-K. Faith-based centers must exclude religious content during designated public pre-K hours.
31. 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) in addition to annual use of research-based tools. 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.
32. 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.
33. 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.
34. The WV QRIS system in place is a voluntary process for childcare centers in West Virginia regarding CCDF tiered reimbursement. Head Start and WV Pre-K Programs may not use the QRIS system.
35. For more information, see [WVBE Policy 2525: 13.5 – 13.7](#).

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

1. Wisconsin statute gives most administrative authority to each individual local education agency, including decisions about instructional materials, assessments, and program design.
2. The funding for this program is only allocated to school districts. Districts can contract with community providers to offer 4K, however that decision is made at the district level, not at the state level.
3. The Wisconsin Department of Public Instruction does not have data on students under age three. Five students were reported as being older than 5 as of the 2024-25 enrollment date. These are suspected reporting errors.
4. The Wisconsin Department of Public Instruction does not have data on students under age three.
5. Enrollment data by child's age is not gathered at the state level. Specific age ranges for children are not collected for the Head Start State Supplement Grant. The Department does not collect data specific to Head Start and Early Head Start funding. It is collected as a "pot" of funding for both programs.
6. This data is not publicly available for school year 2024-2025. The numbers reported here are based on 2023-2024 data. Note that these numbers do not reflect all children participating in early education programming, only those participating in early education programming through a public school district.
7. Wisconsin Department of Public Instruction uses three FRL eligibility classifications: free, reduced, and alternatively eligible. This is why the sum of free and reduced-price counts is less than free and/or reduced-price lunch.
8. School districts receive funding at a rate of 0.60 FTE for each child enrolled in a 4K program that provides 437 hours of instruction and an additional 87.5 hours of outreach.
9. State statutes allow school districts to offer early admission for 4K & 5K. This is a local decision. Districts are responsible for developing a policy and process for early admission (if they choose to offer it). Early enrollment is technically possible for individual students at local discretion. When this happens, it is usually because the student has a birthday shortly after September 1.
10. The Wisconsin SEA provides guidance and technical assistance on implementing the state adopted early learning development guidelines, including guidance about using those early learning development guidelines to make decisions about curriculum and instruction.
11. In Wisconsin, each site has the independent authority to determine the preschool curriculum they use. The SEA offers technical assistance on implementing the state adopted early learning development guidelines, which are based on national research and evidence, including the guidance that selected curriculum should align to the state adopted early learning development guidelines.

12. Beginning in the 2024-2025 school year, all district operated 4K programs are required to administer an early literacy fundamental skills screener twice per year. The state selected aimswebPlus as this screener and provides it at no cost. Find additional information about this new early literacy fundamental skills screener [here](#).
13. All 4K teachers need to have a valid WI Teaching License or a license with stipulations that is connected to an approved pathway for a permanent license through the DPI. Teachers must hold an Early Childhood (Birth to grade 3) license or an Elementary Education license (K-9). 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.
14. Information shared by school districts have indicated difficulty in hiring qualified lead teachers for 4K. This information has been shared via emails for recruitment ideas, and potential alternative qualifications to be lead teacher.
15. PI 34.033 states "A license issued under this section authorizes the license holder to be either a short-term substitute teacher or a long-term substitute in the subject area or position and grade level of the license, as determined by the license the applicant has held or is eligible to hold under this chapter or the equivalent license issued by another state." An individual holding a long-term substitute license can only teach in the subject area and grade level of their license. To serve outside their subject area and grade level, they would need a one-year license with stipulations. Please see the One-Year Licenses with Stipulations page for eligibility requirements and more information.
16. 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.
17. Each district is required to adopt an educator evaluation system that includes individualized annual professional development plan.
18. The assessment tool is a local and program decision based on district policies, child care regulations, and Head Start Performance Standards.
19. The state provides guidance via the WI Educator Effectiveness System but provides guidance via the WI Educator Effectiveness System but these resources are not required to be used. Information on the WI Educator Effectiveness System can be found [here](#).
20. Licensed and certified child care providers, Head Start programs, and school-age programs that accept payments from Wisconsin's Child Care Subsidy program (Wisconsin Shares) are required to participate in YoungStar (Wisconsin's QRIS).
21. If the 4K program is within a Community Approach Setting (Child Care, Head Start), then regulations that guide those programs must be followed. For WI child care, if a center is in operation for more than 3 hours, outdoor activities must be offered. Outdoor time is not specified.
22. If the outdoor time is specific to instruction, it can be counted. There is clarification about "recess". The maximum recess time counted as instructional time may not exceed 30 minutes per day.

GUAM – Guam Department of Education Prekindergarten Program

1. The Guam Department of Education (GDOE) is a unitary school district, comprised of four regions. There is one designated school in each region that hosts a GDOE Prekindergarten classroom. Those designated schools are required to offer the program to immediate and neighboring community members.
2. Guam also has a federally funded prekindergarten program specifically for students with disabilities that are not counted in the district enrollment.
3. All children enrolled in Prekindergarten complete a registration form which includes a physical examination and TB clearance. The physical examination typically includes vision, hearing and height/weight/BMI.
4. During the 2024-2005 school year, the Early Learning Council supported the GDOE Prekindergarten program through the PDG grant by providing Teaching Strategies curriculum training and supplemental resources to all Prekindergarten programs.
5. The Preschool Teaching and Learning Curriculum and the PreKindergarten Program Thematic Unit Resource Guide were approved in 2017 as options for the comprehensive curricula.
6. In 2024-2025, a GDOE-developed observation tool was used.
7. In 2024-2025, local programs received ongoing feedback based on data collected from classroom quality observations. A standardized observation form is used for structured observation and feedback is provided to teachers.
8. The program requires 15 minutes in the morning and 15 minutes in the afternoon, for a total of 30 minutes per day.