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The State of Preschool 2011

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research
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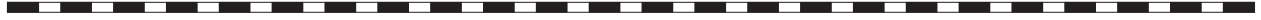
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THE STATE OF PRESCHOOL 2011



STATE PRESCHOOL YEARBOOK

© 2011 The National Institute for Early Education Research
By W. Steven Barnett, Ph.D.
Megan E. Carolan, M.P.P.
Jen Fitzgerald, MLIS
James H. Squires, Ph.D.

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Executive Summary

MORE CUTS IN PRE-K HURT QUALITY, THREATEN NATION'S FUTURE

Over the past decade, state-funded pre-K has been education's biggest success story. Enrollment has grown dramatically and, in a number of states, so has quality. More children than ever are served by state programs aimed at preparing them to succeed in school and life. But after years of steady progress, our data show that many states' commitments to their youngest citizens are now slipping. Budget cuts in many states now limit enrollment at a time when family incomes have fallen. This is undermining the quality of state pre-K. Yet, research clearly shows that only high-quality pre-K programs significantly help prepare children for school. This in turn leads to a more educated population with higher-paying jobs, fewer social problems like crime and delinquency, and a strong economic return on the dollars invested in pre-K.

Even as the nation begins to emerge from the economic downturn, few states are adding significantly to enrollment and the educational quality of state pre-K is taking a backseat to budget cutting—even though the number of students who need good preschool programs has risen.

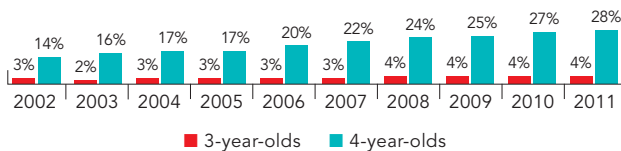
State funding for pre-K decreased by almost \$60 million in 2010-2011 when adjusted for inflation, despite the use of \$127 million in funds from the American Recovery and Reinvestment Act (ARRA). This is the second year of decline in total state spending for pre-K programs. States have made great progress in expanding pre-K programs over the past decade, but our 10-year data show that many appear to be in retreat. We discuss the 10-year trends later in this summary. The 2010-2011 funding cut, coupled with modest enrollment growth, sent national per-child spending down sharply, by \$145 per child from the previous year. These decreases follow earlier cuts in per-child spending, which now has declined by more than \$700 over the past 10 years. Without ARRA funds, average state spending per student would have declined by nearly another \$100.

The bad news does not end there. In some states, the declines in 2010-2011 have been compounded by cuts in 2011-2012—and further cuts loom for 2012-2013. This threatens to undo much of the progress some states have made. Many already fail to provide enough funding to ensure programs meet minimum quality standards. Some have opted to expand access to more children rather than address quality, resulting in greater enrollment but with low standards of quality. Four programs lost ground on their quality standards benchmarks in 2010-2011 for no longer meeting NIEER's benchmark for site visits to monitor program quality. This is important because, without a relentless focus on educational performance, pre-K will not produce the school readiness taxpayers expect and children need.

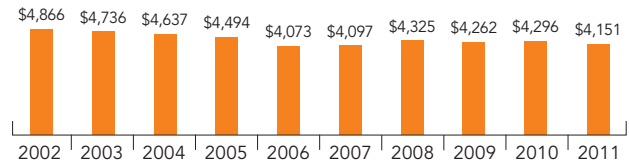
States' revenue declines in recent years no doubt have intensified the problem, but data from the past decade indicate a longer-term trend of eroding quality and the gradual substitution of inexpensive child care for early education. For example, when California realigned programs in 2010 it looked like an increase in spending per child for that year, but adjusting for this change shows spending actually has declined each year since 2008. That was the only year in the last decade when funding per child for state pre-K programs rose nationwide. As enrollments and demand for high-quality pre-K continue to rise, the nation is experiencing a crisis in quality. It is vitally important that the public understand what is happening since only high-quality pre-K is proven to be a good public investment.



PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



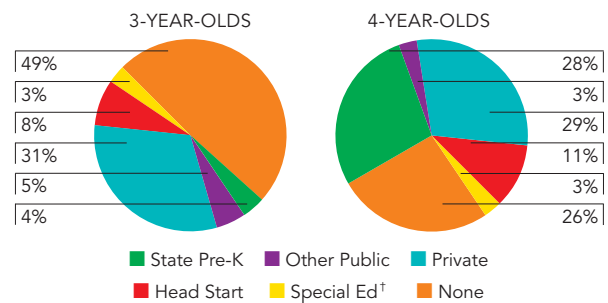
WHAT'S NEW?

- Total state funding for pre-K programs decreased by nearly \$60 million nationwide. This is the second year in a row for which inflation-adjusted spending dropped, following a \$30 million decrease in 2009-2010.
- At least \$127 million in federal funds from the American Recovery and Reinvestment Act (ARRA) were spent on state-funded pre-K programs in 2010-2011. This spending has not been replaced in some states.
- State pre-K spending per child decreased by \$145 from the previous year to \$4,151 when adjusted for inflation. Without ARRA, per child spending would have dropped to \$4,054, which would have been the lowest amount since NIEER began collecting data a decade ago.
- State funding per child for pre-K declined in 26 of 39 states with programs, when adjusted for inflation. Only 11 states increased per-child spending, though the highest state increase was only 9 percent, or \$162, in Maine. Eight states cut per-child spending by 10 percent or more from the previous year.
- Only 12 states could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. Only about 20 percent of children enrolled in state-funded pre-K attend these programs so that the vast majority of children served are in programs where funding per child may be inadequate to provide a quality education.
- Enrollment increased nationally by 30,818 children. More than 1.3 million children attended state-funded pre-K, more than 1.1 million (or 28 percent) at age 4.
- Enrollment growth nationally continued to slow compared to the overall trend for the past decade.
- Combining general and special education enrollments, 32 percent of 4-year-olds and 8 percent of 3-year-olds are served by state pre-K.
- Twenty-two states increased enrollment, ranging from 1 percent in Connecticut to 25 percent in Vermont. Ten states cut enrollment, from 1 percent in some states to 12 percent in New Mexico.
- Arizona eliminated its Early Childhood Block Grant entirely in 2010, joining 10 other states that provide no state pre-K. This was not for lack of demand. Massachusetts added a modest program that relies on temporary ARRA funding.
- Two states improved on NIEER's Quality Standards Benchmarks, while four lost ground.
- Five states fully met NIEER's benchmarks for state pre-K quality standards benchmarks and another 15 met at least 8 of 10.
- More than half a million children, or 43 percent of nationwide enrollment, are served in programs that met fewer than half of the quality standards benchmarks.

NATIONAL ACCESS

Total state program enrollment, all ages	1,323,128
State-funded preschool programs	51 programs in 39 states
Income requirement	31 state programs have an income requirement
Hours of operation	11 full-day, 12 half-day, 28 determined locally
Operating schedule	40 academic year, 11 determined locally
Special education enrollment, ages 3 & 4	432,930
Federal Head Start enrollment, ages 3 & 4	755,465 ¹
Total federal Head Start and	953,313 ¹
Early Head Start enrollment, ages 0 to 5	
State-funded Head Start enrollment, ages 3 & 4	16,182 ²

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



[†] This is an estimated number of children in special education not enrolled in state-funded pre-K or Head Start. Total enrollment in special education is higher.

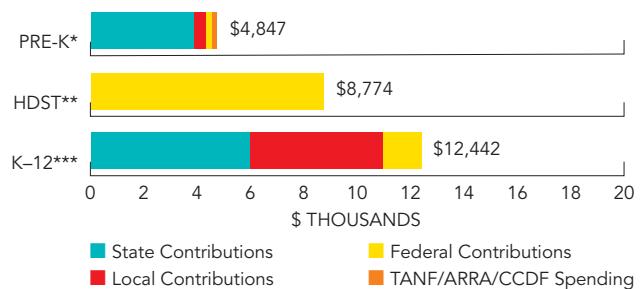
NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 51 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	49
Teacher degree	BA	29
Teacher specialized training	Specializing in pre-K	45
Assistant teacher degree	CDA or equivalent	16
Teacher in-service	At least 15 hours/year	43
Maximum class size	20 or lower	45
3-year-olds		
4-year-olds		
Staff-child ratio	1:10 or better	45
3-year-olds		
4-year-olds		
Screening/referral	Vision, hearing, health; and	37
and support services	at least 1 support service	
Meals	At least 1/day	24
Monitoring	Site visits	35

NATIONAL RESOURCES

Total state preschool spending	\$5,492,133,988 ³
Local match required?	11 state programs require a local match
State Head Start spending	\$144,922,523
State spending per child enrolled	\$4,151 ³
All reported spending per child enrolled*	\$4,847

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The enrollment figure for federal Head Start, ages 3 and 4, is limited to children served in the 50 states and DC, including children served in migrant and American Indian programs. The enrollment figure for total federal Head Start and Early Head Start, ages 0 to 5, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs. These numbers do not include children funded by state match.

² This figure includes 15,754 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

³ This figure includes federal TANF and ARRA funds directed toward preschool at states' discretion.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	33	None Served	16	17	10
Alaska	37	None Served	5	11	10
Arkansas	10	4	12	7	9
California	23	5	13	18	3
Colorado	21	11	36	30	6
Connecticut	29	8	2	2	6
Delaware	32	None Served	6	12	8
Florida	1	None Served	35	39	3
Georgia	4	None Served	19	24	10
Illinois	15	1	28	32	9
Iowa	7	18	30	25	6.9
Kansas	22	None Served	33	38	7
Kentucky	14	9	29	14	9
Louisiana	13	None Served	14	21	8.9
Maine	17	None Served	37	22	6
Maryland	12	None Served	18	3	9
Massachusetts	27	14	23	28	6
Michigan	24	None Served	17	23	7
Minnesota	38	21	4	10	9
Missouri	34	16	32	35	9
Nebraska	18	6	38	37	6
Nevada	35	23	34	33	7
New Jersey	16	2	1	1	8.8
New Mexico	28	None Served	25	31	8
New York	9	24	24	29	7
North Carolina	19	None Served	11	8	10
Ohio	36	19	20	26	2
Oklahoma	2	None Served	27	9	9
Oregon	30	13	3	6	8
Pennsylvania	25	10	10	20	5.2
Rhode Island	39	None Served	9	5	10
South Carolina	11	15	39	36	6.7
Tennessee	20	22	15	16	9
Texas	8	12	22	27	4
Vermont	3	3	31	34	4
Virginia	26	None Served	21	15	7
Washington	31	17	7	13	9
West Virginia	5	7	8	4	8
Wisconsin	6	20	26	19	5.1
Arizona	No program	No program	No program	No program	No program
Hawaii	No program	No program	No program	No program	No program
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Mississippi	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
North Dakota	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Utah	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program



Executive Summary (continued)

With the loss of Arizona, 39 states provided pre-K through 51 programs in 2010-2011. There were significant, often troubling, changes in a number of states' enrollment, resources, and quality standards.

ENROLLMENT: BUDGET CUTS SLOW GROWTH NATIONWIDE

State-funded pre-K served 1,323,128 children in 2010-2011, the vast majority of them 3- and 4-year-olds. State pre-K continues to be primarily a program for 4-year-olds in most states, with more than 1.1 million of the children served at that age.

Across the nation, 28 percent of 4-year-olds were enrolled in state-funded pre-K programs and only 4 percent of 3-year-olds were similarly enrolled. Total enrollment increased by just over 2 percent from the prior year. Table 2 shows enrollment by state and as a percentage of the total population. For the first time in a decade, the percentages NIEER reports are based on actual U.S. Census population figures rather than on estimated population figures. For the nation as a whole this makes little difference, but for some states population estimates for earlier years contained enough error to make comparisons to prior years misleading. This report notes such problems on individual state pages as appropriate.

Since states also serve children in preschool special education, the total number of children served by states is somewhat larger than indicated by state-funded pre-K enrollment alone. Table 4 presents numbers and percentages of children enrolled in state pre-K and special education programs, and shows totals that include students in the federal Head Start program. These are unduplicated counts in that children served by multiple programs are only counted once. Including both state pre-K and special education programs brings state enrollment up to 32 percent at age 4 and 8 percent at age 3. Adding in the federal government's Head Start program, enrollment is 42 percent at age 4 and 15 percent at age 3. Finally, some public schools enroll children in pre-K classes that are not part of state-funded pre-K, including schools in states with no pre-K funding. Based on data from the Current Population Survey, we estimate that schools serve an additional 3 percent of the population at age 4 and 5 percent at age 3, bringing the totals in any public program to 45 percent at age 4 and 20 percent at age 3.

State data collected for the *State Preschool Yearbook* do not provide a basis for estimating private enrollments or breaking down enrollment by family income or ethnicity. However, we estimate these nationally by integrating our state data with national survey data. Approximately 75 percent of children were enrolled in a classroom, public or private, at age 4 and 50 percent at age 3 in 2010-2011. About 30 percent were in private preschools and child care centers at both ages.

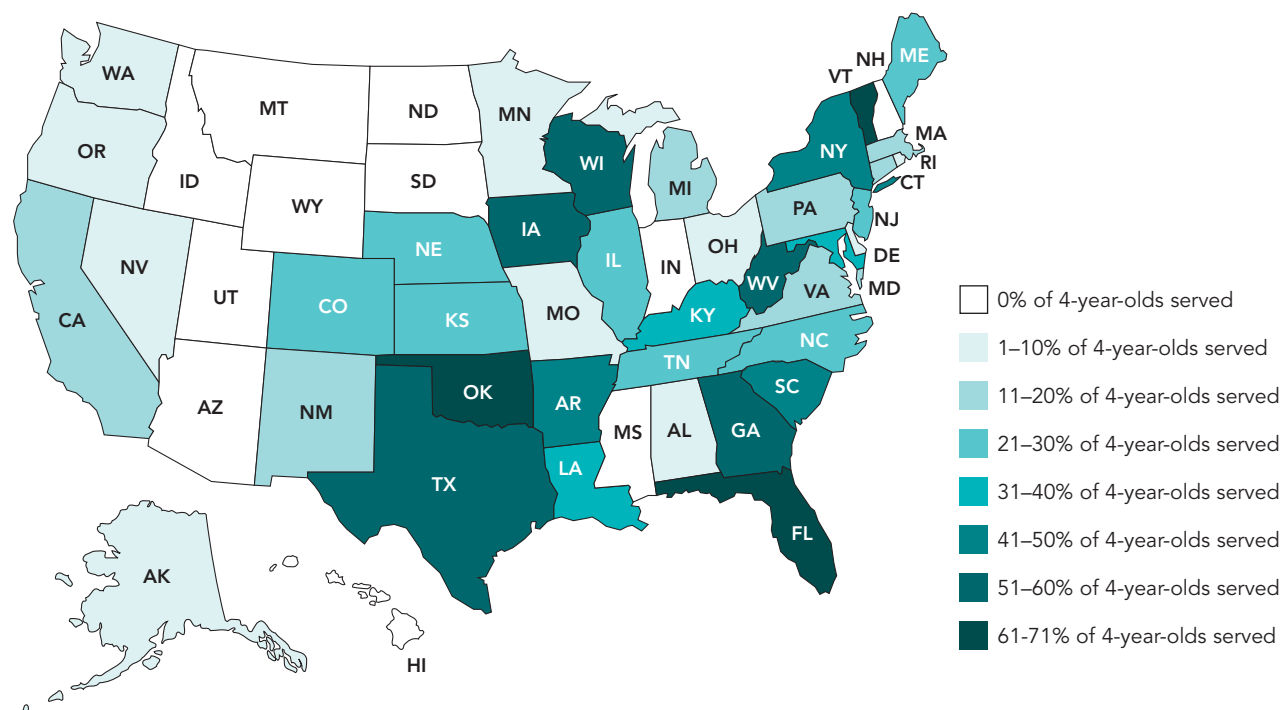
State pre-K helps to increase access for low- and moderate-income families, but participation in pre-K remains highly unequal nevertheless. At age 4, enrollment in pre-K (public and private) is about 65 percent for the lowest 40 percent of families by income and 90 percent for the highest income quintile. At age 3, when state pre-K is rarely provided, enrollment is only about 40 percent for low-income and moderate-income families while it is 80 percent for the top income quintile. Hispanic children have the lowest rates of enrollment among the major ethnic groups. Hispanics are only somewhat less likely to attend preschool at age 4 because of their high public program enrollment, but they are far less likely than other children to attend preschool at age 3.

The percentage of 3- and 4-year-olds served by pre-K varies significantly by state, even across those with pre-K. Figure 1 shows state pre-K enrollment at age 4 by state. Florida unseated Oklahoma for having the highest percentage of 4-year-olds enrolled in state pre-K. Vermont moved up to third place in the percentage of 4-year-olds enrolled, and in fact leads the nation by a large margin in the percentage of both 3- and 4-year-olds enrolled. Still, Florida and Vermont rank near the bottom on pre-K funding per child, which remains a serious concern. For Vermont this is a temporary problem as the funding formula is based on enrollment averaged over the most recent two years, which causes funding to rise more slowly than enrollment. For Florida, it is a long-term problem. Other states with substantial enrollment gains included Iowa and Georgia.

Relatively few states served substantial numbers of children at age 3—and the leaders in this category continue to be California, Illinois, New Jersey, and Vermont. Eleven states expanded enrollment for 3-year-olds since the previous year, led by Arkansas, Illinois, Pennsylvania, South Carolina, Texas, and Vermont.

Overall pre-K enrollment for 3- and 4-year-olds decreased in 12 states from the previous year. Particularly large cuts were seen in Arizona (which eliminated its program), Illinois (where the decrease at age 4 vastly exceeded the increase at age 3), and New York. In Kentucky, a large decrease in enrollment at age 3 more than offset gains at age 4, while in Pennsylvania gains at age 3 more than offset cuts at age 4. Ten states previously did not fund any type of public preschool education, and Arizona became the eleventh when it eliminated its Early Childhood Block Grant prekindergarten initiative from the state budget.

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



QUALITY STANDARDS: SACRIFICING ACCOUNTABILITY IN TOUGH TIMES

Over the past decade, states raised pre-K quality standards on the whole, but little progress was made in either the 2009-2010 or 2010-2011 school years, perhaps because of tight budgets since 2008. The *Yearbook* compares each state program's standards against a checklist of 10 research-based quality standards benchmarks. Although the benchmarks against which NIEER checks states are not guarantees of quality, they are consistent with what research has found to be highly effective. A list of benchmarks and a summary of the supporting research is on page 22.

Figure 2 shows the number of quality standards benchmarks met by state preschool programs from the 2001-2002 school year through the 2010-2011 school year. Since 2009-2010, there has been no change in the number of states meeting five of the benchmarks, including those for teacher specialization and assistant teacher qualifications. Only two states had policy changes resulting in meeting additional benchmarks: Bachelor's degrees were required for all teachers in Georgia and New York, and New York adopted comprehensive early learning standards. Georgia met all 10 of the benchmarks, and New York's improvement in two areas (though it did lose a benchmark elsewhere) speaks to the improvements possible even in a difficult economy. In both states, the increased teacher degree requirements were phased in over time to give teachers and programs sufficient time to comply.

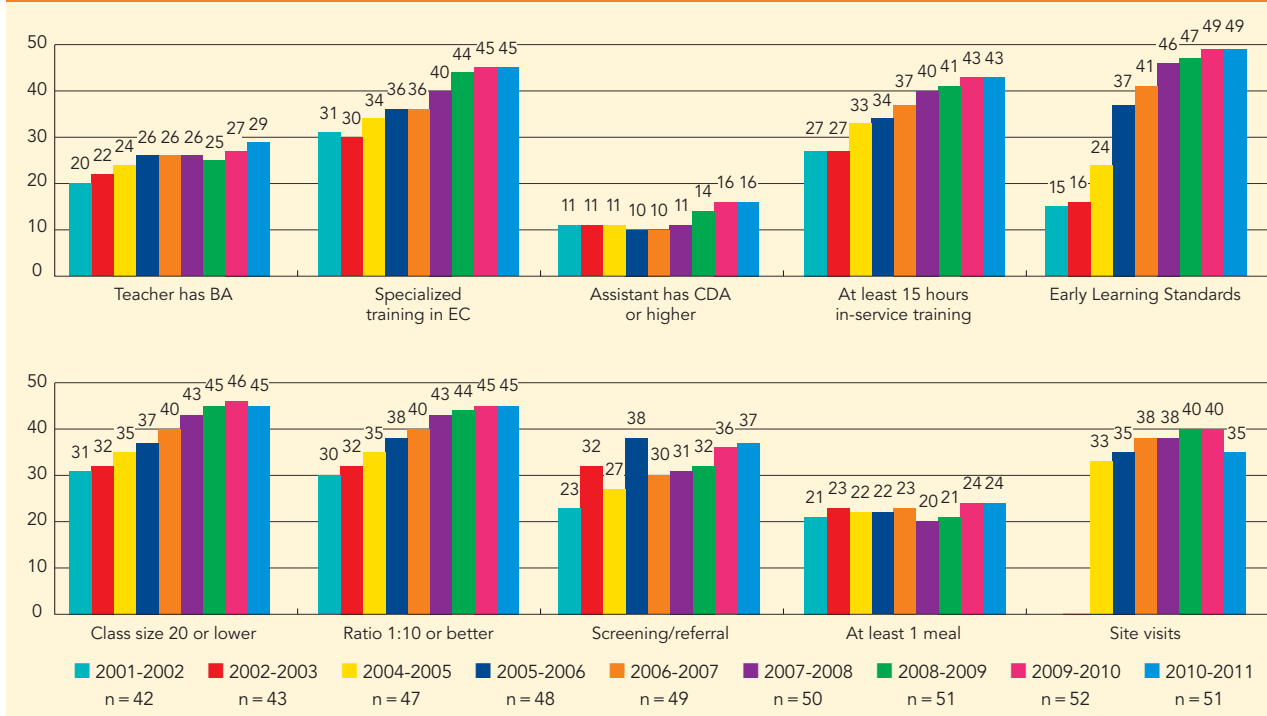
The overall picture with respect to quality standards is dim. Specifically, the number of states conducting regular site visits to monitor pre-K program quality fell for the second year in a row. California, one Kansas program (Pilot Pre-K), New York, and one South Carolina program (CDEPP) all lost this benchmark through policy changes. Even among states that continue to meet this benchmark, the frequency of site visits has been reduced due to budget cuts. This is a troubling trend given that monitoring through site visits enables states to determine if programs are actually adhering to written policies and to assess the quality of teaching and the learning environments.

At one end of the spectrum there is good news, as some states have improved. Nineteen states met eight or more quality benchmarks in 2010-2011, and most states met at least five benchmarks (see Tables 1 and 5). A record number of programs met all 10 benchmarks: Alabama, Alaska, Georgia, North Carolina, Rhode Island, and one Louisiana program (NSECD). Eleven other programs met nine of 10 benchmarks—Arkansas, Illinois, Kentucky, Louisiana LA4, Maryland, Minnesota, Missouri, New Jersey Abbott, Oklahoma, Tennessee, and Washington.

At the other end of the spectrum, five states met fewer than half of the 10 benchmarks—Texas and Vermont met four; California and Florida (and one of Pennsylvania's four programs) met three; and Ohio met only two benchmarks. Although local control over standards in California, Texas, and Vermont permits school districts to exceed state standards, this local discretion depends on local fiscal capacity. In Florida, the private providers of most services do not have significant additional sources of funds with which to enhance quality beyond state minimums. More than half a million children are served in these programs—43 percent of nationwide enrollment. Texas and Pennsylvania (for the K4 program) are the only two states to set no limits on class size or staff-child ratio. Weak standards in these large states with large enrollments is a serious concern because it permits inadequate services and this may be most likely in very low-income communities with high concentrations of disadvantaged children.



Figure 2: Number of State Pre-K Programs Meeting Benchmarks 2002–2011



RESOURCES: DECREASED SPENDING THREATENS PRE-K PROGRAMS' QUALITY

In 2010-2011, states spent more than \$5.49 billion on pre-K, not including special education funds. Eleven states had no state-funded pre-K. In the others, state spending ranged from slightly under \$1 million in Rhode Island to more than \$843 million in Texas. As noted earlier, state per-child spending declined nationally in 2010-2011 and total state spending decreased by almost \$60 million nationally, resulting in a per-child decrease of \$145. State spending per child nationwide was \$4,151, varying from more than \$8,000 per child in Connecticut, New Jersey, and Oregon to less than \$2,000 per child in Maine, Nebraska, and South Carolina. Further details on funding for state pre-K are reported in Tables 6 and 7.

State-funded pre-K is not funded only by state government. Many states require or depend on funds from local school districts, including locally directed federal funds, to fully pay for pre-K programs. For some states, reported funding from all sources is a better indicator of the resources actually available to support pre-K in the states. Unfortunately, not all states can report this figure accurately. As seen in Table 7, these additional funds can make a substantial difference and approach \$1 billion nationally. The true figure is certainly higher, as some states require a match but do not report other funds, while in other states it is virtually impossible to meet state standards without adding to state funds. Total funding for pre-K programs nationally from all sources was at least \$6.4 billion, and funding per child from all sources equaled \$4,847 (a 2 percent decrease from last year).

Funding for pre-K continued to be bolstered by ARRA funds. Five states (California, Florida, Massachusetts, Nebraska, and North Carolina) reported using at least \$127 million from ARRA for pre-K. This is a significant increase from the previous year, though it likely underestimates the true additional spending, as required school district spending under the federal program was not always identified. Nationwide, ARRA represented just 2 percent of state pre-K spending, but in Florida it was 18 percent and in North Carolina 28 percent of state funds. Revenues in many states are still slow to recover from the economic downturn, and pre-K budgets may be pinched as ARRA funds disappear. Declines in state funding can seriously impair pre-K quality and effectiveness. Only 15 states clearly meet NIEER's estimates of the per-child cost necessary to deliver a high-quality program (see Table 7). Some other states may raise enough funds from local sources to adequately fund quality pre-K programs, although quality often varies with local fiscal capacity. In other states, funding levels have fallen so low as to bring into question the effectiveness of their programs by any reasonable standard. Florida, Kansas, Nebraska, South Carolina, and Vermont are especially worrisome cases. Two of the nation's largest states are among those where funding is a major concern: California and Texas.

TEN-YEAR TRENDS

This Yearbook provides 10 years of information on state pre-K programs and evaluates states' progress since 2001-2002. The past decade has been one of remarkable progress, but long-term data also reveal uneven progress from state to state and that program quality—and funding to support it—has not advanced as steadily.

Enrollment in state pre-K has grown dramatically, nearly doubling the percent of the population served in the past decade. State standards for quality have improved, as well, at least until the end of the decade. States' financial commitments to pre-K have wavered, and now have even declined as measured by funding per child. In some states, this trend reflects economies of scale as they moved beyond pilot programs to serve substantial percentages of the population. Other states seem to have embarked on a course of substituting less expensive private care for quality public education and relying on unstable, erratic funding streams. This low-cost course of action serves children and taxpayers poorly. Research clearly shows that poorer quality preschool programs are less effective educationally.

Here is a closer look at 10-year trends in several areas of pre-K programs.

ENROLLMENT

- More than 600,000 additional children were enrolled in state-funded pre-K in 2010-2011 than a decade earlier. Some of this enrollment increase simply kept up with population growth, but the percentage of 4-year-olds enrolled increased dramatically, from 14 percent to 28 percent, while the percentage of 3-year-olds barely budged, from 3 percent to 4 percent.
- The number of state pre-K programs grew more rapidly than the number of states with programs. The first Yearbook profiled 42 programs in 37 states. Today, there are 51 programs in 39 states plus two programs in Washington, D.C. Two of the new state programs are still quite small, in Rhode Island and Alaska.
- The current recession produced the first serious reversals for pre-K funding, and when Arizona defunded its program in 2010-2011 it became the first state to revert to a "no pre-K" state.
- Four states enroll a smaller percentage of 4-year-olds today than they did a decade ago: Michigan, Minnesota, Missouri, and Ohio. Political battles have erupted in recent years that threaten to cut enrollment in other states, including Iowa, North Carolina, and Tennessee.
- Although little changed in the overall percentage of 3-year-olds enrolled nationally, eight states cut enrollment at age 3 while others were moving ahead.



QUALITY

- The most impressive development in pre-K program quality was the widespread adoption of state Early Learning Standards. In 2001-2002, only about a third of states had comprehensive Early Learning Standards. Today, all but California and Ohio have comprehensive standards, and those two are working on them.
- Less progress has been made on improving staff qualifications. More state pre-K programs now require lead teachers to have a bachelor's degree, increasing from 48 percent to 57 percent. The percentage of programs requiring assistant teachers to have a Child Development Associate (CDA) credential rose to 31 percent from 26 percent over the decade. Still, most children enrolled in state pre-K today attend programs where teachers are not required to have a bachelor's degree and assistants must have only high school diplomas.
- Initial progress on state pre-K program quality monitoring, which NIEER began tracking in 2004-2005, has been lost. After reaching a high of 78 percent of programs in 2008-2009, five programs lost this benchmark for regularly scheduled site visits.
- States have not made progress in ensuring adequate nutrition services for pre-K students. In 2001-2002, 50 percent of programs nationally required at least one daily meal for all pupils. That percentage is down slightly today—a sobering statistic that may have hurt children during the economic downturn.

RESOURCES

- State per-child spending is \$715 below its 2001-2002 level. This is a 15 percent decline. To adjust for start-up costs and economies of scale, we looked at change over this period only for states serving 4 percent or more of 4-year-olds in 2001. This reveals a decrease in per child spending of \$487, or 10 percent even as total state spending increased by \$1.3 billion or 40 percent.
- Disparities among the states in funding per child are substantial and persistent. In 2001, the difference in spending per child from the highest spending state to the lowest was nearly \$9,000. Today, the range is more than \$10,000. Massachusetts and Ohio had erratic changes in spending from one year to the next over the decade, but both states ended the period with decreases in pre-K spending of more than \$3,000. By contrast, Arkansas and Maryland increased per-child spending over the decade by more than \$2,000 each.
- Many states have done little to increase funding per child—or even made cuts in the ensuing years. Florida, for example, currently has the lowest reported level of per-child spending on its pre-K program from all sources yet also has the highest enrollment rate in the nation.

STATE-FUNDED HEAD START

A handful of states also provide early education through state supplemental funding for the federal Head Start program, though these programs have seen drops in both funding and enrollment. In 2010-2011, 16,812 children were served in these programs, with state expenditures of about \$145 million. Adjusted for inflation, this figure represents a drop of about \$5.5 million from the previous year. More concerning, state supplemental Head Start spending is down by 48 percent since 2001-2002, and enrollment is down by 40 percent. Some states have reported that supplemental funding is now focused on quality improvements and increasing teacher salaries rather than on expanding enrollment. But this sharp enrollment decline may be hurting students who are the most at-risk for not being ready for school.

RECOMMENDATIONS

If states are to succeed in regaining their momentum, it is imperative that they plan for it just as they do for other long-term priorities such as major infrastructure projects. Rather than viewing state pre-K as a year-to-year funding decision, they would do well to set long-term goals. For instance, resolving to achieve access to some public program for at least 40 percent of 4-year-olds and improving quality would be a realistic goal in every state over the next five years. Based on our analysis of the state of preschool over the past decade, NIEER has arrived at four recommendations for federal, state, and local policy for the next decade.

- The Obama administration's Race to the Top: Early Learning Challenge (RTT-ELC) assists states in systems building and quality improvement. A stable source of additional federal funding is needed to help offset interstate inequalities in financial capacity to support high-quality pre-K. Reauthorization of the Elementary and Secondary Education Act (ESEA) presents an opportunity to provide such funding.
- Every state should monitor and evaluate the performance of its pre-K program as part of a continuous improvement process. The cost of this proposal is minimal, but it is a key to obtaining a high return from an effective program.
- All 50 states should support a state-funded pre-K program. Although many of the states without programs are sparsely populated and largely rural, Alaska, Maine, and Nebraska have managed to develop and provide relatively high-quality programs.
- As state Early Learning Councils work to coordinate services across multiple federal, state, and local funding streams the federal government should provide increased flexibility that facilitates joint service provision by Head Start, education, and child care agencies.

In some states, there is still some disagreement about the role public education should play in the years before kindergarten. However these disagreements are resolved, there should be little disagreement about the increasingly important role high-quality preschool education must play in preparing our youngest citizens for the global economy. Given the current limits of access and quality, this calls for increased public investments in either public or private programs. As has been shown in a number of states, high-quality preschool education can be delivered through a variety of public-private partnerships. We hope to be able to report 10 years from now that such programs are the norm in every state and all children have access to a quality preschool education at age 4, if not before.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2010-2011)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2010-2011)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Florida	76.0%	0.0%	37.7%	164,388	0	164,388
2	Oklahoma	73.5%	0.0%	36.2%	38,441	0	38,441
3	Vermont	66.9%	17.4%	41.8%	4,387	1,166	5,553
4	Georgia	59.3%	0.0%	29.5%	82,608	0	82,608
5	West Virginia	58.2%	9.2%	33.6%	12,188	1,939	14,127
6	Wisconsin	55.2%	1.0%	28.0%	40,206	757	40,963
7	Iowa	52.1%	1.3%	26.5%	21,263	546	21,809
8	Texas	51.7%	6.1%	28.8%	200,181	23,618	223,799
9	New York	45.1%	0.1%	22.4%	103,445	201	103,646
10	Arkansas	44.1%	10.1%	26.8%	17,470	4,117	21,587
11	South Carolina	40.7%	3.6%	21.7%	24,267	2,251	26,518
12	Maryland	37.1%	0.0%	18.4%	27,071	0	27,071
13	Louisiana	32.8%	0.0%	16.1%	20,258	0	20,258
14	Kentucky	31.9%	7.0%	19.4%	18,116	4,049	22,165
15	Illinois	28.9%	20.2%	24.6%	49,112	34,387	83,499
16	New Jersey	27.9%	18.4%	23.1%	30,802	20,405	51,207
17	Maine	26.9%	0.0%	13.5%	3,905	0	3,905
18	Nebraska	26.5%	9.5%	18.0%	6,980	2,518	9,498
19	North Carolina	24.2%	0.0%	12.0%	30,767	0	30,767
20	Tennessee	21.5%	0.8%	11.1%	17,697	644	18,341
21	Colorado	21.2%	6.1%	13.6%	14,820	4,286	19,106
22	Kansas	21.1%	0.0%	10.5%	8,637	0	8,637
23	California	18.8%	10.1%	14.4%	95,376	52,037	147,413
24	Michigan	18.0%	0.0%	9.0%	22,067	0	22,067
25	Pennsylvania	16.0%	6.1%	11.1%	23,757	9,113	32,870
26	Virginia	15.5%	0.0%	7.7%	15,881	0	15,881
27	Massachusetts	15.0%	3.9%	9.4%	11,181	2,890	14,071
28	New Mexico	14.7%	0.0%	7.3%	4,264	0	4,264
29	Connecticut	13.0%	7.4%	10.2%	5,517	3,115	8,632
30	Oregon	7.7%	4.6%	6.1%	3,663	2,245	5,908
31	Washington	7.7%	1.5%	4.6%	6,650	1,372	8,022
32	Delaware	7.4%	0.0%	3.7%	843	0	843
33	Alabama	6.4%	0.0%	3.2%	3,870	0	3,870
34	Missouri	3.7%	1.6%	2.7%	2,940	1,279	4,219
35	Nevada	2.8%	0.7%	1.7%	1,032	285	1,317
36	Ohio	2.4%	1.1%	1.8%	3,572	1,614	5,186
37	Alaska	2.4%	0.0%	1.2%	248	0	248
38	Minnesota	1.5%	1.0%	1.2%	1,067	702	1,769
39	Rhode Island	1.0%	0.0%	0.5%	126	0	126
No Program	Arizona	0.0%	0.0%	0.0%	0	0	0
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
50 States		28.0%	4.3%	16.1%	1,139,063	175,535	1,314,598 ¹

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

¹ Nationwide, an additional 8,530 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,323,128.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	FROM 2001-2002 TO 2010-2011				FROM 2009-2010 TO 2010-2011			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percentage Point†	Number	Percentage Point†	Number	Percentage Point†	Number	Percentage Point†
Alabama	0	NA	3,114	+5%	0	NA	0	0%
Alaska	0	NA	248	+2%	0	NA	48	0%
Arizona	0	NA	-4,277	-6%	0	NA	-4,319	-5%
Arkansas	2,539	+7%	15,246	+38%	636	+1%	887	+2%
California	41,248	+8%	50,842	+10%	-135	0%	3,121	+1%
Colorado	3,718	+5%	6,500	+7%	-162	0%	71	0%
Connecticut	1,533	+4%	1,100	+4%	47	0%	77	0%
Delaware	0	NA	0	-1%	0	NA	0	0%
Florida	0	NA	164,388	+76%	0	NA	8,511	+3%
Georgia	0	NA	18,995	+6%	0	NA	1,431	+1%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	19,204	+12%	10,210	+7%	1,085	+1%	-5,037	-3%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	72	NA	19,707	+48%	-37	0%	6,231	+15%
Kansas	0	NA	6,407	+15%	0	NA	-826	-2%
Kentucky	685	-2%	5,299	+8%	-1,508	-3%	1,374	+2%
Louisiana	0	NA	12,739	+21%	0	NA	-90	0%
Maine	0	NA	2,465	+17%	0	NA	300	+2%
Maryland	-1,408	-2%	8,697	+12%	0	NA	924	+1%
Massachusetts*	-6,621	-8%	1,749	+3%	79	0%	524	+1%
Michigan	0	NA	-4,410	-1%	0	NA	2,286	+2%
Minnesota*	-136	0%	-203	0%	23	0%	14	0%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-1,250	-2%	-746	-1%	-17	0%	-95	0%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	2,679	+9%	6,624	+25%	-285	-1%	-167	-1%
Nevada	279	0%	711	+2%	-105	0%	212	+1%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	7,090	+7%	6,921	+7%	530	0%	842	+1%
New Mexico	-470	-2%	3,894	+13%	0	NA	-584	-2%
New York	-5,620	-2%	39,946	+21%	-14	0%	-4,267	-2%
North Carolina	0	NA	29,527	+23%	0	NA	-430	-1%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-8,048	-5%	-10,313	-6%	-52	0%	37	0%
Oklahoma	0	NA	12,562	+18%	0	NA	1,085	+2%
Oregon	1,342	+2%	1,074	+2%	-206	-1%	-346	-1%
Pennsylvania*	6,816	+6%	21,207	+14%	2,297	+2%	-1,223	-1%
Rhode Island	0	NA	126	+1%	0	NA	0	0%
South Carolina	1,395	+3%	8,617	+11%	506	+1%	1,449	+2%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-193	0%	15,939	+19%	-5	0%	94	0%
Texas	1,837	0%	72,598	+13%	2,040	0%	7,587	+2%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	797	+12%	3,767	+58%	84	+1%	1,013	+17%
Virginia	0	NA	10,003	+9%	0	NA	937	+1%
Washington	466	0%	1,865	+2%	-243	0%	239	0%
West Virginia	55	+1%	7,103	+34%	116	0%	666	+3%
Wisconsin*	92	0%	26,702	+36%	-23	0%	3,482	+5%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 States	68,017	+2%	577,424	+14%	4,939	0%	26,539	+1%

* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

† This represents the change in the percent of the population served from the respective year to the 2010-2011 school year. In past years, we reported the percent change in the number of children enrolled; this year, we report the change in the percentage of children enrolled.

TABLE 4: 2010-2011 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

STATE	Pre-K + Pre-K Special Education				Pre-K + Pre-K Special Education + Head Start ^{††}			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	1,599	2.6%	6,023	9.9%	6,868	11.1%	14,966	24.4%
Alaska*	449	4.2%	992	9.5%	1,457	13.5%	2,255	21.4%
Arizona	3,586	3.8%	5,497	6.0%	8,655	9.2%	16,373	17.9%
Arkansas	6,773	16.6%	21,163	53.4%	10,562	25.9%	25,401	64.1%
California*	59,275	11.5%	110,197	21.7%	88,450	17.1%	164,542	32.5%
Colorado	7,227	10.2%	18,920	27.1%	10,801	15.3%	23,810	34.1%
Connecticut	5,187	12.4%	8,162	19.2%	7,411	17.4%	11,363	26.4%
Delaware [†]	548	4.8%	1,533	13.4%	1,115	9.8%	2,357	20.4%
Florida	7,939	3.6%	168,765	78.0%	20,144	9.2%	187,403	86.6%
Georgia	3,182	2.3%	84,860	60.9%	14,028	10.0%	94,233	67.4%
Hawaii	676	3.9%	843	5.0%	1,522	8.4%	2,411	14.3%
Idaho	837	3.4%	1,277	5.2%	1,690	6.8%	3,134	12.8%
Illinois	36,998	21.7%	55,056	32.4%	50,884	29.9%	72,853	42.9%
Indiana	4,702	5.3%	6,198	7.1%	8,866	10.0%	13,105	14.9%
Iowa	2,252	5.4%	23,297	57.1%	4,655	11.3%	26,587	65.1%
Kansas	2,629	6.4%	12,350	30.1%	5,401	13.1%	15,300	37.3%
Kentucky	4,049	7.0%	18,418	32.5%	9,913	17.2%	27,127	47.8%
Louisiana*	2,287	3.6%	22,159	35.9%	12,999	20.2%	29,679	48.1%
Maine*	898	6.2%	4,884	33.6%	1,774	12.5%	6,125	42.1%
Maryland	3,364	4.5%	31,549	43.3%	7,903	10.7%	35,630	48.9%
Massachusetts	6,658	8.9%	14,829	19.9%	11,113	14.9%	20,319	27.2%
Michigan	5,714	4.7%	24,281	19.8%	16,724	13.6%	41,597	33.9%
Minnesota [†]	4,032	5.5%	6,205	8.7%	7,462	10.2%	11,240	15.7%
Mississippi	1,888	4.3%	3,362	8.1%	11,308	25.7%	16,571	39.8%
Missouri	4,388	5.5%	8,333	10.6%	10,041	12.7%	15,697	19.9%
Montana	258	2.0%	600	4.9%	1,782	13.7%	2,793	22.7%
Nebraska	2,968	11.2%	7,430	28.2%	4,479	16.9%	9,656	36.7%
Nevada	1,808	4.7%	3,391	9.1%	2,728	7.1%	5,009	13.6%
New Hampshire	868	6.0%	1,089	7.4%	1,425	9.4%	1,928	13.6%
New Jersey	24,933	22.5%	36,985	33.5%	31,083	28.0%	43,792	39.7%
New Mexico	1,801	6.1%	6,868	23.7%	4,649	15.8%	10,987	37.9%
New York*	20,081	8.6%	117,705	51.3%	36,150	15.4%	138,088	60.1%
North Carolina	4,233	3.3%	35,197	27.7%	11,385	8.8%	44,642	35.1%
North Dakota	410	4.6%	615	7.1%	1,405	15.7%	2,104	24.3%
Ohio	7,281	4.9%	11,765	8.0%	18,798	12.7%	28,657	19.4%
Oklahoma	1,554	2.9%	38,844	74.3%	8,327	15.5%	46,480	88.4%
Oregon	4,403	9.1%	6,666	14.0%	6,709	13.8%	10,358	21.7%
Pennsylvania* [†]	16,267	10.9%	33,122	22.3%	25,602	17.5%	46,770	31.5%
Rhode Island	748	6.4%	1,125	9.4%	1,295	11.1%	2,122	17.7%
South Carolina*	4,046	6.5%	25,196	42.2%	9,505	15.5%	30,653	51.6%
South Dakota	589	4.8%	957	8.1%	1,996	16.6%	2,881	24.4%
Tennessee	2,994	3.6%	20,177	24.5%	7,996	9.6%	29,064	35.3%
Texas	31,852	8.2%	206,656	53.4%	59,833	15.5%	240,864	62.5%
Utah	2,317	4.4%	3,199	6.2%	3,827	7.2%	6,685	12.9%
Vermont*	1,496	22.3%	4,387	66.9%	1,894	28.2%	5,014	76.5%
Virginia*	3,762	3.6%	19,973	19.4%	7,935	7.7%	26,764	26.1%
Washington	4,537	5.1%	11,128	12.9%	8,356	9.6%	17,781	20.5%
West Virginia	2,022	9.6%	12,553	59.9%	4,221	20.0%	17,242	82.3%
Wisconsin [†]	4,258	5.8%	42,260	58.0%	10,109	13.7%	47,677	65.5%
Wyoming	886	10.7%	1,317	16.7%	1,423	17.2%	2,025	25.7%
50 States	323,509	7.9%	1,308,356	32.2%	604,201	14.7%	1,699,390	41.8%

* These states serve special education children in their state pre-K programs but were not able to provide an unduplicated count for at least one of their programs. Estimations were used based on the average percent of special education students in state pre-K and enrollment numbers for each program.

† These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide an unduplicated count for the Head Start program. Estimations were used based on the percent of children with IEPs as reported by the PIR.

†† This figure includes federally funded and state-funded Head Start enrollment.

TABLE 5: 2010-2011 STATE PRE-K QUALITY STANDARDS

STATE	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, health, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2010-2011
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California			✓		✓		✓				3
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa (Shared Visions)	✓		✓			✓	✓	✓	✓		6
Iowa (SVPP)	✓	✓	✓			✓	✓	✓		✓	7
Kansas (At-Risk)	✓	✓		✓	✓	✓	✓	✓			7
Kansas (Pre-K Pilot)	✓	✓		✓	✓	✓	✓	✓			7
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana (8g)	✓	✓	✓		✓	✓	✓		✓	✓	8
Louisiana (LA4)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana (NSECD)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓			✓			6
Maryland	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓			7
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Nebraska	✓	✓	✓	✓		✓	✓				6
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey (Abbott)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey (ECPA)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey (ELLI)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York	✓	✓	✓		✓	✓	✓	✓			7
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio (ECE)			✓					✓			2
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (EABG)	✓		✓		✓	✓	✓			✓	6
Pennsylvania (HSSAP)	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (K4 & SBPK)	✓	✓			✓						3
Pennsylvania (Pre-K Counts)	✓		✓		✓	✓	✓			✓	6
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina (4K)	✓	✓	✓		✓	✓	✓				6
South Carolina (CDEPP)	✓		✓		✓	✓	✓	✓	✓		7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont (Act 62)	✓				✓	✓	✓				4
Vermont (EEI)	✓		✓			✓	✓				4
Virginia	✓		✓		✓	✓	✓	✓		✓	7
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓	✓	✓	8
Wisconsin (4K)	✓	✓	✓		✓					✓	5
Wisconsin (HdSt)	✓		✓		✓	✓	✓	✓	✓		7
Totals	49	29	45	16	43	45	45	37	24	35	

Note: Arizona, Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Utah, and Wyoming are not included in this table because they do not fund state prekindergarten initiatives.

Check marks in red show new policy changes effective with the 2010-2011 school year.

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

TABLE 6: PRE-K RESOURCES PER CHILD ENROLLED BY STATE

STATE	Resources rank based on state spending	State \$ per child enrolled in pre-K	Change in state per-child spending from 2009-2010 to 2010-2011 Adjusted dollars	Total state preschool spending in 2010-2011	Resources rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$11,669	-\$141	\$597,510,227	1	\$11,669
Connecticut	2	\$9,356	-\$127	\$85,302,562	2	\$10,565
Oregon	3	\$8,454	-\$150	\$49,946,739	6	\$8,454
Minnesota	4	\$7,475	\$28	\$14,306,812	10	\$7,475
Alaska	5	\$6,855	-\$1,815	\$1,700,000	11	\$6,855
Delaware	6	\$6,795	-\$136	\$5,727,800	12	\$6,795
Washington	7	\$6,780	-\$174	\$54,389,496	13	\$6,780
West Virginia	8	\$5,605	-\$26	\$82,100,333	4	\$9,136
Rhode Island	9	\$5,556	-\$111	\$700,000	5	\$9,127
Pennsylvania	10	\$5,193	-\$850	\$171,544,870	20	\$5,193
North Carolina*	11	\$5,166	-\$179	\$158,928,389	8	\$7,910
Arkansas	12	\$5,021	-\$501	\$111,000,000	7	\$8,126
California*	13	\$4,986	-\$532	\$746,704,425	18	\$5,428
Louisiana	14	\$4,669	-\$131	\$94,590,958	21	\$4,768
Tennessee	15	\$4,620	\$86	\$85,254,000	16	\$5,853
Alabama	16	\$4,544	-\$91	\$17,585,880	17	\$5,680
Michigan	17	\$4,453	-\$39	\$98,275,000	23	\$4,453
Maryland	18	\$4,414	\$215	\$119,480,130	3	\$9,846
Georgia	19	\$4,298	\$7	\$355,016,016	24	\$4,299
Ohio	20	\$3,942	-\$39	\$22,467,862	26	\$3,942
Virginia	21	\$3,808	-\$497	\$60,474,645	15	\$5,892
Texas	22	\$3,761	-\$138	\$843,723,501	27	\$3,761
Massachusetts*	23	\$3,691	-\$283	\$51,932,533	28	\$3,691
New York	24	\$3,685	\$111	\$381,908,267	29	\$3,685
New Mexico	25	\$3,561	\$80	\$15,182,900	31	\$3,561
Wisconsin	26	\$3,466	\$119	\$146,960,062	19	\$5,424
Oklahoma	27	\$3,461	-\$1,106	\$133,029,544	9	\$7,690
Illinois	28	\$3,449	\$10	\$289,715,561	32	\$3,449
Kentucky	29	\$3,399	\$234	\$75,339,610	14	\$6,718
Iowa	30	\$3,282	\$128	\$71,718,726	25	\$3,945
Vermont	31	\$3,272	-\$788	\$18,167,265	34	\$3,272
Missouri	32	\$3,085	-\$28	\$13,013,883	35	\$3,085
Kansas	33	\$2,640	\$100	\$22,799,812	38	\$2,640
Nevada	34	\$2,468	-\$297	\$3,338,875	33	\$3,297
Florida*	35	\$2,422	-\$142	\$398,200,356	39	\$2,422
Colorado	36	\$2,044	-\$324	\$39,820,907	30	\$3,623
Maine	37	\$1,985	\$162	\$8,039,887	22	\$4,555
Nebraska*	38	\$1,607	\$421	\$16,365,481	37	\$2,656
South Carolina	39	\$1,342	-\$132	\$35,598,474	36	\$2,934
Arizona	No Program	\$0	\$0	\$0	No Program	\$0
Hawaii	No Program	\$0	\$0	\$0	No Program	\$0
Idaho	No Program	\$0	\$0	\$0	No Program	\$0
Indiana	No Program	\$0	\$0	\$0	No Program	\$0
Mississippi	No Program	\$0	\$0	\$0	No Program	\$0
Montana	No Program	\$0	\$0	\$0	No Program	\$0
New Hampshire	No Program	\$0	\$0	\$0	No Program	\$0
North Dakota	No Program	\$0	\$0	\$0	No Program	\$0
South Dakota	No Program	\$0	\$0	\$0	No Program	\$0
Utah	No Program	\$0	\$0	\$0	No Program	\$0
Wyoming	No Program	\$0	\$0	\$0	No Program	\$0
50 States		\$4,151	-\$145	\$5,492,133,988		\$4,847

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

* In the 2010-2011 school year, California, Florida, Massachusetts, Nebraska, and North Carolina reported using funding from the American Recovery and Reinvestment Act (ARRA) for state-funded pre-K. This funding is included in the state funding amounts reported.

TABLE 7: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED

Resources rank based on all reported spending	State	All reported \$ per child enrolled in pre-K	Estimate of per-child spending needed to meet NIEER benchmarks†	Is the reported funding sufficient to meet NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	New Jersey	\$11,669	\$9,186*	Yes	\$0	8.8
2	Connecticut	\$10,565	\$8,581*	Yes	\$0	6
3	Maryland	\$9,846	\$7,250*	Yes	\$0	9
4	West Virginia	\$9,136	\$6,169*	Yes	\$0	8
5	Rhode Island	\$9,127	\$8,602	Yes	\$0	10
6	Oregon	\$8,454	\$4,249	Yes	\$0	8
7	Arkansas	\$8,126	\$7,007	Yes	\$0	9
8	North Carolina	\$7,910	\$8,036	No	\$126	10
9	Oklahoma	\$7,690	\$5,918*	Yes	\$0	9
10	Minnesota	\$7,475	\$4,494	Yes	\$0	9
11	Alaska	\$6,855	\$4,413	Yes	\$0	10
12	Delaware	\$6,795	\$4,729	Yes	\$0	8
13	Washington	\$6,780	\$4,925*	Yes	\$0	9
14	Kentucky	\$6,718	\$4,107	Yes	\$0	9
15	Virginia	\$5,892	\$9,067*	No	\$3,175	7
16	Tennessee	\$5,853	\$7,825	No	\$1,972	9
17	Alabama	\$5,680	\$7,459	No	\$1,779	10
18	California	\$5,428	\$6,469*	No	\$1,041	3
19	Wisconsin	\$5,424	\$4,413	Yes	\$0	5.1
20	Pennsylvania	\$5,193	\$7,265*	No	\$2,072	5.2
21	Louisiana	\$4,768	\$7,382	No	\$2,614	8.9
22	Maine	\$4,555	\$3,882	Yes	\$0	6
23	Michigan	\$4,453	\$5,673*	No	\$1,220	7
24	Georgia	\$4,299	\$8,359	No	\$4,060	10
25	Iowa	\$3,945	\$4,379*	No	\$434	6.9
26	Ohio	\$3,942	\$4,453	No	\$511	2
27	Texas	\$3,761	\$7,047*	No	\$3,286	4
28	Massachusetts	\$3,691	\$9,125*	No	\$5,434	6
29	New York	\$3,685	\$6,296*	No	\$2,611	7
30	Colorado	\$3,623	\$4,460	No	\$837	6
31	New Mexico	\$3,561	\$4,078	No	\$517	8
32	Illinois	\$3,449	\$4,799	No	\$1,350	9
33	Nevada	\$3,297	\$4,626	No	\$1,329	7
34	Vermont	\$3,272	\$3,961*	No	\$689	4
35	Missouri	\$3,085	\$6,590*	No	\$3,505	9
36	South Carolina	\$2,934	\$7,674*	No	\$4,740	6.7
37	Nebraska	\$2,656	\$3,933	No	\$1,277	6
38	Kansas	\$2,640	\$3,934	No	\$1,294	7
39	Florida	\$2,422	\$4,464*	No	\$2,042	3
NA	Arizona	\$0	\$4,259	No	\$4,259	NA
NA	Hawaii	\$0	\$4,404	No	\$4,404	NA
NA	Idaho	\$0	\$3,744	No	\$3,744	NA
NA	Indiana	\$0	\$4,130	No	\$4,130	NA
NA	Mississippi	\$0	\$3,862	No	\$3,862	NA
NA	Montana	\$0	\$3,440	No	\$3,440	NA
NA	New Hampshire	\$0	\$4,327	No	\$4,327	NA
NA	North Dakota	\$0	\$3,728	No	\$3,728	NA
NA	South Dakota	\$0	\$3,536	No	\$3,536	NA
NA	Utah	\$0	\$4,260	No	\$4,260	NA
NA	Wyoming	\$0	\$3,764	No	\$3,764	NA

† For each state, a full-day, half-day, or weighted estimate of per-child spending was used, based on the operating schedule of the state pre-K program and the percent of children served in each type of operating schedule. State estimates were constructed from a national estimate adjusted for state cost-of-education differences. The national estimate was obtained from Gault, B., Mitchell, A., & Williams, E. (2008). *Meaningful investments in pre-K: Estimating the per-child costs of quality programs*. Washington, DC: Institute for Women's Policy Research. The state cost index was obtained from: Taylor, L. & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment*. Washington DC: IES, U.S. Department of Education.

* This state serves preschoolers in full- and half-day programs and therefore a weighted estimate of per-child spending was calculated.

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



WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *State Preschool Yearbook* series focuses on state-funded preschool education initiatives meeting the following criteria:

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

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

AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2010-2011 school year are those who are eligible to enter kindergarten two years later, during the 2012-2013 school year. Children considered to be 4 years old during the 2010-2011 school year were eligible to enter kindergarten one year later, during the 2011-2012 school year. Children considered to be 5 years old during the 2010-2011 school year were already eligible for kindergarten at the beginning of the 2010-2011 school year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles

For each state with a prekindergarten initiative, we include one page with a description of the state's program followed by a page with data on the program's key features, focusing on access, quality, and resources.

The first page for each state begins with two sets of bar graphs. The first shows percentages of the state's 3-year-old and 4-year-olds enrolled in the state pre-K program. The second set shows the state's spending per child enrolled in the state preschool initiative. Both sets of bar graphs depict changes in state preschool over time, from fiscal year 2002 (which corresponds to the 2001-2002 school year) through fiscal year 2011 (which corresponds to the 2010-2011 school year).

Most of the data used for comparison purposes come from NIEER's previous *Yearbooks*, although spending figures are adjusted for inflation and represent 2011 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. In the 2010-2011 school year, the state per-child spending bar graph also includes funding from the American Recovery and Reinvestment Act (ARRA) for five states—California, Florida, Massachusetts, Nebraska, and North Carolina—that received funds and were able to report the amount.

In past years, the percent of students enrolled was calculated based on the Census estimate of 3- and 4-year-old children, but population estimates were unavailable for this year and the 2010 Census data were used instead. As the population estimates are only estimates, there were some differences seen with actual Census data used this year. In some cases, this led to large increases or decreases in the percent of children served. In such cases, we adjusted data to ensure comparability across program years.

Following the bar graphs is a brief narrative providing information on the main features of the state's initiative(s). This includes details such as the initiative's history, the types of settings in which state-funded preschool can be offered, and enrollment eligibility criteria. In many cases, the narrative also describes unique or particularly interesting aspects of the state initiatives that may not be highlighted elsewhere in the report, as well as relevant new developments in the 2010-2011 school year, expected changes for the 2011-2012 school year, and evaluations if conducted. Some descriptive information in the narratives was originally based on information found in the reports *Seeds of Success* from the Children's Defense Fund and *Quality Counts 2002* from *Education Week*.

For the 39 states with preschool programs, the bottom of the first page of each state profile presents four numbers showing the state's ranking on the following measures:

- The percentage of the state's 4-year-old population enrolled in the state's preschool program (Access Rankings – 4-Year-Olds);
- The percentage of the state's 3-year-old population enrolled in the state's preschool program (Access Rankings – 3-Year-Olds);
- State expenditures per child enrolled in the program (Resources Rankings – State Spending);
- All reported expenditures per child enrolled in the program, including local and federal spending as well as state spending (Resources Rankings – All Reported Spending).

The All Reported Spending ranking provides a more complete picture of pre-K spending in states using local and federal funding sources than the State Spending ranking alone. However, because states vary in their ability to report spending from these other sources, this ranking is imperfect and sometimes underestimates total spending.

Iowa, Kansas, Louisiana, New Jersey, Pennsylvania, South Carolina, Vermont, and Wisconsin each have more than one distinct preschool education initiative, therefore information is presented slightly differently for these states and is explained on their individual profiles.



Beginning in the 2009-2010 school year, data were included on the Public Charter School Pre-K Program in the District of Columbia, but this program is profiled separately from the District's other preschool initiative as it has different standards and requirements. Therefore, information is presented similarly to states that have more than one prekindergarten initiative. While its profile contains the same elements of a state profile page, the District of Columbia does not receive any rankings as one district is not comparable to an entire state.

State profile pages are also given for the 11 states that did not fund preschool education initiatives in the 2010-2011 school year. For most of these states, the space for the narrative of the state's initiative is left blank, and the table of quality standards is omitted for all 11 states. However, these profiles report enrollment data for special education and federally funded Head Start. In addition, data on per-child spending for K-12 education and federal Head Start are included. When applicable, state-funded Head Start spending and enrollment are also provided for no-program states. Unlike other no-program states, Arizona's bar graphs are left on the profile page to demonstrate the state's past commitment prior to the state-funded pre-K program being defunded for the 2010-2011 school year.

The following sections provide an overview of information contained in the data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2010-2011 school year except where noted.

ACCESS

The Access data table begins with the total state program enrollment, which is the number of children enrolled at a specific point in time. Following that is the percentage of school districts (or other local education authorities, such as counties) providing state-funded prekindergarten programs. This information shows the extent of the initiative's geographic coverage. Next, the table shows what, if any, income requirement is used in determining eligibility for the program.

Data on the hours of operation (hours per day and days per week) and operating schedule (academic or calendar year) are shown as additional measures of access because working parents may find it difficult to get their children to and from programs that operate only a few hours a day. The amount of time children participate in a preschool program also matters for other reasons, such as influencing the program's effects on children's development and learning.

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded programs besides the state prekindergarten initiative: preschool special education and Head Start. The Head Start enrollment total includes children in the American Indian/Alaskan Native and migrant regions. The final item in the table reports how many children ages 3 and 4 are participating in Head Start through state supplemental funds.

Two Access pie charts illustrate the percentages of the state's 3- and 4-year-olds enrolled in the state-funded preschool initiative(s), special education, and Head Start. The remaining children are categorized as enrolled in "Other/None." These children may be enrolled in another type of private or publicly funded program (e.g., state-subsidized child care) or may not be attending a center-based program at all. For the 2011 *Yearbook*, we calculated an unduplicated count for special education enrollment in order to more accurately represent the number of children served in the state. The special education percentage in the pie chart represents children who are in special education but not enrolled in Head Start or state preschool programs. The Head Start percentage also includes any children supported by state contributions to the federal Head Start program. On the national profile page, we used additional information to separate out students in "other public" and "private" settings from the "Other/None" category. More information about this can be found in the Methodology section.

QUALITY STANDARDS CHECKLIST

State policies in 10 critical areas related to quality are shown in the Quality Standards Checklist table. For each area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. On the right side of the page, a box displays the total number of benchmarks met by the state.

The Quality Standards Checklist represents a set of minimum criteria established in state policy needed to ensure the effectiveness of preschool education programs, especially when serving children at risk for school failure. However, the checklist is not intended as an exhaustive inventory of all the features of a high-quality program, although each of these research-based standards is essential. While meeting all 10 standards does not necessarily guarantee that a program is of high quality, no state's prekindergarten policies should be considered satisfactory unless all 10 benchmarks are met. Although programs may routinely engage in practices meeting criteria for quality standards, credit is given only when the practices are explicitly required by state policy.

The limitations of research are such that judgment inevitably plays a role in setting specific benchmarks based on evidence. Studies find that the potential benefits from strong preschool education programs are such that the monetary investment in pre-K is returned seven to 17 times.¹ Therefore, we gave more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of raising costs by setting benchmarks too high. Costs of many preschool programs are currently quite low; thus, benchmarks steer closer to the characteristics of programs demonstrated to produce reasonably large education benefits for children in randomized trials and the strongest quasi-experimental studies (e.g., HighScope Perry Preschool and Chicago Child-Parent Centers) and farther from the characteristics of programs found in rigorous studies to have weak effects.²

Of the 10 standards we use to gauge the quality of state-funded preschool programs, four involve teacher credentials and training. State preschool policies are evaluated based on whether programs require teachers to have a bachelor's degree;³ whether they require teachers to have specialization in preschool education;³ whether they require assistant teachers to have at least a Child Development Associate (CDA) or equivalent credential;⁴ and whether they require teachers to have at least 15 hours of annual in-service training.⁵ Teacher qualifications receive this emphasis in our checklist because research shows this area to be crucial in determining program quality. Better education and training for teachers can improve the interaction between children and teachers, which in turn affects children's learning.

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist, with the expectation that states will limit class sizes to 20 children at the most⁶ and have no more than 10 children per staff member.⁷ With smaller classes and fewer children per teacher, children have greater opportunities for interaction with adults and can receive more individualized attention, resulting in a higher quality program.

¹ Reynolds, A., Temple, J., Robertson, D., & Mann, E. (2002). Age 21 cost-benefit analysis of the Title I Chicago Child-Parent Centers. *Education Evaluation and Policy Analysis*, 24, 267-303. Belfield, C., Nores, M., Barnett, S., & Schweinhart, L. (2006). The High/Scope Perry Preschool Program: Cost-benefit analysis using data from the age-40 follow-up. *Journal of Human Resources*, 41(1), 162-190.

² Temple, J., & Reynolds, A. (2007). Benefits and costs of investments in preschool education: Evidence from the Child-Parent Centers and related programs. *Economics of Education Review*, 26, 126-144. Barnett, W.S., & Belfield, C. (2006). Early childhood and social mobility. *Future of Children*, 16(2), 73-98.

³ Based on a review of the evidence, a committee of the National Research Council recommended that preschool teachers have a BA with specialization in early childhood education. Bowman, B.T., Donovan, M.S., & Burns, M.S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press. Burchinal, M.R., Cryer, D., Clifford, R.M., & Howes, C. (2002). Caregiver training and classroom quality in child care centers. *Applied Developmental Science*, 6, 2-11. Barnett, W.S. (2003). Better teachers, better preschools: Student achievement linked to teacher qualifications. *Preschool Policy Matters*, 2. New Brunswick, NJ: National Institute for Early Education Research. Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America* (Final report on the National Child Care Staffing Study). Oakland, CA: Child Care Employee Project.

⁴ Preschool classrooms typically are taught by a team of a teacher and an assistant. Research focusing specifically on the qualifications of assistant teachers is rare, but the available evidence points to a relationship between assistant teacher qualifications and teaching quality. There is much evidence on the educational importance of the qualifications of teaching staff generally. Bowman, Donovan, & Burns (2001). Burchinal, Cryer, Clifford, & Howes (2002). Barnett (2003). Whitebook, Howes, & Phillips (1989). The CDA has been recommended to prepare assistant teachers who are beginning a career path to become teachers rather than permanent assistants. Kagan, S.L., & Cohen, N.E. (1997). *Not by chance: Creating an early care and education system for America's children* [Abridged report]. New Haven, CT: Bush Center in Child Development and Social Policy, Yale University.

⁵ Good teachers are actively engaged in their continuing professional development. Bowman, Donovan, & Burns (2001). Frede, E.C. (1998). Preschool program quality in programs for children in poverty. In W.S. Barnett & S.S. Boocock (Eds.). (1998). *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 77-98). Albany, NY: SUNY Press. Whitebook, Howes, & Phillips (1989) found that teachers receiving more than 15 hours of training were more appropriate, positive, and engaged with children in their teaching practices.

⁶ The importance of class size has been demonstrated for both preschool and kindergarten. A class size of 20 children is larger than the class size shown in many programs to produce large gains for disadvantaged children. Barnett, W.S. (1998). Long-term effects on cognitive development and school success. In W.S. Barnett & S.S. Boocock (Eds.). (1998). *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 11-44). Albany, NY: SUNY Press. Bowman, Donovan, & Burns (2001). Finn, J.D. (2002). Class-size reduction in grades K-3. In A. Molnar (Ed.). (2002). *School reform proposals: The research evidence* (pp. 27-48). Greenwich, CT: Information Age Publishing. Frede (1998). NICHD Early Child Care Research Network (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health*, 89, 1072-1077. National Association for the Education of Young Children (2005). *NAEYC early childhood program standards and accreditation criteria*. Washington, DC: Author.

⁷ A large literature establishes linkages between staff-child ratio, program quality, and child outcomes. A ratio of 1:10 allows more children per teacher than in programs that have demonstrated large gains in disadvantaged children and is the lowest (fewest number of children per teacher) generally accepted by professional opinion. Barnett (1998). Bowman, Donovan, & Burns (2001). Frede (1998). NICHD Early Child Care Research Network (1999). National Association for the Education of Young Children (2005).



Early learning standards are also critical to quality⁸ as they offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development. States should have comprehensive early learning standards covering all areas identified as fundamental by the National Education Goals Panel⁹—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development.

The Quality Standards Checklist also addresses the comprehensive services that preschool education programs should be expected to offer. Programs should provide at least one meal;¹⁰ vision, hearing, and health screenings and referrals;¹¹ and additional parent involvement opportunities, such as parent conferences, or support services, such as parent education.¹² These items are included because children's overall well-being and success in school involves not only their cognitive development but also their physical and social/emotional health. It is important to note that the Quality Standards Checklist focuses on state preschool policy requirements rather than actual practice. A state with good policies may have some programs that fail to comply with these policies; conversely, a state with

weak policies may have many programs that exceed state minimum standards. While evaluating implementation of standards is outside the scope of this report, the checklist does include an indicator of whether states are taking steps to monitor programs' implementation of the quality standards. Policies requiring strong state quality standards are essential, but it is also necessary to have a means of ascertaining that individual pre-K programs meet those standards.¹³ Therefore, programs should require at a minimum that all sites are visited for program quality to enforce standards and ensure high-quality education in state-funded preschool programs.

⁸ Current practice too frequently underestimates children's capabilities to learn during the preschool years. Clear and appropriate expectations for learning and development across all domains are essential to an educationally effective preschool program. Bowman, Donovan, & Burns (2001). Frede (1998). Kendall, J.S. (2003). Setting standards in early childhood education. *Educational Leadership*, 60(7), 64-68.

⁹ National Education Goals Panel (1991). *The Goal 1 Technical Planning Subgroup report on school readiness*. Washington, DC: Author.

¹⁰ Good nutrition contributes to healthy brain development and children's learning. Shonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

¹¹ For some children, preschool provides the first opportunity to detect vision, hearing, and health problems that may impair a child's learning and development. This opportunity should not be missed. Meisels, S.J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In J.P. Shonkoff & S.J. Meisels (Eds.). (2000). *Handbook of early childhood intervention* (pp. 231-257). New York: Cambridge University Press.

¹² Families are the primary source of support for child development, and the most effective programs have partnered with parents. Bowman, Donovan, & Burns (2001). Frede (1998).

¹³ Monitoring of program quality and external accountability for pre-K are essential components of program standards. Bowman, Donovan, & Burns (2001).



RESOURCES

The table in the Resources section provides the following information: total state spending for the state preschool initiative; whether a local match, monetary or in-kind, is required; amount of state Head Start spending (if applicable); state spending per child enrolled in the program; and all reported (local, state, and federal) spending per child enrolled in the program. These measures show various views of the resources dedicated to prekindergarten, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending may appear low, but may prove to be high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state preschool education. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local and locally allocated federal spending is available.

The bar chart in the Resources section compares per-child spending in state-funded programs to federal Head Start and K–12 per-child spending. Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF and/or ARRA funds that a state directs toward its prekindergarten initiative. While TANF and ARRA funds are federal dollars, it is the state's decision to devote these funds to preschool education as opposed to other purposes. Data on the amounts of local and federal preschool funds are included in the bar chart when available.

Guide to State Profiles

ACCESS

Total state program enrollment	Number of children in state pre-K program
School districts that offer state program	Percentage of school districts in state where program is offered (may include programs not provided by district itself)
Income requirement	Maximum family income for participants
Hours of operation	Hours per day and days per week programs operate
Operating schedule	Annual schedule of operation (academic year or calendar year)
Special education enrollment	Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education Act
Federally funded Head Start enrollment	Number of slots for 3- and 4-year-olds in Head Start funded with federal money
State-funded Head Start enrollment	Number of slots for 3- and 4-year-olds in Head Start funded with state money

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT
Early learning standards.....	National Education Goals Panel content areas covered by state learning standards for preschool-age children must be comprehensive
Teacher degree	Lead teacher must have a BA, at minimum
Teacher specialized training	Lead teacher must have specialized training in a pre-K area
Assistant teacher degree	Assistant teacher must have a CDA or equivalent, at minimum
Teacher in-service	Teacher must receive at least 15 hours/year of in-service professional development and training
Maximum class size	Maximum number of children per classroom must be 20 or fewer
3-year-olds	
4-year-olds	
Staff-child ratio	Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better
3-year-olds	
4-year-olds	
Screening/referral and support services.....	Screenings and referrals for vision, hearing, and health must be required; at least one additional support service must be provided to families
Meals.....	At least one meal must be required daily
Monitoring	Site visits must be used to demonstrate ongoing adherence to state program standards

RESOURCES

Total state pre-K spending	Total state funds spent on state pre-K program
Local match required?	Whether state requires local providers to match state monetary contributions to program and amount of any required match
State Head Start spending (when applicable).....	Total state funds spent to supplement Head Start program
State spending per child enrolled	Amount of state funds spent per child participating in pre-K program
All reported spending per child enrolled	Amount of all reported funds spent per child participating in pre-K program

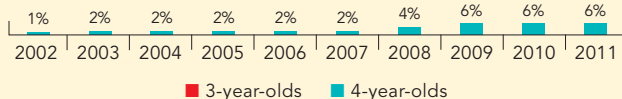
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ACF	Administration for Children and Families	ESI-R	Early Screening Inventory-Revised
AEPS(i)	Assessment, Evaluation, and Programming System for Infants and Children (interactive)	ESL	English as a Second Language
ARRA	American Recovery and Reinvestment Act	EVT	Expressive Vocabulary Test
ASQ(SE)	Ages and Stages Questionnaires (Social-Emotional)	FPL	Federal Poverty Level
AYP	Adequate Yearly Progress (No Child Left Behind)	FTE	Full-time Equivalent
B–	Denotes that the age range covered by a teaching license begins at birth (e.g., B–3 = birth–grade 3)	FY	Fiscal Year
BA	Bachelor of Arts	GED	General Equivalency Diploma
BS	Bachelor of Science	GGG	Get It, Got It, Go
BMI	Body Mass Index	HdSt	Head Start
BRI	Basic Reading Inventory	HSD	High School Diploma
BS	Bachelor of Science	IDEA	Individuals with Disabilities Education Act
CACFP	Child and Adult Care Food Program	IEP	Individualized Education Plan
CBO	Community-Based Organization	IFSP	Individualized Family Service Plan
CC	Child Care	K	Kindergarten
CCDF	Child Care and Development Fund	LEA	Local Education Agency
CD	Child Development	LELA	Language and Emerging Literacy Assessment
CDA	Child Development Associate credential	MA	Master of Arts
CEU	Continuing Education Unit	MOE	Maintenance of Effort
CLASS	Classroom Assessment Scoring System	N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–3 = nursery–grade 3)
COR	HighScope Child Observation Record	NA	Not Applicable
DIAL	Developmental Indicators for the Assessment of Learning	NAEYC	National Association for the Education of Young Children
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	NCLB	No Child Left Behind
DOE	Department of Education	NEGP	National Education Goals Panel
DRA	Developmental Reading Assessment	NSBP/NSLP	National School Breakfast/Lunch Program
DSC	Developing Skills Checklist	NSLP	National School Lunch Program
EC	Early Childhood	PALS	Phonological Awareness Literacy Screening
ECE	Early Childhood Education	PAT	Phonological Awareness Test
ECERS-R	Early Childhood Environment Rating Scale-Revised	P–	Denotes that the age range covered by a teaching license begins at preschool (e.g., P–4 = preschool–grade 4)
ECSE	Early Childhood Special Education	PIR	Program Information Report (Head Start)
ECHOS	Early Childhood Observation System	PPVT	Peabody Picture Vocabulary Test
Ed.D	Doctor of Education Degree	Pre-K	Prekindergarten
Ed.S	Educational Specialist Degree	QRIS	Quality Rating and Improvement System
EE	Elementary Education	RTT	Race to the Top
ELAS	Early Learning Assessment System	SMI	State Median Income
ELL	English Language Learner	SpEd	Special Education
ELLCO	Early Language and Literacy Classroom Observation	TANF	Temporary Assistance to Needy Families
ELS	Early Learning Standards	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)
EOWPVT	Expressive One-Word Picture Vocabulary Test	USDA	United States Department of Agriculture
		WSS	Work Sampling System

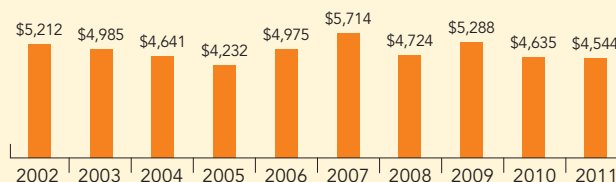
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Alabama has offered state-funded preschool for 4-year-olds since 2000 through the Alabama Pre-Kindergarten Program, which was renamed First Class: Alabama's Voluntary Pre-Kindergarten Program in the 2008-2009 school year. While the only eligibility requirements for the program are meeting the age criteria and being a resident of the state of Alabama, enrollment has remained low due to limited resources. An increase in state-funding during the 2007-2008 school year allowed the program to expand its access and also provide technical assistance and scholarships for teachers working toward completing their degrees. However, the program was flat-funded in the 2010-2011 school year and enrollment remained the same as a consequence.

Program sites are determined through a competitive grant process and can include public schools, private child care centers, Head Start centers, faith-based centers, colleges and universities, community organizations, and military agencies. Grantees must provide a local match of the grant award, which varies by location. These matching funds can include sliding scale parent fees. The state has made progress toward its goal of having at least one classroom per county. In the 2010-2011 school year, classrooms were available in all but three counties.

In the 2005-2006 school year, teacher certification standards were revised to require new hires to have specialized training in early childhood education. Since then, the program has met all 10 of the NIEER quality benchmarks. In the 2008-2009 school year, the program was evaluated for both process quality and program impact/child outcomes. The Office of School Readiness and the state Department of Education's Special Education Services established an aligned set of standards for pre-K children, which were scheduled to be implemented in the 2011-2012 school year.

Pre-K in Alabama received significant support from the state's business community in the 2009-2010 and 2010-2011 school years. Business leaders notably recommended funding increases for pre-K to the state Legislature. The Business Council of Alabama and the Alabama School Readiness Alliance are developing policy recommendations for expanding access to high-quality voluntary pre-K.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	None Served

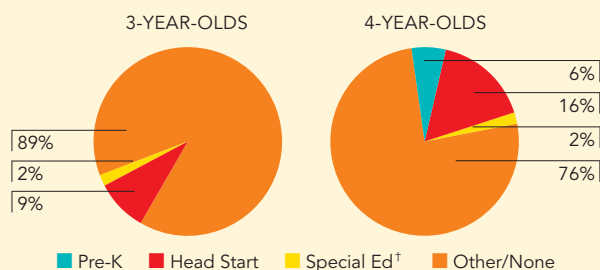
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	17

FIRST CLASS: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	3,870
School districts that offer state program	96% (counties)
Income requirement.....	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	3,984
Federally funded Head Start enrollment	15,654
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA	BA	✓
Teacher specialized training	Degree in ECE (public) or CD (nonpublic) ¹	Specializing in pre-K	✓
Assistant teacher degree.....	CDA	CDA or equivalent	✓
Teacher in-service	30 clock hours	At least 15 hours/year	✓
Maximum class size	20 or lower		✓
3-year-olds	NA		
4-year-olds	20 ²		
Staff-child ratio	1:10 or better		✓
3-year-olds	NA		
4-year-olds	1:10 ²		
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service ³	✓
Meals	Lunch and snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL BENCHMARKS MET
10

RESOURCES

Total state pre-K spending	\$17,585,880
Local match required?	Yes, 25% ⁴
State spending per child enrolled	\$4,544
All reported spending per child enrolled*	\$5,680

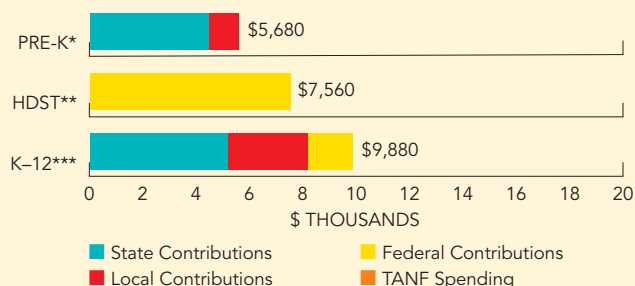
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Any preschool teachers with degrees in elementary education must obtain the P-3 add-on or complete additional early childhood coursework within three years or by 2012.

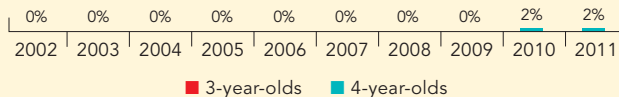
² Only Head Start programs may have up to 20 children and a ratio of 1:10; other programs have a maximum class size of 18 and ratio of 1:9, which is preferred for all programs.

³ Support services include annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities.

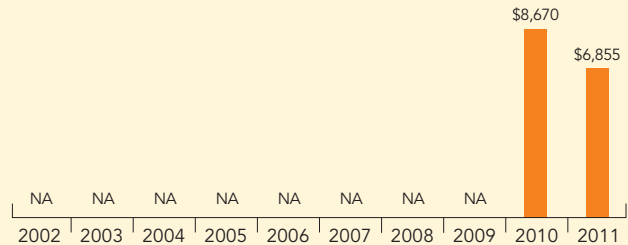
⁴ The match may include parent fees based on a sliding scale.

Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



The Alaska Pilot Pre-Kindergarten Project (AP3) started in the 2009-2010 school year. The program serves 4-year-old children in six school districts through competitive grants. Grantees operate half-day preschool programs and also provide outreach to families who choose to provide in-home care for preschoolers. While funding is awarded to public schools, grantees can subcontract with Head Start, private child care, family child care, and faith-based settings. Most programs operate in blended Head Start and public school programs.

Program eligibility requirements are similar to the federal Head Start guidelines. Eligible children are from families with incomes at or below 100 percent of the federal poverty levels, though, if space allows, programs may take a maximum of 35 percent of children from families between 100 and 130 percent of the federal poverty level. The AP3 program meets all 10 of NIEER's quality standards benchmarks, which include high-quality standards for teacher credentials, staff-child ratios, and class sizes.

In the 2011-2012 school year, the pre-K program is transitioning from pilot status with a scheduled funding change and re-competition for state grants in fiscal year 2013. The state is piloting use of the Teaching Strategies Gold assessment three times per year in two-thirds of the programs in the 2011-2012 school year and plans to require its use for all grantees in the new competition.

Alaska has offered a supplement to federally recognized Head Start programs since the 1980s. The goal of this funding is to improve program quality through professional development and school readiness activities. These funds also provide access to additional children and families whenever possible. In the 2010-2011 school year, state funding through Alaska's Head Start supplement totaled \$7.2 million.

ACCESS RANKINGS

4-YEAR-OLDS

37

3-YEAR-OLDS

None Served

RESOURCES RANKINGS

STATE SPENDING

5

ALL REPORTED SPENDING

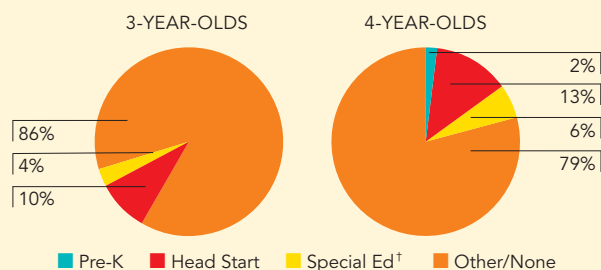
11

ALASKA PILOT PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	248
School districts that offer state program	11%
Income requirement	100% FPL ¹
Hours of operation	3 to 5 hours/day, 4 or 5 days/week ²
Operating schedule	Academic year
Special education enrollment	1,220
Federally funded Head Start enrollment	2,442
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA ³	BA	✓
Teacher specialized training	ECE endorsement ³	Specializing in pre-K	✓
Assistant teacher degree	AA ³	CDA or equivalent	✓
Teacher in-service.....	6 credit hours/5 years	At least 15 hours/year	✓
Maximum class size	20 or lower		✓
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio.....	1:10 or better		✓
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	✓
Meals	Breakfast or lunch and one snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL
BENCHMARKS
MET
10

RESOURCES

Total state pre-K spending	\$1,700,000
Local match required?	No
State Head Start spending	\$7,292,600 ⁵
State spending per child enrolled	\$6,855
All reported spending per child enrolled*	\$6,855

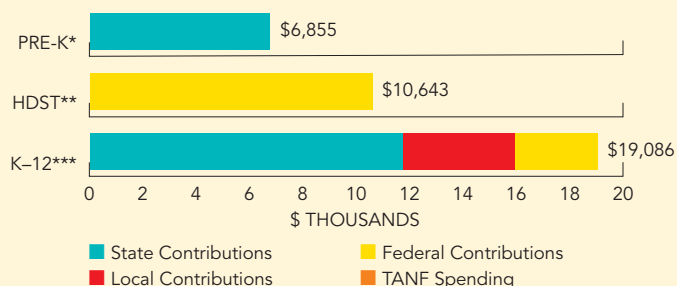
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Mirroring federal Head Start guidelines, up to 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.

² All programs are part-day and must operate for at least 3 hours per day, but cannot operate for more than 5 hours per day. Programs operate for 4 or 5 days per week, for a minimum of 14 hours per week, though the actual schedule is determined locally.

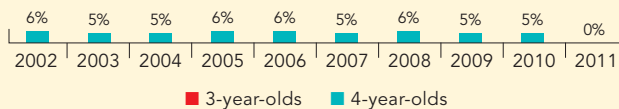
³ Teachers must be state certified with a BA in ECE or a related field or specialized training in a related field, and assistant teachers must have an AA in ECE or a related field.

⁴ All programs follow state pre-elementary statutes and regulations. School districts with Head Start programs must follow federal Head Start regulations. Support services include parenting support or training, health services for children, and nutrition information.

⁵ Alaska's state Head Start funds are used to enhance Head Start services and improve quality.

Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



NO PROGRAM

Arizona began funding preschool education programs in 1991 and used the Arizona Early Childhood Block Grant (ECBG) as a source of funding from 1996 through 2010. The ECBG provided funding in support of supplemental services for full-day kindergarten and first through third grade, in addition to funding preschool education. ECBG funds for prekindergarten were distributed to school districts, which could then offer funding to faith-based or private child care centers if parents chose those settings for their children. Regardless of setting, preschool programs receiving ECBG funding were required to be accredited by organizations approved by the state, such as the National Association for the Education of Young Children (NAEYC). Children from families with an income at or below 185 percent of the federal poverty level were eligible for an ECBG-funded prekindergarten program.

In fiscal year 2010, the ECBG allocation was frozen due to budget constraints and subsequently repealed. Programs received two quarterly payments rather than the allocated four payments per year, significantly reducing the funding. Arizona's budget for fiscal year 2011 provided no funding for the ECBG program, terminating the program for the 2010-2011 school year. Therefore, the ECBG program is not profiled in this report. The program also did not receive state funding for the 2011-2012 school year. It is unclear whether Arizona will fund the program again in the near future. In the final year of the ECBG grant, approximately 5,000 children were served.

In 2006, Arizona established First Things First (FTF) in an effort to support developmental and health initiatives for young children. In particular, FTF expands and enhances high-quality services for children from birth through age 5 through quality improvement incentives, a statewide quality rating system, T.E.A.C.H. scholarships, home visiting, mental and dental health services, and kith and kin training. In 2010, the Arizona Department of Education received a grant from FTF for \$1,140,813, and in 2011, the department received a FTF grant of \$6,216,400 to serve approximately 1,900 children.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

No Program

RESOURCES RANKINGS

STATE SPENDING

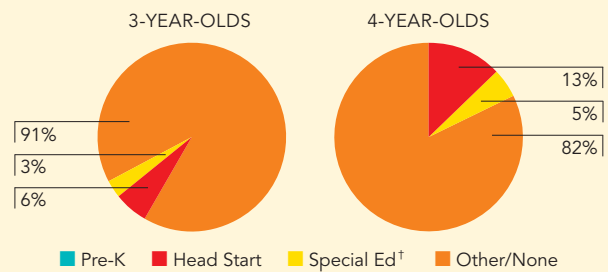
ALL REPORTED SPENDING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	9,083
Federally funded Head Start enrollment	17,331
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

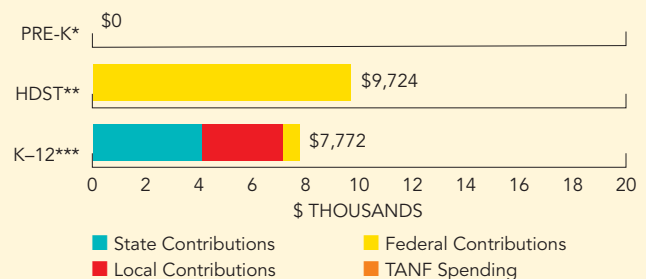
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

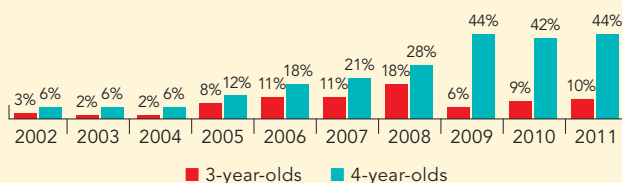
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

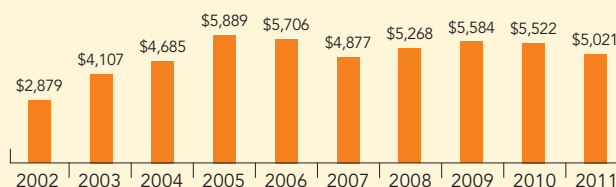


Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



The Arkansas Better Chance (ABC) program was established in 1991 as part of a statewide education reform initiative. ABC was initially funded solely through a dedicated sales tax, though between 2001 and 2007 it received additional funding from an excise tax on packaged beer. While ABC also receives some federal funding, at least 40 percent of the program's overall funding must be local contributions.

The Arkansas Better Chance program provides early childhood services to children from birth to age 5 who are from low-income families. Eligibility can also be determined by other risk factors, including being in foster care, developmental delay, family violence, having a parent on active overseas military duty, having a teen parent, low birth weight, low parental education level, or non-English speaking family members. ABC offers a diverse pre-K delivery system with programs accessible through public schools, educational service cooperatives, nonprofit organizations, private businesses, and Head Start.

Financial support for professional development, including pursuit of college degrees, is offered to pre-K teachers in ABC programs. The Birth through Prekindergarten Teaching Credential, an additional professional pathway for preschool teachers in the ABC program, was made available by Act 187 of 2009 and went into effect in January 2011. Five institutions have been approved to offer the credential. ABC also participates in an ongoing evaluation for both process quality and impact/child outcomes through a study that began in the 2005-2006 year.

Additional state funds led to the launch of the Arkansas Better Chance for School Success (ABCSS) program in the 2004-2005 program year. Three- and 4-year olds are eligible for ABCSS if their families have an income below 200 percent of the FPL. Initially, funding was provided first to those school districts where at least 75 percent of fourth-grade children performed below "proficient" on state benchmarks exams in literacy and math or those districts classified as being in academic distress or school improvement status. As the program has expanded, eligible children in other districts now receive services.

This report profiles ABC and ABCSS together because both programs have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
10	4

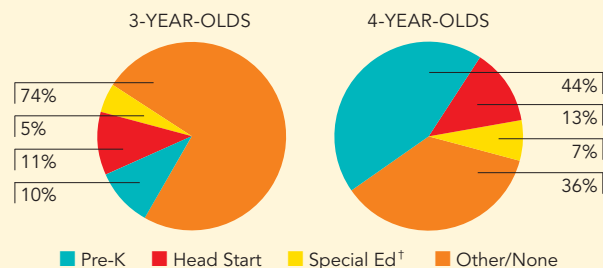
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	7

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state program enrollment	22,015 ¹
School districts that offer state program	98%
Income requirement	90% of the children must be at or below 200% FPL
Hours of operation	7 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	8,793
Federally funded Head Start enrollment	9,073
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA per every 3 classrooms and AA otherwise (public and nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	Degree in ECE or CD with P-4 certificate (public); Degree in ECE or CD (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	60 clock hours (certified staff); 30 clock hours (other staff)	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, dental, and support services developmental; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, and snack ⁴	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
9

RESOURCES

Total state pre-K spending	\$111,000,000 ⁴
Local match required?	Yes, 40% ⁵
State spending per child enrolled	\$5,021 ⁴
All reported spending per child enrolled*.....	\$8,126

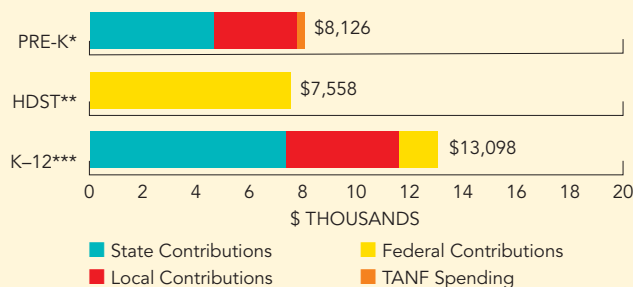
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This figure includes some infants and toddlers. It represents center-based enrollment only and does not include 5,510 children who received home-visiting services during the 2010-2011 program year.

² As of August 2007, programs are required to have at least one lead teacher with a BA for every three classrooms. The lead teacher must have a degree in early childhood education, child development, or equivalent; those in public schools must also have P-4 certification. The other two teachers must have a minimum of an AA in early childhood education or child development.

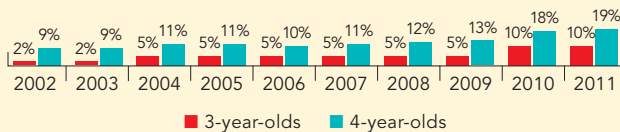
³ Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁴ These figures include both state and TANF funds.

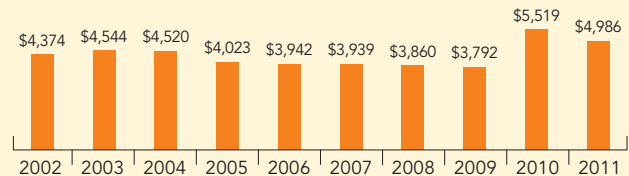
⁵ Programs must provide the 40 percent match in cash or through in-kind services. The funding sources are determined locally.

California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



California became one of the first states in the nation to provide state-funded preschool education, when it introduced the State Preschool Program (SPP) in 1965. In the 2007-2008 school year, California also established the Prekindergarten and Family Literacy Program (PKFLP) modeled after SPP. PKFLP offered half- and full-day services with an added literacy component to children from families at or below 75 percent of the state median income (SMI), who were receiving protective services, or were at risk for abuse, neglect, or family violence.

Enacted in 2008, the California State Preschool Program Act called for the state's multiple preschool programs to receive streamlined funding. As of July 2009, all part-day and full-day programs in SPP, PKFLP, and the General Child Care programs that served preschool age children were consolidated into the California State Preschool Program (CSPP). The CSPP serves 3- and 4-year-olds through private nonprofit agencies, local education agencies, college, and community action agencies. Families must have an income of 75 percent of the SMI to be eligible, though this may be waived for those children receiving protective services or who have been referred as at risk of abuse, neglect, or exploitation.

State funding for the program is available through a competitive application process open to school districts, faith-based and private child care centers, Head Start agencies, and other public agencies. The 2009-2010 school year was the first time students were served through the newly streamlined CSPP. The CSPP provides both full-day and part-day services to families based on their eligibility and need for services. Children whose families lose their need or eligibility for full-day services may remain in the part-day program through the end of the program year. The CSPP also works with Head Start and other state-funded and federal child care assistance programs to provide comprehensive services to children and their families.

The Kindergarten Readiness Act of 2010 gradually moves the kindergarten cutoff date from December to September over five years in an effort to ensure that all children are 5 years old when they begin kindergarten. Beginning in the 2012-2013 school year, Transitional Kindergarten will provide a year of early childhood education services to those 4-year-olds no longer age-eligible for kindergarten. The program will follow kindergarten regulations in terms of funding, class size, standards, and serving English language learners, though locally determined kindergarten curricula must be adjusted to be age and developmentally appropriate.

The California Preschool Learning Foundations, developed in 2008, are a set of early learning standards focusing on social-emotional development, language and literacy, mathematics, and English language development. Volume 2, focusing on visual and performing arts and physical development and health, was released in the December 2011. The Desired Result for Children and Families system, which has been aligned with the Preschool Learning Foundations Volume 1, is used to record children's development as well as to plan curriculum and other developmentally appropriate activities. Volume 3 will be released in 2012 and will include History/Social Science and Science.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
23	5

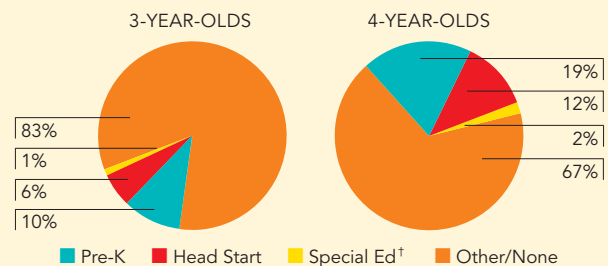
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	18

CALIFORNIA STATE PRESCHOOL PROGRAM & PREKINDERGARTEN AND FAMILY LITERACY PROGRAM (PKFLP)

ACCESS

Total state program enrollment	149,756 ¹
School districts that offer state program	97% (counties)
Income requirement	75% SMI ²
Hours of operation	3 hours/day (part-day), or locally determined (full-day); 5 days/week
Operating schedule	Determined locally ³
Special education enrollment	43,252
Federally funded Head Start enrollment	93,096
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

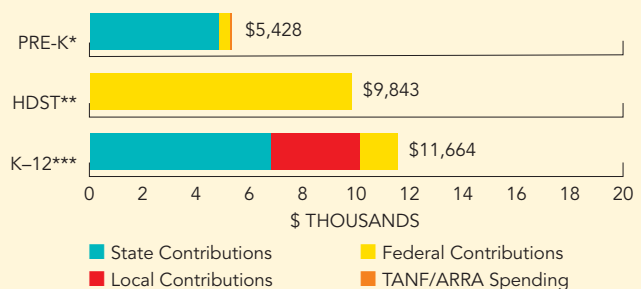
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Published but not yet implemented ⁴	Comprehensive	<input type="checkbox"/>
Teacher degree	CDA ⁵	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements ⁵	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None ⁶	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	105 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	No limit ⁷		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8 ⁷		
4-year-olds	1:8		
Screening/referral	Health, developmental; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁹	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ¹⁰	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
3

RESOURCES

Total state pre-K spending	\$746,704,425 ¹¹
Local match required?	No
State spending per child enrolled	\$4,986
All reported spending per child enrolled*	\$5,428

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The enrollment figure is a duplicated count as children can be enrolled in multiple programs within the State Preschool Program.

² Children receiving protective services and those who are at risk for abuse, neglect, or exploitation are not subject to the income requirement.

³ Part-day programs typically operate for a school or academic year, 175 days per year. Some programs operate a full calendar year (246 days) and exceptions to the days per year can be granted.

⁴ The Preschool Learning Foundations Volume 1 were in effect for the 2010-2011 year. Volume 2, which includes Visual and Performing Arts, Physical Development and Health, was released in December 2011 but not yet in effect. Volume 3 will be released in 2012 and will include History/Social Science and Science.

⁵ The Child Development Associate Teacher permit is the minimum requirement for the lead teacher in the classroom, though California does not use the term "lead teacher." The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A CDA credential issued in California meets temporary alternative qualifications for the Associate Teacher permit. 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 child development, and 175 days of work experience, or a Master Teacher permit.

⁶ There is no degree requirement for an Assistant Teacher in CSPP. The optional Child Development Associate Teacher Permit requires 6 credits in ECE or CD.

⁷ Although there is no limit to class size, programs typically enroll 24 children in the class.

⁸ Decisions regarding vision and hearing screenings are made at the local level. A physical exam and immunizations are required for program entry, but not mandated by the state. Health and social services referral and follow-up to meet family needs are required. Other support services include annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, child health services, referral for social services, and transition to kindergarten activities.

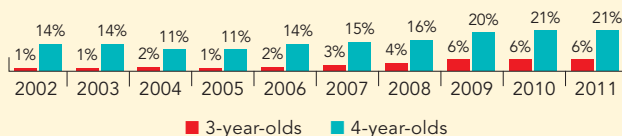
⁹ Licensing laws and regulations require that all part-day (3.5 hour) programs provide at least a snack. Lunch and two snacks are required but breakfast is optional for all full-day (6.5 hour) programs. Contractors must meet the nutritional requirements specified by the federal Child Care Food Program or the National School Lunch Program, and programs must provide breakfast or lunch if specified in the original application for services.

¹⁰ California has moved from a regularly scheduled visit policy, to a new monitoring schedule that is determined based upon program information (consultant communication with agency staff, audit information, fiscal information, other concerns), which results in as-needed site visits. This no longer meets NIEER's requirement for monitoring.

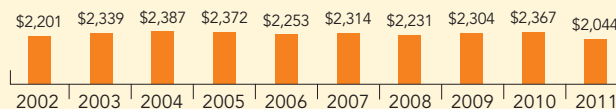
¹¹ ARRA funds represent \$7,346,253 of this amount.

Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



The Colorado Preschool Program (CPP) was launched in 1988 in an effort to reduce school dropout rates by funding preschool services for at-risk 3- and 4-year-olds. Risk factors for eligibility are defined in statute, including eligibility for free or reduced-price meals, being in foster care, a family history of abuse or neglect, homelessness, low parental education levels, parental substance abuse, or having a teen parent, as well as locally determined risk factors. Four-year-olds must meet at least one risk factor to enroll in CPP, while 3-year-olds must have at least three risk factors.

In 1995 the Legislature authorized a small number of CPP slots to be used to fund children to participate in full-day kindergarten. Between 2005 and 2008, the program was renamed the Colorado Preschool and Kindergarten Program (CPKP) and was permitted to use 15 percent of their slots for this purpose. The program was once again named the Colorado Preschool Program during the 2008 legislative session when these kindergarten slots were eliminated. CPP increased preschool access by 45 percent during the 2008-2009 school year as a result of authorized expansions in 2007 and 2008 as well as the conversion of the kindergarten slots to pre-K slots.

CPP funding is determined through the Colorado school finance formula with preschoolers receiving half the amount of students in grades 1 through 12. These funds are distributed directly to public schools, though schools may subcontract with private child care centers, Head Start, or other community-based or public agencies. The Charter School Institute also participates in the Colorado Preschool Program as a direct recipient of funds. Funding is awarded competitively with priority given to districts not currently participating in CPP. CPP may use additional funding sources, such as federal Head Start money, to extend the program day, supplement services, or provide wrap-around care. In the 2010-2011 school year, the state enacted budget cuts including a reduction in the funding available for K-12 students. Since the CPP's funding is tied to Colorado's funding for K-12, there was a commensurate 3.6 percent reduction for CPP funding per slot since the 2009-2010 school year.

All Colorado preschool programs participate in Results Matter, the state's system for collecting and reporting child outcomes and family information from birth to age 5 in early childhood programs. Results Matter serves as an ongoing evaluation that allows stakeholders to compare the progress of children in CPP with other assessed populations. During the 2010-2011 school year, 38,611 children were included in Results Matter, 19,486 of whom participated in CPP. Through Results Matter and an analysis of longitudinal data collected at CDE and in districts, CPP was evaluated for program impact/child outcomes in the 2010-2011 school year.

In December 2009, the state approved the Colorado P-12 Academic Standards. By December 2011, local education agencies were required to revise their standards as necessary to ensure the standards meet or exceed the Colorado Academic Standards.

Formed in 2010, Colorado's Early Childhood Leadership Commission (ECLC) continues to work to ensure and advance a comprehensive service delivery system for children from birth to age 8 using data to improve decision-making, alignment, and coordination among federally funded and state-funded services and programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
21	11

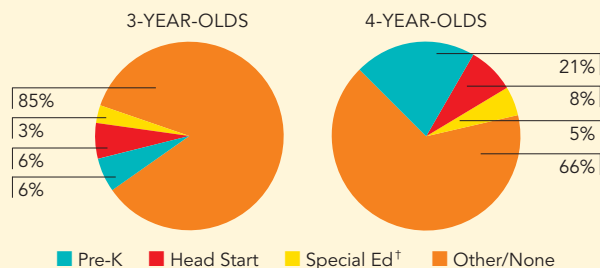
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	30

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	19,486 ¹
School districts that offer state program	95%
Income requirement	185% FPL ²
Hours of operation	2.5 hours/day, 4 days/week ³
Operating schedule	Academic/School Year
Special education enrollment	7,041
Federally funded Head Start enrollment	9,660
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

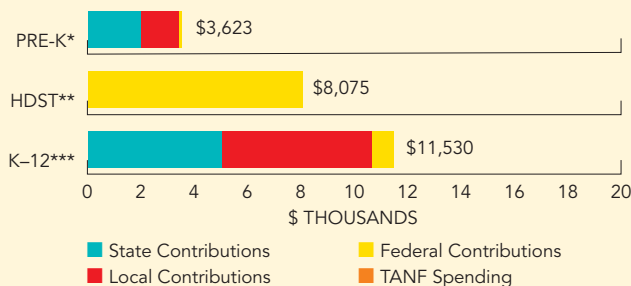
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	16		
4-year-olds	16		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:8		
Screening/referral	Health, developmental; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET
6

RESOURCES

Total state pre-K spending	\$39,820,907 ⁸
Local match required?	No
State spending per child enrolled	\$2,044
All reported spending per child enrolled*	\$3,623

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. Children must turn 3 by October 1 in order to be funded by the state, but districts can choose earlier eligibility dates. CPP is authorized to fund 20,160 half-day slots, and statute allows CPP to use a maximum of 5 percent of those slots to serve children in a full-day program by using two slots. In 2010-2011, CPP used 674 slots to extend the day for children. The number of 5-year-olds is reflective of the children who turned 5 before June 1, which is the earliest eligibility date chosen by school districts.

² In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 or 225 percent FPL.

³ Programs must operate the equivalent of 2.5 hours per day, 4 days per week. Programs may extend hours and days beyond the minimum requirement of 10 hours per week. The program is funded for 5 days per week, with the fifth day funded for home visits, teacher planning time, completion of child assessments, or staff training.

⁴ Teachers must have coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They must be supervised by someone with at least a BA in ECE or Child Development.

⁵ Although there is no educational requirement, assistant teachers must meet Colorado Department of Human Services licensing requirements.

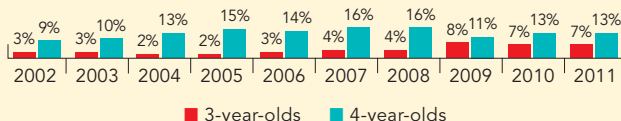
⁶ Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, parent conferences and/or home visits, information about and referral for immunizations and dental care.

⁷ Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.

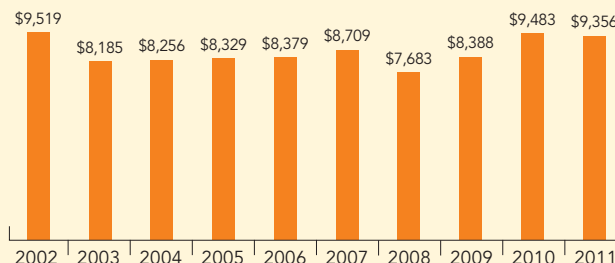
⁸ This figure does not include contributions from local sources, which are required by the school finance formula.

Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



The Connecticut School Readiness Program was established in 1997 to improve access to early education programs for 3- and 4-year-olds. At least 60 percent of students enrolled in the program must have a family income at or below 75 percent of the state median income. The program provides preschool funding to 19 priority districts whose participation is voluntary. Competitive grants are also available for towns that are among the 50 lowest wealth ranked towns in the state, or towns with a priority school that are not designated as priorities districts. Communities that participate in the program establish a School Readiness Council to provide guidance for the program. Council members are selected by the chief elected official and the district school superintendent.

Public schools, Head Start agencies, and private child care and faith-based centers are all eligible to provide the School Readiness Program. In order to accommodate working and non-working families, the program offers slot options including full-day, school-day, and part-day, all of which are available 5 days per week. Full-day slots are available for 7 to 10 hours per day for 50 weeks per year. School-day slots are offered 6 hours per day while part-day slots operate 2 ½ hours per day, both for 180 days per year.

Some program funds supported "Training Wheels," a professional development effort that provides training sessions and on-site coaching on the use of the Connecticut learning standards and assessment framework. As the state moves toward higher degree requirements for lead teachers by 2015, some scholarship money for degree programs will be provided in 2013. Many institutions of higher education are revising or creating degree programs specific to early childhood.

Connecticut also funds a program serving children up to age 5 through the Department of Social Services (DSS). Children must come from families with household incomes below 75 percent of the state median income to be eligible for this program. However, families must undergo a redetermination of fee every six months, which may result in families having to pay a fee or drop out of the program if income has increased significantly. Due to this redetermination process, the program does not meet the NIEER definition of a state-funded preschool program and is not profiled in this publication. The Child Day Care program formerly operated by DSS is now administered by the Department of Education, and the state is considering merging this program with the School Readiness program.

Connecticut also provides state funds to supplement federal Head Start programs with the goal of creating additional slots, extending the program day and year, providing additional services, and supporting other quality enhancements. During the 2010-2011 program year, Connecticut contributed \$5,471,150 to these efforts, which increased slots by 458 and provided extended-day services to 720 children. Quality enhancements include acquiring additional classroom materials, expanding the reach of comprehensive services, providing professional development, and improving family outreach and engagement.

ACCESS RANKINGS

4-YEAR-OLDS

29

3-YEAR-OLDS

8

RESOURCES RANKINGS

STATE SPENDING

2

ALL REPORTED SPENDING

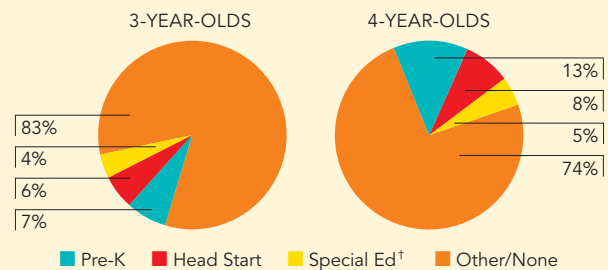
2

CONNECTICUT SCHOOL READINESS

ACCESS

Total state program enrollment	9,117
School districts that offer state program	38% (towns)
Income requirement	60% of children must be at or below 75% SMI
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment	4,962
Federally funded Head Start enrollment	6,102
State-funded Head Start enrollment.....	455 ²

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA + 12 credits in EC ³	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	6 clock hours ⁴	At least 15 hours/year	<input type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, dental, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

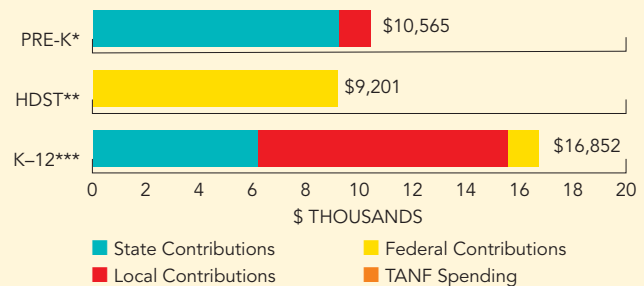
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$85,302,562
Local match required?	No
State Head Start spending	\$5,471,150
State spending per child enrolled	\$9,356
All reported spending per child enrolled*	\$10,565

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ There are three types of slots, including full-day (10 hours)/ full-year (50 weeks/year); school-day (6 hours)/school-year (180 days/year); part-day (2.5 to 4 hours)/school-year (180 to 250 days/year). Extended-day provides hours, days, and weeks of a non-School Readiness program to extend the program to meet full-day, full-year requirements. All programs operate 5 days per week. Funding levels vary by the type of slot.

² This figure is an estimate based on the number of children reported as a state match by ACF and the proportion of 3- and 4-year-olds as reported by the PIR.

³ The majority of public schools with School Readiness classrooms have a certified teacher present for at least 2.5 hours per day.

⁴ All school readiness staff must complete two 2-hour annual trainings in early childhood education and one 2-or-more-hours annual training in serving children with disabilities. They must also document training in emerging literacy and in diversity in the classroom. Most centers are licensed by the Department of Public Health, which requires annual training in medical administration, First Aid, and nutrition.

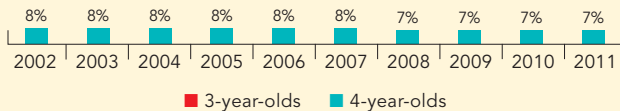
⁵ All children must have an annual well-child checkup by their health care provider and health forms are required.

⁶ Support services include education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and family literacy and dual language learners.

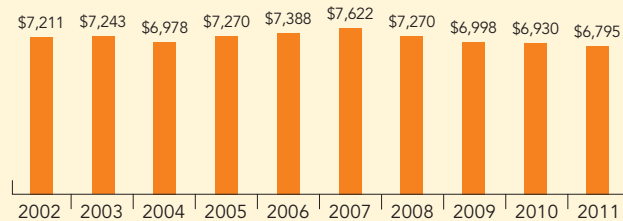
⁷ Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.

Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Delaware's Early Childhood Assistance Program (ECAP) was established in 1994 to expand access to comprehensive early childhood services for 4-year-olds who are income-eligible for Head Start. Modeled after the federal Head Start program, ECAP requires participating programs to follow federal Head Start Performance Standards. Ninety percent of enrolled children must come from families whose income is at or below 100 percent of the federal poverty level while 10 percent of available slots must be provided for children with disabilities. Regulations in the Head Start Reauthorization Act of 2007 allow programs to enroll and count as income-eligible up to 35 percent of their funded enrollment from children living in households with incomes at 100 to 130 percent of the federal poverty level.

ECAP grantees are chosen based on the Community Needs Assessment data, and funding is distributed to Head Start agencies, private and faith-based centers, public schools, and for-profit child care. There have been no increases in ECAP funding since 2007 as a result of the state's fiscal condition.

The ECAP program uses Teaching Strategies GOLD, a web-based assessment, to monitor the progress of enrolled children. The ECAP program was evaluated for program impact/child outcomes through the 2008 Child Outcomes Study.

Delaware's early learning standards, the Delaware Early Learning Foundations: Preschool, were adopted in 2003. Revised in 2010, these foundations are aligned with K-12 performance indicators and standards as well as the Common Core standards. The state is also in the process of implementing a quality rating improvement system (QRIS) for early childhood programs with programs voluntarily participating, though a minimum rating is not currently required as the QRIS is not available in all settings. Delaware is creating a professional development system for preschool educators aligned with the state's K-12 professional development standards. ECAP programs participate in high-quality professional development opportunities provided by the Delaware Institute for Excellence in Early Childhood, the state's cross-sector early childhood professional development system.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	None Served

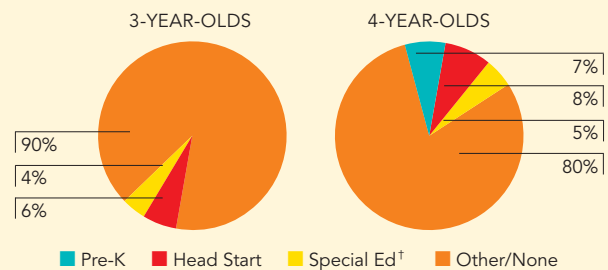
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	12

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

ACCESS

Total state program enrollment	843
School districts that offer state program	100% (counties)
Income requirement	90% of children must be at or below 100% FPL ¹
Hours of operation	At least 3.5 hours/day, 5 days/week ²
Operating schedule	Determined locally
Special education enrollment	1,325
Federally funded Head Start enrollment	1,572
State-funded Head Start enrollment.....	843 ³

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

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

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$5,727,800
Local match required?	No
State Head Start spending	\$5,727,800 ⁶
State spending per child enrolled	\$6,795
All reported spending per child enrolled*	\$6,795

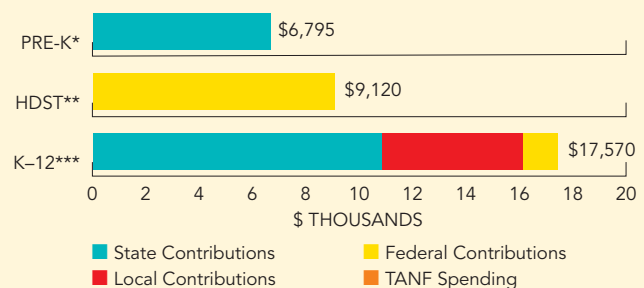
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.

² If programs choose to operate longer than 3.5 hours per day, they must fund the additional portion themselves. Some programs align with the school year.

³ This number represents ECAP enrollment. All state-funded Head Start enrollment is through ECAP.

⁴ ECAP follows the Head Start Performance Standards. The Head Start Reauthorization Act of 2007 requires that by 2011, all teachers must have at least an AA; by 2013, 50 percent must have at least a BA. By 2013, all assistant teachers must have at

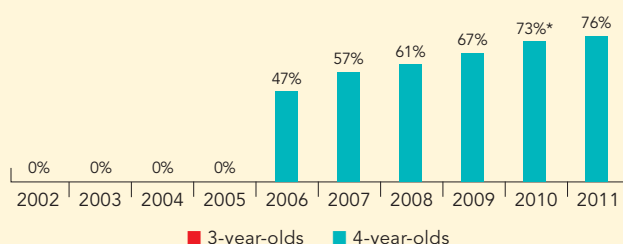
least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in EC, a CDA, or the state-approved courses Training Early Care and Education I and II.

⁵ Support services include parent conferences and/or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and mental health consultation.

⁶ ECAP is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



A 2002 state constitutional amendment requiring prekindergarten access for all of Florida's 4-year-olds resulted in Florida's Voluntary Prekindergarten (VPK) Education Program. The program began operating across the state in 2005, enrolling about 100,000 children. Enrollment has increased since then, and the state served 164,388 children during the 2010-2011 school year. During the 2010-2011 program year VPK was jointly administered by the state Department of Education, the Department of Children and Families, and the Agency for Workforce Innovation. In 2011, Florida's Office of Early Learning was formed, sharing administrative responsibility for VPK with the state Department of Education and Department of Children and Families.

Age-eligible children can enroll in any program where space is available in either a school-year program (totaling 540 instructional hours) or a summer program (totaling 300 instructional hours). All school districts are required to offer a summer program. The minimum teacher degree in the school-year program is the Child Development Associate (CDA) or equivalent credential, while a bachelor's degree is required in the summer program. More than 60 percent of lead teachers possess a CDA. Starting with the 2011-2012 school year, programs must follow the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011) adopted by the State Board of Education.

VPK is available in a number of settings, including public schools, accredited nonpublic schools, licensed child care centers and family child care homes, and accredited faith-based centers. More than 80 percent of children are served in private settings such as child care and faith-based programs. In all settings, providers must meet the program's minimum requirements. Regional early learning coalitions administer VPK, including distributing funds to VPK programs based on a fixed hourly rate and monitoring programs for compliance.

Florida's School Readiness Program, a separate initiative begun in 1999, expanded in 2001 by incorporating two other state programs—the Prekindergarten Early Intervention Program, which focused on young children's health, and the State Migrant Prekindergarten Program, which focused on 3- and 4-year-olds whose parents are fishing or migratory agriculture laborers. This report focuses solely on the VPK program.

The VPK program is reviewed annually as part of the legislative appropriation process and funding is determined by the legislative body. VPK is assessed annually based on the Florida Kindergarten Readiness Screener administered within the first 30 days of kindergarten, comparing both children and programs that participated in VPK to those that did not. Programs that rank in the bottom 15 percent of performance results are subject to additional restrictions. Legislation adopted in 2011 requires the State Board of Education to periodically adopt a minimum kindergarten readiness rate to assess satisfactory delivery of the VPK Education Program by providers and schools.

Legislation passed 2011 allows for the inclusion of non-public schools in the administration of kindergarten screening and is expected to result in greater numbers of VPK participants being screened. New legislation also changes the definition of "proficient" to require proficiency on both measures of the statewide kindergarten screening, eliminating the circumstance where proficiency on only one measure can determine kindergarten readiness.

* Percentages served prior to 2010 are not perfectly comparable to 2010 and 2011. The latter figures use data from the 2010 Census, whereas the earlier figures are based on population estimates.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
1	None Served

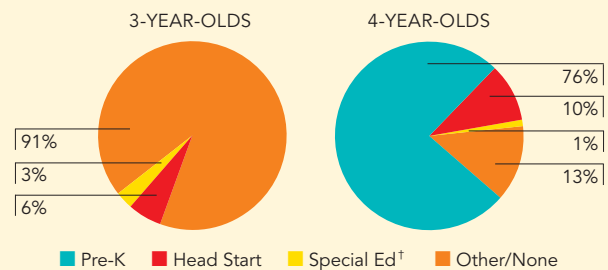
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	39

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	164,388
School districts that offer state program	100% (counties)
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	540 hours/year (school year program); 300 hours/year (summer program) ¹
Special education enrollment	20,535
Federally funded Head Start enrollment	33,966
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (summer); CDA or equivalent (school year) ²	BA	<input type="checkbox"/>
Teacher specialized	EC or other certification (summer); Meets CDA requirements (school year) ²	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	40 clock hours ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	10 clock hours ⁴	At least 15 hours/year	<input type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	12 (summer); 18 (school year) ⁵		
Staff-child ratio	1:10 or better		<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:12 (summer); 1:10 (school year) ⁵		
Screening/referral	Determined locally ⁶	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET
3

RESOURCES

Total state pre-K spending	\$398,200,356
Local match required?	No
State spending per child enrolled	\$2,422
All reported spending per child enrolled*	\$2,422

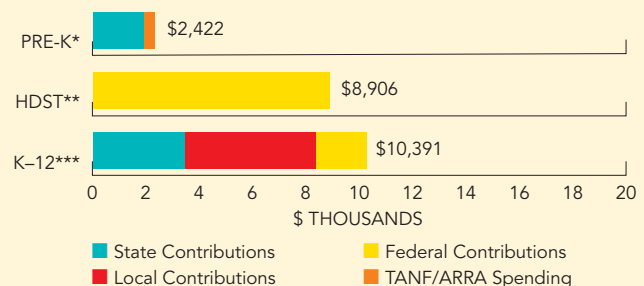
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ VPK programs may choose to operate a summer program, totaling at least 300 hours of service, or a school-year program, totaling at least 540 hours of service. The operating schedule and hours are determined locally, but the average number of hours per day for a 180-day, 540-hour program is 3 and the average number of hours per day for the 300-hour summer program is 8. Most programs operate 5 days per week.

² Teacher qualification requirements are different for the summer and school-year programs. Teachers in the summer programs must have a BA in early childhood, primary or preschool education, prekindergarten disabilities, or family and consumer science. Teachers in the school-year programs are required to have a CDA or equivalent. Summer and school-year teachers must have completed a Department of Education course on emergent literacy.

³ Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.

⁴ Child care personnel with state credentials must earn 4.5 CEUs every five years. Lead teachers with a CDA are required to have 10 clock hours of professional development per year. For teachers with a BA and certification, the requirement is 120 clock hours per 5 years.

⁵ During a special legislative session in 2009, the Legislature adjusted the staff-child ratio for the summer program from 1:10 to 1:12. The maximum class size is now 12. The staff-child ratio for the school-year program was not changed, with one teacher required for classes of up to 10 students, and a second staff member required in classes of 11 to 18 students.

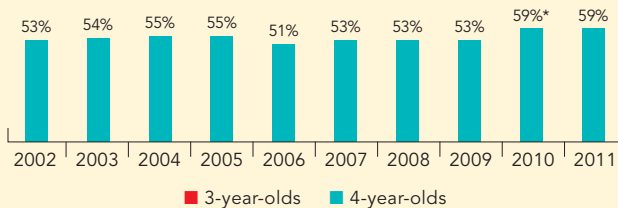
⁶ All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. For public school programs, referrals for further follow-up, as appropriate, are also required.

⁷ Meals and snacks are required for full-day programs.

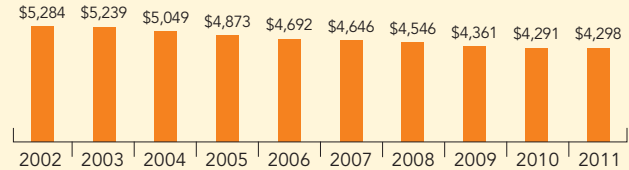
⁸ For the 2010-2011 program year, this funding amount includes \$38,017,534 in funds from ARRA.

Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Georgia's Pre-K Program, established in 1993, became the nation's first universal preschool program for 4-year-olds in 1995. Funded by state lottery revenues, Georgia's Pre-K Program is available in a variety of settings, including public schools, Head Start agencies, private child care centers, faith-based organizations, military facilities, and state colleges and universities.

All programs must follow the Bright from the Start Pre-K Operating Guidelines. Programs must also base instruction on Georgia's Pre-K Content Standards, which are aligned with the Georgia Early Learning standards for birth through age 3 as well as the Georgia Performance Standards for kindergarten. The state monitors the implementation of these quality standards through on-site monitoring, and began using the Classroom Assessment Scoring System (CLASS) in the 2010-2011 school year to further monitor program quality.

The state implemented the Georgia Pre-K Child Assessment Program, based on the Work Sampling System, during the 2006-2007 school year. Teachers received training on how to use this assessment to document children's progress as well as individualize instruction and can provide parents with two progress reports during the year. These actions facilitate coordination between pre-K and the K-16 system. An online version of the Child Assessment program was piloted in the 2008-2009 school year and included assigning Georgia Testing IDs to pre-K students. During the 2010-2011 school year, 1,150 classes participated in the Work Sampling Online System. The bilingual preschool program started in the 2009-2010 year and was expanded during the 2010-2011 year, offering several dual-language programs throughout the state.

Since the 2008-2009 program year, Georgia has required a minimum of a CDA for assistant teachers. The 2010-2011 school year represents the first year lead teachers were required to have a bachelor's degree, though a waiver process will help current teachers transition to this new requirement, which brings Georgia's benchmarks total up to 10. In response to a recent evaluation conducted by the FPG Child Development Institute at UNC Chapel Hill, Georgia is revising its professional development requirements.

In response to budgetary constraints, Georgia's Pre-K Program underwent a number of changes starting in the 2011-2012 school year. The program runs on a nine- instead of 10-month calendar and the maximum class size was increased to 22 children. Some programs are securing additional funding to continue operating the program on a 10-month schedule, which will lead to diversity in schedule across the state. This change will lead to a loss of two benchmarks for quality standards. Reduction in funding per child, which accompanies this, is anticipated to lead Georgia to drop further in the rankings.

* Percentages served prior to 2010 are not perfectly comparable to 2010 and 2011. The latter figures use data from the 2010 Census, whereas the earlier figures are based on population estimates.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
4	None Served

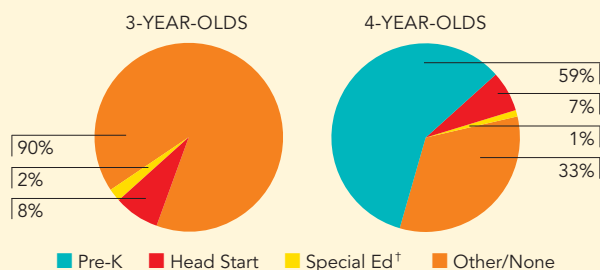
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	24

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state program enrollment	82,608
School districts that offer state program	100% (counties)
Income requirement.....	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	8,139
Federally funded Head Start enrollment	22,250
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

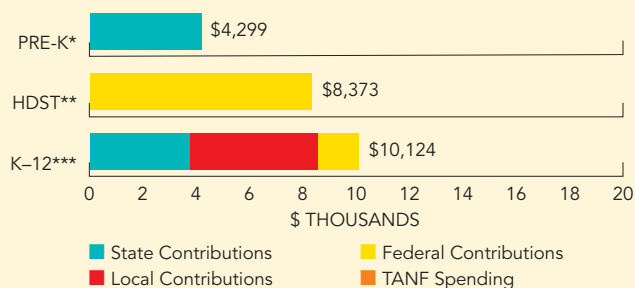
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA ¹	BA	✓
Teacher specialized training	Degree and certification in ECE or meet Montessori requirements ¹	Specializing in pre-K	✓
Assistant teacher degree.....	CDA	CDA or equivalent	✓
Teacher in-service	15 clock hours	At least 15 hours/year	✓
Maximum class size	20 or lower		✓
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio	1:10 or better		✓
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, dental; and support services ²	Vision, hearing, health; and at least 1 support service	✓
Meals	Lunch	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL
BENCHMARKS
MET
10

RESOURCES

Total state pre-K spending	\$355,016,016
Local match required?	No
State spending per child enrolled	\$4,298
All reported spending per child enrolled*	\$4,299

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ As of the 2010-2011 year, all newly hired teachers must have a BA in all settings. Teachers already working with an AA will receive waivers, though they must demonstrate continual progress toward a BA and may not transfer to another position.

² Blended Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All Georgia's Pre-K programs are required to ask parents if their child has received his/her developmental health screening, and provide a referral

and appropriate follow-up to those children who have not. Children who are eligible for Medicaid or PeachCare (Georgia's SCHIP's program) are required to have a 4-year-old developmental screening. Support services include annual parent conferences or home visits, parent involvement activities, nutrition information, referral for social services, transition to kindergarten activities, and other locally determined support services.

Hawaii

NO PROGRAM

While Hawaii does not have a state-funded preschool initiative that meets the criteria established in this report, the state funds several initiatives that provide early learning services to certain populations.

Started in the early 1980s, the Preschool Open Doors Project provides subsidy payments to low-income parents that allow them to purchase preschool services for their 4-year-olds and, on a case-by-case basis, for 3-year-olds with special needs. Parents select their child's service provider and payments are made directly to the provider. Families with income below 85 percent of the state median income are eligible. Eligibility is reassessed every 6 months. The Preschool Open Doors Project is best characterized as a support for working families rather than as a preschool education program.

Hawaii's Pre-Plus Program, started in 2002, supports the construction of preschool facilities at public school sites in order to increase access to full-day preschool services for low-income children in select areas. Seventeen Pre-Plus facilities have been built since the program's inception, but there is currently no funding for further construction. Pre-Plus does not directly fund early childhood education services but early childhood providers bid on contracts to operate programs in these facilities.

Junior Kindergarten, launched in the 2006-2007 program year, is a two-tiered kindergarten program. Children who are age-eligible for kindergarten, but turn 5 after July 31, are eligible for Junior Kindergarten if school assessments indicate they are not developmentally ready for kindergarten. Depending on individual program practices and a child's readiness, children who complete one year of Junior Kindergarten may enroll in either kindergarten or first grade.

Keiki First Steps, introduced in July 2008, is a statewide early learning system that provides a variety of early learning opportunities for children from birth until kindergarten entry. Created by statute in 2008, Hawaii's State Advisory Council on Early Care and Education was designated in 2011 to develop and administer the early learning system. The statute also established the Keiki First Steps Grants Program and an Early Learning Trust Fund.

The state Department of Education (DOE) is piloting preschool programs at two elementary schools. Enrollment is determined through a lottery, rather than an income requirement. Four-year-old students attend a preschool classroom in the same school where they will enroll in kindergarten. The state DOE also operates Special Education Preschools (IDEA Part B), which provide services to 3-and 4-year-olds who have been diagnosed with disabilities.

Federal Race to the Top (RTT) funds have enabled the Hawaii DOE to subsidize preschool education for eligible families in existing programs within two "Zones of School Innovation" in school districts on Oahu and the island of Hawaii. The Hawaii Department of Human Services implements tuition assistance payments for eligible children through the Preschool Open Doors Project. However, the state DOE maintains fiscal oversight and data collection responsibilities. These funds also support pre- and post-assessments of children receiving RTT grants to support longitudinal studies of the children's progress.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

No Program

RESOURCES RANKINGS

STATE SPENDING

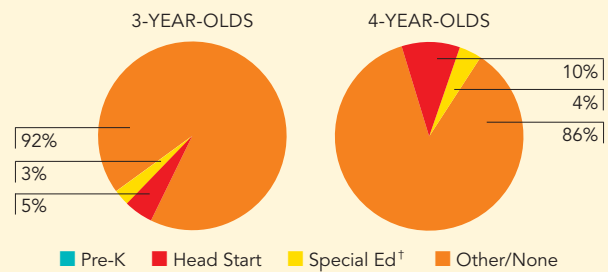
ALL REPORTED SPENDING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,519
Federally funded Head Start enrollment	2,682
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

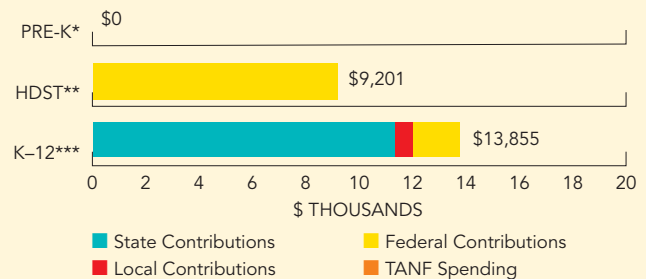
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Idaho

NO PROGRAM

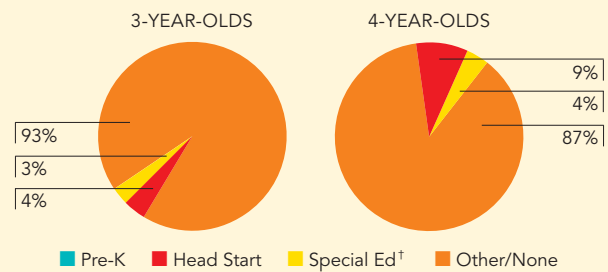
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	2,114
Federally funded Head Start enrollment	3,043
State-funded Head Start enrollment	196 ¹

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



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$1,500,000 ²
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

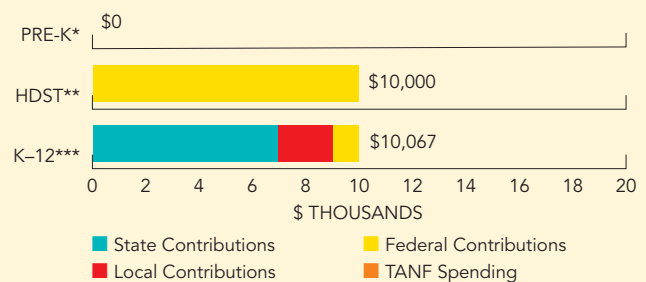
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

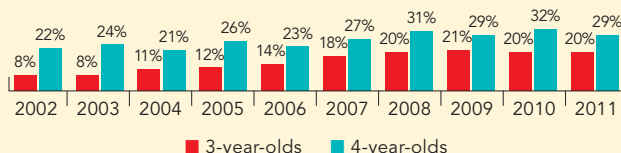


¹ Funded enrollment was not available by single year of age. This figure is based on the percentage of 3- and 4-year-olds as reported in the 2010-2011 Head Start PIR.

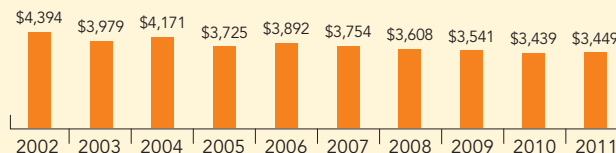
² This sum represents TANF funds dedicated to Head Start and Early Head Start.

Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Illinois created the Prekindergarten Program for At-Risk Children in response to calls for statewide education reform in 1985. Since 1998, funding for the program has been provided through the state Early Childhood Block Grant (ECBG). The purpose of the grant is to coordinate services for at-risk infants and toddlers, support preschool education programs, and provide parenting training. ECBG is required to use at least 11 percent of its funding to serve children age 3 or younger.

In 2006, the Preschool for All initiative began in an effort to offer access to preschool education to every 3- and 4-year-old in the state. While children from all counties may participate in the program, current funding levels cannot provide services for all children whose parents want them enrolled. Competitive grants are available to a variety of grantees, including public schools, private child care and faith-based centers, Head Start programs, and family child care homes.

During the expansion phase of Preschool for All, at-risk children are the first funding priority. At-risk status is determined by program locally, based on needs identified by districts and agencies in their grant proposals. Common risk factors include low parent education levels, exposure to drug or alcohol abuse in the family, developmental delays, poverty, and a history of abuse, neglect, or family violence. The second funding priority is programs that serve families earning up to four times the federal poverty level. To date, no programs proposing to serve children in the second priority have been funded because the state has not yet had enough funding to serve all children in the first priority.

When Preschool for All was launched, the state hoped to fully fund the program by 2012, which would allow programs to use state dollars to serve children who do not meet at-risk criteria. Preschool for All is expected to serve about 190,000 children annually once fully implemented. However, a reduction in funding due to the economic condition of the state in recent years has led to a decrease in the number of children served, and the goal of reaching all children has been postponed.

Preschool for All programs are required to meet bilingual education requirements as of the 2009-2010 program year. Centers with 20 or more preschool English Language Learners (ELLs) who speak the same language will provide instruction in the home language and English, as well as English as a Second Language (ESL). Centers with 19 or fewer preschool ELLs who speak the same language will use a locally determined transitional program of instruction, which may include ESL and home language supports as needed. Pre-K teachers must meet the applicable requirement for bilingual/ESL by July 1, 2014.

In a three-year evaluation that ended in the 2009-2010 year, the Preschool for All program was evaluated for both process quality and program impact/child outcomes.

During the 2010-2011 school year, a kindergarten readiness assessment stakeholder committee was convened and made recommendations to the Illinois State Board of Education regarding the development and implementation of a comprehensive assessment process to be piloted in the 2012-2013 school year. A Kindergarten Individual Development Survey committee has been convened to advise during the implementation.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
15	1

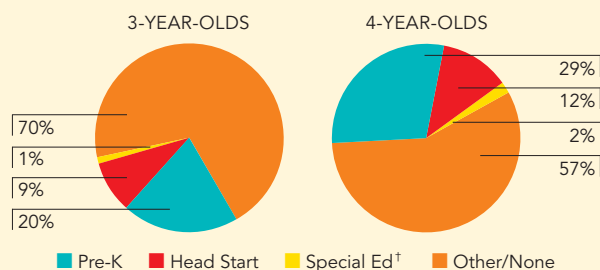
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	32

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state program enrollment	83,997
School districts that offer state program	100% (counties)
Income requirement.....	None ¹
Hours of operation	At least 2.5 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	21,419
Federally funded Head Start enrollment	35,050
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

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

TOTAL
BENCHMARKS
MET
9

RESOURCES

Total state pre-K spending	\$289,715,561
Local match required?	No
State spending per child enrolled	\$3,449
All reported spending per child enrolled*	\$3,449

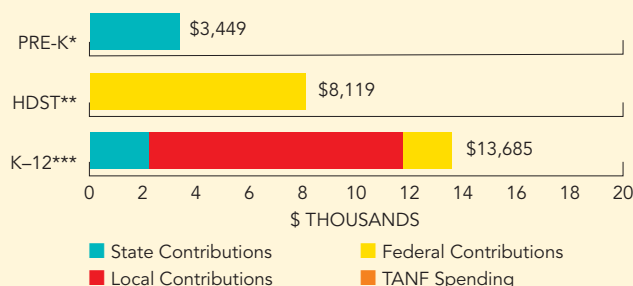
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ While at risk children from lower income households are the first priority, children from lower middle-income families may be served if state funding allows.

² Full-day classes are permissible. Most programs operate 2.5 hour sessions, but 13 percent of programs operate 21 to 26 hours per week and are funded fully by the state pre-K grant.

³ Support services include parent conferences and/or home visits, education services or job training for parents, parenting support or training, parent involvement activities, referral to social services, and transition to kindergarten activities.

⁴ Full-day programs must provide lunch and snacks; half-day programs must provide snacks.

Indiana

NO PROGRAM

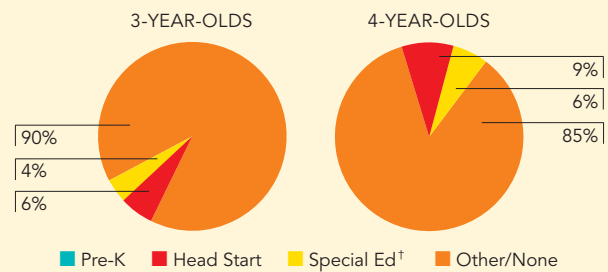
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	10,900
Federally funded Head Start enrollment	12,957
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

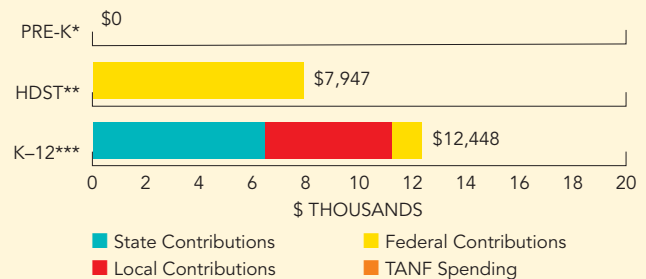
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

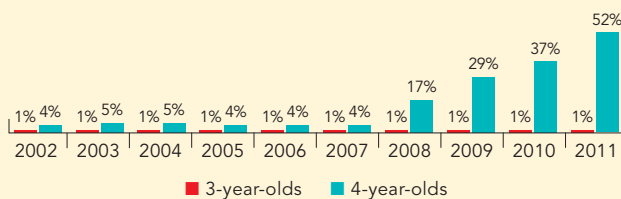
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

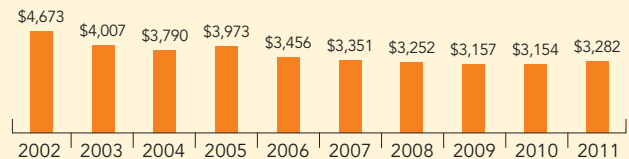


Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Iowa supports two state-funded pre-K programs, *Shared Visions* and the Statewide Voluntary Preschool Program (SVPP). *Shared Visions*, established in 1989, serves 3-, 4-, and 5-year-olds in full- or part-day programs with operating schedules determined locally. The competitive grants are available to Head Start programs, private agencies, faith-based centers, and public schools, all of whom can also subcontract with the same types of settings. At least 80 percent of children in the program must be eligible to receive free lunch. Up to 20 percent of students in each classroom are eligible based on other risk factors, such as homelessness, low birth weight, having a teen parent, developmental delay, or having a parent with a substance abuse problem. A sliding payment scale may be assessed for children from over-income families.

From 1995 to 2007, the *Shared Visions* initiative was flat-funded, resulting in service cuts or shortened program days for some grantees. Some programs increased their use of local funds to offset these losses. While Iowa increased funding levels for the program by 2 percent in fiscal year 2008, the program experienced a 10 percent cut in the 2009-2010 program year. The state allocation to the program remained flat in the 2010-2011 program although funding from other sources increased.

Shared Visions was evaluated for both process quality and program impact/child outcomes in a multi-year study ending in 2008. In the spring of 2011, the state began providing GOLD assessment training, and this assessment tool was implemented in August 2011. In the 2011-2012 school year, all *Shared Visions* programs will be required to use the GOLD assessment. During the 2011-2012 school year, the state Department of Education will complete a project to assign a unique child identification number for all children served across program auspices.

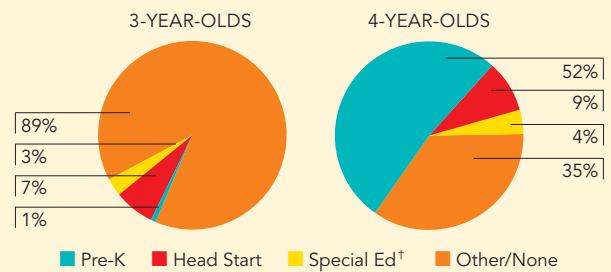
Launched in the 2007-2008 program year, SVPP expands prekindergarten access to all 4-year-olds in the state. Children do not have to be a resident of the district in which they attend preschool. The preschool funding formula provides funding for only 4-year-olds in this program, though 3- and 5-year-olds may enroll in the program using a combination of tuition, local dollars, and/or funding from other sources. While only public schools can receive funding directly through SVPP, they may subcontract with faith-based and private child care centers, as well as Head Start agencies. Programs must serve children for a minimum of 10 hours per week. The program was expanded in the 2010-2011 program year to 91 percent of districts in the state, serving more than 19,000 children.

The first two pages of this state profile document Iowa's overall contributions and commitment to state prekindergarten, including state spending and enrollment for both *Shared Visions* and the Statewide Voluntary Preschool Program. The third page focuses exclusively on the *Shared Visions* program and the final page presents specific details about the Statewide Voluntary Preschool Program.

STATE OVERVIEW

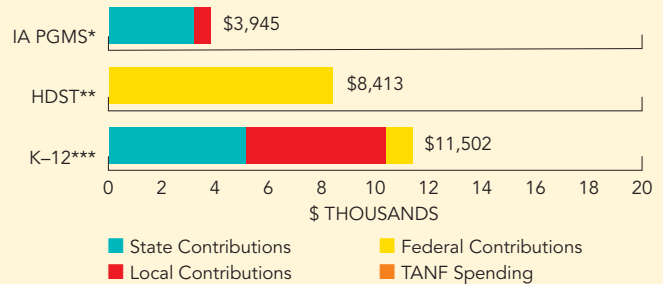
Total state program enrollment	21,852
Total state spending	\$71,718,726
State spending per child enrolled	\$3,282
All reported spending per child enrolled*	\$3,945

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

7

18

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

30

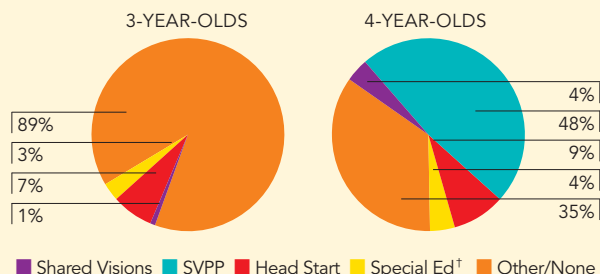
25

IOWA SHARED VISIONS

ACCESS

Total state program enrollment	2,053
School districts that offer state program	9% ¹
Income requirement	80% of children must be below 130% FPL
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	4,251
Federally funded Head Start enrollment	6,530
State-funded Head Start enrollment.....	0

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



■ Shared Visions ■ SVPP ■ Head Start ■ Special Ed[†] ■ Other/None

[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public); AA (nonpublic) ³	BA	<input type="checkbox"/>	6
Teacher specialized training	Birth–grade 3 SpEd, Birth–grade 3, Pre-K–K (public); AA in ECE or CD (nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	6
Teacher in-service	6 credit hours/5 years (public); None (nonpublic) ⁴	At least 15 hours/year	<input type="checkbox"/>	
Maximum class size	20 or lower		<input checked="" type="checkbox"/>	6
3-year-olds	18 ⁵			
4-year-olds	20 ⁵			6
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>	
3-year-olds	1:8			6
4-year-olds	1:8			
Screening/referral.....	Vision, hearing, health, dental, and support services developmental; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	6
Meals	Lunch and snack ⁷	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring	Other monitoring ⁸	Site visits	<input type="checkbox"/>	6

RESOURCES

Total state pre-K spending	\$7,024,552
Local match required?	Yes, 20% of total grant amount
State spending per child enrolled	\$3,422
All reported spending per child enrolled*	\$10,476

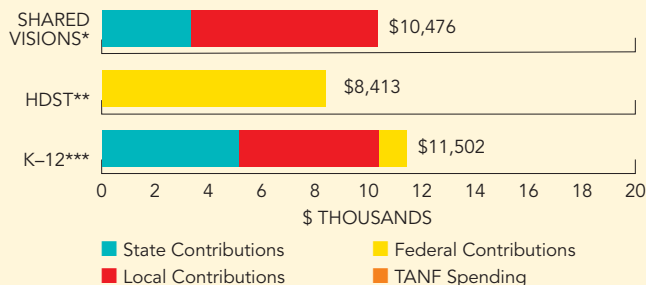
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



⁵ Mixed classrooms with 3- and 4-year-olds must not exceed the maximum group size of 18.

⁶ Additional support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, and referral to social services.

⁷ Applicants for Shared Visions funding are required through their grant applications to address meals and meet the requirements of NAEYC accreditation. The specific meals offered depend on the hours of operation, but are required by NAEYC criteria.

⁸ All Shared Visions programs receive a site visit by NAEYC once every five years as part of their NAEYC accreditation.

¹ In addition, 36 classrooms are offered by 13 of Iowa's 18 Head Start grantees, and 15 are offered in child care centers.

² Programs operate an average of 5 hours per day, 5 days per week, and generally operate during the academic year.

³ Teachers in nonpublic settings follow NAEYC standards, which require a minimum of an AA in ECE or CD. A small percentage of teachers in nonpublic settings may have a CDA provided they are working toward meeting the minimum requirement of an AA.

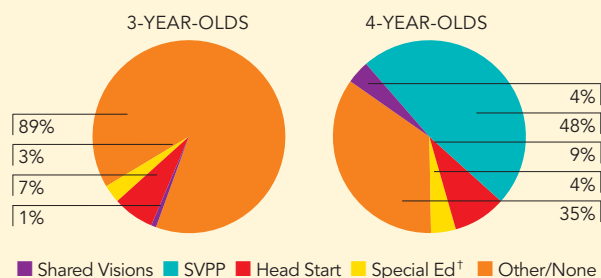
⁴ Certified teachers employed in school district programs must renew their licenses every five years, including 6 credit hours of training. Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates all lead teachers have an average of 50 hours of staff development.

IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	19,799
School districts that offer state program	91%
Income requirement.....	None
Hours of operation	Part-day, 10 hours/week ¹
Operating schedule	Academic year
Special education enrollment	4,251
Federally funded Head Start enrollment	6,530
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Birth-grade 3 SpEd,	Specializing in pre-K Birth-grade 3, Pre-K-K	<input checked="" type="checkbox"/>
Assistant teacher degree....	CDA or Iowa Paraeducator certificate ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	None ³	At least 15 hours/year	<input type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	NA ⁴		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	NA ⁴		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, dental,	Vision, hearing, health; and developmental; and support services ⁵ at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring ⁷	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET
7

RESOURCES

Total state pre-K spending	\$64,694,174
Local match required?	No
State spending per child enrolled	\$3,268
All reported spending per child enrolled*	\$3,268

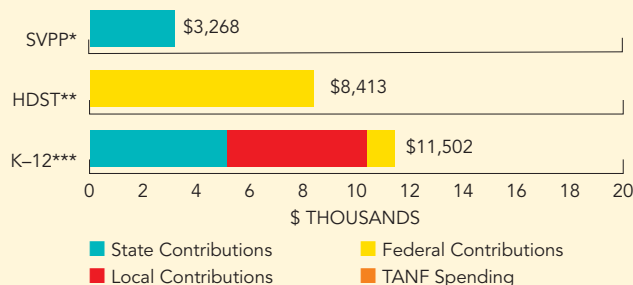
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Programs operate 10 hours per week, at least 3 days per week, with most operating 4 days per week. Some districts blend funding sources and work with collaborative partners to provide at least 12 hours per week.

² Assistant teachers should have either a CDA or an Iowa Paraeducator certificate. The certificate requires 90 hours of generalized education courses plus 45 hours of ECE-specific training. Assistants may be hired with only a high school diploma and must immediately enroll in a CDA program, but there is no timeline to obtain the CDA.

³ It is recommended that districts and community partners require teachers to have a minimum of 15 hours in professional development annually, but it is not required state policy that all teachers do so. Based on further clarification, this policy does not meet NIER's requirement.

⁴ Three-year-olds do not receive state funding for the SVPP program but can be served in the program. The maximum class size for 3-year-olds is 18 and the required staff-to-child ratio is 1:9.

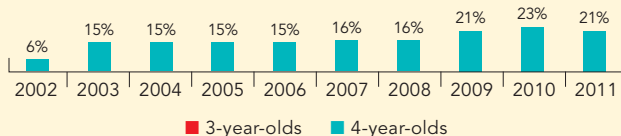
⁵ Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, nutrition information, referral to social services, and transition to kindergarten activities.

⁶ Additional meals must be provided if the program is longer than 10 hours per week.

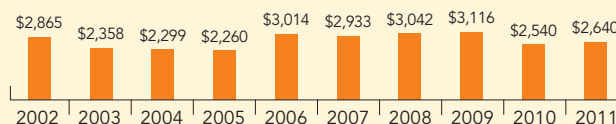
⁷ Programs are visited during their second year of operation and then again every five years.

Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Kansas supports two state-funded pre-K initiatives. In 1998, Kansas established the At-Risk Four-Year-Old Children Preschool Program, which is funded through at-risk dollars from the state general fund. Public schools receive program funding directly, though local school districts may subcontract with community-based organizations. Per-child funding allocations for districts are based on state enrollment counts as of September 20. To be eligible for At-Risk, children must meet at least one of eight risk factors: eligibility for free lunch, academic or developmental delay based upon validated assessments, English Language Learner status, migrant status, a referral from the Social and Rehabilitation Services agency, or having a single parent, a teen parent, or a parent lacking a high school diploma or GED.

Program changes made in the 2007-2008 school year capped class size at 20 children with a staff-to-child ratio of 1:10. Each year, both lead and assistant teachers are required to attend at least 15 hours of in-service training. Lead teachers must have an early childhood education-specific licensure, while para/assistant teachers are required to have a CDA. Programs are also in the process of aligning their curricula with the Kansas Early Learning Standards. A study that was concluded in the fall of 2010 evaluated the program for both process quality and program impact/child outcomes. Funding for the At-Risk program was reduced for both the 2011 and 2012 fiscal years.

The Kansas Pre-K Pilot Program, first offered in the 2006-2007 program year, is funded solely by tobacco dollars. Tobacco funds were reduced for both the 2010-2011 and 2011-2012 school years, preventing significant program growth. The state transferred administration of the program to the Kansas State Department of Education in its third year. The program is now offered in 14 out of 105 counties. Enrollment is split, with 50 percent of students in community sites and the other 50 percent in public schools. Half of the children enrolled must meet one of the risk factors used for the At-Risk Four-Year-Old program or an alternate factor, including qualifying for reduced-price lunch, having a parent on active military duty, or being referred by an early childhood organization. The remainder of students meet eligibility criteria set by local programs. This program was evaluated for both process quality and program impact/child outcomes in the 2008-2009 program year.

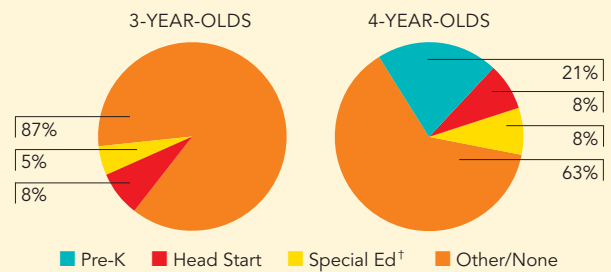
The state also funds the Parents as Teacher program, which in Kansas is for children aged prenatal to 3 years and their families. The program is administered by the Kansas State Department of Education and services are provided by local school districts, and includes coordination with other community and district resources and organizations. The state is working toward a goal of developing the Kansas Preschool Program, which would consolidate existing programs into a high-quality, voluntary preschool education program for all 3-, 4-, and 5-year-olds in the state.

The first two pages of this profile address the overall contributions and commitment to prekindergarten by the state of Kansas, including enrollment and spending for both the At-Risk Four-Year-Old Children Preschool Program and the Pre-K Pilot Program. The third page focuses solely on the At-Risk program while the last page discusses the Kansas Pre-K Pilot program.

STATE OVERVIEW

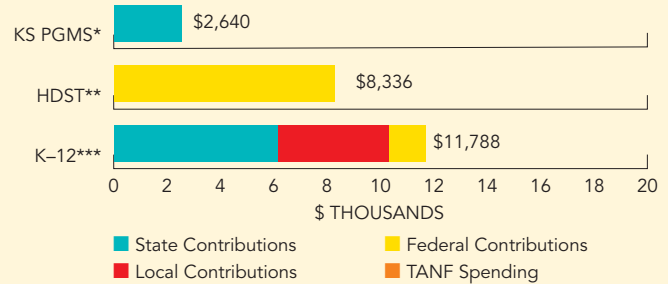
Total state program enrollment	8,637
Total state spending	\$22,799,812
State spending per child enrolled	\$2,640
All reported spending per child enrolled*	\$2,640

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

22

None Served

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

33

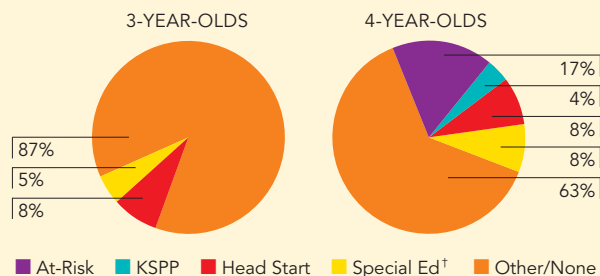
38

KANSAS AT-RISK FOUR-YEAR-OLD CHILDREN PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	7,137
School districts that offer state program	63%
Income requirement	130% FPL ¹
Hours of operation	3 hours/day, 4 or 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,342
Federally funded Head Start enrollment	6,525
State-funded Head Start enrollment.....	0

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



■ At-Risk ■ KSPP ■ Head Start ■ Special Ed[†] ■ Other/None

[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in EE, ECE, ECE SpEd, EC Unified (B-K, B-3rd grade), or EE with ECE endorsement ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree.....	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

TOTAL
BENCHMARKS
MET
7

RESOURCES

Total state pre-K spending	\$18,000,000
Local match required?.....	No
State spending per child enrolled	\$2,522
All reported spending per child enrolled*	\$2,522

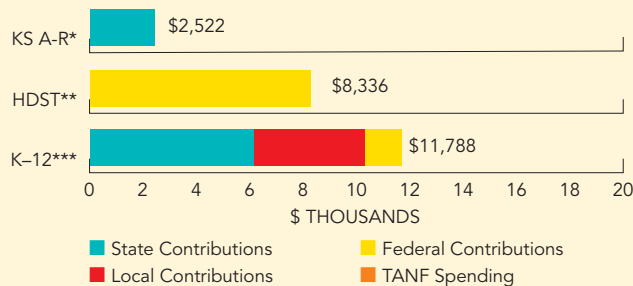
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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

² Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately 3 hours per day, 5 days a week.

³ Teachers must have a current license. An early childhood license is recommended.

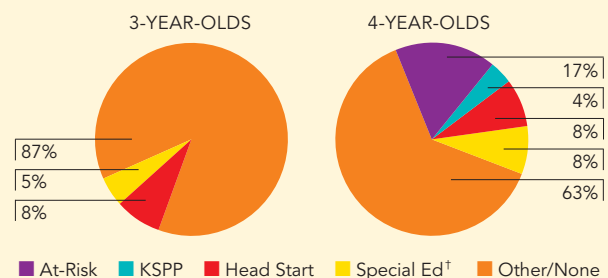
⁴ Support services include parent conferences or home visits, parent involvement activities, referral to social services, and transition to kindergarten activities.

KANSAS PRE-K PILOT PROGRAM

ACCESS

Total state program enrollment	1,500
School districts that offer state program	13% (counties) ¹
Income requirement	185% FPL ²
Hours of operation	3 hours/day, 4 or 5 days/week ³
Operating schedule	Determined locally ³
Special education enrollment	6,342
Federally funded Head Start enrollment	6,525
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

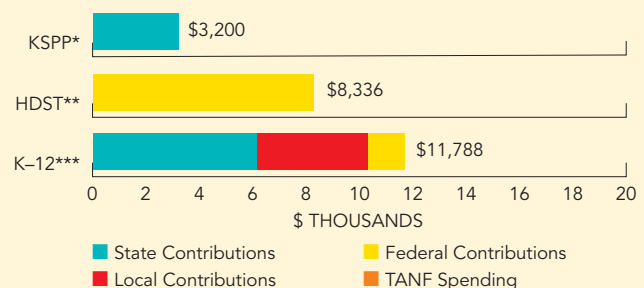
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ⁴	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in EE, ECE, K-6, ECE SpEd, EC Unified (B-K, B-3rd grade), or EE with ECE endorsement ⁴	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree.....	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service ⁵	<input checked="" type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁶	Site visits	<input type="checkbox"/>

TOTAL
BENCHMARKS
MET
7

RESOURCES

Total state pre-K spending	\$4,799,812
Local match required?.....	No
State spending per child enrolled	\$3,200
All reported spending per child enrolled*	\$3,200

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The Pre-K Pilot Program was provided in 12 sites this year, serving 14 counties. The pilot program does include some children in the At-Risk Four-Year-Old Children Preschool Program in some districts.

² Fifty percent of children must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Priority for enrollment includes low parent education, non-English speaking family, teen parent, parent on active military duty, referrals of at-risk 4-year-olds from early childhood programs, developmental or academic delays based on assessments, Social and Rehabilitation Services referral, or early childhood referral. Eligibility for the other 50 percent of children is based on the local program's discretion.

³ Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately three hours per day, five days a week. Most sites operate on an academic year calendar, but some programs, such as Head Start and child care centers, may be on a 12-month cycle.

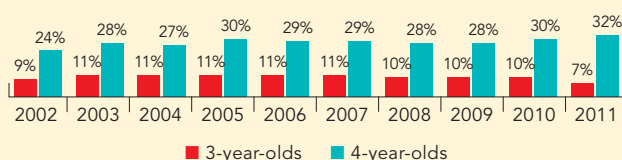
⁴ Lead teachers in nonpublic settings must have an AA in early childhood education or closely related field and have a plan on file to get a BA within five years of becoming a state pre-K site. Lead teachers in public settings must have a BA.

⁵ Support services include parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

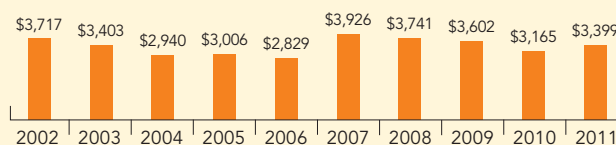
⁶ Site visits were no longer conducted during the 2010-2011 school year.

Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In 1990, the Kentucky Preschool Program (KPP) was launched in response to the Kentucky Education Reform Act. The Program serves 4-year-olds from low-income families or in foster care as well as 3- and 4-year-olds with disabilities. In the 2006-2007 school year, the program increased the income eligibility requirement from 130 percent of the federal poverty line (FPL) to 150 percent of FPL with local districts having the option to enroll additional children if space is available. State funds may not be used to enroll additional children not meeting state eligibility requirements; instead, funding may come from the district or tuition.

According to the December 1 count, 22,165 eligible children participated in KPP in 2010-2011, including 11,447 receiving special education services. Funding for the Kentucky Preschool Program is distributed to local school districts according to a funding formula based on the number of children from the previous year, the number of at-risk children, and by using three levels of disabilities. School districts may subcontract with Head Start programs, private child care centers, and special education providers to offer preschool services. Despite increased at-risk enrollment, a legislative decision made for 2010-2011 resulted in less funding than in 2009-2010, continuing a trend of reduced funding since the 2007-2008 school year.

In 2004, the Kentucky Preschool Program required a bachelor's degree and early childhood/special education certification for all vacated positions. Through attrition, the state continues to steadily increase the number of certified teachers. Some teachers with a CDA or AA have been "grandfathered" into the program.

Kentucky continues its efforts to strengthen program quality and outcomes. Since the 2006-2007 school year, the Kentucky Department of Education has been identifying Classrooms of Excellence that are high-quality, state-funded preschool classrooms. Kentucky continues with its Smart Start initiative established in the 2008-2009 school year by the Prichard Committee for Academic Excellence. Also, the Governor's Task Force on Early Childhood Development and Education has developed a plan to increase collaboration, raise quality, and define school readiness. As part of Kentucky Student Intervention, the state's version of Response to Intervention, programs implement research-based interventions for children suspected of having a disability.

During the 2010-2011 school year, Kentucky completed the two-year pilot phase of the Preschool Program Review (P2R) statewide monitoring process in which all districts will be reviewed at least once every five years. The P2R requires an ECERS-R for every classroom and an online survey, as well as site visit teams that observe classrooms, examine documentation, and interview teachers, administrators, and parents. The Early Childhood Regional Training Centers have established a pool of trained assessors in each district who will use the ECERS-R in order to help districts improve their teaching and learning processes.

Plans are underway to develop an integrated data management system aligning program and child outcome data from KPP, Head Start, and child care with the K-12 system. The University of Kentucky is playing an instrumental role in this design.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	9

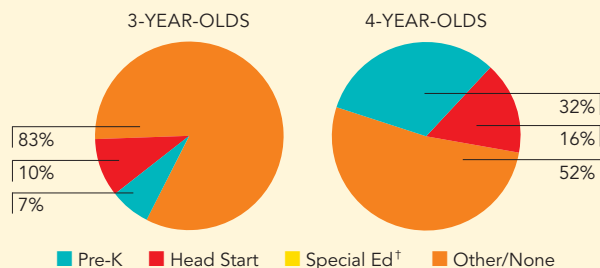
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	14

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	22,165 ¹
School districts that offer state program	100%
Income requirement	150% FPL
Hours of operation	2.5 hours/day + meal time, 4 or 5 days/week
Operating schedule	Academic year
Special education enrollment	10,548 ²
Federally funded Head Start enrollment	14,875
State-funded Head Start enrollment.....	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Interdisciplinary ECE - Birth to K	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	28 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast or lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET

9

RESOURCES

Total state pre-K spending	\$75,339,610
Local match required?	No
State spending per child enrolled	\$3,399
All reported spending per child enrolled*	\$6,718

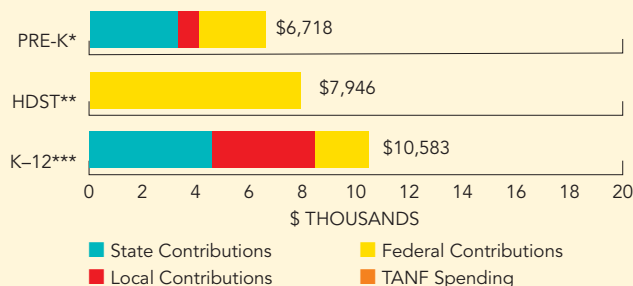
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This total does not include an additional 1,777 4-year-olds who were served through tuition or district funds as of December 1.

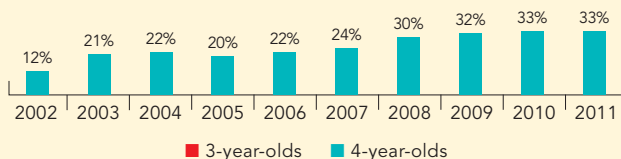
² Because the state pre-K program is interrelated with the state special education program, the figure for special education enrollment includes 1,177 children receiving special education whose birthdays were after December 1.

³ Teachers hired as lead teachers before 2004-2005 can hold a CDA or AA in child development. These teachers are allowed to remain in their current positions but may not transfer to other districts.

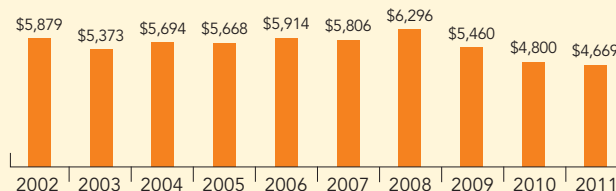
⁴ Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, and parent conferences or home visits.

Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Louisiana operates three state-funded preschool initiatives. In 1988, Louisiana began offering preschool education services through the 8(g) Model Early Childhood Program, though matching annual appropriations for this program ended in 1993. Local school districts began using the 8(g) Student Enhancement Block Grant Program to provide preschool programs to at-risk 4-year-olds. By the 2010-2011 school year, nearly all districts were using these Block Grants to offer preschool education programs. Children are eligible for the program if they are at risk of being “insufficiently ready for the regular school program,” with priority given to children from low-income families. This program was evaluated for both process quality and program impact/child outcomes as part of the LA8(g) Annual Report. Regular site visits for monitoring purposes were modified in the 2010-2011 school year due to fiscal constraints.

The Cecil J. Picard LA4 Early Childhood Program (formerly LA4 and Starting Points) was established in 2001. This program is available in most school districts in Louisiana, as well as in 12 charter schools (down from 15 in the 2009-2010 school year). This program offers 6 hours of regular instruction per day as well as 4 hours of before- and after-school care. Four-year-olds are eligible if they qualify for free or reduced-price lunch, though children from over-income families may attend using local funds or tuition. Funding remained relatively stable during the 2010-2011 school year compared to the previous year although the federal share increased by approximately \$40 million to compensate for an equivalent reduction in state general funds. Looking ahead, the program will have a greater emphasis on literacy instruction and kindergarten readiness in response to reorganization at the Department of Education. The initiative was evaluated for both process quality and program impact/child outcomes during the 2010-2011 school year.

Established in 2001, the Non-Public Schools Early Childhood Development Program (NSECD) provides tuition reimbursement to families with incomes below 200 percent of the federal poverty level to send their 4-year-olds to qualifying preschools. Qualifying programs must be state-approved, privately run preschools providing at least 6 hours of regular instructions per day plus up to 4 hours of before- and after-school care. NSECD was evaluated for both process quality and program impact/child outcomes as part of the Comprehensive Five-Year Longitudinal Study.

The state is aiming to provide voluntary preschool access for all 4-year-olds regardless of income by the 2013-2014 school year. Since the 2008-2009 school year, the Department of Education has coordinated with the Department of Social Services to create a professional development plan to permit cross-agency technical assistance and training. Since the 2009-2010 school year, school districts must allocate at least 10 percent of new funding to provide programs in diverse delivery settings.

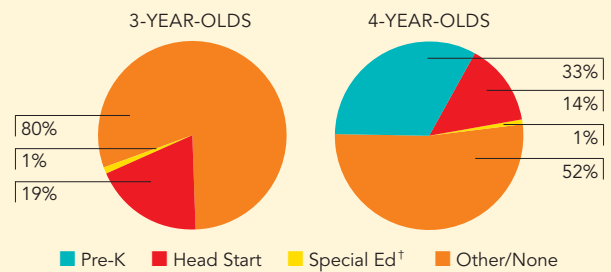
In addition, Louisiana school districts used more than \$28 million in Title I funding to support preschool services for more than 7,300 students in the 2010-2011 school year beyond those served in the LA4, LA(8)g, and NSCED programs. The Department of Education’s plan to draft guidelines for an LA3 program has been temporarily suspended due to budget constraints.

To document the contributions Louisiana makes to prekindergarten, we first present summary information reflecting the state’s overall commitment through enrollment and state spending for all three programs. We then present specific details about the 8(g) program, the Cecil J. Picard LA4 Early Childhood program, and the NSECD program.

STATE OVERVIEW

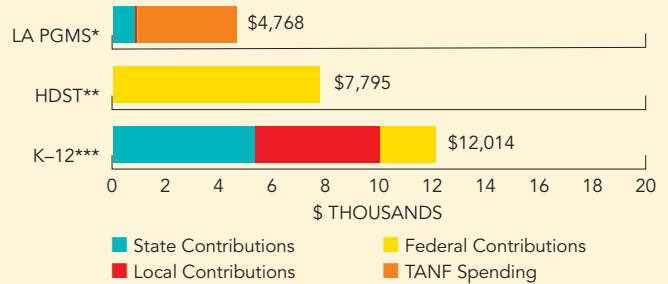
Total state program enrollment	20,258
Total state spending	\$94,590,958
State spending per child enrolled	\$4,669
All reported spending per child enrolled*	\$4,768

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

13

None Served

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

14

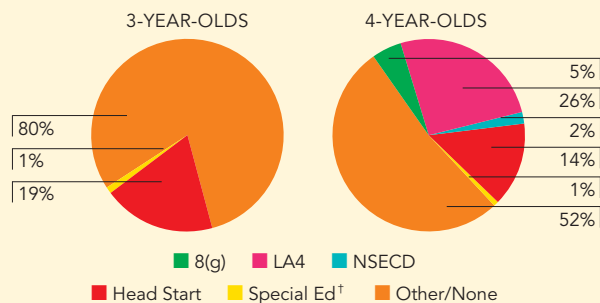
21

LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment	3,244
School districts that offer state program	96%
Income requirement.....	None ¹
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,763
Federally funded Head Start enrollment	20,323
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

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

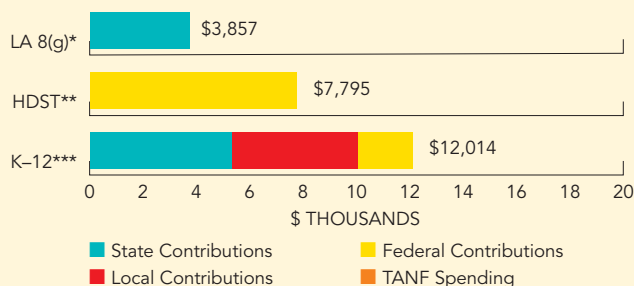
TOTAL
BENCHMARKS
MET

8

RESOURCES

Total state pre-K spending	\$12,513,151
Local match required?	No
State spending per child enrolled	\$3,857
All reported spending per child enrolled*	\$3,857

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The state does not set specific income eligibility criteria but stipulates that priority be given to children from low-income families.

² Most districts operate 5 days/week.

³ Teachers holding a Kindergarten or Elementary license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization.

⁴ Teacher assistants must also have extended experiences assuming responsibility and care of children younger than age 5 and meet other district requirements.

⁵ Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, dental, and general physical health screenings are determined at the local level.

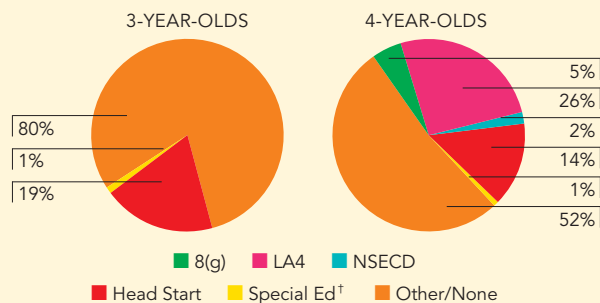
⁶ Support services include education or support services for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, GED and literacy training for parents, and housing/utility referrals.

CECIL J. PICARD LA4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state program enrollment	15,706
School districts that offer state program	90% ¹
Income requirement	185% FPL
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,763
Federally funded Head Start enrollment	20,323
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

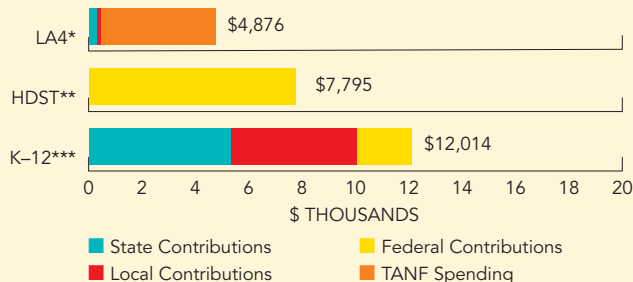
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in Nursery, K, Pre-K-3, Early Intervention,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

TOTAL
BENCHMARKS
MET
9

RESOURCES

Total state pre-K spending	\$74,577,807 ⁵
Local match required?	No
State spending per child enrolled	\$4,748 ⁵
All reported spending per child enrolled*	\$4,876

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ In addition to program availability in 64 of 71 school districts, 12 charter schools participate in the LA4 program.

² Schools may also offer 4 hours of before- and after-school enrichment programs. A total of 1,292 children attended these full-day programs in the 2010-2011 school year.

³ Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization. Teachers may also qualify with an Elementary certification while working toward an approved early childhood certification for a maximum of 3 years.

⁴ Dental, developmental and other health screening and referral are determined locally. Support services include parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children and parents, information about nutrition, referral to social services, transition to kindergarten activities, GED and literacy training for parents, and housing/utility referrals.

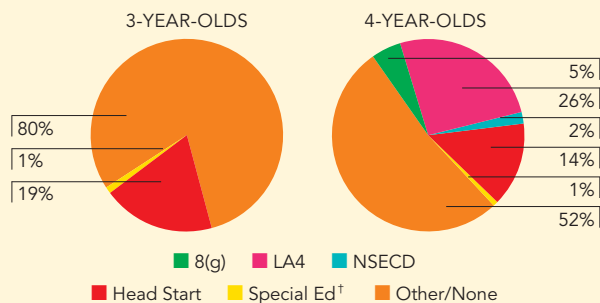
⁵ This spending allocation also includes funds for the before- and after-school enrichment program. This amount includes \$68,550,000 in discretionary TANF funds.

LOUISIANA NON-PUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state program enrollment	1,308
School districts that offer state program	100% (parishes)
Income requirement	200% FPL
Hours of operation	10 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,763
Federally funded Head Start enrollment	20,323
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

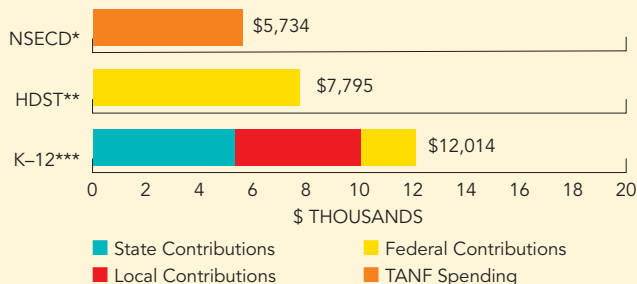
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA	BA	✓
Teacher specialized training	Certification in Nursery, K, Pre-K-3, Early Intervention, Non-categorical preschool handicapped ¹	Specializing in pre-K	✓
Assistant teacher degree	CDA ²	CDA or equivalent	✓
Teacher in-service	18 clock hours	At least 15 hours/year	✓
Maximum class size	20 or lower		✓
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio	1:10 or better		✓
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health; and support services ³	Vision, hearing, health; and at least 1 support service	✓
Meals	Breakfast, lunch and snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL
BENCHMARKS
MET
10

RESOURCES

Total state pre-K spending	\$7,500,000 ⁴
Local match required?	No
State spending per child enrolled	\$5,734 ⁴
All reported spending per child enrolled*	\$5,734

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Incumbent and new NSECD teachers must be certified in early childhood or working toward certification; those not already certified must have passed the Praxis I and taken all prerequisites to enroll in a Pre-K-3 or Early Interventionist alternate certification program. They must continually be enrolled and complete certification within three years of their hire date. Teachers who begin with a Kindergarten or Elementary Education certificate must become an Early Childhood certified teacher by either taking the Praxis II or completing 12 hours of coursework within three years of their hire date.

² Since with the 2007-2008 school year, only assistant teachers with at least a CDA or AA in early childhood education or family studies are hired. Incumbent assistant teachers must be enrolled in a CDA or early childhood AA program and maintain enrollment until completion of the program within three years.

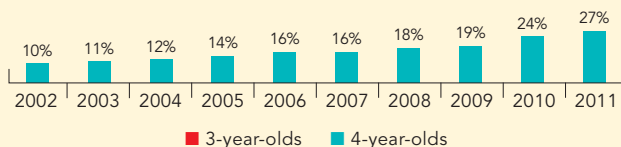
³ Support services include conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and developmental and social/emotional support services. Other support services are determined locally, as are developmental and dental screening and referrals.

⁴ Funding figures are based on the state's use of federal TANF funds that the state has chosen to direct toward prekindergarten. There are no additional state funds.

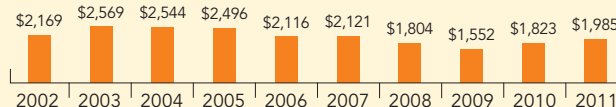


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In 1983, Maine established its Two-Year Kindergarten initiative in an effort to support public preschool education by allocating resources to local districts through the school funding formula. State-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP) initiative since 2007 and remain funded through Maine's school funding formula, with allocations going directly to school districts.

School districts are not required to offer a public preschool program. Those districts that do offer programs must receive prior approval from the state Department of Education. The approval process includes incorporating local providers in the planning process. Districts must provide a minimum of 10 hours per week of programming to be eligible for the full per-pupil subsidy. The state also makes available an additional "weighted" subsidy to supplement the regular per-pupil allocation for pre-K through second grade.

During the 2010-2011 school year, 44 percent of Maine's schools that enroll children in the early primary grades also chose to provide preschool education programs. Most public preschool programs are housed in public schools, though districts may collaborate with family child care homes, private child care centers, and/or Head Start agencies to provide services. In an effort to minimize transitions for children and families, many programs that were originally housed in community settings have moved into public school settings as space has become available.

The PPP continued to expand access during the 2010-2011 school year using Title I and ARRA funds to defray start-up costs. State-wide enrollment increased by 12 percent (3 percent of the population at age 4) with 20 elementary schools initiating new programs. The program continues to use the Public Pre-K Collaboration Coach model to facilitate partnerships between public schools, Head Start agencies, and child care programs as part of a diverse delivery system.

Maine provides a state supplement to the federal Head Start program in addition to funding the PPP. In the 2010-2011 school year, the state spent more than \$3.8 million in state general funds and tobacco settlement funding (Fund for a Healthy Maine) to provide additional slots for 101 children from birth to age 3 and 207 children between the ages of 3 and 5. These supplementary funds were also used to extend the amount of time children received services and to provide additional services beyond those funded by federal dollars. Maine supplemental funding for Head Start can also be combined with either TANF or CCDF funding so that a child can be funded for full-day child care, with state Head Start funding covering comprehensive services.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
17	None Served

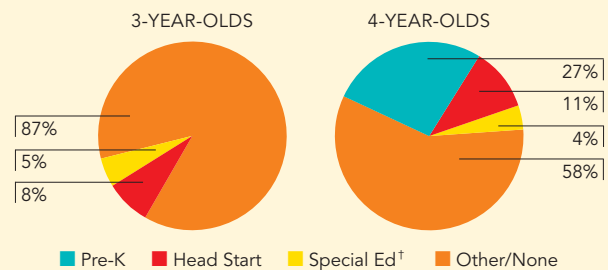
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	22

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	4,050
School districts that offer	44% (public state program elementary schools)
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	2,308
Federally funded Head Start enrollment	2,719
State-funded Head Start enrollment.....	201 ²

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

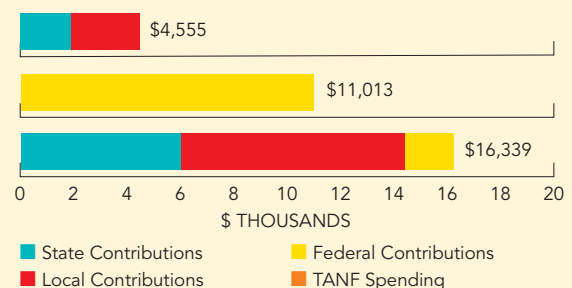
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC birth-5 endorsement	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Ed Tech II (60 credit hours)	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service.....	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit		
Staff-child ratio.....	1:10 or better		<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:15		
Screening/referral.....	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service ³	<input checked="" type="checkbox"/>
Meals	None ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
6

RESOURCES

Total state pre-K spending	\$8,039,887 ⁵
Local match required?	Yes, tied to school funding formula
State Head Start spending	\$3,801,282 ⁶
State spending per child enrolled	\$1,985
All reported spending per child enrolled*	\$4,555

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Programs must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula. Some districts provide a full school day, 5-day program; some provide a part-day program and operate four half days with the fifth day used for home visits and teacher planning.

² Maine was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Maine who were 3 or 4 years old.

³ A minimum of one annual parent conference or home visit is required. Programs are required to provide some comprehensive services, but specific services are determined locally.

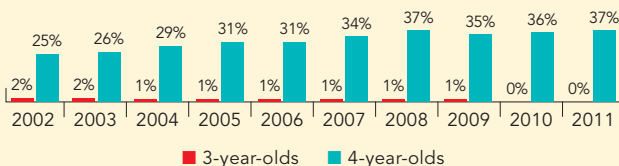
⁴ While not required, most programs offer a snack and others offer breakfast and/or lunch. Programs that partner with Head Start must follow CACFP and Head Start requirements for meals. Schools providing meals meet USDA school meal guidelines.

⁵ In addition to Public Preschool Program funding, weighted funds are available for pre-K through grade 2. The portion of this funding estimated is included in the spending total to serve 4-year-olds. Maine also reported the use of ARRA funds, though they were unable to report the amount as use was determined locally for start-up and re-purposing of Title I.

⁶ Funds reported by the Head Start State Collaboration Office were also used to provide additional services, extend the program day and year, and fund slots for 101 children under age 3.

Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Maryland's Extended Elementary Education Program (EEEP) began as a pilot preschool program in 1980 and originally served at-risk 4-year-olds in Baltimore City and Prince George's County. The program eventually expanded throughout the state and by 2002 was serving 25 percent of all 4-year-olds. A 2002 school finance reform law mandated that local boards of education expand prekindergarten access in public schools to all economically disadvantaged 4-year-olds by the 2007-2008 school year. In response, state funding to school districts has significantly increased. Revised prekindergarten regulations have been implemented to help districts meet the kindergarten readiness needs of special education, English Language Learner (ELL), and low-income students. Special education, ELL, and low-income students constituted the greatest percentage of the 27,071 students enrolled in public prekindergarten in the 2010-2011 school year.

Prekindergarten funding was also restructured in the wake of the 2002 school finance reform law. Previously, school districts received dedicated EEEP funds from the state to supplement general education funds in local school systems. Starting in the 2007-2008 school year, state aid and local education dollars funded prekindergarten education programs under the terms of the Bridge to Excellence in Public Schools Act. The cost for prekindergarten, which requires local school systems to provide access to pre-K for "four year-olds from disadvantaged families," is now included in the cost estimates of K-12 education state aid.

In 2007, the Maryland Task Force on Universal Preschool Education recommended expanding preschool access to all 4-year-olds as well as some 3-year-olds regardless of family income. The state is moving to implement some recommendations from this report by permitting enrollment for 3-year-old children who are economically disadvantaged, homeless or in foster care, or at risk of school failure. However, budgetary constraints have stalled major funding needed for expansion to a voluntary, universal program by 2014. Maryland has made no progress on enrollment since 2008.

In addition to funding EEEP, Maryland also created 25 early learning centers of excellence, known as Judy Centers. The Judy Center Partnerships, located in Title 1 school districts, collaborate with selected elementary schools to provide comprehensive year-round services for children from birth to age 6. Judy Center Partnerships seek to provide enhanced and continuous learning opportunities to young children and their families, and serve nearly 12,092 children.

Maryland provides supplemental funds to the federal Head Start program in order to expand enrollment and support extended-day and summer services. The state dedicated \$1.8 million in supplemental funds in the 2010-2011 school year, thereby allowing for 2,557 children ages 3 to 5 to receive extended-day or extended-year services through Head Start.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	None Served

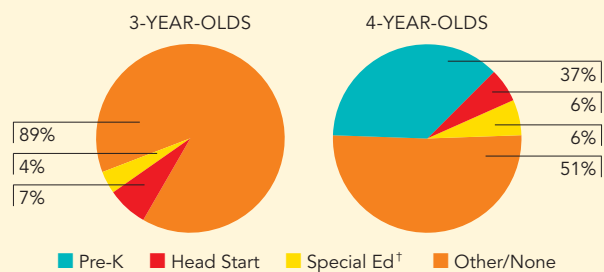
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	3

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	27,071 ¹
School districts that offer state program	100%
Income requirement	185% FPL
Hours of operation	2.5 hours/day (part-day) or 6.5 hours/day (full-day); 5 days/week
Operating schedule	Academic year
Special education enrollment	7,842
Federally funded Head Start enrollment	9,555
State-funded Head Start enrollment.....	0 ²

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

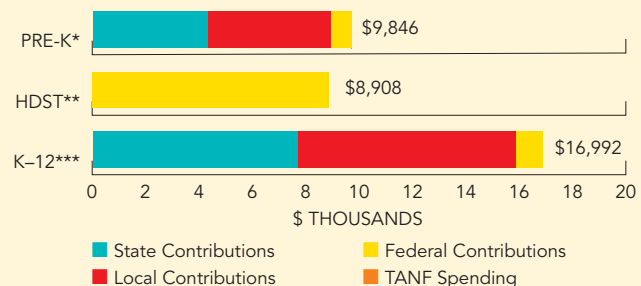
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA	BA	✓
Teacher specialized training	PK-3 certification	Specializing in pre-K	✓
Assistant teacher degree	HSD ³	CDA or equivalent	□
Teacher in-service.....	6 credit hours/5 years	At least 15 hours/year	✓
Maximum class size	20 or lower		✓
3-year-olds	NA ⁴		
4-year-olds	20		
Staff-child ratio.....	1:10 or better		✓
3-year-olds	NA ⁴		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health; and support services ⁵	Vision, hearing, health; and at least 1 support service	✓
Meals.....	At least 1 meal ⁶	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL
BENCHMARKS
MET
9

RESOURCES

Total state pre-K spending	\$119,480,130 ⁷
Local match required?	No ⁷
State Head Start spending	\$1,800,000
State spending per child enrolled	\$4,414
All reported spending per child enrolled*	\$9,846

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The enrollment total includes 12,092 4-year-olds participating in the Judy Center Partnerships.

² Due to decreased funding, programs were limited in the 2010-2011 school year to providing extended-day/year and no new slots or quality improvements were funded by the state. The state provided extended-day/year services to 2,557 children ages 3 to 5.

³ Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the ParaPro assessment.

⁴ By policy, 3-year-olds are not eligible for state pre-K, but state child care regulations require a maximum class size of 20 and a staff to child ratio of 1:10 for 3- and 4-year-olds.

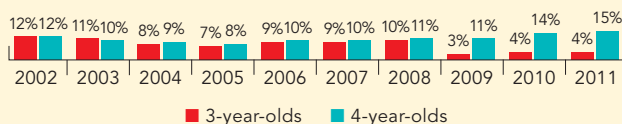
⁵ Developmental and dental screenings are locally determined. Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children enrolled. A "body system head to toe" full physical exam is required, which is a comprehensive physical exam. In pre-K, a certificate is required proving that a blood test for lead has been done. Support services include parenting support or training, parent involvement activities (as specified by NCLB), health services for children, transition to kindergarten activities, and parent conferences or home visits.

⁶ Children in full-day programs are offered breakfast and lunch. In half-day programs, children are offered either breakfast or lunch.

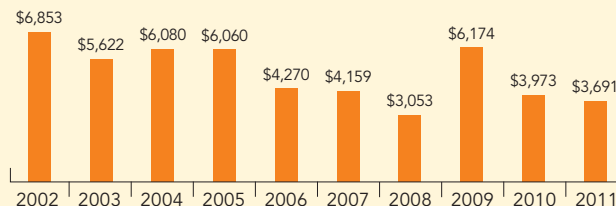
⁷ The mandate to provide services also requires local spending as necessary to serve all eligible children.

Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Established in 2005, the Massachusetts Department of Early Education and Care (EEC) seeks to improve affordability, access, and quality of preschool education services. The state concurrently launched the Universal Pre-kindergarten (UPK) initiative, which accepts children from age 2 years, 9 months until they reach the locally determined kindergarten eligibility age. Nevertheless, Massachusetts now serves a smaller percentage of young children than a decade ago.

UPK grants are awarded to public schools, Head Start programs, private child care centers, family child care, and faith-based centers that promote positive outcomes for students and promote school readiness. Programs must operate or provide access to full-day, full-year services. In the 2010-2011 program year, UPK was available in 97 towns. UPK grants were available at a reduced level only to previous grantees in the 2010-2011 school year. All children may enroll in participating UPK programs regardless of income, though programs must serve or be willing to serve children from families with income levels at or below 85 percent of the state median income (SMI). UPK was evaluated for process quality during the 2008-2009 and 2009-2010 school years.

Additionally, since 1985, Grant 391 has funded typically developing preschool children to match the number of students with disabilities served in inclusion classrooms. Any child without disabilities is eligible, and services are offered in public schools in 96 districts.

In the 2010-2011 school year, Massachusetts operated two additional programs using ARRA funds. The Preschool Child Care Enrichment Program (PSCCE) Quality Add-On Initiative funds preschool services for educationally at-risk children from the EEC's waiting list. PSCCE works with EEC income-eligible contracted providers and providers with voucher agreements with their local Child Care Resource and Referral Agency to fund services to children age 2 years, 9 months to kindergarten age. The PSCCE was funded to run through August 31, 2011, and prioritized those children starting kindergarten in the fall of 2011. A similar program, the Kindergarten Entry Enrichment Program (KEEP) provided five to 12 weeks of programming for 4- and 5-year-olds in the summer immediately before kindergarten entry in public schools and EEC income-eligible contracted providers. The PSCCE is profiled along with UPK and Grant 391, though KEEP is not included as it is only a summer program.

As of the 2010-2011 program year, UPK grantees must participate in the state Quality Rating and Improvement System (QRIS). Starting in the 2011-2012 year, a minimum of 1/3 of Head Start sites per year must begin participating over a three-year period. All Head Start sites are required to participate in the QRIS by the end of 2014. Grantees also will be asked to submit child-level information in order to build a longitudinal data system among Massachusetts state education agencies.

Additionally, Massachusetts provides supplemental funding to the federal Head Start program. In the 2010-2011 program year, the state supplied \$7.5 million to serve an additional 222 Head Start children, enhance staff salaries, and provide other quality improvements. This profile focuses on UPK, Grant 391, and PSCCE, which are reported together because all programs have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
27	14

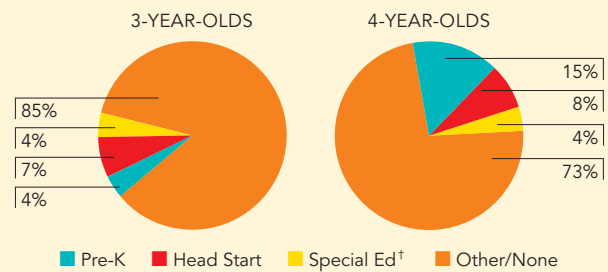
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	28

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK), GRANT 391, AND PRESCHOOL CHILD CARE ENRICHMENT (PSCCE) QUALITY ADD-ON INITIATIVE

ACCESS

Total state program enrollment	14,071
School districts that offer	28% (towns, UPK);
state program	32% (school districts, Grant 391);
	20% (towns, PSCCE)
Income requirement	85% SMI (UPK and PSCCE);
	None (Grant 391) ¹
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	10,031
Federally funded Head Start enrollment	11,061
State-funded Head Start enrollment	206 ³

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); None (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	EC teachers of students with and without disabilities, Pre-K-2 (public); 3 credits (nonpublic) ⁴	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic) ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	20 clock hours (UPK and PSCCE); 150 hours/5 years (Grant 391)	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20 (UPK and PSCCE); 15 (Grant 391)		
4-year-olds	20 (UPK and PSCCE); 15 (Grant 391)		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10 (UPK); 1:7 (Grant 391 and PSCCE)		
4-year-olds	1:10 (UPK); 1:7 (Grant 391 and PSCCE)		
Screening/referral	Vision, hearing, health; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring ⁸	Site visits	<input checked="" type="checkbox"/>

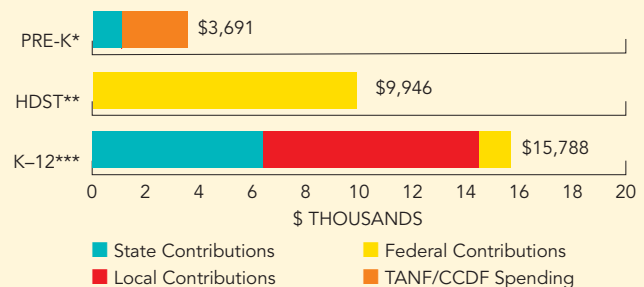
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$51,932,533 ⁹
Local match required?	No
State Head Start spending	\$7,500,000
State spending per child enrolled	\$3,691
All reported spending per child enrolled*	\$3,691

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ In the UPK and PSCCE programs, any child may enroll, yet programs are selected to receive UPK funding based on program and child characteristics. The income requirement is for children receiving subsidy money.

² Hours vary by type of program and setting and are determined locally. UPK and PSCCE grantees are required to offer or provide access to full-day and full-year services. For UPK and PSCCE, full-day is 10 or more hours, school-day is 5 to 10 hours, and half-day is fewer than 5 hours. Programs For Grant 391, grantees follow the public school calendar, which is determined locally.

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

⁴ All teachers must have an Early Childhood Certification. Public school teachers must have a pre-K to grade 2 certification. Nonpublic school teachers must be certified by the Department of Early Education and Care. Teachers must either be 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development.

⁵ Assistant teachers in nonpublic settings must complete a 3-credit child development course and be at least 18 years old. A CDA may be substituted for these requirements.

⁶ Programs are not required to provide these services directly. However, all LEAs are required to provide screenings and referrals under "child find" and screenings and referrals are available to all children in non LEAs through services in the public schools. Required support services include parent conferences or home visits. Additional support services are determined locally.

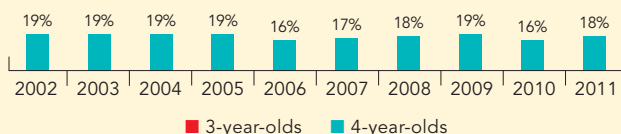
⁷ Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.

⁸ UPK and PSCCE conducts site visits approximately once a year and all sites are visited. Grant 391 programs are all visited within a six-year cycle.

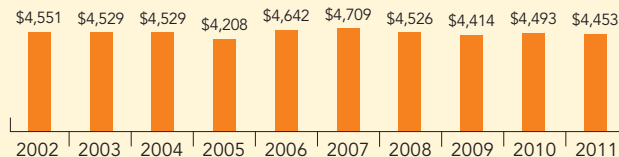
⁹ This figure includes \$35,413,257 in ARRA funds. Total spending by program was: \$11,321,521 for Grant 391, \$37,506,385 for UPK, and \$2,836,985 for PSCCE.

Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Established in 1985, the Michigan School Readiness Program (MSRP) offers preschool education to at-risk 4-year-olds. Known as the Great Start Readiness Program (GSRP) since the 2008-2009 program year, the program is aligned directly with the state's early childhood initiative, Project Great Start. Since the 2009-2010 program year, at least 75 percent of the children enrolled in the program must come from families with an income below 300 percent of the federal poverty line (FPL). Eligibility can also be determined based on other risk factors for educational disadvantage. These risk factors were revised in May 2009 by the Michigan State Board of Education by collapsing previous risk factors into eight categories in order to streamline the enrollment process and target the most at-risk children. A newly implemented prioritization process allows families with extremely low family income to automatically qualify. Prioritization is further based on families being low-income plus having one or two additional risk factors. Children with families whose income is above 300 percent FPL may be eligible if they have at least two risk factors.

District funding for GSRP is based on the level of need in each district as well as a school funding formula. This funding is given directly to public school districts, although districts may subcontract with local providers in other settings to offer GSRP. Other preschool providers, including private child care centers, Head Start agencies, and social service and mental health agencies, are eligible for competitive preschool education grants. The GSRP program has been evaluated for both process quality and program impact/child outcomes a number of times since 2004.

In recent years, there has been a shift from the number of children served in half-day programs to being served in full-day GSRP and GSRP/Head Start blended programs. Given the level of funding, this has led to a decrease in the total number of children served in the program due to the cost of running full-day programs. However, many at-risk children would not be able to attend these programs if they were only half-day. Beginning with the 2011-2012 school year, the state clarified the definition of existing priority status in the allocation of funds to programs offering wrap-around care by specifying the number of hours as 10 hours of programming per day.

GSRP's competitive funding stream was cut by 50 percent in the 2009-2010 program year, and districts were allowed to offset reductions in their K-12 per-pupil funding by repurposing the GSRP funding formula, though this practice was not allowed for the 2010-2011 school year. In the 2010-2011 school year, both GSRP formula and competitive funding streams received an increase and the three-year funding cycle for competitive grantees was restored.

In the 2011-2012 school year, teaching requirements were revised to recognize a new early childhood endorsement for teaching certification, to require all teachers to complete compliance plans within two years rather than four years from the date of employment, and to eliminate the exception for subcontracted programs to allow teachers to participate in the program with 90 credit hours and at least four years of teaching experience. The state also began revising the early learning standards to align the infant-toddler, pre-K, and K-3 standards with common core standards.

The Early Childhood Investment Corporation (ECIC) was established in 2005 in an effort to integrate Michigan's system of early education and related family services through the establishment of standards and guidelines. In 2011, ECIC announced that 30 Great Start collaboratives were awarded \$2.8 million in public and private grants to establish local matching funds and to provide child care/preschool scholarships for at-risk 3-year-olds.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	None Served

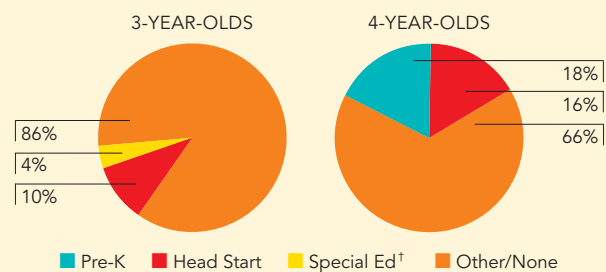
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	23

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state program enrollment	22,067 ¹
School districts that offer state program	79%
Income requirement	75% of children must be below 300% FPL
Hours of operation	3 hours/day (half-day), 6-7 hours/day (full-day), 4 days/week
Operating schedule	30 weeks/year
Special education enrollment	13,468
Federally funded Head Start enrollment	31,822
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ²	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EE certification + ECE endorsement (public); EE certification + ECE endorsement or CDA, or BA in CD (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	CDA or equivalent ³	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	6 credit hours/5 years (certified staff); 12 clock hours/year (other staff) ⁴	At least 15 hours/year	<input type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:8 ⁵		
Screening/referral.....	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁸	Site visits	<input type="checkbox"/>

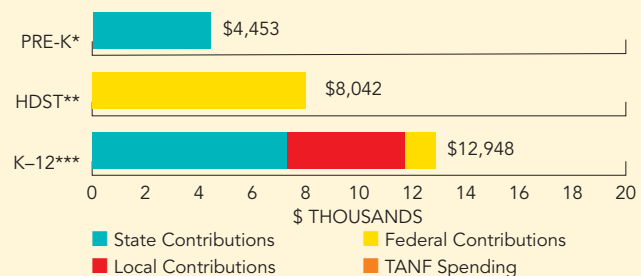
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$98,275,000
Local match required?	Yes ⁹
State spending per child enrolled	\$4,453
All reported spending per child enrolled*	\$4,453

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Children served in the full-day programs using two half-day slots are only counted once in the enrollment.

² Teachers whose training is incomplete may be considered "out of compliance" but must be enrolled in a training program and reach compliance within four years, completing at least two courses per year.

³ An associate degree in early childhood education/child development or equivalent training approved by the State Board of Education is also permissible. If a suitable candidate cannot be hired, an assistant teacher may start "out of compliance" but must have completed one course in child development and have a plan to complete the requirements within two years.

⁴ All classroom staff must have 12 clock hours of professional development per year, not including CPR, first aid, and blood pathogen training. Certified teachers need at least 6 semester credit hours of professional development (or an equivalent number of State Board Continuing Education Units) per 5 years to renew their certificates.

⁵ A qualified teacher and associate teacher must be present in classes of 9-16 children. If more than 16 children are in a class, a third adult must be present.

⁶ Programs must assure that children have health screenings, including vision and hearing, but they do not have to provide the screening. Screenings are often provided in the program by the local health department. Programs are required to make referrals; dental screenings and referrals are determined locally. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

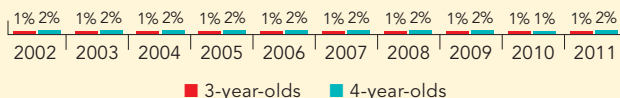
⁷ Part-day programs must provide at least a snack, and full-day programs must provide one meal and two snacks or two meals and one snack.

⁸ The state oversight agency's monitoring plan includes site visits to programs, but the visits are not written into state policy requirements. Competitive programs and school district programs are monitored based on problems or special issues, although the plan includes monitoring every three years.

⁹ GSRP cannot operate solely on the state funding, but the state does not collect local spending. Grantees must include in-kind space for GSRP because GSRP does not allow funding to cover the cost of facilities. Data are not collected on the total in-kind funding contribution.

Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Minnesota provides supplemental funding to both Head Start and Early Head Start (EHS) in order to increase access for children from birth to age 5. This additional funding is available to any agency that receives federal Head Start funding. These agencies may collaborate with public schools, family child care homes, and private child care centers, though all providers receiving state funding must adhere to the federal Head Start Performance Standards. Additionally, the Early Childhood Indicators of Progress, the state's early learning standards, guide technical assistance and training for all program staff members.

Programs can use their additional funds to supplement either Early Head Start or Head Start. In recent years, local programs have increasingly used funds to enroll families in Early Head Start while their children are young, resulting in decreased enrollment in Minnesota Head Start. Longitudinal spending and enrollment information was corrected in the 2009-2010 school year to reflect only Head Start participation.

In the 2008-2009 school year, statutory changes affected the operation of state-funded pre-K in Minnesota. Programs that provide EHS services could use a per-child rate up to the federal EHS average within the state even if the program did not receive federal funding for EHS. A second change exempted some programs from strict enrollment requirements provided they were approved to serve a high-risk population, such as the homeless.

A second state initiative, the School Readiness Program, provides services through community-based organizations, school districts, and subcontracted charter schools. The goal of this program is to promote kindergarten readiness through an assortment of approaches, including home visits, preschool education programs, and services for children with disabilities. Individual school districts decide which services to offer. To participate, programs must use research-based program content, coordinate with other local programs, encourage parent involvement, and ensure that children receive appropriate screenings and referrals. Program enrollment and funding data for center-based preschool education services are not tracked at the state level, however, so the School Readiness Program is not featured in this profile.

ACCESS RANKINGS

4-YEAR-OLDS

38

3-YEAR-OLDS

21

RESOURCES RANKINGS

STATE SPENDING

4

ALL REPORTED SPENDING

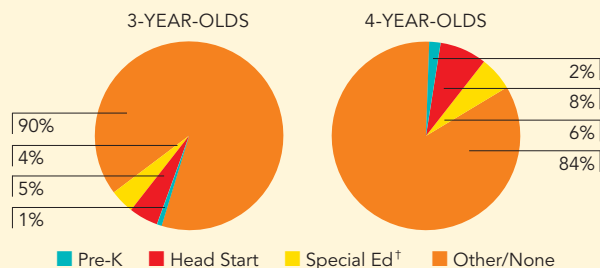
10

MINNESOTA HEAD START

ACCESS

Total state program enrollment	1,914
School districts that offer state program	100% (counties)
Income requirement	At least 90% of children must be at or below 100% FPL or receiving TANF ¹
Hours of operation	At least 3.5 hours/day, 4 days/week ²
Operating schedule	At least 32 weeks/year ²
Special education enrollment	8,730
Federally funded Head Start enrollment	9,767
State-funded Head Start enrollment	1,769

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); CDA (nonpublic) ³	BA	<input type="checkbox"/>
Teacher specialized training	License or certification in EC (public); Meets CDA requirement (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Meets child care regulations ⁴	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service ⁵	<input checked="" type="checkbox"/>
Meals	Lunch and/or breakfast ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

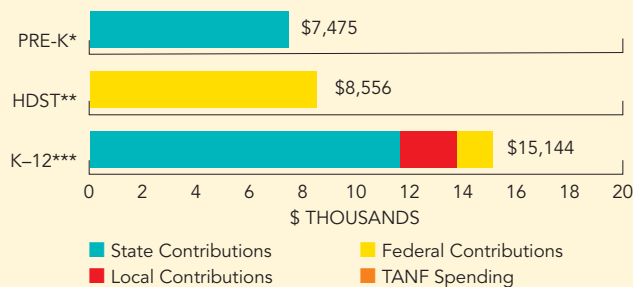
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$14,306,812
Local match required?	No
State Head Start spending	\$14,306,812
State spending per child enrolled	\$7,475 ⁷
All reported spending per child enrolled*	\$7,475

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at 100 percent or below FPL.

² Schedules are determined locally but must be in compliance with federal Head Start regulations. Programs must operate at least 3.5 hours per day, 4 days per week, and 32 weeks per year.

³ The Head Start reauthorization that went into effect in December 2007 requires that by 2011 all lead teachers must have at least an AA degree and by 2013 at least 50 percent must have at least a BA related to teaching preschool children. Currently, about 80 percent in Minnesota Head Start programs have at least an AA and 60 percent have at least a BA in ECE or a related field. In a public school, teacher union rules require that teachers have at least a bachelor's degree.

⁴ Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as a high school diploma, 12 quarter units in early childhood or a related field, and 2,080 hours of experience. Federal Head Start requires that by 2013 all assistant teachers have a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

⁵ Programs are also required to provide screenings and referrals for nutrition issues. Support services include parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁶ Federal Head Start Performance Standards require half-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide two meals or two-thirds of their daily nutritional needs.

⁷ All spending through this initiative is directed toward Head Start programs.

Mississippi

NO PROGRAM

While Mississippi does not have a state-funded pre-K program, it launched Mississippi Building Blocks (MBB), a four-year program, in late 2008. MBB, a high-profile initiative sponsored by several Mississippi foundations and business leaders, offers curriculum resources, training, and technical assistance including business consulting to private child care centers in an effort to improve center quality. An intense intervention, MBB supplies on-site mentoring to staff in participating centers in addition to giving center staff scholarships to earn a Child Development Associate (CDA) credential. Lastly, the program provides parent advocates to work with families served by participating centers.

The research program works in 100 classrooms per year in licensed child care centers throughout the state, including centers serving families with children that qualify for CCDF or TANF funding. In fiscal year 2009, the state allocated \$3 million to expand the voluntary pilot MCCQSS (Mississippi Child Care Quality Step System) program statewide and increase funding for resource and referral (R&R). Since that time, there has been no annual increase in funding. Starting in 2010, a special commission of business leaders and education experts was established to study the MBB program as a basis for establishing a statewide model. Several policy recommendations emerged from the two-year study, including the implementation of a system of quality care for young children, revision of child care licensing and Quality Rating System standards, and improvement of instructional proficiency of preschool teachers. MBB will continue to work with policy makers on designing a system of care.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

No Program

RESOURCES RANKINGS

STATE SPENDING

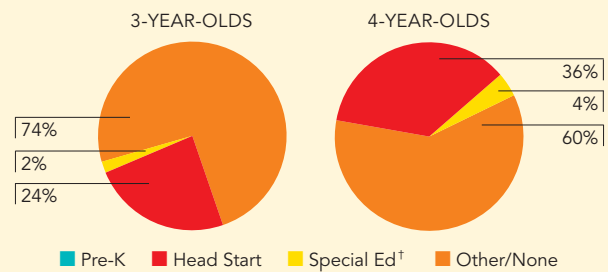
ALL REPORTED SPENDING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	5,250
Federally funded Head Start enrollment	25,406
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

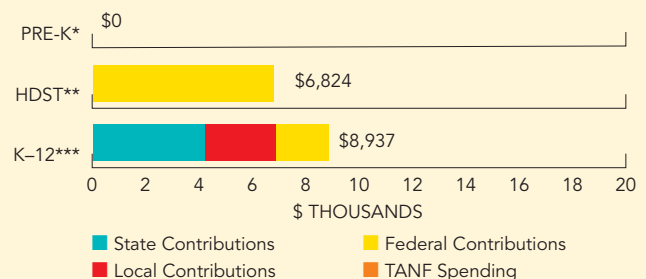
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

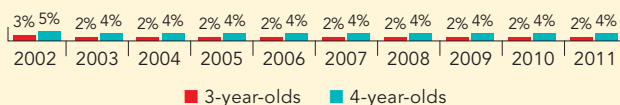
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

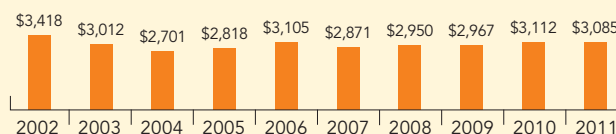


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Since 1998, the Missouri Preschool Project (MPP) has served 3- and 4-year-olds in early childhood settings operated by public schools, private child care centers, and nonprofit agencies. In the 2010-2011 school year, 30 percent of districts participated in MPP serving a total of 4,219 children, primarily in school-based settings. Private providers are eligible for up to six years of funding after which their state-funded MPP contracts are complete.

Generated by gaming revenue, the Early Childhood Development, Education, and Care (ECDEC) fund supports MPP as well as early childhood services (Parents as Teachers (PAT), First Steps, Head Start, childcare assistance). Fluctuation in ECDEC revenue has created funding uncertainties for programs as Missouri operates under legislation requiring a balanced budget.

MPP funds are awarded through a competitive grant process, though priority is given to programs serving children from low-income families and those with special needs. Programs use sliding payment scales based on criteria including eligibility for free or reduced-price lunch. The goal of MPP is to eventually provide access to all families regardless of income.

Teachers hired after July 1, 2005, as well as those working in new grantee settings, are required to have a bachelor's degree and specialization in early childhood in order for programs to receive state funding. By the 2010-2011 school year, all teachers met this criterion. As of the 2008-2009 school year, assistant teachers in both public and nonpublic settings were required to possess a Child Development Associate credential in addition to experience working in a program with young children and their families.

The most recent evaluation of MPP was conducted by the University of Missouri in 2003. Monitoring of program quality involving site visits occurs on a bi-annual basis while review of program records and self-assessments are performed annually. Results of locally-determined child learning outcomes are used on a program basis for improving instruction as the state reviews its criteria for considering an instrument for uniform use among MPP programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	16

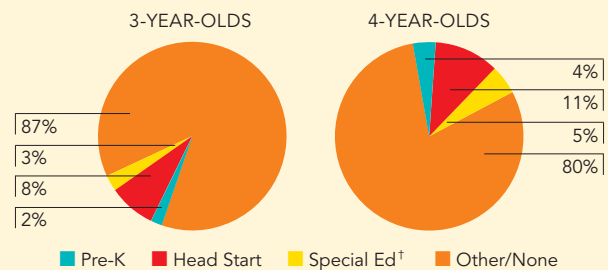
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	35

MISSOURI PRESCHOOL PROJECT

ACCESS

Total state program enrollment	4,219
School districts that offer state program	30%
Income requirement.....	None ¹
Hours of operation	3 hours/day (part-day), 6.5 hours/day (full-day); 5 days/week ²
Operating schedule	Academic year ²
Special education enrollment	9,083
Federally funded Head Start enrollment	14,734
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized	EC or ECSE Birth–3 certification, or 4-year CD degree	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	22 clock hours ³	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET
9

RESOURCES

Total state pre-K spending	\$13,013,883
Local match required?	No
State spending per child enrolled	\$3,085
All reported spending per child enrolled*	\$3,085

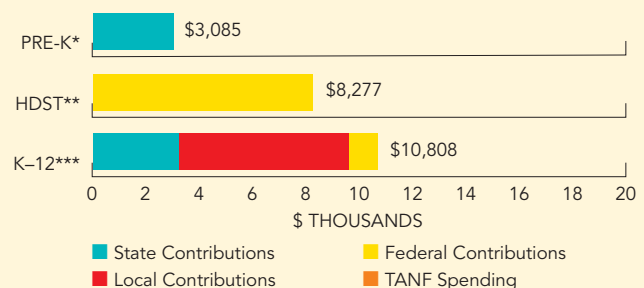
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Eligibility is determined by age, with all other eligibility requirements determined locally. Income may be a locally specified criteria. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.

² Programs are required to operate full-day for 12 months per year, with the exception of government entities and public school districts that can choose to provide a half-day program and operate for fewer than 12 months but no less than an academic year.

³ Teachers with certification are also required to attend 30 clock hours within the first four years and 15 clock hours annually thereafter until they have achieved two of the following: 10 years of teaching, master's degree, and/or National Board certification.

⁴ Support services include parent conferences, parent involvement, transition to kindergarten activities, and coordination with Parents as Teachers.

⁵ Programs operating for 3 hours are required to provide a snack or meal. School- or full-day programs are required to provide one meal and two snacks or two meals and one snack.

Montana

NO PROGRAM

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

No Program

RESOURCES RANKINGS

STATE SPENDING

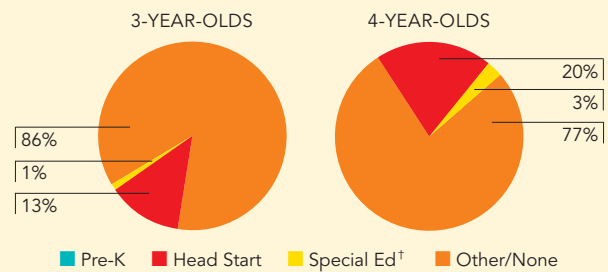
ALL REPORTED SPENDING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	858
Federally funded Head Start enrollment	4,090
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

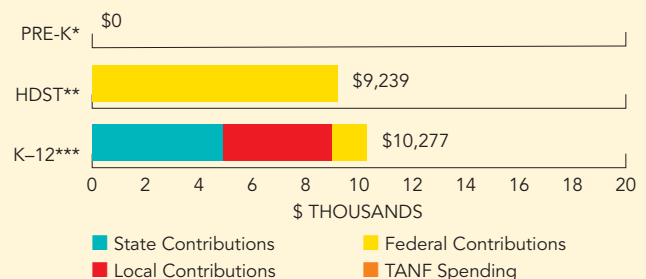
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

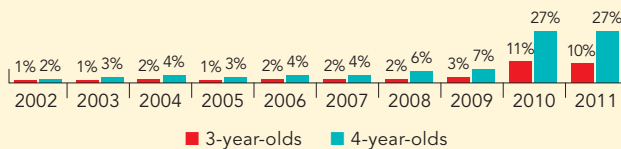
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

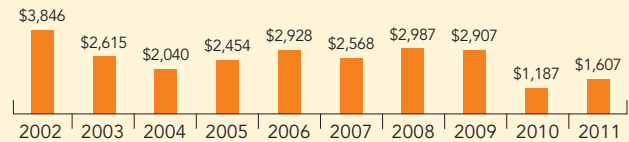


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Originally started as a pilot program in 1992, the Nebraska Early Childhood Education Program – Ages 3 to 5 expanded in 2001. This program provides educational services primarily to at-risk 3- and 4-year-olds. At least 70 percent of grant funding received by each participating preschool program must be used to serve children with one of the following four risk factors: eligibility for free or reduced-price lunch, living in a home in which English is not the primary language, being born prematurely or with a low birth weight, and having teen parents or parents who have not completed high school. The program seeks to integrate children of diverse social and economic characteristics.

Funding goes directly to public schools and education service units that partner with child care centers as well as Head Start agencies and/or human services agencies to provide services. In their first year, grantees may use up to half of their grant amount for start-up costs. Every year, grantees receive funding for up to half the cost of a classroom, though they are required to match 100 percent of the continuing operating cost of the classroom using local and/or federal sources. Through an annual process, this initiative is evaluated on both process quality and program impact/child outcomes.

Legislation passed in 2005 allows 4-year-olds to be included in the school district state-aid formula. To be eligible to include these students in the state aid formula, school districts must first be approved for three consecutive years. There has been a large increase in the number of children served in state-funded prekindergarten since 2005. The 2009-2010 school year was the first time students in programs receiving state aid were included in the enrollment count. Programs receiving state aid are required to use the same types and levels of matching funding from federal and local sources as are used by non-state aid programs. However, the state does not track federal and/or local spending for programs that receive state aid.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
18	6

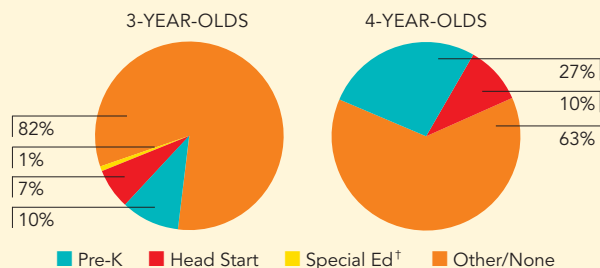
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	37

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM – AGES 3 TO 5

ACCESS

Total state program enrollment	10,182
School districts that offer state program	70%
Income requirement	185% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	3,058
Federally funded Head Start enrollment	4,442
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

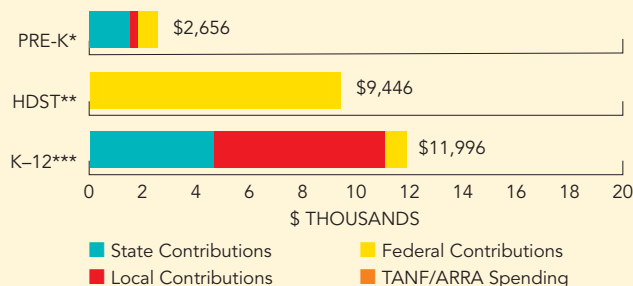
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification and EC endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	12 semester hours in CD or ECE or equivalent	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	12 clock hours	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Determined locally; support services only ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

TOTAL
BENCHMARKS
MET
6

RESOURCES

Total state pre-K spending	\$16,365,481
Local match required?	Yes, 100% ⁵
State spending per child enrolled	\$1,607
All reported spending per child enrolled*	\$2,656

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Seventy percent of each program's funding must be used to serve children having at least one of the risk factors, only one of which is family income. The other risk factors are child disability or developmental delay, non-English speaking family members, teen parent, parents who have not completed high school, or low birth weight or premature birth.

² Most programs operate part-day, 3.5 to 4 hours per day, 4 or 5 days per week.

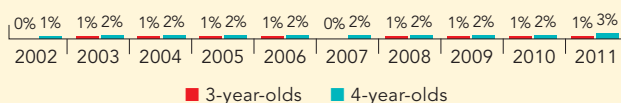
³ Certification types include ECE Birth-grade 3, EC Special Education Birth-grade 3, Preschool Disabilities Birth-K, ECE Unified Birth-grade 3.

⁴ Support services include home visits, parent conferences, parent involvement activities, transition to kindergarten activities, and other locally determined services.

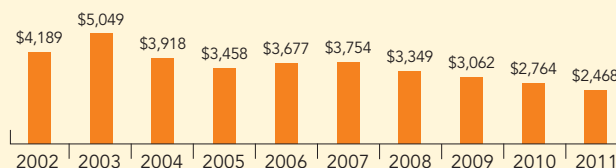
⁵ There is a requirement of 100% match of grant funds, although it is not required to come from a local source. The state does not track matching funds from local and federal sources for programs that receive state aid so these funds are not reflected in all reported spending.

Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Originally called the Early Childhood Education Comprehensive Plan at its inception in 2001, Nevada's state-funded pre-K program is now referred to as the Nevada State Pre-Kindergarten Education Program. This program provides funds to establish new preschool programs as well as expand existing ones through both school districts and community organizations. Eligibility criteria are based on each program's assessment of local community needs, though the program provides preschool access to 3-, 4-, and 5-year-olds. First priority is given to 4- and 5-year-olds who will be eligible for kindergarten the following year, though children are also prioritized if they are from low-income families, are English Language Learners, or have an IEP.

Funding amounts for grantees are determined based on the needs stated in individual grant applications. While program funding has remained the same since the 2008-2009 school year, increased collaboration and blended funding streams have allowed an additional 121 children to be served.

The state establishes program quality through the requirements of the competitive grant application process rather than relying on explicit program policies. Through two types of evaluation, annual and longitudinal, this program has been evaluated for both process quality and program impact/child outcomes. The state conducts a longitudinal evaluation each year, with the first cohort of students now in seventh grade.

The Nevada Pre-Kindergarten Standards were revised in 2010 and approved by the State Board of Education.

A statewide pilot project to assess the learning gains of children identified as Limited English Proficient (who represent 49.8 percent of enrollment) is currently underway. The project uses the Pre-LAS, a measure of oral language proficiency and pre-literacy skills.

ACCESS RANKINGS

4-YEAR-OLDS

35

3-YEAR-OLDS

23

RESOURCES RANKINGS

STATE SPENDING

34

ALL REPORTED SPENDING

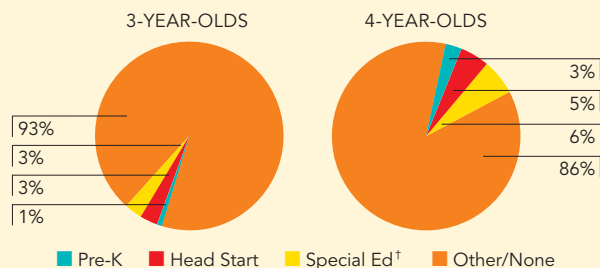
33

NEVADA STATE PREKINDERGARTEN EDUCATION PROGRAM

ACCESS

Total state program enrollment	1,353
School districts that offer state program	59%
Income requirement.....	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	4,044
Federally funded Head Start enrollment	2,859
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

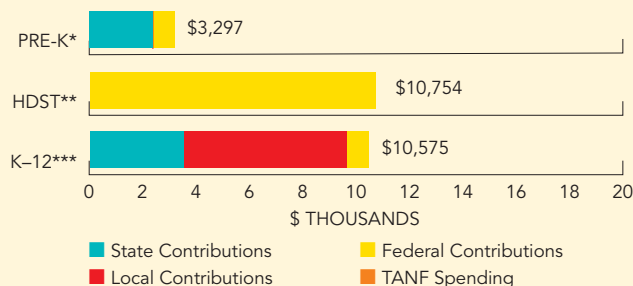
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE license - Birth-K, Birth-Grade 2, or ECSE ⁴	Specializing in pre-K at least 1 support service	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	16		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral	Support services only ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET
7

RESOURCES

Total state pre-K spending	\$3,338,875 ⁷
Local match required?	No
State spending per child enrolled	\$2,468
All reported spending per child enrolled*	\$3,297

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Although there is no income requirement, programs prioritize children who are English Language Learners, are from low-income families, or homeless among other locally determined enrollment priorities.

² Programs are required to operate a minimum of 10 hours per week. Specific operating schedules are determined locally, but programs generally operate 2-4 hours per day, 4 days per week.

³ If teachers began with the program prior to 2002, they were grandfathered in. Positions deemed "difficult to fill" with the appropriate certification may develop a professional development plan that the hired teacher would follow if they do not currently have an approved certification. All new hires must be credentialed teachers.

⁴ The Birth-K license has been incorporated into the Birth-Grade 2 certification and is no longer issued. Persons holding B-K certification are still eligible to teach in Nevada pre-K programs.

⁵ Screening and referral requirements are decided at the local level. Support services include parenting support or training, parent involvement activities, referral to social services, and other locally determined support services.

⁶ Meals are not required, but all programs provide at least snack and some provide lunch based on the school's ability to support meals.

⁷ Several districts use Title I funds to support their state pre-K classrooms. Additionally, Title I funds are invested in Title I only pre-K classrooms that are not currently aligned with state pre-K.

New Hampshire

NO PROGRAM

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

No Program

RESOURCES RANKINGS

STATE SPENDING

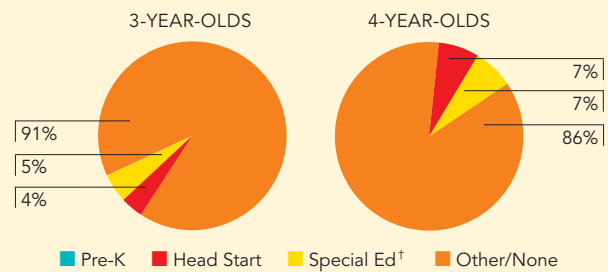
ALL REPORTED SPENDING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,957
Federally funded Head Start enrollment	1,602
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$312,730 ¹
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

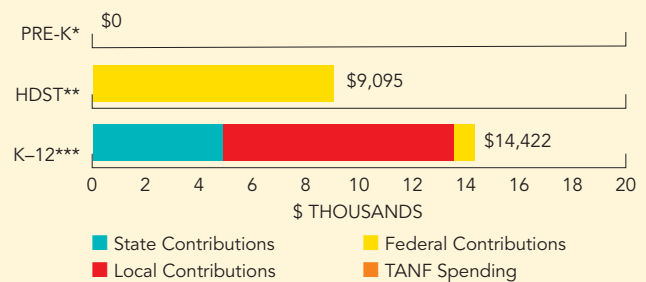
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

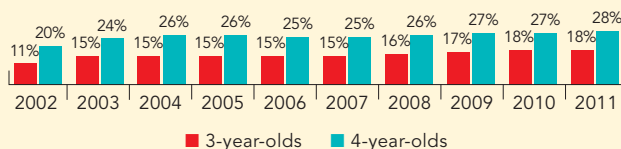
SPENDING PER CHILD ENROLLED



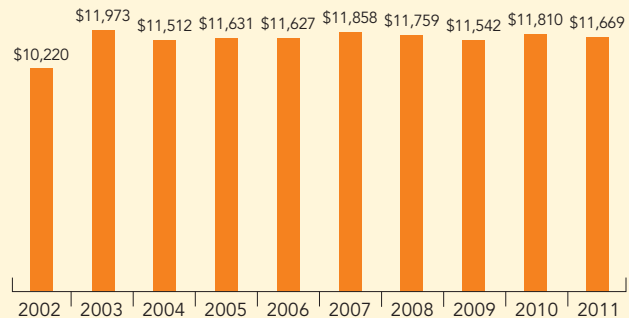
¹ New Hampshire's state Head Start funds are used for teacher salary enhancement. For the next biennium (fiscal years 2012 and 2013), no state funds were allocated to Head Start as part of major state budget cuts.

New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Established as the result of a 1998 New Jersey Supreme Court decision, the largest and most intensive of New Jersey's three state-funded preschool programs (formerly known as the Abbott Preschool Program) serves 35 school districts. The state Department of Education (DOE) funds the districts to provide the program to all resident 3- and 4-year-olds who wish to enroll. They may contract with private child care centers or Head Start programs that meet state standards to provide services. Additionally, the state Department of Human Services (DHS) funds Abbott districts to offer extended-day and extended-year services. Since the 2007-2008 school year, these child care subsidy funds have been available only to families with incomes up to 300 percent of the federal poverty level. A "hold harmless" clause in the state's school funding formula prevents former Abbott districts from receiving preschool aid lower than the 2008-2009 levels, the last year aid was calculated prior to the school funding formula going into effect. Formal evaluations of program quality and effectiveness for the former Abbott program were recently completed.

A second state-funded preschool initiative, formerly known as the Non-Abbott Early Childhood Program Aid (ECPA), serves 96 other districts in which 20 to 40 percent of children qualify for free or reduced-price lunch. These ECPA districts may contract with Head Start or private providers to offer services. ECPA funding increased in the 2010-2011 school year due to projected enrollment increases based on historical enrollment trends in each district.

A third program (formerly known as The Early Launch to Learning Initiative) was established in 2004. All non-Abbott districts may apply for funds to increase prekindergarten enrollment, extend program hours, or improve program quality. Funding levels are determined by length of the program day and number of low-income 4-year-olds.

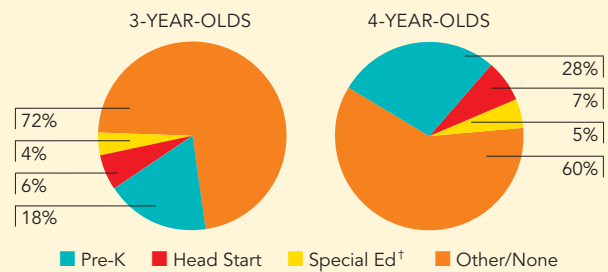
Beginning in 2009-2010 school year, districts across all three programs received funding based on the School Funding Reform Act of 2008. The Act's funding formula generated a total budget amount for each district, within which districts built their respective 2009-2010 budgets. As outlined in the School Funding Reform Act, over six years New Jersey plans to expand full-day preschool for at-risk 3- and 4-year-olds in all school districts, with the goal of providing preschool for an additional 30,000 children by fall of 2013. However, flat-funding continued to prevent most districts from expanding their programs in the 2010-2011 school year.

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

STATE OVERVIEW

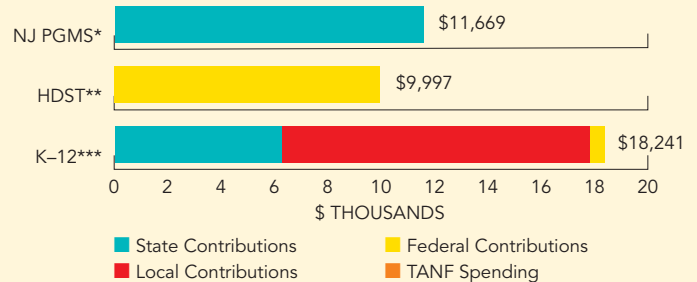
Total state program enrollment	51,207
Total state spending	\$597,510,227
State spending per child enrolled	\$11,669
All reported spending per child enrolled*	\$11,669

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K-12 in the Abbott districts.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

16

2

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

1

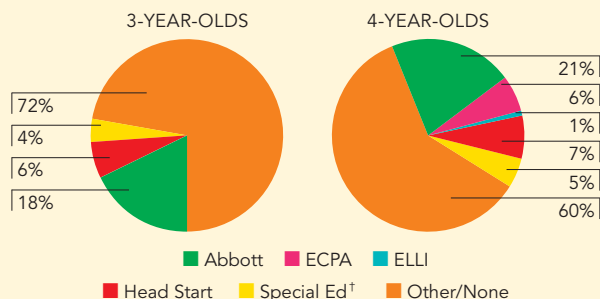
1

NEW JERSEY FORMER ABBOTT AND EXPANSION DISTRICTS

ACCESS

Total state program enrollment	43,286
School districts that offer state program	6%
Income requirement.....	None ¹
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year ²
Special education enrollment	10,711
Federally funded Head Start enrollment	13,871
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

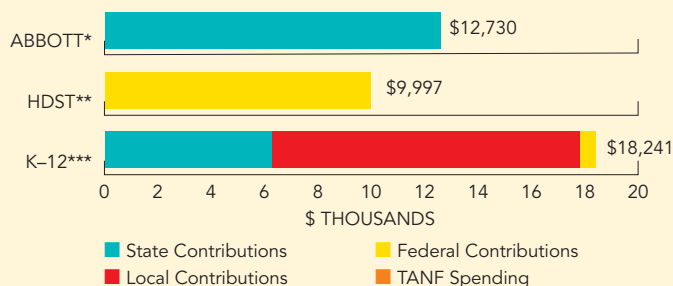
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-3, Nursery School Certificate, P-8 with 2 years preschool teaching experience (public and nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	15		
4-year-olds	15		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	2:15		
4-year-olds	2:15		
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET
9

RESOURCES

Total state pre-K spending	\$551,027,752
Local match required?	No
State spending per child enrolled	\$12,730 ⁶
All reported spending per child enrolled*	\$12,730 ⁶

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The program is offered in the poor urban districts initially identified by the N.J. Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch and five additional districts designated since by the legislature. All 3- and 4-year-old children within those districts are eligible to participate.

² Providers are only required by the Department of Education to provide a 6-hour educational program for the 180-day academic year. Providers can choose to operate a before- and after-care program and/or a full-year (245-day) program. If they chose to do so, all children meeting income requirements are paid for through the Department for Children and Families.

³ Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

⁴ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

⁵ Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and parent conferences or home visits.

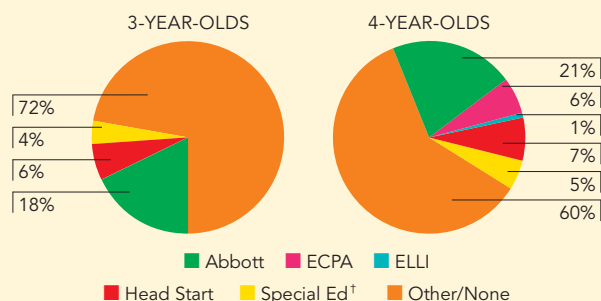
⁶ State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K-12 in the Abbott districts.

NEW JERSEY FORMER EARLY CHILDHOOD PROGRAM AID DISTRICTS

ACCESS

Total state program enrollment	7,411
School districts that offer state program	16%
Income requirement.....	None ¹
Hours of operation	At least 2.75 hours/day (part-day), or at least 6 hours/day (full-day), 5 days/week ²
Operating schedule	Academic year
Special education enrollment	10,711
Federally funded Head Start enrollment	13,871
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-3, Nursery School Certificate, N-8 with 2 years preschool teaching experience (public and nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	18		
4-year-olds	18		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	2:18		
4-year-olds	2:18		
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service ⁵	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

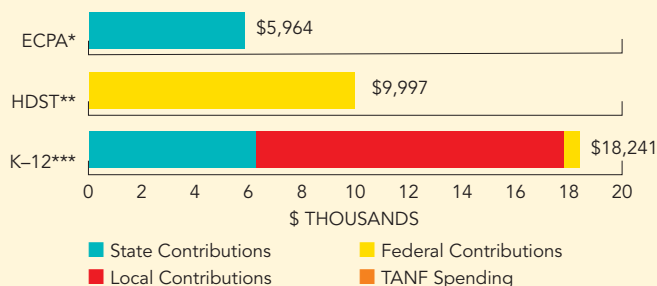
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$44,202,175 ⁷
Local match required?	No
State spending per child enrolled	\$5,964
All reported spending per child enrolled*	\$5,964

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Funds are only provided to those districts indicated by the legislature at the program's inception as having between 20 to 40 percent of children who qualify for free or reduced-price lunch. All 3- and 4-year-old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day kindergarten to all age-eligible children, and either half- or full-day preschool to all 4-year-olds.

² Half-day programs must be at least 2.75 hours per day; full-day programs must be at least 6 hours per day. Length of program day varies by districts. In some cases, both half- and full-day programs are offered. Half-day programs are most common.

³ Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

⁴ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

⁵ Support services include parent involvement activities, health services for children, parent conferences or home visits, and transition to kindergarten activities.

⁶ Meals are required in full-day programs.

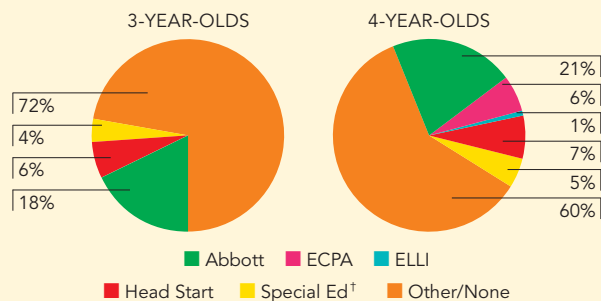
⁷ This figure reflects state funds directed to services for preschool-age children. Additionally, unspecified amounts of federal funds contribute to the program.

NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE DISTRICTS

ACCESS

Total state program enrollment	510
School districts that offer state program	4%
Income requirement	185% FPL ¹
Hours of operation	At least 2.75 hours/day (part-day), or at least 6 hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	10,711
Federally funded Head Start enrollment	13,871
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-3, Nursery School Certificate, N-8 with 2 years preschool teaching experience (public and nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

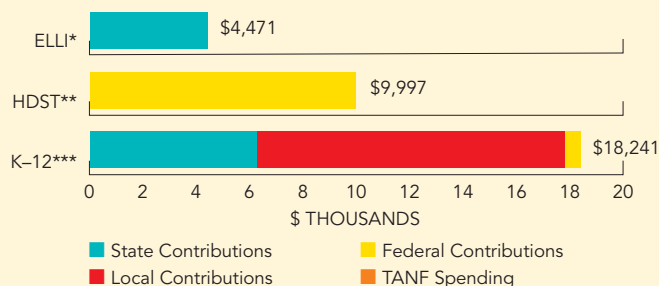
TOTAL
BENCHMARKS
MET

8

RESOURCES

Total state pre-K spending	\$2,280,300
Local match required?	Yes ⁶
State spending per child enrolled	\$4,471
All reported spending per child enrolled*	\$4,471

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Districts may enroll other students in unusual circumstances.

² Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

³ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

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

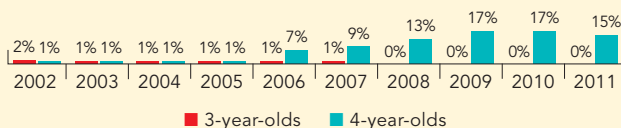
⁵ Full-day programs are required to offer breakfast, lunch, and snack.

⁶ Classrooms must include general and special education students funded through other sources.

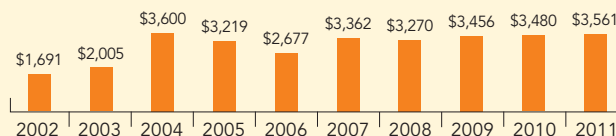


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Since launching New Mexico PreK in the 2005-2006 school year, the state has offered center-based early childhood education services for 4-year-olds. About half of enrolled children attend programs in public schools while the other half are served in nonpublic settings, such as faith-based centers, community and municipal child care centers, Head Start programs, family child care homes, and universities. Enrollment in the program during the 2010-2011 school year was 4,264 children, a decrease of 12 percent from the previous year. Despite a decline in statewide enrollment, four additional school districts offered the pre-K program.

New Mexico PreK program funding is allocated on a competitive basis. Priority is given to programs in areas where schools have the highest percentages of children failing to meet the adequate yearly progress in math and reading called for in No Child Left Behind. Child eligibility for the program is not determined by a specific income requirement, though two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school. Half-day preschool slots are funded at the rate of half of the funding level for kindergarten slots.

Revised in 2010, the New Mexico Early Learning Guidelines address multiple domains of early development and learning. New Mexico PreK had been formally evaluated on an annual basis through 2009 for both process quality and program impact/child outcomes using child outcome data and classroom observation data. Due to financial constraints, planned evaluation for subsequent years was discontinued.

A second early learning initiative, the Child Development Program (CDP), provided family support services, early childhood education, and home visits to at-risk children from birth to age 3 who did not qualify for other eligibility-based programs. Largely as a result of several years of budget cuts, CDP no longer serves any of the state's 4-year-olds and serves fewer than 1 percent of 3-year-olds. Therefore, NIEER no longer considers the program's primary focus to be providing center-based preschool education for 3- and 4-year-olds, and thus it is not profiled in this report.

In the past, New Mexico allocated state funds to provide additional slots in federal Head Start programs as well as extend the day to allow families that were TANF-eligible to work and/or go to school. However, in January 2010, the Head Start state supplement was permanently eliminated.

ACCESS RANKINGS

4-YEAR-OLDS

28

3-YEAR-OLDS

None Served

RESOURCES RANKINGS

STATE SPENDING

25

ALL REPORTED SPENDING

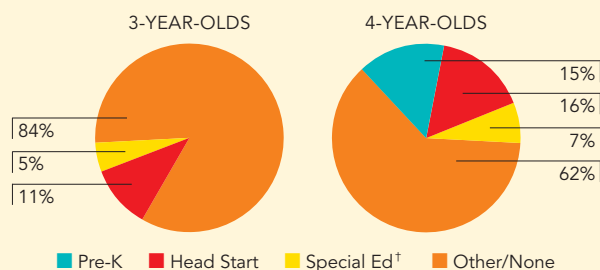
31

NEW MEXICO PREK

ACCESS

Total state program enrollment	4,264
School districts that offer state program	54%
Income requirement.....	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	4,405
Federally funded Head Start enrollment	7,749
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	HSD ³	BA	<input type="checkbox"/>
Teacher specialized training	See footnotes ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	45 clock hours per year	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least one meal	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

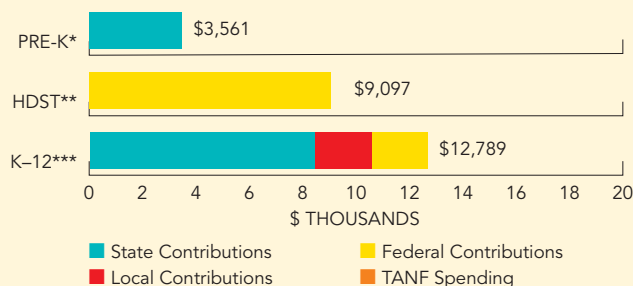
TOTAL
BENCHMARKS
MET

8

RESOURCES

Total state pre-K spending	\$15,182,900
Local match required?	No
State Head Start spending	\$0 ⁵
State spending per child enrolled	\$3,561
All reported spending per child enrolled*	\$3,561

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Priority is given to children who will attend Title I schools with the highest percentages of children failing to meet NCLB AYP in reading and math.

² Schedules are determined locally but the majority of programs operate 2.5-3 hours daily for 5 days per week with state funding paying for 2.5 hours per day.

³ Lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education. Teachers who have an elementary education license are required to take early childhood education coursework. Teachers in non-public school settings should, but are not required to, have a bachelor's degree and are required to take at least 6 college credits annually with an approved professional development plan to complete the degree in early childhood education.

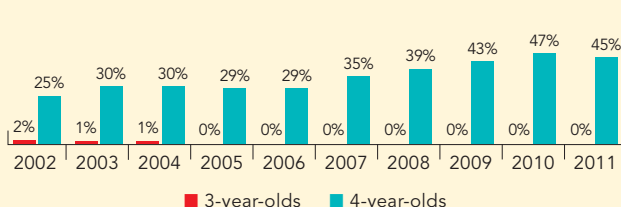
Assistant teachers in both public and nonpublic settings are expected to have an AA in early childhood education but may be hired without an AA with an approved professional development plan and take at least 6 college credits annually toward the requirement.

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

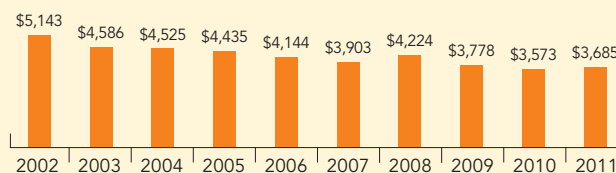
⁵ Supplemental State Head Start funding was eliminated in January 2010 by a legislative action designed to curb state spending.

New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Since 1998, New York has sought to offer preschool education to all 4-year-olds in the state through the Universal Prekindergarten (UPK) program. The state previously provided services through the Experimental Prekindergarten (EPK) Program, started in 1966, which later became the Targeted Prekindergarten Program (TPK). TPK was incorporated into UPK during the 2007-2008 school year, resulting in a 50 percent funding increase and eligibility for UPK funding being extended to every district in the state. UPK is administered by a restructured Office of Early Education within the New York Department of Education.

Funding for UPK has not been sufficient to meet the goal of universal access for 4-year-olds. In the 2010-2011 school year, 103,646 children representing about 43 percent of the state's 4-year-olds were enrolled in the program. These slots are filled through district-operated lotteries. Approximately 75 percent of children attend half-day programs.

The UPK Program was flat-funded in the 2010-2011 school year for the second consecutive year, and only districts that had previously offered the program were eligible for funding. Five districts discontinued participation in UPK due to funding. Districts must subcontract at least 10 percent of their funding to community-based organizations (CBOs), including child care centers, Head Start programs, preschool special education providers, and nonpublic nursery schools.

Since 2004, all UPK teachers employed in nonpublic settings must meet the same certification requirements as those in public settings, including a BA if hired prior to 1978 or MA if hired after 1978 and a valid teaching license or certificate in early childhood, or a bachelor's degree in early childhood or a related field with a written plan for obtaining early childhood certification within five years of hire or by January 2013, whichever is later.

Prior to June 30, 2010, a transition period allowed nonpublic agencies to hire teachers who met the staffing requirements of their employer while working to satisfy teacher licensure requirements. Until all UPK teachers at a site possess an appropriate, valid teaching license or certificate, agencies must hire an on-site education director who holds a New York state teaching license or certification valid for services in the early childhood or childhood grades and is responsible for program implementation during the hours the prekindergarten program is in operation. Following the expiration of the transition waiver for teacher requirements in 2010-2011, New York now meets NIEER quality benchmark criteria for teacher degree requirements.

In January 2011, the New York Board of Regents adopted the Prekindergarten Learning Standards with the goal of supporting high-quality early childhood education for children before kindergarten entry. The Board of Regents also adopted the Common Core Standards for Prekindergarten Math and English Language Arts at the same time. Educators and administrators are working toward the goal of aligning the Prekindergarten Learning Standards with the K-12 education system. Based on the adoption of Prekindergarten Learning Standards, New York meets the criteria for achieving the quality benchmark for early learning standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	24

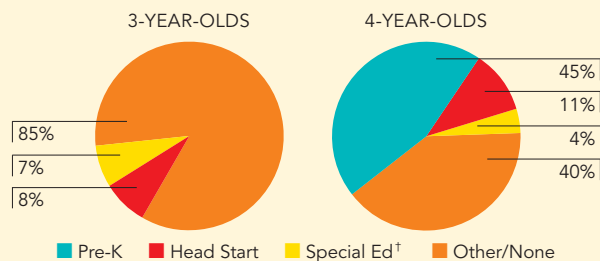
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	29

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	103,646
School districts that offer state program	66% ¹
Income requirement.....	None
Hours of operation	2.5 hours/day (part-day), 5-hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	45,605
Federally funded Head Start enrollment	43,775
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ²	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA and NYS teaching certificate (public); BA in early childhood grades or related field with 5-year plan to become certified (nonpublic) ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in Birth-Grade 2, Students with Disabilities Birth-Grade 2, N-6, or Pre-K-6	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	HSD + 9 credits in EC + Level I certification (public); HSD (nonpublic) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	175 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and developmental; and support services ⁵ at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁷	Site visits	<input type="checkbox"/>

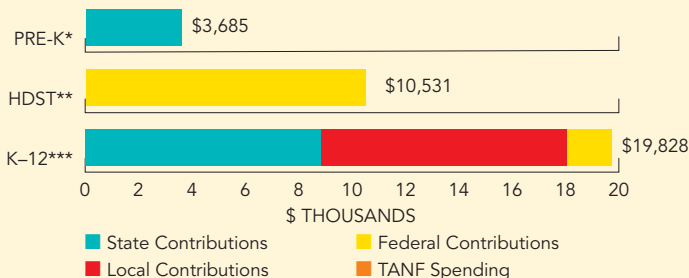
TOTAL
BENCHMARKS
MET

7

RESOURCES

Total state pre-K spending	\$381,908,267
Local match required?	No
State spending per child enrolled	\$3,685
All reported spending per child enrolled*	\$3,685

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Funding had been made available to all 677 districts in the past but for the 2010-2011 school year, the UPK program was flat-funded (as it was in 2009-2010), meaning only districts that previously had a program would be offered an allocation. Some districts elected not to offer a program in 2010-2011 school year, reducing the total number of districts operating a prekindergarten to 447.

² The New York state Board of Regents formally adopted comprehensive Prekindergarten Learning Standards in January 2011 for use in UPK programs.

³ Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. However, a statute expiring in 2010 had allowed certain community-based organizations to be exempt from this requirement until at least 2013, as long as uncertified teachers meeting the teaching requirements of the sponsoring agency (AA in ECE or CDA) receive on-site supervision by certified teachers. These teachers must have a plan to become certified within five years or by 2013, whichever is later. Expiration of the exemption for teacher certification requirements on June 30, 2010, now establishes a policy for uniform criteria of public and nonpublic teaching personnel.

⁴ The Level I Teaching Assistant Certificate is the entry level certificate for teacher assistants. It permits the holder to provide direct instructional services to students under the general supervision of a licensed or certified teacher. Assistant teachers employed by nonpublic schools must have a HSD and meet the standards of the licensing or registering agency.

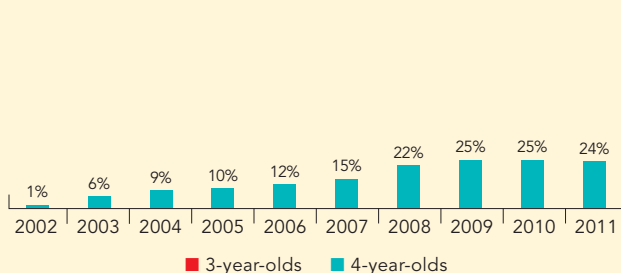
⁵ A social and emotional assessment and referral are also required. Support services include parent conferences and/or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities. State regulations require that support services be provided to the maximum extent practicable.

⁶ Programs meeting for 3 hours or fewer must provide a snack. Programs meeting more than 3 hours must provide a meal and snack.

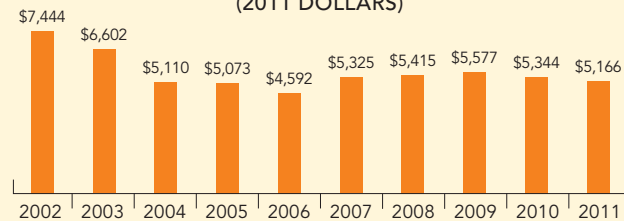
⁷ Site visits of each site and classroom are performed annually by district personnel with results reported to the state. Site visits by state personnel are performed periodically or as needed, often in coordination with Title I monitoring but not on a regular cycle for all classrooms. This no longer meets NIEER's requirement for monitoring.

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Since 2001, North Carolina has offered early childhood education through the More at Four Pre-Kindergarten Program. The goal of More at Four is to provide an educational experience during the year prior to kindergarten entry by targeting at-risk 4-year-old children from low-income families who are not served in other formal programs. Children are defined as "at risk" based on a number of risk factors, including coming from families with an income at or below 75 percent of the state median income or having a developmental delay, a chronic health condition, an identified disability, or limited English proficiency. Automatic eligibility is granted to children whose parents are active duty military personnel.

More at Four prekindergarten classrooms are available statewide in Head Start programs, public schools, and private licensed child care centers, though nonpublic settings must earn high-quality ratings under the state child care licensing system in order to be eligible for state funding. Both public and nonpublic settings must meet the same standards set by the North Carolina State Board of Education. Lead teachers must have a bachelor's degree and a birth-kindergarten license, although teachers in nonpublic settings may begin with an AA provided they meet the required credentials within four years of the classroom receiving More at Four funds.

More at Four funding comes from general state funds and revenue from the state lottery, which has contributed to several years of rapid program expansion. However, funding was reduced by approximately \$5 million in both the 2009-2010 and 2010-2011 school years, resulting in decreased enrollment in the program.

Since the 2005-2006 school year, More at Four classrooms have been required to follow the early learning standards adopted by the State Board of Education. An online orientation to these standards was piloted during the 2008-2009 school year and was available in the 2009-2010 school year. The State Board of Education also approved a list of prekindergarten curricula that were aligned with these early learning standards in the 2009-2010 school year. Through an ongoing annual process, the More at Four initiative is evaluated for both process quality and program impact/child outcomes.

The North Carolina Department of Public Instruction established the Office of Early Learning in the 2009-2010 school year in order to focus on the pre-K through grade 3 continuum of learning and development, as well as its impact on high school graduation rates. The Office of Early Learning has also partnered with FirstSchool, an initiative of the Frank Porter Graham Child Development Institute at the University of North Carolina-Chapel Hill, with the goal of improving the quality of prekindergarten and early elementary grades.

During the biennial budget writing session in 2011, More at Four funding was cut by 20 percent. In addition, the program was renamed NC Pre-K, moved from the Department of Public Instruction and placed administratively in the Department of Health and Human Services, in a move to align the program with the state's child care subsidy system. It is yet to be seen how reductions in staff and enrollment slots will affect the educational goals of the program. The state Superior Court ruled that More at Four must serve all eligible children to meet the constitutional right of a sound and basic education and must eliminate any barriers to enrollment for at-risk 4-year-olds. The North Carolina General Assembly has filed a notice of appeal. This legal issue, as well as other debates over the program, is ongoing at the time of publication.

ACCESS RANKINGS

4-YEAR-OLDS

19

3-YEAR-OLDS

None Served

RESOURCES RANKINGS

STATE SPENDING

11

ALL REPORTED SPENDING

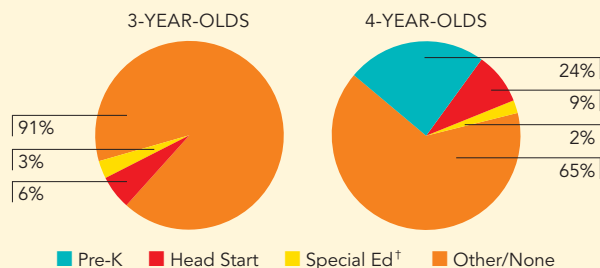
8

NORTH CAROLINA MORE AT FOUR PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	30,767
School districts that offer state program	100% (counties)
Income requirement	80% of children must be at or below 75% SMI
Hours of operation	6-6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	10,417
Federally funded Head Start enrollment	18,935
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA ¹	BA	✓
Teacher specialized training	Birth-K license ¹	Specializing in pre-K	✓
Assistant teacher degree	CDA or meets NCLB requirements (public); CDA (nonpublic) ²	CDA or equivalent	✓
Teacher in-service	15 CEUs/5 years	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	✓
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	✓
Meals	Lunch and either breakfast or snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL BENCHMARKS MET
10

RESOURCES

Total state pre-K spending	\$158,928,389
Local match required?	Yes, amount not specified
State spending per child enrolled	\$5,166
All reported spending per child enrolled*	\$7,910

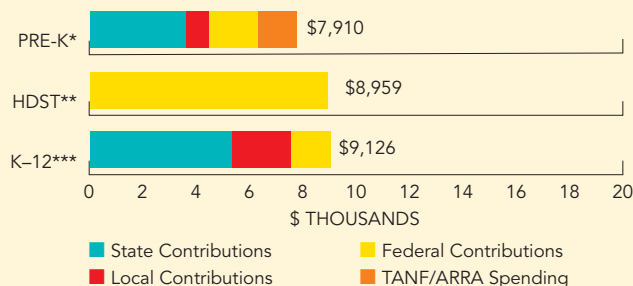
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ All lead teachers in a More at Four classrooms are required to hold a BA in ECE or a related field and a North Carolina birth-kindergarten teacher licensure. Teachers in nonpublic settings must have a minimum of an AA and work to obtain a BA and birth-kindergarten license within four years of the program being recognized as a More at Four program. In some circumstances, exceptions to this timeline may be granted if the provider is working in good faith to reach this level of credential.

² NCLB generally requires assistant teachers to have a two-year degree. More at Four requires that assistant teachers who meet NCLB requirements but do not hold a CDA to have six semester hours of ECE coursework or two years experience in an early childhood classroom. An AA in ECE is highly encouraged for assistant teachers.

³ Support services include parent involvement activities and transition to pre-K and kindergarten activities. Programs must also provide information on medical homes and health insurance. Parent conferences and home visits are strongly recommended but are not required.

North Dakota

NO PROGRAM

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

No Program

RESOURCES RANKINGS

STATE SPENDING

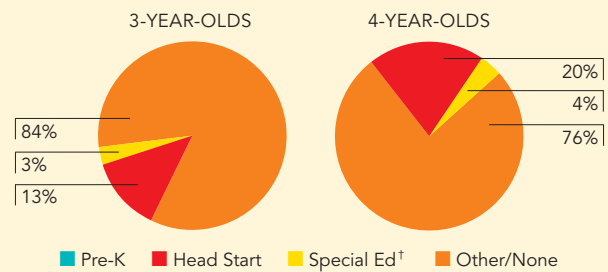
ALL REPORTED SPENDING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,025
Federally funded Head Start enrollment	2,850
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

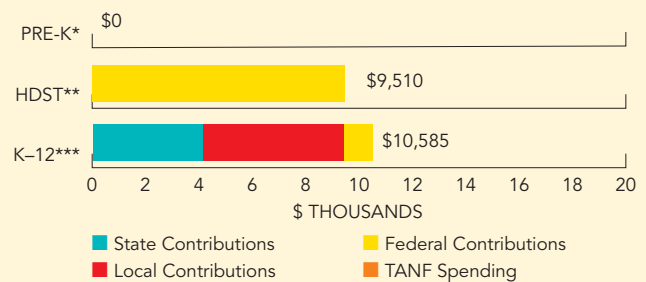
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

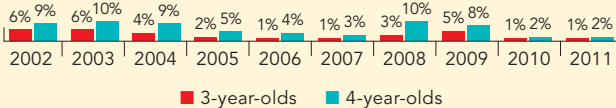
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

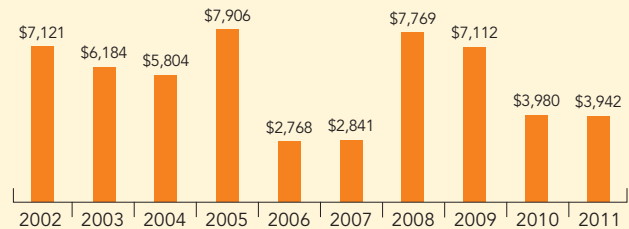


Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



After four years as a successful pilot program, the Ohio Public Preschool Program (PSP) was established in 1990. The program, now known as the Early Childhood Education (ECE) program, serves 3- and 4-year-olds from families with incomes up to 200 percent of the federal poverty level (FPL), though a sliding fee scale is used for families who earn above 100 percent of FPL. Families above 200 percent of FPL may enroll children using parent tuition or support from district funds. ECE funds are distributed directly to public schools, though schools may subcontract with faith-based centers, Head Start programs, and private child care centers. The program was subject to budget cuts in the 2009-2010 school year and the Ohio Department of Education elected to reduce the per-child amount to avoid reducing the number of children receiving preschool services, although enrollment still decreased to 5,700 for the 2009-2010 and 2010-2011 school years. However, the ECE program served an additional 3,416 students from families with incomes up to 200 percent of FPL by charging tuition or using local or Title I funds in the 2010-2011 school year.

In response to budgets cuts during the 2009-2010 school year, site visits for monitoring and program quality are no longer required. Annual visits are still conducted for basic health and safety compliance indicators, and many sites continue to receive visits that monitor for quality despite the lack of requirement. Programs are required to engage in a continuous improvement process through developing a program plan and rating themselves on compliance and performance indicators of program quality. The annual results of this process are reported through a program monitoring tool, Integrated Monitoring Process and Continuous Improvement Tool (IMPACT). The Ohio Department of Education uses this information to provide feedback to individual programs annually. In the 2010-2011 school year, the state began planning and piloting a new process for monitoring, which includes desk audit review, internal monitoring, and site visits. Beginning in fall 2011, all sites will be visited on a three-year cycle for program monitoring by staff consultants. The ECE program has been evaluated for process quality during fiscal years 2008 and 2009.

Changes in ECE legislation require programs to serve children at least 12.5 hours per week, instead of the previous language of 5 days per week. The Ohio Department of Education will also be required to conduct an annual survey of programs to determine whether the provider charged families tuition or fees for the ECE program, the number of families charged, and the amount charged relative to family income.

The state uses the Kindergarten Readiness Assessment – Literacy (KRAL) to assess students at kindergarten entry. Race to the Top and Race to the Top-Early Learning Challenge grant funding will allow Ohio to expand KRAL to address all essential domains of school readiness with plans for statewide implementation in the 2014-2015 school year.

Prior to the 2009-2010 school year, this report also profiled the Early Learning Initiative (ELI) program, which used funding from Temporary Assistance for Needy Families (TANF) to provide the educational and comprehensive services of the ECE program through full-day, full-year programs for working families with incomes up to 200 percent of FPL. However, funding for the ELI program was eliminated entirely from the state budget for the 2009-2010 and 2010-2011 program years and therefore ELI is not profiled in this report.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	19

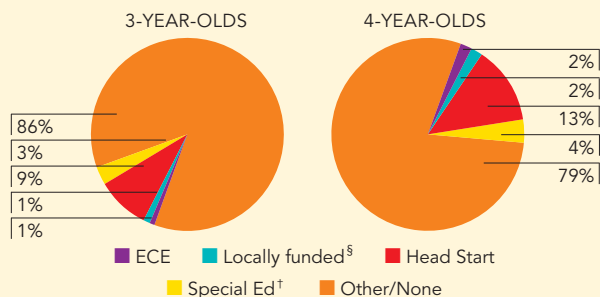
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	26

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state program enrollment	5,700 ¹
School districts that offer state program	33%
Income requirement	200% FPL
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	14,523
Federally funded Head Start enrollment	31,092
State-funded Head Start enrollment	0

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



[§]These are children served in ECE programs through local and federal funds.

[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	AA in ECE ³	BA	<input type="checkbox"/>
Teacher specialized training	See footnotes ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	20 clock hours/2 years	At least 15 hours/year	<input type="checkbox"/>
Maximum class size	20 or lower	20 or lower	<input type="checkbox"/>
3-year-olds	24		
4-year-olds	28		
Staff-child ratio	1:10 or better		<input type="checkbox"/>
3-year-olds	1:12		
4-year-olds	1:14		
Screening/referral	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service ⁵	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁷	Site visits	<input type="checkbox"/>

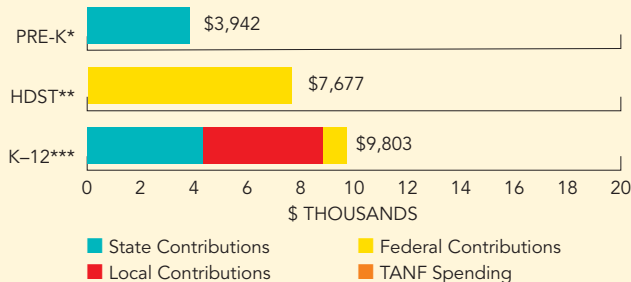
TOTAL
BENCHMARKS
MET

2

RESOURCES

Total state pre-K spending	\$22,467,862
Local match required?	No
State spending per child enrolled	\$3,942
All reported spending per child enrolled*	\$3,942

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Ohio funded 5,700 children with a per-child allocation of \$4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was 9,116. Enrollment breakdowns are estimated figures based on the funded enrollment of 5,700 children only and not the total enrollment.

² ECE funds 3 to 3.5 hours of services daily, and most programs operate 4 days per week. However, many districts use local or other funding sources to offer a full-day program. The fifth day is used to provide home visits and parent conferences.

³ The current minimum requirement in public school settings is a Prekindergarten Associate License, which requires at least an associate degree. However, many school districts already require that lead teachers have a bachelor's degree in ECE. For all types of settings, the Ohio Revised Code specifies a timeline by which a percentage of teachers must attain certain degree levels. By July 1, 2009, all teachers in programs that began in fiscal year 2006 are required to have an AA or higher in ECE. By July 1, 2011, all teachers in programs that began in fiscal year 2007 or later are required to have an AA or higher in ECE.

⁴ For teachers in public school settings with bachelor's degrees, acceptable licenses include the following: Pre-K-3, Pre-K, Intervention Specialist, Early Childhood

Intervention Specialist (P-3), or K-3 or K-8 certificate plus four courses in ECE or CD from an accredited college or university. The minimum requirement in a public school setting is the Prekindergarten Associate License, which requires an AA in ECE. Teachers in nonpublic settings are required to have at least an AA in ECE.

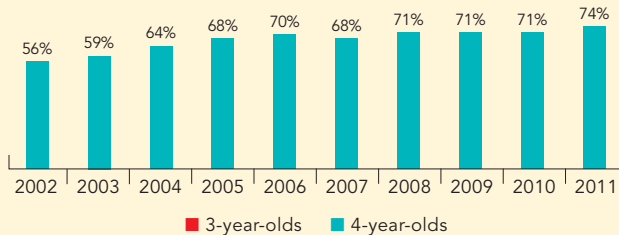
⁵ Screening and referrals for hemoglobin and lead are also required. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁶ Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.

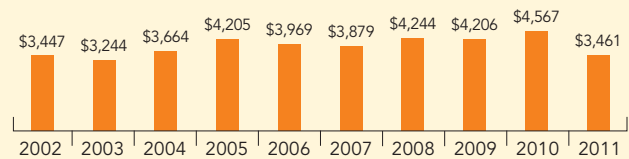
⁷ Annual visits are conducted for basic health and safety compliance indicators. Many visits also include the monitoring of quality, but this is not required. Programs monitor progress on their goals using the Integrated Monitoring Process and Continuous Improvement Tool (IMPACT) annually. In the 2010-2011 school year, the state began planning and piloting a new process for monitoring, which includes desk audit review, internal monitoring, and site visits. Beginning in fall 2011, all sites will be visited on a three-year cycle for program monitoring by staff consultants.

Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In 1980, Oklahoma established the Early Childhood Four-Year-Old Program, a pilot preschool education program, with the goal of eventually serving all 4-year-olds in the state. In 1990, the program received statewide funding, though enrollment was limited to those 4-year-olds who were eligible for the federal Head Start program. Districts were allowed to provide the program to additional 4-year-olds through local funds or tuition if they chose. Oklahoma became the second state in the nation to offer free, voluntary access to preschool programs for all 4-year-olds in 1998. Over the years, enrollment in the Early Childhood Four-Year-Old Program has steadily increased. Currently, the program is offered in 98 percent of school districts.

Public school districts receive funding for the Early Childhood Four-Year-Old Program through the state's school finance formula. Districts are reimbursed with a per-pupil rate calculated using weights determined by the age of the child and the length of the program day. Districts may subcontract with other classroom providers by placing public school teachers in community-based programs, child care centers, and Head Start program settings. Children receiving services in these collaborative sites are considered public school enrollees and receive the same services as children in public school settings. In the 2010-2011 program year, nearly 4,000 students were served through collaboration programs. This program has been evaluated for program impact/child outcomes in several studies since 2004, including a 2008 effectiveness study, and an ongoing longitudinal study by Georgetown University on the impacts of pre-K.

While the state does not provide specific funding for 3-year-olds, some Oklahoma school districts offered classroom programs for these younger students. Through a combination of funding sources, including Title I, Head Start, special education, and general funds, 2,238 3-year-olds were served in pre-K classrooms during the 2010-2011 school year. In the 2006-2007 school year, the state also launched the Pilot Early Childhood Program. The Oklahoma state Board of Education established rules and regulations for this program, though funding comes from both public and private sources. This program provides services year-round to at-risk children from birth through age 3. Enrollment is expanded each year and the program served 1,099 3-year-olds in the 2010-2011 school year. The five-year pilot ended in 2010-2011 school year. A new term began in the 2011-2012 school year using yearly contracts with the Community Action Project of Tulsa County. Another program, the Early Childhood Expansion Project, uses public and private funding to serve children in this age range. As of the 2011-2012 school year, there are 26 classrooms serving 314 children from birth through age 4. Oklahoma also supplements the federal Head Start program providing \$2,191,700 in state funds to the program in fiscal year 2011 for extended-day and additional services.

In the 2011 Oklahoma state legislative session, a new law was enacted, overhauling the state's former Reading Sufficiency Act. The law is designed to ensure that all students are reading on grade level by the end of third grade and focuses on early intervention for children in pre-K. Specific requirements include conducting a series of assessments, reviewing literacy instruction in kindergarten through third grade, and providing intensive interventions (including an individualized reading plan and ongoing progress monitoring) to those students identified as having a reading deficiency.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
2	None Served

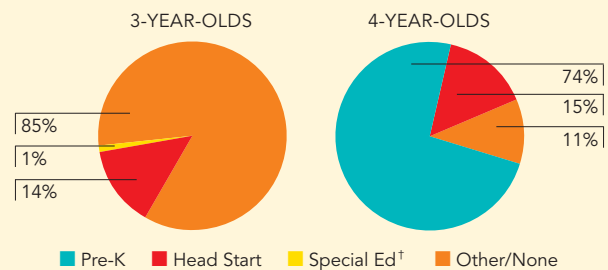
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	9

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state program enrollment	38,441
School districts that offer state program	98%
Income requirement.....	None
Hours of operation	2.5 hours/day (half-day) and/or 6 hours/day (full-day); 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	4,137
Federally funded Head Start enrollment	15,124
State-funded Head Start enrollment.....	0 ²

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

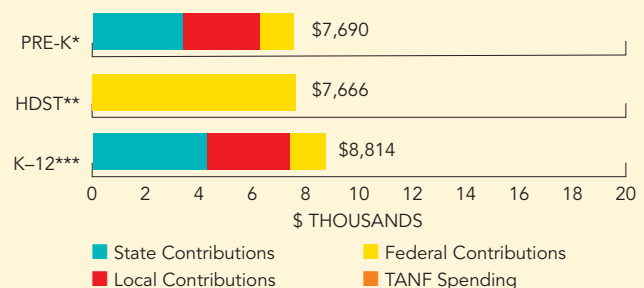
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree.....	BA/BS	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE certification for birth-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Must meet NCLB requirements ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	75 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health;	Vision, hearing, health; and	<input checked="" type="checkbox"/>
and support services	and support services ⁴	at least 1 support service	
Meals.....	At least 1 meal ⁵	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET
9

RESOURCES

Total state pre-K spending	\$133,029,544 ⁶
Local match required?	No
State Head Start spending	\$2,191,700 ²
State spending per child enrolled	\$3,461
All reported spending per child enrolled*	\$7,690

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Providers may choose from three program options: a half-day program with 2.5 instructional hours daily, a full-day program with 6 instructional hours daily, or a combination of both options. Districts can choose to offer a longer day but will not receive additional state funds through the state aid formula. All programs operate 5 days per week.

² State Head Start funds are used to provide extended-day and additional services.

³ Assistant teachers must meet federal requirements to be highly qualified under NCLB. They must have an AA, or 48 credit hours of college coursework, or pass one of two state-approved tests that do not have specific educational requirements. One test is the Oklahoma General Education Test (an exam required for pre-K-12 public school teachers) and the other is a national test for para-professional status.

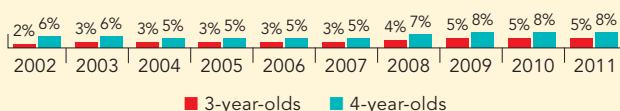
⁴ Support services include parent conferences and/or home visits annually, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. Programs must also offer or make referrals for other services including mental health services (counselors), health services (school nurse), and all other typical public school program services (such as early intervention, transition programs, and literacy coaches).

⁵ At least one meal is provided through the Federal Child Nutrition Program. This federal program does not provide snacks for students, so snacks are determined locally.

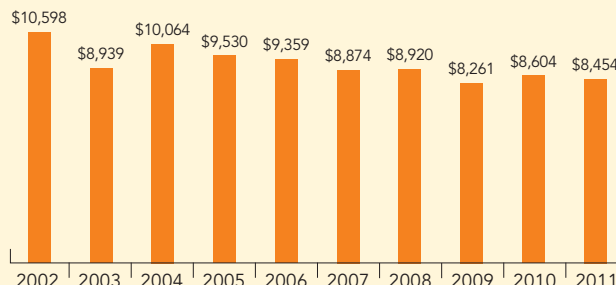
⁶ This is an estimate of total state spending as the state did not report actual spending.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Established in 1987, the Oregon Head Start Prekindergarten program provides education/child development, health, mental health, nutrition, parent education and family support services to 3- and 4-year-old children from low-income families in the state. Beginning in 1992, a state-federal partnership supporting a collaborative federal Head Start and state prekindergarten system was formalized through a Memorandum of Understanding (MOU) between the Oregon Department of Education and the Region X Office of Head Start. The MOU is updated every biennium. The program served 5,908 children during the 2010-2011 school year.

Any non-sectarian organization is eligible to apply for state prekindergarten funding. Through a state-wide competitive grant process, all federal Head Start grantees in Oregon have been awarded state prekindergarten funds to expand enrollment as jointly funded grantees. Additionally, non-sectarian private and public organizations that do not receive federal Head Start funding have been awarded state prekindergarten funds. These organizations include programs in private agencies, public schools, government agencies, faith-based organizations, and colleges and universities. All programs are held to the federal Head Start Performance Standards and monitoring requirements. Approximately 45 percent of children were served in Head Start classrooms, 30 percent in public schools, and the remainder in a variety of other settings. Oregon Head Start Prekindergarten programs ensure children receive services in inclusive settings.

The state early learning standards, Early Childhood Foundations for Children Birth to Five, were developed in 2007 and are under revision.

The goal of the Oregon Head Start Prekindergarten program is to provide access for all eligible 3- and 4-year-olds in the state. Significant enrollment expansion has occurred, though recent budget reductions have negatively impacted this growth. During the 2008-2009 school year, the last half of the budget biennium, the budget was reduced by 1.1 percent. For the 2009-2011 biennium, all state agencies were required to take a 9 percent reduction, which affected both state pre-K and state Early Head Start funding. Continuing state budget challenges resulted in a \$5 million reduction in funding in the 2010-2011 school year though the program will see a \$16.5 million funding increase for the 2011-2013 biennium.

ACCESS RANKINGS

4-YEAR-OLDS

30

3-YEAR-OLDS

13

RESOURCES RANKINGS

STATE SPENDING

3

ALL REPORTED SPENDING

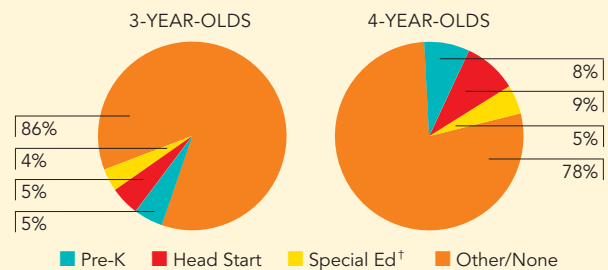
6

OREGON HEAD START PREKINDERGARTEN

ACCESS

Total state program enrollment	5,908
School districts that offer state program	100% (counties)
Income requirement	80% or 90% must be at or below 100% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year ²
Special education enrollment	6,047
Federally funded Head Start enrollment	6,944
State-funded Head Start enrollment	5,908 ³

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); CDA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	License + 15 ECE cr. (public); Meets CDA requirements (nonpublic) ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or GED ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours/year	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

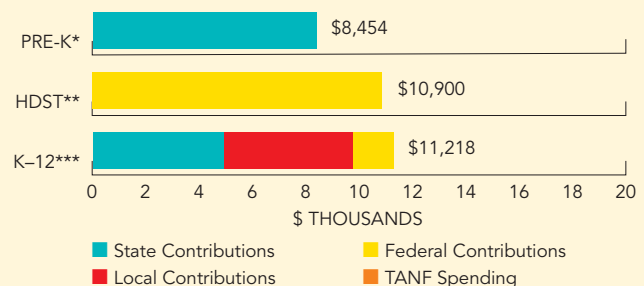
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$49,946,739 ⁷
Local match required?	No
State Head Start spending	\$49,946,739 ⁷
State spending per child enrolled	\$8,454
All reported spending per child enrolled*	\$8,454

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ If a grantee has both federal Head Start and state pre-K funding, 90 percent of children must meet the income requirement. If a grantee only has state pre-K funding, 80 percent of children must meet the income requirement. In addition, effective as of December 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at 100 percent or below FPL.

² Programs must be offered for at least 3.5 hours per day. Most programs operate 3 or 4 days per week plus required home visits. All programs must operate a minimum of 32 weeks per year.

³ This number represents enrollment in the Oregon Head Start Prekindergarten program. All state-funded Head Start enrollment is through this program.

⁴ In public schools, lead teachers must have a teaching license, a BA, and 15 ECE credits. In nonpublic schools, half of grantee teachers must have at least an AA or higher in ECE or a related credential with a minimum of 15 credits in ECE. Teachers in nonpublic settings who do not have an AA must have a CDA. The

Head Start Reauthorization Act of 2007 requires that by the 2011-2012 school year, all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA. By 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.

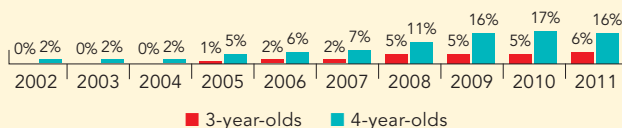
⁵ Support services include parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and mental health services.

⁶ Programs are required to offer meals and snacks that provide at least one-third of the child's daily nutritional needs. In addition to lunches for all children, morning programs offer breakfast to all children, and afternoon programs offer snacks to all children.

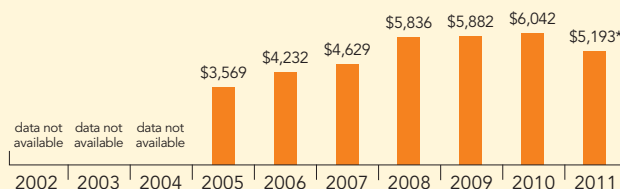
⁷ This figure represents the state contribution to the Oregon Head Start Prekindergarten program, which is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Pennsylvania did not have a state-funded prekindergarten program considered such under state law until 2004, though districts could provide preschool education services through Pennsylvania's Kindergarten for Four-Year-Olds (K4) program or provide preschool to 4-year-olds through the School Based Pre-K program (SBPK). If districts offer the K4 program, they are required to follow Pennsylvania's kindergarten regulations, while districts offering SBPK are required to follow the state's preschool regulations. Children enrolled in K4 are counted in daily membership counts for public school attendance in districts and so are partially funded through the state's basic instructional subsidy formula. As in the past, the School Based Pre-K program is profiled along with the K4 program for the 2010-2011 school year.

Since the 2004-2005 school year, districts have been able to offer prekindergarten through the Education Accountability Block Grant (EABG). This is part of an effort to offer high-quality preschool education programs to build strong foundations of learning and support children's academic success. Children qualify for this program two years before meeting the locally determined kindergarten eligibility age, though districts may set additional criteria such as a lack of academic readiness or low-income status. Funds can be used for a number of options, including providing full-day kindergarten, reducing class size in kindergarten through third grade, offering prekindergarten, or other activities that promote academic success. Districts determine how to allocate these funds. A reduced allocation in the fiscal year 2012 budget is likely to reduce the number of districts using EABG for both pre-K and kindergarten.

During the 2004-2005 program year, Pennsylvania established the Head Start Supplemental Assistance Program (HSSAP) with an initial investment of \$15 million. Both state funding and enrollment in the program have increased over time. HSSAP uses state funds to provide extended-day services for federally funded Head Start children or to create additional Head Start slots. This state-funded program is available to federal Head Start grantees as well as child care partners who receive a minimum STAR 3 level in the Keystone STARS quality initiative program. All programs are required to follow the federal Head Start Performance Standards regardless of setting. As of the 2009-2010 school year, programs must enter program, staff, and child data into a web-based reporting system, the Early Learning Network (ELN), in a step toward comprehensive reporting as well as the ability to gather data to guide future program enhancements.

The Pennsylvania Pre-K Counts Program, a fourth state-funded initiative, was started in the 2007-2008 school year. As in EABG, children are eligible for this program two years before their locally determined kindergarten eligibility age, though districts may set additional criteria based on local need. Funding for Pre-K Counts is allocated through a competitive award system. Eligible grantees include Head Start programs, public school districts, and nursery schools or child care centers that hold a STAR 3 or 4 credential in Keystone STARS.

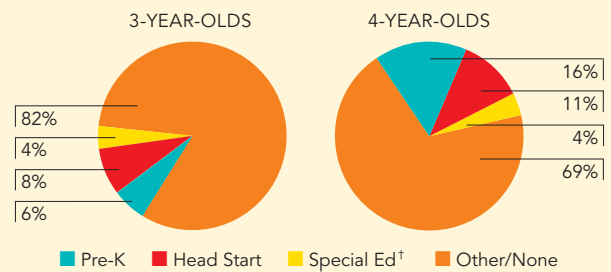
The first two pages of this state profile present information on Pennsylvania's overall commitment and contribution to state-funded preschool education, including state spending and enrollment for the four Pennsylvania preschool programs. The third page focuses exclusively on EABG, the fourth page describes K4, the fifth page provides specific details about HSSAP, and the last page highlights the Pre-K Counts program.

* The difference in total and per-child funding from 2009-2010 is not due to a policy change but rather using actual program spending from K4/SBPK, rather than estimates, for the first time.

STATE OVERVIEW

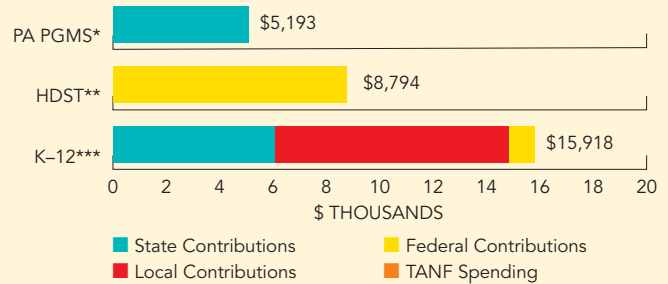
Total state program enrollment	33,037 ¹
Total state spending	\$171,544,870
State Head Start spending	\$37,311,687
State spending per child enrolled	\$5,193
All reported spending per child enrolled*	\$5,193

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
25	10

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	20

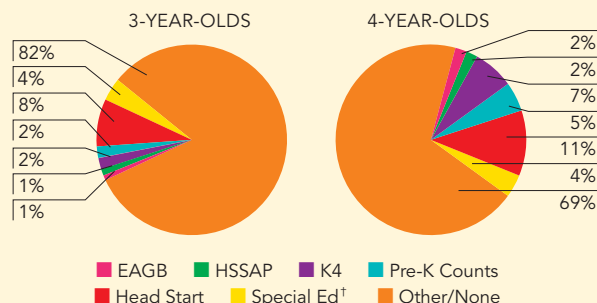
¹ The state did not break EABG enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2009-2010.

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment	3,563 ¹
School districts that offer state program	7%
Income requirement.....	None ²
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	20,117
Federally funded Head Start enrollment	27,752
State-funded Head Start enrollment	5,297 ⁴

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA and ECE certification (public); AA in ECE (community partners) ⁵	BA	<input type="checkbox"/>
Teacher specialized training	Certification in ECE; PK-4, N-3 (public); AA in ECE (community partners) ⁵	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Must meet NCLB requirements ⁶	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Health	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

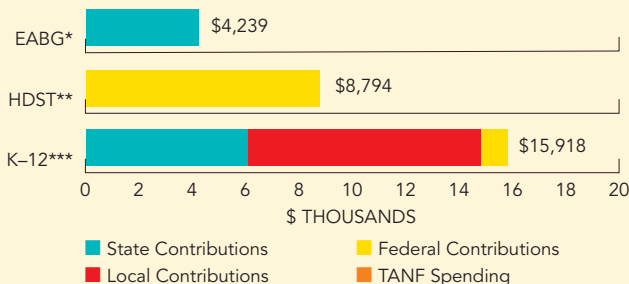
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$15,105,162
Local match required?	No
State Head Start spending	\$37,311,687
State spending per child enrolled	\$4,239
All reported spending per child enrolled*	\$4,239

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The state could not break EAGB enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were age 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2010-2011.

² Eligibility requirements are locally determined.

³ Most programs operate 2.5 hours or 5 hours per day, 5 days per week, 180 days per year.

⁴ All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

⁵ Teachers working in programs in community settings that operated before December 2006 have until December 2012 to obtain a BA and ECE certification. Teachers working in programs in community settings that were contracted after December 2006 must obtain a BA and ECE certification within five years of the program beginning to serve students. PK-4 is the new certification requirement being phased in for teachers in public settings and will take full effect in January 2012. Prior to then, all ECE certifications also apply. For nonpublic school settings contracted by an LEA prior to September 2006, teachers have until September 2012 to become ECE-certified. If contracts were initiated after September 2006, teachers have five years to become ECE certified.

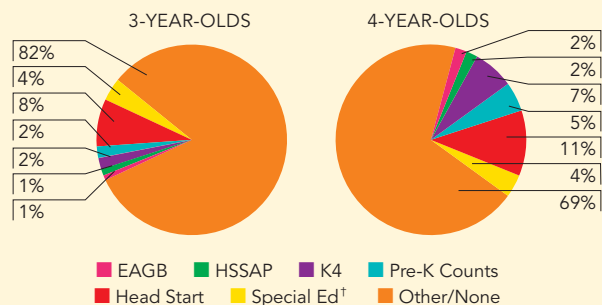
⁶ All assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary study/60 college credits, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL BASED PRE-K

ACCESS

Total state program enrollment	12,650 ¹
School districts that offer state program	19%
Income requirement	None (K4); Determined locally (SBPK)
Hours of operation	2.5 hours/day (part-day) or 5 hours/day (full-day); 5 days/week
Operating schedule	Academic year
Special education enrollment	20,117
Federally funded Head Start enrollment	27,752
State-funded Head Start enrollment	5,297 ²

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

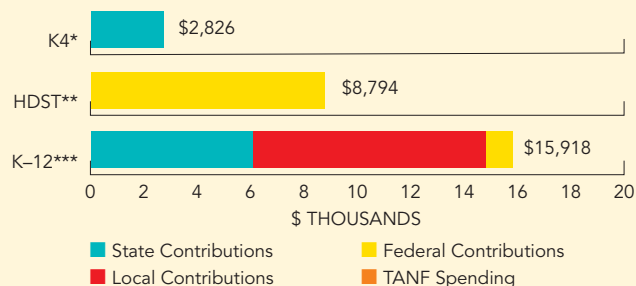
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EE or ECE certification (K4); ECE certification (SBPK)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Meets NCLB requirements (SBPK); None (K4) ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit (K4); 20 (SBPK) ⁴		
Staff-child ratio	1:10 or better		<input type="checkbox"/>
3-year-olds	1:10		
4-year-olds	No limit (K4); 1:10 (SBPK) ⁴		
Screening/referral and support services	Health	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	None	Site visits	<input type="checkbox"/>

TOTAL
BENCHMARKS
MET
3

RESOURCES

Total state pre-K spending	\$35,744,420 ⁵
Local match required?	No
State Head Start spending	\$37,311,687
State spending per child enrolled	\$2,826
All reported spending per child enrolled*	\$2,826

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The state could not break K4 & SBPK enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2010-2011.

² All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

³ Beginning in the 2009-2010 school year, all assistant teachers in SBPK are required to meet NCLB requirements. This requires completing at least two years of post-

secondary study/60 college credits, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

⁴ The K4 program follows kindergarten requirements, which do not limit class size or staff-to-child ratio. However, most programs have 20 children and a 1:10 staff-child-ratio. School Based Pre-K follows the PA School Board regulations, which require a maximum class size of 20 and a staff-to-child ratio of 1:10.

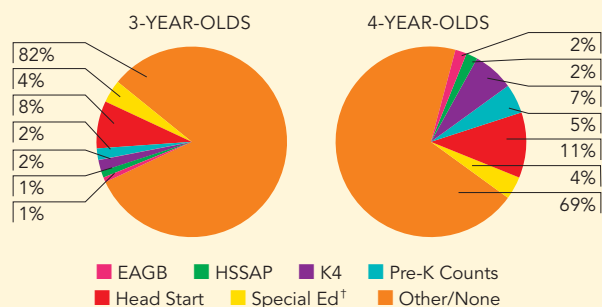
⁵ The difference in funding from 2009-2010 to 2010-2011 is not due to a policy change but rather using actual program spending rather than estimates based on the state's average K-12 per-child expenditure for the first time.

PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state program enrollment	5,465
School districts that offer state program	27%
Income requirement	90% of children must be at or below 100% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	20,117
Federally funded Head Start enrollment	27,752
State-funded Head Start enrollment	5,297 ³

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

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

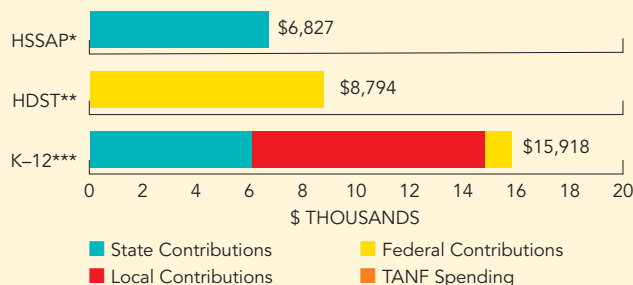
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$37,311,687 ⁶
Local match required?	No
State Head Start spending	\$37,311,687
State spending per child enrolled	\$6,827
All reported spending per child enrolled*	\$6,827

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of the enrollment may be children whose family income is between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.

² The operating schedule is determined locally, but the minimum follows federal Head Start requirements of 3.5 hours per day, 4 days per week, and 128 days per year.

³ All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

⁴ The Head Start Reauthorization Act of 2007 requires that by 2011 all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA. If teachers are employed by a school district, ECE certification is required. Federal Head Start requires that by 2013 all assistant teachers have a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

⁵ Support services include parent conferences or home visits and comprehensive services as required by federal Head Start Performance Standards including parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

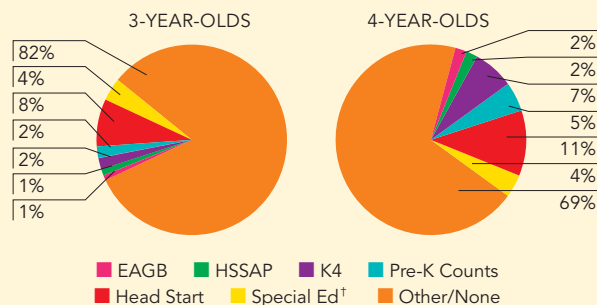
⁶ All spending through this initiative is directed toward Head Start programs.

PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state program enrollment	11,359
School districts that offer state program	81%
Income requirement	300% FPL ¹
Hours of operation	2.5 instructional hours/day (part-day), 5 instructional hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	20,117
Federally funded Head Start enrollment	27,752
State-funded Head Start enrollment	5,297 ²

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

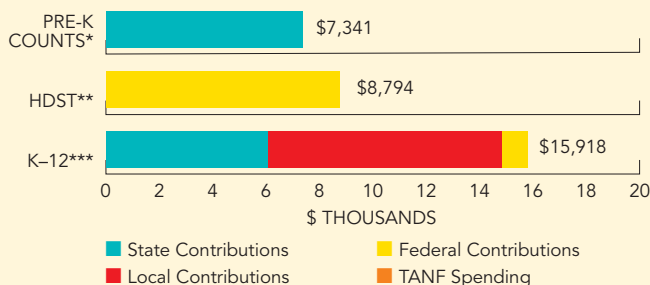
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA in ECE (public); AA in ECE (nonpublic); or ECE cert. and 18 credits (nurse) ³	BA	<input type="checkbox"/>
Teacher specialized training	ECE certification (public); AA in ECE or ECE cert. or 18 credits in ECE (nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Must meet NCLB requirements ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET
6

RESOURCES

Total state pre-K spending	\$83,383,601
Local match required?	No
State Head Start spending	\$37,311,687
State spending per child enrolled	\$7,341
All reported spending per child enrolled*	\$7,341

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Income is only one of the possible risk factors used to determine eligibility. Other risk factors are determined locally and could include low parental education level or other economic, language, and/or cultural disadvantages that put children at risk for school failure.

² All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

³ Teachers in child care and Head Start are required to have at least an AA in early childhood education. Teachers in nursery schools are required to have ECE certification or 18 credits in ECE. Beginning in December 2011, all lead teachers will be required to have a BA and ECE certification.

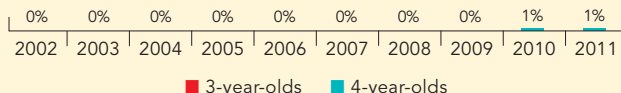
⁴ Beginning with the 2009-2010 school year, all assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary education, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

⁵ Vision, hearing, health, dental, and developmental screenings and referrals are determined locally. Support services required of all programs include parent involvement activities and transition to kindergarten activities.

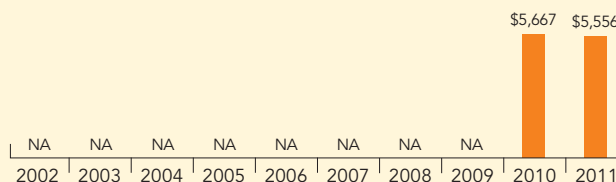
⁶ Half-day programs are required to provide a snack. Full-day programs are required to provide a snack and one meal.

Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



The Rhode Island Prekindergarten Demonstration Project was launched as a prekindergarten demonstration initiative in the fall of 2009. As of September 2010, the program was available to 4-year-old children in seven classrooms located in four of the state's urban communities. Four of the seven demonstration classrooms were funded with \$700,000 allocated by the state, while local school districts funded the other three classrooms using federal Title I dollars. A total of 126 preschool education slots were available to 4-year-olds in these seven classrooms during the 2010-2011 school year.

Teachers in the Rhode Island Prekindergarten Demonstration Project are required to hold a bachelor's degree with an early childhood teaching certificate. The Rhode Island Department of Education provides teachers with training and technical assistance on an ongoing basis at all seven locations. The program is available to all children in each participating community who are 4 years old by September 1, though enrollment is determined by a lottery. Public schools, private child care, and Head Start programs are eligible to apply to be pre-K sites and receive funding through a competitive request for proposal process conducted by the Rhode Island Department of Education. The Rhode Island Prekindergarten Demonstration Project is included in the state's newly adopted school funding formula enacted through legislation in 2010.

Funding for the Rhode Island Prekindergarten Demonstration Project was not included in the school funding formula for the 2011-2012 school year during the state's transition to the new funding methodology. However, alternate bridge funding consisting of a combination of funds from the state, private foundations, and Title I was used. Rhode Island plans to fully implement the state funding formula, which will include funding for the state pre-K program, in the 2012-2013 school year. The funding formula includes an expansion plan for pre-K that will increase the state investment each year for 10 years up to \$10 million per year.

Through an ongoing process, starting in the 2009-2010 school year, this program is evaluated for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, mathematics, and social-emotional development.

Rhode Island also provides supplemental state funding to the federal Head Start program through the Department of Human Services, but substantial cutbacks have been made to this initiative in recent years. During the 2010-2011 school year, 156 children were served using \$800,000 in state funds, including \$200,000 through TANF.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
39	None Served

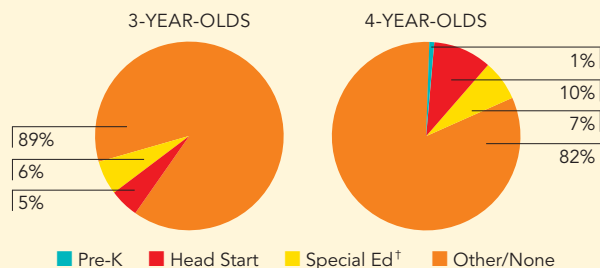
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	5

RHODE ISLAND PREKINDERGARTEN DEMONSTRATION PROJECT

ACCESS

Total state program enrollment	126 ¹
School districts that offer state program	10% (communities)
Income requirement.....	None
Hours of operation	6 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	1,753
Federally funded Head Start enrollment	1,774
State-funded Head Start enrollment.....	120 ²

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



† This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

QUALITY STANDARDS CHECKLIST

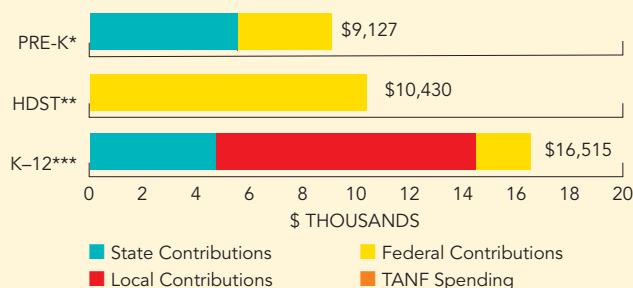
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	BA	BA	✓
Teacher specialized training	EC certification (pre-K–grade 2)	Specializing in pre-K	✓
Assistant teacher degree	HSD + 12 college credits of ECE	CDA or equivalent	✓
Teacher in-service	20 clock hours	At least 15 hours/year	✓
Maximum class size	20 or lower		✓
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio	1:10 or better		✓
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral.....	Vision, hearing, health, developmental, and support services	Vision, hearing, health; and at least 1 support service	✓
Meals	Lunch and snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL
BENCHMARKS
MET
10

RESOURCES

Total state pre-K spending.....	\$700,000
Local match required?	No
State Head Start spending.....	\$800,000 ⁴
State spending per child enrolled	\$5,556
All reported spending per child enrolled*	\$9,127

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ This is the total enrollment, which is made up of 76 children being served with state funds only and 50 children being served with Title I funds only.

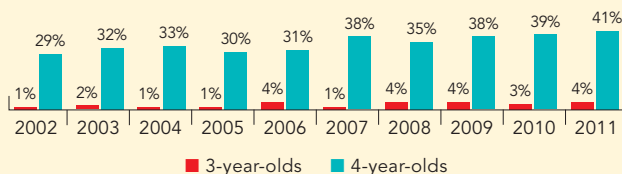
² Rhode Island was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Rhode Island who were 3 or 4 years old.

³ Each program is required to collaborate with its local Child Outreach program, which conducts screenings and referrals. Support services include parent conferences, parent involvement activities, and transition to kindergarten activities.

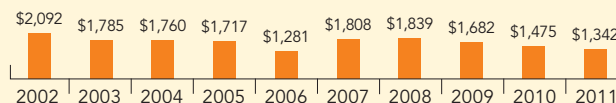
⁴ This sum also represents \$200,000 in TANF funds dedicated to Head Start.

South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In 1984, the South Carolina Education Improvement Act established the Half-Day Child Development Program. Known as 4K, this program seeks to improve school readiness by providing half-day preschool education programs to at-risk 4-year-olds. Each district in the state is required to have at least one 4K classroom, though districts determine their own eligibility requirements based on local needs as well as a list of state-specified risk factors. These risk factors include child history of foster care, homelessness, low family income, low parent education level, or teen parent.

Funding for 4K is distributed to school districts based on the number of kindergarteners eligible for free or reduced-price lunch in their districts. Districts may partner with Head Start programs to offer preschool education, though most children are served in public school settings. About 15 percent of the 4K programs provide full-day preschool services by leveraging funds from other sources. In the 2010-2011 school year, 4K programs did not receive program review or technical assistance due to reductions in staff.

The Child Development Education Pilot Program (CDEPP), the state's second early education initiative, was established in 2006 as a result of the lawsuit *Abbeville County School District v. South Carolina*. A court decision deemed full-day preschool must be provided in the counties named in the lawsuit if those counties decided to offer the 4K program. Children are eligible for the full-day program if they are eligible for free or reduced-price lunch or Medicaid. Public school programs must be approved by the state Department of Education to offer CDEPP, while private child care centers must receive approval by South Carolina First Steps to School Readiness. Beginning with the 2009-2010 program year, CDEPP is also available to students with a documented developmental delay. This program was evaluated for both process quality and program impact/child outcomes in the 2009-2010 school year. Due to reductions in staff, CDEPP programs only received site visits or technical assistance upon request in the 2010-2011 school year.

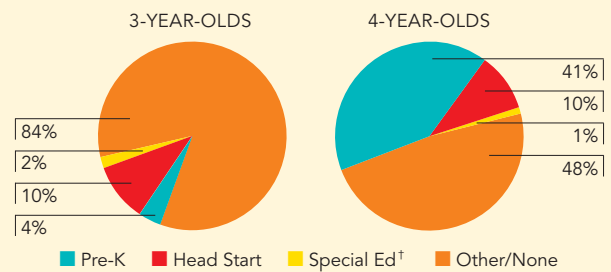
A third initiative, First Steps to School Readiness, provides additional services for preschool-age children. Funds are distributed at the local level by the First Steps County Partnerships to provide services for children and their families, which include home visiting, parenting courses, and nurse-family partnership programs. Some communities are able to use these funds in collaboration with 4K or CDEPP to extend preschool services to a full-day program or provide additional slots.

The first two pages of this state profile document South Carolina's overall contributions and commitment to state-funded preschool education, including state spending and enrollment for both the Half-Day Child Development Program and the Child Development Education Pilot Program. The third page focuses exclusively on the 4K initiative and the final page presents specific details about the CDEPP initiative.

STATE OVERVIEW

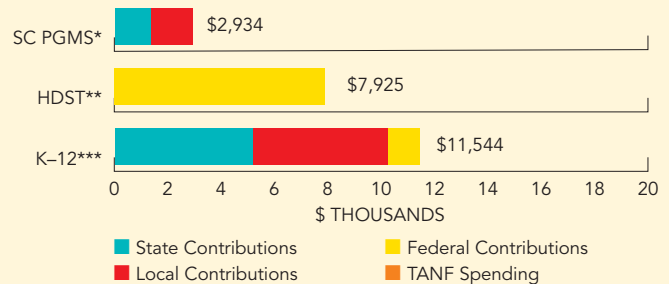
Total state program enrollment	26,518
Total state spending	\$35,598,474
State spending per child enrolled	\$1,342
All reported spending per child enrolled*	\$2,934

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

11

15

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

39

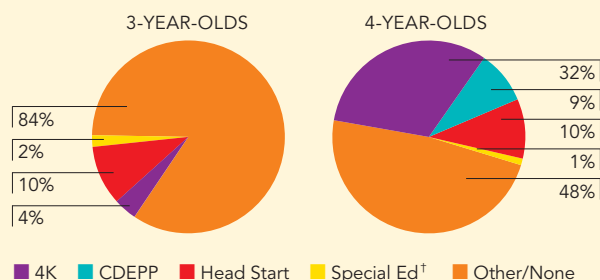
36

SOUTH CAROLINA HALF-DAY CHILD DEVELOPMENT PROGRAM (4K)

ACCESS

Total state program enrollment	21,469
School districts that offer state program	58%
Income requirement	185% FPL
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,866
Federally funded Head Start enrollment	11,980
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

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

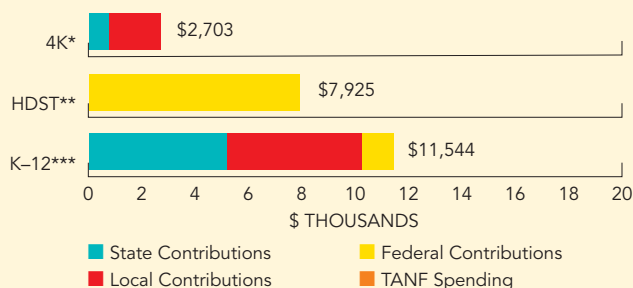
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$15,813,846 ³
Local match required?	No
State spending per child enrolled	\$737
All reported spending per child enrolled*	\$2,703

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Health screenings and referrals are and always have been determined locally. Most districts offer health screenings even though this is not required in State Board of Education regulations, and has not been required in the past. Support services include education services or job training for parents, parenting support or training, parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities.

² For the 2010-2011 school year, reductions in staff at the state level do not allow for program review.

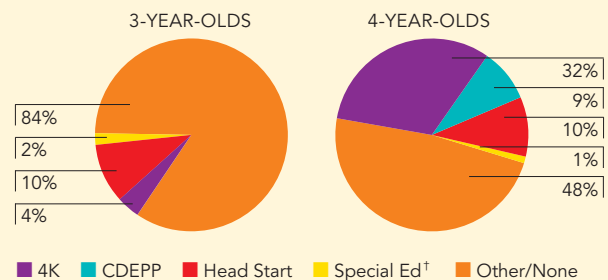
³ Total state spending is the appropriated amount rather than actual spending.

SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

ACCESS

Total state program enrollment	5,049
School districts that offer state program	42%
Income requirement	185% FPL ¹
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,866
Federally funded Head Start enrollment	11,980
State-funded Head Start enrollment.....	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE certification for pre-K–3 (public); AA in ECE (nonpublic)	Specializing in pre-K at least 1 support service	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	None ⁴	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
7

RESOURCES

Total state pre-K spending	\$19,784,628 ⁵
Local match required?	No
State spending per child enrolled	\$3,919 ⁵
All reported spending per child enrolled*	\$3,919 ⁵

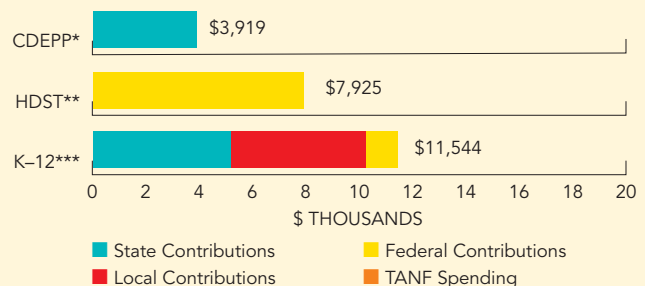
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Children are also eligible if they receive Medicaid services. If classes are not full, developmental delays can be considered as eligibility criteria.

² Assistant teachers are required to complete the early childhood development credential within 12 months of hire. Districts may request waivers in certain instances.

³ Immunizations have been required since the 2008-2009 school year. Due to this clarification, this policy meets NIEER's quality standard benchmark. Support services include parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities. Other support services are determined locally.

⁴ For the 2010-2011 school year, reductions in staff at the state level do not allow for program review unless requested. This no longer meets NIEER's requirement for monitoring.

⁵ These figures include general funds (\$17,300,000) and South Carolina First Steps funds (\$2,484,628) used to serve children in CDEPP classrooms. State spending from the general fund is the appropriated amount rather than actual spending.

South Dakota

NO PROGRAM

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

No Program

RESOURCES RANKINGS

STATE SPENDING

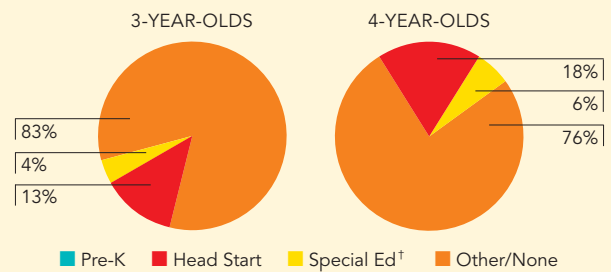
ALL REPORTED SPENDING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,546
Federally funded Head Start enrollment	3,661
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

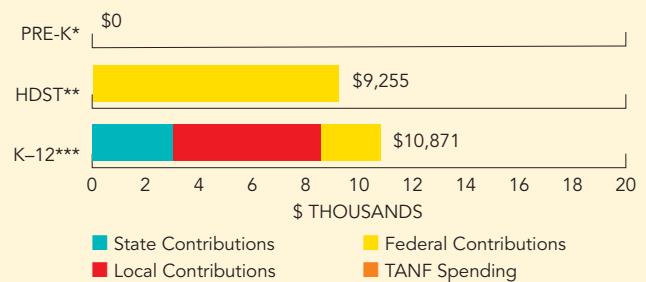
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

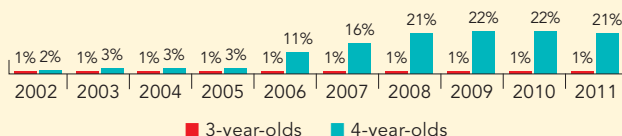
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

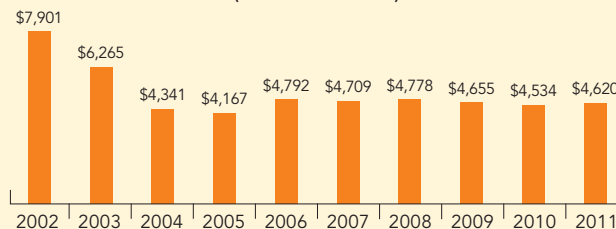


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Started in 1998 with 30 classrooms, Tennessee's Early Childhood Education (ECE) Pilot Project was a competitive grant program for public schools, Head Start agencies, private child care agencies, public housing authorities, and institutions of higher education to provide preschool education programs. Tennessee launched the Tennessee Voluntary Pre-K (VPK) program in the 2005-2006 school year, adding 300 new classrooms to the existing ECE Pilot Project. During the 2010-2011 school year, a total of 18,453 children were served across 934 VPK classrooms with every district in the state offering at least one classroom.

Only public schools may compete for state-funded VPK grants, though these schools may subcontract with Head Start agencies, private child care agencies, public housing authorities, institutions of higher education, and any three-star rated community-based or private child-serving agency. Contracted programs must operate within the LEA's jurisdiction.

Eligibility is determined using a three-tier prioritization system. Four-year-olds whose family income meets up to 185 percent of poverty income guidelines, as determined by Department of Health and Human Services, are top priority for enrollment. If space is still available, children who have an IEP, have a history of abuse or neglect, are English Language Learners, or are in state custody may enroll. Any remaining spots may then be offered based on locally determined risk factors, including low parent education level, single-parent families, teen parents, or a parent on active military duty. VPK only serves 4-year-olds, although at-risk 3-year-olds may be enrolled in pilot programs.

Since its inception, VPK has received funding from multiple sources, including lottery revenue, general education revenue, and, in the past, TANF funds. The use of lottery funds had allowed program enrollment to expand. In 2010-2011, the VPK program was funded fully through general education revenue. Other funds used to provide the required local match for VPK include federal Head Start, Title I Even Start, and IDEA. Since the 2008-2009 school year, the program has maintained its funding for 934 classrooms. While the budgets have included inflationary adjustments, there have been no additional funds for expansion.

The Division of School Readiness and Early Learning (DSREL), formerly the Office of Early Learning, within the Tennessee Department of Education, grew out of the Voluntary Pre-K for Tennessee Act of 2005. The DSREL is responsible for technical assistance, program administration, monitoring, oversight, training, and data collection for VPK. This office is also responsible for coordinating and collaboration with local school systems, community providers, and intra-state agencies to gather best practices and information in support of early childhood education. DSREL includes the Head Start State Collaboration Office, Even Start State Coordinator Office, Family Resource Centers, Pre-K Data monitoring, and School Administered Child Care Program Evaluation.

A five-year, external evaluation on the effectiveness of the VPK program is being conducted by the Peabody Research Institute at Vanderbilt University. This study began in the fall of 2009.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	22

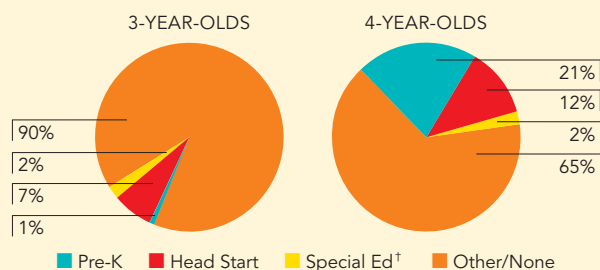
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	16

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state program enrollment	18,453
School districts that offer state program	100%
Income requirement	185% FPL ¹
Hours of operation	5.5 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,679
Federally funded Head Start enrollment	15,657
State-funded Head Start enrollment.....	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Teaching license and EC endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA (ECE pilot); HSD + pre-K experience (VPK) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours ⁵	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	16 ⁶		
4-year-olds	20 ⁶		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

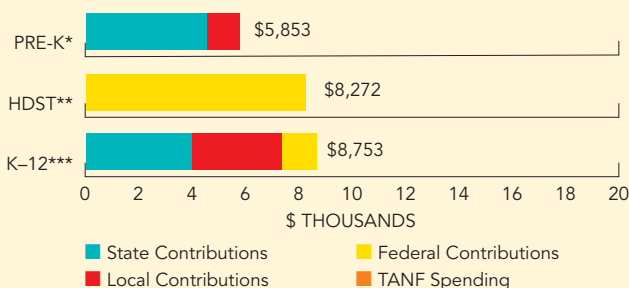
TOTAL
BENCHMARKS
MET

9

RESOURCES

Total state pre-K spending	\$85,254,000
Local match required?	Yes ⁸
State spending per child enrolled	\$4,620
All reported spending per child enrolled*	\$5,853

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Once all available students eligible for free and reduced-price lunch are enrolled, LEAs are permitted to enroll children whose families do not meet this income criterion.

² Naptime cannot be counted in the 5.5 hour minimum.

³ Permissible types of endorsements include those in: Pre-K-Grade 3, Pre-K-4, Pre-K-K, Pre-K-1 Special Education, and Pre-K-3 Special Education. The Pre-K-4 certification and Special Education Pre-K-1 are no longer issued, but are still accepted for pre-K teachers in public and nonpublic settings.

⁴ The LEA is required to hire an assistant teacher with a CDA or AA if one is available. If not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs and the assistant must demonstrate progress toward completion of a CDA.

⁵ All lead teachers working in public schools must meet the state requirement of 30 hours of in-service per year. The 18 hours required in early childhood for preschool teachers may count toward this total.

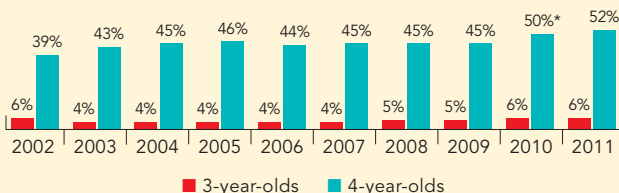
⁶ In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.

⁷ Dental screening and referrals are locally determined. Support services include parent conferences or home visits, parenting support or training, parent involvement activities, referral for social services, and transition to kindergarten activities. Some other comprehensive services are required, but specific services are determined locally.

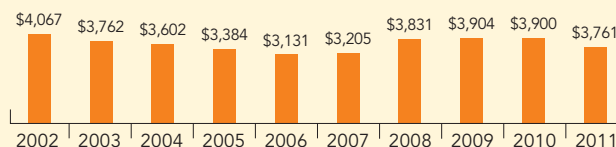
⁸ The state Basic Education Plan (BEP) funding formula determines the state share and the amount of the local match for the classroom component based on each county's tax base. The local match may include in-kind contributions.

Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



The Texas Public School Prekindergarten initiative was launched in 1985 to provide half-day preschool education services to at-risk 4-year-olds. School districts must offer the initiative if they serve 15 or more eligible 4-year-olds. Eligibility is based on meeting one of a number of risk factors: qualifying for free or reduced-price lunch, limited English proficiency, homelessness or unstable housing, participation in foster care, or a parent on active military duty or who has been injured or killed on duty. Non-eligible children may enroll at a district's discretion if parents pay tuition. Some districts may offer the program to 3-year-olds using additional state and district funds.

Funding is distributed directly to school districts, though these districts are encouraged to partner with licensed child care centers and Head Start programs to provide preschool services. State and local funds support the Texas Public School Prekindergarten program. The initiative is part of the K-12 system through the Foundation School Program, which offers funding to support half-day services, though programs can apply for full-day through the competitive Prekindergarten Expansion Grant Program. Expansion grants usually prioritize school districts that have low third grade reading scores.

The Texas Education Code amended its reporting requirement in the 2007-2008 school year to work with the Texas School Ready Certification System (SRCS), a quality rating system meant to improve the school readiness of pre-K students. The SRCS is available across settings, including public preschool programs, Head Start agencies, and both for-profit and nonprofit licensed child care centers. Additionally, online training is now available on the Texas Prekindergarten Curriculum Guidelines.

The Texas Education Agency (TEA) and its contractor conducted a comprehensive needs assessment to identify effective outreach strategies and partnerships. As a result, a toolkit was developed to help districts assist families in enrolling eligible children in prekindergarten programs, including resources to help districts notify eligible families about free local prekindergarten programs. The toolkit is available online in English and Spanish.

The restructured Prekindergarten Expansion Grant Program became the Prekindergarten Early Start (PKES) grant in September 2009. Eligible school districts and charter schools use PKES grant funds to prepare preschoolers to enter kindergarten at or above grade levels. Grantees must engage in continual monitoring of student programs in the classroom as well as professional development and must implement high-quality, developmentally appropriate curricula. Programs are required to participate in the School Readiness Certification Systems. They must also develop a School Readiness Integration Plan, which is a collaboration among multiple partners, including prekindergarten and early education providers as well as local workforce development boards, to share resources across delivery settings. Funds were not appropriated for this initiative for the 2011-2012 program year.

For the first time, state spending figures include spending for all aspects of program: Foundation School Program, Prekindergarten Early Start Grant, and Texas School Ready. Spending from the 2009-2010 school year reported here also includes all three funding sources.

* Percentages served prior to 2010 are not perfectly comparable to 2010 and 2011. The latter figures use data from the 2010 Census, whereas the earlier figures are based on population estimates.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	12

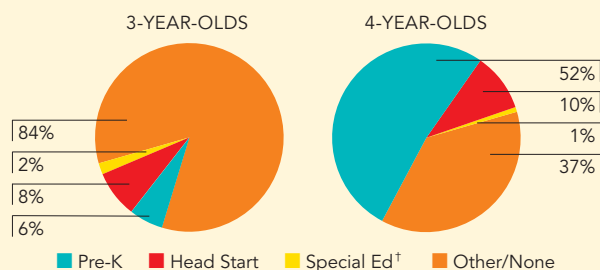
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	27

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state program enrollment	224,306
School districts that offer state program	83%
Income requirement	185% FPL ¹
Hours of operation	3 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	23,556
Federally funded Head Start enrollment	67,484
State-funded Head Start enrollment	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

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

**TOTAL
BENCHMARKS
MET**

4

RESOURCES

Total state pre-K spending	\$843,723,501 ⁷
Local match required?	No
State spending per child enrolled	\$3,761 ⁷
All reported spending per child enrolled*	\$3,761

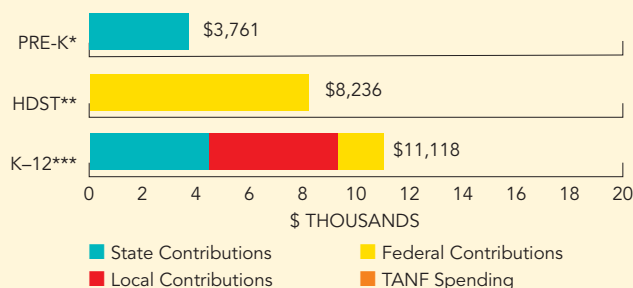
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Children may also qualify if they are homeless or have unstable housing, have a history of foster care, are eligible for TANF or other public assistance, have a parent on active military duty or who was injured or killed on active duty, or have non-English speaking family members.

² School districts that receive Prekindergarten Expansion Grant funding are required to offer 6 hours of services per day. Foundation funding covers half-day services only.

³ The Generalist Teaching Certificate was extended to sixth grade in May 2009. The Generalist EC-4 credential was discontinued after August 2010.

⁴ Prekindergarten classes no larger than 15 (for 3-year-olds) or 18 (for 4-year-olds) are preferred but not required.

⁵ Some support services are required, but specific services are determined locally.

⁶ School districts are not required to serve meals to prekindergarten students. However, most school districts do serve either breakfast or lunch, and some offer both meals. All districts offering full-day programs provide lunch.

⁷ For the first time, this figure includes spending for all aspects of program: Foundation School Program, Prekindergarten Early Start Grant, and Texas School Ready. Reported spending from the 2009-2010 school year has been increased retroactively to also include all three funding sources.

Utah

NO PROGRAM

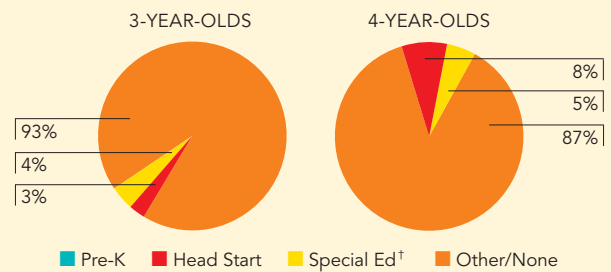
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	5,516
Federally funded Head Start enrollment	5,651
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

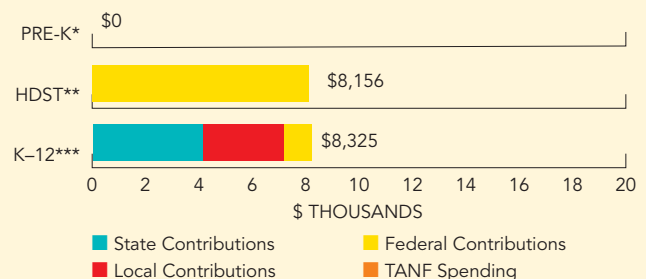
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

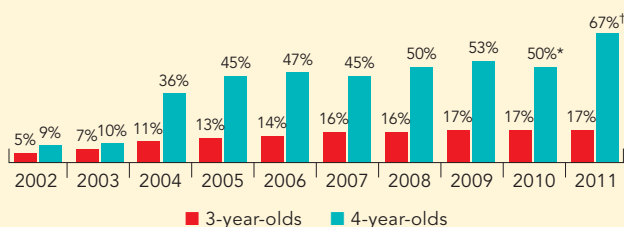
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

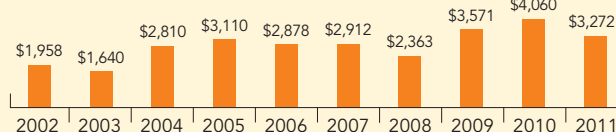


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Established in 1987, the Vermont Early Education Initiative (EEI) funds early childhood services including, but not limited to, preschool programs. Eligibility for EEI is based on family incomes below 185 percent of the federal poverty level or another child risk factor, including developmental delay, limited English proficiency, social isolation, or a history of abuse or neglect. Partnerships, composed of at least one school district and one community early care and education program, may submit grant applications. EEI funding has remained relatively stable over the past few years. Since the 2009-2010 school year, the competitive grant process requires all programs to submit proposals, even those that have received EEI funding in the past.

In 2003, Vermont established a second preschool initiative that allows school districts to include 3- to 5-year-olds in their school census. Formally called Publicly Funded Prekindergarten using Average Daily Membership (PFP-ADM), the program has been known as the Vermont Prekindergarten Education-Act 62 since the 2007-2008 program year. These pre-K programs are supported by the state's Education Fund in the same way as K-12 education, based on enrollment counts in the previous years. Pre-K programs are offered at the district's discretion, and children's participation is voluntary. Approximately 80 percent of Vermont's local education agencies (LEAs) offer pre-K through a combination of school-based programs and partnerships with private family-based or center-based providers, and/or with Head Start programs. State education funds offer access to 6 to 10 hours per week of preschool education services for children ages 3 to 5. Using Act 62 funds, public schools may subcontract with other preschool providers, including faith-based centers, private child care, Head Start agencies, and family child care homes for service provision.

Initially, the state had a cap on the number of pre-K children a district could count in its enrollment census. In the spring of 2010, Vermont's Act 62 was amended so that the cap was waived for any town with a K-12 school that failed to make Adequate Yearly Progress under NCLB as of the 2010-2011 school year. In the spring of 2011, the state eliminated the pre-K cap in all towns, effective in the 2011-2012 school year. School budgets had already been set for the 2011-2012 school year, but lifting the cap may have a positive effect on enrollment for future years.

Since the 2008-2009 school year, only one teacher per center in Act 62 programs operating in nonpublic settings is required to have an ECE educator license, rather than requiring one teacher with an educator license in each preschool classroom. However, most classrooms do have a lead teacher with a BA and licensing in both public and private settings. New rules for Vermont's quality rating system, Step Ahead Recognition Systems (STARS), also went into effect this same year, requiring that programs achieve at least 4 out of 5 stars in the system or hold NAEYC accreditation. In the 2009-2010 program year, programs began assessing child progress with either the Work Sampling System or Creative Curriculum Developmental Continuum.

The first two pages of Vermont's profile describe the state's overall commitment and contributions to preschool education with enrollment and state spending information for both initiatives. The next two pages provide specific details about each of Vermont's preschool initiatives with the Vermont Prekindergarten Education-Act 62 program highlighted on the third page and the Vermont Early Education Initiative profiled on the fourth page.

* Percentages served prior to 2010 are not perfectly comparable to 2010 and 2011. The latter figures use data from the 2010 Census, whereas the earlier figures are based on population estimates.

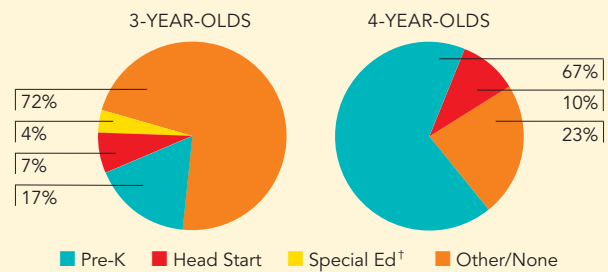
† Enrollment in the Act 62 program in the 2010-2011 year was 5,553, including an estimated 802 children who were also receiving special education services. Unduplicated enrollment figures for EEI were not available although it was reported that the majority of EEI children participating in center-based programs are reported in Act 62 figures. EEI figures are excluded from the state total to avoid duplication of enrollment.

§ Act 62 funding is based on the average of the previous two years' enrollment and so lags enrollment changes. We could not pull FY11 expenditure data and so relied on FY10 data adjusted for inflation. This underestimates expenditures potentially by as much as \$400 per child for the 2010-2011 school year.

STATE OVERVIEW

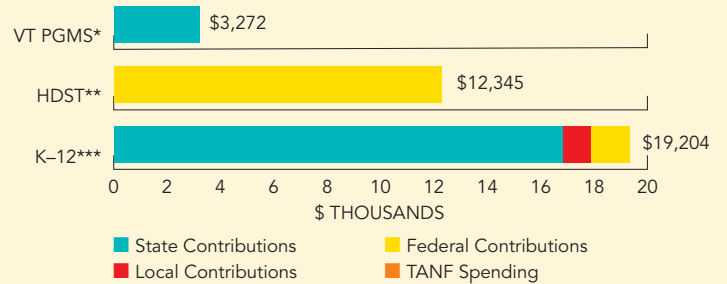
Total state program enrollment	5,553
Total state spending	\$18,167,265
State spending per child enrolled	\$3,272
All reported spending per child enrolled*	\$3,272

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

3

3

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

31

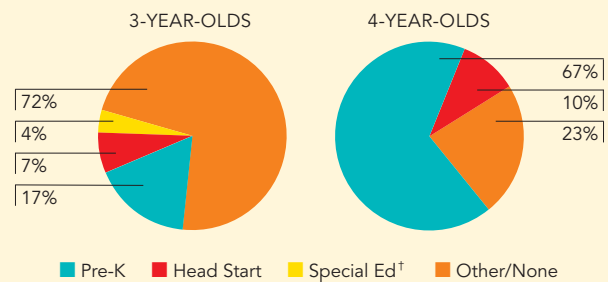
34

VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment	5,553
School districts that offer state program	89% (communities)
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	1,081
Federally funded Head Start enrollment	1,123
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

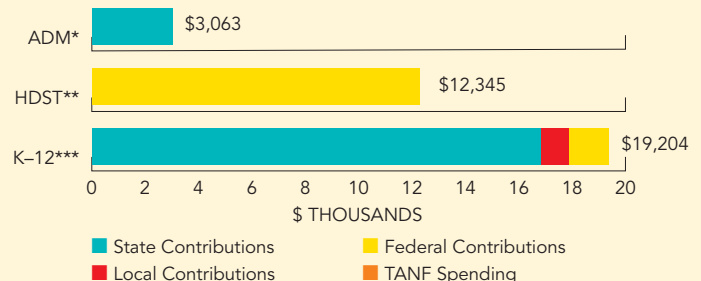
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Meets child care regulations (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	ECE or ECSE endorsement (public); None (nonpublic) ²	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	AA (public); HSD + CD course (nonpublic) ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

TOTAL
BENCHMARKS
MET
4

RESOURCES

Total state pre-K spending	\$17,044,928 ⁵
Local match required?	No
State spending per child enrolled	\$3,063 ⁵
All reported spending per child enrolled*	\$3,063

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Programs are funded to operate 6-10 hours per week. Most programs operate about 3 hours/day, 6-10 hours/week, 3-4 days/week for at least 35 weeks per year.

² Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. Effective as of July 2008, nonpublic centers only must have one licensed teacher per center rather than one per classroom. Lead teachers in nonpublic settings must meet child care requirements of an AA, CDA, or post-secondary child care certificate. Registered child care homes require only brief supervision by a licensed teacher. The majority of lead teachers possess a BA and are certified.

³ Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings assistant teachers need to have a high school diploma and a 30-hour course in child development. Other training is not specified in Act 62 legislation and depends on the type of pre-K provider for whom they work

⁴ Screenings and referrals are determined locally; programs that are Head Start programs require various screenings. Support services include home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.

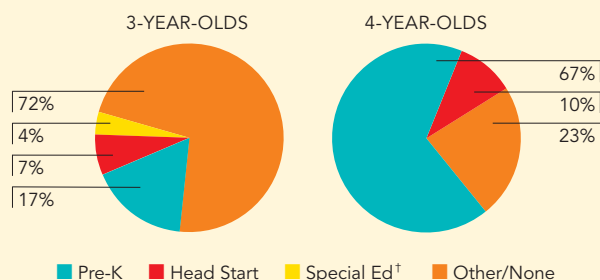
⁵ Actual funding totals for the 2010-2011 school year were not yet available. Funding totals reflect the 2009-2010 spending amounts, adjusted for inflation.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	771
School districts that offer state program	52% (districts) ¹
Income requirement	185% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Academic year
Special education enrollment	1,081
Federally funded Head Start enrollment	1,123
State-funded Head Start enrollment.....	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Meets child care regulations (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	ECE or ECSE (public); Meets child care regulations (nonpublic) ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA (public); HSD + 30 hr course in CD (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years (public); 12 clock hours (nonpublic)	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	None ⁶	Site visits	<input type="checkbox"/>

TOTAL
BENCHMARKS
MET
4

RESOURCES

Total state pre-K spending	\$1,122,337
Local match required?	No
State spending per child enrolled	\$1,456
All reported spending per child enrolled*	\$1,456

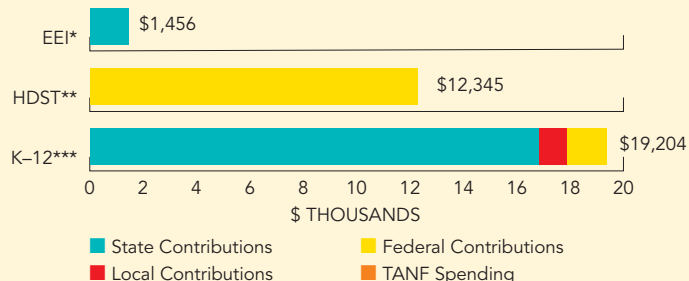
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ EEI is a competitive grant program. A total of 41 grants were awarded in 2010-2011.

² Children may also qualify based on other risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence, homelessness, or geographic isolation.

³ Grantees propose their EEI service delivery model systems. Most EEI programs are half-day, 6-10 hours/week, for 2-3 days/week.

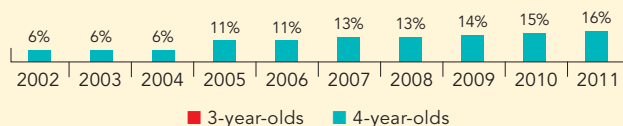
⁴ Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. State policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have a minimum of an AA in ECE, a CDA, or a post-secondary child care certificate (9 specific early education classes) with two years experience.

⁵ Screenings and referrals are up to the EEI grantee to determine. Support services include parent conferences or home visits, parent involvement activities, and transition to kindergarten activities. Other comprehensive services are determined locally.

⁶ State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Since 1995, the Virginia Preschool Initiative (VPI) has served at-risk 4-year-olds who are not enrolled in existing preschool programs. Enrollment in the Virginia Preschool Initiative increased in the 2010-2011 school year by 6 percent over the previous year, serving 15,881 four-year-olds. More than 80 percent of districts offer VPI services with most children participating in public school settings. While funding allocations to local school divisions are based on free lunch eligibility numbers, eligibility criteria for students are based on locally determined risk factors including, but not limited to, limited English proficiency, family unemployment, homelessness, poverty, parent incarceration, and parent with limited education.

Funding for VPI is distributed to public school districts and local departments of social services, though these agencies may subcontract with Head Start programs or private child care centers to offer preschool education services. Communities are required to contribute matching funds, as calculated by a local composite index of district resources. During the 2010-2011 school year, the local match remained capped at one-half the per-pupil amount regardless of local composite index with the state contributing at least half of the \$6,000 per-pupil rate. Local matching funds accounted for over 20 percent of total costs statewide. Programs operating on a half-day schedule received half of the full-day funding allocation.

In the 2004-2005 school year, funding allocations were increased to serve 90 percent of at-risk children who were not already enrolled in other preschool programs. An increase in funding in the 2006-2007 school year allowed access to be extended to all at-risk 4-year-olds. An additional \$22 million in the 2008-2009 school year, allocated over the biennium, allowed an increase in the per-pupil rate. In the 2010-2011 school year, there was an overall reduction in funding of \$401,010 from the previous year as local spending increased by \$2.2 million to compensate for a decrease of \$2.6 million in state funding. All state funding for VPI in the 2010-2011 school year came from lottery proceeds.

The Virginia Preschool Initiative was evaluated by the University of Virginia for both process quality and program impact/child outcomes in 2011. Monitoring of VPI is conducted by state education staff and consultants once every two years in addition to annual review of program-level outcomes based on review of local plans and results of child assessments.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
26	None Served

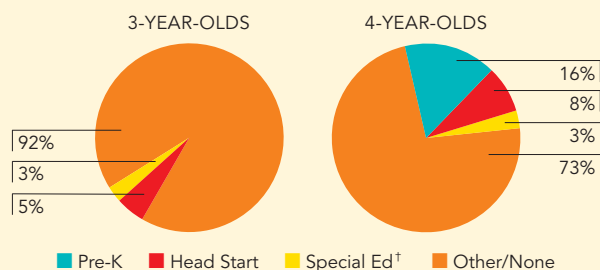
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	15

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state program enrollment	15,881
School districts that offer state program	83%
Income requirement.....	None
Hours of operation	3 hours/day (part-day), 5.5 hours/day (full-day); 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	9,608
Federally funded Head Start enrollment	12,456
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	Certification in Pre-K-3 or Pre-K-6 (public and nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral	Vision, hearing, health; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	None ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET
7

RESOURCES

Total state pre-K spending	\$60,474,645
Local match required?	Yes, based on composite index of local ability to pay
State spending per child enrolled	\$3,808
All reported spending per child enrolled*	\$5,892

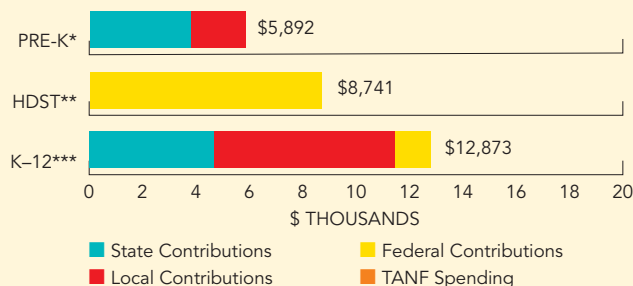
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Localities may choose to offer half-day programs for 3 hours per day or full-day programs for 5.5 hours per day. Most programs operate on a full-day schedule. All programs operate 5 days per week.

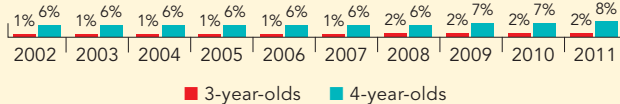
² For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program's curriculum and instructional practices. This policy does not meet NIEER's benchmark requirement.

³ Support services include parent involvement activities, health services for children, and referral to social services. Other comprehensive services, including developmental and dental screenings and referrals and parent conferences or home visits, are determined locally.

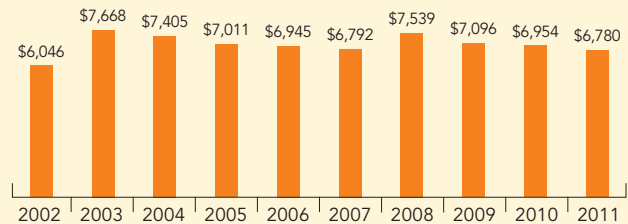
⁴ Currently, the state offers the opportunity for all programs to provide meals, but programs are not required to do so. The number of programs providing at least one meal is not known.

Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In response to evidence that early education and family support build a stronger, more competitive workforce, the Washington Early Childhood Education and Assistance Program (ECEAP) was established in 1985. The Department of Early Learning (DEL) oversees ECEAP and works with the nonprofit organization Thrive by Five Washington and the state Office of the Superintendent of Public Instruction to coordinate programs to improve school readiness.

ECEAP is offered in a variety of public and private settings, including those run by educational service districts, public school districts, nonsectarian organizations, local governments, nonprofit organizations, and community and technical colleges. While most children served are 4-year-olds from families at or below 110 percent of the federal poverty level, up to 10 percent of slots may be filled by children whose families are over the income cutoff if there are environmental and developmental risk factors present. Beginning in the 2010-2011 school year, children who qualify for special education due to a disability were eligible for ECEAP regardless of family income. Some 3-year-olds with risk factors may also enroll.

ECEAP provides a number of services beyond preschool education to the children and families in the program, including health services coordination, nutrition, social services, family support, and parent involvement, as well as medical and dental services coordination. ECEAP seeks to increase children's social-emotional, physical, and pre-academic skills through these services while building families' capacities to support the success of their children.

During the 2010-2011 school year, children and families in 37 of the state's 39 counties participated in ECEAP. The 2011-2012 year will provide an additional 367 slots. The state selected Teaching Strategies GOLD to use as the statewide ECEAP child assessment tool beginning in the 2012-13 school year.

ACCESS RANKINGS

4-YEAR-OLDS

31

3-YEAR-OLDS

17

RESOURCES RANKINGS

STATE SPENDING

7

ALL REPORTED SPENDING

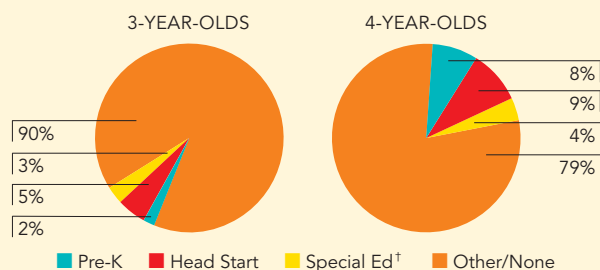
13

WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state program enrollment	8,022
School districts that offer state program	95% (counties)
Income requirement	90% of children must be at or below 110% FPL
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	8,237
Federally funded Head Start enrollment	11,598
State-funded Head Start enrollment.....	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	AA ²	BA	<input type="checkbox"/>
Teacher specialized training	30 quarter units in ECE ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 12 quarter credits in ECE	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:9		
4-year-olds	1:9		
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service ³	<input checked="" type="checkbox"/>
Meals.....	At least 1 meal ⁴	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
9

RESOURCES

Total state pre-K spending	\$54,389,496
Local match required?	No
State spending per child enrolled	\$6,780
All reported spending per child enrolled*	\$6,780

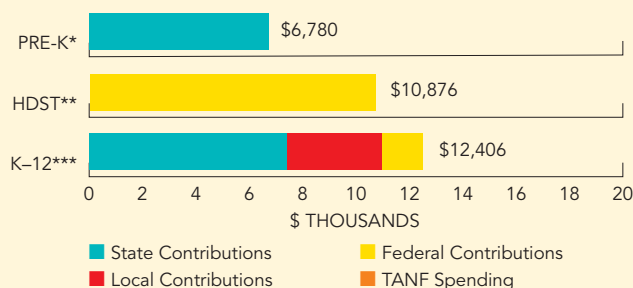
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ A minimum of 320 classroom hours per year is required, and each class session must be at least 2.5 hours long. A typical program may meet 3 hours per day, 3 or 4 days per week, through the school year.

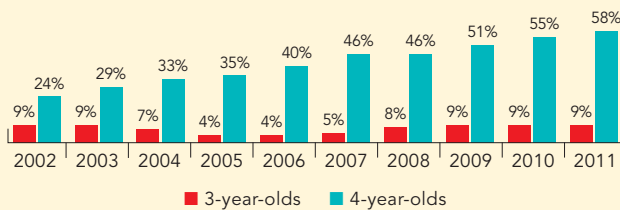
² Lead teachers must have an AA or higher with the equivalent of 30 credits in early childhood education or have valid state teaching certification with an endorsement in ECE (Pre-K-3) or EC Special Education.

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

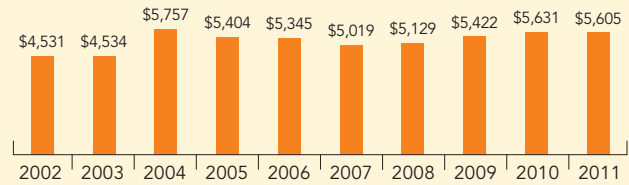
⁴ Programs of fewer than 3 hours must provide breakfast or lunch. An additional snack or meal must be offered for programs lasting more than 3 hours.

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In 1983, the Public School Early Childhood Education Initiative was formed after revisions to West Virginia's school code allowed local school boards to offer preschool programs for 3- and 4-year-olds. However, since July 2004, 3-year-olds are only eligible for state-funded preschool if they have an Individualized Education Plan (IEP). In 2002, the state expanded preschool education and set the goal of making it available to all 4-year-olds statewide by the 2012-2013 school year. Now known as the West Virginia Universal Pre-K System, this program offers prekindergarten programs in all school districts throughout the state. The state and its 55 counties anticipate that an increase in classrooms will enable the state to meet its goal of universal, voluntary access on schedule, and are working together to ensure classrooms meet state quality standards. Counties are required to share their plans for expanding preschool access with the state each year.

Funding for the West Virginia Universal Pre-K System goes directly to public schools, though these schools may subcontract with other agencies to provide services. In order to facilitate the expansion of the program, half of programs are required to operate in collaborative settings with child care centers, private prekindergarten centers, and Head Start agencies. Since the 2008-2009 school year, as the state revised its funding calculation, full-time equivalency is now based on the hours of instruction for all children, regardless of location. This has resulted in more children enrolling in full-day programs throughout the state. Supplementary funding sources used by some programs include federal Head Start, IDEA, and Titles I and II, although districts are shifting over to state aid funding as the state moves toward universal access.

As of 2009, the West Virginia Board of Education requires programs to provide meals, regardless of the hours of instruction, as well as to establish a process for phasing in the requirement for lead teachers in community partnerships to have a bachelor's degree. During the 2011-2012 program year, West Virginia also plans to revise and strengthen the assistant teacher requirements.

In 2010, the state's early learning standards were updated to align with kindergarten content standards and objectives and to address assessment and school readiness. These policy revisions went into effect with the 2010-2011 program year. The West Virginia Universal Pre-K program was evaluated for process quality in 2009 and for program impact/child outcomes in 2005.

As most programs participating in the West Virginia Universal Pre-K System use Creative Curriculum in their classrooms, the state uses a web-based portfolio designed around Creative Curriculum. Teachers track student progress and assessment outcomes as required by the West Virginia Early Learning Standards Framework using these portfolios. During the 2010-2011 school year, child assessment was revised and, beginning in 2011, will include a comprehensive assessment system that will encompass the Early Learning Scale, health data, and additional information from the West Virginia Early Learning Standards Framework. Program assessment requirements were also revised and programs will no longer be required to complete an ECERS-R annually. Instead, programs will use the ECERS-R once every three years and develop a comprehensive monitoring system to provide ongoing continuous quality improvement.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	7

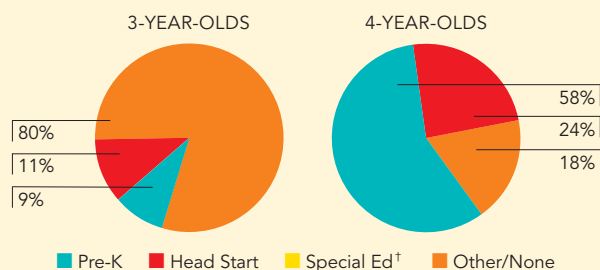
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	4

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state program enrollment	14,647
School districts that offer state program	100%
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	2,907
Federally funded Head Start enrollment	7,336
State-funded Head Start enrollment.....	0

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



[†] Fewer than 1 percent of special education students are enrolled in special education programs that are not state pre-K.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree.....	BA in ECE or Pre-K SpEd (pre-K only programs); AA (blended programs) ²	BA	<input type="checkbox"/>
Teacher specialized training.....	See footnote ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours per year	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	At least 1 meal	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$82,100,333
Local match required?	No
State spending per child enrolled	\$5,605
All reported spending per child enrolled*	\$9,136

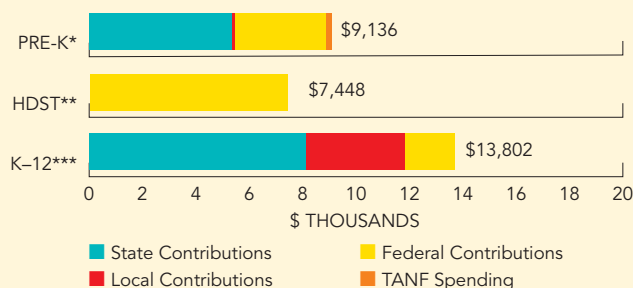
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Hours of operation are determined locally, but programs must operate for at least 12 hours per week, with a maximum of 30 hours per week and at least 108 instructional days.

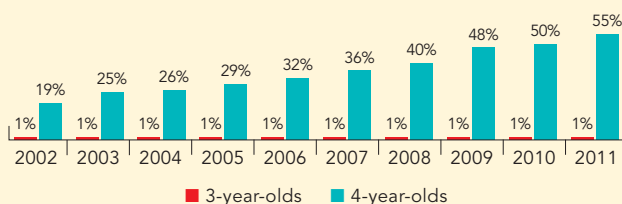
² Beginning August 1, 2013, all newly hired teachers in nonpublic school settings will be required to have a minimum of a BA.

³ Teachers in public school settings that are not collaboratives must be certified in Birth-5, ECE, preschool special needs, or EE with a pre-K-K endorsement. Teachers in community collaborative settings must have a minimum of an AA in child development/early childhood or in occupational development with an emphasis in child development.

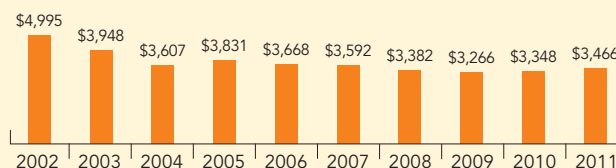
⁴ Support services include parent conferences or home visits, transition to kindergarten activities, and other locally determined services.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Wisconsin's constitution has presented a commitment to provide free education to 4-year-old children since it became a state in 1848. The Four-Year-Old Kindergarten (4K) program, established in 1873, continues to operate today despite a suspension of state funding from 1957 to 1984. Funds for 4K are allocated directly to public schools, though these schools may subcontract with Head Start agencies, private child care centers, and other community-based programs. Half-day 4K slots receive 50 percent of the standard per-pupil K–12 state funding amount, though programs providing parent support may receive 60 percent of this amount.

Recent efforts to open new 4K programs in districts that did not previously offer programs as well as efforts to expand access in existing programs have resulted in an increase in enrollment. In the 2010-2011 program year, 17 additional districts began offering the program. As the 4K program continues to expand, there is particular interest in providing services in diverse settings. There has been an increase in the number of partnerships between local school districts and Head Start grantees collaborating on 4K programs in recent years. Since the 2008-2009 school year, the state has offered start-up grants to encourage further collaboration. In the 2010-2011 school year, 105 school districts collaborated with Head Start and/or child care programs to provide preschool education services.

While not required to do so, programs participating in the 4K program are encouraged to follow the Wisconsin Model Early Learning Standards. This program was evaluated for both process quality and program impact/child outcomes in the 2003-2004 year.

The Wisconsin Head Start program is a separate state-funded initiative that provides comprehensive early childhood education for 3- and 4-year-olds who have disabilities or are from low-income families. This program provides supplemental state funds to federal Head Start grantees to enhance services and increase access. Participating programs must follow the federal Head Start Performance Standards. At both the state and local levels, efforts have been made to align Head Start technical assistance and training with other professional development efforts.

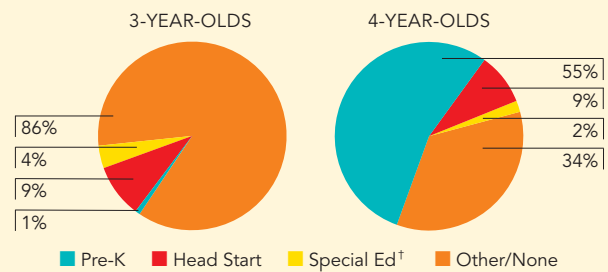
The Governor's Advisory Council on Early Education, formed under the Head Start Reauthorization Act, seeks to raise awareness of preschool education and encourage collaboration among agencies. The Council is responsible for identifying opportunities for, and barriers to, coordination and collaboration. The Council also develops recommendations on how to increase enrollment in existing early child programs, enhance statewide professional development and career advancement, improve early learning standards, and create a unified data collection system.

The first two pages of Wisconsin's profile give an overview of the state's overall commitment and contributions to state-funded preschool education programs, including enrollment and state spending for both 4K and Wisconsin Head Start. The third page presents specific details on the 4K program, and the fourth page focuses exclusively on the Wisconsin Head Start program.

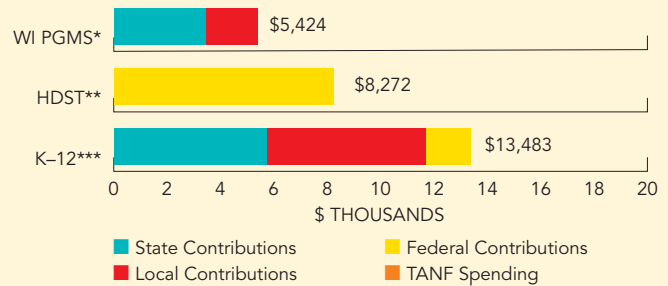
STATE OVERVIEW

Total state program enrollment	42,395
Total state spending	\$146,960,062
State Head Start spending	\$6,960,062
State spending per child enrolled	\$3,466
All reported spending per child enrolled*	\$5,424

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



SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

6

20

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

26

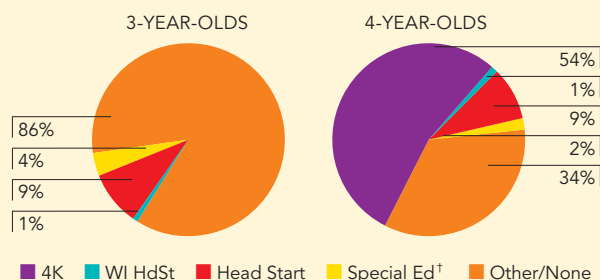
19

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	41,176
School districts that offer state program	85%
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	9,172
Federally funded Head Start enrollment	12,989
State-funded Head Start enrollment	1,187 ²

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE Birth-age 8, EC Birth-age 11, 4K-grade 3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	Determined locally		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	Determined locally		
Screening/referral	Health and developmental; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL
BENCHMARKS
MET

5

RESOURCES

Total state pre-K spending	\$140,000,000
Local match required?	Yes, local share of school revenue generated through property tax
State Head Start spending	\$6,960,062
State spending per child enrolled	\$3,400
All reported spending per child enrolled*	\$5,416

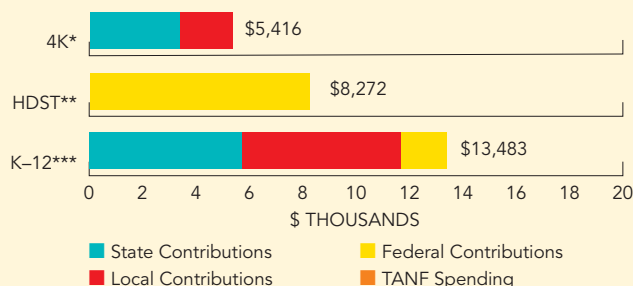
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Most programs are part-day 4-5 days per week, but some districts may offer the program full-day for 2-3 days per week.

² Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using proportions of federal Head Start enrollees in each age category.

³ Assistant teachers in public settings can meet one of three requirements: at least two years of higher education, an associate (or higher) degree, or meet a rigorous standard of quality through a state or local academic assessment regardless of degree. The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

⁴ State law supports vision, hearing, and general health screenings prior to enrollment. When 4K uses a community approach with Head Start, screenings are required. Support services include parent involvement activities, health services for children, referral to social services, referral for special education, parent conferences and/or home visits, and access to a school nurse, psychologist, and social worker.

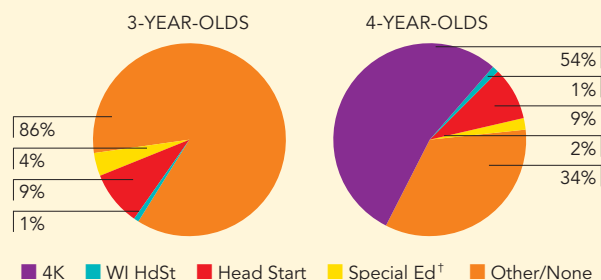
⁵ If a school-based program operates longer than 2.5 hours, it is required to provide a meal or snack through the school nutrition program. Programs being implemented in child care or Head Start must follow applicable requirements.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state program enrollment	1,219 ¹
School districts that offer state program	100% (federal Head Start grantees)
Income requirement	90% of children must be at or below 100% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	9,172
Federally funded Head Start enrollment	12,989
State-funded Head Start enrollment	1,187 ¹

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); CDA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	ECE Birth–age 8, EC Birth–age 11 (public); Meets CDA requirements (nonpublic) ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
7

RESOURCES

Total state pre-K spending	\$6,960,062 ⁸
Local match required?	No
State Head Start spending	\$6,960,062 ⁸
State spending per child enrolled	\$5,710
All reported spending per child enrolled*	\$5,710

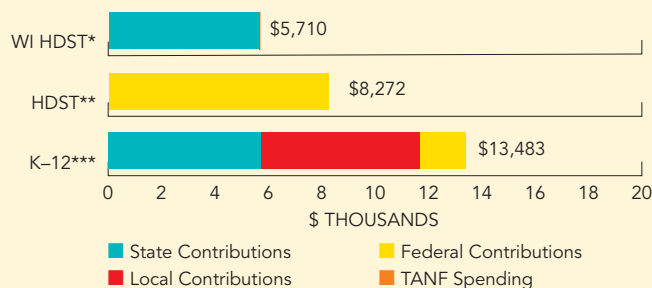
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were also estimated, using proportions of federal Head Start enrollees in each age category.

² State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.

³ As required by federal Head Start Performance Standards, programs must operate a minimum of 3.5 hours per day, 4 days per week, and 32 weeks per year, unless approved as a federal Head Start alternative. Programs may partner with child care or 4K to extend hours, days, or weeks.

⁴ School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. Head Start requires teachers to have at least a CDA.

⁵ Support services include annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and other support services in accordance with Head Start performance standards.

⁶ The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs, and full-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.

⁷ The state itself does not conduct monitoring of these programs though grantees are monitored by the federal Head Start system. Information such as grant applications, budget reports, sections of the federal application, and submission of the Head Start PIR are included.

⁸ All spending through this initiative is directed toward Head Start programs.

Wyoming

NO PROGRAM

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

No Program

RESOURCES RANKINGS

STATE SPENDING

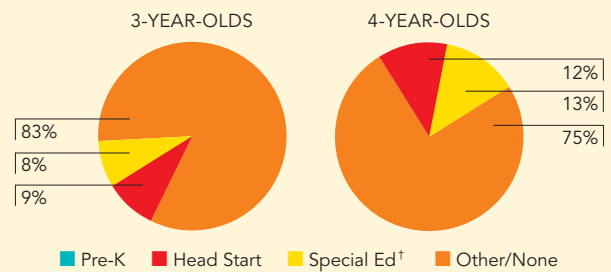
ALL REPORTED SPENDING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	2,203 [†]
Federally funded Head Start enrollment	1,685
State-funded Head Start enrollment	0

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



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL
BENCHMARKS
MET

No
Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

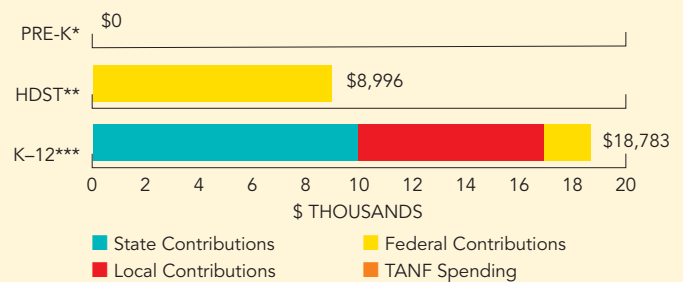
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

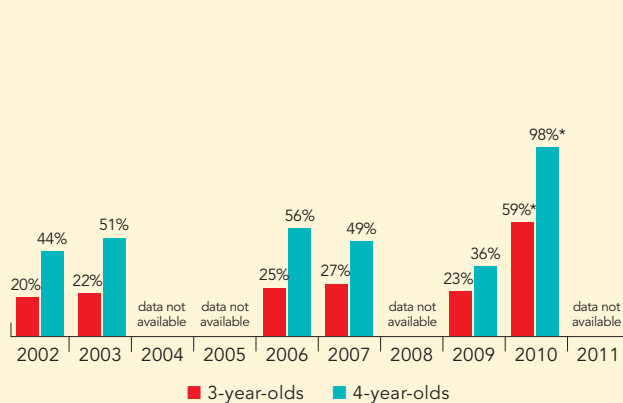
SPENDING PER CHILD ENROLLED



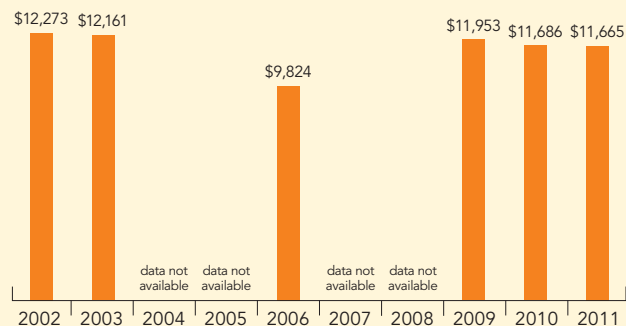
[†] Wyoming did not report special education enrollment. The numbers were estimated based on the percentage of 3- and 4-year-olds in special education in the 2009-2010 school year.

District of Columbia

PERCENT OF DISTRICT POPULATION ENROLLED



DISTRICT SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Since the 1960s, the District of Columbia has provided funding for prekindergarten programs. In 2008, the District of Columbia passed the Pre-Kindergarten Enhancement and Expansion Amendment Act, which aims to provide high-quality, universally available prekindergarten education services through a mixed delivery system across all education sectors, while improving both quality and access. As of 2010, community-based organizations could participate in the program, after emergency legislation increased access for these providers. All 3- and 4-year-olds in the District of Columbia are eligible to participate, and enrollment has consistently increased throughout the systems since 2010.

The District of Columbia Office of the State Superintendent of Education (OSSE) is responsible for the distribution of funds based on the cost-per-pupil funding formula and for administering the comprehensive plan to provide high-quality pre-K in the District of Columbia Public Schools (DCPS), public charter schools, and community-based organizations by 2014. During the 2008-2009 school year, the program was evaluated for both process quality and program impact/child outcomes.

In the 2010-2011 school year, DCPS piloted blended classrooms that enroll pre-K students funded through various sources in the pre-K program. Non-public providers were also granted additional freedom to manage their own contracts for technical assistance and comprehensive health service consultants. In 2012, OSSE will focus on enhancing professional practices, providing professional development, and dedicating resources to support the improvement of educational success of all children from birth to age 5.

Participating programs in charter school settings are here referred to as D.C. Public Charter School Pre-K and are also administered by the D.C. Public Charter School Board (PCSB). Charter schools that participated in the public school program were required to meet the standards set by OSSE as well as those set by the charter board. The Charter program began requiring the development of specific early childhood accountability plans for each school during the 2010-2011 year. The 2011-2012 program year will bring a revised Performance Development Review (PDR) to better analyze early childhood indicators.

The District of Columbia has sought to align early learning programs, including district-funded preschool and pre-K, Head Start, and special education, to increase availability of services. Unduplicated figures could not be provided, but a majority of 3- and 4-year-olds are receiving services.

The District of Columbia has the unique situation of being a city that is not within a state. Due to the differences between city-level and statewide programs, the District's preschool initiatives cannot be directly compared to state programs. Therefore, the District is not ranked among the states according to resources or enrollment. The D.C. Public Charter School Pre-K program is profiled separately from the Pre-Kindergarten Enhancement and Expansion Program because they are individual LEAs and have variability in their standards and requirements.

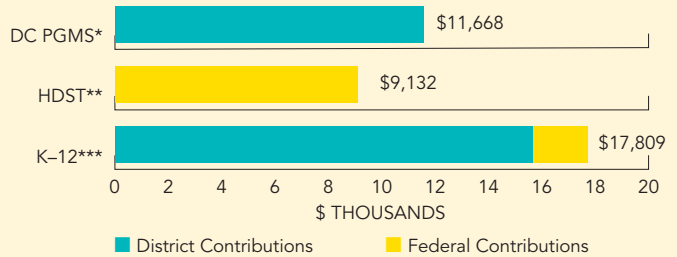
* Percentages served prior to 2010 are not perfectly comparable to 2010 and 2011. The latter figures use data from the 2010 Census, whereas the earlier figures are based on population estimates.

DISTRICT OVERVIEW

Total district program enrollment	10,432
Total district spending	\$121,687,892
District spending per child enrolled	\$11,665
All reported spending per child enrolled*	\$11,668

The District of Columbia has sought to align early learning programs, including district-funded preschool and pre-K, Head Start, and special education, to increase availability of services. Unduplicated figures could not be provided, but a majority of 3- and 4-year-olds are receiving services. As a result, unduplicated enrollment pie charts could not be created.

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

D.C. PRE-KINDERGARTEN ENHANCEMENT AND EXPANSION PROGRAM

ACCESS

Total district program enrollment	6,092 ¹
School districts that offer state program	100%
Income requirement.....	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	551
Federally funded Head Start enrollment	2,785
District-funded Head Start enrollment	0

The District of Columbia has sought to align early learning programs, including district-funded preschool and pre-K, Head Start, and special education, to increase availability of services. Unduplicated figures could not be provided, but a majority of 3- and 4-year-olds are receiving services. As a result, unduplicated enrollment pie charts could not be created.

QUALITY STANDARDS CHECKLIST

POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public and nonpublic) ²	BA	<input checked="" type="checkbox"/>	8
Teacher specialized training	EC Certification (public); AA (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher.....	AA, 48 credits, or para-pro exam (public); CDA (nonpublic) ³	CDA or equivalent	<input type="checkbox"/>	8
Teacher in-service	90 hours/4 years (DCPS); 1 day/month (CBO)	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	8
3-year-olds	16			
4-year-olds	20			8
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	2:16			8
4-year-olds	1:10			
Screening/referral	Health, dental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	8
Meals	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	8

RESOURCES

Total district pre-K spending.....	\$71,553,310 ⁵
Local match required?	No
District spending per child enrolled	\$11,745 ⁵
All reported spending per child enrolled*	\$11,751 ⁵

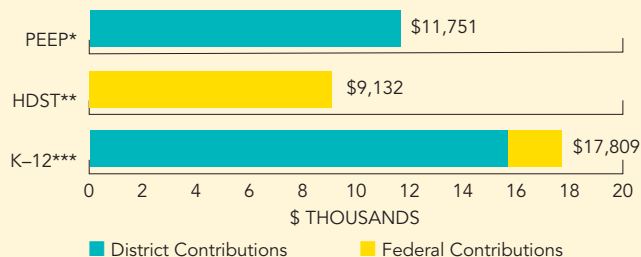
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Some duplication may exist in enrollment counts for the Pre-K Enhancement and Expansion Program and federal Head Start although that amount is unknown.

² Teachers in public settings are required to have a BA with early childhood certification. Teachers in nonpublic settings, Community-Based Organizations (CBOs), are required to have at least an associate degree in child development, early childhood education, or child and family studies, and must be enrolled in a bachelor's degree program and on track to receive the degree by September 1, 2017.

³ Public school assistant teachers must have an associate degree or 48 college credit hours or have passed the paraprofessional exam, which is a basic skills test and so

does not meet this benchmark. It is not required that the degree be in ECE. Nonpublic assistant teachers must hold at least a Child Development Associate (CDA) credential and be enrolled in an associate degree program and on track to receive the degree by September 1, 2017.

⁴ Support services include annual parent conferences (plus one annual home visit for Head Start programs) and transition to kindergarten activities. Other support services are determined locally.

⁵ Spending is based on the per-pupil funding formula of \$11,752 per 3-year-old and \$11,401 per 4-year-old.

D.C. PUBLIC CHARTER SCHOOL PRE-K

ACCESS

Total district program enrollment	4,340
School districts that offer state program	100% ¹
Income requirement.....	None
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	551
Federally funded Head Start enrollment	2,785
District-funded Head Start enrollment	0

The District of Columbia has sought to align early learning programs, including district-funded preschool and pre-K, Head Start, and special education, to increase availability of services. Unduplicated figures could not be provided, but a majority of 3- and 4-year-olds are receiving services. As a result, unduplicated enrollment pie charts could not be created.

QUALITY STANDARDS CHECKLIST

POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	None ³	BA	<input type="checkbox"/>
Teacher specialized training	None ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	AA	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	Determined locally	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	Determined locally		
4-year-olds	Determined locally		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	Determined locally		
4-year-olds	Determined locally		
Screening/referral	Health, dental	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Lunch ⁴	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

3

RESOURCES

Total district pre-K spending.....	\$50,134,582 ⁵
Local match required?	No
District spending per child enrolled	\$11,552
All reported spending per child enrolled*	\$11,552

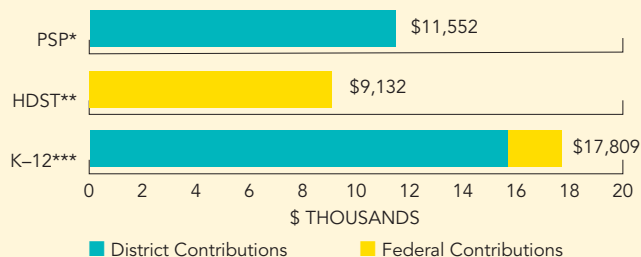
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ D.C. Public Charter Schools that are "chartered" to offer preschool (3-year-olds) and/or pre-K (4-year-olds) must have approval by their charters from the D.C. Public Charter School Board to open a preschool or pre-K classroom.

² Programs must offer at least 180 days or 900 hours of instruction per year. Most programs are 5 days per week, although some offer a longer school day to accommodate a half day for professional development within a 4.5 day per week school schedule.

³ PCSB can only regulate lead and assistant teacher degree requirements for schools that accept Title I funds, which must require lead teachers have a BA and assistant teachers have an AA. All but one charter school in the 2010-2011 year

received Title I funds. Each LEA can determine specific requirements/specialty of the degree, though child development, early childhood education, and/or child/family studies is preferred. Charter schools that receive additional funds from the Office of the State Superintendent (OSSE) must abide the OSSE policy that any lead teacher without a BA must have it by 2014 and any assistant teacher must have an AA by 2014. In light of this clarification, the Charter School program no longer meets benchmarks for lead and assistant teacher degrees.

⁴ Most programs also provide breakfast and snack.

⁵ Charter schools receive an additional \$2,800 per pupil facilities amount. This amount is not included in the total spending figure.

METHODOLOGY

The data in this report were collected primarily through surveys of state preschool administrators and focus on the 2010-2011 school year. During July of 2011, links to a web-based survey were sent to administrators of the state-funded prekindergarten initiatives covered in NIEER's 2010 *State Preschool Yearbook*. We also checked with other sources to determine whether any comparable new initiatives had been started since the 2009-2010 school year, or whether we had omitted any initiatives in our previous report. All initiatives included in the current report meet the criteria outlined by NIEER, which defines state preschool education programs as initiatives that are funded and directed by the state to support group learning experiences for preschool-age children, usually ages 3 and 4. For more information about these criteria, please see "What Qualifies as a State Preschool Program" on page 21.

This report covers the same initiatives as our 2010 report, with two noted exceptions. Arizona's Early Childhood Block Grant program was eliminated for the 2010-2011 program year due to state budget cuts and therefore is not profiled in this report. In Massachusetts, the Preschool Child Care Enrichment (PSCCE) Quality Add-On Initiative, a small effort funded by ARRA dollars, was added to the existing profile of Massachusetts Grant 391 and UPK programs.



Our survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. Where data were already available in the 2010 *State Preschool Yearbook* we provided the answer from our previous report and asked the administrators to verify that the information was still accurate for the 2010-2011 program year.

In terms of topics, the survey included questions on access, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, personnel, resources, program monitoring and evaluations, and important changes to the program since the last survey. Most of the questions addressed the same issues as last year's survey, although administrators were asked to report policies that were in place for the 2010-2011 program year. The wording of some questions—such as those on evaluations and age eligibility—was revised to make them clearer and to gather more precise data. Several other questions for which many states could not provide data or that were not as relevant to the focus of the report were removed. Due to formatting revisions to the survey, in some cases the data gathered this year are not exactly comparable to data in last year's report, although largely similar information was collected.

After the surveys were completed, we followed up with state administrators to clarify any questions about their responses. Later, we contacted them again to provide them with an opportunity to verify the data we had gathered. At that time, we asked them to review a table with all of the data from their state survey, as well as the narrative about their program. Administrators' responses to our survey, including answers for items not covered in the state profiles, are shown in Appendix A. All of the *Yearbook* Appendices are available online only and can be accessed at <http://www.nieer.org/yearbook>.

Although most of the data in this report were collected through the above-mentioned surveys, there are a few exceptions. Total federal, state, and local expenditures on K-12 education in the 2010-2011 school year were calculated by NIEER based on data from the National Education Association's report, *Rankings and Estimates: Rankings of the States 2011 and Estimates of School Statistics 2012*. Total K-12 spending for each state includes current operating expenditures plus annual capital outlays and interest on school debt. This provides a more complete picture of the full cost of K-12 education than including only current operating expenditures, which underestimate the full cost. Our estimate of K-12 expenditures is also more comparable to total preschool

spending per child because this funding generally must cover all costs, including facilities. Expenditure per child was calculated for each state by dividing total expenditures by the fall 2010 enrollment. We estimated the breakdown of expenditure per child by source, based on the percentages of revenue receipts from federal, state, and local sources in each state.

The Administration for Children and Families (ACF) and the Head Start Bureau of the U.S. Department of Health and Human Services were the sources of data on federal Head Start spending and enrollment. In addition, some data were obtained through surveys administered to the directors of Head Start State Collaboration Offices and through the Head Start Program Information Reports (PIR) for the 2010-2011 program year. Head Start data are provided in Appendix B.

The 2011 *State Preschool Yearbook* also supplies some data on child care programs, which can be found in Appendix C. State-by-state data on income eligibility for child care assistance were obtained from the U.S. Department of Health and Human Services report, *Child Care and Development Fund: Report of State and Territory Plans FY 2010-2011*. Estimated funding for child care through the Child Care and Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF) was acquired from the federal Child Care Bureau and the Administration for Children and Families, respectively. Information on state licensing requirements for child care was obtained from *The 2008 Child Care Licensing Study*, a report prepared by the National Child Care Information and Technical Assistance Center (NCCIC) and the National Association for Regulatory Administration. Some child care licensing data were provided by tables from the report that were updated in 2011; see citations in Appendix C for specifics. Average child care worker salaries in each state were attained from the Bureau of Labor Statistics.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's datasets and are shown in Appendix D. In the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2009 for the 2009-2010 program year) to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education. However, for the 2011 *State Preschool Yearbook*, population estimates were unavailable and the 2010 Census data were used instead. These actual population figures were applied to data for both the 2009-2010 and 2010-2011 school years for comparability. As the population estimates are only estimates, there were some differences seen with actual Census data used this year. In some cases, this led to large increases or decreases in the percent of children served, which are noted on those relevant state profiles.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in the 2010-2011 program year. These data are provided in Appendix E.

In the 2011 *Yearbook*, we again attempt to provide a more accurate estimate of unduplicated enrollments, whether in state preschool, Head Start, special education, or other settings, through a series of calculations. Because many children who are counted in special education enrollments are also enrolled in state pre-K or Head Start programs, it is important to ensure that those children are not counted twice. Thirty-two states reported including children in special education in their state preschool enrollment figures, while seven do not include these children in their enrollment count. Only 25 of the 32 states were able to provide the number of 3- and 4-year-olds in special education who were also counted in their enrollment. Those children were subtracted from the special education enrollment figure for the state but remain in the state preschool enrollment figure in the enrollment pie charts and when calculating total enrollment across both programs. The 11 remaining states were unable to report special education enrollment numbers and therefore estimates were used based on the average percent of special education students in state pre-K and enrollment numbers for each program (See Table 4). It should be noted that Kentucky, Oklahoma, and West Virginia served all of their 3- and/or 4-year-olds with disabilities in their state preschool education programs.

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2010-2011 PIR, were also removed from the special enrollment total used in the enrollment pie charts. As the PIR does not report a breakdown of special education students by age, estimates were based on total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. Three-year-olds enrolled in Early Head Start programs were not included in this estimate.

New data from the 2010 Current Population Survey, combined with information from the National Household Education Survey, allowed us to break out national enrollment by income and ethnicity. We also use these data to identify the percentages of children served in “other public” (beyond state pre-K, Head Start, and special education) and in private settings.

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state preschool (Access Ranking – 4-Year-Olds), the percentage of 3-year-olds enrolled in state preschool (Access Ranking – 3-Year-Olds), state spending per child enrolled (Resources Ranking – State Spending), and all reported spending per child enrolled (Resources Ranking – All Reported Spending). The measures of access for 3- and 4-year-olds were calculated, as described above, using state data on enrollment in the preschool initiatives and Census population data. When a state did not report separate enrollment numbers of 3-year-olds and 4-year-olds, the age breakdown was estimated by other means, such as using the average proportion of children enrolled in state preschool at each age in states that served both 3- and 4-year-olds and provided data by age. State per-child spending was calculated by dividing state preschool spending (including TANF and ARRA spending directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state (including TANF), and federal spending by enrollment. All states that provided data were ranked, starting with “1” for the state with the highest percentage of its children enrolled in the state preschool education program or the state initiative that spent the most per child. States that did not serve children at age 3 receive notations of “None Served” on the rankings of access for 3-year-olds. The 11 states that did not fund a prekindergarten initiative are omitted from all rankings and instead receive notations of “No Program” on their state profile pages.

Lastly, this is the fifth year we have looked at whether states were funding their prekindergarten initiatives at adequate levels to meet the NIEER quality benchmarks. For this analysis, state estimates were constructed from a national estimate in the Institute for Women’s Policy Research report, *Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs*,¹ and adjusted for state cost of education differences using the state cost index from the Institute of Education Sciences report, *A Comparable Wage Approach to Geographic Cost Adjustment*.² A state’s per-child spending from all reported sources was compared to the per-child spending estimate for a half- or full-day program depending on the operating schedule of the state’s program. If a state’s program(s) served children in both half- and full-day programs, a weighted estimate was used based on the percent of children served in each type of operating schedule. For states that were determined to be not adequately funding their preschool education initiative(s), we also provide an estimate of how much more money they would need to spend to do so. This estimate was calculated using the estimate of how much it would cost to adequately fund preschool education in that state and subtracting per-child spending from all reported sources. This data can be found in Table 7.



¹ Gault, B., Mitchell, A.W., & Williams, E. (2008). *Meaningful investments in pre-K: Estimating the per-child costs of quality programs*. Washington, DC: Institute for Women’s Policy Research.

² Taylor, L., & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment*. Washington, DC: Institute of Education Sciences, U.S. Department of Education.

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TO DIRECTLY VIEW AND DOWNLOAD THE APPENDICES,
VISIT OUR WEBSITE WWW.NIEER.ORG/YEARBOOK

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