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APPENDIX A: STATE SURVEY DATA 2019-2020

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

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

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

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

	ACCESS	
STATE	Number of full time equivalents responsible for program administration in 2019-2020	Number of individual employees represented in FTEs responsible for program administration in 2019-2020
Alabama	142.5[2]	170[2]
Alaska	0.8	1
Arizona	3	6
Arkansas	12	12
California CSPP	58.8[1]	76[1]
California TK	1[1]	8[1]
Colorado	5.5[1]	11
Connecticut CDCC	1.85	4
Connecticut SR	1.75	4
Connecticut Smart Start	0.6	3
Delaware	2	2
District of Columbia	2.5	4
Florida	12	12
Georgia	83	131
Hawaii	17[2]	13
Illinois	29.93	48[1]
Iowa Shared Visions	1.5	2
Iowa SWVPP	3.85	6
Kansas PA AR	0.6	2
Kansas Preschool Pilot	0.6	2
Kentucky	7[1]	7[1]
Louisiana 8(g)	4.1	5
Louisiana LA 4	Unknown	7[1]
Louisiana NSECD	Unknown	7[1]
Maine	2[1]	2[1]
Maryland	7	7
Massachusetts UPK	Unknown[1]	Unknown[1]
Massachusetts Chapter 70	Unknown	Unknown
Michigan	9.04	11
Minnesota HdSt	1	1
Minnesota VPK/SRP	1.5[2]	1.5[2]
Mississippi	3	3
Missouri PP	1.5	7
Missouri Pre-K FF	0.1	4
Nebraska	2.35	3
Nevada	5[1]	5[1]
New Jersey Abbott	10	11
New Jersey ECPA	10	11
New Jersey ELLI	10	11
New Mexico	9	9
New York	11	11
North Carolina	16.75	19
North Dakota	0.4	2
Ohio	3	4
Oklahoma	2	19
Oregon Pre-K	2.7	3
Oregon Preschool Promise	2.7	4
Pennsylvania RTL	0.5	1
Pennsylvania HSSAP	21[2]	26[2]
Pennsylvania K4 & SBPK	Unknown	Unknown
Pennsylvania PKC	22[1]	26[1]
Rhode Island	1.5	2
South Carolina	28.25	52
Tennessee	2.5[1]	3
Texas	11	11
Utah	5.5	8
Vermont	3	3
Virginia	3.5	7
Washington	25[1]	25[1]
West Virginia	5.5	8
Wisconsin 4K	2	4
Wisconsin HdSt	0.2[1]	1.5[1]
Guam	1	1

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

ACCESS

STATE	Number of full time equivalents responsible for program administration in 2020-2021	Number of individual employees represented in FTEs responsible for program administration in 2020-2021
Alabama	167.5[2]	194[2]
Alaska	0.8	1
Arizona	3	6
Arkansas	10	10
California CSPP	58.8[1]	77[1]
California TK	1[1]	9[1]
Colorado	5.3[1]	10
Connecticut CDCC	2.75	6
Connecticut SR	3.1	7
Connecticut Smart Start	0.9	3
Delaware	2	2
District of Columbia	2.5	4
Florida	12	12
Georgia	84	133
Hawaii	17[2]	13
Illinois	29.93	48[1]
Iowa Shared Visions	1.5	2
Iowa SWVPP	3.35	5
Kansas PA AR	0.6	2
Kansas Preschool Pilot	0.6	2
Kentucky	7[1]	7[1]
Louisiana 8(g)	4.1	5
Louisiana LA 4	Unknown	7[1]
Louisiana NSECD	Unknown	7[1]
Maine	2.25	3
Maryland	7	7
Massachusetts UPK	Unknown[1]	Unknown[1]
Massachusetts Chapter 70	Unknown	Unknown
Michigan	9.04	11
Minnesota HdSt	1	1
Minnesota VPK/SRP	3[2]	3[2]
Mississippi	3	3
Missouri PP	1.5	7
Missouri Pre-K FF	0.1	4
Nebraska	2.35	3
Nevada	5[1]	5[1]
New Jersey Abbott	7	8
New Jersey ECPA	7	8
New Jersey ELLI	7	8
New Mexico	8	8
New York	9	9
North Carolina	18	22
North Dakota	0.4	2
Ohio	3	4
Oklahoma	2	19
Oregon Pre-K	2.7	3
Oregon Preschool Promise	5.9	10
Pennsylvania RTL	0.5	1
Pennsylvania HSSAP	21[2]	26[2]
Pennsylvania K4 & SBPK	Unknown	Unknown
Pennsylvania PKC	22[1]	26[1]
Rhode Island	1.5	2
South Carolina	28.25	53
Tennessee	2.5[1]	3
Texas	12	12
Utah	7[2]	10[2]
Vermont	4	6
Virginia	3.5	7
Washington	26[1]	26[1]
West Virginia	5.5	8
Wisconsin 4K	1.5	3
Wisconsin HdSt	0.2	1
Guam		

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

STATE	Geographic availability of program
Alabama	67 out of 67 counties/parishes (100%)[3]
Alaska	25 out of 54 school districts (46%)[2]
Arizona	24 out of 28 Regional Partnership Councils (86%)[1]
Arkansas	74 out of 75 counties (99%)[2]
California CSPP	57 out of 58 counties (98%)
California TK	58 out of 58 counties (100%)
Colorado	176 out of 179 school districts (98%)[2]
Connecticut CDCC	48 out of 169 towns/communities (28%)[1]
Connecticut SR	67 out of 169 towns/communities (40%)[1]
Connecticut Smart Start	24 out of 169 towns/communities (14%)[1]
Delaware	3 out of 3 counties (100%)
District of Columbia	8 out of 8 wards (100%)[2]
Florida	67 out of 67 counties (100%)
Georgia	159 out of 159 counties (100%)
Hawaii	1 out of 1 school district (100%)
Illinois	101 out of 102 counties (99%)[2]
Iowa Shared Visions	37 out of 99 counties (37%)[1]
Iowa SWVPP	321 out of 327 school districts (98%)[1]
Kansas PA AR	231 out of 286 school districts (81%)[1]
Kansas Preschool Pilot	110 out of 286 school districts (38%)[2]
Kentucky	171 out of 171 school districts (100%)
Louisiana 8(g)	64 out of 69 school districts (93%)
Louisiana LA 4	61 out of 64 parishes (95%)[2]
Louisiana NSECD	14 out of 64 parishes (22%)[2]
Maine	151 out of 194 eligible school administrative units (78%)[2]
Maryland	24 out of 24 school districts (100%)[1]
Massachusetts UPK	56 out of 351 towns/communities (16%)
Massachusetts Chapter 70	278 out of 403 school districts (69%)[1]
Michigan	82 out of 83 counties (99%)[1]
Minnesota HdSt	87 out of 87 counties/parishes (100%)
Minnesota VPK/SRP	109 out of 327 school districts (33%); 19 out of 169 Charter Schools (11%)[3]
Mississippi	24 out of 144 school districts (17%)[1]
Missouri PP	22 out of 516 public school districts (4%)
Missouri Pre-K FF	165 out of 516 school districts (32%); 14 out of 39 charter schools (36%)
Nebraska	220 out of 246 school districts (89%)[1]
Nevada	11 out of 17 LEAs (65%), 3 Community-Based Organizations[2]
New Jersey Abbott	118 out of 591 school districts (20%)[2]
New Jersey ECPA	53 out of 591 school districts (9%)
New Jersey ELLI	9 out of 591 school districts (2%)[2]
New Mexico	76 out of 89 school districts (85%)
New York	484 out of 677 school districts (71%)
North Carolina	100 out of 100 counties/parishes (100%)[2]
North Dakota	55 out of 178 school districts (31%)
Ohio	369 out of 612 school districts (60%)[1]
Oklahoma	511 out of 511 public school districts (100%)
Oregon Pre-K	36 out of 36 counties/parishes (100%)
Oregon Preschool Promise	9 out of 16 Early Learning Hub Regions (56%)[2]
Pennsylvania RTL	18 out of 500 school districts (4%)
Pennsylvania HSSAP	126 out of 500 school districts (25%)
Pennsylvania K4 & SBPK	109 out of 500 (22%)
Pennsylvania PKC	484 out of 500 school districts (97%)
Rhode Island	13 out of 39 communities (33%)
South Carolina	81 out of 81 school districts (100%)[2]
Tennessee	137 out of 142 school districts (96%)
Texas	957 out of 1,217 school districts (79%)
Utah	13 out of 41 school districts (32%)[3]
Vermont	379 out of 379 operating districts (100%)
Virginia	124 out of 135 school divisions (92%)[2]
Washington	37 out of 39 counties (95%)[2]
West Virginia	55 out of 55 counties/parishes (100%)
Wisconsin 4K	406 out of 411 school districts (99%)
Wisconsin HdSt	39 out of 40 federal Head Start grantees (98%)[2]
Guam	1 out of 1 school district (100%)[1]

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

ACCESS

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

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

ACCESS

STATE	Total enrollment, Fall 2019	Program enrollment by age, Fall 2019	COVID-19 related changes in enrollment in Fall 2020 compared to Fall 2019?
Alabama	20,439[5]	20,439 4-year-olds	Yes[6]
Alaska	1,404	Age breakdown not available	Yes[3]
Arizona	5,216[2]	1,712 3-year-olds; 2,887 4-year-olds; 617 5-year-olds[2]	Yes[3]
Arkansas	20,197[4]	737 children under age 3; 6,651 3-year-olds; 12,784 4-year-olds; 25 5-year-olds[4]	Yes[5]
California CSPP	141,919[2]	4,141 children under age 3; 56,238 3-year-olds; 81,539 4-year-olds; 1 5-year-old[2]	Yes[3]
California TK	100,852[3]	100,852 4-year-olds[3]	Yes[4]
Colorado	22,936[4]	6,398 3-year-olds; 16,538 4-year-olds[4]	Yes[5]
Connecticut CDCC	2,173[2]	180 children under age 3; 804 3-year-olds; 1,137 4-year-olds; 52 5-year-olds[2]	Yes[3]
Connecticut SR	12,025[2]	962 children under age 3; 4,449 3-year-olds; 6,373 4-year-olds; 241 5-year-olds[2]	Yes[3]
Connecticut Smart Start	661[3]	3 children under age 3; 172 3-year-olds; 476 4-year-olds; 10 5-year-olds[3]	Yes[4]
Delaware	845[1]	273 3-year-olds; 604 4-year-olds[1]	No[2]
District of Columbia	13,893	20 children under age 3; 6,435 3-year-olds; 7,356 4-year-olds; 82 5-year-olds	No
Florida	166,726[2]	166,726 4-year-olds	Yes[3]
Georgia	80,328	80,328 4-year-olds	Yes[2]
Hawaii	679[3]	678 4-year-olds; 1 5-year-old[3]	Yes[4]
Illinois	85,183	34,312 3-year-olds; 50,680 4-year-olds; 191 5-year-olds	Yes[3]
Iowa Shared Visions	1,316	563 3-year-olds; 739 4-year-olds; 14 5-year-olds	Yes[2]
Iowa SWVPP	27,137	876 3-year-olds; 25,996 4-year-olds; 265 5-year-olds[2]	Yes[3]
Kansas PA AR	8,259	8,259 4-year-olds	Unknown[3]
Kansas Preschool Pilot	4,510	1,396 3-year-olds; 3,114 4-year-olds	Yes[4]
Kentucky	22,887	6,158 3-year-olds; 16,729 4-year-olds	No
Louisiana 8(g)	2,325	2,325 4-year-olds	No
Louisiana LA 4	16,910	16,910 4-year-olds	Yes[4]
Louisiana NSECD	1,220	1,220 4-year-olds	Yes[3]
Maine	6,155	5,886 4-year-olds; 269 5-year-olds	Yes[3]
Maryland	33,109	2,440 3-year-olds; 30,669 4-year-olds	Yes[3]
Massachusetts UPK	6,927	205 children under age 3; 2,178 3-year-olds; 3,007 4-year-olds; 1,537 5-year-olds	Unknown
Massachusetts Chapter 70	30,616	9,844 3-year-olds; 18,607 4-year-olds; 2,165 5-year-olds	Yes[2]
Michigan	37,368	37,368 4-year-olds	Unknown[2]
Minnesota HdSt	1,032[2]	Age breakdown not available	Yes[3]
Minnesota VPK/SRP	7,090	7,090 4-year-olds	Yes[5]
Mississippi	3,064[2]	3,064 4-year-olds[2]	Yes[3]
Missouri PP	461[2]	152 3-year-olds; 309 4-year-olds	No
Missouri Pre-K FF	6,413	998 3-year-olds; 5,332 4-year-olds; 83 5-year-olds	Unknown
Nebraska	14,361	697 children under age 3; 4,320 3-year-olds; 9,288 4-year-olds; 56 5-year-olds	Yes[3]
Nevada	3,070[4]	3,070 4-year-olds	Yes[5]
New Jersey Abbott	51,648	21,750 3-year-olds; 29,898 4-year-olds	Yes[3]
New Jersey ECPA	3,316	366 3-year-olds; 2,950 4-year-olds	Yes[3]
New Jersey ELLI	449	143 3-year-olds; 306 4-year-olds	Yes[3]
New Mexico	12,067	1,570 3-year-olds; 10,497 4-year-olds	Yes[2]
New York	120,139	10,723 3-year-olds; 109,416 4-year-olds	Yes[2]
North Carolina	31,059	31,059 4-year-olds	Yes[3]
North Dakota	1,235	1,235 4-year-olds	No[2]
Ohio	17,870[2]	1,787 3-year-olds; 16,083 4-year-olds[2]	Yes[3]
Oklahoma	42,683[2]	105 children under age 3; 2,839 3-year-olds; 37,217 4-year-olds; 2,522 5-year-olds[2]	Unknown
Oregon Pre-K	7,913[2]	Age breakdown not available[2]	Yes[3]
Oregon Preschool Promise	1,560	342 3-year-olds; 1,105 4-year-olds[3]	Yes[4]
Pennsylvania RTL	5,016	Age breakdown not available	No
Pennsylvania HSSAP	7,164	213 children under age 3; 2,587 3-year-olds; 3,963 4-year-olds; 401 5-year-olds	Unknown
Pennsylvania K4 & SBPK	10,108	Age breakdown not available	No
Pennsylvania PKC	26,461	179 children under age 3; 8,996 3-year-olds; 16,678 4-year-olds; 568 5-year-olds; 33 6-year-olds; 5 7-year-olds; 2 8-years-old	Yes[2]
Rhode Island	1,420	1,420 4-year-olds	No[1]
South Carolina	29,007[3]	257 3-year-olds; 28,683 4-year-olds; 67 5-year-olds	Yes[4]
Tennessee	18,465	208 3-year-olds; 18,257 4-year-olds	Yes[2]
Texas	231,965[2]	35,330 3-year-olds; 196,635 4-year-olds[2]	Yes[3]
Utah	2,258[4]	Age breakdown not available[4]	Yes[5]
Vermont	8,594	3,472 3-year-olds; 4,622 4-year-olds; 500 5-year-olds	Yes[2]
Virginia	19,159	19,159 4-year-olds	Yes[4]
Washington	14,000	5,334 3-year-olds; 8,666 4-year-olds[4]	Yes[5]
West Virginia	15,142	246 children under age 3; 1,232 3-year-olds; 13,391 4-year-olds; 273 5-year-olds	Yes
Wisconsin 4K	51,274	Age breakdown not available	Yes[1]
Wisconsin HdSt	595[4]	Age breakdown not available[4]	Yes[5]
Guam	71	71 4-year-olds	Yes[2]

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

STATE	Special education enrollment in state-funded preschool
Alabama	779 4-year-olds
Alaska	Data not available
Arizona	138 children (16 children under age 3; 38 3-year-olds; 71 4-year-olds; 13 5-year-olds)[4]
Arkansas	1,645 children (42 children under age 3; 501 3-year-olds; 1,102 4-year-olds)[6]
California CSPP	5,848 children (144 children under age 3; 2,301 3-year-olds; 3,403 4-year-olds)
California TK	10,134 4-year-olds
Colorado	1,051 children (271 3-year-olds; 780 4-year-olds)[6]
Connecticut CDCC	Data not available
Connecticut SR	1,045 children (83 children under age 3; 387 3-year-olds; 554 4-year-olds; 21 5-year-olds)[4]
Connecticut Smart Start	133 children (35 3-year-olds; 96 4-year-olds; 2 5-year-olds)[5]
Delaware	107 children
District of Columbia	1,631 children (9 children under age 3; 710 3-year-olds; 887 4-year-olds; 25 5-year-olds)
Florida	Data not available
Georgia	3,298 4-year-olds
Hawaii	12 4-year-olds
Illinois	16,355 children (7,981 3-year-olds; 8,241 4-year-olds; 133 5-year-olds)
Iowa Shared Visions	157 children (69 3-year-olds; 83 4-year-olds; 5 5-year-olds)
Iowa SWVPP	1,660 children (395 3-year-olds; 1,201 4-year-olds; 64 5-year-olds)[2]
Kansas PA AR	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment[4]
Kansas Preschool Pilot	Data not available
Kentucky	12,802 children (6,158 3-year-olds; 6,644 4-year-olds)
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available[5]
Louisiana NSECD	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment[4]
Maine	902 children (790 4-year-olds; 112 5-year-olds)
Maryland	Data not available
Massachusetts UPK	652 children (13 children under 3; 210 3-year-olds; 296 4-year-olds; 133 5-year-olds)
Massachusetts Chapter 70	10,649 children (4,237 3-year-olds; 5,620 4-year-olds; 792 5-year-olds)
Michigan	4150 4-year-olds
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment[6]
Mississippi	202 4-year-olds[4]
Missouri PP	50 children (15 3-year-olds; 35 4-year-olds)
Missouri Pre-K FF	586 children (87 3-year-olds; 487 4-year-olds; 12 5-year-olds)
Nebraska	4,201 children (466 children under age 3; 1,486 3-year-olds; 2,194 4-year-olds; 55 5-year-olds)
Nevada	453 4-year-olds
New Jersey Abbott	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Jersey ECPA	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Jersey ELLI	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Mexico	1,392 children (19 3-year-olds; 1,373 4-year-olds)[3]
New York	14,480 children (4,317 3-year-olds; 4-year-olds 10,163)
North Carolina	1,602 4-year-olds
North Dakota	319 4-year-olds
Ohio	2,044 children (282 3-year-olds; 1,762 4-year-olds)
Oklahoma	6,574 children (2,839 3-year-olds; 3,105 4-year-olds; 630 5-year-olds)
Oregon Pre-K	Data not available[4]
Oregon Preschool Promise	447 children (117 3-year-olds; 330 4-year-olds)
Pennsylvania RTL	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Pennsylvania HSSAP	430 children (13 children under 3; 141 3-year-olds; 244 4-year-olds; 32 5-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	1,432 children (7 children under 3; 460 3-year-olds; 916 4-year-olds; 49 5-year-olds)
Rhode Island	187 4-year-olds
South Carolina	1,083 4-year-olds (CERDEP and First Steps only)
Tennessee	1,664 children (62 3-year-olds; 1,602 4-year-olds)
Texas	12,343 children
Utah	Data not available
Vermont	1,683 children (694 3-year-olds; 785 4-year-olds; 159 5-year-olds)
Virginia	1,856 4-year-olds
Washington	1,792 children (677 3-year-olds; 1,115 4-year-olds)
West Virginia	3,108 children (246 children under 3; 1,232 3-year-olds; 1,507 4-year-olds; 123 5-year-olds)
Wisconsin 4K	6,843 children
Wisconsin HdSt	Data not available
Guam	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment

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

STATE	Are children enrolled in both Head Start and state-funded preschool?
Alabama	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Alaska	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services; Children attend state-funded preschool and Head Start in other ways
Arizona	Unknown[5]
Arkansas	Unknown[7]
California CSPP	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
California TK	Unknown
Colorado	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Connecticut CDCC	Children are enrolled in part-day state-funded preschool and part-day Head Start
Connecticut SR	Children attend Head Start and use School Readiness as a wrap around service
Connecticut Smart Start	No dual enrollment
Delaware	Unknown
District of Columbia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Florida	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Georgia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Hawaii	No dual enrollment
Illinois	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Iowa Shared Visions	Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services; Some awarded grantees are Head Start programs and funds are used to offer and extended day of care/services
Iowa SWVPP	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start[4]
Kansas PA AR	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Kansas Preschool Pilot	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Kentucky	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Louisiana 8(g)	No dual enrollment
Louisiana LA 4	No dual enrollment
Louisiana NSECD	No dual enrollment
Maine	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services[4]
Maryland	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services[4]
Massachusetts UPK	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Some of the UPK grantees are also Head Start Programs
Massachusetts Chapter 70	Unknown
Michigan	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds (GSRP/Head Start Blend)
Minnesota HdSt	This state-funded preschool program is Head Start
Minnesota VPK/SRP	VPK programs are encouraged to blend funds to deliver full-day preschool programming[7]
Mississippi	All of the ELCs have Head Start partners
Missouri PP	Unknown
Missouri Pre-K FF	Children can be enrolled in both state-funded preschool and Head Start in one program
Nebraska	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Nevada	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds

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

STATE	Are children enrolled in both Head Start and state-funded preschool?
New Jersey Abbott	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
New Jersey ECPA	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
New Jersey ELLI	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
New Mexico	Children are enrolled in part-day state-funded preschool and part-day Head Start
New York	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
North Carolina	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
North Dakota	No dual enrollment[3]
Ohio	Unknown
Oklahoma	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Oregon Pre-K	No dual enrollment
Oregon Preschool Promise	No dual enrollment
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	Children enrolled in state-funded PreK might also be enrolled in Head Start as long as the hours of instruction do not overlap
Rhode Island	No dual enrollment
South Carolina	No dual enrollment[5]
Tennessee	Children attend state-funded preschool and use Head Start for wrap around services[3]
Texas	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Utah	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Vermont	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds[3]
Virginia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Washington	No dual enrollment
West Virginia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Wisconsin 4K	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Wisconsin HdSt	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Guam	No dual enrollment

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

STATE	Number of children dually enrolled in both Head Start and state-funded preschool
Alabama	1,589 4-year-olds
Alaska	Data not available
Arizona	Unknown[5]
Arkansas	Unknown[7]
California CSPP	Data not available
California TK	Unknown
Colorado	Data not available[7]
Connecticut CDCC	297 children
Connecticut SR	459 children
Connecticut Smart Start	None
Delaware	Unknown[3]
District of Columbia	6,237 children (2,661 3-year-olds; 3,576 4-year-olds)
Florida	Data not available
Georgia	4,682 4-year-olds
Hawaii	None
Illinois	3,063 children (1,398 3-year-olds; 1,660 4-year-olds; 5 5-year-olds)
Iowa Shared Visions	524 children (263 3-year-olds; 261 4-year-olds)
Iowa SWVPP	1,981 children (540 3-year-olds; 1,441 4-year-olds)[5]
Kansas PA AR	Data not available
Kansas Preschool Pilot	Data not available
Kentucky	888 4-year-olds
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	1,149 4-year-olds
Maryland	421 4-year-olds
Massachusetts UPK	4,062 children (43 under age 3; 1,171 3-year-olds; 1,865 4-year-olds; 983 5-year-olds)
Massachusetts Chapter 70	Unknown
Michigan	6,152 4-year-olds
Minnesota HdSt	1,032 children
Minnesota VPK/SRP	Data not available
Mississippi	1,312 4-year-olds[5]
Missouri PP	Unknown
Missouri Pre-K FF	Data not available
Nebraska	2,166 (162 under age 3; 772 3-year-olds; 1,220 4-year-olds; 12 5-year-olds)
Nevada	376 4-year-olds
New Jersey Abbott	5,739 children
New Jersey ECPA	5 children (1 3-year-old; 4 4-year-olds)
New Jersey ELLI	None
New Mexico	Data not available[4]
New York	5,508 children (960 3-year-olds; 4,548 4-year-olds)
North Carolina	4,553 4-year-olds
North Dakota	None
Ohio	Unknown
Oklahoma	Data not available[3]
Oregon Pre-K	None
Oregon Preschool Promise	None[5]
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	306 children (98 3-year-olds; 208 4-year-olds)
Rhode Island	None
South Carolina	None
Tennessee	Data not available
Texas	Data not available
Utah	60 children[6]
Vermont	Data not available
Virginia	Data not available
Washington	None
West Virginia	5,778 children (1,377 3-year-olds; 4,401 4-year-olds)[3]
Wisconsin 4K	Data not available
Wisconsin HdSt	595 children
Guam	None

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

STATE	Enrollment by home language
Alabama	English only: 19,262 4-year-olds; Home language other than English: 1,177 4-year-olds
Alaska	Data not available
Arizona	Data not available
Arkansas	English only: 17,691 children (688 children under age 3; 5,855 3-year-olds; 11,125 4-year-olds; 23 5-year-olds); Home language other than English: 2,506 children (49 children under age 3; 796 3-year-olds; 1,659 4-year-olds; 2 5-year-olds)
California CSPP	English only: 82,662 children (35,407 3-year-olds; 47,255 4-year-olds); Home language other than English: 59,257 children (24,972 3-year-olds; 34,284 6 4-year-olds; 1 5-year-old)[4]
California TK	English only: 67,308 4-year-olds; Home language other than English: 33,523 4-year-olds[5]
Colorado	English only: 19,255 children (5,437 3-year-olds; 13,818 4-year-olds); Home language other than English: 3,681 children (961 3-year-olds; 2,720 4-year-olds)
Connecticut CDCC	Data not available
Connecticut SR	Data not available
Connecticut Smart Start	English only: 561 children (146 3-year-olds; 415 4-year-olds); Home language other than English: 100 children (26 3-year-olds; 74 4-year-olds)[6]
Delaware	Data not available
District of Columbia	English only: 11,255 children (5,113 3-year-olds; 6,142 4-year-olds); Home language other than English: 1,627 children (687 3-year-olds; 940 4-year-olds)[4]
Florida	Data not available
Georgia	English only: 75,115 4-year-olds; Home language other than English: 5,213 4-year-olds
Hawaii	English only: 644 4-year-olds; Home language other than English: 35 4-year-olds
Illinois	English only: 60,040 children (25,308 3-year-olds; 34,553 4-year-olds; 179 5-year-olds); Home language other than English: 25,143 children (9,004 3-year-olds; 16,127 4-year-olds; 12 5-year-olds)
Iowa Shared Visions	Data not available
Iowa SWVPP	English only: 25,654 children (841 3-year-olds; 24,557 4-year-olds; 256 5-year-olds); Home language other than English: 1,483 children (35 3-year-olds; 1,439 4-year-olds; 9 5-year-olds)
Kansas PA AR	English only: 5,986 4-year-olds; Home language other than English: 2,273 4-year-olds
Kansas Preschool Pilot	Data not available
Kentucky	Data not available
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	English only: 5,951 children; Home language other than English: 252 children[5]
Maryland	Data not available
Massachusetts UPK	English only: 4,319 children; Home language other than English: 2,608 children (56 children under age 3; 812 3-year-olds; 1,156 4-year-olds; 584 5-year-olds)
Massachusetts Chapter 70	Not reported
Michigan	Data not available
Minnesota HdSt	Data not available
Minnesota VPK/SRP	English only: 4,856 4-year-olds; Home language other than English: 2,234 4-year-olds
Mississippi	English only: 1,717 4-year-olds; Home language other than English: 56 4-year-olds[6]
Missouri PP	English only: 408 children (140 3-year-olds; 268 4-year-olds); Home language other than English: 53 children (12 3-year-olds; 41 4-year-olds)
Missouri Pre-K FF	Data not available
Nebraska	English only: 12,130 children (3,731 3-year-olds; 7,708 4-year-olds); Home language other than English: 2,231 children (589 3-year-olds; 1,580 4-year-olds)
Nevada	English only: 2,370 4-year-olds; Home language other than English: 700 4-year-olds

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

STATE	Enrollment by home language
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	English only: 10,285 children (1,217 3-year-olds; 9,068 4-year-olds); Home language other than English: 1,782 children (353 3-year-olds; 1,429 4-year-olds)
New York	Data not available
North Carolina	Data not available
North Dakota	Data not available
Ohio	English only: 17,552 children (1,752 3-year-olds; 15,800 4-year-olds); Home language other than English: 318 children (35 3-year-olds; 283 4-year-olds)
Oklahoma	English only: 7,674 children (318 3-year-olds; 7,356 4-year-olds); Home language other than English: 31,544 children (1,683 3-year-olds; 29,861 4-year-olds)[4]
Oregon Pre-K	Data not available
Oregon Preschool Promise	English only: 888 children (225 3-year-olds; 663 4-year-olds); Home language other than English: 554 children (126 3-year-olds; 428 4-year-olds)[3]
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	English only: 6,293 children (2,248 3-year-olds; 3,501 4-year-olds); Home language other than English: 871 children (339 3-year-olds; 462 4-year-olds)[3]
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	English only: 22,517 children (7,793 3-year-olds; 14,724 4-year-olds); Home language other than English: 3,157 children (1,203 3-year-olds; 1,954 4-year-olds)[3]
Rhode Island	English only: 994 4-year-olds; Home language other than English: 426 4-year-olds
South Carolina	English only: 2,613 4-year-olds; Home language other than English: 434 4-year-olds (First Steps only)
Tennessee	Data not available
Texas	Home language other than English: 87,752 children
Utah	1,033 English Learners
Vermont	Data not available
Virginia	English only: 15,390 4-year-olds; Home language other than English: 3,769 4-year-olds
Washington	English only: 9,212 children (3,542 3-year-olds; 5,670 4-year-olds); Home language other than English: 4,788 children (1,792 3-year-olds; 2,996 4-year-olds)
West Virginia	English only: 14,613 children (1,230 3-year-olds; 13,383 4-year-olds); Home language other than English: 10 children (2 3-year-olds; 8 4-year-olds)
Wisconsin 4K	English only: 42,152 4-year-olds; Home language other than English: 431 4-year-olds[2]
Wisconsin HdSt	Data not available
Guam	English only: 61 4-year-olds; Home language other than English: 10 4-year-olds

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

STATE	Preschool enrollment by program location
Alabama	Public schools: 16,093; Head Start: 1,589; Other public settings: 661; Other private settings: 2,096
Alaska	Data not available
Arizona	Public schools: 2,208; Other private settings: 3,121[6]
Arkansas	Public schools: 14,640; Head Start: 226; Other public settings: 1,547; Other private settings: 3,784[8]
California CSPP	Public schools: 98,106; Other public settings: 3,286; Other private settings: 40,527[5]
California TK	Public schools: 100,852[6]
Colorado	Public schools: 17,946; Head Start: 2,029; Other public settings: 338; Other private settings: 2,623
Connecticut CDCC	Head Start: 297; Other private settings: 1,876
Connecticut SR	Public schools: 3,671; Head Start: 826; Other private settings: 7,716[5]
Connecticut Smart Start	Public schools: 661
Delaware	Public schools: 420; Head Start: 295; Other public settings: 15; Other private settings: 115
District of Columbia	Public schools (DCPS): 6,088; Public charter schools: 6,794; Community-based organizations: 1,011[5]
Florida	Public schools: 35,014; Other private settings: 131,712
Georgia	Public schools: 40,301; Head Start: 4,682; Other public settings: 9257; Other private settings: 34,420
Hawaii	Public schools: 448; Charter schools: 231
Illinois	Public schools: 74,385; Other public settings: 3,458; Other private settings: 7,340
Iowa Shared Visions	Public schools: 703; Head Start: 476; Other public settings: 73; Other private settings: 64
Iowa SWVPP	Public schools: 19,301; Head Start: 360; Other private settings: 7,476[6]
Kansas PA AR	Data not available
Kansas Preschool Pilot	Data not available
Kentucky	Data not available
Louisiana 8(g)	Public schools: 2,325
Louisiana LA 4	Data not available
Louisiana NSECD	Other private settings: 1,220
Maine	Data not available
Maryland	Public schools: 32,182; Head Start: 421; Other private settings: 506
Massachusetts UPK	Public schools: 328; Head Start: 4,062; Other private settings: 2,537
Massachusetts Chapter 70	Data not available[3]
Michigan	Public schools: 22,047; Head Start: 6,353; Other public settings: 4,858; Other private settings: 4,110
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Public schools: 7,090
Mississippi	Public schools: 1,569; Head Start: 1,312; Other private settings: 183
Missouri PP	Public schools: 371; Other private settings: 90
Missouri Pre-K FF	Data not available
Nebraska	Data not available
Nevada	Public schools: 2,264; Head Start: 376; Other public settings: 430
New Jersey Abbott	Public schools: 27,229; Head Start and other private settings: 24,419[4]
New Jersey ECPA	Public schools: 3,202; Other private settings: 114
New Jersey ELLI	Public schools: 434; Other private settings: 15
New Mexico	Public schools: 6,720; Head Start: 200; Other public settings: 691; Other private settings: 4,456
New York	Public schools: 52,478; Head Start: 5,508; Other public settings: 2,376; Other private settings: 59,777
North Carolina	Public schools: 14,986; Head Start: 4,495; Other private settings: 11,578
North Dakota	Public schools: 1,043; Other private settings: 192
Ohio	Public schools: 13,116; Other private settings: 4,754
Oklahoma	Data not available
Oregon Pre-K	Public schools: 797; Head Start: 5,826; Other public settings: 1,290
Oregon Preschool Promise	Public schools: 573; Head Start: 256; Education Service Districts: 66; Other private settings: 665
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Public schools: 677; Head Start: 4,370; Other private settings: 2,117
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	Public schools: 6,366; Head Start: 6,327; Other private settings: 13,768
Rhode Island	Public schools: 358; Head Start: 576; Other private settings: 3486
South Carolina	Public schools: 25,959; Head Start: 151; Other public settings: 26; Other private settings: 2,871
Tennessee	Data not available[4]
Texas	Data not available
Utah	Public schools: 1,917; Head Start: 60; Other private settings: 281
Vermont	Data not available
Virginia	Public schools: 18,562; Other private settings: 597
Washington	Public schools: 8,268; Head Start: 1,488; Other public settings (including tribal sites): 541; Other private settings (including non-profit sites): 3,703
West Virginia	Public schools: 15,142[3]
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	Public schools: 71

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

STATE	Preschool enrollment by operating schedule
Alabama	Extended-day: 20,439
Alaska	Data not available
Arizona	Extended-day: 3,285; Part-day: 2,034 7
Arkansas	Extended-day: 20,197[9]
California CSPP	School or extended-day: 46,604; Part-day: 95,315[6]
California TK	Data not available
Colorado	Data not available[8]
Connecticut CDCC	Extended-day: 1,876; Part-day: 297[3]
Connecticut SR	Extended-day: 7,972; School-day: 2,300; Part-day: 1,941[6]
Connecticut Smart Start	School-day: 661
Delaware	Data not available
District of Columbia	Extended-day: 13,893
Florida	Data not available
Georgia	Extended-day: 80,328
Hawaii	School-day: 679
Illinois	School-day: 26,441; Part-day: 58,742
Iowa Shared Visions	Extended-day: 966; School-day: 97; Part-day: 253
Iowa SWVPP	Data not available[7]
Kansas PA AR	Data not available
Kansas Preschool Pilot	Data not available
Kentucky	Data not available
Louisiana 8(g)	School-day: 2,325
Louisiana LA 4	School-day: 16,910
Louisiana NSECD	School-day: 1,220
Maine	Data not available
Maryland	Extended-day: 16,291; Part-day: 16,818
Massachusetts UPK	Extended-day: 5,338; School-day: 1,416; Part-day: 173
Massachusetts Chapter 70	Data not available
Michigan	School-day: 34,645; Part-day: 2,723[3]
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Data not available[8]
Mississippi	School-day: 3,064[7]
Missouri PP	School-day: 461
Missouri Pre-K FF	School-day: 5,243; Part-day: 1,170
Nebraska	Data not available
Nevada	School-day: 3,070
New Jersey Abbott	School-day: 51,419; Part-day: 229
New Jersey ECPA	School-day: 2,192; Part-day: 1,124
New Jersey ELLI	School-day: 218; Part-day: 231
New Mexico	School-day: 9,571; Part-day: 2,496
New York	School-day: 93,893; Part-day: 26,246
North Carolina	Extended-day: 31,059
North Dakota	School-day: 1,235
Ohio	Part-day: 17,870[4]
Oklahoma	School-day: 37,821; Part-day: 4,057; Determined locally: 1,174[5]
Oregon Pre-K	Extended-day: 343; Part-day: 7,570
Oregon Preschool Promise	Extended-day: 742; School-day: 818
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	School-day: 6,409; Part-day: 755
Pennsylvania K4 & SBPK	School-day: 7,646; Part-day: 2,462
Pennsylvania PKC	School-day: 24,636; Part-day: 1,825
Rhode Island	School-day: 1,420
South Carolina	Extended-day: 14,119; School-day: 14,888[6]
Tennessee	School-day: 17,465
Texas	School-day: 162,344; Part-day: 69,621
Utah	Extended-day: 60; Part-day: 1,986; Locally determined: 212[7]
Vermont	Data not available
Virginia	School-day: 18,609; Part-day: 550[5]
Washington	Extended-day: 553; School-day: 3,060; Part-day: 10,387[6]
West Virginia	School-day: 14,660; Part-day: 482[4]
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	School-day: 71

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

OPERATING SCHEDULE

STATE	Minimum hours per day funded to operate using state funds	Days per week funded to operate using state funds
Alabama	6.5[7]	5 days per week[7]
Alaska	Determined locally[4]	Determined locally[4]
Arizona	34 hours per month[8]	34 hours per month[8]
Arkansas	7[9]	5 days per week
California CSPP	3[7]	5 days per week[7]
California TK	3[7]	5 days per week[8]
Colorado	2.5[8]	Determined locally[8]
Connecticut CDCC	10[5]	5 days per week
Connecticut SR	2.5[7]	5 days per week
Connecticut Smart Start	6	5 days per week
Delaware	3.5[4]	5 days per week
District of Columbia	6.5	5 days per week
Florida	Determined locally[4]	Determined locally[4]
Georgia	6.5	5 days per week
Hawaii	Per Hawaii Department of Education's school-day schedule (30.5 hours per week)[5]	5 days per week
Illinois	2.5	5 days per week
Iowa Shared Visions	No minimum requirement[3]	Determined locally[3]
Iowa SWVPP	At least 10 hours per week[7]	Data not available[7]
Kansas PA AR	465 hours per year	Determined locally
Kansas Preschool Pilot	465 hours per year	Determined locally
Kentucky	2.5[2]	Determined locally[3]
Louisiana 8(g)	6[3]	5 days per week
Louisiana LA 4	6[6]	5 days per week
Louisiana NSECD	6[5]	5 days per week
Maine	2[6]	Determined locally[6]
Maryland	2.5[5]	5 days per week
Massachusetts UPK	Determined locally[3]	Determined locally[3]
Massachusetts Chapter 70	Determined locally[4]	Determined locally[4]
Michigan	3 hours per day for part-day programs[4]	4 days per week[5]
Minnesota HdSt	Per Federal Head Start Performance Standards[4]	Per Federal Head Start Performance Standards[4]
Minnesota VPK/SRP	350 instructional hours per school year[9]	Determined locally[9]
Mississippi	4[7]	5 days per week[7]
Missouri PP	3[3]	Determined locally[4]
Missouri Pre-K FF	No minimum requirement	Determined locally
Nebraska	12 hours per week[4]	Determined locally[4]
Nevada	5 hours/day or 25 hours/week	Determined locally[6]
New Jersey Abbott	6[5]	5 days per week
New Jersey ECPA	2.5[4]	5 days per week
New Jersey ELLI	2.5[4]	5 days per week
New Mexico	3[5]	Determined locally
New York	2.5[3]	5 days per week
North Carolina	6.5	5 days per week
North Dakota	400 hours per year	Determined locally
Ohio	2.5[4]	Determined locally
Oklahoma	2.5[6]	5 days per week[6]
Oregon Pre-K	3.5[5]	Determined locally[5]
Oregon Preschool Promise	Determined locally[6]	Determined locally[6]
Pennsylvania RTL	2.5	5 days per week
Pennsylvania HSSAP	3.5[4]	Determined locally[4]
Pennsylvania K4 & SBPK	2.5	5 days per week
Pennsylvania PKC	2.5[4]	5 days per week
Rhode Island	6	5 days per week
South Carolina	CERDEP: 6.5; EIA 4K: 4[6]	5 days per week
Tennessee	5.5 (excluding nap time)	5 days per week
Texas	32,400 minutes/year (part-day); 75,600 minutes/year (full-day)[4]	5 days per week
Utah	Determined locally	No minimum requirement
Vermont	10 hours per week	Determined locally
Virginia	3[5]	5 days per week
Washington	3[6]	Determined locally[7]
West Virginia	1,500 minutes (25 hours) per week[4]	At least 4 days per week[4]
Wisconsin 4K	2.5[3]	Determined locally[3]
Wisconsin HdSt	3.5[6]	Per Federal Head Start Performance Standards[6]
Guam	6	5 days per week

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

OPERATING SCHEDULE

STATE	Hours per year funded to operate using state funds	State-funded annual operating schedule	COVID-19 related changes to 2020-2021 operating schedule
Alabama	1,170[7]	School year or academic year[7]	Yes[8]
Alaska	Determined locally[4]	Determined locally	Yes[5]
Arizona	Part-day: 400; Full-day: 1,120[8]	Determined locally[8]	No[9]
Arkansas	1,246	School year or academic year[9]	No
California CSPP	Part Day/Part Year: minimum of 175 days/year; Full Day/Full Year: minimum of 246 days/year[7]	Determined locally	Yes[8]
California TK	600	School year or academic year	Yes[9]
Colorado	Part-day: 360; Full-day: 720[8]	School year or academic year[8]	No[9]
Connecticut CDCC	Minimum of 1,560 hours/year[6]	Full calendar year[7]	Yes[8]
Connecticut SR	Full-day/full-year: 2,500; School-day: 1,080; Part-day: 450[7]	Determined locally[7]	Yes[8]
Connecticut Smart Start	1,080[7]	School year or academic year[8]	Yes[9]
Delaware	At least 560[5]	Minimum 160 days/year[5]	No[6]
District of Columbia	1,170	School year or academic year	Yes[6]
Florida	School-year programs: 540; Summer programs: 300[4]	Determined locally[4]	Yes[5]
Georgia	1,170	School year or academic year	Yes[3]
Hawaii	1,080[5]	School year or academic year[5]	Yes[6]
Illinois	2.5 to 5 hours/day, 5 days/week for approximately 165 days/year	School year or academic year	Yes[4]
Iowa Shared Visions	Determined locally[3]	Determined locally[3]	Yes[4]
Iowa SWVPP	Approximately 350[7]	School year or academic year[7]	No[8]
Kansas PA AR	465[5]	School year or academic year	Yes[6]
Kansas Preschool Pilot	465[5]	School year or academic year	Yes[6]
Kentucky	Unknown	School year or academic year[4]	Yes[5]
Louisiana 8(g)	1,062	School year or academic year	Yes[4]
Louisiana LA 4	1,062	School year or academic year	Yes[7]
Louisiana NSECD	1,050	School year or academic year	Yes[6]
Maine	Minimally 350 hours per year[6]	School year or academic year	Yes[7]
Maryland	Extended-Day: 1,255.34; Part-Day: 839.79	School year or academic year	Yes[6]
Massachusetts UPK	Determined locally[3]	Determined locally[3]	No
Massachusetts Chapter 70	Determined locally	Determined locally	Yes[5]
Michigan	Part-day: 360; School-day: 780[5]	Determined locally[5]	Yes[6]
Minnesota HdSt	Per Federal Head Start Performance Standards[4]	Determined locally[4]	No[5]
Minnesota VPK/SRP	Minimum of 350 hours; Funded up to 510 hours[9]	School year or academic year[10]	No[11]
Mississippi	Part-time: 540; Full-time: 1,080	School year or academic year	Yes[8]
Missouri PP	Determined locally[5]	School or academic year (schools/government entities only); Full calendar year[6]	No
Missouri Pre-K FF	1,044 hours/year (school-day), 522 hours/year (part-day)	School year or academic year	No
Nebraska	450 if receiving a grant or qualified to have State Aid calculated[4]	School year or academic year[5]	No
Nevada	Determined locally	Determined locally[7]	Yes[8]
New Jersey Abbott	1,080	School year or academic year[5]	Yes[6]
New Jersey ECPA	450 to 1,080	School year or academic year[4]	Yes[5]
New Jersey ELLI	450 to 1,080	School year or academic year[4]	Yes[5]
New Mexico	Part-day: 450; Extended-day: 900[6]	Determined locally	Yes[7]
New York	Part-day: 450; Full-day: 900	School year or academic year	No[4]
North Carolina	1,170	School year or academic year[4]	No
North Dakota	400[4]	School year or academic year	No
Ohio	455[4]	School year or academic year	No[5]
Oklahoma	1080 hours or 175 school days[6]	School year or academic year[6]	Yes[7]
Oregon Pre-K	Per Federal Head Start Program Performance Standards[5]	School year or academic year[5]	Yes[6]
Oregon Preschool Promise	900[6]	Determined locally[6]	Yes[7]
Pennsylvania RTL	450 to 990	School year or academic year	No
Pennsylvania HSSAP	360[4]	Determined locally[4]	Yes[5]
Pennsylvania K4 & SBPK	450 to 990	School year or academic year[1]	No
Pennsylvania PKC	At least 180	School year or academic year	Yes[5]
Rhode Island	1,080	School year or academic year	No[2]
South Carolina	CERDEP: 1,170 (public), 1,870 hours (First Steps); EIA 4K: 720[6]	School year or academic year[6]	Yes[7]
Tennessee	990	School year or academic year	No[5]
Texas	540 (3-year-olds); 1,250 (4-year-olds)	School year or academic year	Yes[5]
Utah	Determined locally	Determined locally	Yes[8]
Vermont	350	School year or academic year	No[4]
Virginia	990 hours or 180 days	School year or academic year	No[6]
Washington	Part-day 360; School-day 1,000; Working-Day 2,370[6]	School year (part-day and school-day models); Calendar year (working-day model)	No[8]
West Virginia	800 hours (48,000 minutes) per year[4]	School year or academic year	Yes[5]
Wisconsin 4K	437[3]	Determined locally[3]	Yes[4]
Wisconsin HdSt	Per Federal Head Start Performance Standards	Per Federal Head Start Performance Standards	Yes[7]
Guam	1,080	School year or academic year	Yes[3]

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

AGE ELIGIBILITY

STATE	Minimum age for preschool eligibility	Minimum age for kindergarten eligibility	COVID-19 related changes to preschool age eligibility
Alabama	4 by September 1[9]	5 by September 1[9]	No
Alaska	3 by locally determined date	5 years by September 1	No
Arizona	No minimum age	5 by September 1	No
Arkansas	3 by August 1	5 by August 1[10]	No
California CSPP	3 by June 30[9]	5 by September 1[9]	Yes[9]
California TK	5 by December 2[10]	5 by September 1[10]	No
Colorado	3 on or before October 1[10]	5 on or before October 1[10]	No
Connecticut CDCC	3 by January 1[9]	5 on or before January 1	No
Connecticut SR	2 years, 9 months by September 1[9]	5 on or before January 1[9]	No
Connecticut Smart Start	2 years, 9 months by September 1[10]	5 on or before January 1	No
Delaware	3 by August 31	5 by August 31	No
District of Columbia	3 by September 30[7]	5 by September 30[7]	No
Florida	4 by September 1[6]	5 by September 1[6]	No
Georgia	4 by September 1[4]	5 by September 1[4]	No
Hawaii	4 on or before July 31	5 on or before July 31	No
Illinois	3 by September 1[5]	5 by September 1[5]	No
Iowa Shared Visions	3 by September 15[5]	5 by September 15	No
Iowa SWVPP	4 on or before September 15[9]	5 on or before September 15[9]	No
Kansas PA AR	3 by August 31[7]	5 years by August 31	No
Kansas Preschool Pilot	3 by August 31[7]	5 years by August 31	No
Kentucky	3 by August 1[6]	5 by August 1[6]	No
Louisiana 8(g)	4 by September 30	5 by September 30	No
Louisiana LA 4	4 by September 30	5 by September 30	No
Louisiana NSECD	4 by September 30	5 by September 30	No
Maine	4 by October 15	5 by October 15	No
Maryland	4 by September 1[7]	5 by September 1[7]	No
Massachusetts UPK	2 years, 9 months by locally determined date	5 by locally determined date[4]	No
Massachusetts Chapter 70	3 by locally determined date[6]	5 by locally determined date[6]	No
Michigan	4 by September 1[7]	5 by September 1[7]	No
Minnesota HdSt	3 per Federal Head Start Performance Standards[6]	5 by September 1	No
Minnesota VPK/SRP	4 by September 1	5 by September 1	No
Mississippi	4 by September 1	5 by September 1	No
Missouri PP	3 by July 31[7]	5 by July 31[7]	No
Missouri Pre-K FF	3 by July 31	5 by July 31	No
Nebraska	Determined locally[6]	5 by August 1[6]	No
Nevada	4 by September 30	5 by September 30	No
New Jersey Abbott	3 by locally determined date	5 by locally determined date	No
New Jersey ECPA	3 by locally determined date	5 by locally determined date	No
New Jersey ELLI	4 by locally determined date[6]	5 by locally determined date	No
New Mexico	3 by August 31[8]	5 by August 31	No
New York	3 by December 1[5]	5 by December 1[5]	No
North Carolina	4 by August 31	5 by August 31[5]	No
North Dakota	4 by August 1[5]	5 by August 1[5]	No
Ohio	4 by August 1 or September 30[6]	5 by August 1 or September 30	No
Oklahoma	4 by September 1[8]	5 by September 1	No
Oregon Pre-K	3 by locally determined date[7]	5 by September 1	No
Oregon Preschool Promise	3 by September 1	5 by September 1	No
Pennsylvania RTL	Determined locally	Determined locally	No
Pennsylvania HSSAP	Determined locally[6]	Determined locally[6]	No
Pennsylvania K4 & SBPK	Determined locally	Determined locally	No
Pennsylvania PKC	Determined locally[6]	Determined locally[6]	No
Rhode Island	4 by September 1	5 by September 1	No
South Carolina	4 by September 1[8]	5 by September 1	No
Tennessee	3 by August 15	5 by August 15	No
Texas	3 by September 1	5 by September 1	No
Utah	3 at time of enrollment[9]	5 by September 1	No
Vermont	3 by locally determined date[5]	5 by locally determined date	No
Virginia	4 by September 30[7]	5 by September 30	No
Washington	3 by August 31[9]	5 by August 31	No
West Virginia	4 before July 1[6]	5 before July 1[6]	No
Wisconsin 4K	4 by September 1[5]	5 by September 1	No
Wisconsin HdSt	3 by September 1	5 by September 1	No
Guam	4 by July 30	5 by July 30	No

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

OTHER ELIGIBILITY POLICIES

STATE	Besides age, how is eligibility for state-funded preschool determined for individual children?
Alabama	All age-eligible children in districts offering the program, or in the entire state, may enroll[9]
Alaska	Eligibility is determined by individual child or family characteristics in addition to age[6]
Arizona	Eligibility is determined by individual child or family characteristics in addition to age[10]
Arkansas	Eligibility is determined by individual child or family characteristics in addition to age[11]
California CSPP	Eligibility is determined by individual child or family characteristics in addition to age[10]
California TK	All age-eligible children in districts offering the program, or in the entire state, may enroll
Colorado	Eligibility is determined by individual child or family characteristics in addition to age[11]
Connecticut CDCC	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut SR	All age-eligible children in districts offering the program, or in the entire state, may enroll[10]
Connecticut Smart Start	All age-eligible children in districts offering the program, or in the entire state, may enroll[11]
Delaware	Eligibility is determined by individual child or family characteristics in addition to age[7]
District of Columbia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Florida	All age-eligible children in districts offering the program, or in the entire state, may enroll
Georgia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Hawaii	Eligibility is determined by individual child or family characteristics in addition to age[7]
Illinois	Eligibility is determined by individual child or family characteristics in addition to age[6]
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age[6]
Iowa SWVPP	All age-eligible children in districts offering the program, or in the entire state, may enroll[10]
Kansas PA AR	Eligibility is determined by individual child or family characteristics in addition to age[8]
Kansas Preschool Pilot	Eligibility is determined by individual child or family characteristics in addition to age[8]
Kentucky	Eligibility is determined by individual child or family characteristics in addition to age[7]
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age[5]
Louisiana LA 4	Eligibility is determined by individual child or family characteristics in addition to age
Louisiana NSECD	Eligibility is determined by individual child or family characteristics in addition to age
Maine	Eligibility is determined by individual child or family characteristics in addition to age[8]
Maryland	Eligibility is determined by individual child or family characteristics in addition to age[8]
Massachusetts UPK	All age-eligible children in districts offering the program, or in the entire state, may enroll[5]
Massachusetts Chapter 70	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
Michigan	Eligibility is determined by individual child or family characteristics in addition to age[8]
Minnesota HdSt	Eligibility is determined by individual child or family characteristics in addition to age[7]
Minnesota VPK/SRP	All age-eligible children in districts offering the program, or in the entire state, may enroll[12]
Mississippi	Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age[9]
Missouri PP	All age-eligible children in districts offering the program, or in the entire state, may enroll
Missouri Pre-K FF	Eligibility is determined by individual child or family characteristics in addition to age[1]
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age[7]
Nevada	Eligibility is determined by individual child or family characteristics in addition to age[9]
New Jersey Abbott	All age-eligible resident children in districts offering the program may enroll
New Jersey ECPA	All age-eligible resident children in districts offering the program may enroll
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age[7]
New Mexico	All age-eligible children in districts offering the program, or in the entire state, may enroll[9]
New York	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
North Carolina	Eligibility is determined by individual child or family characteristics in addition to age[6]
North Dakota	Eligibility is determined by individual child or family characteristics in addition to age
Ohio	Eligibility is determined by individual child or family characteristics in addition to age[7]
Oklahoma	All age-eligible children in districts offering the program, or in the entire state, may enroll[9]
Oregon Pre-K	Eligibility is determined by individual child or family characteristics in addition to age[8]
Oregon Preschool Promise	Eligibility is determined by individual child or family characteristics in addition to age[8]
Pennsylvania RTL	Eligibility is determined by individual child or family characteristics in addition to age[1]
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age[7]
Pennsylvania K4 & SBPK	K4: All age-eligible children in districts offering the program, or in the entire state, may enroll; SBPK: Eligibility is determined by individual child or family characteristics in addition to age
Pennsylvania PKC	Eligibility is determined by individual child or family characteristics in addition to age[7]
Rhode Island	All age-eligible children in districts offering the program, or in the entire state, may enroll[3]
South Carolina	Eligibility is determined by individual child or family characteristics in addition to age[9]
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age[6]
Texas	Eligibility is determined by individual child or family characteristics in addition to age[6]
Utah	Eligibility is determined by individual child or family characteristics in addition to age[10]
Vermont	All age-eligible children in districts offering the program, or in the entire state, may enroll[1]
Virginia	Eligibility is determined by individual child or family characteristics in addition to age[8]
Washington	Eligibility is determined by individual child or family characteristics in addition to age[9]
West Virginia	All age-eligible children in districts offering the program, or in the entire state, may enroll[7]
Wisconsin 4K	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age[8]
Guam	All age-eligible children in districts offering the program, or in the entire state, may enroll

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

OTHER ELIGIBILITY POLICIES

STATE	Income requirement
Alabama	None
Alaska	None
Arizona	200% of FPL
Arkansas	200% of FPL[11]
California CSPP	85% of SMI[10]
California TK	None
Colorado	Eligible for free or reduced-price lunch, or 185% of FPL[11]
Connecticut CDCC	75% of SMI
Connecticut SR	None
Connecticut Smart Start	None
Delaware	100% of FPL[7]
District of Columbia	None
Florida	None
Georgia	None
Hawaii	300% of FPL[7]
Illinois	None
Iowa Shared Visions	Eligible for free lunch, or 130% of FPL[6]
Iowa SWVPP	None
Kansas PA AR	Eligible for free lunch, or 130% of FPL[8]
Kansas Preschool Pilot	Eligible for free or reduced-price lunch, or 185% of FPL[8]
Kentucky	160% of FPL[7]
Louisiana 8(g)	200% of FPL[5]
Louisiana LA 4	200% of FPL
Louisiana NSECD	200% of FPL
Maine	None
Maryland	Eligible for free or reduced-price lunch, or 185% of FPL (part-day); 300% of FPL (full-day)[8]
Massachusetts UPK	None
Massachusetts Chapter 70	None
Michigan	250% of FPL, with some exception for up to 300% of FPL[8]
Minnesota HdSt	Per Federal Head Start: 100% of FPL[7]
Minnesota VPK/SRP	None
Mississippi	None
Missouri PP	None
Missouri Pre-K FF	Eligible for free or reduced-price lunch, or 185% of FPL
Nebraska	Eligible for free or reduced-price lunch, or 185% of FPL[7]
Nevada	200% of FPL
New Jersey Abbott	None
New Jersey ECPA	None
New Jersey ELLI	Eligible for free or reduced-price lunch, or 185% of FPL[7]
New Mexico	None
New York	None
North Carolina	75% of SMI[6]
North Dakota	Eligible for free or reduced-price lunch, or 185% of FPL
Ohio	At or below 200% of FPL[7]
Oklahoma	None
Oregon Pre-K	100% of FPL[8]
Oregon Preschool Promise	200% of FPL[8]
Pennsylvania RTL	None
Pennsylvania HSSAP	100% of FPL[7]
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	300% of FPL
Rhode Island	None
South Carolina	Eligible for free or reduced-price lunch or Medicaid, or 185% of FPL[9]
Tennessee	Eligible for free or reduced-price lunch, or 185% of FPL
Texas	Eligible for free or reduced-price lunch, or 185% of FPL
Utah	Eligible for free or reduced-price lunch, or 185% of FPL[10]
Vermont	None
Virginia	200% of FPL; 350% of FPL for students with disabilities[8]
Washington	110% of FPL[9]
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	Per Federal Head Start
Guam	None

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

OTHER ELIGIBILITY POLICIES

STATE	How is the income requirement applied to determine eligibility?
Alabama	NA
Alaska	NA
Arizona	100% of children must meet the income requirement
Arkansas	90% or more of the children meet the income criteria. Other children may qualify with other characteristics and/or pay according to a sliding fee scale[11]
California CSPP	Part-day CSPP: once all eligible children are enrolled, contractors may enroll up to 10% of children whose families exceed the income eligibility threshold by no more than 15%[11]
California TK	NA
Colorado	Income is one of several eligibility criteria for children[11]
Connecticut CDCC	100% of children must meet the income requirement[10]
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	Per the Federal Head Start Program Performance Standards[7]
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii	Priority is given to families at or below 300% FPL[7]
Illinois	NA
Iowa Shared Visions	At least 80% of children must meet the income criteria[6]
Iowa SWVPP	NA
Kansas PA AR	All children enrolled must meet one or more of the risk factors, which include income[8]
Kansas Preschool Pilot	At least 50% of the children enrolled must meet one or more of the risk factors, which include income[8]
Kentucky	Once all at-risk 4-year-olds (160% FPL) and 3- & 4-year-olds with disabilities are served, other children may enroll if space is available[7]
Louisiana 8(g)	Priority is given to students at or below 200% FPL[5]
Louisiana LA 4	100% of children must meet the income requirement
Louisiana NSECD	100% of children must meet the income requirement
Maine	NA
Maryland	All Maryland Prekindergarten Program children are at 185% FPL or below, except State PreK Expansion children (300% FPL)[8]
Massachusetts UPK	NA
Massachusetts Chapter 70	NA
Michigan	90% of children must meet income eligibility of 250% FPL, with exceptions for up to 300% FPL if sufficient numbers of children cannot be recruited at 250% FPL[8]
Minnesota HdSt	Per the Federal Head Start Program Performance Standards[7]
Minnesota VPK/SRP	NA
Mississippi	NA
Missouri PP	NA
Missouri Pre-K FF	100% of children must meet the income requirement
Nebraska	70% of children must have one risk factor[7]
Nevada	All children must be income eligible
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	100% of children must meet the income requirement[7]
New Mexico	NA
New York	NA
North Carolina	20% of a county's NC Pre-K slots allocation may be used to serve children above 75% of SMI, if they have another designated risk factor
North Dakota	100% of children must meet the income requirement
Ohio	100% of children must meet the income requirement[7]
Oklahoma	NA
Oregon Pre-K	Per the Federal Head Start Program Performance Standards[8]
Oregon Preschool Promise	100% of children must meet the income requirement[8]
Pennsylvania RTL	NA
Pennsylvania HSSAP	Per the Federal Head Start Program Performance Standards: at least 90% of children
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	100% of children must meet the income requirement[7]
Rhode Island	NA
South Carolina	CERDEP: once all income-eligible children are served, students with other risk factors may enroll; EIA 4K: districts may prioritize other risk factors; First Steps 4K must meet the income requirement
Tennessee	Goal for at least 90% of children must meet the income requirement[6]
Texas	Eligibility for free and reduced price lunch is one of seven ways to qualify[6]
Utah	Children must either be English Language Learners, or qualify for Free or Reduced lunch in addition to experiencing at least one risk factor[10]
Vermont	NA
Virginia	85% of children must meet the income requirement[8]
Washington	90% of children must meet the income requirement[9]
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	Per federal Head Start requirements, 10% of children may be over the low-income guidelines[8]
Guam	NA

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

OTHER ELIGIBILITY POLICIES

STATE	Risk factors besides income that can be used to determine eligibility
Alabama	NA
Alaska	Determined locally
Arizona	None
Arkansas	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Incarcerated parent; Custody or/living with a family member other than parent[11]
California CSPP	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care; Families whose children are receiving CPS or are at risk of abuse, neglect or exploitation; Families receiving cash aid[10]
California TK	NA
Colorado	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Child history of foster care; Other locally determined risk factors[11]
Connecticut CDCC	None
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s)[8]
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Child history of foster care[7]
Illinois	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty[6]
Iowa Shared Visions	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent is chronically, mentally ill; Parent is illiterate; Parent is incarcerated; Other locally determined risk factors[6]
Iowa SWVPP	NA
Kansas PA AR	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Child history of foster care[8]
Kansas Preschool Pilot	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Child history of foster care; Other risk factors[8]
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care[7]
Louisiana 8(g)	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factors[5]
Louisiana LA 4	Homelessness or unstable housing; Child history of foster care
Louisiana NSECD	Homelessness or unstable housing; Child history of foster care
Maine	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty[8]
Maryland	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty[8]
Massachusetts UPK	NA
Massachusetts Chapter 70	NA
Michigan	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factors[8]
Minnesota HdSt	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factors[7]
Minnesota VPK/SRP	NA
Mississippi	Child disability or developmental delay; Homelessness or unstable housing[9]
Missouri PP	NA
Missouri Pre-K FF	None

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

OTHER ELIGIBILITY POLICIES

STATE	Risk factors besides income that can be used to determine eligibility
Nebraska	Child disability or developmental delay; Low parent education; Home language other than English; Teen parent; Low birth weight or other child health risk[7]
Nevada	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factors[10]
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	None
New Mexico	NA
New York	NA
North Carolina	Child disability or developmental delay; Homelessness or unstable housing; Home language other than English; Risk child will not be ready for kindergarten; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Chronic health condition[6]
North Dakota	None
Ohio	None
Oklahoma	NA
Oregon Pre-K	Homelessness or unstable housing; Child history of foster care[8]
Oregon Preschool Promise	None
Pennsylvania RTL	None
Pennsylvania HSSAP	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty[7]
Pennsylvania K4 & SBPK	K4: NA; SBPK: Locally determined risk factors
Pennsylvania PKC	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty[7]
Rhode Island	NA
South Carolina	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty[9]
Tennessee	Child disability or developmental delay; Homelessness or unstable housing; Home language other than English; Child history of foster care; Parent on active military duty; Other locally determined risk factors[6]
Texas	Homelessness or unstable housing; Home language other than English; Child history of foster care; Parent on active military duty; Parent injured or killed while on active duty[8]
Utah	Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Child history of foster care; a member of the child's household is incarcerated; living in a neighborhood with high violence or crime; having one or both parents with a low reading ability; moving at least once in the past year; living with multiple families in the same household; exposure to death or chronic illness of a parent or sibling; mental illness[10]
Vermont	NA
Virginia	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factors[8]
Washington	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Other risk factors[10]
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care; Other risk factors[8]
Guam	NA

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

STATE	OTHER ELIGIBILITY POLICIES		
	COVID-19 related changes to eligibility criteria	Sliding scale based on income	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	Yes[10]	Yes[11]	No
Alaska	No	Determined locally	No
Arizona	No	No[11]	Yes[12]
Arkansas	No	Yes[12]	No
California CSPP	No[11]	Yes[12]	Yes[13]
California TK	No	No	No
Colorado	No	No[12]	Yes[13]
Connecticut CDCC	No	Yes	Yes[10]
Connecticut SR	No	Yes	No[11]
Connecticut Smart Start	No[12]	Determined locally[13]	No
Delaware	No	No	Yes[9]
District of Columbia	No	No	No
Florida	No	No	No
Georgia	No	No	No
Hawaii	No	No	No
Illinois	Yes[7]	No[8]	No
Iowa Shared Visions	No	Determined locally[6]	No
Iowa SWVPP	No	No	No
Kansas PA AR	No	No	Yes[9]
Kansas Preschool Pilot	No	No	Yes[9]
Kentucky	No	Determined locally[8]	No
Louisiana 8(g)	No	Determined locally[6]	No
Louisiana LA 4	No	Determined locally[8]	No
Louisiana NSECD	No	Determined locally[7]	No
Maine	No	No	Yes[9]
Maryland	No	No	No
Massachusetts UPK	No	Determined locally[6]	No
Massachusetts Chapter 70	No	Determined locally[7]	No
Michigan	Yes[9,2]	Yes[8]	No
Minnesota HdSt	No	No	Yes[8]
Minnesota VPK/SRP	No	No[13]	Yes[14]
Mississippi	No	No	No
Missouri PP	No	Determined locally[8]	No
Missouri Pre-K FF	No	No	No
Nebraska	No	Determined locally[8]	No
Nevada	No	No	No
New Jersey Abbott	No	No	Yes[7]
New Jersey ECPA	No	No	Yes[6]
New Jersey ELLI	No	No	Yes[8]
New Mexico	No	No	No
New York	No	No[7]	No
North Carolina	No	No	No
North Dakota	No	Determined locally[6]	No
Ohio	Yes[8]	Determined locally[7]	No
Oklahoma	No	No	No
Oregon Pre-K	No[9]	No	No
Oregon Preschool Promise	No[9]	No	No
Pennsylvania RTL	No	No	No
Pennsylvania HSSAP	No	No	No
Pennsylvania K4 & SBPK	No	No	No
Pennsylvania PKC	No	No	No
Rhode Island	No	No	No
South Carolina	No	No	No
Tennessee	No	No	No
Texas	No	No	No
Utah	No	No[11]	No
Vermont	No	No	No
Virginia	Yes[9]	No	No
Washington	No	No	No
West Virginia	No	No	No
Wisconsin 4K	No	No	No
Wisconsin HdSt	No	No	No
Guam	No	No	No

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

PROGRAM STANDARDS

STATE	Maximum class size
Alabama	4-year-olds: 20[12]
Alaska	3- and 4-year-olds: Determined locally
Arizona	3-year-olds: 26; 4-year-olds: 30; mixed-age: 26[13]
Arkansas	3- and 4-year-olds: 20[13]
California CSPP	3- and 4-year-olds: No limit[14]
California TK	4-year-olds: 33; mixed-age: 24[11]
Colorado	3- and 4-year-olds: 16
Connecticut CDCC	3- and 4-year-olds: 20
Connecticut SR	3- and 4-year-olds: 20
Connecticut Smart Start	3- and 4-year-olds: 18[14]
Delaware	3-year-olds: 17; 4-year-olds: 20; mixed age: 17[9]
District of Columbia	3-year-olds: 16, 4-year-olds: 20 (DCPS & CBO only); mixed-age: 17 (DCPS), 16 (CBO)[8]
Florida	4-year-olds: 12 (summer); 20 (school year)
Georgia	4-year-olds: 22[5]
Hawaii	4-year-olds: 20
Illinois	3- and 4-year-olds: 20
Iowa Shared Visions	3- and 4-year-olds: 20[7]
Iowa SWVPP	3-year-olds: 18; 4-year-olds: 20; mixed-age: 18 or 20 depending on majority age group
Kansas PA AR	3- and 4-year-olds: 25[10]
Kansas Preschool Pilot	3- and 4-year-olds: 25
Kentucky	3- and 4-year-olds: 20
Louisiana 8(g)	4-year-olds: 20
Louisiana LA 4	4-year-olds: 20
Louisiana NSECD	4-year-olds: 20
Maine	4-year-olds: 16
Maryland	3- and 4-year-olds: Average of 20[9]
Massachusetts UPK	3- and 4-year-olds: 20; mixed-age: Depends on the ages of the children
Massachusetts Chapter 70	3- and 4-year-olds: No limit[8]
Michigan	4-year-olds: 18
Minnesota HdSt	3-year-olds: 15; 4-year-olds: 20; mixed-age: 20[9]
Minnesota VPK/SRP	4-year-olds: 20[15]
Mississippi	4-year-olds: 20; mixed-age: 14[10]
Missouri PP	3- and 4-year-olds: 20
Missouri Pre-K FF	3- and 4-year-olds: No limit
Nebraska	3- and 4-year-olds: 20
Nevada	4-year-olds: 20
New Jersey Abbott	3- and 4-year-olds: 15
New Jersey ECPA	3- and 4-year-olds: 18
New Jersey ELLI	4-year-olds: 20
New Mexico	3-year-olds: 16; 4-year-olds: 20; mixed-age: 16[10]
New York	3- and 4-year-olds: 20[8]
North Carolina	4-year-olds: 18
North Dakota	4-year-olds: No limit
Ohio	3-year-olds: 24; 4-year-olds: 28; mixed-age: 24[9]
Oklahoma	3-year-olds: 18; 4-year-olds: 20; mixed-age: 18
Oregon Pre-K	3-year-olds: 17; 4-year-olds: 20
Oregon Preschool Promise	3- and 4-year-olds: 20[10]
Pennsylvania RTL	3- and 4-year-olds: 20
Pennsylvania HSSAP	3- and 4-year-olds: 20
Pennsylvania K4 & SBPK	3- and 4-year-olds: 20 (SBPK); No limit (K4)
Pennsylvania PKC	3- and 4-year-olds: 20[8]
Rhode Island	4-year-olds: 20
South Carolina	4-year-olds: 20[10]
Tennessee	3- and 4-year-olds: 20
Texas	3- and 4-year-olds: No limit
Utah	3- and 4-year-olds: 20
Vermont	3- and 4-year-olds: 20
Virginia	4-year-olds: 18
Washington	3- and 4-year-olds: 20
West Virginia	3- and 4-year-olds: 20[8]
Wisconsin 4K	4-year-olds: Determined locally[7]
Wisconsin HdSt	3-year-olds: 17; 4-year-olds: 20; mixed-age: 17[6]
Guam	4-year-olds: 18

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

PROGRAM STANDARDS

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

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

STATE	PROGRAM STANDARDS: COVID-19 related changes to class sizes or staff-child ratios	PROGRAM STANDARDS: COVID-19 related changes to physical space requirements
Alabama	No	No
Alaska	Determined locally	Determined locally
Arizona	No[14]	No
Arkansas	No[14]	No
California CSPP	Yes, to maximum class sizes[15]	No
California TK	No[11]	Yes[12]
Colorado	Yes, to maximum class sizes and staff-child ratios[14]	No
Connecticut CDCC	Yes, to maximum class sizes[11]	Yes[11]
Connecticut SR	Yes, to maximum class sizes[12]	Yes[12]
Connecticut Smart Start	Yes, to maximum class sizes[14]	Yes[14]
Delaware	Yes, to maximum class sizes and staff-child ratios[10]	No[11]
District of Columbia	Yes, to maximum class sizes and staff-child ratios[9]	Yes[10]
Florida	No[7]	No[8]
Georgia	No[6]	No
Hawaii	Yes, to maximum class sizes[8]	Yes[8]
Illinois	Yes, to maximum class sizes[9]	No
Iowa Shared Visions	No[8]	No[8]
Iowa SWVPP	No[11]	No[11]
Kansas PA AR	No[11]	No[11]
Kansas Preschool Pilot	No	Determined locally
Kentucky	Yes, to maximum class sizes[9]	Yes[10]
Louisiana 8(g)	No	No
Louisiana LA 4	No	No
Louisiana NSECD	No	No
Maine	Yes, to maximum class sizes[11]	No
Maryland	Yes, to maximum class sizes and staff-child ratios[10]	No
Massachusetts UPK	Yes[7]	Yes[7]
Massachusetts Chapter 70	Yes[9]	Yes[9]
Michigan	No	No
Minnesota HdSt	Yes, to maximum class sizes[10]	Yes[11]
Minnesota VPK/SRP	Yes, to maximum class sizes and staff-child ratios[15]	Yes[15]
Mississippi	No	No
Missouri PP	Yes, to maximum class sizes and staff-child ratios[9]	No
Missouri Pre-K FF	Yes, to maximum class sizes and staff-child ratios[2]	No
Nebraska	No[9]	No[9]
Nevada	No	No
New Jersey Abbott	No	No[8]
New Jersey ECPA	No	No[7]
New Jersey ELLI	No	No[9]
New Mexico	Yes, to maximum class sizes and staff-child ratios[11]	No
New York	Yes, to staff-child ratios[9]	Yes[10]
North Carolina	No	No
North Dakota	No	No
Ohio	No[10]	No[11]
Oklahoma	No	No
Oregon Pre-K	No[10]	No
Oregon Preschool Promise	No[11]	No
Pennsylvania RTL	Yes, to maximum class sizes and staff-child ratios[2]	Yes[3]
Pennsylvania HSSAP	Yes, to maximum class sizes and staff-child ratios[8]	Yes[9]
Pennsylvania K4 & SBPK	Yes, to maximum class sizes and staff-child ratios[2]	Yes[3]
Pennsylvania PKC	Yes, to maximum class sizes and staff-child ratios[9]	Yes[10]
Rhode Island	No	No
South Carolina	No	No
Tennessee	Yes, to maximum class sizes and staff-child ratios[7]	Yes[7]
Texas	No	No
Utah	Yes, to maximum class sizes[12]	No
Vermont	No	Yes[6]
Virginia	No	No[10]
Washington	No[11]	No[12]
West Virginia	No	No
Wisconsin 4K	No[8]	No[8]
Wisconsin HdSt	No[9]	No
Guam	No	No

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

STATE	PROGRAM STANDARDS: Meal requirements	PROGRAM STANDARDS: COVID-19 related changes to meal requirements
Alabama	Lunch[13]	No
Alaska	No meals are required	Determined locally
Arizona	Requirements depend on length of program day[15]	No
Arkansas	Breakfast, Lunch, Snack	Yes, some programs[15]
California CSPP	Requirements depend on length of program day[16]	Yes, all programs[17]
California TK	At least one meal to children who qualify for FRPL[13]	Yes, some programs[14]
Colorado	Requirements depend on length of program day[15]	No
Connecticut CDCC	Breakfast, Lunch, Snack	No
Connecticut SR	Requirements depend on length of program day[13]	No
Connecticut Smart Start	No meals are required	No
Delaware	At least one meal[12]	Yes, some programs[13]
District of Columbia	Breakfast, Lunch, Snack[11]	Yes, some programs[12]
Florida	Requirements depend on length of program day[9]	No
Georgia	Lunch[7]	No
Hawaii	Lunch[9]	No
Illinois	PFA: Breakfast or lunch (school-day); Snack (part-day); PFA Expansion: Breakfast, Lunch, Snack	Yes, some programs[10]
Iowa Shared Visions	At least one meal, requirements depend on hours of operation[9]	No
Iowa SWVPP	Snack[12]	No
Kansas PA AR	No meals are required[12]	Yes, some programs[12]
Kansas Preschool Pilot	No meals are required	No
Kentucky	Requirements depend on length of program day[11]	Yes, all programs
Louisiana 8(g)	Breakfast, Lunch, Snack[7]	Yes, some programs[8]
Louisiana LA 4	Breakfast, Lunch, Snack	Yes, some programs[9]
Louisiana NSECD	Breakfast, Lunch, Snack	Yes, some programs[8]
Maine	At least snack; Other meals depend on length of program day	Yes, all programs
Maryland	Breakfast, Lunch	Yes, some programs[11]
Massachusetts UPK	Requirements depend on length of program day[8]	No
Massachusetts Chapter 70	No meals are required	No
Michigan	Requirements depend on length of program day[11]	Yes, some program[12]
Minnesota HdSt	At least one meal[12]	No
Minnesota VPK/SRP	No meals are required[16]	No
Mississippi	At least one meal[11]	No
Missouri PP	Requirements depend on length of program day[10]	No
Missouri Pre-K FF	No meals are required	No
Nebraska	One meal and/or snack[10]	No
Nevada	Lunch	Yes, some programs[11]
New Jersey Abbott	Breakfast, Lunch, Snack	Yes, all programs[9]
New Jersey ECPA	Requirements depend on length of program day[8]	Yes, some programs[9]
New Jersey ELLI	Requirements depend on length of program day[10]	Yes, some programs[11]
New Mexico	Requirements depend on length of program day[12]	Yes, some programs[13]
New York	Requirements depend on length of program day[11]	Yes, all programs
North Carolina	Lunch and either breakfast and a snack or two snacks	No
North Dakota	No meals are required[7]	No
Ohio	Requirements depend on length of program day[12]	No
Oklahoma	Requirements depend on length of program day[10]	Yes, some programs[11]
Oregon Pre-K	Requirements depend on length of program day[11]	No
Oregon Preschool Promise	At least one meal and one snack or two meals[12]	No
Pennsylvania RTL	No meals are required	No
Pennsylvania HSSAP	Lunch and either breakfast or snack	Yes, some programs[10]
Pennsylvania K4 & SBPK	No meals are required	No
Pennsylvania PKC	At least one meal (half-day); At least one meal and snack (full-day)	Yes, some programs[11]
Rhode Island	Lunch, Snack[5]	No
South Carolina	At least one meal[11]	No
Tennessee	Breakfast, Lunch[8]	No
Texas	At least one meal[8]	No
Utah	Requirements depend on length of program day[13]	No
Vermont	Breakfast, Lunch, Snack	Yes, all programs[7]
Virginia	No meals are required[11]	No
Washington	Requirements depend on length of program day[13]	No
West Virginia	Lunch and either breakfast or snack[9]	Yes, all programs
Wisconsin 4K	Requirements depend on length of program day[9]	No
Wisconsin HdSt	At least one meal[10]	No
Guam	Breakfast, Lunch	No

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

STATE	PROGRAM STANDARDS Required screenings
Alabama	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental[14]
Alaska	None
Arizona	Immunizations[16]
Arkansas	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[16]
California CSPP	Vision; Hearing; Immunizations; Full physical exam[18]
California TK	Vision; Hearing; Immunizations; Dental; Full physical exam[15]
Colorado	None[16]
Connecticut CDCC	Immunizations; Full physical exam
Connecticut SR	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Connecticut Smart Start	None
Delaware	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[14]
District of Columbia	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[13]
Florida	None[10]
Georgia	Vision; Hearing; Height/weight/BMI; Immunizations; Dental[8]
Hawaii	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Full physical exam[10]
Illinois	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[11]
Iowa Shared Visions	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[10]
Iowa SWVPP	Vision; Hearing; Immunizations; Full physical exam[13]
Kansas PA AR	Vision; Hearing; Developmental[13]
Kansas Preschool Pilot	Vision; Hearing; Developmental[11]
Kentucky	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[12]
Louisiana 8(g)	None[9]
Louisiana LA 4	Vision; Hearing; Immunizations[10]
Louisiana NSECD	Vision; Hearing; Immunizations[9]
Maine	Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental
Maryland	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Full physical exam[12]
Massachusetts UPK	Varies based on where children are served[9]
Massachusetts Chapter 70	Vision; Hearing; Full physical exam[10]
Michigan	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Dental; Developmental; Full physical exam
Minnesota HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[13]
Minnesota VPK/SRP	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Developmental
Mississippi	Vision; Hearing; Height/weight/BMI; Immunizations; Developmental
Missouri PP	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[11]
Missouri Pre-K FF	None
Nebraska	Determined locally
Nevada	Developmental
New Jersey Abbott	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental[10]
New Jersey ECPA	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental[10]
New Jersey ELLI	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental[12]
New Mexico	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[14]
New York	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
North Carolina	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[8]
North Dakota	None
Ohio	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Oklahoma	Vision; Hearing; Immunizations[12]
Oregon Pre-K	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[12]
Oregon Preschool Promise	Immunizations; Developmental[13]
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Pennsylvania K4 & SBPK	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations
Pennsylvania PKC	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Rhode Island	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
South Carolina	Immunizations; Developmental[12]
Tennessee	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam
Texas	Vision; Hearing; Immunizations
Utah	None[14]
Vermont	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[8]
Virginia	Vision; Hearing; Immunizations; Full physical exam[12]
Washington	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental; Full physical exam
West Virginia	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Wisconsin 4K	Immunizations; Medical examination[10]
Wisconsin HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[11]
Guam	Immunizations; Full physical exam[4]

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

STATE	PROGRAM STANDARDS: Are referrals required for children who screen positive?	PROGRAM STANDARDS: COVID-19 related changes to screening and referral requirements
Alabama	Yes[14]	Yes[15]
Alaska	No[7]	No
Arizona	Yes[16]	No
Arkansas	Yes	No
California CSPP	Yes	No
California TK	No	Yes[16]
Colorado	No[17]	Yes[18]
Connecticut CDCC	No[12]	No
Connecticut SR	No[14]	No
Connecticut Smart Start	No	No
Delaware	Yes	Yes[15]
District of Columbia	Yes[14]	Yes[15]
Florida	Yes[10]	No
Georgia	Yes[8]	Yes[9]
Hawaii	Yes	No
Illinois	Yes	No[12]
Iowa Shared Visions	Yes	No
Iowa SWVPP	Yes[13]	No
Kansas PA AR	No	No
Kansas Preschool Pilot	No	No
Kentucky	Yes[12]	Yes[13]
Louisiana 8(g)	Yes	Yes[10]
Louisiana LA 4	Yes	Yes[11]
Louisiana NSECD	Yes	Yes[10]
Maine	Yes	Yes[12]
Maryland	Yes	No
Massachusetts UPK	No	No
Massachusetts Chapter 70	No[11]	No
Michigan	Yes[13]	No
Minnesota HdSt	Yes[14]	Per Federal Head Start[15]
Minnesota VPK/SRP	Yes[17]	Yes[18]
Mississippi	Yes[12]	No[13]
Missouri PP	Yes[11]	No
Missouri Pre-K FF	No	No
Nebraska	Determined locally	No
Nevada	Yes	Yes[12]
New Jersey Abbott	Yes	No
New Jersey ECPA	Yes	No
New Jersey ELLI	Yes	No
New Mexico	Yes	Yes[15]
New York	Yes	Yes[12]
North Carolina	Yes[8]	No[9]
North Dakota	No	No
Ohio	Yes	Yes[13]
Oklahoma	Yes	No
Oregon Pre-K	Yes	No[13]
Oregon Preschool Promise	Yes	No[14]
Pennsylvania RTL	Determined locally	No
Pennsylvania HSSAP	Yes	Per Federal Head Start
Pennsylvania K4 & SBPK	Yes	No
Pennsylvania PKC	Yes	No
Rhode Island	Yes	Yes[6]
South Carolina	Yes	No
Tennessee	Yes	No
Texas	Yes	No
Utah	No[14]	No
Vermont	Yes	No
Virginia	No[13]	No
Washington	Yes	No[14]
West Virginia	Yes	No[10]
Wisconsin 4K	Determined locally[11]	No[8]
Wisconsin HdSt	Yes[11]	No
Guam	Yes	No

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

STATE	PROGRAM STANDARDS Comprehensive support services required for all programs
Alabama	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required[16]
Alaska	None[8]
Arizona	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits[17]
Arkansas	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services[17]
California CSPP	Education services or job training for parentsParenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required
California TK	Parent conferences and/or home visits
Colorado	Parent involvement activities[19]
Connecticut CDCC	Parent involvement activities
Connecticut SR	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
Connecticut Smart Start	None[15]
Delaware	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services[16]
District of Columbia	CBOs and DCPS Title I schools: Education services or job training for parentsParenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required[16]
Florida	None
Georgia	Parenting support or training; Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required
Hawaii	Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits[11]
Illinois	Parenting support or training; Parent involvement activities; Health services for children (Expansion Model Only); Information about nutrition (Expansion Model Only); Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
Iowa Shared Visions	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services[11]
Iowa SWVPP	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services[14]
Kansas PA AR	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities[14]
Kansas Preschool Pilot	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities[12]
Kentucky	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Parent conferences and/or home visits; Other comprehensive services are required[14]
Louisiana 8(g)	None[11]
Louisiana LA 4	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services[12]
Louisiana NSECD	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services[11]
Maine	Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services[13]
Maryland	Transition to kindergarten activities
Massachusetts UPK	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits[10]
Massachusetts Chapter 70	None
Michigan	Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Minnesota HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
Minnesota VPK/SRP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required
Mississippi	Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
Missouri PP	Parenting support or training; Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits[11]
Missouri Pre-K FF	None

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

STATE	PROGRAM STANDARDS Comprehensive support services required for all programs
Nebraska	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
Nevada	Parenting support or training; Parent involvement activities; Locally determined comprehensive services
New Jersey ECPA	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits[11]
New Jersey ELLI	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services[13]
New Mexico	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required
New York	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required
North Carolina	Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other comprehensive services are required[10]
North Dakota	Parent involvement activities; Referral to social services
Ohio	Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits[14]
Oklahoma	Parent involvement activities; Referral to social services; Parent conferences and/or home visits; Locally determined comprehensive services[13]
Oregon Pre-K	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other comprehensive services are required[14]
Oregon Preschool Promise	Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services[15]
Pennsylvania RTL	None
Pennsylvania HSSAP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
Rhode Island	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
South Carolina	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services[13]
Tennessee	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services
Texas	None
Utah	Parent involvement activities; Transition to kindergarten activities; Locally determined comprehensive services
Vermont	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Virginia	Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits[13]
Washington	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
West Virginia	Parent involvement activities; Health services for children; Transition to kindergarten activities; Parent conferences and/or home visits[11]
Wisconsin 4K	None[12]
Wisconsin HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined comprehensive services; Other comprehensive services are required[6]
Guam	Parenting support or training; Parent involvement activities; Parent conferences and/or home visits

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

PROGRAM STANDARDS

STATE	COVID-19 related changes to required comprehensive services
Alabama	No
Alaska	No
Arizona	No
Arkansas	Yes[18]
California CSPP	No
California TK	No
Colorado	No[20]
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No[17]
District of Columbia	Yes[17]
Florida	No
Georgia	No
Hawaii	No[12]
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas PA AR	No
Kansas Preschool Pilot	No
Kentucky	Yes[15]
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts UPK	No[11]
Massachusetts Chapter 70	No
Michigan	No
Minnesota HdSt	No
Minnesota VPK/SRP	No[19]
Mississippi	Yes[14]
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes[16]
New York	No
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	Yes[15]
Oregon Preschool Promise	Yes[16]
Pennsylvania RTL	No
Pennsylvania HSSAP	Per Federal Head Start
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	Yes[14]
Tennessee	No
Texas	No
Utah	No
Vermont	No
Virginia	No
Washington	No[15]
West Virginia	No
Wisconsin 4K	No[8]
Wisconsin HdSt	No
Guam	No

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

	PROGRAM STANDARDS	
STATE	The state has policies that allow or require programs to provide transportation for preschoolers	COVID-19 related changes to transportation requirements
Alabama	Yes, transportation services are allowed within state policy	No
Alaska	Yes, transportation services are allowed within state policy	No
Arizona	Yes, transportation services are allowed within state policy	No
Arkansas	Yes, transportation services are allowed within state policy[19]	Yes[20]
California CSPP	Yes, transportation services are allowed within state policy	No
California TK	Yes, transportation services are allowed within state policy	Yes[17]
Colorado	Yes, transportation services are allowed within state policy	Yes[21]
Connecticut CDCC	Policy does not specifically address transportation but it does not prohibit expense	Yes[13]
Connecticut SR	Policy does not specifically address transportation but it does not prohibit expense	No
Connecticut Smart Start	No	No
Delaware	Yes, transportation services are allowed within state policy	No
District of Columbia	Yes, the District provides transportation to/from DCPS preschool programs for children with special needs	Yes[18]
Florida	Yes, transportation services are allowed within state policy	No
Georgia	Yes, transportation services are allowed within state policy	Yes[10]
Hawaii	No	No
Illinois	Yes, transportation services are allowed within state policy	Yes[13]
Iowa Shared Visions	Yes, transportation services are allowed within state policy[12]	Yes[13]
Iowa SWVPP	Yes, transportation services are allowed within state policy[15]	Yes[15]
Kansas PA AR	Yes, transportation services are allowed within state policy	No[15]
Kansas Preschool Pilot	Yes, transportation services are allowed within state policy	No
Kentucky	Yes, transportation services are allowed within state policy	Yes[16]
Louisiana 8(g)	No	No
Louisiana LA 4	No	No
Louisiana NSECD	No	No
Maine	Yes, transportation services are allowed within state policy[14]	No[15]
Maryland	Yes, transportation services are allowed within state policy	Yes[13]
Massachusetts UPK	Yes, transportation services are allowed within state policy[12]	Yes[13]
Massachusetts Chapter 70	Transportation is only required if specified in a child's IEP	No
Michigan	Yes, transportation services are allowed within state policy	Yes[14]
Minnesota HdSt	Transportation services must meet requirements per Head Start Performance Standards	No
Minnesota VPK/SRP	Yes, transportation services are required by state policy	Yes[20]
Mississippi	Yes, transportation services are allowed within state policy	No[15]
Missouri PP	Yes, transportation services are allowed within state policy	No
Missouri Pre-K FF	Yes, transportation services are allowed within state policy	No
Nebraska	Yes, transportation services are allowed within state policy	No
Nevada	No	No
New Jersey Abbott	Yes, transportation services are allowed within state policy	Yes[12]
New Jersey ECPA	Yes, transportation services are required by state policy	Yes[12]
New Jersey ELLI	Yes, transportation services are required by state policy	Yes[14]
New Mexico	Yes, transportation services are allowed within state policy	Yes[17]
New York	Yes, transportation services are allowed within state policy	Yes[13]
North Carolina	Yes, transportation services are allowed within state policy	Yes[11]
North Dakota	No	No
Ohio	Yes, transportation services are allowed within state policy	No
Oklahoma	Yes, transportation services are allowed within state policy[14]	No
Oregon Pre-K	Yes, transportation services are allowed within state policy	Yes[16]
Oregon Preschool Promise	Yes, transportation services are allowed within state policy	Yes[17]
Pennsylvania RTL	Yes, transportation services are allowed within state policy	Yes[3]
Pennsylvania HSSAP	Yes, transportation services are allowed within state policy	Yes[11]
Pennsylvania K4 & SBPK	Yes, transportation services are allowed within state policy	Yes[3]
Pennsylvania PKC	Yes, transportation services are required by state policy	Yes[12]
Rhode Island	Yes, other[7]	No
South Carolina	Determined locally[15]	No[16]
Tennessee	Yes, transportation services are allowed within state policy	No
Texas	Yes, transportation services are allowed within state policy	No
Utah	Yes, other[15]	Yes[16]
Vermont	Yes, transportation services are required by state policy	Yes[9]
Virginia	Yes, transportation services are required by state policy	No
Washington	Yes, transportation services are allowed within state policy[16]	No[17]
West Virginia	Yes, transportation services are allowed within state policy	No
Wisconsin 4K	Yes, other[13]	No
Wisconsin HdSt	No	No
Guam	Yes, transportation services are required by state policy	No

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

SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	Required supports for preschool DLLs
Alabama	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs; Monitor quality of bilingual instruction; Screen children in home language when possible; Assess children in home language when possible[17]
Alaska	Written plan for supporting DLLs; Screen children in home language when possible; Assess children in home language when possible; Bilingual staff present when a minimum number/percentage of children speak the same non-English language[9]
Arizona	None
Arkansas	Collect data on home language[21]
California CSPP	Collect data on home language; Use home language data to support learning; Screen children in home language when possible; Assess children in home language when possible[19]
California TK	Collect data on home language; Use information required to be collected about children's home languages to support children's learning; Written plan for supporting DLLs[18]
Colorado	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs[22]
Connecticut CDCC	None[14]
Connecticut SR	None[15]
Connecticut Smart Start	None[16]
Delaware	Collect data on home language; Use home language data to support learning; Bilingual instruction required when a certain portion/number of DLLs speak the same home language; Screen children in home language when possible; Assess children in home language when possible; Bilingual staff present when a minimum number/percentage of children speak the same non-English language; Per federal Head Start requirements
District of Columbia	Collect data on home language; Use home language data to support learning, Written plan for supporting DLLs; Screen children in home language when possible; Assess children in home language when possible[19]
Florida	Collect data on home language
Georgia	None[11]
Hawaii	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs; Monitor quality of bilingual instruction; Screen children in home language when possible; Assess children in home language when possible[13]
Illinois	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs; Bilingual instruction required when a certain portion/number of DLLs speak the same home language; Screen children in home language when possible; Assess children in home language when possible; Bilingual staff present when a minimum number/percentage of children speak the same non-English language
Iowa Shared Visions	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs[14]
Iowa SWVPP	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs[17]
Kansas PA AR	Collect data on home language; Written plan for supporting DLLs; Monitor quality of bilingual instruction
Kansas Preschool Pilot	Collect data on home language; Written plan for supporting DLLs; Monitor quality of bilingual instruction
Kentucky	None
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	Collect data on home language; Use home language data to support learning
Maryland	Collect data on home language; Services for DLLs are locally determined
Massachusetts UPK	None[14]
Massachusetts Chapter 70	Monitor quality of bilingual instruction[12]
Michigan	Collect data on home language[15]
Minnesota HdSt	Screen children in home language when possible; Assess children in home language when possible
Minnesota VPK/SRP	Collect data on home language; Use home language data to support learning[21]
Mississippi	None
Missouri PP	None
Missouri Pre-K FF	None
Nebraska	Collect data on home language; Bilingual staff present when a minimum number/percentage of children speak the same non-English language[11]
Nevada	Collect data on home language; Screen children in home language when possible

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

SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	Required supports for preschool DLLs
New Jersey Abbott	Collect data on home language; Use home language data to support learning; Screen children in home language when possible; Assess children in home language when possible[13]
New Jersey ECPA	Collect data on home language; Use home language data to support learning; Screen children in home language when possible; Assess children in home language when possible[13]
New Jersey ELLI	Collect data on home language; Use home language data to support learning; Screen children in home language when possible; Assess children in home language when possible[15]
New Mexico	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs; Screen children in home language when possible; Assess children in home language when possible; Bilingual staff present when a minimum number/percentage of children speak the same non-English language
New York	Collect data on home language
North Carolina	Written plan for supporting DLLs
North Dakota	None
Ohio	Collect data on home language; Use home language data to support learning
Oklahoma	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs[15]
Oregon Pre-K	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs; Bilingual instruction required when a certain portion/number of DLLs speak the same home language; Screen children in home language when possible; Assess children in home language when possible; Bilingual staff present when a minimum number/percentage of children speak the same non-English language[17]
Oregon Preschool Promise	Collect data on home language; Use home language data to support learning; Screen children in home language when possible; Assess children in home language when possible[18]
Pennsylvania RTL	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs; Screen children in home language when possible; Assess children in home language when possible[4]
Pennsylvania HSSAP	Per Federal Head Start
Pennsylvania K4 & SBPK	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs[4]
Pennsylvania PKC	None
Rhode Island	Collect data on home language; Use home language data to support learning; Screen children in home language when possible
South Carolina	Collect data on home language; Use home language data to support learning[17]
Tennessee	Use home language data to support learning
Texas	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs; Bilingual instruction required when a certain portion/number of DLLs speak the same home language; Monitor at the program or state level that is specifically focused on the quality of bilingual instruction; Screen children in home language when possible; Assess children in home language when possible; Bilingual staff present when a minimum number/percentage of children speak the same non-English language
Utah	None
Vermont	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs[11]
Virginia	Collect data on home language[14]
Washington	Collect data on home language; Use home language data to support learning; Monitor quality of bilingual instruction; Screen children in home language when possible; Assess children in home language when possible; Bilingual staff present when a minimum number/percentage of children speak the same non-English language
West Virginia	Collect data on home language; Use home language data to support learning; Written plan for supporting DLLs; Screen children in home language when possible; Assess children in home language when possible[12]
Wisconsin 4K	Collect data on home language
Wisconsin HdSt	Programs follow the federal Head Start Performance Standards and the grant-approved program design
Guam	Collect data on home language[5]

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

STATE	State policies to support families of preschool DLLs
Alabama	Other policies[18]
Alaska	None
Arizona	The family application for Quality First Scholarships is available in Spanish
Arkansas	Other policies[21]
California CSPP	Families must receive information about the program and child's progress in their home language; Other policies[20]
California TK	Families must receive information about the program and child's progress in their home language; Other policies[18]
Colorado	Families must receive information about the program and child's progress in their home language; Other policies[23]
Connecticut CDCC	Other policies[15]
Connecticut SR	Other policies[16]
Connecticut Smart Start	Other policies[17]
Delaware	Practices per HSPPS: Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
District of Columbia	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language; Other policies[20]
Florida	Other policies[11]
Georgia	None
Hawaii	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
Illinois	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
Iowa Shared Visions	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language[15]
Iowa SWVPP	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language; Other policies[18]
Kansas PA AR	Other policies[16]
Kansas Preschool Pilot	Other policies[13]
Kentucky	None
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
Maryland	Determined locally
Massachusetts UPK	Other policies[14]
Massachusetts Chapter 70	None
Michigan	None
Minnesota HdSt	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
Minnesota VPK/SRP	Other policies[22]
Mississippi	None
Missouri PP	None
Missouri Pre-K FF	None
Nebraska	Other policies[11]
Nevada	Other policies[13]
New Jersey Abbott	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
New Jersey ECPA	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
New Jersey ELLI	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
New Mexico	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
New York	Recommended: Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
North Carolina	None
North Dakota	None
Ohio	None
Oklahoma	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
Oregon Pre-K	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language; Other policies[18]
Oregon Preschool Promise	Families must receive information about the program and child's progress in their home language; Other policies[19]
Pennsylvania RTL	None
Pennsylvania HSSAP	None
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	None
Rhode Island	Families must receive information about recruitment and enrollment in their home language
South Carolina	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language
Tennessee	None
Texas	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language; Other policies
Utah	None
Vermont	Determined locally
Virginia	Families must receive information about recruitment and enrollment in their home language
Washington	None
West Virginia	Families must receive information about recruitment and enrollment, the program, and their child's progress in their home language; Other policies[12]
Wisconsin 4K	Other policies[14]
Wisconsin HdSt	Programs follow the federal Head Start Performance Standards and the grant-approved program design
Guam	None

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

STATE	SUPPORTS FOR DUAL LANGUAGE LEARNERS State policy requires preschool staff to have specific training or qualifications related to working with DLLs and their families
Alabama	Yes, Lead Teachers & Assistant Teachers[19]
Alaska	Yes, Lead Teachers in public schools only
Arizona	No
Arkansas	No
California CSPP	No
California TK	Yes, Lead Teachers & Assistant Teachers[19]
Colorado	No
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	No
Florida	No
Georgia	No
Hawaii	No
Illinois	Yes, Lead Teachers[14]
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas PA AR	Yes, Lead Teachers, Assistant Teachers, & Program Administrators[17]
Kansas Preschool Pilot	Yes, Lead Teachers, Assistant Teachers, & Program Administrators[14]
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts UPK	No
Massachusetts Chapter 70	Not reported
Michigan	No
Minnesota HdSt	No
Minnesota VPK/SRP	Yes, Lead Teachers[23]
Mississippi	No
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes, Lead Teachers, Assistant Teachers, & Program Administrators[18]
New York	No
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	Yes, Lead Teachers, Assistant Teachers, & Program Administrators[16]
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee	Yes, Lead Teachers[9]
Texas	Yes, Lead Teachers & Assistant Teachers[8]
Utah	No
Vermont	Yes, Lead Teachers, Assistant Teachers, & Program Administrators[12]
Virginia	No
Washington	Yes, Lead Teachers[18]
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No
Guam	No

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

STATE	SUPPORTS FOR DUAL LANGUAGE LEARNERS Pre-K Administrator expertise in bilingual education or Dual Language Learners	Extra/additional funding allocated to state-funded preschool programs to serve DLLs
Alabama	Yes	No[20]
Alaska	No	No
Arizona	No	No
Arkansas	No	No[21]
California CSPP	Yes	Yes[21]
California TK	Yes	Yes[20]
Colorado	Yes	Yes, Per School Finance Formula[24]
Connecticut CDCC	No	No[14]
Connecticut SR	No	No[15]
Connecticut Smart Start	No	No[16]
Delaware	No	No
District of Columbia	Yes	No[21]
Florida	Yes	No
Georgia	Yes	No[11]
Hawaii	No	No
Illinois	Yes	No
Iowa Shared Visions	No	No
Iowa SWVPP	No	No
Kansas PA AR	Yes	Yes, Per School Finance Formula[18]
Kansas Preschool Pilot	Yes	Yes, Per School Finance Formula[15]
Kentucky	No	No
Louisiana 8(g)	No	No
Louisiana LA 4	No	No
Louisiana NSECD	No	No
Maine	No	Title III funds can be used[16]
Maryland	Yes	No
Massachusetts UPK	No	No
Massachusetts Chapter 70	Not reported	Not reported
Michigan	Yes[16]	No
Minnesota HdSt	No	No
Minnesota VPK/SRP	Yes	Yes, Per Funding Formula[24]
Mississippi	No	No
Missouri PP	No	No
Missouri Pre-K FF	No	No
Nebraska	Yes[12]	No
Nevada	No	No[14]
New Jersey Abbott	Yes	No
New Jersey ECPA	Yes	No
New Jersey ELLI	Yes	No
New Mexico	Yes	No
New York	Yes	No
North Carolina	No	No
North Dakota	No	No
Ohio	No	No
Oklahoma	Yes	Yes, Per State Aide Equalization Formula[17]
Oregon Pre-K	Yes	No
Oregon Preschool Promise	Yes	No
Pennsylvania RTL	Yes	Yes
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	Yes	No
Pennsylvania PKC	Yes	No
Rhode Island	No[8]	No
South Carolina	No	Title III funds can be used[18]
Tennessee	No	No
Texas	Yes	Yes[10]
Utah	Yes	No
Vermont	No	Title III funds can be used
Virginia	Yes	No
Washington	Yes	No
West Virginia	No	Yes
Wisconsin 4K	Yes	No
Wisconsin HdSt	Yes	No
Guam	No	No

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

STATE	State agency with oversight of preschool/early childhood special education
Alabama	Alabama State Department of Education[21]
Alaska	Alaska Department of Education and Early Development[10]
Arizona	Arizona Department of Education[18]
Arkansas	Arkansas Department of Education, Division of Elementary and Secondary Education[22]
California CSPP	California Department of Education[22]
California TK	California Department of Education[21]
Colorado	Colorado Department of Education[25]
Connecticut CDCC	Connecticut Department of Education[16]
Connecticut SR	Connecticut Department of Education[17]
Connecticut Smart Start	Connecticut Department of Education[18]
Delaware	Delaware Department of Education, Office of Early Learning[18]
District of Columbia	The Office of the State Superintendent of Education (OSSE) Division of Early Learning (DEL)[22]
Florida	Florida Department of Education, Bureau of Exceptional Education and Student Services[12]
Georgia	Georgia Department of Education[12]
Hawaii	Hawaii Department of Education[14]
Illinois	Illinois State Board of Education[15]
Iowa Shared Visions	Iowa Department of Education, Division of Learning and Results[16]
Iowa SWVPP	Iowa Department of Education, Division of Learning and Results[19]
Kansas PA AR	Kansas Department of Education[19]
Kansas Preschool Pilot	Kansas Department of Education[16]
Kentucky	Kentucky Department of Education, School Readiness Branch[17]
Louisiana 8(g)	Louisiana Department of Education; Louisiana Department of Health[12]
Louisiana LA 4	Louisiana Department of Education; Louisiana Department of Health[13]
Louisiana NSECD	Louisiana Department of Education; Louisiana Department of Health[12]
Maine	Maine Department of Education, Child Development Services[17]
Maryland	Maryland Division Early Intervention and Special Education[14]
Massachusetts UPK	Massachusetts Department of Elementary and Secondary Education, Office of Special Education Planning & Policy; Office of Public School Monitoring[15]
Massachusetts Chapter 70	Massachusetts Department of Elementary and Secondary Education, Office of Special Education Planning & Policy; Office of Public School Monitoring[13]
Michigan	Michigan Department of Education, Division of P20 System and Student Transitions and Office of Great Start/Preschool and Out-of-School Time Learning[17]
Minnesota HdSt	Minnesota Department of Education, Early Learning Services, Early Child Special Education[16]
Minnesota VPK/SRP	Minnesota Department of Education, Early Learning Services Division[25]
Mississippi	Mississippi Department of Education, Office of Early Childhood[16]
Missouri PP	Missouri Department of Elementary & Secondary Education, Office of Special Education
Missouri Pre-K FF	Missouri Department of Elementary & Secondary Education, Office of Special Education
Nebraska	Nebraska Department of Education, Student and Client Success and Services Division, Office of Special Education[13]
Nevada	Nevada Department of Education, Office of Inclusive Education
New Jersey Abbott	New Jersey Department of Education[14]
New Jersey ECPA	New Jersey Department of Education[14]
New Jersey ELLI	New Jersey Department of Education[16]
New Mexico	New Mexico Public Education Department, Early Childhood Bureau and Special Education Division[19]
New York	New York Office of Special Education[14]
North Carolina	North Carolina Department of Public Instruction[12]
North Dakota	North Dakota Department of Public Instruction, Office of Early Learning[8]
Ohio	Ohio Department of Education, Office for Early Learning and School Readiness[15]
Oklahoma	Oklahoma State Department of Education, Special Education Services[18]
Oregon Pre-K	Oregon State Education Agency, Office of Enhancing Student Opportunities[19]
Oregon Preschool Promise	Oregon State Education Agency, Office of Enhancing Student Opportunities[20]
Pennsylvania RTL	Pennsylvania Department of Education, Office of Child Development and Early Learning[5]
Pennsylvania HSSAP	Pennsylvania Department of Education, Office of Child Development and Early Learning[12]
Pennsylvania K4 & SBPK	Pennsylvania Department of Education, Office of Child Development and Early Learning[5]
Pennsylvania PKC	Pennsylvania Department of Education, Office of Child Development and Early Learning[13]
Rhode Island	Rhode Island Department of Education, Teaching and Learning Division[9]
South Carolina	South Carolina Department of Education, Office of Special Education Services[19]
Tennessee	Tennessee Department of Education, Special Education Division[10]
Texas	Texas Education Agency, Special Education Division[11]
Utah	Utah State Board of Education[17]
Vermont	Vermont Agency of Education
Virginia	Virginia Department of Education, Office of Early Childhood[15]
Washington	Washington Office of the Superintendent of Public Instruction[19]
West Virginia	West Virginia Department of Education, Office of Early & Elementary Learning Services and Office of Special Education[13]
Wisconsin 4K	Wisconsin Department of Public Instruction, Division for Learning Support[15]
Wisconsin HdSt	Wisconsin Department of Public Instruction, Division for Learning Support[12]
Guam	Guam Department of Education, Special Education Division

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

STATE	State policies to support preschoolers with disabilities in inclusion classrooms
Alabama	Co-teaching models required in pre-K inclusion classrooms; Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Coaching related to teaching preschoolers with disabilities is provided to all preschool teachers; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited; Programs are required to follow the Division for Early Childhood's (DEC) Recommended Practices; Other policies to support preschoolers with disabilities[22]
Alaska	None[11]
Arizona	None[19]
Arkansas	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers[23]
California CSPP	Inclusion specialists are available to support preschool teachers and/or children; Other policies to support preschoolers with disabilities[23]
California TK	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Professional development related to teaching preschoolers with disabilities is required only for preschool teachers who have preschoolers with disabilities in their classrooms; Coaching related to teaching preschoolers with disabilities is provided to all preschool teachers; Inclusion specialists are available to support preschool teachers and/or children; Programs are required to follow the Division for Early Childhood's (DEC) Recommended Practices; Other policies to support preschoolers with disabilities[22]
Colorado	Proportion of children with an IEP/IFSP in each preschool classroom is limited; Other policies to support preschoolers with disabilities[26]
Connecticut CDCC	Other policies to support preschoolers with disabilities[17]
Connecticut SR	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers[18]
Connecticut Smart Start	Other policies to support preschoolers with disabilities[19]
Delaware	Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited[19]
District of Columbia	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Coaching related to teaching preschoolers with disabilities is provided only to preschool teachers with preschoolers with disabilities in their classrooms; Inclusion specialists are available to support preschool teachers and/or children; Other policies to support preschoolers with disabilities[23]
Florida	Professional development related to teaching preschoolers with disabilities is required only for preschool teachers who have preschoolers with disabilities in their classrooms; Coaching related to teaching preschoolers with disabilities is provided only to preschool teachers with preschoolers with disabilities in their classrooms; Inclusion specialists are available to support preschool teachers and/or children; Other policies to support preschoolers with disabilities
Georgia	Co-teaching models required in pre-K inclusion classrooms; Proportion of children with an IEP/IFSP in each preschool classroom is limited
Hawaii	Coaching related to teaching preschoolers with disabilities is provided only to preschool teachers with preschoolers with disabilities in their classrooms; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited; Programs are required to follow the Division for Early Childhood's (DEC) Recommended Practices[15]
Illinois	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited
Iowa Shared Visions	Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited; Other policies to support preschoolers with disabilities
Iowa SWVPP	Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited; Other policies to support preschoolers with disabilities
Kansas PA AR	Inclusion specialists are available to support preschool teachers and/or children; Training and support is offered to all programs but not required
Kansas Preschool Pilot	Inclusion specialists are available to support preschool teachers and/or children; Training and support is offered to all programs but not required
Kentucky	Coaching related to teaching preschoolers with disabilities is provided to all preschool teachers; Inclusion specialists are available to support preschool teachers and/or children; Programs are required to follow the Division for Early Childhood's (DEC) Recommended Practices[18]
Louisiana 8(g)	Other policies to support preschoolers with disabilities
Louisiana LA 4	Other policies to support preschoolers with disabilities
Louisiana NSECD	None
Maine	Inclusion specialists are available to support preschool teachers and/or children
Maryland	Professional development related to teaching preschoolers with disabilities is required only for preschool teachers who have preschoolers with disabilities in their classrooms; Coaching related to teaching preschoolers with disabilities is provided only to preschool teachers with preschoolers with disabilities in their classrooms; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited; Programs are required to follow the Division for Early Childhood's (DEC) Recommended Practices; Other policies to support preschoolers with disabilities[15]
Massachusetts UPK	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Professional development related to teaching preschoolers with disabilities is required only for preschool teachers who have preschoolers with disabilities in their classrooms; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited
Massachusetts Chapter 70	Proportion of children with an IEP/IFSP in each preschool classroom is limited[14]
Michigan	None
Minnesota HdSt	Per Federal Head Start Program Performance Standards
Minnesota VPK/SRP	Proportion of children with an IEP/IFSP in each preschool classroom is limited; Other policies to support preschoolers with disabilities[26]
Mississippi	Proportion of children with an IEP/IFSP in each preschool classroom is limited
Missouri PP	None
Missouri Pre-K FF	None
Nebraska	Other policies to support preschoolers with disabilities[14]
Nevada	Coaching related to teaching preschoolers with disabilities is provided to all preschool teachers; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited[15]

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

STATE	State policies to support preschoolers with disabilities in inclusion classrooms
New Jersey Abbott	Coaching related to teaching preschoolers with disabilities is provided to all preschool teachers; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited
New Jersey ECPA	Proportion of children with an IEP/IFSP in each preschool classroom is limited
New Jersey ELLI	Proportion of children with an IEP/IFSP in each preschool classroom is limited
New Mexico	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Coaching related to teaching preschoolers with disabilities is provided to all preschool teachers; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited; Programs are required to follow the Division for Early Childhood's (DEC) Recommended Practices
New York	Professional development related to teaching preschoolers with disabilities is required only for preschool teachers who have preschoolers with disabilities in their classrooms; Proportion of children with an IEP/IFSP in each preschool classroom is limited
North Carolina	Coaching may be made available to teacher and teacher assistants in classrooms with preschoolers with disabilities; Other policies to support preschoolers with disabilities
North Dakota	Inclusion specialists are available to support preschool teachers and/or children; Other policies to support preschoolers with disabilities
Ohio	Professional development related to teaching preschoolers with disabilities is required only for preschool teachers who have preschoolers with disabilities in their classrooms; Proportion of children with an IEP/IFSP in each preschool classroom is limited
Oklahoma	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Coaching related to teaching preschoolers with disabilities is provided only to preschool teachers with preschoolers with disabilities in their classrooms; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited
Oregon Pre-K	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Inclusion specialists are available to support preschool teachers and/or children; Other policies to support preschoolers with disabilities[20]
Oregon Preschool Promise	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Inclusion specialists are available to support preschool teachers and/or children[21]
Pennsylvania RTL	Other policies to support preschoolers with disabilities[6]
Pennsylvania HSSAP	Other policies to support preschoolers with disabilities[13]
Pennsylvania K4 & SBPK	Other policies to support preschoolers with disabilities[6]
Pennsylvania PKC	Proportion of children with an IEP/IFSP in each preschool classroom is limited; Other policies to support preschoolers with disabilities[14]
Rhode Island	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Coaching related to teaching preschoolers with disabilities is provided to all preschool teachers; Other policies to support preschoolers with disabilities[10]
South Carolina	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Programs are required to follow the Division for Early Childhood's (DEC) Recommended Practices (First Steps 4K only); Professional development related to teaching preschoolers with disabilities is required only for preschool teachers who have preschoolers with disabilities in their classrooms; Coaching related to teaching preschoolers with disabilities is provided to all preschool teachers; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited (CERDEP; EIA 4K)
Tennessee	Professional development related to teaching preschoolers with disabilities is required for all preschool teachers[10]
Texas	Other policies to support preschoolers with disabilities[12]
Utah	None
Vermont	Co-teaching models required in pre-K inclusion classrooms; Professional development related to teaching preschoolers with disabilities is required for all preschool teachers; Professional development related to teaching preschoolers with disabilities is required only for preschool teachers who have preschoolers with disabilities in their classrooms; Coaching related to teaching preschoolers with disabilities is provided to all preschool teachers; Coaching related to teaching preschoolers with disabilities is provided only to preschool teachers with preschoolers with disabilities in their classrooms; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited; Programs are required to follow the Division for Early Childhood's (DEC) Recommended Practices; Other policies to support preschoolers with disabilities[13]
Virginia	Professional development related to teaching preschoolers with disabilities is required only for preschool teachers who have preschoolers with disabilities in their classrooms[16]
Washington	None[19]
West Virginia	Professional development related to teaching preschoolers with disabilities is required only for preschool teachers who have preschoolers with disabilities in their classrooms; Inclusion specialists are available to support preschool teachers and/or children; Proportion of children with an IEP/IFSP in each preschool classroom is limited; Other policies to support preschoolers with disabilities
Wisconsin 4K	Inclusion specialists are available to support preschool teachers and/or children[16]
Wisconsin HdSt	Inclusion specialists are available to support preschool teachers and/or children; Other policies to support preschoolers with disabilities[13]
Guam	Inclusion specialists are available to support preschool teachers and/or children

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

STATE	Limit on the number/proportion of children with IEPs in an inclusion classroom
Alabama	Not specified, but monitored on a case-by-case basis with consideration for each school system's guidelines
Alaska	NA
Arizona	NA
Arkansas	NA
California CSPP	NA
California TK	NA
Colorado	At least 50% of children in classroom are nondisabled[27]
Connecticut CDCC	NA
Connecticut SR	NA[19]
Connecticut Smart Start	NA[20]
Delaware	At least 50% of the classroom is children without disabilities[20]
District of Columbia	NA
Florida	NA
Georgia	Minimum of 5 and maximum of 6 children with an IEP in classes of 18
Hawaii	Must follow principle of natural proportions[16]
Illinois	No more than 30% of students within the classroom can have an IEP (not including speech only students) and no more than 50% when taking into account speech only students
Iowa Shared Visions	No more than 50% of children in the classroom should have an IEP
Iowa SWVPP	No more than 50% of children in the classroom should have an IEP
Kansas PA AR	NA
Kansas Preschool Pilot	NA
Kentucky	NA
Louisiana 8(g)	NA
Louisiana LA 4	NA
Louisiana NSECD	NA
Maine	NA
Maryland	50/50 ratio
Massachusetts UPK	5 in class size of 20 with one teacher and one aide; 6-7 in class size of 15 with one teacher and one aide[17]
Massachusetts Chapter 70	5 in class size of 20 with one teacher and one aide; 6-7 in class size of 15 with one teacher and one aide[14]
Michigan	NA
Minnesota HdSt	NA
Minnesota VPK/SRP	Less than 50%
Mississippi	Less than 50%
Missouri PP	NA
Missouri Pre-K FF	NA
Nebraska	NA
Nevada	Not reported
New Jersey Abbott	No more than 5 children with IEP's per classroom; 2-3 per classroom recommended
New Jersey ECPA	No more than 5 children with IEP's per classroom; 2-3 per classroom recommended
New Jersey ELLI	No more than 5 children with IEP's per classroom; 2-3 per classroom recommended
New Mexico	Public school programs begin with a 3:1 ratio of children without IEPs to children with IEPs; May not exceed 2:1 ratio during the year
New York	At least 50% typically developing children
North Carolina	NA
North Dakota	NA
Ohio	50%
Oklahoma	Less than 50%
Oregon Pre-K	NA
Oregon Preschool Promise	NA[21]
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	No more than 20% at start of school year
Rhode Island	NA
South Carolina	Maximum of 30% (CEDEP and EIA 4K)
Tennessee	NA
Texas	NA
Utah	NA
Vermont	Not to exceed 50%
Virginia	NA
Washington	NA[20]
West Virginia	9 with a teacher and assistant teacher; 10 with a teacher and 2 assistant teachers[14]
Wisconsin 4K	NA
Wisconsin HdSt	NA
Guam	NA

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

STATE	SUPPORTS FOR PRESCHOOLERS WITH DISABILITIES Teachers required to possess specific qualifications for working in classrooms with preschoolers with disabilities
Alabama	Yes, all teachers
Alaska	No
Arizona	No
Arkansas	No
California CSPP	Yes, teachers providing special education services
California TK	Yes, some teachers[23]
Colorado	No
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Yes, teachers of preschoolers with disabilities
District of Columbia	Yes, some teachers[24]
Florida	Yes, teachers of preschoolers with disabilities[13]
Georgia	Yes, some teachers[13]
Hawaii	No
Illinois	Yes, teachers of preschoolers with disabilities
Iowa Shared Visions	Yes, teachers implementing the services outlined in the IEP
Iowa SWVPP	Yes, teachers of preschoolers with disabilities
Kansas PA AR	No
Kansas Preschool Pilot	No
Kentucky	Yes, all teachers
Louisiana 8(g)	Yes, some teachers[13]
Louisiana LA 4	Yes, some teachers[14]
Louisiana NSECD	No
Maine	No
Maryland	Yes, teachers of preschoolers with disabilities
Massachusetts UPK	Yes, teachers of preschoolers with disabilities
Massachusetts Chapter 70	Yes, teachers of preschoolers with disabilities
Michigan	No
Minnesota HdSt	Yes, some teachers
Minnesota VPK/SRP	Yes, some teachers[27]
Mississippi	Yes, teachers providing special education services[17]
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No[15]
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes, some teachers[20]
New York	Yes, teachers of preschoolers with disabilities
North Carolina	No
North Dakota	Yes, all teachers
Ohio	Yes, teachers of preschoolers with disabilities
Oklahoma	Yes, some teachers[19]
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	Yes, CERDEP and EIA 4K teachers
Tennessee	No
Texas	No
Utah	Yes, some teachers: teacheres in the Special Education program[18]
Vermont	Yes, all teachers
Virginia	No
Washington	No
West Virginia	Yes, some teachers[14]
Wisconsin 4K	No
Wisconsin HdSt	No
Guam	No

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

STATE	SUPPORTS FOR PRESCHOOLERS WITH DISABILITIES	
	State goal to increase the percent of preschoolers with disabilities enrolled in inclusive settings	COVID-19 related policies or guidance to ensure preschoolers with disabilities receive required services
Alabama	No	Yes[23]
Alaska	Yes[12]	Yes[13]
Arizona	No	No
Arkansas	Yes[24]	Yes[25]
California CSPP	Yes[24]	Yes[25]
California TK	Yes[24]	Yes[25]
Colorado	Yes[28]	Yes[29]
Connecticut CDCC	No[18]	Yes[19]
Connecticut SR	No[20]	Yes[21]
Connecticut Smart Start	No[21]	Yes[22]
Delaware	Yes[21]	Yes[22]
District of Columbia	In development	Yes[25]
Florida	Yes[14]	Yes[15]
Georgia	Yes[14]	Yes[15]
Hawaii	No	Yes[17]
Illinois	Yes[16]	Yes[17]
Iowa Shared Visions	Yes[17]	Yes[18]
Iowa SWVPP	Yes[20]	Yes[21]
Kansas PA AR	Yes[20]	Yes[21]
Kansas Preschool Pilot	Yes[17]	No
Kentucky	No	Yes[19]
Louisiana 8(g)	No	Yes[14]
Louisiana LA 4	No	Yes[15]
Louisiana NSECD	No	Yes[13]
Maine	No	No
Maryland	Yes[16]	Yes[17]
Massachusetts UPK	Yes[18]	Yes[18]
Massachusetts Chapter 70	Not reported	No
Michigan	Yes[18]	No
Minnesota HdSt	Per federal Head Start Program Performance Standards[17]	Yes[18]
Minnesota VPK/SRP	Yes[28]	Yes[29]
Mississippi	Yes[18]	Yes[19]
Missouri PP	No	No
Missouri Pre-K FF	No	No
Nebraska	No	Yes[16]
Nevada	Yes[16]	Yes[17]
New Jersey Abbott	Yes[15]	Yes[16]
New Jersey ECPA	Yes[15]	Yes[16]
New Jersey ELLI	Yes[17]	Yes[18]
New Mexico	Yes[21]	Yes[22]
New York	Yes[15]	Yes[16]
North Carolina	Yes[13]	Yes[14]
North Dakota	No	Yes[9]
Ohio	Yes[16]	Yes[17]
Oklahoma	Yes[20]	Yes[21]
Oregon Pre-K	No	Yes[21]
Oregon Preschool Promise	No	Yes[22]
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	Yes[14]
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	No	No
Rhode Island	Yes[11]	Yes[12]
South Carolina	Yes[20]	Yes[21]
Tennessee	Yes[11]	Yes[11]
Texas	Yes[13]	Yes[14]
Utah	Yes[19]	Yes[20]
Vermont	Yes[14]	Yes[15]
Virginia	Yes[17]	Yes[18]
Washington	Yes[21]	Yes[22]
West Virginia	Yes[15]	Yes[16]
Wisconsin 4K	Yes[17]	Yes[18]
Wisconsin HdSt	Yes[14]	Yes[15]
Guam	No	Yes[6]

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

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Title of state's ELDS document
Alabama	Alabama Standards for Early Learning and Development
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards; Infant Toddler Developmental Guidelines
Arkansas	Arkansas Child Development and Early Learning Standards: Birth through 60 Months
California CSPP	California Preschool Learning Foundations
California TK	California Preschool Learning Foundations
Colorado	Colorado Early Learning and Development Guidelines
Connecticut CDCC	Connecticut Early Learning and Development Standards[20]
Connecticut SR	Connecticut Early Learning and Development Standards[22]
Connecticut Smart Start	Connecticut Early Learning and Development Standards[23]
Delaware	Delaware Early Learning Foundations
District of Columbia	District of Columbia Early Learning Standards
Florida	Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017)
Georgia	Georgia Early Learning and Development Standards
Hawaii	Hawaii Early Learning and Development Standards
Illinois	Illinois Early Learning and Development Standards
Iowa Shared Visions	Iowa Early Learning Standards - 3rd Edition
Iowa SWVPP	Iowa Early Learning Standards - 3rd Edition
Kansas PA AR	Kansas Early Learning Standards
Kansas Preschool Pilot	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Louisiana's Birth to Five Early Learning and Development Standards
Louisiana LA 4	Louisiana's Birth to Five Early Learning and Development Standards
Louisiana NSECD	Louisiana's Birth to Five Early Learning and Development Standards
Maine	Maine's Early Learning & Development Standards
Maryland	Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy
Massachusetts UPK	Guidelines of Preschool Learning Experiences; Early English Language Learner Standards: Massachusetts Guidelines; Pre-K Science and Technology/Engineering Standards; and Pre-School and Kindergarten Standards in the Domains of Social-Emotional Development and Approaches to Play and Learning
Massachusetts Chapter 70	Massachusetts Curriculum Frameworks
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota HdSt	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Minnesota VPK/SRP	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards[30]
Mississippi	Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children
Missouri PP	Missouri Early Learning Goals
Missouri Pre-K FF	Missouri Early Learning Goals
Nebraska	Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards
Nevada	Nevada Pre-Kindergarten Standards
New Jersey Abbott	New Jersey Preschool Teaching and Learning Standards
New Jersey ECPA	New Jersey Preschool Teaching and Learning Standards
New Jersey ELLI	New Jersey Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Guidelines, Birth to Kindergarten Preschool section
New York	The New York State Prekindergarten Learning Standards: A Resource for School Success
North Carolina	North Carolina Foundations for Early Learning and Development[15]
North Dakota	North Dakota Birth - Kindergarten Standards
Ohio	Ohio's Early Learning & Development Standards; Ohio's Early Learning Program Standards
Oklahoma	Oklahoma Academic Standards
Oregon Pre-K	Oregon Early Learning and Kindergarten Guidelines
Oregon Preschool Promise	Oregon Early Learning and Kindergarten Guidelines
Pennsylvania RTL	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania PKC	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina	South Carolina Early Learning Standards (SC-ELS)[22]
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Texas Prekindergarten Guidelines
Utah	Early Learning Standards: Ages 3-5
Vermont	Vermont Early Learning Standards[16]
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	Washington State Early Learning and Development Guidelines
West Virginia	West Virginia Pre-K Standards (Ages 3-5)
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards
Guam	Guam Early Learning Guidelines

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

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Web address of state's ELDS document
Alabama	https://children.alabama.gov/alabama-standards-for-early-learning-and-development/
Alaska	https://education.alaska.gov/earlylearning
Arizona	https://www.azed.gov/sites/default/files/2018/09/ELS%202018%20Document%2C%20Approved%20and%20Final.pdf?id=5ba5462a1dcb2507f8788ea1 and https://www.azed.gov/sites/default/files/media/Arizonas%20Infant%20Toddler%20Developmental%20Guidelines_2nd%20Edition.pdf
Arkansas	http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/ABC/AR_Early_Learning_Standards_2016.pdf
California CSPP	https://www.cde.ca.gov/sp/cd/re/psfoundations.asp
California TK	https://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	https://earlylearningco.org/
Connecticut CDCC	www.ct.gov/oec/elds
Connecticut SR	www.ct.gov/oec/elds
Connecticut Smart Start	www.ct.gov/oec/elds
Delaware	https://dieecpd.org/early-learning-foundations
District of Columbia	https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2019%20District%20of%20Columbia%20Early%20Learning%20Standards.%203.17.20.pdf
Florida	http://flbt5.floridaearlylearning.com/
Georgia	http://gelds.decal.ga.gov/
Hawaii	https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf
Illinois	https://www.isbe.net/Documents/early_learning_standards.pdf
Iowa Shared Visions	https://earlychildhood.iowa.gov/sites/default/files/documents/2019/01/final_iels_12.5.2018_full_verison.pdf
Iowa SWVPP	https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition
Kansas PA AR	https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf
Kansas Preschool Pilot	https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf
Kentucky	https://kyecac.ky.gov/professionals/Pages/Early-Childhood-Standards.aspx
Louisiana 8(g)	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Louisiana LA 4	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Louisiana NSECD	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Maine	https://www.maine.gov/doe/learning/earlychildhood/publicpreschool/standards
Maryland	https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf
Massachusetts UPK	https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines
Massachusetts Chapter 70	https://www.doe.mass.edu/frameworks/current.html
Michigan	https://www.michigan.gov/mde/0,4615,7-140-63533_50451-193806--,00.html
Minnesota HdSt	https://education.mn.gov/MDE/dse/early/highqualel/ind/
Minnesota VPK/SRP	https://education.mn.gov/MDE/dse/early/highqualel/ind/
Mississippi	www.mdek12.org/ec
Missouri PP	https://dese.mo.gov/early-extended-learning/early-learning/missouri-early-learning-goals
Missouri Pre-K FF	https://dese.mo.gov/early-extended-learning/early-learning/missouri-early-learning-goals
Nebraska	https://cdn.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf
Nevada	http://www.nevadaregistry.org/department-of-education-office-of-early-learning-and-development/pre-k-standards.html
New Jersey Abbott	https://www.nj.gov/education/ece/guide/standards.pdf
New Jersey ECPA	https://www.nj.gov/education/ece/guide/standards.
New Jersey ELLI	https://www.nj.gov/education/ece/guide/standards.pdf
New Mexico	https://www.newmexicokids.org/wp-content/uploads/2015/05/Early_Learning_Guidelines_Birth_thru_Kindergarten_July_2014.pdf
New York	http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf
North Carolina	https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf?ver=2017-05-16-105950-953
North Dakota	https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf
Ohio	http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards
Oklahoma	https://sde.ok.gov/oklahoma-academic-standards and http://www.okdhs.org/services/cc/Pages/ELGCore.aspx
Oregon Pre-K	https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx
Oregon Preschool Promise	https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx
Pennsylvania RTL	https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx
Pennsylvania HSSAP	https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/
Pennsylvania K4 & SBPK	https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx
Pennsylvania PKC	https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx
Rhode Island	www.rields.com
South Carolina	https://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/South%20Carolina%20Early%20Learning%20Standards%202017_Accessible%20Version.pdf
Tennessee	https://www.tn.gov/education/instruction/academic-standards/early-learning-development-standards.html
Texas	https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines
Utah	https://www.schools.utah.gov/file/2f5c23cd-43cc-4ab1-b5d7-ef1f918362e9
Vermont	https://vels.education.vermont.gov/
Virginia	http://www.doe.virginia.gov/early-childhood/curriculum/index.shtml
Washington	https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf
West Virginia	http://wvde.state.wv.us/policies/ or https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=49932&Format=PDF
Wisconsin 4K	https://dpi.wi.gov/early-childhood/practice
Wisconsin HdSt	https://dpi.wi.gov/early-childhood/practice
Guam	https://www.guamcedders.org/publications-products/#ecspecialpubAnchor

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

STATE	Year state's ELDS was revised
Alabama	2020
Alaska	2019
Arizona	Arizona Early Learning Standards: 2018; Infant Toddler Developmental Guidelines: 2020
Arkansas	2016
California CSPP	2015
California TK	2015
Colorado	2019
Connecticut CDCC	2013
Connecticut SR	2013
Connecticut Smart Start	2013
Delaware	2010
District of Columbia	2019
Florida	2017
Georgia	2018-2019
Hawaii	Currently under revision
Illinois	2013
Iowa Shared Visions	2018
Iowa SWVPP	2018
Kansas PA AR	2013
Kansas Preschool Pilot	2013
Kentucky	Currently under revision[20]
Louisiana 8(g)	2013
Louisiana LA 4	2013
Louisiana NSECD	2013
Maine	2014
Maryland	2015
Massachusetts UPK	Varies: Each content area has been revised at different times
Massachusetts Chapter 70	Varies: Each content area has been revised at different times
Michigan	2013
Minnesota HdSt	2017
Minnesota VPK/SRP	2017
Mississippi	2018
Missouri PP	Currently under revision
Missouri Pre-K FF	Currently under revision
Nebraska	2018
Nevada	2010[18]
New Jersey Abbott	Currently under revision
New Jersey ECPA	Currently under revision
New Jersey ELLI	Currently under revision
New Mexico	Currently under revision
New York	2019
North Carolina	2013
North Dakota	2018
Ohio	2011 (ELDS); 2009 (ELPS)
Oklahoma	2016
Oregon Pre-K	2016
Oregon Preschool Promise	2016
Pennsylvania RTL	2014
Pennsylvania HSSAP	2014
Pennsylvania K4 & SBPK	2014
Pennsylvania PKC	2014
Rhode Island	2013
South Carolina	2017
Tennessee	2018
Texas	2015
Utah	2020
Vermont	2015, in process of revising[16]
Virginia	Currently under revision[19]
Washington	2012
West Virginia	Revised 2017; Effective 2019[17]
Wisconsin 4K	2017
Wisconsin HdSt	2017
Guam	2015

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

STATE	EARLY LEARNING & DEVELOPMENT STANDARDS DOMAINS ADDRESSED IN THE STATE'S ELDS Physical and motor development	Social and emotional development	Approaches toward learning	Language development	Cognitive development and general knowledge
Alabama	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes	Yes
Arizona	Yes	Yes	Yes	Yes	Yes
Arkansas	Yes[26]	Yes[26]	Yes[26]	Yes[26]	Yes[26]
California CSPP	Yes	Yes	Yes	Yes	Yes
California TK	Yes	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes	Yes	Yes
Connecticut SR	Yes	Yes	Yes	Yes	Yes
Connecticut Smart Start	Yes	Yes	Yes	Yes	Yes
Delaware	Yes	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes[19]	Yes[19]	Yes[19]	Yes[19]	Yes[19]
Iowa SWVPP	Yes	Yes	Yes	Yes	Yes
Kansas PA AR	Yes	Yes	Yes	Yes	Yes
Kansas Preschool Pilot	Yes	Yes	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes
Massachusetts UPK	Yes	Yes	Yes	Yes	Yes
Massachusetts Chapter 70	Yes	Yes	Yes	Yes	Yes
Michigan	Yes	Yes	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes[20]	Yes[20]	Yes[20]	Yes[20]	Yes[20]
Missouri PP	Yes	Yes	Yes	Yes	Yes
Missouri Pre-K FF	Yes	Yes	Yes	Yes	Yes
Nebraska	Yes	Yes	Yes	Yes	Yes
Nevada	Yes	Yes	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes
Oregon Pre-K	Yes[22]	Yes	Yes	Yes	Yes
Oregon Preschool Promise	Yes[23]	Yes	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes	Yes	Yes
Pennsylvania PKC	Yes	Yes	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	Yes	Yes	Yes	Yes	Yes
Utah	Yes	Yes	Yes	Yes	Yes
Vermont	Yes	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes	Yes
Wisconsin 4K	Yes	Yes	Yes	Yes	Yes
Wisconsin HdSt	Yes	Yes	Yes	Yes	Yes
Guam	Yes	Yes	Yes	Yes	Yes

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

STATE	ELDS (or Guidance) contains content related to serving DLLs or cultural awareness
Alabama	Yes
Alaska	Yes
Arizona	Yes
Arkansas	Yes
California CSPP	Yes[26]
California TK	Yes[26]
Colorado	Yes
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes
Delaware	Yes
District of Columbia	Yes
Florida	Yes
Georgia	Yes[16]
Hawaii	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas PA AR	Yes
Kansas Preschool Pilot	Yes
Kentucky	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts UPK	Yes
Massachusetts Chapter 70	Yes
Michigan	Yes
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes[30]
Mississippi	Yes
Missouri PP	Yes
Missouri Pre-K FF	Yes
Nebraska	Yes
Nevada	Yes
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes[23]
New York	Yes
North Carolina	Yes
North Dakota	Yes
Ohio	Yes
Oklahoma	Yes
Oregon Pre-K	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes[7]
Pennsylvania HSSAP	Yes[15]
Pennsylvania K4 & SBPK	Yes[7]
Pennsylvania PKC	Yes[15]
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Utah	Yes
Vermont	Yes
Virginia	Yes
Washington	Yes
West Virginia	Yes[17]
Wisconsin 4K	Yes
Wisconsin HdSt	Yes[16]
Guam	Yes

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

EARLY LEARNING & DEVELOPMENT STANDARDS

ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS

STATE	State K-3 standards	State developed/adopted college and career ready standards for the early grades	State infant and toddler standards
Alabama	Yes	Yes	Yes
Alaska	Yes	No	Yes
Arizona	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes
California CSPP	Yes[27]	Yes[27]	Yes[27]
California TK	Yes[27]	Yes[27]	Yes[27]
Colorado	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Included in ELDS[20]
Connecticut SR	Yes	Yes	Included in ELDS[22]
Connecticut Smart Start	Yes	Yes	Included in ELDS[23]
Delaware	Yes	Yes	Yes
District of Columbia	Yes[26]	Yes[26]	Yes
Florida	Yes	Yes	Yes
Georgia	Yes	Yes	Yes
Hawaii	Yes[18]	Yes[18]	Yes
Illinois	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes
Iowa SWVPP	Yes[22]	Yes[22]	Yes[22]
Kansas PA AR	Yes[22]	Yes[22]	Yes[22]
Kansas Preschool Pilot	Yes[18]	Yes[18]	Yes[18]
Kentucky	Alignment is in Progress[20]	Alignment is in Progress[20]	Yes[20]
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine	Yes	Yes	Yes
Maryland	Yes[18]	Yes[18]	Yes[18]
Massachusetts UPK	Yes	Alignment is in Progress	Yes
Massachusetts Chapter 70	Yes	Yes	Yes
Michigan	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes
Missouri PP	Alignment is in Progress[12]	No	Yes[12]
Missouri Pre-K FF	Alignment is in Progress[3]	No	Yes[3]
Nebraska	Yes	Yes	Yes
Nevada	Alignment is in Progress	Alignment is in Progress	Alignment is in Progress[19]
New Jersey Abbott	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes
New York	Yes[17]	Yes	Included in ELDS[17]
North Carolina	Yes[15]	Yes	Yes
North Dakota	Yes	Yes	Yes[10]
Ohio	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes
Oregon Pre-K	Yes[23]	Yes	Yes
Oregon Preschool Promise	Yes[24]	Yes	Yes
Pennsylvania RTL	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes
Pennsylvania PKC	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes
Texas	Yes	Yes	Yes
Utah	Yes	No	No
Vermont	Yes	Yes	Yes
Virginia	Yes	No[20]	Alignment is in Progress
Washington	Yes	No	Yes
West Virginia	Yes	Yes	Yes
Wisconsin 4K	Yes (K-12)[19]	No[19]	Included in ELDS
Wisconsin HdSt	Yes	No	Included in ELDS
Guam	Yes	No	Yes

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

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

STATE	Head Start standards	Other standards
Alabama	Yes	Yes
Alaska	Yes	No
Arizona	Yes	No
Arkansas	Yes	Yes[26]
California CSPP	Yes[27]	Yes[27]
California TK	Yes[27]	Yes[27]
Colorado	Yes	No
Connecticut CDCC	Yes	Yes
Connecticut SR	Yes	Yes
Connecticut Smart Start	Yes	Yes
Delaware	Yes	No
District of Columbia	Yes[26]	Yes[26]
Florida	Yes	No
Georgia	Yes	Yes[17]
Hawaii	No	Yes
Illinois	Yes	No
Iowa Shared Visions	Yes	No
Iowa SWVPP	Yes[22]	No[22]
Kansas PA AR	No[22]	Yes[22]
Kansas Preschool Pilot	No[18]	Yes[18]
Kentucky	Alignment is in Progress[20]	No
Louisiana 8(g)	No	No
Louisiana LA 4	No	No
Louisiana NSECD	No	Yes
Maine	Yes	Yes[18]
Maryland	Yes	No
Massachusetts UPK	Yes	Yes
Massachusetts Chapter 70	No	No
Michigan	Yes	Yes: NAEYC
Minnesota HdSt	Alignment is in Progress	No
Minnesota VPK/SRP	Alignment is in Progress	No
Mississippi	Yes	No
Missouri PP	No	No
Missouri Pre-K FF	No	No
Nebraska	Yes	No
Nevada	Alignment is in Progress	Alignment is in Progress[19]
New Jersey Abbott	Yes	No
New Jersey ECPA	Yes	No
New Jersey ELLI	Yes	No
New Mexico	Yes	No
New York	Yes	Yes[17]
North Carolina	Yes	Yes
North Dakota	Yes	Yes
Ohio	Yes	No
Oklahoma	Yes	No
Oregon Pre-K	Yes	Yes[23]
Oregon Preschool Promise	Yes	Yes[24]
Pennsylvania RTL	Yes	Yes[8]
Pennsylvania HSSAP	Yes	Yes[16]
Pennsylvania K4 & SBPK	Yes	Yes[8]
Pennsylvania PKC	Yes	Yes[16]
Rhode Island	Yes	Yes[13]
South Carolina	Yes	No
Tennessee	No	No
Texas	No	No
Utah	Yes[21]	No
Vermont	Yes	Yes[17]
Virginia	Alignment is in Progress	No
Washington	No[23]	Yes[23]
West Virginia	Yes	No
Wisconsin 4K	Yes	Yes[19]
Wisconsin HdSt	Yes	Yes[16]
Guam	Yes	No

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

STATE	State requirements for alignment between child assessments and ELDS
Alabama	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[24]
Alaska	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[14]
Arizona	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[20]
Arkansas	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[27]
California CSPP	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[28]
California TK	The state does not require child assessments[28]
Colorado	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[30]
Connecticut CDCC	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[21]
Connecticut SR	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[22]
Connecticut Smart Start	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
Delaware	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments[23]
District of Columbia	Yes, state policy requires alignment between child assessments and ELDS (DCPS & CBO)
Florida	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[16]
Georgia	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[18]
Hawaii	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[19]
Illinois	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
Iowa Shared Visions	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[20]
Iowa SWVPP	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[23]
Kansas PA AR	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments[23]
Kansas Preschool Pilot	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments[19]
Kentucky	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[21]
Louisiana 8(g)	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[15]
Louisiana LA 4	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[16]
Louisiana NSECD	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[14]
Maine	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
Maryland	The state does not require child assessments[19]
Massachusetts UPK	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
Massachusetts Chapter 70	The state does not require child assessments
Michigan	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[19]
Minnesota HdSt	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments[19]
Minnesota VPK/SRP	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[31]
Mississippi	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
Missouri PP	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
Missouri Pre-K FF	The state does not require child assessments
Nebraska	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[17]
Nevada	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[20]

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

STATE	State requirements for alignment between child assessments and ELDS
New Jersey Abbott	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
New Jersey ECPA	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
New Jersey ELLI	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
New Mexico	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[24]
New York	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[18]
North Carolina	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS
North Dakota	The state does not require child assessments
Ohio	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
Oklahoma	The state does not require child assessments
Oregon Pre-K	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
Oregon Preschool Promise	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[25]
Pennsylvania RTL	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[9]
Pennsylvania HSSAP	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[17]
Pennsylvania K4 & SBPK	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[9]
Pennsylvania PKC	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS[17]
Rhode Island	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[15]
South Carolina	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments[22]
Tennessee	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[12]
Texas	Yes, state policy requires all programs to select at least one child assessment that is aligned with the ELDS (PK4 programs only)[15]
Utah	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[22]
Vermont	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[18]
Virginia	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[21]
Washington	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs
West Virginia	Yes, state policy requires the use of at least one specific child assessment, which is aligned with the ELDS, to be used by all preschool programs[18]
Wisconsin 4K	Child assessments are not required to be aligned with ELDS[20]
Wisconsin HdSt	Child assessments are required to align with the Head Start Early Learning Outcomes Framework.
Guam	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments

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

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE SUPPORTS FOR THE USE OF ELDS

STATE	Offer guidance on selecting curricula aligned with ELDS	Provides professional development opportunities to support use of ELDS	Child assessments required to be aligned with ELDS
Alabama	Yes	Yes[25]	Yes
Alaska	No	No[15]	Yes
Arizona	Yes	Yes[21]	Yes
Arkansas	Yes	Yes[28]	Yes
California CSPP	Yes	Yes[29]	Yes
California TK	Yes	Yes[29]	No
Colorado	No	Yes[31]	Yes
Connecticut CDCC	Yes	Yes[20]	Yes
Connecticut SR	Yes	Yes[22]	Yes
Connecticut Smart Start	Yes	Yes[23]	Yes
Delaware	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes (DCPS & CBO)
Florida	Yes	Yes	Yes
Georgia	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes
Illinois	Yes	Yes[18]	Yes
Iowa Shared Visions	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes
Kansas PA AR	Yes[23]	Yes[23]	Yes
Kansas Preschool Pilot	Yes[19]	Yes[19]	Yes[19]
Kentucky	Yes[22]	Yes	Yes
Louisiana 8(g)	Yes	Yes[16]	Yes
Louisiana LA 4	Yes	Yes[17]	Yes
Louisiana NSECD	Yes	Yes[15]	Yes
Maine	Yes	Yes	Yes
Maryland	Yes	Yes	Yes
Massachusetts UPK	Yes	Yes[19]	Yes
Massachusetts Chapter 70	Yes	Yes	No[15]
Michigan	Yes[20]	Yes	Yes
Minnesota HdSt	Yes[20]	Yes	Yes[20]
Minnesota VPK/SRP	Yes	Yes[32]	Yes
Mississippi	Yes	Yes	Yes
Missouri PP	Yes[13]	Yes[13]	Yes[13]
Missouri Pre-K FF	Yes[4]	Yes[4]	No[4]
Nebraska	No	Yes	Yes
Nevada	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes
New Mexico	Yes	Yes[25]	Yes
New York	No	Yes	Yes
North Carolina	Yes	Yes	Yes
North Dakota	No	Yes[11]	No
Ohio	Yes	Yes	Yes
Oklahoma	Yes	Yes[22]	No
Oregon Pre-K	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes[26]	Yes
Pennsylvania RTL	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes[18]	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes
Pennsylvania PKC	Yes	Yes	Yes
Rhode Island	Yes	Yes[15]	Yes
South Carolina	Yes	Yes	Yes
Tennessee	Yes	Yes[13]	Yes[13]
Texas	Yes	Yes	Yes (PK4 only)[15]
Utah	No	Yes	Yes
Vermont	Yes	Yes[18]	Yes[18]
Virginia	Yes	Yes	Yes
Washington	Yes	Yes	Yes
West Virginia	Yes	Yes[19]	Yes
Wisconsin 4K	Yes	Yes[21]	No
Wisconsin HdSt	Yes	Yes[17]	No
Guam	Yes	Yes	Yes

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

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE SUPPORTS FOR THE USE OF ELDS

STATE	Additional resources are provided to programs to implement ELDS	Other supports
Alabama	Yes	Yes
Alaska	No	Yes
Arizona	Yes	No
Arkansas	Yes	Yes
California CSPP	Yes	Yes
California TK	No	No
Colorado	Yes	Yes
Connecticut CDCC	Yes[20]	Yes[20]
Connecticut SR	Yes[22]	Yes[22]
Connecticut Smart Start	Yes[23]	Yes[23]
Delaware	Yes	No
District of Columbia	Yes	No
Florida	Yes[17]	Yes[17]
Georgia	Yes[19]	Yes[19]
Hawaii	Yes	No
Illinois	Yes[18]	Yes[18]
Iowa Shared Visions	No	Yes[21]
Iowa SWVPP	No	Yes[22]
Kansas PA AR	Yes[23]	Yes
Kansas Preschool Pilot	Yes[19]	Yes
Kentucky	Yes	Yes
Louisiana 8(g)	Yes[16]	Yes[16]
Louisiana LA 4	Yes[17]	Yes[17]
Louisiana NSECD	Yes[15]	Yes[15]
Maine	No	Yes
Maryland	Yes	No
Massachusetts UPK	Yes[19]	Yes[19]
Massachusetts Chapter 70	Yes	No
Michigan	No	No
Minnesota HdSt	No	Yes
Minnesota VPK/SRP	Yes[32]	Yes[32]
Mississippi	Yes[21]	Yes[21]
Missouri PP	No[13]	No[13]
Missouri Pre-K FF	No[4]	No[4]
Nebraska	No	No
Nevada	Yes	No
New Jersey Abbott	No	No
New Jersey ECPA	No	No
New Jersey ELLI	No	No
New Mexico	Yes	Yes
New York	Yes	No
North Carolina	Yes	No
North Dakota	No	Yes[11]
Ohio	Yes	No
Oklahoma	Yes	Yes[22]
Oregon Pre-K	Yes	No
Oregon Preschool Promise	No	No
Pennsylvania RTL	Yes	No[10]
Pennsylvania HSSAP	Yes	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	Yes	No
Rhode Island	Yes	Yes
South Carolina	Yes	No
Tennessee	Yes	Yes[13]
Texas	Yes	No
Utah	No	No
Vermont	Yes	Yes[18]
Virginia	No	No
Washington	No	Yes[24]
West Virginia	Yes	Yes[19]
Wisconsin 4K	Yes	Yes
Wisconsin HdSt	Yes	Yes
Guam	No	No

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

CURRICULUM

STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

STATE	Guidance on criteria for selecting evidence-based curriculum models	List of state approved curricula	List of state recommended curricula	Requires adoption of specific curricula by all programs and sites	Requires alignment of curricula with ELDS
Alabama	Yes	No	Yes	No	Yes
Alaska	No	No	No	No	Yes
Arizona	No	No	No	No	Yes[22]
Arkansas	Yes	Yes	No	No	Yes
California CSPP	Yes	No	No	No	Yes[29]
California TK	No	No	No	No	No[30]
Colorado	Yes	No[32]	No[32]	No[32]	No
Connecticut CDCC	Yes	No	No	No	No
Connecticut SR	Yes	No	No	No	Yes
Connecticut Smart Start	Yes	No	No	No	Yes
Delaware	Yes	Yes[24]	Yes[24]	No	Yes[24]
District of Columbia	Yes	Yes	Yes	No	Yes (CBOs only)
Florida	Yes	Yes	Yes	No	Yes
Georgia	Yes	Yes[20]	No	Yes	Yes
Hawaii	Yes	No	No	No	Yes
Illinois	Yes	Yes	Yes	Yes	Yes[18]
Iowa Shared Visions	Yes	No	No	No	Yes
Iowa SWVPP	Yes	No[24]	No	No	Yes
Kansas PA AR	Yes	No	No	No	Yes
Kansas Preschool Pilot	Yes	No	No	No	Yes
Kentucky	Yes	No	No	No	No
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes
Maine	Yes	No	Yes	No	Yes
Maryland	Yes	No	Yes	No	Yes
Massachusetts UPK	Yes	No	No	No	Yes
Massachusetts Chapter 70	In progress	No	In progress[16]	No	Yes
Michigan	Yes	Yes[21]	No	No	Yes
Minnesota HdSt	Yes	Yes[21]	Yes[21]	Yes[21]	Yes
Minnesota VPK/SRP	Yes	Yes[33]	Yes[33]	Yes[33]	Yes[33]
Mississippi	Yes	Yes	No	Yes	Yes
Missouri PP	No	Yes	No	No	No
Missouri Pre-K FF	No	Yes	No	No	No
Nebraska	No	No	No	No	Yes
Nevada	Yes	No	No	No	Yes
New Jersey Abbott	Yes	No	Yes	No	Yes
New Jersey ECPA	Yes	No	Yes	No	Yes
New Jersey ELLI	Yes	No	Yes	No	Yes
New Mexico	Yes	No	No	No	Yes
New York	Yes	No	No	No	Yes
North Carolina	Yes	Yes	No	No	Yes[16]
North Dakota	No	No	No	No	No
Ohio	Yes	No	No	No	Yes
Oklahoma	Yes	Yes	No	No	Yes
Oregon Pre-K	Yes	No	No	No	Yes
Oregon Preschool Promise	Yes	Yes	Yes	No	Yes
Pennsylvania RTL	Yes	No	Yes[11]	No	Yes[11]
Pennsylvania HSSAP	Yes	Yes	Yes	No	Yes
Pennsylvania K4 & SBPK	Yes	No	Yes	No	Yes
Pennsylvania PKC	Yes	Yes	Yes	No	Yes
Rhode Island	Yes	Yes[16]	Yes[16]	Yes[16]	Yes
South Carolina	Yes	Yes	Yes	No	Yes
Tennessee	Yes	Yes[14]	No	Yes	Yes
Texas	No	Yes	Yes	No	Yes
Utah	Yes	Yes[23]	Yes[23]	No	Yes
Vermont	Yes	No	No	No	Yes[19]
Virginia	Yes	Yes[22]	Yes[22]	Yes (by 2020-21)	Yes
Washington	Yes	Yes[25]	Yes[25]	Yes[25]	Yes
West Virginia	Yes	Yes	No	Yes	Yes
Wisconsin 4K	Yes	No	No	No	No
Wisconsin HdSt	Yes	No	No	No	No
Guam	Yes	Yes	Yes	Yes	Yes

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

CURRICULUM

STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

STATE	SEA/Office of Early Learning sponsored training	On-going technical assistance on curriculum implementation	Funding to support curriculum implementation/ training	Other supports
Alabama	Yes	Yes[26]	Yes	Yes
Alaska	No	No	Yes[16]	No
Arizona	No	Yes[22]	Yes	No
Arkansas	Yes[29]	Yes[29]	Yes[29]	Yes
California CSPP	Yes	Yes	No	Yes[29]
California TK	No[30]	No[30]	Yes	No[30]
Colorado	No	No	No	No
Connecticut CDCC	Yes	Yes	Yes	Yes[22]
Connecticut SR	Yes	Yes	Yes	Yes[24]
Connecticut Smart Start	Yes	Yes	Yes	Yes[25]
Delaware	Yes[24]	Yes	Yes	No
District of Columbia	Yes	Yes	Yes	No
Florida	No	No	No	No
Georgia	No	No	Yes	Yes
Hawaii	Yes	Yes	Yes	No
Illinois	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes[22]	No	Yes[22]	No
Iowa SWVPP	No[24]	No	Yes[24]	No
Kansas PA AR	No[24]	Yes[24]	Yes	Yes
Kansas Preschool Pilot	No[20]	Yes[20]	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes[22]
Louisiana 8(g)	Yes	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes	Yes
Maine	Yes	Yes	No	No
Maryland	Yes	Yes	Yes	No
Massachusetts UPK	No	No	Yes	Yes[20]
Massachusetts Chapter 70	Yes	Yes	Yes	No
Michigan	No	No	Yes[21]	Yes
Minnesota HdSt	Yes	Yes	No	No
Minnesota VPK/SRP	Yes[33]	Yes[33]	Yes[33]	Yes[33]
Mississippi	Yes	Yes	Yes	Yes
Missouri PP	No	No	Yes	No
Missouri Pre-K FF	No	No	Yes	No
Nebraska	Yes	No	Yes[18]	No
Nevada	No	Yes	No	No
New Jersey Abbott	No[17]	No	Yes	No
New Jersey ECPA	No[17]	No	Yes	No
New Jersey ELLI	No[19]	No	Yes	No
New Mexico	Yes	Yes	Yes	Yes
New York	Yes	No	Yes	Yes[19]
North Carolina	Yes[16]	Yes[16]	Yes	Yes[16]
North Dakota	No	No	No	No
Ohio	Yes	Yes	No	Yes
Oklahoma	Yes	Yes	Yes	Yes[23]
Oregon Pre-K	Yes	Yes	Yes	No
Oregon Preschool Promise	No	No	Yes	No
Pennsylvania RTL	Yes	No	No	Yes
Pennsylvania HSSAP	Yes	No	Yes	No
Pennsylvania K4 & SBPK	Yes	No	No	No
Pennsylvania PKC	Yes	No	Yes	No
Rhode Island	Yes	Yes	Yes	No
South Carolina	Yes	Yes	Yes	No
Tennessee	Yes	Yes	Yes[14]	No
Texas	No	No	No	Yes
Utah	No	No	No	No
Vermont	Yes[19]	Yes[19]	Yes	Yes[19]
Virginia	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes[25]	Yes
West Virginia	No	Yes	Yes	No
Wisconsin 4K	Yes[22]	Yes[22]	No	Yes[22]
Wisconsin HdSt	Yes[18]	No	No	Yes[18]
Guam	Yes	Yes	Yes	No

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

STATE	CURRICULUM COVID-19 related changes to state supports for curriculum implementation and instruction
Alabama	Yes[27]
Alaska	No
Arizona	No
Arkansas	No
California CSPP	Yes[30]
California TK	Yes[31]
Colorado	Yes[33]
Connecticut CDCC	Yes[23]
Connecticut SR	Yes[25]
Connecticut Smart Start	Yes[26]
Delaware	Yes[25]
District of Columbia	Yes[27]
Florida	No
Georgia	No
Hawaii	No
Illinois	No
Iowa Shared Visions	No[23]
Iowa SWVPP	No[25]
Kansas PA AR	Yes[25]
Kansas Preschool Pilot	Yes[21]
Kentucky	Yes
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes[19]
Maryland	No
Massachusetts UPK	No
Massachusetts Chapter 70	No
Michigan	No
Minnesota HdSt	No
Minnesota VPK/SRP	No
Mississippi	Yes[22]
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes[26]
New York	Yes[20]
North Carolina	Yes[17]
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	Yes[24]
Oregon Preschool Promise	Yes[27]
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	Yes[10]
Pennsylvania PKC	Yes[18]
Rhode Island	No
South Carolina	Yes[24]
Tennessee	No
Texas	Yes[16]
Utah	No[24]
Vermont	Yes[20]
Virginia	No
Washington	Yes[26]
West Virginia	Yes[20]
Wisconsin 4K	Yes[23]
Wisconsin HdSt	Yes[19]
Guam	Yes[3]

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

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

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

STATE	Preschool assessment tools
Alabama	Programs must use: Teaching Strategies GOLD
Alaska	Programs must use: Teaching Strategies GOLD[14]
Arizona	Determined locally[23]
Arkansas	Programs must use: Work Sampling System
California CSPP	Programs must use: Desired Results Developmental Profile[31]
California TK	NA
Colorado	Programs may use: Teaching Strategies GOLD; HighScope COR[30]
Connecticut CDCC	Other[24]
Connecticut SR	Determined locally[26]
Connecticut Smart Start	Determined locally[27]
Delaware	Programs may use: Teaching Strategies GOLD[26]
District of Columbia	Programs must use: Teaching Strategies GOLD (DCPS); Determined locally (PCS and CBO)[28]
Florida	Programs must use: Florida VPK Assessment
Georgia	Programs must use: Work Sampling System
Hawaii	Programs must use: Teaching Strategies GOLD; Programs may use: State-approved alternative assessment[19]
Illinois	Determined locally[19]
Iowa Shared Visions	Programs must use: Teaching Strategies GOLD
Iowa SWVPP	Programs must use: Teaching Strategies GOLD
Kansas PA AR	Determined locally[26]
Kansas Preschool Pilot	Determined locally[22]
Kentucky	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling; Assessment, Evaluation and Programming System (AEPS); Carolina Curriculum[23]
Louisiana 8(g)	Programs must use: Teaching Strategies GOLD[15]
Louisiana LA 4	Programs must use: Teaching Strategies GOLD[16]
Louisiana NSECD	Programs must use: Teaching Strategies GOLD[14]
Maine	Determined locally[20]
Maryland	Determined locally
Massachusetts UPK	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling
Massachusetts Chapter 70	NA
Michigan	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling; Assessment, Evaluation and Programming System (AEPS) for Infants and Children[22]
Minnesota HdSt	Programs may use: Desired Results Developmental Profile; HighScope COR; Teaching Strategies GOLD; Work Sampling[21]
Minnesota VPK/SRP	Programs may use: Desired Results Developmental Profile; HighScope COR; Teaching Strategies GOLD; Work Sampling[31]
Mississippi	Programs must use: Mississippi State Kindergarten Readiness Assessment and Brigance III[23]
Missouri PP	Programs must use: Desired Results Developmental Profile
Missouri Pre-K FF	NA
Nebraska	Programs must use: Teaching Strategies GOLD
Nevada	Programs may use: Desired Results Developmental Profile; Early Learning Scale (ELS); HighScope COR; Phonological Awareness Literacy Screening (PALS); Teaching Strategies GOLD; Work Sampling
New Jersey Abbott	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling
New Jersey ECPA	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling
New Jersey ELLI	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling
New Mexico	Programs must use: New Mexico Preschool Observational Assessment[27]
New York	Determined locally[21]
North Carolina	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling; Other[18]
North Dakota	NA
Ohio	Programs must use: Ohio's Early Learning Assessment
Oklahoma	NA
Oregon Pre-K	Programs must use: Teaching Strategies GOLD
Oregon Preschool Promise	Programs may use: Teaching Strategies GOLD; Assessment, Evaluation and Programming System (AEPS); Other[28]
Pennsylvania RTL	Programs may use: Desired Results Developmental Profile; Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling[12]
Pennsylvania HSSAP	Programs may use: Desired Results Developmental Profile; Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling[19]
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania PKC	Programs may use: Desired Results Developmental Profile; Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling; Other[19]
Rhode Island	Programs must use: Teaching Strategies GOLD
South Carolina	Programs may use: HighScope COR; Phonological Awareness Literacy Screening; Teaching Strategies GOLD; Work Sampling; Other[25]
Tennessee	Programs must use: Growth Portfolio Model[12]
Texas	Programs may use: Teaching Strategies GOLD; Work Sampling; CIRCLE Progress Monitoring
Utah	Programs may use: HighScope COR; Teaching Strategies GOLD; Other[22]
Vermont	Programs must use: Teaching Strategies GOLD; Ready For Kindergarten! Survey (R4K!S)[21]
Virginia	Programs must use: Phonological Awareness Literacy Screening; Other
Washington	Programs must use: Teaching Strategies GOLD
West Virginia	Programs must use: Early Learning Scale; Programs may additionally use: Phonological Awareness Literacy Screening[21]
Wisconsin 4K	Determined locally[24]
Wisconsin HdSt	Specific assessment tool not required by Head Start
Guam	Programs must use state developed tool[7]

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

	CHILD ASSESSMENT	
STATE	COVID-19 related changes to requirements for preschool child assessments	COVID-19 related changes to requirements for kindergarten child assessments
Alabama	Yes[28]	Yes[29]
Alaska	Yes[17]	Yes[18]
Arizona	No[24]	No
Arkansas	Yes[30]	No
California CSPP	Yes[32]	KEAs not required
California TK	NA	KEAs not required
Colorado	Yes[34]	Yes[35]
Connecticut CDCC	No[25]	No[26]
Connecticut SR	No[27]	No[28]
Connecticut Smart Start	No[28]	No[29]
Delaware	Yes[27]	Yes[28]
District of Columbia	Yes (please describe)[29]	No
Florida	Yes[18]	Yes[19]
Georgia	Yes[21]	No
Hawaii	No[20]	KEAs not required
Illinois	Yes[20]	Yes[21]
Iowa Shared Visions	Yes[24]	No
Iowa SWVPP	Yes[26]	No
Kansas PA AR	Yes[27]	KEAs not required
Kansas Preschool Pilot	Yes[23]	KEAs not required
Kentucky	No[24]	Yes[25]
Louisiana 8(g)	Yes[16]	Yes[18]
Louisiana LA 4	Yes[18]	Yes[19]
Louisiana NSECD	Yes[16]	Yes[17]
Maine	Yes[21]	KEAs not required
Maryland	NA	Yes[20]
Massachusetts UPK	No	No
Massachusetts Chapter 70	NA	KEAs not required
Michigan	Yes[23]	Yes[24]
Minnesota HdSt	Per federal Head Start	KEAs not required
Minnesota VPK/SRP	Yes[34]	KEAs not required
Mississippi	Yes[24]	No[25]
Missouri PP	No	KEAs not required
Missouri Pre-K FF	NA	KEAs not required
Nebraska	Yes[19]	KEAs not required
Nevada	Yes[21]	Yes[22]
New Jersey Abbott	Yes[18]	No
New Jersey ECPA	Yes[18]	No
New Jersey ELLI	Yes[20]	No
New Mexico	Yes[28]	Yes[28]
New York	Yes[21]	KEAs not required
North Carolina	No[19]	Yes[20]
North Dakota		KEAs not required
Ohio	Yes[18]	No[19]
Oklahoma	NA	No
Oregon Pre-K	Yes[25]	No[26]
Oregon Preschool Promise	Yes[29]	No[30]
Pennsylvania RTL	No	Yes[13]
Pennsylvania HSSAP	No	Yes[20]
Pennsylvania K4 & SBPK	No	Yes[11]
Pennsylvania PKC	Yes[20]	Yes[21]
Rhode Island	No[17]	No[18]
South Carolina	Yes[26]	No[26]
Tennessee	Yes[15]	KEAs not required
Texas	No[17]	No
Utah	Yes[25]	Yes[26]
Vermont	Yes[22]	No[23]
Virginia	Yes[23]	Yes[24]
Washington	Yes[27]	Yes[28]
West Virginia	No	KEAs not required
Wisconsin 4K	No	KEAs not required
Wisconsin HdSt	No[19]	KEAs not required
Guam	Yes[7]	No

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

PERSONNEL

STATE	Minimum lead teacher degree requirement
Alabama	BA (public and nonpublic)[30]
Alaska	BA (public and nonpublic)[19]
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic)[25]
Arkansas	BA, AA beyond the first classroom at a site (public and nonpublic)[31]
California CSPP	California Child Development Associate Teacher Permit (public and nonpublic)[33]
California TK	BA (public)[32]
Colorado	Early Childhood Teacher Qualification (public and nonpublic)[36]
Connecticut CDCC	CDA plus 12 Early Childhood credits (nonpublic)[27]
Connecticut SR	CDA plus 12 Early Childhood credits (public and nonpublic)[29]
Connecticut Smart Start	BA (public)[30]
Delaware	BA (public); AA with at least 50% BA (nonpublic)[29]
District of Columbia	BA (DCPS and CBO); Determined locally (PCS)[30]
Florida	BA (summer); CDA or equivalent plus specified training (school year)[20]
Georgia	BA (public and nonpublic)[22]
Hawaii	BA (public)
Illinois	BA (public and nonpublic)[22]
Iowa Shared Visions	BA (public); AA (nonpublic)[25]
Iowa SWVPP	BA (public and nonpublic)[27]
Kansas PA AR	BA (public and nonpublic)[28]
Kansas Preschool Pilot	BA (public and nonpublic)[24]
Kentucky	BA (public and nonpublic)[26]
Louisiana 8(g)	BA (public)
Louisiana LA 4	BA (public)[20]
Louisiana NSECD	BA (nonpublic)
Maine	BA (public and nonpublic)[22]
Maryland	BA (public and nonpublic)
Massachusetts UPK	BA (public); High school diploma or equivalent (nonpublic)[21]
Massachusetts Chapter 70	BA (public)
Michigan	BA (public and nonpublic)[25]
Minnesota HdSt	BA (public); AA (nonpublic)[22]
Minnesota VPK/SRP	Other (public and nonpublic)[35]
Mississippi	BA (public and nonpublic)[26]
Missouri PP	BA (public and nonpublic)[14]
Missouri Pre-K FF	BA (public)
Nebraska	BA (public and nonpublic)
Nevada	BA (public and nonpublic)
New Jersey Abbott	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Jersey ELLI	BA (public and nonpublic)
New Mexico	BA (public); High school diploma or equivalent (nonpublic)[29]
New York	BA (public and nonpublic)[22]
North Carolina	BA (public and nonpublic)[21]
North Dakota	BA (public and nonpublic)[12]
Ohio	AA (public and nonpublic)[20]
Oklahoma	BA (public)[24]
Oregon Pre-K	AA (public and nonpublic)[27]
Oregon Preschool Promise	CDA (public and nonpublic)[31]
Pennsylvania RTL	BA (public); AA (nonpublic)
Pennsylvania HSSAP	AA (public and nonpublic)[21]
Pennsylvania K4 & SBPK	BA (public and nonpublic)
Pennsylvania PKC	BA (public and nonpublic)[22]
Rhode Island	BA (public and nonpublic)[19]
South Carolina	BA (public); AA (nonpublic)[27]
Tennessee	BA (public and nonpublic)
Texas	BA (public and nonpublic)[18]
Utah	CDA (public and nonpublic)[27]
Vermont	BA (public); BA for one teacher per center (nonpublic)[24]
Virginia	BA (public); High school diploma or equivalent (nonpublic)[25]
Washington	AA (public and nonpublic)[29]
West Virginia	BA (public and nonpublic)[22]
Wisconsin 4K	BA (public and nonpublic)[25]
Wisconsin HdSt	AA (nonpublic)[20]
Guam	AA (public)

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

STATE	Required lead teacher degree specialization
Alabama	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)
Alaska	None (public); Per Federal Head Start (Head Start)
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic)[25]
Arkansas	Early Childhood Education, Child Development, Preschool Special Education, Elementary Education + 12 ECE/CD hours, Special Education + 12 ECE/CD hours (public and nonpublic)[32]
California CSPP	Early Childhood Education, Child Development (public and nonpublic)[33]
California TK	Early Childhood Education, Child Development, Elementary Education (public)
Colorado	Early Childhood Education, Child Development, Other (public and nonpublic)[36]
Connecticut CDCC	Early Childhood Education, Child Development (nonpublic)[27]
Connecticut SR	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Child Development, Special Education (nonpublic)[29]
Connecticut Smart Start	Early Childhood Education; Other (public)[30]
Delaware	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)[29]
District of Columbia	Early Childhood Education or Elementary Education (DCPS); Early Childhood Education, Child Development, Child and Family Studies (CBO); Determined locally (PCS)[30]
Florida	Other (public and nonpublic)[20]
Georgia	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic)[22]
Hawaii	Early Childhood Education, Child Development (public)[21]
Illinois	Early Childhood Education, Special Education (public and nonpublic)
Iowa Shared Visions	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public); Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Other (nonpublic)[25]
Iowa SWVPP	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic)[27]
Kansas PA AR	Early Childhood Education, Child Development, Elementary Education (public and nonpublic)[28]
Kansas Preschool Pilot	Early Childhood Education, Child Development, Elementary Education (public and nonpublic)[24]
Kentucky	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic)[26]
Louisiana 8(g)	None (public)
Louisiana LA 4	None (public)
Louisiana NSECD	None (nonpublic)
Maine	Early Childhood Education (public and nonpublic)[22]
Maryland	Early Childhood Education (public and nonpublic)
Massachusetts UPK	None (public and nonpublic)[22]
Massachusetts Chapter 70	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public)
Michigan	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public and nonpublic)[25]
Minnesota HdSt	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Child Development, Preschool Special Education, Other (nonpublic)[22]
Minnesota VPK/SRP	Other (public and nonpublic)[35]
Mississippi	Early Childhood Education, Child Development, Elementary Education (public and nonpublic)[26]
Missouri PP	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic)[14]
Missouri Pre-K FF	Early Childhood Education, Preschool Special Education (public)
Nebraska	Early Childhood Education, Preschool Special Education (public and nonpublic)[20]
Nevada	Early Childhood Education (public and nonpublic)

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

STATE	Required lead teacher degree specialization
New Jersey Abbott	Early Childhood Education (public and nonpublic)[19]
New Jersey ECPA	Early Childhood Education (public and nonpublic)[19]
New Jersey ELLI	Early Childhood Education (public and nonpublic)[21]
New Mexico	Early Childhood Education (public and nonpublic)[29]
New York	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic)[22]
North Carolina	Early Childhood Education, Child Development (public and nonpublic)[21]
North Dakota	Early Childhood Education, Other (public); Child Development, Other (nonpublic)[13]
Ohio	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public); Early Childhood Education, Child Development (nonpublic)[20]
Oklahoma	Early Childhood Education (public)[24]
Oregon Pre-K	Early Childhood Education (public and nonpublic)[27]
Oregon Preschool Promise	Early Childhood Education, Child Development, Elementary Education, Other (public and nonpublic)[32]
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	None (public and nonpublic)[21]
Pennsylvania K4 & SBPK	Early Childhood Education, Elementary Education (public); Early Childhood Education (nonpublic)
Pennsylvania PKC	Early Childhood Education (public and nonpublic)[22]
Rhode Island	Early Childhood Education (public and nonpublic)
South Carolina	Early Childhood Education (public); Other (nonpublic)[27]
Tennessee	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)[15]
Texas	None (public and nonpublic)
Utah	Other (public and nonpublic)[27]
Vermont	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public); Early Childhood Education, Child Development (nonpublic)[25]
Virginia	Early Childhood Education, Child Development, Elementary Education, Special Education (public); Early Childhood Education, Child Development (nonpublic)[25]
Washington	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)[29]
West Virginia	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Child Development, Preschool Special Education, Other (nonpublic)[22]
Wisconsin 4K	Early Childhood Education, Elementary Education (public and nonpublic)[26]
Wisconsin HdSt	Early Childhood Education, Elementary Education (nonpublic)[20]
Guam	Early Childhood Education (public)

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

STATE	Required lead teacher credentials/licenses/endorsements
Alabama	Pre-K, Kindergarten, Birth - 3rd grade (public); None (nonpublic)[30]
Alaska	Other (public and nonpublic)
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic)[25]
Arkansas	Pre-K - 4th grade, Birth- Kindergarten, Elementary K-6 with ECE endorsement (public); 12 college credits (or more) in ECE/CD (nonpublic)[33]
California CSPP	Pre-K, Nursery, 9 college credits (or more) in ECE, California Child Development Associate Teacher Permit (public and nonpublic)[33]
California TK	Other (public)[32,33]
Colorado	Early Childhood Teacher (public and nonpublic)[36]
Connecticut CDCC	CDA plus 12 college credits in ECE (nonpublic)[27]
Connecticut SR	CDA plus 12 college credits in ECE (public and nonpublic)[29]
Connecticut Smart Start	Pre-K, Pre-K - K, Pre-K - 3rd grade, Pre-K - 6th grade, Pre-K - 8th grade, Birth - K, Special Education, Preschool Special Education (public)[30]
Delaware	9 college credits (or more) in ECE (public and nonpublic)[29]
District of Columbia	State licensure (DCPS); 18 college credits (or more) in ECE (CBO); Determined locally (PCS)
Florida	Pre-K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, Birth - K, Birth - 3rd grade, K - 3rd grade, K - 6th grade, Florida Child Care Professional Credential (public); CDA, Florida Child Care Professional Credential (nonpublic)[20]
Georgia	Pre-K, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - K, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - K, Elementary Education with ECE endorsement, Preschool Special Education (nonpublic)[22]
Hawaii	Pre-K - K; Pre-K - 3rd grade (public)[22]
Illinois	Birth - 3rd grade, Preschool Special Education, Bilingual (public and nonpublic)
Iowa Shared Visions	Pre-K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[25]
Iowa SWVPP	Pre-K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade (public and nonpublic)[27]
Kansas PA AR	Pre-K, Birth - K, Birth - 3rd grade, K - 6th grade, K - 8th grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[29]
Kansas Preschool Pilot	Pre-K, Birth - K, Birth - 3rd grade, K - 6th grade, K - 8th grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[25]
Kentucky	Interdisciplinary Early Childhood Education, Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - K, Birth - K, Preschool Special Education (public and nonpublic)[26]
Louisiana 8(g)	Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - 3rd grade (public)[19]
Louisiana LA 4	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (public)[20]
Louisiana NSECD	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (nonpublic)[18]
Maine	Pre-K, Elementary Education with ECE endorsement (public and nonpublic)[22]
Maryland	Pre-K - 3rd grade (public and nonpublic)
Massachusetts UPK	Other (public and nonpublic)[22]
Massachusetts Chapter 70	Pre-K - 2nd grade (public)
Michigan	Elementary Education with ECE endorsement, Other (public and nonpublic)[25]
Minnesota HdSt	Other (public and nonpublic)[22]
Minnesota VPK/SRP	Other (public and nonpublic)[35]
Mississippi	Pre-K, Nursery, Pre-K - K, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, K-3rd grade, K-6th grade, K-8th grade, Elementary Education with ECE endorsement, CDA, 9 college credits (or more) in ECE, Other (public and nonpublic)[26]
Missouri PP	Birth - 3rd grade (public and nonpublic)[14]
Missouri Pre-K FF	Other (public)[5]
Nebraska	3 years to K, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[20]
Nevada	Pre-K - 2nd grade (public and nonpublic)

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

STATE	Required lead teacher credentials/licenses/endorsements
New Jersey Abbott	Nursery, Pre-K - 3rd grade, K - 8th grade, Special Education, Other (public and nonpublic)[19]
New Jersey ECPA	Nursery, Pre-K - 3rd grade, K - 8th grade, Special Education, Other (public and nonpublic)[19]
New Jersey ELLI	Nursery, Pre-K - 3rd grade, K - 8th grade, Special Education, Other (public and nonpublic)[21]
New Mexico	Pre-K - 3rd grade, Birth - 3rd grade, Other (public); None (nonpublic)[29]
New York	Pre-K, Pre-K - 2nd grade, Pre-K - 6th grade (public); Pre-K, Pre-K - 3rd grade, Pre-K - 6th grade (nonpublic)[22]
North Carolina	Pre-K, Pre-K - K, Birth - K (public and nonpublic)[21]
North Dakota	Kindergarten, Pre-K - K, Birth - 3rd grade, Elementary Education with ECE endorsement (public and nonpublic)
Ohio	Pre-K, Pre-K - 3rd grade, K-3rd grade, K-8th grade, 9 college credits (or more) in ECE (public and nonpublic)[20]
Oklahoma	Pre-K- 3rd grade, Elementary Education with ECE endorsement, Other (public)[24]
Oregon Pre-K	Pre-K, Pre-K - K, Birth - K, Birth- 3rd grade (public); Pre-K (nonpublic)[27]
Oregon Preschool Promise	CDA (public and nonpublic)[31]
Pennsylvania RTL	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)
Pennsylvania HSSAP	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)
Pennsylvania K4 & SBPK	Pre-K - 4th grade, Birth - 3rd grade, K-6th grade (public and nonpublic)[12]
Pennsylvania PKC	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)
Rhode Island	Pre-K - 2nd grade (public); 9 college credits (or more) in ECE (nonpublic)[19]
South Carolina	Pre-K - 3rd grade (public); Other (nonpublic)[27]
Tennessee	Pre-K (public and nonpublic)[16]
Texas	Pre-K - 6th grade, Special Education, Bilingual (public and nonpublic)[19]
Utah	CDA (public and nonpublic)[27]
Vermont	Pre-K, 3 years to K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, K-3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, Kindergarten, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, K-3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (nonpublic)[24]
Virginia	Pre-K - 3rd grade, Pre-K - 6th grade (public); Other (nonpublic)[25]
Washington	Pre-K, Pre-K - 3rd grade, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[29]
West Virginia	Pre-K, Nursery, Pre-K - K, Pre-K - 4th grade, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, Nursery, Pre-K - K, Pre-K - 4th grade, Elementary Education with ECE endorsement, Preschool Special Education, Community Program Permanent Authorization (nonpublic)[22]
Wisconsin 4K	Pre-K - 3rd grade, Birth - 3rd grade, Elementary Education with ECE endorsement; Other (public); Pre-K - 3rd grade, Birth - 3rd grade, Elementary Education with ECE endorsement (nonpublic)[27]
Wisconsin HdSt	Other (nonpublic)[20]
Guam	Pre-K, Pre-K - 2nd grade (public)

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

	PERSONNEL
STATE	COVID-19 related changes to lead teacher requirements
Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California CSPP	No
California TK	No
Colorado	No[37]
Connecticut CDCC	Yes[28]
Connecticut SR	Yes[30]
Connecticut Smart Start	No
Delaware	Yes[30]
District of Columbia	Yes[31]
Florida	No
Georgia	No
Hawaii	No
Illinois	No
Iowa Shared Visions	Yes[26]
Iowa SWVPP	Yes[28]
Kansas PA AR	No[30]
Kansas Preschool Pilot	No[26]
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes[23]
Maryland	No
Massachusetts UPK	No
Massachusetts Chapter 70	No
Michigan	No
Minnesota HdSt	No
Minnesota VPK/SRP	No[36]
Mississippi	No
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No[24]
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee	No
Texas	No
Utah	No
Vermont	No
Virginia	No
Washington	No[30]
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No
Guam	No

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

	PERSONNEL	
STATE	How many teachers are employed in the state pre-K progam?	COVID-19 related changes to total public preschool teachers
Alabama	1,203 (Public: 945; Nonpublic: 258)	No
Alaska	206 (Public: 201; Nonpublic: 5)	Yes[20]
Arizona	2,149	No
Arkansas	1,172 (Public: 932; Nonpublic: 240)	No
California CSPP	Not reported	Unknown
California TK	Not reported	No
Colorado	2,274[38]	No
Connecticut CDCC	Nonpublic: 261	Unknown
Connecticut SR	699 (Public: 240; Nonpublic: 459)	Unknown
Connecticut Smart Start	Public: 40	Unknown
Delaware	Not reported	No
District of Columbia	522 (DCPS: 420; CBO: 102); PCS: Not reported	No
Florida	12,387	No
Georgia	3,854 (Public: 1,902; Nonpublic: 1,952)	No
Hawaii	Public: 43 (HIDOE: 27; HSPCSC: 16)	No
Illinois	3,517 (Public: 3,325; Nonpublic: 192)[23]	No
Iowa Shared Visions	115 (Public: 71; Nonpublic: 44)	Unknown
Iowa SWVPP	839[29]	Yes
Kansas PA AR	Not reported	Unknown
Kansas Preschool Pilot	Not reported	Unknown
Kentucky	1,217	No
Louisiana 8(g)	Public: 153	No
Louisiana LA 4	Public: 845	Unknown
Louisiana NSECD	Nonpublic: 82	Unknown
Maine	474	No
Maryland	Not reported	No
Massachusetts UPK	338 (Public: 19; Nonpublic: 319)	No
Massachusetts Chapter 70	Public: 2,746	No
Michigan	2,233 (Public: 1,497; Nonpublic: 736)[26]	Unknown[27]
Minnesota HdSt	Not reported	Unknown
Minnesota VPK/SRP	Not reported	Yes[37]
Mississippi	175 (Public: 90; Nonpublic: 85)	No
Missouri PP	27 (Public: 21; Nonpublic: 6)	No
Missouri Pre-K FF	Public: 788	No
Nebraska	717	No
Nevada	128 (Public: 101; Nonpublic: 27)	Yes[23]
New Jersey Abbott	Not reported	Unknown
New Jersey ECPA	Not reported	Unknown
New Jersey ELLI	Public: 18	No
New Mexico	907 (Public: 379; Nonpublic: 528)	No
New York	6,827 (Public: 2,876; Nonpublic: 3,951)	No
North Carolina	2,253 (Public: 1,132; Nonpublic: 1,121)	No
North Dakota	55 (Public: 50; Nonpublic: 5)	No
Ohio	1,523	Unknown
Oklahoma	Public: 2,582[25]	Unknown
Oregon Pre-K	Not reported	Yes[28]
Oregon Preschool Promise	130 (Public: 34; Nonpublic: 92; Education Service Districts: 4)	No
Pennsylvania RTL	Not reported	No
Pennsylvania HSSAP	421	No
Pennsylvania K4 & SBPK	Not reported	No
Pennsylvania PKC	1,494	No
Rhode Island	78 (Public: 18; Nonpublic: 60)	No
South Carolina	1,418 (Public: 1,178; Nonpublic: 240)	No
Tennessee	925	No
Texas	11,395	No
Utah	285 (Public: 261; Nonpublic: 24)	No
Vermont	379 (Public: 139; Nonpublic: 240)[26]	No
Virginia	1,337	No
Washington	719 (Public: 424; Nonpublic: 295)	No
West Virginia	969 (Public: 655; Nonpublic: 314)	No
Wisconsin 4K	Not reported	Yes[28]
Wisconsin HdSt	Not reported	No
Guam	Public: 4	No

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

STATE	Education level of teachers, percent
Alabama	BA: 76%; MA: 23%; EdD/PhD: 0.3%; EdS: 0.7%
Alaska	Data not available
Arizona	HSD: 0.56%; CDA: 2.23%; AA: 2.93%; BA: 7.21%; MA: 0.79%; Other: 5.44%; Unknown 84.5%[26]
Arkansas	HSD: 0.3%; CDA: 1.7%; AA: 11.7%; BA: 67.5%; MA: 17.5%; EdD/PhD: 0.3%; Other: 1%[34]
California CSPP	Data not available
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 1%; AA: 30%; BA: 53%; MA: 11%; 1 year cert or 30 ECE credits: 5%
Connecticut SR	CDA: 1%; AA: 15%; BA: 51%; MA: 30%; Other: 4% (1 year cert or 30 ECE credits and Advanced degree)
Connecticut Smart Start	BA: 32.5%; MA: 67.5%
Delaware	Data not available
District of Columbia	DCPS only: BA: 19%; MA: 59%; EdD/PhD: 22%
Florida	Data not available
Georgia	AA: 0.67%; BA: 65.67%; MA: 28.1%; EdD/PhD: 3.71%; Insufficient credential: 1.84%
Hawaii	AA: 4.7%; BA: 76.7%; MA: 18.6%[23]
Illinois	Data not available
Iowa Shared Visions	AA: 13%; BA: 70%; MA: 16%; Working towards BA: 1%
Iowa SWVPP	BA: 77%; MA: 23%
Kansas PA AR	Data not available
Kansas Preschool Pilot	Data not available
Kentucky	Data not available[27]
Louisiana 8(g)	100% BA or higher
Louisiana LA 4	100% BA or higher
Louisiana NSECD	100% BA or higher
Maine	BA: 67%; MA: 31%
Maryland	100% BA or higher
Massachusetts UPK	HSD: 6.8%; CDA: 2.7%; AA: 16.9%; BA: 73.7%
Massachusetts Chapter 70	100% BA or higher[17]
Michigan	BA: 69.63%; MA: 23.37%; Other: 6.98%[28]
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Data not available
Mississippi	BA: 81.71%; MA: 18.29%
Missouri PP	BA: 100%
Missouri Pre-K FF	AA: 1%; BA: 49.7%; MA: 46.4%; EdD/PhD: 1.5%; Other: 1.3%
Nebraska	BA: 56%; MA: 42%; EdD/PhD: < 1%; Other: 1.4%[21]
Nevada	BA: 100%
New Jersey Abbott	100% BA or higher
New Jersey ECPA	100% BA or higher
New Jersey ELLI	100% BA or higher
New Mexico	HSD: 16.98%; CDA: 1.76%; AA: 19.4%; BA: 44.21%; MA: 17.32%; EdD/PhD: 0.33%
New York	100% BA or higher[23]
North Carolina	BA: 86%; MA: 14%; EdD/PhD: < 1%
North Dakota	BA: 100%
Ohio	AA: 11.9%; BA: 51.8%; MA: 36.3%
Oklahoma	BA: 79.67%; MA: 19.67%; EdD/PhD: 0.27%; Other: 0.39%[26]
Oregon Pre-K	Data not available
Oregon Preschool Promise	CDA: 10.8%; AA: 17.7%; BA: 40%; MA: 17.7%; Other: 13.9%[33]
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 1%; CDA: 2%; AA: 10%; BA: 55%; MA: 10%; Other: 22%[22]
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	CDA: 2%; AA: 1%; BA: 60%; MA: 23%; Other: 14%[23]
Rhode Island	BA: 66%; MA: 34%
South Carolina	First Steps only: AA: 38%; BA: 50%; MA: 12%[28]
Tennessee	BA: 55%; MA: 38%; EdD/PhD: 1%; Other: 6%
Texas	BA: 100%
Utah	HSD: 3%; CDA: 27%; AA: 16%; BA: 43%; MA: 10%[27]
Vermont	Data not available
Virginia	CDA: 1%; AA: 1%; BA: 97%
Washington	CDA: 1%; AA: 36.6%; BA: 30%; MA: 8.3%; Some college: 17%; Education not verified: 7%
West Virginia	Data not available[23]
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	AA: 75%; BA: 25%

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

STATE	Education level of teachers, number
Alabama	BA: 910; MA: 272; EdD/PhD: 4; Eds: 17
Alaska	Data not available
Arizona	HSD: 12; CDA: 48; AA: 63; BA: 155; MA: 17; Other: 117; Unknown: 1,817[26]
Arkansas	HSD: 4; CDA: 20; AA: 137; BA: 791; MA: 205; EdD/PhD: 3; Other: 12[34]
California CSPP	Data not available
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 3; AA: 78; BA: 138; MA: 28; 1 year cert or 30 ECE credits: 14
Connecticut SR	CDA: 9; AA: 103; BA: 354; MA: 205; EdD/PhD: 1; 1 year cert or 30 ECE credits: 25; Advanced degree: 2
Connecticut Smart Start	BA: 13; MA: 27
Delaware	Data not available
District of Columbia	DCPS only: BA: 80; MA: 248; EdD/PhD: 92
Florida	Data not available
Georgia	AA: 26; BA: 2,531; MA: 1,083; EdD/PhD: 143; Insufficient credential: 71
Hawaii	AA: 2; BA: 33; MA: 8[23]
Illinois	Data not available
Iowa Shared Visions	AA: 15; BA: 80; MA: 18; Working towards BA: 2
Iowa SWVPP	BA: 644; MA: 195
Kansas PA AR	Data not available
Kansas Preschool Pilot	Data not available
Kentucky	Data not available[27]
Louisiana 8(g)	BA or higher: 153
Louisiana LA 4	BA or higher: 845
Louisiana NSECD	BA or higher: 82
Maine	BA: 318; MA: 145; Other: 11
Maryland	Data not available
Massachusetts UPK	HSD: 23; CDA: 9; AA: 57; BA: 249
Massachusetts Chapter 70	BA or higher: 2,746[17]
Michigan	BA: 1,555; MA: 522; Other: 156[28]
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Data not available
Mississippi	BA: 143; MA: 32
Missouri PP	BA: 27
Missouri Pre-K FF	Data not available
Nebraska	BA: 402; MA: 304; EdD/PhD: 1; Other: 10[21]
Nevada	BA: 128
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	BA or higher: 18
New Mexico	HSD: 154; CDA: 16; AA: 176; BA: 401; MA: 157; EdD/PhD: 3
New York	Data not available[23]
North Carolina	BA: 1,939; MA: 312; EdD/PhD: 2
North Dakota	BA: 55
Ohio	AA: 179; BA: 790; MA: 554
Oklahoma	BA: 2,057; MA: 508; EdD/PhD: 7; Other: 10[26]
Oregon Pre-K	Data not available
Oregon Preschool Promise	CDA: 14; AA: 23; BA: 52; MA: 23; Other: 18[33]
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 4; CDA: 7; AA: 46; BA: 255; MA: 46; 2 years of college (at least 60 credits completed): 3; PA ECE Certification Instructional 1/2 Teacher Internship: 18; No Qualification: 82[22]
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	HSD: 5; CDA: 23; AA: 14; BA: 902; MA: 344; Other: 206[23]
Rhode Island	BA: 51; MA: 27
South Carolina	First Steps Only: AA: 91; BA: 120; MA: 28; EdD/PhD: 1[28]
Tennessee	BA: 511; MA: 348; EdD/PhD: 7; Other: 59
Texas	BA: 11,395
Utah	HSD: 10; CDA: 78; AA: 46; BA: 123; MA: 29[27]
Vermont	Data not available
Virginia	CDA: 18; AA: 19; BA: 1,211
Washington	CDA: 6; AA: 263; BA: 216; MA: 60; Other: 174
West Virginia	Data not available[23]
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	AA: 3; BA: 1

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

STATE	Minimum assistant teacher degree requirement
Alabama	CDA or 9 college credits in ECE/CD (public and nonpublic)
Alaska	High School Diploma or Equivalent or CDA (public); High School Diploma or Equivalent (nonpublic)
Arizona	High School Diploma or Equivalent (public and nonpublic)[27]
Arkansas	CDA (public and nonpublic)[35]
California CSPP	High School Diploma or Equivalent (public and nonpublic)[34]
California TK	High School Diploma or Equivalent (public)[34]
Colorado	None (public and nonpublic)[39]
Connecticut CDCC	High School Diploma or Equivalent (nonpublic)[29]
Connecticut SR	High School Diploma or Equivalent (public and nonpublic)[31]
Connecticut Smart Start	High School Diploma or Equivalent (public)[31]
Delaware	Working towards CDA or Equivalent (public and nonpublic)[31]
District of Columbia	Paraprofessional Certificate (DCPS); AA (CBO); Determined locally (PCS)[32]
Florida	High School Diploma or Equivalent (public and nonpublic)[21]
Georgia	CDA (public and nonpublic)[23]
Hawaii	CDA or equivalent (public)[24]
Illinois	Educator License (public and nonpublic)[24]
Iowa Shared Visions	CDA or Equivalent (public and nonpublic)[27]
Iowa SWVPP	Depends on overseeing agency (public and nonpublic)[30]
Kansas PA AR	Other (public and nonpublic)[31]
Kansas Preschool Pilot	Other (public and nonpublic)[27]
Kentucky	High School Diploma or Equivalent (public and nonpublic)[28]
Louisiana 8(g)	Other (public)[20]
Louisiana LA 4	Other (public)[21]
Louisiana NSECD	CDA (nonpublic)[19]
Maine	Educational Technician II (public and nonpublic)[24]
Maryland	High School Diploma or Equivalent (public and nonpublic)[21]
Massachusetts UPK	High School Diploma or Equivalent (public and nonpublic)[23]
Massachusetts Chapter 70	Determined locally (public)
Michigan	CDA or AA in ECE/CD (public and nonpublic)[29]
Minnesota HdSt	CDA (public and nonpublic)[23]
Minnesota VPK/SRP	Determined locally (public and nonpublic)[38]
Mississippi	Associate's Degree (public and nonpublic)[27]
Missouri PP	CDA, AA in Ed or CD, or 60 college hours (including 9 in ECE or CD) (public and nonpublic)[15]
Missouri Pre-K FF	AA in ECE or CD, or 60 college hours (including 9 in ECE or CD) (public)[6]
Nebraska	K-6 Elementary Endorsement, 6 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic)[22]
Nevada	High School Diploma or Equivalent (public and nonpublic)
New Jersey Abbott	High School Diploma or Equivalent (public and nonpublic)[20]
New Jersey ECPA	High School Diploma or Equivalent (public and nonpublic)[20]
New Jersey ELLI	High School Diploma or Equivalent (public and nonpublic)[22]
New Mexico	Associate's Degree (public) High School Diploma or Equivalent (nonpublic)[30]
New York	Level I Teaching Assistant Certification (public); High school diploma or equivalent (nonpublic)[25]
North Carolina	High School Diploma or Equivalent (public and nonpublic)[22]
North Dakota	High School Diploma or Equivalent (public); None (nonpublic)
Ohio	High School Diploma or Equivalent (public and nonpublic)
Oklahoma	High School Diploma or Equivalent (public)[27]
Oregon Pre-K	CDA (public and nonpublic)
Oregon Preschool Promise	Other (public and nonpublic)[34]
Pennsylvania RTL	Other (public and nonpublic)[14]
Pennsylvania HSSAP	CDA (public and nonpublic)[21]
Pennsylvania K4 & SBPK	Other (public and nonpublic)[13]
Pennsylvania PKC	Other (public and nonpublic)[24]
Rhode Island	Nine (or more) college credits in Early Childhood or Child Development (public); HSD plus 12 college credits in ECE/CD or a CDA (nonpublic)
South Carolina	High School Diploma or Equivalent (public and nonpublic)[29]
Tennessee	High School Diploma or Equivalent (public and nonpublic)[17]
Texas	High School Diploma or Equivalent (public and nonpublic)[20]
Utah	None (public and nonpublic)
Vermont	High School Diploma or Equivalent (public and nonpublic)[27]
Virginia	High School Diploma or Equivalent (public); None (nonpublic)[25]
Washington	CDA, 12 credits in ECE, or Initial or higher Washington State Early Childhood Education Certificate (public and nonpublic)[31]
West Virginia	CDA (public and nonpublic)[24]
Wisconsin 4K	Other (public and nonpublic)[29]
Wisconsin HdSt	CDA (nonpublic)[6]
Guam	High School Diploma or Equivalent (public)

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

STATE	Required assistant teacher degree specializations and/or pre-service training
Alabama	Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic)
Alaska	Per Head Start (if partnering with Head Start)
Arizona	Other (public and nonpublic)[27]
Arkansas	AA in CD or ECE, CDA, Birth to Pre-K Credential, Technical Certificate (public and nonpublic)[35]
California CSPP	None (public and nonpublic)[34]
California TK	Meets NCLB requirements (public)[34]
Colorado	None (public and nonpublic)[39]
Connecticut CDCC	None (nonpublic)[29]
Connecticut SR	None (public and nonpublic)[31]
Connecticut Smart Start	None (public)
Delaware	CDA, Paraprofessional Certification (public); Nine (or more) college credits in Early Childhood or Child Development, CDA (nonpublic)[31]
District of Columbia	Paraprofessional Certification (DCPS); Training in Early Childhood Education, Training in Child Development, Training in Preschool Special Education, Nine (or more) college credits in Early Childhood or Child Development, Health and Safety Training (CBO); Other (PCS)
Florida	None (public and nonpublic)[21]
Georgia	CDA (public and nonpublic)[23]
Hawaii	CDA (public)[24]
Illinois	Paraprofessional Certification (public and nonpublic)[24]
Iowa Shared Visions	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Training in Preschool Special Education, CDA, Other (public and nonpublic)[27]
Iowa SWVPP	Nine (or more) college credits in Early Childhood or Child Development, CDA, Paraprofessional Certification, Other (public and nonpublic)[30]
Kansas PA AR	Other (public and nonpublic)[31]
Kansas Preschool Pilot	Other (public and nonpublic)[27]
Kentucky	Other (public and nonpublic)[28]
Louisiana 8(g)	None (public)[20]
Louisiana LA 4	None (public)[21]
Louisiana NSECD	CDA (nonpublic)[19]
Maine	Training in Early Childhood Education, Training in Child Development, Paraprofessional Certification (public and nonpublic)[24]
Maryland	None (public and nonpublic)[21]
Massachusetts UPK	None (public and nonpublic)[23]
Massachusetts Chapter 70	Determined locally (public)
Michigan	CDA, Other (public and nonpublic)[29]
Minnesota HdSt	Training in Early Childhood Education, Training in Child Development, CDA (public and nonpublic)[23]
Minnesota VPK/SRP	None (public and nonpublic)[38]
Mississippi	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Nine (or more) college credits in Early Childhood or Child Development, CDA, Other (public and nonpublic)[27]
Missouri PP	CDA, Other (public and nonpublic)[15]
Missouri Pre-K FF	Other (public)[6]
Nebraska	Training in Elementary Education, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic)[22]
Nevada	Paraprofessional Certification (public); None (nonpublic)

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

STATE	Required assistant teacher degree specializations and/or pre-service training
New Jersey Abbott	None (public and nonpublic)[20]
New Jersey ECPA	None (public and nonpublic)[20]
New Jersey ELLI	None (public and nonpublic)[22]
New Mexico	Training in Early Childhood Education, Highly qualified paraprofessional, Teaching Assistant certification (public); None (nonpublic)[30]
New York	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Other (public and nonpublic)[25]
North Carolina	Other (public and nonpublic)[22]
North Dakota	Paraprofessional Certification (public); None (nonpublic)
Ohio	None (public and nonpublic)
Oklahoma	Other (public)[27]
Oregon Pre-K	CDA (public and nonpublic)
Oregon Preschool Promise	Other (public and nonpublic)[34]
Pennsylvania RTL	Meets NCLB requirements (public and nonpublic)[14]
Pennsylvania HSSAP	CDA (public and nonpublic)[21]
Pennsylvania K4 & SBPK	None (K4); Meets NCLB requirements (SBPK)[13]
Pennsylvania PKC	Meets NCLB requirements (public and nonpublic)[24]
Rhode Island	Nine (or more) college credits in Early Childhood or Child Development (public); HSD plus 12 college credits in ECE/CD or a CDA (nonpublic)
South Carolina	Training in Early Childhood Education, Training in Child Development (public); Training in Early Childhood Education, Training in Child Development, Other (nonpublic)[29]
Tennessee	Training in Early Childhood Education, Training in Child Development (public and nonpublic)[17]
Texas	None (public and nonpublic)[20]
Utah	Determined locally (public and nonpublic)
Vermont	Training in Early Childhood Education, Training in Child Development, Training in Preschool Special Education, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic)[27]
Virginia	None (public and nonpublic)[25]
Washington	Training in Early Childhood Education, Training in Child Development, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic)[31]
West Virginia	Training in Early Childhood Education, Training in Child Development, CDA, Teaching Assistant certification (public and nonpublic)[24]
Wisconsin 4K	Other (public and nonpublic)[29]
Wisconsin HdSt	CDA (nonpublic)[6]
Guam	None (public)

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

STATE	PERSONNEL COVID-19 related changes to assistant teacher degree specializations and/or pre-service training
Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California CSPP	No
California TK	No
Colorado	No
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Yes[30]
District of Columbia	Yes[33]
Florida	No
Georgia	No
Hawaii	No
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas PA AR	No
Kansas Preschool Pilot	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts UPK	No
Massachusetts Chapter 70	No
Michigan	No
Minnesota HdSt	No
Minnesota VPK/SRP	No
Mississippi	No
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No[26]
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee	No
Texas	No
Utah	No
Vermont	No
Virginia	No
Washington	No[30]
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No
Guam	No

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

PERSONNEL

STATE	Lead teacher in-service professional development requirement
Alabama	30 clock hours/year (public and nonpublic)[31]
Alaska	6 credit hours/5 years (public and nonpublic); Per federal Head Start (if partnering with Head Start)
Arizona	18 clock hours/year (public and nonpublic)[28]
Arkansas	30 clock hours/year (public and nonpublic)[36]
California CSPP	105 clock hours/5 years (public and nonpublic)[35]
California TK	Determined locally (public)
Colorado	15 clock hours/year (public and nonpublic)
Connecticut CDCC	1% of total hours worked (nonpublic)[30]
Connecticut SR	1% of total hours worked (public and nonpublic)[32]
Connecticut Smart Start	Determined locally (public)[32]
Delaware	90 clock hours/5 years (public); 18 clock hours/year (nonpublic)
District of Columbia	25 clock hours/year (DCPS); 30 clock hours/year (CBO); Determined locally (PCS)
Florida	120 hours/5 years (public); 10 clock hours/year (licensed child care)
Georgia	15 clock hours/school year (public and nonpublic)[24]
Hawaii	21 clock hours/year (public)[25]
Illinois	120 clock hours/5 years (public and nonpublic)
Iowa Shared Visions	6 credit hours/5 years (public); 6 clock hours/year (nonpublic)[28]
Iowa SWVPP	Recommended: 15 clock hours/year (public and nonpublic)[31]
Kansas PA AR	15 clock hours/year (public and nonpublic)[32]
Kansas Preschool Pilot	15 clock hours/year (public and nonpublic)[28]
Kentucky	24 clock hours/year (public and nonpublic)
Louisiana 8(g)	18 clock hours/year (public)
Louisiana LA 4	18 clock hours/year (public)
Louisiana NSECD	18 clock hours/year (nonpublic)
Maine	6 credit hours/5 years (public and nonpublic)
Maryland	6 credit hours/5 years (public and nonpublic)
Massachusetts UPK	150 clock hours/5 years (public); 20 clock hours/year (nonpublic)[24]
Massachusetts Chapter 70	150 Professional Development Points/5 years (public)[18]
Michigan	16 clock hours/year (public and nonpublic)[30]
Minnesota HdSt	15 clock hours/year (public and nonpublic)[24]
Minnesota VPK/SRP	125 clock hours/five years (licensed teachers, public and nonpublic)[39]
Mississippi	15 clock hours/year (public and nonpublic)
Missouri PP	22 clock hours/year (public and nonpublic)
Missouri Pre-K FF	30 clock hours/year (teachers in years 1 to 4), 15 hours/year for other teachers until exempt (public) 7
Nebraska	12 clock hours/year (public and nonpublic)
Nevada	6 credit hours/5 years (public and nonpublic)
New Jersey Abbott	20 hours/year (public and nonpublic)
New Jersey ECPA	20 hours/year (public and nonpublic)
New Jersey ELLI	20 hours/year (public and nonpublic)
New Mexico	Public: 50 hours/year (first year teachers), 45.5 hours/year (second year teachers), 20 hours/year (other teachers); Nonpublic: 24 clock hours/year & 6 credit hours/year if BA/BS degree not completed
New York	175 clock hours/5 years (public and nonpublic)
North Carolina	80 clock hours/5 years (public and nonpublic)[23]
North Dakota	Varies by teaching license held (public and nonpublic)
Ohio	20 clock hours/2 years (public and nonpublic)[21]
Oklahoma	15 clock hours/year (public)[28]
Oregon Pre-K	15 clock hours/year (public and nonpublic)
Oregon Preschool Promise	20 clock hours/year (public and nonpublic)
Pennsylvania RTL	180 clock hours/5 years (public and nonpublic)
Pennsylvania HSSAP	15 clock hours/year (public and nonpublic)
Pennsylvania K4 & SBPK	180 clock hours/5 years (public, SBPK only); Determined locally (nonpublic)[14]
Pennsylvania PKC	180 clock hours/5 years (public and nonpublic)[25]
Rhode Island	20 clock hours/year (public and nonpublic)[20]
South Carolina	15 clock hours/year (public and nonpublic)[30]
Tennessee	30 clock hours/school year (public and nonpublic)[18]
Texas	30 clock hours/year (teachers of 4-year-olds, public and nonpublic)[21]
Utah	None (public and nonpublic)
Vermont	9 credit hours/7 years (public); 15 clock hours/year (nonpublic)[28]
Virginia	15 clock hours/school year (public and nonpublic)[26]
Washington	20 clock hours/year (public and nonpublic)[32]
West Virginia	15 clock hours/year (public and nonpublic)[25]
Wisconsin 4K	None (public and nonpublic)[30]
Wisconsin HdSt	15 clock hours/year (nonpublic)
Guam	30 clock hours/year (public)

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

STATE	Assistant teacher in-service professional development requirement
Alabama	20 clock hours/year (public and nonpublic)[31]
Alaska	Per federal Head Start (if partnering with Head Start); None (public & nonpublic)
Arizona	18 clock hours/year (public and nonpublic)[28]
Arkansas	30 clock hours/year (public and nonpublic)[36]
California CSPP	105 clock hours/5 years (public and nonpublic)[35]
California TK	Determined locally (public)
Colorado	15 clock hours/year (public and nonpublic)
Connecticut CDCC	1% of total hours worked (nonpublic)[30]
Connecticut SR	1% of total hours worked (public and nonpublic)[32]
Connecticut Smart Start	Determined locally (public)
Delaware	15 clock hours/year (public); 18 clock hours/year (nonpublic)
District of Columbia	6 days/year (DCPS); 21 clock hours/year (CBO); Determined locally (PCS)
Florida	None (public and nonpublic)
Georgia	15 clock hours/school year (public and nonpublic)[24]
Hawaii	10 PD sessions/year (public)[25]
Illinois	None (public and nonpublic)[25]
Iowa Shared Visions	Determined locally (public); 6 clock hours/year (nonpublic)[28]
Iowa SWVPP	Determined locally (public and nonpublic)[31]
Kansas PA AR	15 clock hours/year (public and nonpublic)[32]
Kansas Preschool Pilot	15 clock hours/year (public and nonpublic)[28]
Kentucky	18 clock hours/year (public and nonpublic)
Louisiana 8(g)	18 clock hours/year (public)
Louisiana LA 4	18 clock hours/year (public)
Louisiana NSECD	18 clock hours/year (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	24 clock hours/year (public and nonpublic)
Massachusetts UPK	Determined locally (public); 20 clock hours/year (nonpublic)[24]
Massachusetts Chapter 70	None (public)
Michigan	16 clock hours/year (public and nonpublic)
Minnesota HdSt	15 clock hours/year (public and nonpublic)[24]
Minnesota VPK/SRP	At least 10 clock hours/year (public and nonpublic)[39]
Mississippi	15 clock hours/year (public and nonpublic)
Missouri PP	22 clock hours/year (public and nonpublic)
Missouri Pre-K FF	None (public)
Nebraska	12 clock hours/year (public and nonpublic)
Nevada	6 credit hours/5 years (public and nonpublic)
New Jersey Abbott	100 clock hours/5 years (public and nonpublic)
New Jersey ECPA	100 clock hours/5 years (public and nonpublic)
New Jersey ELLI	100 clock hours/5 years (public and nonpublic)
New Mexico	35 hours/year for first year teachers, at least 20 hours/years all other teachers (public); 24 clock hours/year & 6 credit hours/year if no AA degree (nonpublic)
New York	Determined locally (public and nonpublic)[27]
North Carolina	5 clock hours/year (public and nonpublic)[23]
North Dakota	Varies by teaching license held (public and nonpublic)
Ohio	20 clock hours/2 years (public and nonpublic)[21]
Oklahoma	15 clock hours/year (public)[28]
Oregon Pre-K	15 clock hours/year (public and nonpublic)
Oregon Preschool Promise	20 clock hours/year (public and nonpublic)
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	15 clock hours/year (public and nonpublic)
Pennsylvania K4 & SBPK	None (public and nonpublic)
Pennsylvania PKC	24 hours/year (public and nonpublic)
Rhode Island	20 clock hours/year (public and nonpublic)
South Carolina	15 clock hours/year (public and nonpublic)[30]
Tennessee	30 clock hours/year (public and nonpublic)[18]
Texas	None (public and nonpublic)
Utah	None (public and nonpublic)
Vermont	15 clock hours/year (public and nonpublic)[28]
Virginia	15 clock hours/school year (public and nonpublic)[26]
Washington	15 clock hours/year (public and nonpublic)[32]
West Virginia	15 clock hours/year (public and nonpublic)[25]
Wisconsin 4K	None (public and nonpublic)[30]
Wisconsin HdSt	15 clock hours/year (nonpublic)
Guam	None (public)

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

STATE	Of the required in-service hours, how many are on topics related to health and/or safety?
Alabama	More than 3 hours per year[31]
Alaska	Unknown
Arizona	Unknown[29]
Arkansas	At least 8 hours per year
California CSPP	15 hours per year
California TK	Determined locally
Colorado	Determined locally[40]
Connecticut CDCC	Programs with CCDF child care subsidy are required to meet CCDF health and safety training requirements[30]
Connecticut SR	School Readiness programs that access CCDF child care subsidy funds are required to meet the State's CCDF health and safety training requirements[32]
Connecticut Smart Start	Determined locally
Delaware	Unknown
District of Columbia	Approximately 3-4 (DCPS); Determined locally (PCS); All staff required to complete required health and safety training on 11 specific topics (CBOs)
Florida	8 hours of health and safety training upon hire in a licensed child care facility
Georgia	None
Hawaii	Varies
Illinois	Determined locally
Iowa Shared Visions	Approximately 1 hour per year but determined locally and guided by program standards[28]
Iowa SWVPP	Determined locally
Kansas PA AR	Grantees must provide 15 hours of in-service training and Child Abuse and Neglect training
Kansas Preschool Pilot	Grantees must provide 15 hours of in-service training and Child Abuse and Neglect training
Kentucky	Unknown
Louisiana 8(g)	Unknown
Louisiana LA 4	Determined locally
Louisiana NSECD	Determined locally
Maine	Unknown
Maryland	Unknown
Massachusetts UPK	None[24]
Massachusetts Chapter 70	None
Michigan	2 hours per year
Minnesota HdSt	Follows federal Head Start requirements and DHS Rule 3 licensing regulations, if applicable
Minnesota VPK/SRP	Determined locally[39]
Mississippi	Unknown
Missouri PP	Unknown
Missouri Pre-K FF	Not specified
Nebraska	None[23]
Nevada	Unknown
New Jersey Abbott	20 hours per 5 years
New Jersey ECPA	20 hours per 5 years
New Jersey ELLI	20 hours per 5 years
New Mexico	None[31]
New York	Determined locally
North Carolina	Required, but exact number not specified[23]
North Dakota	None
Ohio	Unknown
Oklahoma	5 hours per year[28]
Oregon Pre-K	Per federal Head Start requirements
Oregon Preschool Promise	Varies
Pennsylvania RTL	None
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	Unknown
Rhode Island	Varies based on need
South Carolina	5 hours per year[30]
Tennessee	18 hours per school year
Texas	Unknown
Utah	Determined locally
Vermont	Unknown
Virginia	Required, but exact number not specified
Washington	Determined locally
West Virginia	Required for new staff, but exact number not specified[26]
Wisconsin 4K	Determined locally
Wisconsin HdSt	Per federal Head Start requirements
Guam	5 hours per year

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

	PERSONNEL
STATE	COVID-19 related changes to professional development requirements
Alabama	Yes[32]
Alaska	No
Arizona	No
Arkansas	Yes[37]
California CSPP	No[36]
California TK	Yes[35]
Colorado	No[41]
Connecticut CDCC	Yes[31]
Connecticut SR	Yes[33]
Connecticut Smart Start	Yes[33]
Delaware	Yes[32]
District of Columbia	Yes[34]
Florida	No
Georgia	Yes[25]
Hawaii	Yes[26]
Illinois	No[26]
Iowa Shared Visions	No[29]
Iowa SWVPP	No[32]
Kansas PA AR	No
Kansas Preschool Pilot	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	No
Maryland	Yes[22]
Massachusetts UPK	No
Massachusetts Chapter 70	Not reported
Michigan	No
Minnesota HdSt	No
Minnesota VPK/SRP	No[40]
Mississippi	No[28]
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No
New Jersey Abbott	No[21]
New Jersey ECPA	No[21]
New Jersey ELLI	No[23]
New Mexico	Yes[32]
New York	No
North Carolina	Yes[24]
North Dakota	No
Ohio	Yes[22]
Oklahoma	No
Oregon Pre-K	No[29]
Oregon Preschool Promise	No[35]
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	Yes[21]
South Carolina	Yes[31]
Tennessee	Yes[19]
Texas	No
Utah	No
Vermont	No
Virginia	No
Washington	Yes[33]
West Virginia	No
Wisconsin 4K	No[31]
Wisconsin HdSt	Yes[21]
Guam	No[9]

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

STATE	PERSONNEL Are lead teachers required to have annual written individualized professional development plans?	Are assistant teachers required to have annual written individualized professional development plans?
Alabama	Yes (public and nonpublic)[33]	Yes (public and nonpublic)[33]
Alaska	Yes (public); Per federal Head Start if partnering with Head Start[21]	Yes (public); Per federal Head Start if partnering with Head Start[21]
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Yes (public); Determined locally (nonpublic)	Determined locally (public and nonpublic)
California CSPP	Some teachers - determined locally (public and nonpublic)	Yes, some assistant teachers - determined locally (public and nonpublic)
California TK	Some teachers - determined locally (public)	Yes, some assistant teachers - determined locally (public)
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	Yes, some teachers (nonpublic)[32]	Yes, some assistant teachers (nonpublic)
Connecticut SR	Yes, some teachers (public and nonpublic)[34]	Yes, some assistant teachers (public and nonpublic)
Connecticut Smart Start	Yes (public)	Some assistant teachers - determined locally (public)
Delaware	Yes (public and nonpublic)	Yes (public and nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)	No (DCPS, PCS, and CBO)
Florida	Yes, some teachers (public and nonpublic)[22]	Yes, some assistant teachers (public and nonpublic)[22]
Georgia	Yes (public and nonpublic)[26]	Yes (public and nonpublic)[26]
Hawaii	Yes (public)	Yes (public)
Illinois	Yes (public and nonpublic)	Yes (public and nonpublic)[27]
Iowa Shared Visions	Yes (public and nonpublic)	Yes (public and nonpublic)
Iowa SWVPP	Yes (public and nonpublic)[33]	Yes (public and nonpublic)
Kansas PA AR	Yes (public and nonpublic)	No (public and nonpublic)
Kansas Preschool Pilot	Yes (public and nonpublic)	No (public and nonpublic)
Kentucky	Yes (public); No (nonpublic)	No (public and nonpublic)
Louisiana 8(g)	No (public)	No (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Yes (public and nonpublic)	No (public and nonpublic)
Maryland	Yes (public and nonpublic)	Yes (public and nonpublic)
Massachusetts UPK	Yes (public and nonpublic)[25]	Yes (public and nonpublic)[25]
Massachusetts Chapter 70	Yes (public)[18]	No (public)
Michigan	Yes (public and nonpublic)	Yes (public and nonpublic)
Minnesota HdSt	Yes (public and nonpublic)[24]	Yes (public and nonpublic)[24]
Minnesota VPK/SRP	Yes (public and nonpublic)[41]	No (public and nonpublic)
Mississippi	Yes (public and nonpublic)	Yes (public and nonpublic)
Missouri PP	Yes (public and nonpublic)[16]	Yes (public and nonpublic)
Missouri Pre-K FF	Yes, some teachers (public)[7]	No (public)
Nebraska	Yes (public and nonpublic)	Yes (public and nonpublic)
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)	Determined locally (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)	Determined locally (public and nonpublic)[22]
New Jersey ELLI	Yes (public and nonpublic)	Determined locally (public and nonpublic)[24]
New Mexico	Yes (public and nonpublic)	Yes (public and nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public and nonpublic)	Yes (public and nonpublic)
North Dakota	Yes (public); No (nonpublic)	No (public and nonpublic)
Ohio	Yes (public and nonpublic)	Yes (public and nonpublic)
Oklahoma	Yes (public)[29]	Yes (public)
Oregon Pre-K	Yes, per Federal Head Start Performance Standards (public and nonpublic)	Yes, per Federal Head Start Performance Standards (public and nonpublic)
Oregon Preschool Promise	Yes, some teachers (public and nonpublic)[36]	Yes, some assistant teachers (public and nonpublic)[36]
Pennsylvania RTL	Yes, some teachers (public); No (nonpublic)[15]	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania K4 & SBPK	Yes, some teachers (public); No (nonpublic)[15]	No (public and nonpublic)
Pennsylvania PKC	Yes, some teachers (public and nonpublic)[26]	Yes, some assistant teachers (public and nonpublic)
Rhode Island	Yes (public and nonpublic)	Yes (public and nonpublic)
South Carolina	Yes (public and nonpublic)	Yes (public and nonpublic)
Tennessee	Yes (public and nonpublic)[20]	Yes (public and nonpublic)[20]
Texas	Yes (public and nonpublic)[22]	No (public and nonpublic)
Utah	No (public and nonpublic)[28]	No (public and nonpublic)
Vermont	Yes (public and nonpublic)	Yes (public and nonpublic)
Virginia	No (public and nonpublic)[27]	No (public and nonpublic)
Washington	No (public and nonpublic)[34]	No (public and nonpublic)[34]
West Virginia	Yes (public and nonpublic)[27]	Yes (public and nonpublic)[27]
Wisconsin 4K	Yes (public); No (nonpublic)[30]	No (public and nonpublic)[30]
Wisconsin HdSt	No (nonpublic)	No (nonpublic)
Guam	Yes (public)	No (public)

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

	PERSONNEL	
STATE	Does state policy require ongoing classroom-embedded support to be provided to lead teachers?	Does state policy require ongoing classroom-embedded support to be provided to assistant teachers?
Alabama	Yes (public and nonpublic)[33]	Yes (public and nonpublic)[33]
Alaska	No (public); Per federal Head Start if partnering with Head Start[22]	No (public and nonpublic)[22]
Arizona	No (public and nonpublic)[30]	No (public and nonpublic)[30]
Arkansas	No (public and nonpublic)[38]	No (public and nonpublic)[38]
California CSPP	No (public and nonpublic)[37]	No (public and nonpublic)[37]
California TK	Yes, some teachers (public)[36]	Yes, some assistant teachers (public)[36]
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SR	No (public and nonpublic)	No (public and nonpublic)
Connecticut Smart Start	No (public)	No (public)
Delaware	Yes (public and nonpublic)	Yes (public and nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)[35]	Yes (CBO); No (DCPS and PCS)[35]
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic)[27]	Yes, some assistant teachers (public and nonpublic)
Hawaii	Yes (public)[27]	Yes (public)[27]
Illinois	Yes (public and nonpublic)[28]	Yes, some assistant teachers (public and nonpublic)[28]
Iowa Shared Visions	Yes (public); No (nonpublic)	No (public and nonpublic)
Iowa SWVPP	Yes (public); No (nonpublic)	No (public and nonpublic)
Kansas PA AR	Yes, some teachers (public and nonpublic)[33]	No (public and nonpublic)
Kansas Preschool Pilot	Yes, some teachers (public and nonpublic)[29]	No (public and nonpublic)
Kentucky	Yes, some teachers (public); No (nonpublic)[29]	No (public and nonpublic)
Louisiana 8(g)	No (public)[21]	No (public)[21]
Louisiana LA 4	No (public)[22]	No (public)[22]
Louisiana NSECD	No (nonpublic)[20]	No (nonpublic)[20]
Maine	No (public and nonpublic)	No (public and nonpublic)
Maryland	No (public and nonpublic)[23]	No (public and nonpublic)[23]
Massachusetts UPK	Yes, some teachers (public and nonpublic)[26]	Yes, some assistant teachers (public and nonpublic)[26]
Massachusetts Chapter 70	No (public)	No (public)
Michigan	Yes (public and nonpublic)[31]	Yes (public and nonpublic)[31]
Minnesota HdSt	Yes, per Federal Head Start Performance Standards (public and nonpublic)	Yes, per Federal Head Start Performance Standards (public and nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)[39]	Yes (public and nonpublic)[39]
Mississippi	Yes (public and nonpublic)	Yes (public and nonpublic)
Missouri PP	Yes (public and nonpublic)	Yes (public and nonpublic)
Missouri Pre-K FF	Yes, some teachers (public)[7]	No (public)
Nebraska	Yes, some teachers (public and nonpublic)[24]	No (public and nonpublic)[24]
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)[22]	Yes (public and nonpublic)[22]
New Jersey ECPA	Yes (public and nonpublic)	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)	Yes (public and nonpublic)
New Mexico	Yes (public and nonpublic)	Yes (public and nonpublic)
New York	Yes, some teachers (public); No (nonpublic)[28]	No (public and nonpublic)
North Carolina	Yes (public and nonpublic)[25]	No (public and nonpublic)
North Dakota	No (public and nonpublic)	No (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public)[30]	Yes (public)[30]
Oregon Pre-K	Yes, per Federal Head Start Performance Standards (public and nonpublic)	Yes, per Federal Head Start Performance Standards (public and nonpublic)
Oregon Preschool Promise	No (public and nonpublic)[37]	No (public and nonpublic)[37]
Pennsylvania RTL	Yes, some teachers (public); No (nonpublic)[15]	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania K4 & SBPK	Yes, some teachers (public and nonpublic)[15]	No (public and nonpublic)
Pennsylvania PKC	Yes, some teachers (public and nonpublic)[26]	No (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[22]	Yes (public and nonpublic)[22]
South Carolina	Yes (public and nonpublic)	Yes (public and nonpublic)[32]
Tennessee	Yes (public and nonpublic)[20]	Yes (public and nonpublic)[20]
Texas	Yes, 4K teachers (public and nonpublic)	No (public and nonpublic)
Utah	Yes (public and nonpublic)[29]	No (public and nonpublic)
Vermont	Yes, some teachers (public and nonpublic)[29]	Yes, some assistant teachers (public and nonpublic)
Virginia	No (public and nonpublic)[28]	No (public and nonpublic)
Washington	Yes (public and nonpublic)[35]	Yes (public and nonpublic)[35]
West Virginia	Yes, some teachers (public and nonpublic)[28]	Yes, some assistant teachers (public and nonpublic)[28]
Wisconsin 4K	No (public); Yes, some teachers (nonpublic)[32]	No (public); Yes, some assistant teachers (nonpublic)[32]
Wisconsin HdSt	Yes (nonpublic)	Yes (nonpublic)
Guam	Yes (public)	No (public)

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

	PERSONNEL	
STATE	How often do teachers receive coaching or mentoring?	COVID-19 related changes to coaching/mentoring
Alabama	Monthly[33]	Yes[34]
Alaska	Per federal Head Start	No
Arizona	NA	Yes[31]
Arkansas	NA	Yes[39]
California CSPP	NA	No
California TK	Determined locally	No
Colorado	NA	No
Connecticut CDCC	NA	No
Connecticut SR	NA	No
Connecticut Smart Start	NA	No
Delaware	Determined locally	Yes[33]
District of Columbia	Depends on need, at least biweekly (DCPS); Determined locally (CBO); NA (PCS)[36]	Yes[37]
Florida	Not reported	No
Georgia	Varies based on need[28]	Yes[29]
Hawaii	Varies based on need	Yes[28]
Illinois	Varies based on monitoring visit[29]	Yes[30]
Iowa Shared Visions	Determined locally	No[30]
Iowa SWVPP	Determined locally	No
Kansas PA AR	Weekly during first year[33]	No
Kansas Preschool Pilot	Weekly during first year[29]	No
Kentucky	Varies from district to district	No
Louisiana 8(g)	NA	NA
Louisiana LA 4	NA	NA
Louisiana NSECD	NA	NA
Maine	NA	No
Maryland	NA	No
Massachusetts UPK	Varies based on individual need	No
Massachusetts Chapter 70	NA	NA
Michigan	At least monthly[31]	Yes[32]
Minnesota HdSt	Per federal Head Start Performance Standards	No
Minnesota VPK/SRP	Varies[39]	No[43]
Mississippi	At least monthly[29]	Yes[30]
Missouri PP	Varies based on need and experience	Yes[17]
Missouri Pre-K FF	Varies based on need and experience	No
Nebraska	Varies based on need	Yes[25]
Nevada	NA	No
New Jersey Abbott	At least twice/month	Yes[23]
New Jersey ECPA	At least twice/month	Yes[23]
New Jersey ELLI	At least twice/month	Yes[25]
New Mexico	Average 3 hours/month; more for new teachers[33]	Yes[32]
New York	Determined locally	No
North Carolina	Varies based on need	Yes[26]
North Dakota	NA	No
Ohio	NA	No
Oklahoma	Determined locally	No
Oregon Pre-K	Variable per program decision	No[30]
Oregon Preschool Promise	NA	No[38]
Pennsylvania RTL	Determined locally (detailed in induction plan)	No
Pennsylvania HSSAP	NA	No
Pennsylvania K4 & SBPK	Determined locally (detailed in induction plan)	No
Pennsylvania PKC	Determined locally (detailed in induction plan)	No
Rhode Island	Bi-weekly group opportunities available; On-site visits at least monthly	Yes[23]
South Carolina	Varies based on need[33]	Yes[34]
Tennessee	Multiple times during coaching cycle[21]	Yes[22]
Texas	15 hours per year[21]	No
Utah	Determined locally	No
Vermont	Determined locally[30]	Yes[31]
Virginia	NA	Yes[29]
Washington	Varies	No[36]
West Virginia	Determined locally	Determined locally
Wisconsin 4K	Determined locally	No
Wisconsin HdSt	Not reported	No
Guam	Monthly	Yes[10]

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

PERSONNEL

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

STATE	Starting salary
Alabama	Yes (public and nonpublic)[35]
Alaska	Determined locally (public and nonpublic)[23]
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)[40]
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)[42]
Connecticut CDCC	Determined locally (nonpublic)[33]
Connecticut SR	No (public); Determined locally (nonpublic)[35]
Connecticut Smart Start	Determined locally (public)[34]
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic)[30]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)[31]
Iowa Shared Visions	Yes (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)[34]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public and nonpublic)[24]
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)[19]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)[25]
Minnesota VPK/SRP	Yes (public and nonpublic)[44]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Yes (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)[26]
Nevada	Yes (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[24]
South Carolina	Yes (public); No (nonpublic)[35]
Tennessee	Yes (public); No (nonpublic)[23]
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)[30]
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic)[37]
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	No (public)

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

PERSONNEL

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

STATE	Salary schedule
Alabama	Yes (public and nonpublic)[35]
Alaska	Determined locally (public and nonpublic)[23]
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)[40]
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)[42]
Connecticut CDCC	Determined locally (nonpublic)[33]
Connecticut SR	No (public); Determined locally (nonpublic)[35]
Connecticut Smart Start	Determined locally (public)[34]
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic)[30]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)[31]
Iowa Shared Visions	Yes (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)[34]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic)[24]
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)[19]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)[44]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Yes (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)[26]
Nevada	Yes (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[24]
South Carolina	Yes (public); No (nonpublic)[35]
Tennessee	Yes (public); No (nonpublic)[23]
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)[30]
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic)[37]
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Salary schedule prorated for differences in length of work day or year
Alabama	Yes (public and nonpublic)[35]
Alaska	Determined locally (public and nonpublic)[23]
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)[40]
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)[42]
Connecticut CDCC	Determined locally (nonpublic)[33]
Connecticut SR	NA (public); Determined locally (nonpublic)[35]
Connecticut Smart Start	NA (public)[34]
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS); No (PCS and CBO)
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic)[30]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)[31]
Iowa Shared Visions	Yes (public); No (nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)[34]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic)[24]
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)[19]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)[44]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Determined locally (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)[26]
Nevada	Yes (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[24]
South Carolina	Yes (public); No (nonpublic)[35]
Tennessee	No (public and nonpublic)[23]
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)[30]
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic)[37]
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Retirement benefits
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic)[23]
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)[42]
Connecticut CDCC	Determined locally (nonpublic)[33]
Connecticut SR	No (public); Determined locally (nonpublic)[35]
Connecticut Smart Start	Determined locally (public)
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS); No (PCS and CBO)[38]
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic)[30]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)[31]
Iowa Shared Visions	Yes (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)[34]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic)[24]
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)[19]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Determined locally (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)[26]
Nevada	Yes (public); No (nonpublic)
New Jersey Abbott	Yes (public); Determined locally (nonpublic)
New Jersey ECPA	Yes (public); Determined locally (nonpublic)
New Jersey ELLI	Yes (public); Determined locally (nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic)[24]
South Carolina	Yes (public); No (nonpublic)
Tennessee	Yes (public and nonpublic)[23]
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)[30]
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Health care
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)[42]
Connecticut CDCC	Determined locally (nonpublic)[33]
Connecticut SR	No (public); Determined locally (nonpublic)[35]
Connecticut Smart Start	Determined locally (public)
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS); No (PCS and CBO)[38]
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic)[30]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)[31]
Iowa Shared Visions	Yes (public); No (nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)[34]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic)[24]
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)[19]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Determined locally (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)[26]
Nevada	Yes (public); No (nonpublic)
New Jersey Abbott	Yes (public); Determined locally (nonpublic)
New Jersey ECPA	Yes (public); Determined locally (nonpublic)
New Jersey ELLI	Yes (public); Determined locally (nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic)[24]
South Carolina	Yes (public); No (nonpublic)
Tennessee	Yes (public and nonpublic)
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)[30]
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Paid time off
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic)[23]
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)[42]
Connecticut CDCC	Determined locally (nonpublic)[33]
Connecticut SR	No (public); Determined locally (nonpublic)[35]
Connecticut Smart Start	Determined locally (public)
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)[38]
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic)[30]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)
Iowa Shared Visions	Yes (public); No (nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)[34]
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic)[24]
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)[19]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)
Missouri PP	Yes (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)[26]
Nevada	Yes (public); No (nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic)
Tennessee	Yes (public and nonpublic)
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Paid time for professional responsibilities
Alabama	Yes (public and nonpublic)
Alaska	Determined locally (public and nonpublic)[23]
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)[42]
Connecticut CDCC	Determined locally (nonpublic)[33]
Connecticut SR	No (public); Determined locally (nonpublic)[35]
Connecticut Smart Start	Determined locally (public)
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS); No (PCS and CBO)
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic)[30]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic)[24]
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)[19]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)[26]
Nevada	Yes (public); No (nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic)[35]
Tennessee	Yes (public and nonpublic)
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public and nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Paid time for PD days
Alabama	Yes (public and nonpublic)
Alaska	Determined locally (public and nonpublic)[23]
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)[42]
Connecticut CDCC	Determined locally (nonpublic)[33]
Connecticut SR	No (public); Determined locally (nonpublic)[35]
Connecticut Smart Start	Determined locally (public)
Delaware	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS); No (PCS and CBO)
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic)[30]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)
Iowa Shared Visions	Yes (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic)[24]
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)[19]
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)[26]
Nevada	Yes (public); No (nonpublic)
New Jersey Abbott	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic)[35]
Tennessee	Yes (public and nonpublic)
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public and nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)[33]
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

	PERSONNEL	
STATE	Average annual salary for preschool lead teachers	COVID-19 related changes to lead teacher salary and benefit policy
Alabama	Public: $49,354; Nonpublic: $49,543 (due to experience level)	No[36]
Alaska	Not reported	No
Arizona	Not reported	No
Arkansas	Public: $41,893; Nonpublic: $26,719	No
California CSPP	Not reported	No
California TK	Public: $73,480; Nonpublic: Not reported	Unknown
Colorado	Not reported	No
Connecticut CDCC	Nonpublic: $35,406	No
Connecticut SR	Public: $58,146; Nonpublic: $37,464	No
Connecticut Smart Start	Public: $60,252	No
Delaware	Not reported	No
District of Columbia	Not reported	Yes[39]
Florida	Public: $21,783; Nonpublic: $19,372	No
Georgia	Public and Nonpublic: $38,821	No
Hawaii	DOE classrooms: $58,867; HSPCSC classrooms: $72,729	No
Illinois	Public: $56,521; Nonpublic: $45,027	No
Iowa Shared Visions	Public: $48,259; Nonpublic: $34,471	No
Iowa SWVPP	Public and Nonpublic: $53,399[34]	No
Kansas PA AR	Not reported	No
Kansas Preschool Pilot	Not reported	No
Kentucky	Public: $58,378; Nonpublic: Not reported	No
Louisiana 8(g)	Public: $43,453	No
Louisiana LA 4	Public: Not reported	No
Louisiana NSECD	Nonpublic: Not reported	No
Maine	Public: $46,906; Nonpublic: Not reported	No
Maryland	Public: $47,962; Nonpublic: not reported	No
Massachusetts UPK	Not reported	No
Massachusetts Chapter 70	Not reported	No
Michigan	Public: $40,000; Nonpublic: $32,160	No
Minnesota HdSt	Data from PIR not available	No
Minnesota VPK/SRP	Not reported	No
Mississippi	Public: $40,494; Nonpublic: $28,651	No
Missouri PP	Not reported	No
Missouri Pre-K FF	Public: $47,366	No
Nebraska	Not reported	No
Nevada	Public and Nonpublic: $48,516	No
New Jersey Abbott	Not reported	No
New Jersey ECPA	Not reported	No
New Jersey ELLI	Not reported	No
New Mexico	Public: $51,049; Nonpublic: Not reported	No
New York	Not reported	No
North Carolina	Public: $35,928; Nonpublic: $34,727[27]	No
North Dakota	Not reported	No
Ohio	Not reported	No
Oklahoma	Public: $53,600	No
Oregon Pre-K	Public and Nonpublic: $28,112	No
Oregon Preschool Promise	Public: $39,327 (12-month), $32,767 (10-month); Nonpublic: $36,625 (12-month), $30,515 (10-month)	No
Pennsylvania RTL	Not reported	No
Pennsylvania HSSAP	Not reported	Yes[23]
Pennsylvania K4 & SBPK	Not reported	No
Pennsylvania PKC	Not reported	Yes[27]
Rhode Island	Public: $63,000; Nonpublic: $59,000	No
South Carolina	Public: $52,210; Nonpublic: $14-$16 per hour	No
Tennessee	Not reported	No
Texas	Public: $55,350; Nonpublic: Not reported	No
Utah	Not reported	No
Vermont	Public: $54,236; Nonpublic: Not reported	No
Virginia	Not reported	No
Washington	Public: $40,800; Nonpublic: $34,469	No
West Virginia	Public: $46,255; Nonpublic: Not reported	No
Wisconsin 4K	Not reported	No
Wisconsin HdSt	Not reported	No
Guam	Public: $56,537 (salary and benefits)	No

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

PERSONNEL

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

STATE	Starting salary
Alabama	Yes (public and nonpublic)[37]
Alaska	Determined locally (public and nonpublic)[23]
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)[40]
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Determined locally (public)[34]
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and CBO); Determined locally (PCS)
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic)[31]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)[32]
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)[25]
Minnesota VPK/SRP	No (public and nonpublic)[45]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); No (nonpublic)
New Jersey Abbott	Yes (public and nonpublic)[24]
New Jersey ECPA	Yes (public and nonpublic)[22]
New Jersey ELLI	Yes (public and nonpublic)[24]
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[25]
South Carolina	Yes (public); No (nonpublic)[35]
Tennessee	Determined locally (public and nonpublic)
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	No (public)

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

PERSONNEL

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

STATE	Salary schedule
Alabama	Yes (public and nonpublic)[37]
Alaska	Determined locally (public and nonpublic)[23]
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)[40]
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Determined locally (public)[34]
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (CBO); Determined locally (PCS)
Florida	Determined locally (public and nonpublic)
Georgia	Determined locally (public and nonpublic)[31]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)[25]
Minnesota VPK/SRP	No (public and nonpublic)[45]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)[24]
New Jersey ECPA	Yes (public and nonpublic)[22]
New Jersey ELLI	Yes (public and nonpublic)[24]
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[25]
South Carolina	Yes (public); No (nonpublic)[35]
Tennessee	Yes (public); Determined locally (nonpublic)
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Salary schedule prorated for differences in length of work day or year
Alabama	NA (public and nonpublic)
Alaska	Determined locally (public and nonpublic)[23]
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)[40]
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Determined locally (public)[34]
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); Determined locally (PCS); No (CBO)
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic)[31]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	No (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)[25]
Minnesota VPK/SRP	No (public and nonpublic)[45]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)[24]
New Jersey ECPA	Yes (public and nonpublic)[22]
New Jersey ELLI	Yes (public and nonpublic)[24]
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)[25]
South Carolina	Yes (public); No (nonpublic)[35]
Tennessee	No (public); Determined locally (nonpublic)
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Retirement benefits
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Determined locally (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (CBO); Determined locally (PCS)
Florida	Determined locally (public and nonpublic)
Georgia	Determined locally (public and nonpublic)[31]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic)[45]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)
New Jersey Abbott	Yes (public); Determined locally (nonpublic)[24]
New Jersey ECPA	Yes (public); Determined locally (nonpublic)[22]
New Jersey ELLI	Yes (public); Determined locally (nonpublic)[24]
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic)[25]
South Carolina	Yes (public); No (nonpublic)
Tennessee	Yes (public); Determined locally (nonpublic)
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Health care
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Determined locally (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (CBO); Determined locally (PCS)
Florida	Determined locally (public and nonpublic)
Georgia	Determined locally (public and nonpublic)[31]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic)[45]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)
New Jersey Abbott	Yes (public); Determined locally (nonpublic)[24]
New Jersey ECPA	Yes (public); Determined locally (nonpublic)[22]
New Jersey ELLI	Yes (public); Determined locally (nonpublic)[24]
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic)
South Carolina	Yes (public); No (nonpublic)
Tennessee	Yes (public); Determined locally (nonpublic)
Texas	Yes (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Paid time off
Alabama	Yes (public); Determined locally (nonpublic)
Alaska	Determined locally (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Determined locally (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (CBO); Determined locally (PCS)
Florida	Determined locally (public and nonpublic)
Georgia	Determined locally (public and nonpublic)[31]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic)[45]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); No (nonpublic)
New Jersey Abbott	Yes (public and nonpublic)[24]
New Jersey ECPA	Yes (public and nonpublic)[22]
New Jersey ELLI	Yes (public and nonpublic)[24]
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Yes (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic)
Tennessee	Yes (public); Determined locally (nonpublic)
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Paid time for professional responsibilities
Alabama	Yes (public and nonpublic)
Alaska	Determined locally (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Determined locally (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); Dermined locally (PCS); No (CBO)
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic)[31]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Determined locally (public and nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic)[45]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	Yes (public); No (nonpublic)
New Jersey Abbott	Determined locally (public and nonpublic)[24]
New Jersey ECPA	Determined locally (public and nonpublic)[22]
New Jersey ELLI	Determined locally (public and nonpublic)[24]
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Determined locally (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic)
Tennessee	Yes (public); Determined locally (nonpublic)
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Yes (public); Determined locally (nonpublic)
Virginia	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public and nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

PERSONNEL

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

STATE	Paid time for PD days
Alabama	Yes (public and nonpublic)
Alaska	Determined locally (public and nonpublic)
Arizona	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)[38]
California TK	Yes (public)[37]
Colorado	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)
Connecticut SR	No (public and nonpublic)
Connecticut Smart Start	Determined locally (public)
Delaware	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and CBO); Determined locally (PCS)
Florida	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic)[31]
Hawaii	Yes (public)[29]
Illinois	Determined locally (public); No (nonpublic)
Iowa Shared Visions	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)
Kentucky	Determined locally (public and nonpublic)
Louisiana 8(g)	Determined locally (public)
Louisiana LA 4	Determined locally (public)
Louisiana NSECD	No (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)
Michigan	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic)[45]
Mississippi	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)
Nebraska	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)
New Jersey Abbott	Determined locally (public and nonpublic)[24]
New Jersey ECPA	Determined locally (public and nonpublic)[22]
New Jersey ELLI	Determined locally (public and nonpublic)[24]
New Mexico	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)
Oklahoma	Determined locally (public)
Oregon Pre-K	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)[39]
Pennsylvania RTL	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic)[35]
Tennessee	Yes (public); Determined locally (nonpublic)
Texas	Determined locally (public); No (nonpublic)
Utah	No (public and nonpublic)
Vermont	Determined locally (public and nonpublic)
Virginia	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)
West Virginia	Yes (public and nonpublic)[29]
Wisconsin 4K	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)
Guam	Yes (public)

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

	PERSONNEL	
STATE	Average annual salary for preschool assistant teachers	COVID-19 related changes to assistant teacher salary and benefit policy
Alabama	Public: $21,754; Nonpublic: $22,597	No[36]
Alaska	Not reported	No
Arizona	Not reported	No
Arkansas	Public: $19,822; Nonpublic: $15,665	No
California CSPP	Not reported	No
California TK	Not reported	Unknown
Colorado	Not reported	No
Connecticut CDCC	Nonpublic: $28,302	No
Connecticut SR	Public: $34,184; Nonpublic: $28,913	No
Connecticut Smart Start	Public: $34,291	No
Delaware	Not reported	No
District of Columbia	Not reported	No
Florida	Public and Nonpublic: $19,729	No
Georgia	Public and Nonpublic: $16,190	No
Hawaii	Public: $34,771	No
Illinois	Not reported	No
Iowa Shared Visions	Public: $17,962; Nonpublic: $20,680	No
Iowa SWVPP	Public and Nonpublic: $16,417	No
Kansas PA AR	Not reported	No
Kansas Preschool Pilot	Not reported	No
Kentucky	Not reported	No
Louisiana 8(g)	Not reported	No
Louisiana LA 4	Not reported	No
Louisiana NSECD	Not reported	No
Maine	Not reported	No
Maryland	Not reported	No
Massachusetts UPK	Not reported	No
Massachusetts Chapter 70	Not reported	No
Michigan	Public: $19,127; Nonpublic: $21,671	No
Minnesota HdSt	Data from PIR not available	No
Minnesota VPK/SRP	Not reported	No
Mississippi	Public: $16,646; Nonpublic: $18,228	No
Missouri PP	Not reported	No
Missouri Pre-K FF	Public: $20,898	No
Nebraska	Not reported	No
Nevada	Not reported	No
New Jersey Abbott	Not reported	No
New Jersey ECPA	Not reported	No
New Jersey ELLI	Not reported	No
New Mexico	Public: $18,430; Nonpublic: Not reported	No
New York	Not reported	No
North Carolina	Public: $21,017; Nonpublic: $20,864[27]	No
North Dakota	Not reported	No
Ohio	Not reported	No
Oklahoma	Public: $16,662	No
Oregon Pre-K	Not reported	No
Oregon Preschool Promise	Public: $33,777 (12-month), $28,142 (10-month); Nonpublic: $31,676 (12-month), $26,392 (10-month)	No
Pennsylvania RTL	Not reported	No
Pennsylvania HSSAP	Not reported	Yes[23]
Pennsylvania K4 & SBPK	Not reported	No
Pennsylvania PKC	Not reported	Yes[27]
Rhode Island	Public: $21,000; Nonpublic: $31,000	No
South Carolina	Not reported	No
Tennessee	Not reported	No
Texas	Public: $22,010; Nonpublic: Not reported	No
Utah	Not reported	No
Vermont	Public: $22,268; Nonpublic: Not reported	No
Virginia	Not reported	No
Washington	Public: $24,051; Nonpublic: $26,514	No
West Virginia	Public: $25,627; Nonpublic: Not reported	No
Wisconsin 4K	Not reported	Unknown
Wisconsin HdSt	Not reported	No
Guam	Public: $39,821 (salary and benefits)	No

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

STATE	Total 2019-2020 spending	How much of total spending came from…
Alabama	$182,434,646	State: $122,798,645; Federal: $20,024,849; Required local: $26,595,361; Non-required local: $13,015,791[38]
Alaska	$7,317,829	State: $7,317,829
Arizona	$19,224,515	State: $19,224,515[32]
Arkansas	$182,301,061	State: $106,500,000; Federal: $7,500,000; Required local: $68,301,061[41]
California CSPP	$1,068,055,842	State: $1,066,402,902; Required local: $1,652,940[39]
California TK	$883,000,000	State: $883,000,000[38]
Colorado	$124,631,887	State: $70,460,165; Required local: $54,171,722[43]
Connecticut CDCC	$31,893,230	State: $31,893,230
Connecticut SR	$90,754,909	State: $90,754,909
Connecticut Smart Start	$3,325,000	State: $3,325,000[35]
Delaware	$6,149,300	State: $6,149,300[34]
District of Columbia	$270,398,808	State: $255,918,562; Federal: $14,480,246
Florida	$400,277,729	State: $400,277,729[23]
Georgia	$377,031,052	State: $377,031,052[32]
Hawaii	$6,712,298	State: $6,712,298[30]
Illinois	Not reported	Not reported[33]
Iowa Shared Visions	$12,819,315	State: $6,399,240; Required local: $1,278,848; Non-required local: $5,141,227[31]
Iowa SWVPP	$87,571,279	State: $87,571,279[35]
Kansas PA AR	$18,318,462	State: $18,318,462[35]
Kansas Preschool Pilot	$8,299,105	State: $4,200,000; Federal: $4,099,105[30]
Kentucky	$186,540,782	State: $105,053,167; Federal: $50,102,996; Non-required local: $31,384,619[30]
Louisiana 8(g)	$9,016,600	State: $9,016,600[22]
Louisiana LA 4	$79,948,480	State: $33,388,200; Federal: $44,833,620; Required local: $1,726,660[23]
Louisiana NSECD	$5,599,379	State: $5,599,379[21]
Maine	$51,652,534	State: $23,887,543; Federal: $1,566,193; Required local: $26,198,798
Maryland	$290,686,486	State: $158,104,001; Non-required local: $132,582,485[25]
Massachusetts UPK	$38,896,539	State: $5,570,318; Federal: $33,326,221[27]
Massachusetts Chapter 70	$100,207,807	State: $100,207,807[20]
Michigan	$249,600,000	State: $249,600,000[33]
Minnesota HdSt	$11,193,869	State: $11,193,869[26]
Minnesota VPK/SRP	$47,099,039	State: $40,544,659; Required local: $6,554,380[46]
Mississippi	$17,478,039	State: $6,699,517; Federal: $788,234; Required local: $6,699,517; Non-required local: $3,290,771[31]
Missouri PP	$2,337,458	State: $2,337,458[18]
Missouri Pre-K FF	$19,716,781	State: $19,716,781[8]
Nebraska	$129,046,054	State: $27,986,937; Federal: $51,762,873; Required local: $33,891,948; Non-required local: $15,404,296[27]
Nevada	$26,020,515	State: $19,732,461; Federal: $4,529,597; Non-required local: $1,758,457[24]
New Jersey Abbott	$760,385,783	State: $760,385,783[25]
New Jersey ECPA	$20,428,771	State: $20,428,771[24]
New Jersey ELLI	$656,700	State: $656,700[26]
New Mexico	$88,494,800	State: $70,894,800; Federal: $17,600,000[34]
New York	$845,286,904	State: $834,243,200; Federal: $11,043,704[29]
North Carolina	$314,368,369	State: $100,026,635; Federal: $146,450,266; Required local: $20,759,286; Non-required local: $47,132,182[28]
North Dakota	$650,659	State: $650,659[14]
Ohio	$71,480,000	State: $71,480,000[23]
Oklahoma	$401,388,352	State: $196,744,743; Federal: $40,833,280; Required local: $163,617,320; Non-required local: $193,009[31]
Oregon Pre-K	$78,207,924	State: $78,207,924[31]
Oregon Preschool Promise	$18,074,676	State: $18,074,676[41]
Pennsylvania RTL	$8,947,810	State: $8,947,810[16]
Pennsylvania HSSAP	$64,172,509	State: $64,172,509[24]
Pennsylvania K4 & SBPK	$43,493,770	State: $43,493,770[16]
Pennsylvania PKC	$217,284,000	State: $217,284,000[28]
Rhode Island	$15,123,446	State: $13,804,779; Federal: $1,318,667[26]
South Carolina	$93,283,484	State: $85,962,509; Federal: $7,320,975[36]
Tennessee	$105,877,190	State: $82,351,190; Required local: $23,526,000
Texas	Not reported	Not reported[23]
Utah	$6,940,000	State: $6,940,000[31]
Vermont	Not reported	Not reported[32]
Virginia	$138,700,836	State: $75,748,685; Federal: $19,240,661; Required local: $43,711,490[30]
Washington	$132,197,514	State: $132,197,514[38]
West Virginia	$156,163,429	State: $90,636,501; Federal: $64,771,896; Non-required local: $755,032[30]
Wisconsin 4K	Not reported	Not reported[34]
Wisconsin HdSt	$6,264,100	State: $6,264,100[22]
Guam	$385,434	State: $385,434[11]

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

STATE	Federal funding sources and amounts
Alabama	IDEA: $356,804; PDG: $140,000; Title I; $11,874,316; Head Start: $7,653,729; TANF, CCDF, USDA CACFP, McKinney-Vento, Title II, Social Services Block Grant, Title III: Amounts not reported
Alaska	IDEA, Title I: Amounts not reported
Arizona	
Arkansas	TANF: $7,500,000; USDA CACFP: Amount not reported
California CSPP	
California TK	IDEA, McKinney-Vento, Title I, Title II, Title III: Amounts not reported[39]
Colorado	
Connecticut CDCC	CCDF, IDEA, USDA CACFP, McKinney-Vento, Title I, Head Start: Amounts not reported[34]
Connecticut SR	TANF, CCDF, IDEA, USDA CACFP, Title I, Head Start: Amounts not reported[36]
Connecticut Smart Start	CCDF, IDEA, USDA CACFP, McKinney-Vento, Title I: Amounts not reported[36]
Delaware	TANF, CCDF, IDEA, USDA CACFP, McKinney-Vento, Title I, Head Start, Title II: Amounts not reported[35]
District of Columbia	Head Start: $14,480,246; TANF, CCDF: Amounts not reported[40]
Florida	
Georgia	
Hawaii	
Illinois	
Iowa Shared Visions	CCDF, IDEA, USDA CACFP, Head Start, Other: Amounts not reported
Iowa SWVPP	
Kansas PA AR	
Kansas Preschool Pilot	TANF: $4,099,105[31]
Kentucky	CCDF: $109,701; IDEA: $8,864,415; PDG: $2,484,757; USDA CACFP: $117,490; Title I: $9,531,398; Head Start: $27,405,925; Title II: $12,486; Social Services Block Grant: $167; Other Federal Sources: $1,576,656[30]
Louisiana 8(g)	
Louisiana LA 4	TANF: $44,833,620
Louisiana NSECD	
Maine	PDG: $1,566,193; IDEA, USDA CACFP, Title I, Head Start, Title II: Amounts not reported
Maryland	Title I, Head Start: Amounts not reported
Massachusetts UPK	CCDF: $33,326,221
Massachusetts Chapter 70	
Michigan	TANF, CCDF, IDEA, USDA CACFP, McKinney-Vento, Title I, Head Start, Title II: Amounts not reported
Minnesota HdSt	TANF, CCDF, IDEA, USDA CACFP, McKinney-Vento, Head Start: Amounts not reported
Minnesota VPK/SRP	USDA CACFP, McKinney-Vento, Title I, Title II: Amounts not reported
Mississippi	Title I: $744,763; Other: $43,471[32]
Missouri PP	
Missouri Pre-K FF	
Nebraska	IDEA: $31,687,303; Title I: $6,819,206; Head Start: $13,256,544
Nevada	Title I: $1,190,057; Head Start: $3,339,540; IDEA: Amounts not reported
New Jersey Abbott	IDEA, USDA CACFP, Title I, Head Start: Amounts not reported
New Jersey ECPA	IDEA, USDA CACFP, Title I, Head Start: Amounts not reported
New Jersey ELLI	IDEA, USDA CACFP, Title I, Head Start: Amounts not reported
New Mexico	TANF: $17,600,000
New York	PDG: $11,043,704[30]
North Carolina	TANF: $66,300,000; CCDF: $6,645,189; IDEA: $13,033,107; USDA CACFP: $5,958,491; Title I: $13,828,804; Head Start: $40,684,675
North Dakota	
Ohio	
Oklahoma	IDEA, Title 1, Head Start, Title II, Title IV, Title V, Title VII, Title III, Title VI, Federal Direct Fund, Federal Grants-In-Aid, Adult Education and Literacy: $40,833,280 (Breakdown not available)
Oregon Pre-K	USDA CACFP, Head Start: Amounts not reported[32]
Oregon Preschool Promise	USDA CACFP: Amount not reported
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC	
Rhode Island	PDG: $1,318,667
South Carolina	IDEA: $7,320,975
Tennessee	Title I: Amount not reported
Texas	
Utah	IDEA, Title I, Head Start: Amounts not reported
Vermont	CCDF, IDEA, PDG, USDA CACFP, Title I, Head Start: Amounts not reported
Virginia	Title I: $19,240,661
Washington	
West Virginia	TANF/CCDF: $6,175,820; IDEA: $4,494,710; Title I: $793,538; Head Start: $53,307,828
Wisconsin 4K	IDEA, USDA CACFP, McKinney-Vento, Title I, Title II: Amounts not reported
Wisconsin HdSt	Head Start: Amount not reported
Guam	

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

STATE	Is there a required local match?	COVID-19 related changes in funding for state preschool
Alabama	Yes[39]	No[40]
Alaska	No	No
Arizona	No	Yes, other change[33]
Arkansas	Yes[42]	No[43]
California CSPP	No	Yes, funding increased[40]
California TK	No	Yes, other change[40]
Colorado	Yes[44]	Yes, funding decreased[45]
Connecticut CDCC	No	Yes, funding increased[35]
Connecticut SR	No	Yes, funding increased[37]
Connecticut Smart Start	Yes[37]	Yes, funding increased[38]
Delaware	No	No[36]
District of Columbia	No	No
Florida	No	No
Georgia	No	Yes, other change[33]
Hawaii	No	No[31]
Illinois	No	No[34]
Iowa Shared Visions	Yes[32]	No[33]
Iowa SWVPP	No	No[36]
Kansas PA AR	No	Yes, other change[36]
Kansas Preschool Pilot	No	Yes, other change[32]
Kentucky	No	No[31]
Louisiana 8(g)	No	Yes, funding decreased[23]
Louisiana LA 4	No	No
Louisiana NSECD	No	No
Maine	Yes[25]	No
Maryland	No	No
Massachusetts UPK	No	Yes[28]
Massachusetts Chapter 70	Yes[21]	Not reported
Michigan	No	No[34]
Minnesota HdSt	Yes[27]	No[28]
Minnesota VPK/SRP	No	Yes[47]
Mississippi	Yes: 1 to 1 dollar for dollar match[33]	No
Missouri PP	No	No
Missouri Pre-K FF	No	No
Nebraska	Yes[28]	No
Nevada	No	No[25]
New Jersey Abbott	No	No
New Jersey ECPA	No	No
New Jersey ELLI	No[27]	No
New Mexico	No	No
New York	No	No[31]
North Carolina	Yes: Not specified[29]	No[30]
North Dakota	No	No
Ohio	No	No[24]
Oklahoma	No	No
Oregon Pre-K	No	No[33]
Oregon Preschool Promise	No	No[42]
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	No	No
Rhode Island	No	No[27]
South Carolina	No	No[37]
Tennessee	Yes[24]	No
Texas	No	No
Utah	No	Yes, other change[32]
Vermont	No	Yes, other change[33]
Virginia	Yes[31]	Yes, other change[32]
Washington	No	Yes, other change[39]
West Virginia	No	No[31]
Wisconsin 4K	No	Unknown
Wisconsin HdSt	No	No
Guam	No	No

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

STATE	Agencies eligible to receive funding directly
Alabama	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Military child care, College/University, Community-based child care, Private schools
Alaska	Public schools, Head Start
Arizona	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Tribally regulated programs[34]
Arkansas	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, State Education Service Cooperatives, Higher Education Institutions
California CSPP	Public schools, Head Start, Private agencies, Faith-based centers, Higher education institutions, Counties, Cities, and Tribal organizations
California TK	Public schools, Charter schools
Colorado	School Districts[46]
Connecticut CDCC	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities, Regional Education Service Centers, Human Service Agencies36
Connecticut SR	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities, Regional Education Service Centers, Human Service Agencies38
Connecticut Smart Start	Public schools
Delaware	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
District of Columbia	Public schools, Head Start, Private agencies, Faith-based centers
Florida	Early Learning Coalitions[24]
Georgia	Public schools, Head Start, Private agencies, Faith-based centers, University and Technical Schools, Military Bases, Charter Schools
Hawaii	Public schools
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Higher Education Institutions, Regional Offices of Education
Iowa Shared Visions	Public schools, Head Start, Private agencies, Any public or private non-profit organization[34]
Iowa SWVPP	Public schools[37]
Kansas PA AR	Public schools
Kansas Preschool Pilot	Public schools, Head Start, Private agencies, Faith-based centers
Kentucky	Public schools[32]
Louisiana 8(g)	Public schools
Louisiana LA 4	Public schools, Independent LEA Charter Schools, Tribal Schools
Louisiana NSECD	Private agencies, Faith-based centers, BESE-Approved Nonpublic Schools
Maine	Public schools
Maryland	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts Chapter 70	Public schools
Michigan	Intermediate School Districts
Minnesota HdSt	Head Start
Minnesota VPK/SRP	Public schools[48]
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri PP	Public schools, Head Start, Private agencies, Family child care homes
Missouri Pre-K FF	Public schools
Nebraska	Public schools
Nevada	Public schools, Head Start, Private agencies, Faith-based centers

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

STATE	Agencies eligible to receive funding directly
New Jersey Abbott	Public schools (including Charter schools)
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Universities, Colleges, Cities, Tribal programs[35]
New York	Public schools, Private agencies (for SUFDPK only), Faith-based centers (for SUFDPK only); Other: Libraries, Museums
North Carolina	Public schools, Head Start, Public-private partnerships (local Smart Start partnerships), Community Action Agencies
North Dakota	Public schools, Private agencies, Faith-based centers, Family child care homes[15]
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools
Oregon Pre-K	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies[34]
Oregon Preschool Promise	Early Learning Hubs
Pennsylvania RTL	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania K4 & SBPK	Public schools
Pennsylvania PKC	Public schools, Head Start, Private agencies, PDE licensed private nurseries
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina	Public schools, Head Start, Private agencies, Faith-based centers, Federally licensed military centers serving students in eligible districts may be approved as First Steps 4K providers
Tennessee	Public schools[25]
Texas	Public schools, Charter schools
Utah	Public schools, Head Start, Private agencies, Faith-based centers
Vermont	Public schools, Head Start, Private agencies, Family child care homes, Parent-child centers
Virginia	Public schools, Other state and local government agencies
Washington	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Local governments, Colleges/Universities, Tribes, Educational Service Districts
West Virginia	County Boards of Education (Public Schools)[32]
Wisconsin 4K	Public schools
Wisconsin HdSt	Head Start[23]
Guam	Public schools

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

STATE	Agencies with which subcontracting is permitted
Alabama	None
Alaska	Public schools, Head Start, Private agencies
Arizona	None
Arkansas	Public schools, Family child care homes[44]
California CSPP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Higher education institutions, Counties, Cities, Tribal organizations
California TK	None
Colorado	Public schools, Head Start, Private agencies, Faith-based centers (without religious instruction), University and college lab school programs, Tribal agencies, Charter schools, Public agencies such as city recreation centers
Connecticut CDCC	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities[36]
Connecticut SR	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities, Regional Education Service Centers, Human Service Agencies[38]
Connecticut Smart Start	None
Delaware	None
District of Columbia	None
Florida	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Boys and Girls Clubs, the YMCA
Georgia	None
Hawaii	None
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Iowa Shared Visions	Public schools, Head Start, Private agencies, Any public or private non-profit organization[34]
Iowa SWVPP	Head Start, Private agencies, Faith-based centers, Family child care homes[37]
Kansas PA AR	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other
Kansas Preschool Pilot	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other
Kentucky	Public schools, Head Start, Private agencies, Faith-based centers[31]
Louisiana 8(g)	None
Louisiana LA 4	Head Start, Private agencies, Non-Independent LEA Charter Schools
Louisiana NSECD	Head Start, Private agencies, Faith-based centers
Maine	Head Start, Private agencies, Family child care homes
Maryland	None
Massachusetts UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts Chapter 70	None
Michigan	Public schools, Head Start, Private agencies, Faith-based centers (without religious content), For-profit public or private agencies, Universities
Minnesota HdSt	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Non-profit or for-profit agencies
Minnesota VPK/SRP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community-based organizations
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri PP	Public schools, Head Start, Private agencies, Family child care homes
Missouri Pre-K FF	None
Nebraska	Public schools, Head Start, Private agencies
Nevada	None

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

STATE	Agencies with which subcontracting is permitted
New Jersey Abbott	Public schools, Head Start, Private agencies, Faith-based centers without religious content
New Jersey ECPA	Public schools, Head Start, Private agencies, Faith-based centers without religious content[25]
New Jersey ELLI	Public schools, Head Start, Private agencies, Faith-based centers without religious content[28]
New Mexico	None
New York	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other[32]
North Carolina	Public schools, Head Start, Private agencies, Faith-based centers[31]
North Dakota	Head Start (children who are not Head Start eligible)
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools, Head Start
Oregon Pre-K	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies
Oregon Preschool Promise	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes[43]
Pennsylvania RTL	Public schools, Head Start, Private agencies
Pennsylvania HSSAP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Pennsylvania K4 & SBPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Pennsylvania PKC	Public schools, Head Start, Private agencies, Faith-based centers, PDE licensed private nurseries
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina	CERDEP in public schools: None; First Steps: Military child care settings[38]
Tennessee	Public schools, Head Start, Private agencies, Faith-based centers, Institutions of higher learning[26]
Texas	Head Start, Private agencies, Faith-based centers, Family child care homes
Utah	Unknown[33]
Vermont	Public schools, Head Start, Private agencies, Family child care homes
Virginia	Public schools, Head Start, Private agencies, Family child care homes
Washington	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Local governments, Colleges/Universities, Tribes, Educational service districts
West Virginia	Public schools, Head Start, Private agencies, Faith-based centers[33]
Wisconsin 4K	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Wisconsin HdSt	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Guam	None

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

	ACCOUNTABILITY
STATE	Does state policy require structured observations of classroom quality?
Alabama	Yes, all classrooms are observed, at least annually[41]
Alaska	No[24]
Arizona	Yes, all classrooms are observed, every 24 to 27 months per QRIS[35]
Arkansas	Yes, all classrooms are observed, over the course of a multi-year cycle
California CSPP	Yes, some classrooms are selected to be observed each year[41]
California TK	No
Colorado	Yes, but which classrooms and how often are determined locally[47]
Connecticut CDCC	Yes, non-NAEYC accredited and non-Head Start programs[37]
Connecticut SR	Yes, non-NAEYC accredited and non-Head Start programs
Connecticut Smart Start	Yes, non-NAEYC accredited and non-Head Start programs[39]
Delaware	Yes, all classrooms are observed, over the course of a 3-year cycle
District of Columbia	Yes, all classrooms are observed, at least annually[41]
Florida	No
Georgia	Yes, some classrooms are selected to be observed each year[34]
Hawaii	Yes, all classrooms are observed, at least annually
Illinois	Yes, all classrooms are observed, over the course of a 3-to 4-year cycle
Iowa Shared Visions	Yes, all classrooms are observed, every 5 years and determined locally
Iowa SWVPP	Yes, all classrooms are observed, at least annually[38]
Kansas PA AR	No
Kansas Preschool Pilot	No
Kentucky	Yes, all classrooms are observed, over the course of a three-year cycle
Louisiana 8(g)	Yes, all classrooms are observed, at least annually
Louisiana LA 4	Yes, all classrooms are observed, at least annually
Louisiana NSECD	Yes, all classrooms are observed, at least annually
Maine	Yes, all classrooms are observed on at least a 3- year cycle[26]
Maryland	Yes, all classrooms are observed, at least annually
Massachusetts UPK	Yes, all classrooms are observed, at least annually per QRIS[29]
Massachusetts Chapter 70	Yes, all classrooms are observed, at least annually
Michigan	Yes, all classrooms are observed, at least annually[35]
Minnesota HdSt	Yes, all classrooms are observed, over the course of a multi-year cycle per federal Head Start Performance Standards[29]
Minnesota VPK/SRP	Yes, all classrooms are observed, at least annually[49]
Mississippi	Yes, all classrooms are observed, at least annually
Missouri PP	Yes, all classrooms are observed, at least annually
Missouri Pre-K FF	No
Nebraska	Yes, new, low performing, and a percentage of other classrooms are observed annually[29]
Nevada	No[26]
New Jersey Abbott	Yes, all classrooms are observed, at least annually
New Jersey ECPA	Yes, all classrooms are observed, at least annually
New Jersey ELLI	Yes, all classrooms are observed, at least annually
New Mexico	Yes, all classrooms are observed, at least annually
New York	Two prekindergarten grant funding streams require annual visits; Other structured observations are determined locally
North Carolina	Yes, all classrooms are observed, over the course of a multi-year cycle (at most, every 3 years)[32]
North Dakota	No
Ohio	Yes, all classrooms are observed, at least annually
Oklahoma	Yes, all classrooms are observed, at least annually[32]
Oregon Pre-K	Yes, but which classrooms and how often is determined locally
Oregon Preschool Promise	Yes, all classrooms are observed on a multi-year cycle[44]
Pennsylvania RTL	Yes, classrooms with Instructional I certified teachers are observed annually
Pennsylvania HSSAP	Yes, all classrooms are observed, over the course of a 3-year cycle
Pennsylvania K4 & SBPK	Yes, classrooms with Instructional I certified teachers are observed annually
Pennsylvania PKC	Yes, all classrooms are observed, at least annually
Rhode Island	Yes, all classrooms are observed, at least annually
South Carolina	Yes, all classrooms are observed, at least every other year[39]
Tennessee	Yes, all classrooms are observed, over the course of a multi-year cycle[27]
Texas	Yes, all classrooms are observed, at least annually
Utah	Yes, but which classrooms and how often are determined locally[34]
Vermont	Yes, all classrooms are observed, over the course of a three-year cycle[34]
Virginia	Yes, all classrooms are observed, over the course of a two-year cycle[28]
Washington	Yes, all classrooms are observed, over the course of a three-year cycle[40]
West Virginia	Yes, all classrooms are observed, at least annually[34]
Wisconsin 4K	Yes, but which classrooms and how often are determined locally
Wisconsin HdSt	Yes, some classrooms are selected to be observed each year per federal Head Start Performance Standards
Guam	Yes, all classrooms are observed, at least annually

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

	ACCOUNTABILITY	
STATE	Required classroom observation instruments	COVID-19 related changes to requirements for structured classroom quality observations
Alabama	CLASS; ERS/ECERS[42]	Yes[43]
Alaska	NA	NA
Arizona	CLASS; ERS/ECERS[35]	Yes[36]
Arkansas	ERS/ECERS[45]	Yes[46]
California CSPP	ERS/ECERS[42]	Yes[43]
California TK	NA	No
Colorado	Determined locally[48]	Yes[49]
Connecticut CDCC	ERS/ECERS; NAEYC Accreditation[38]	Yes[39]
Connecticut SR	ERS/ECERS; NAEYC Accreditation	Yes[39]
Connecticut Smart Start	ERS/ECERS; NAEYC Accreditation	Yes[40]
Delaware	ERS/ECERS	Yes[37]
District of Columbia	CLASS (DCPS, CBO, PCS); Teaching and Learning Framework Essential Practices (DCPS)	Yes[42]
Florida	NA	NA
Georgia	CLASS; ERS/ECERS; TPOT[34]	Yes[35]
Hawaii	CLASS, Danielson Framework (HIDOE); CLASS, ECERS-3 (HSPCSC)	Yes[32]
Illinois	ERS/ECERS[35]	Yes[36]
Iowa Shared Visions	Determined locally[35]	Yes[36]
Iowa SWVPP	Other[38]	Yes[39]
Kansas PA AR	NA	NA
Kansas Preschool Pilot	NA	NA
Kentucky	ERS/ECERS	Yes[32]
Louisiana 8(g)	CLASS	Yes[24]
Louisiana LA 4	CLASS	Yes[24]
Louisiana NSECD	CLASS	Yes[22]
Maine	CLASS	Yes[27]
Maryland	CLASS; ERS/ECERS	No[26]
Massachusetts UPK	CLASS; ERS/ECERS; Program Administration Scale (PAS); Strengthening Families Program Self-Assessment; Arnett-Caregiver Interaction Scale[29]	Yes[30]
Massachusetts Chapter 70	Determined locally[22]	Not reported
Michigan	CLASS; Program Quality Assessment-R[35]	Yes[36]
Minnesota HdSt	CLASS[29]	No
Minnesota VPK/SRP	CLASS; Danielson Framework; Marzano; TPOT[50]	Yes[51]
Mississippi	CLASS	Yes[34]
Missouri PP	ERS/ECERS[19]	No
Missouri Pre-K FF	NA	NA
Nebraska	ERS/ECERS; TPOT[30]	Yes[31]
Nevada	NA	NA
New Jersey Abbott	ERS/ECERS; TPOT; Danielson Framework or Marzano[26]	Yes[27]
New Jersey ECPA	Danielson Framework or Marzano[26]	Yes[27]
New Jersey ELLI	Danielson Framework or Marzano[29]	Yes[30]
New Mexico	CLASS; ERS/ECERS; TPOT	Yes[36]
New York	Determined locally[33]	No
North Carolina	ERS/ECERS; NC Professional Teaching Standards	Yes[33]
North Dakota	NA	NA
Ohio	The Ohio Classroom Observation Tool	No
Oklahoma	Danielson Framework; Marzano; Tulsa Teacher Leader Effectiveness[32]	No
Oregon Pre-K	CLASS	No[35]
Oregon Preschool Promise	CLASS	No[45]
Pennsylvania RTL	Danielson Framework	No
Pennsylvania HSSAP	CLASS, ERS/ECERS (per federal Head Start guidelines)	Per federal Head Start
Pennsylvania K4 & SBPK	Danielson Framework; Other[17]	No
Pennsylvania PKC	CLASS; Danielson Framework; ERS/ECERS; TPOT[29]	Yes[30]
Rhode Island	CLASS; ERS/ECERS	Yes[25]
South Carolina	Public: ELLCO; First Steps: ERS/ECERS; Other[40]	Yes[41]
Tennessee	CLASS; ERS/ECERS; State-developed walk-through tool	Yes[28]
Texas	State-developed tool (T-TESS)[24]	No
Utah	ERS/ECERS[35]	Yes[36]
Vermont	CLASS; ERS/ECERS; NAEYC; TPOT; ICP (part of VT-AOE ACIS system)[35]	No
Virginia	CLASS	Yes[33]
Washington	CLASS; ERS/ECERS[41]	Yes[42]
West Virginia	Determined locally[34]	Yes[35]
Wisconsin 4K	Determined locally	No
Wisconsin HdSt	CLASS	No
Guam	CLASS	Yes[12]

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

STATE	How does the state support reliability and validity of the classroom quality observation data?
Alabama	Double coding and CLASS Calibration[44]
Alaska	NA
Arizona	The state requires all assessors must be reliable on the tools[37]
Arkansas	ERS/ECERS is conducted via an independent contractor with trained and reliable personnel[47]
California CSPP	Master Anchors (certified to at least 90% reliability) train Regional Anchors (reliability is re-tested periodically)
California TK	NA
Colorado	The state asks for a summation of the report results in the program's annual report
Connecticut CDCC	Annual ERSI training; raters at least 85% reliable[40]
Connecticut SR	Annual ERSI training; raters at least 85% reliable[40]
Connecticut Smart Start	Annual ERSI training; raters at least 85% reliable[41]
Delaware	Delaware Stars evaluators are required to be reliable on all observation tools used
District of Columbia	All data collectors have a current CLASS Pre-K certification through Teachshone; Monthly calibration; Double coding of a random sample[43]
Florida	NA
Georgia	Observers must demonstrate annual reliability for all instruments for which they conduct observations[36]
Hawaii	Observers must pass a training course and maintain certification yearly by passing required reliability testing
Illinois	Ongoing reliability checks with the state anchor[37]
Iowa Shared Visions	Not supported at state level[37]
Iowa SWVPP	Staff are trained on the Iowa Quality Preschool Program Standards[38]
Kansas PA AR	NA
Kansas Preschool Pilot	NA
Kentucky	Staff who achieved anchor status with ESRI trained other staff; Cross-agency reliability between state-funded preschool, Head Start, and child care
Louisiana 8(g)	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Louisiana LA 4	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Louisiana NSECD	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Maine	All CLASS observers must have an updated reliability certificate to perform the CLASS
Maryland	Fidelity checks are conducted on all assessors[27]
Massachusetts UPK	EEC Program Quality Specialists are trained on the ERS; MA subcontracts with a vendor who is trained to reliability on the ERS
Massachusetts Chapter 70	Not reported
Michigan	Early Childhood Specialists are formally trained in the tools and must renew status as a reliable assessor with a minimum test score of 80% biennially (PQA and PQA-R) or annnually (CLASS)
Minnesota HdSt	Per Federal Head Start
Minnesota VPK/SRP	Programs should follow the reliability and validity practices designed by the tool's publisher[52]
Mississippi	All classroom monitors are reliable to the PreK CLASS tool, and maintain reliability annually[35]
Missouri PP	Inter-rater reliability approximately every tenth assessment with state anchor; all assessors are trained and reliable with the authors of the instrument
Missouri Pre-K FF	NA
Nebraska	Observers are required to maintain an 85% reliability rating with state anchors who have achieved reliability with the tool authors
Nevada	NA

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

STATE	How does the state support reliability and validity of the classroom quality observation data?
New Jersey Abbott	The state offers training in the ECERS-3 and reliability training for the TPOT
New Jersey ECPA	The state offers training in the ECERS-3 and reliability training for the TPOT
New Jersey ELLI	The state offers training in the ECERS-3 and reliability training for the TPOT
New Mexico	All persons administering classroom observations must receive training; For those using CLASS and TPOT, all raters must have passed a test for inter-rater reliability.
New York	Districts are required to use valid and reliable tools that include environmental quality and teacher/child interactions[33]
North Carolina	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability
North Dakota	NA
Ohio	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Oklahoma	Observers must complete an initial five day training with a final exam; Recertification training must be completed every two years
Oregon Pre-K	Certified CLASS observers must be used
Oregon Preschool Promise	Some double coding is used
Pennsylvania RTL	Not supported
Pennsylvania HSSAP	ERS and CLASS assessments are conducted by a team of assessors who complete inter-rater reliability
Pennsylvania K4 & SBPK	Not supported
Pennsylvania PKC	ERS and CLASS are supported with reliable assessors
Rhode Island	Rhode Island contracts with a third party vendor that hires reliable assessors
South Carolina	All state-level observers are trained in the rubric before entering the field. First Steps 4K: Reliability and validity is supported by ongoing professional development[42]
Tennessee	State supports training to reliability in CLASS and ECERS-3 for specific staff[29]
Texas	Training and professional development are provided
Utah	All observers must renew their reliability annually[37]
Vermont	Vermont conducts state-wide and regional trainings for the ECERS and CLASS[36]
Virginia	All observers required to recertify with a pass rate of 85% overall; Inter-rater reliability checks through double-coding sessions; Weekly video coding calibrations[29]
Washington	The state contracts with the University of Washington (UW) to conduct the ERS & CLASS, using observers who are certified reliable
West Virginia	Determined locally
Wisconsin 4K	The state provides guidance via the WI Educator Effectiveness System but these resources are not required to be used; For more information see: https://dpi.wi.gov/ee
Wisconsin HdSt	Individuals using the CLASS must be trained
Guam	Classroom observations are completed by the School Administrator utilizing the district's Professional Teacher Evaluation Program (PTEP) tool

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

STATE	ACCOUNTABILITY	
	Does state policy require programs, teachers, and/or classrooms to receive on-going feedback based on data collected from structured observations of classroom quality?	Does the state receive the results of structured observations of classroom quality?
Alabama	Yes	Yes
Alaska	NA	NA
Arizona	Yes	Yes
Arkansas	Yes	Yes
California CSPP	Yes	Yes
California TK	NA	NA
Colorado	No	No
Connecticut CDCC	No	Yes
Connecticut SR	No	No
Connecticut Smart Start	No	No
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Florida	NA	NA
Georgia	Yes	Yes
Hawaii	Yes	Yes
Illinois	Yes	Yes
Iowa Shared Visions	No	No
Iowa SWVPP	No	No
Kansas PA AR	NA	NA
Kansas Preschool Pilot	NA	NA
Kentucky	Yes	Yes
Louisiana 8(g)	Yes	Yes
Louisiana LA 4	Yes	Yes
Louisiana NSECD	Yes	Yes
Maine	Yes	Yes
Maryland	No	Yes
Massachusetts UPK	No	Yes
Massachusetts Chapter 70	Not reported	Not reported
Michigan	Yes	Yes
Minnesota HdSt	Yes	No
Minnesota VPK/SRP	Yes	No
Mississippi	Yes	Yes
Missouri PP	No	Yes
Missouri Pre-K FF	NA	NA
Nebraska	Yes	Yes
Nevada	NA	NA
New Jersey Abbott	Yes	No
New Jersey ECPA	Yes	No
New Jersey ELLI	Yes	No
New Mexico	Yes	Yes
New York	No	No
North Carolina	Yes	Yes
North Dakota	NA	NA
Ohio	Yes	Yes
Oklahoma	Yes	Yes
Oregon Pre-K	Yes	Yes
Oregon Preschool Promise	Yes	Yes
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
Tennessee	No	Yes
Texas	Yes	No
Utah	No	Yes
Vermont	Yes	Yes
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	Yes	Yes
Wisconsin 4K	No	No
Wisconsin HdSt	No	No
Guam	No	Yes

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

ACCOUNTABILITY

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

STATE	To make adjustments to curricula	To provide feedback to parents
Alabama	State and Local Level	State and Local Level
Alaska		
Arizona	Local Level	
Arkansas	Local Level	Local Level
California CSPP	Local Level	Local Level
California TK		
Colorado	Local Level	Local Level
Connecticut CDCC		
Connecticut SR	Local Level	
Connecticut Smart Start	Local Level	
Delaware		
District of Columbia	Local Level	Local Level
Florida		
Georgia	State and Local Level	Local Level
Hawaii	State and Local Level	
Illinois	Local Level	Local Level
Iowa Shared Visions	Local Level	
Iowa SWVPP	Local Level	
Kansas PA AR		
Kansas Preschool Pilot		
Kentucky	State and Local Level	Local Level
Louisiana 8(g)	Local Level	State Level
Louisiana LA 4	Local Level	State Level
Louisiana NSECD	Local Level	State Level
Maine	Local Level	Local Level
Maryland	State and Local Level	Local Level
Massachusetts UPK		
Massachusetts Chapter 70		
Michigan	Local Level	Local Level
Minnesota HdSt	Local Level	
Minnesota VPK/SRP		
Mississippi	Local Level	Local Level
Missouri PP		
Missouri Pre-K FF		
Nebraska	Local Level	Local Level
Nevada		
New Jersey Abbott	Local Level	Local Level
New Jersey ECPA	Local Level	Local Level
New Jersey ELLI	Local Level	Local Level
New Mexico	Local Level	Local Level
New York	Local Level	Local Level
North Carolina	Local Level	Local Level
North Dakota		
Ohio	Local Level	Local Level
Oklahoma		
Oregon Pre-K	Local Level	Local Level
Oregon Preschool Promise	Local Level	Local Level
Pennsylvania RTL	Local Level	Local Level
Pennsylvania HSSAP	Local Level	Local Level
Pennsylvania K4 & SBPK	Local Level	Local Level
Pennsylvania PKC	Local Level	Local Level
Rhode Island	Local Level	Local Level
South Carolina	State and Local Level	State Level (First Steps); Local Level
Tennessee		
Texas	Local Level	Local Level
Utah	Local Level	Local Level
Vermont	Local Level	State and Local Level
Virginia		
Washington	Local Level	State Level
West Virginia	Local Level[36]	Local Level
Wisconsin 4K	Local Level[35]	Local Level[35]
Wisconsin HdSt		
Guam	State Level[13]	

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

STATE	ACCOUNTABILITY HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT? To provide program staff with technical assistance and/or mentoring	To identify needs that will guide teacher training or professional development
Alabama	State and Local Level	State and Local Level[45]
Alaska		
Arizona	State Level	State Level
Arkansas	State and Local Level	State and Local Level
California CSPP	State and Local Level	State and Local Level
California TK		
Colorado		Local Level
Connecticut CDCC	Local Level	State and Local Level
Connecticut SR	Local Level	State and Local Level
Connecticut Smart Start	State and Local Level	Local Level
Delaware	State Level	State Level
District of Columbia	Local Level	Local Level
Florida		
Georgia	State and Local Level	State and Local Level
Hawaii	State and Local Level	State and Local Level
Illinois	State and Local Level	Local Level
Iowa Shared Visions	Local Level	Local Level
Iowa SWVPP	State and Local Level	State and Local Level
Kansas PA AR		
Kansas Preschool Pilot		
Kentucky	State and Local Level	State and Local Level
Louisiana 8(g)	State Level	State and Local Level
Louisiana LA 4	State Level	State and Local Level
Louisiana NSECD	State Level	State and Local Level
Maine	State and Local Level	State and Local Level[28]
Maryland	State and Local Level	State and Local Level
Massachusetts UPK	State Level	
Massachusetts Chapter 70		Local Level
Michigan	State Level	State Level
Minnesota HdSt	State Level	Local Level[29]
Minnesota VPK/SRP	Local Level	Local Level
Mississippi	State and Local Level	State and Local Level
Missouri PP	State Level	State Level
Missouri Pre-K FF		
Nebraska	State and Local Level	State and Local Level
Nevada		
New Jersey Abbott	State and Local Level	Local Level
New Jersey ECPA	State and Local Level	Local Level
New Jersey ELLI	State and Local Level	Local Level
New Mexico	State and Local Level	State and Local Level[37]
New York	Local Level	Local Level
North Carolina	State and Local Level	State and Local Level
North Dakota		
Ohio	State and Local Level	State and Local Level
Oklahoma	Local Level[33]	State and Local Level[33]
Oregon Pre-K	State and Local Level	State and Local Level
Oregon Preschool Promise	State and Local Level	State and Local Level
Pennsylvania RTL	Local Level	Local Level
Pennsylvania HSSAP	Local Level	Local Level
Pennsylvania K4 & SBPK	Local Level	Local Level
Pennsylvania PKC	Local Level	State and Local Level
Rhode Island	State Level	State and Local Level
South Carolina	State and Local Level	State and Local Level
Tennessee	State and Local Level	State and Local Level
Texas	Local Level	Local Level
Utah	Local Level	Local Level
Vermont	State and Local Level	State and Local Level
Virginia	State and Local Level	State and Local Level
Washington	Local Level	State and Local Level
West Virginia	State and Local Level[36]	Local Level[36]
Wisconsin 4K	Local Level[35]	Local Level[35]
Wisconsin HdSt		
Guam		State Level[13]

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

STATE	ACCOUNTABILITY HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT? To create a program improvement plan	To measure programs on a Quality Rating and Improvement System (QRIS)
Alabama	State and Local Level	
Alaska		
Arizona	Local Level	State Level
Arkansas	State and Local Level	State Level
California CSPP	State and Local Level[44]	State and Local Level
California TK		
Colorado	Local Level	State and Local Level[50]
Connecticut CDCC	Local Level	
Connecticut SR	Local Level	
Connecticut Smart Start	Local Level	
Delaware	State Level	State Level[38]
District of Columbia		State Level[44]
Florida		
Georgia	State and Local Level	State Level
Hawaii	State and Local Level	
Illinois	State and Local Level	State Level
Iowa Shared Visions	Local Level	
Iowa SWVPP	State and Local Level	
Kansas PA AR		
Kansas Preschool Pilot		
Kentucky	State and Local Level	State and Local Level
Louisiana 8(g)	Local Level	State Level
Louisiana LA 4	Local Level	State Level
Louisiana NSECD	Local Level	State Level
Maine	State and Local Level[28]	
Maryland	State and Local Level	State Level
Massachusetts UPK	State and Local Level	State Level
Massachusetts Chapter 70		
Michigan	Local Level[37]	State and Local Level
Minnesota HdSt		
Minnesota VPK/SRP	Local Level	
Mississippi	State and Local Level	
Missouri PP	State and Local Level	
Missouri Pre-K FF		
Nebraska	Local Level	Local Level
Nevada		
New Jersey Abbott	Local Level	State and Local Level
New Jersey ECPA	Local Level	State and Local Level
New Jersey ELLI	Local Level	State and Local Level
New Mexico	State and Local Level[37]	
New York	Local Level	Local Level
North Carolina	State and Local Level	State and Local Level
North Dakota		
Ohio	State and Local Level	State and Local Level
Oklahoma	Local Level[33]	
Oregon Pre-K	State and Local Level	State and Local Level
Oregon Preschool Promise	State and Local Level	State and Local Level
Pennsylvania RTL		
Pennsylvania HSSAP	Local Level	
Pennsylvania K4 & SBPK	Local Level	
Pennsylvania PKC	State and Local Level	State Level
Rhode Island	State and Local Level	State and Local Level
South Carolina	State and Local Level	
Tennessee	Local Level	
Texas	Local Level	Local Level
Utah		
Vermont	State and Local Level	State and Local Level
Virginia		State and Local Level
Washington	Local Level	State Level
West Virginia	State and Local Level[36]	
Wisconsin 4K	Local Level[35]	Local Level[35]
Wisconsin HdSt		
Guam	State Level[13]	

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

STATE	ACCOUNTABILITY HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT? To make changes to state policies regarding the preschool program	To target funding for quality improvement efforts
Alabama	State Level	State Level
Alaska		
Arizona	State Level	State Level
Arkansas	State Level	State Level
California CSPP	State Level	State and Local Level
California TK		
Colorado	State Level	Local Level
Connecticut CDCC		
Connecticut SR		
Connecticut Smart Start		
Delaware	State Level	State Level
District of Columbia	State Level	State Level
Florida		
Georgia	State Level	State and Local Level
Hawaii		State Level
Illinois	State Level	State Level
Iowa Shared Visions		
Iowa SWVPP		
Kansas PA AR		
Kansas Preschool Pilot		
Kentucky	State and Local Level	State and Local Level
Louisiana 8(g)	State Level	State Level
Louisiana LA 4	State Level	State Level
Louisiana NSECD	State Level	State Level
Maine	State Level	State Level
Maryland	State Level	State Level
Massachusetts UPK		
Massachusetts Chapter 70		
Michigan	State Level	State and Local Level
Minnesota HdSt		
Minnesota VPK/SRP		
Mississippi	State Level	
Missouri PP	State Level	
Missouri Pre-K FF		
Nebraska	State Level	
Nevada		
New Jersey Abbott	State Level	State and Local Level
New Jersey ECPA	State Level	State and Local Level
New Jersey ELLI	State Level	State and Local Level
New Mexico	State Level	State and Local Level
New York	Local Level	Local Level
North Carolina	State Level	State and Local Level
North Dakota		
Ohio	State Level	State and Local Level
Oklahoma		
Oregon Pre-K	State Level	State and Local Level
Oregon Preschool Promise	State Level	State and Local Level
Pennsylvania RTL		
Pennsylvania HSSAP		
Pennsylvania K4 & SBPK		
Pennsylvania PKC	State and Local Level	
Rhode Island	State Level	State Level
South Carolina	State Level	State and Local Level (First Steps only)
Tennessee		
Texas	Local Level	Local Level
Utah		Local Level[38]
Vermont	State and Local Level	State Level
Virginia		State and Local Level
Washington	State Level	State and Local Level
West Virginia		Local Level[36]
Wisconsin 4K		Local Level[35]
Wisconsin HdSt		
Guam		

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

STATE	ACCOUNTABILITY HOW IS THE INFORMATION COLLECTED DURING STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY USED FOR PROGRAM IMPROVEMENT? To make funding decisions about programs or grantees	To identify programs for corrective action or sanctions
Alabama	State Level	State and Local Level
Alaska		
Arizona	State Level	
Arkansas	State Level	State Level
California CSPP	State Level	State Level
California TK		
Colorado	State Level	State Level
Connecticut CDCC	State Level	State Level
Connecticut SR	State and Local Level[41]	State Level
Connecticut Smart Start	State Level	State Level
Delaware	State Level	State Level
District of Columbia	State Level	
Florida		
Georgia	State Level	
Hawaii		
Illinois	State Level	State Level
Iowa Shared Visions	State Level[38]	State Level[38]
Iowa SWVPP	Local Level	State Level
Kansas PA AR		
Kansas Preschool Pilot		
Kentucky		State and Local Level
Louisiana 8(g)	State Level	State Level
Louisiana LA 4	State Level	State Level
Louisiana NSECD	State Level	State Level
Maine		
Maryland	State Level	State Level
Massachusetts UPK		
Massachusetts Chapter 70		
Michigan	Local Level	Local Level
Minnesota HdSt		
Minnesota VPK/SRP		
Mississippi	State Level	State Level
Missouri PP		
Missouri Pre-K FF		
Nebraska	State Level	
Nevada		
New Jersey Abbott	State and Local Level	State and Local Level
New Jersey ECPA	State and Local Level	State and Local Level
New Jersey ELLI	State and Local Level	State and Local Level
New Mexico		
New York	Local Level	Local Level
North Carolina	State and Local Level	State and Local Level
North Dakota		
Ohio	State Level	State Level
Oklahoma	Local Level[33]	
Oregon Pre-K		
Oregon Preschool Promise		
Pennsylvania RTL		
Pennsylvania HSSAP		
Pennsylvania K4 & SBPK		
Pennsylvania PKC		
Rhode Island	State Level	State and Local Level
South Carolina	State and Local Level (First Steps only)	State and Local Level (First Steps only)
Tennessee		
Texas		Local Level
Utah	State Level[38]	State Level[38]
Vermont	State and Local Level	State and Local Level
Virginia		
Washington	State Level	State and Local Level
West Virginia	Local Level[36]	Local Level[36]
Wisconsin 4K	Local Level[35]	
Wisconsin HdSt		
Guam		

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

ACCOUNTABILITY

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

STATE	Information is used in other ways
Alabama	State Level[45]
Alaska	
Arizona	
Arkansas	
California CSPP	State Level[44]
California TK	
Colorado	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware	Local Level
District of Columbia	Local Level[44]
Florida	
Georgia	
Hawaii	
Illinois	
Iowa Shared Visions	
Iowa SWVPP	
Kansas PA AR	
Kansas Preschool Pilot	
Kentucky	
Louisiana 8(g)	Local Level
Louisiana LA 4	Local Level
Louisiana NSECD	Local Level
Maine	State Level
Maryland	
Massachusetts UPK	
Massachusetts Chapter 70	State Level[22]
Michigan	State and Local Level[37]
Minnesota HdSt	Local Level[29]
Minnesota VPK/SRP	
Mississippi	
Missouri PP	
Missouri Pre-K FF	
Nebraska	
Nevada	
New Jersey Abbott	
New Jersey ECPA	
New Jersey ELLI	
New Mexico	
New York	
North Carolina	
North Dakota	
Ohio	
Oklahoma	
Oregon Pre-K	
Oregon Preschool Promise	
Pennsylvania RTL	State Level[17]
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	State Level[18]
Pennsylvania PKC	
Rhode Island	
South Carolina	State Level (First Steps)[43]
Tennessee	
Texas	
Utah	
Vermont	
Virginia	
Washington	
West Virginia	State Level[36]
Wisconsin 4K	Local Level[35]
Wisconsin HdSt	Local level[24]
Guam	Local level[13]

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

STATE	Does state policy require site visits (by staff of the oversight agency or consultants employed by the state) for the collection of information for monitoring purposes, beyond health and safety checks?
Alabama	Yes: More than once a year[46]
Alaska	No
Arizona	Yes: Monthly
Arkansas	Yes: Annually[48]
California CSPP	Yes: More than every 2 years, less than every 5 years[45]
California TK	Yes[41]
Colorado	No[51]
Connecticut CDCC	Yes[41]
Connecticut SR	Yes[42]
Connecticut Smart Start	Yes[42]
Delaware	Yes: Annually
District of Columbia	Yes: Annually[45]
Florida	Yes[25]
Georgia	Yes: Annually
Hawaii	Yes: More than once a year[33]
Illinois	No[38]
Iowa Shared Visions	Yes[39]
Iowa SWVPP	Yes[38]
Kansas PA AR	No[37]
Kansas Preschool Pilot	No[33]
Kentucky	Yes: More than every 2 years, less than every 5 years[33]
Louisiana 8(g)	No[25]
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes
Maryland	Yes: At least once per year[28]
Massachusetts UPK	Yes[31]
Massachusetts Chapter 70	No
Michigan	Yes: More than every 2 years, less than every 5 years[38]
Minnesota HdSt	Yes[30]
Minnesota VPK/SRP	No
Mississippi	Yes: Annually
Missouri PP	Yes: Varies based on grant year[20]
Missouri Pre-K FF	No
Nebraska	Yes[32]
Nevada	Yes: Annually
New Jersey Abbott	Yes: More than every 2 years, less than every 5 years[28]
New Jersey ECPA	Yes[28]
New Jersey ELLI	Yes[31]
New Mexico	Yes: Annually
New York	Yes[34]
North Carolina	Yes: More than once a year[34]
North Dakota	No
Ohio	Yes: Annually
Oklahoma	No
Oregon Pre-K	Yes: Every 2 years
Oregon Preschool Promise	Yes: Annually
Pennsylvania RTL	No
Pennsylvania HSSAP	Yes: Annually
Pennsylvania K4 & SBPK	No[19]
Pennsylvania PKC	Yes: Annually
Rhode Island	Yes: More than once a year
South Carolina	Yes: More than every 2 years, less than every 5 years[44]
Tennessee	No[30]
Texas	No[25]
Utah	Yes: Annually[39]
Vermont	Yes: Annually[37]
Virginia	Yes: More than every 2 years, less than every 5 years[34]
Washington	Yes[43]
West Virginia	Yes: More than once a year[37]
Wisconsin 4K	No[36]
Wisconsin HdSt	No
Guam	Yes: Annually

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

	ACCOUNTABILITY	
STATE	COVID-19 related changes to requirements for site visits	COVID-19 related changes to requirements for preschool teacher evaluations
Alabama	Yes[47]	No
Alaska	NA	NA
Arizona	No	NA
Arkansas	Yes[49]	No
California CSPP	Yes[46]	No
California TK	Yes[42]	No
Colorado	NA	NA
Connecticut CDCC	Yes[42]	NA
Connecticut SR	Yes[43]	NA
Connecticut Smart Start	Yes[43]	NA[44]
Delaware	Yes[39]	Yes[39]
District of Columbia	No	NA
Florida	Yes[26]	NA
Georgia	Yes[37]	Determined locally
Hawaii	Yes[32]	NA
Illinois	NA	No
Iowa Shared Visions	Yes[40]	Yes
Iowa SWVPP	Yes[39]	Yes
Kansas PA AR	NA	NA
Kansas Preschool Pilot	NA	NA
Kentucky	Yes[32]	No
Louisiana 8(g)	NA	NA
Louisiana LA 4	NA	NA
Louisiana NSECD	NA	NA
Maine	Yes[29]	No
Maryland	Yes[29]	Determined locally
Massachusetts UPK	Yes[32]	No
Massachusetts Chapter 70	NA	Not reported
Michigan	Yes[39]	No
Minnesota HdSt	Yes[31]	NA
Minnesota VPK/SRP	NA	Yes[53]
Mississippi	Yes[36]	NA
Missouri PP	No	No
Missouri Pre-K FF	NA	No
Nebraska	Yes[33]	NA
Nevada	Yes[27]	No[28]
New Jersey Abbott	Yes[29]	No
New Jersey ECPA	Yes[29]	No
New Jersey ELLI	Yes[32]	No
New Mexico	No[38]	No
New York	Yes[35]	Determined locally
North Carolina	Yes	Yes[35]
North Dakota	NA	NA
Ohio	Yes[25]	Yes[26]
Oklahoma	NA	No
Oregon Pre-K	Yes[36]	NA
Oregon Preschool Promise	Yes[46]	NA
Pennsylvania RTL	NA	No
Pennsylvania HSSAP	Yes[25]	NA
Pennsylvania K4 & SBPK	NA	No
Pennsylvania PKC	Yes[30]	Yes
Rhode Island	Yes[29]	NA
South Carolina	Yes[45]	No
Tennessee	NA	Yes[31]
Texas	NA	No
Utah	Yes[40]	NA
Vermont	No	No
Virginia	Yes[35]	No
Washington	Yes[44]	No
West Virginia	Yes[35]	No
Wisconsin 4K	NA	NA
Wisconsin HdSt	NA	NA
Guam	Yes[14]	No[15]

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

STATE	Were state-funded preschool programs required to physically close in Spring 2020?
Alabama	All state-funded preschool programs physically closed (as of 3/18/20)[48]
Alaska	All state-funded preschool programs physically closed (as of 3/20/20)[25]
Arizona	No[38]
Arkansas	Only state-funded preschool programs in public schools physically closed (as of 3/16/20)[50]
California CSPP	Determined locally[47]
California TK	Determined locally[43]
Colorado	Only state-funded preschool programs in public schools physically closed (as of 3/23/20)[52]
Connecticut CDCC	Only state-funded preschool programs in public schools physically closed (as of 3/15/20)[43]
Connecticut SR	Only state-funded preschool programs in public schools physically closed (as of 3/15/20)[44]
Connecticut Smart Start	Only state-funded preschool programs in public schools physically closed (as of 3/15/20)[45]
Delaware	Determined locally[40]
District of Columbia	Determined locally[46]
Florida	Only state-funded preschool programs in public schools physically closed (as of 3/17/20)
Georgia	All state-funded preschool programs physically closed (as of 4/1/20)[38]
Hawaii	All state-funded preschool programs physically closed (as of 3/30/20)[34]
Illinois	All state-funded preschool programs physically closed (public schools as of 3/17/20, all other programs per the Stay at Home Order on 3/20/20)
Iowa Shared Visions	School buildings closed based on the Governor's proclamation (3/17/20); Some CBOs remained open to provide services[41]
Iowa SWVPP	School buildings closed based on the Governor's proclamation (3/17/20); Some CBOs remained open to provide services[40]
Kansas PA AR	Only state-funded preschool programs in public schools physically closed (as of 3/15/20)[38]
Kansas Preschool Pilot	Only state-funded preschool programs in public schools physically closed (as of 3/15/20)[34]
Kentucky	All state-funded preschool programs physically closed (as of 3/12/20)[34]
Louisiana 8(g)	All state-funded preschool programs physically closed (as of 3/16/20)
Louisiana LA 4	All state-funded preschool programs physically closed (as of 3/16/20)
Louisiana NSECD	All state-funded preschool programs physically closed (as of 3/16/20)
Maine	Determined locally[30]
Maryland	All public school and Head Start locations were closed (as of 3/16/20); Community-based child care programs opened to provide child care for children of essential workers[30]
Massachusetts UPK	All state-funded preschool programs physically closed (as of 3/22/20)[33]
Massachusetts Chapter 70	All state-funded preschool programs physically closed (as of 3/22/20)
Michigan	Only state-funded preschool programs in public schools physically closed (as of 3/16/20)[40]
Minnesota HdSt	Determined locally[32]
Minnesota VPK/SRP	Only state-funded preschool programs in public schools physically closed (as of 3/15/20)[54]
Mississippi	All state-funded preschool programs physically closed (as of 3/19/20)[37]
Missouri PP	No
Missouri Pre-K FF	Determined locally
Nebraska	All state-funded preschool programs physically closed (as of 3/23/20)
Nevada	All state-funded preschool programs physically closed (as of 3/16/20)[29]
New Jersey Abbott	All state-funded preschool programs physically closed (in March 2020)[30]
New Jersey ECPA	All state-funded preschool programs physically closed (in March 2020)[30]
New Jersey ELLI	All state-funded preschool programs physically closed (in March 2020)[33]
New Mexico	Only state-funded preschool programs in public schools physically closed[39]
New York	All state-funded preschool programs physically closed (as of 3/18/20)[36]
North Carolina	Only state-funded preschool programs in public schools physically closed (as of 3/14/20)[36]
North Dakota	All state-funded preschool programs physically closed (as of 3/16/20)
Ohio	All state-funded preschool programs physically closed (between 3/17/20 and 3/26/20)[27]
Oklahoma	Only state-funded preschool programs in public schools physically closed (as of 3/16/20)[7]
Oregon Pre-K	No[37]
Oregon Preschool Promise	No[47]
Pennsylvania RTL	All state-funded preschool programs physically closed (as of 3/13/20)
Pennsylvania HSSAP	All state-funded preschool programs physically closed (as of 3/13/20)[26]
Pennsylvania K4 & SBPK	All state-funded preschool programs physically closed (as of 3/13/20)
Pennsylvania PKC	All state-funded preschool programs physically closed (as of 3/13/20)[31]
Rhode Island	All state-funded preschool programs physically closed (as of 3/13/20)
South Carolina	All state-funded preschool programs physically closed (as of 3/16/20)
Tennessee	Determined locally[32]
Texas	All state-funded preschool programs physically closed (as of 4/17/20)
Utah	Only state-funded preschool programs in public schools physically closed (as of 3/13/20)[41]
Vermont	All state-funded preschool programs physically closed (as of 3/18/20)[38]
Virginia	Only state-funded preschool programs in public schools physically closed (as of 3/13/20)[36]
Washington	No[45]
West Virginia	All state-funded preschool programs physically closed (as of 3/16/20)[38]
Wisconsin 4K	All state-funded preschool programs physically closed (as of 3/18/20)
Wisconsin HdSt	Determined locally[25]
Guam	All state-funded preschool programs physically closed (as of 3/16/20)[16]

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

STATE	Was the 2019-2020 school year shortened for state-funded preschool due to COVID-19?
Alabama	Yes, but number of days varies by program[49]
Alaska	No[26]
Arizona	Yes, but number of days varies by program[39]
Arkansas	No
California CSPP	Yes, but number of days varies by program[48]
California TK	Yes, but number of days varies by program[44]
Colorado	Yes, but number of days varies by program[53]
Connecticut CDCC	Yes, but number of days varies by program[44]
Connecticut SR	Yes, but number of days varies by program[45]
Connecticut Smart Start	Yes, but number of days varies by program[46]
Delaware	No
District of Columbia	Yes, by about 30 days[47]
Florida	Yes, but number of days varies by program[27]
Georgia	No[39]
Hawaii	No
Illinois	Yes, but number of days varies by program[40]
Iowa Shared Visions	Yes, but number of days varies by program[41]
Iowa SWVPP	Yes, but number of days varies by program[40]
Kansas PA AR	Yes, but number of days varies by program[39]
Kansas Preschool Pilot	Yes, but number of days varies by program[35]
Kentucky	No[35]
Louisiana 8(g)	Yes, but number of days varies by program[26]
Louisiana LA 4	Yes, but number of days varies by program[25]
Louisiana NSECD	Yes, but number of days varies by program[23]
Maine	Yes, but number of days varies by program[31]
Maryland	No
Massachusetts UPK	Unknown[34]
Massachusetts Chapter 70	Yes, by 10 days[23]
Michigan	Yes, but number of days varies by program[41]
Minnesota HdSt	Yes, but number of days varies by program[33]
Minnesota VPK/SRP	No
Mississippi	Yes, but number of days varies by program[38]
Missouri PP	Yes, but number of days varies by program
Missouri Pre-K FF	Unknown
Nebraska	Yes, but number of days varies by program[34]
Nevada	No[30]
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No, but 180 day requirement was waived[37]
North Carolina	No
North Dakota	Determined locally
Ohio	Yes, but number of days varies by program[27]
Oklahoma	Yes, but number of days varies by program[7]
Oregon Pre-K	Yes, but number of days varies by program[37]
Oregon Preschool Promise	Yes, but number of days varies by program[47]
Pennsylvania RTL	Yes, but number of days varies by program[18]
Pennsylvania HSSAP	Yes, but number of days varies by program[27]
Pennsylvania K4 & SBPK	Yes, but number of days varies by program
Pennsylvania PKC	No[32]
Rhode Island	No
South Carolina	No
Tennessee	No
Texas	No
Utah	No[42]
Vermont	Yes, by 11 days[39]
Virginia	Yes, but number of days varies by program[37]
Washington	No
West Virginia	Yes, but number of days varies by program[38]
Wisconsin 4K	Yes, but number of days varies by program[37]
Wisconsin HdSt	Locally decided based on county health department guidance.
Guam	Yes, by about 67 days

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

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Were state-funded preschool programs required to provide remote instruction when buildings physically closed in Spring 2020?
Alabama	Determined locally[50]
Alaska	Determined locally[27]
Arizona	No[40]
Arkansas	Yes, all programs[51]
California CSPP	Yes, all programs[49]
California TK	Determined locally[45]
Colorado	Determined locally[54]
Connecticut CDCC	No[45]
Connecticut SR	No[46]
Connecticut Smart Start	No[47]
Delaware	Yes, all programs[41]
District of Columbia	Yes, DCPS[48]
Florida	No[5]
Georgia	Determined locally[40]
Hawaii	Yes, all programs[35]
Illinois	Yes, school-based programs
Iowa Shared Visions	Determined locally[42]
Iowa SWVPP	Determined locally[41]
Kansas PA AR	Determined locally[40]
Kansas Preschool Pilot	Determined locally[36]
Kentucky	Determined locally[36]
Louisiana 8(g)	Determined locally[26]
Louisiana LA 4	Determined locally[25]
Louisiana NSECD	Determined locally[23]
Maine	Determined locally[32]
Maryland	Yes, all programs[31]
Massachusetts UPK	Yes, all programs[34]
Massachusetts Chapter 70	Yes, all programs[24]
Michigan	Yes, all programs that closed physically[42]
Minnesota HdSt	Determined locally[34]
Minnesota VPK/SRP	Yes, all programs[55]
Mississippi	Determined locally
Missouri PP	No
Missouri Pre-K FF	Determined locally
Nebraska	Determined locally
Nevada	Yes, programs housed in school district buildings
New Jersey Abbott	Yes, all programs[31]
New Jersey ECPA	Yes, all programs[31]
New Jersey ELLI	Yes, all programs[34]
New Mexico	Yes, all programs
New York	Yes, all programs (districts decided what remote learning looked like)[38]
North Carolina	Yes, all programs[37]
North Dakota	Determined locally[16]
Ohio	No[28]
Oklahoma	Yes, all programs[34]
Oregon Pre-K	No[38]
Oregon Preschool Promise	No[48]
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Determined locally[27]
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania PKC	Determined locally[33]
Rhode Island	Yes, all programs[30]
South Carolina	Yes, all programs[46]
Tennessee	Yes, all programs[33]
Texas	Yes, all programs[26]
Utah	Yes, all programs[43]
Vermont	Yes, all programs
Virginia	Determined locally[38]
Washington	Yes, all programs[46]
West Virginia	Yes, all programs[39]
Wisconsin 4K	Determined locally[38]
Wisconsin HdSt	No[25]
Guam	No[17]

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

STATE	Did the state require preschool programs to translate communications with preschool families into their home languages in relation to COVID-19?
Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California CSPP	Yes, for some languages
California TK	No
Colorado	No
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	Yes, for some languages
Florida	No
Georgia	No
Hawaii	No
Illinois	No
Iowa Shared Visions	Yes, for some languages
Iowa SWVPP	Yes, for some languages
Kansas PA AR	No
Kansas Preschool Pilot	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes, for all languages
Maryland	No
Massachusetts UPK	Not reported
Massachusetts Chapter 70	Not reported
Michigan	No
Minnesota HdSt	Yes, for some languages
Minnesota VPK/SRP	Yes, for all languages
Mississippi	No
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes, for all languages
New York	Yes, for all languages
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	Yes, for some languages
Oregon Preschool Promise	Yes, for some languages
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee	No
Texas	Yes, for some languages
Utah	No
Vermont	Yes, for some languages
Virginia	No
Washington	No
West Virginia	Yes, for all languages
Wisconsin 4K	No
Wisconsin HdSt	No
Guam	Yes, for some languages

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

STATE	State provided guidance to preschool programs related to COVID-19 during Spring 2020 and/or 2020-2021 school year on…
Alabama	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other[51]
Alaska	Cleaning/disinfecting classrooms, Identifying sick children, Social distancing, Supporting families in encouraging learning at home, Supporting families in non-learning matters, Supporting children's learning
Arizona	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Other: A document to support the implementation of CDC Guidance was developed and provided to all Quality First participants
Arkansas	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting children's learning
California CSPP	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other: Family fees, Reopening guidelines, Reimbursement, Child assessments, Monitoring, Staff development
California TK	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Colorado	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Connecticut CDCC	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Connecticut SR	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Connecticut Smart Start	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Delaware	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other: Blueprint for learning
District of Columbia	Cleaning/disinfecting classrooms,Identifying sick children,Social distancing,Supporting families in encouraging learning at home, Supporting families in non-learning matters,Supporting children's learning
Florida	Supporting families in encouraging learning at home; Supporting children's learning; Other: Guidance to all child care providers to follow CDC guidance and any local ordinances
Georgia	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Hawaii	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Illinois	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Iowa Shared Visions	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Iowa SWVPP	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Kansas PA AR	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Kansas Preschool Pilot	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Kentucky	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Louisiana 8(g)	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Louisiana LA 4	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Louisiana NSECD	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Maine	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other: Child Find screening
Maryland	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Massachusetts UPK	Not reported
Massachusetts Chapter 70	Cleaning and disenfecting classrooms; identifying sick children; supporting families in encouraging learning at home; supporting families in non-learning matters; supporting children's learning
Michigan	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other
Minnesota HdSt	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters
Minnesota VPK/SRP	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other
Mississippi	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Missouri PP	None
Missouri Pre-K FF	None
Nebraska	Cleaning/disinfecting classrooms; Social distancing; Supporting families in encouraging learning at home; Supporting children's learning
Nevada	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other

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

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	State provided guidance to preschool programs related to COVID-19 during Spring 2020 and/or 2020-2021 school year on…
New Jersey Abbott	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
New Jersey ECPA	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
New Jersey ELLI	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
New Mexico	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other: Supporting Social/Emotional Needs
New York	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters,Supporting children's learning
North Carolina	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
North Dakota	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Ohio	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Oklahoma	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Oregon Pre-K	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Oregon Preschool Promise	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Pennsylvania RTL	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Pennsylvania HSSAP	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other
Pennsylvania K4 & SBPK	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other
Pennsylvania PKC	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Rhode Island	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
South Carolina	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other: Truancy information
Tennessee	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting children's learning
Texas	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Utah	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Other
Vermont	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other: Contact for special education students
Virginia	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Washington	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other: Documenting services, responding to regional and local guidelines, QRIS changes, PPE
West Virginia	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning
Wisconsin 4K	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other: Partnering with community stakeholders
Wisconsin HdSt	Other: Flexible allowable uses of State Supplement Grant Funds.
Guam	Cleaning/disinfecting classrooms; Identifying sick children; Social distancing; Supporting families in encouraging learning at home; Supporting families in non-learning matters; Supporting children's learning; Other

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

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Did the state continue to provide payments/funding to state-funded preschool providers during closures due to COVID-19 in Spring 2020?
Alabama	Yes, payments did not change
Alaska	Yes, payments did not change
Arizona	Yes, payments changed for some providers[41]
Arkansas	Yes, payments did not change
California CSPP	Yes, payments did not change
California TK	Yes, Spring 2020 payments to TK/K-12 entities were consistent with the normal Principal Apportionment Payment Schedule
Colorado	Yes, payments did not change
Connecticut CDCC	Yes, payments did not change
Connecticut SR	Yes, payments did not change
Connecticut Smart Start	Yes, payments did not change
Delaware	Yes, payments did not change
District of Columbia	Yes, payments did not change
Florida	Yes, payments did not change
Georgia	Yes, payments did not change
Hawaii	Other[36]
Illinois	Yes, payments did not change
Iowa Shared Visions	Yes, payments did not change
Iowa SWVPP	Yes, payments did not change
Kansas PA AR	Yes, payments did not change
Kansas Preschool Pilot	Yes, payments did not change
Kentucky	Yes, payments did not change
Louisiana 8(g)	Yes, payments changed for some providers[27]
Louisiana LA 4	Yes, payments changed for some providers[26]
Louisiana NSECD	Yes, payments changed for some providers[24]
Maine	Yes, payments did not change
Maryland	Yes, payments changed for some providers[32]
Massachusetts UPK	Yes
Massachusetts Chapter 70	Yes
Michigan	Yes, payments did not change
Minnesota HdSt	Yes, payments did not change
Minnesota VPK/SRP	Yes, payments did not change
Mississippi	Yes, payments did not change
Missouri PP	Yes, payments did not change
Missouri Pre-K FF	Yes, payments did not change
Nebraska	Yes, payments did not change
Nevada	Yes, payments did not change
New Jersey Abbott	Yes, payments did not change
New Jersey ECPA	Yes, payments did not change
New Jersey ELLI	Yes, payments did not change
New Mexico	Yes, payments did not change
New York	Yes, payments did not change
North Carolina	Yes, payments did not change
North Dakota	Yes, payments did not change
Ohio	Yes, payments did not change
Oklahoma	Yes, payments did not change
Oregon Pre-K	Yes, payments did not change
Oregon Preschool Promise	Yes, payments did not change
Pennsylvania RTL	Yes, payments did not change
Pennsylvania HSSAP	Yes, payments did not change
Pennsylvania K4 & SBPK	Yes, payments did not change
Pennsylvania PKC	Yes, payments did not change
Rhode Island	Yes, payments did not change
South Carolina	Yes, payments did not change
Tennessee	Yes, payments did not change
Texas	Yes, payments did not change
Utah	Yes, payments changed for some providers[44]
Vermont	Yes, payments did not change
Virginia	Yes, payments did not change
Washington	Yes, payments did not change
West Virginia	Yes, payments did not change
Wisconsin 4K	Yes, payments did not change
Wisconsin HdSt	Yes, payments did not change
Guam	Yes, payments did not change

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

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Was guidance provided on payments to subcontractors during closures due to COVID-19 in Spring 2020?
Alabama	NA, no subcontracting
Alaska	Yes
Arizona	NA, no subcontracting
Arkansas	Yes[52]
California CSPP	Yes
California TK	NA, no subcontracting
Colorado	Yes[55]
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	NA, no subcontracting
Delaware	NA, no subcontracting
District of Columbia	NA, no subcontracting
Florida	No
Georgia	NA, no subcontracting[41]
Hawaii	NA, no subcontracting
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	Yes[42]
Kansas PA AR	Yes[41]
Kansas Preschool Pilot	Yes[37]
Kentucky	No
Louisiana 8(g)	NA, no subcontracting
Louisiana LA 4	Yes[27]
Louisiana NSECD	Yes[25]
Maine	No
Maryland	NA, no subcontracting
Massachusetts UPK	No
Massachusetts Chapter 70	NA, no subcontracting
Michigan	Yes[43]
Minnesota HdSt	Yes[35]
Minnesota VPK/SRP	No[56]
Mississippi	No[39]
Missouri PP	No
Missouri Pre-K FF	NA, no subcontracting
Nebraska	No
Nevada	NA, no subcontracting
New Jersey Abbott	Yes[32]
New Jersey ECPA	Yes[32]
New Jersey ELLI	Yes[35]
New Mexico	NA, no subcontracting
New York	No
North Carolina	Yes[38]
North Dakota	No
Ohio	Yes[29]
Oklahoma	Yes
Oregon Pre-K	Yes[38]
Oregon Preschool Promise	Yes[49]
Pennsylvania RTL	Yes[19]
Pennsylvania HSSAP	Yes[28]
Pennsylvania K4 & SBPK	Yes[20]
Pennsylvania PKC	Yes[34]
Rhode Island	No
South Carolina	NA, no subcontracting
Tennessee	No
Texas	No
Utah	NA, no subcontracting
Vermont	Yes[40]
Virginia	No
Washington	No
West Virginia	Yes[40]
Wisconsin 4K	Yes[39]
Wisconsin HdSt	No
Guam	NA, no subcontracting

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

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Additional federal, state, or local funding for state-funded preschool due to COVID-19
Alabama	Yes, CARES[52]
Alaska	No
Arizona	No
Arkansas	Yes, CARES[53]
California CSPP	Yes, CARES[50]
California TK	Yes, GEER, CRF, & Other[46]
Colorado	No
Connecticut CDCC	Yes, CARES[46]
Connecticut SR	Yes[47]
Connecticut Smart Start	Yes[48]
Delaware	Yes, CARES[42]
District of Columbia	Yes, donated books[49]
Florida	Yes, CARES[28]
Georgia	No
Hawaii	No
Illinois	Yes, GEER[41]
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas PA AR	No
Kansas Preschool Pilot	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No[28]
Louisiana NSECD	No[26]
Maine	Yes, CARES, GEER, CRF[33]
Maryland	No
Massachusetts UPK	No[35]
Massachusetts Chapter 70	Yes[25]
Michigan	No
Minnesota HdSt	Yes, CARES[36]
Minnesota VPK/SRP	Yes, CARES & GEER[57]
Mississippi	No
Missouri PP	No
Missouri Pre-K FF	No
Nebraska	No
Nevada	Yes, CARES[31]
New Jersey Abbott	Yes[33]
New Jersey ECPA	Yes[33]
New Jersey ELLI	Yes[36]
New Mexico	Yes, GEER[40]
New York	No
North Carolina	Yes, CARES[39]
North Dakota	Yes, CARES & GEER[17]
Ohio	Yes, CARES & CCDBG[30]
Oklahoma	Yes, CARES[35]
Oregon Pre-K	No
Oregon Preschool Promise	No[50]
Pennsylvania RTL	Yes, CARES & GEER[20]
Pennsylvania HSSAP	Yes, CARES[29]
Pennsylvania K4 & SBPK	Yes, GEER
Pennsylvania PKC	Yes, CARES[35]
Rhode Island	No
South Carolina	Yes, CARES
Tennessee	No
Texas	No[27]
Utah	No
Vermont	No
Virginia	Yes, GEER[39]
Washington	Yes, CARES[47]
West Virginia	Yes, CARES[41]
Wisconsin 4K	Yes, CARES[40]
Wisconsin HdSt	No
Guam	No

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

STATE	COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL Were lead teachers required to be paid when preschool programs were physically closed in Spring 2020
Alabama	Yes, full salary
Alaska	Yes, full salary (public)
Arizona	No
Arkansas	Yes, full salary
California CSPP	Yes, full salary (public & CBO)
California TK	Unknown
Colorado	Unknown
Connecticut CDCC	Yes, full salary
Connecticut SR	Yes, full salary (public)
Connecticut Smart Start	Yes, full salary (public)
Delaware	Unknown[42]
District of Columbia	Yes, full salary
Florida	Unknown
Georgia	Yes, full salary
Hawaii	Yes, full salary
Illinois	Yes, full salary[42]
Iowa Shared Visions	No[43]
Iowa SWVPP	Yes, full salary (public & CBO)
Kansas PA AR	Yes, full salary[41]
Kansas Preschool Pilot	Yes, full salary[38]
Kentucky	Yes, full salary (public)
Louisiana 8(g)	Unknown
Louisiana LA 4	Unknown
Louisiana NSECD	Unknown
Maine	Yes, full salary
Maryland	Yes, full salary
Massachusetts UPK	Yes, full salary (public & Head Start)
Massachusetts Chapter 70	Determined locally
Michigan	Yes, full salary (strongly encouraged)[44]
Minnesota HdSt	Yes, full salary (Head Start)[37]
Minnesota VPK/SRP	Yes, full salary[58]
Mississippi	Yes, full salary (public)
Missouri PP	Unknown
Missouri Pre-K FF	Unknown
Nebraska	Unknown[35]
Nevada	Yes, full salary
New Jersey Abbott	Yes, full salary
New Jersey ECPA	Yes, full salary
New Jersey ELLI	Yes, full salary
New Mexico	Yes, full salary
New York	Yes, full salary (public & some CBOs)[39]
North Carolina	Yes, full salary
North Dakota	Yes, full salary (public)
Ohio	Unknown
Oklahoma	Yes, full salary
Oregon Pre-K	No[40]
Oregon Preschool Promise	No[51]
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Yes, full salary[30]
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania PKC	Yes, full salary[27]
Rhode Island	Yes, full salary
South Carolina	Yes, full salary[47]
Tennessee	Yes, full salary (public)
Texas	Yes, full salary
Utah	No
Vermont	Yes, full salary
Virginia	Determined locally
Washington	Determined locally[48]
West Virginia	Yes, full salary
Wisconsin 4K	Determined locally[41]
Wisconsin HdSt	Determined locally[26]
Guam	Yes, full salary

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

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Were assistant teachers required to be paid when preschool programs were physically closed in Spring 2020
Alabama	Yes, full salary
Alaska	Yes, full salary (public)
Arizona	No
Arkansas	Yes, full salary
California CSPP	Yes, full salary (public & CBO)
California TK	Unknown
Colorado	Unknown
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	Yes, full salary (public)
Delaware	Unknown[42]
District of Columbia	Yes, full salary (CBO & Head Start)
Florida	Unknown
Georgia	Yes, full salary
Hawaii	Yes, full salary
Illinois	Yes, full salary[42]
Iowa Shared Visions	No[43]
Iowa SWVPP	Determined locally[43]
Kansas PA AR	Yes, full salary[41]
Kansas Preschool Pilot	Yes, full salary[38]
Kentucky	Yes, full salary (public)
Louisiana 8(g)	Unknown
Louisiana LA 4	Unknown
Louisiana NSECD	Unknown
Maine	Yes, full salary
Maryland	Unknown
Massachusetts UPK	Yes, full salary (public & Head Start)
Massachusetts Chapter 70	Determined locally
Michigan	Yes, full salary (strongly encouraged)[44]
Minnesota HdSt	Yes, full salary (Head Start)[37]
Minnesota VPK/SRP	Unknown
Mississippi	Yes, full salary (public)
Missouri PP	Unknown
Missouri Pre-K FF	Unknown
Nebraska	Unknown[35]
Nevada	Yes, full salary
New Jersey Abbott	Yes, full salary
New Jersey ECPA	Yes, full salary
New Jersey ELLI	Yes, full salary
New Mexico	Yes, full salary
New York	Unknown
North Carolina	Yes, full salary
North Dakota	Yes, full salary (public)
Ohio	Unknown
Oklahoma	Yes, full salary
Oregon Pre-K	No[40]
Oregon Preschool Promise	No[51]
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Yes, full salary
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania PKC	Yes, full salary[27]
Rhode Island	Yes, full salary
South Carolina	Yes, full salary[47]
Tennessee	Yes, full salary (public)
Texas	Yes, full salary
Utah	No
Vermont	Yes, full salary
Virginia	Determined locally
Washington	Determined locally[48]
West Virginia	Yes, full salary (public, Head Start, & some CBO)
Wisconsin 4K	Determined locally[41]
Wisconsin HdSt	Determined locally[26]
Guam	Yes, full salary

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

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Supports and materials required to be provided to preschool families during COVID-19 related preschool facilities closures
Alabama	Written learning materials, Learning materials, Links to resources (State provided); Teacher produced videos (State required districts to provide)[53]
Alaska	None
Arizona	None
Arkansas	Links to resources (State provided); Written learning materials, Learning materials, Teacher produced videos, Meals (State required districts to provide)
California CSPP	Links to resources (State provided); Written learning materials, Learning materials, Teacher produced videos, Meals (State required CSPP contractors to provide)
California TK	None
Colorado	None[56]
Connecticut CDCC	None
Connecticut SR	None
Connecticut Smart Start	None
Delaware	None
District of Columbia	None[50]
Florida	None
Georgia	None[42]
Hawaii	Written learning materials, Learning materials, Links to resources, Teacher produced videos, Internet access, Tablets/computers, Meals (State provided)[36]
Illinois	None
Iowa Shared Visions	Links to resources (State provided)
Iowa SWVPP	Links to resources (State provided)
Kansas PA AR	None
Kansas Preschool Pilot	None
Kentucky	Written learning materials, Learning materials, Links to resources, Teacher produced videos, Internet access, Tablets/computers, Meals (State required districts to provide)
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	Learning materials (State provided); Meals (State required districts to provide)
Maryland	None
Massachusetts UPK	Determined locally
Massachusetts Chapter 70	Not reported
Michigan	Written learning materials, Learning materials, Links to resources, Teacher produced videos, Internet access, Tablets/computers (State required districts to provide); Meals (Provided by school lunch program)[45]
Minnesota HdSt	Determined Locally
Minnesota VPK/SRP	None[59]
Mississippi	None
Missouri PP	None
Missouri Pre-K FF	None
Nebraska	Links to resources (State provided)
Nevada	Meals (Programs housed at district sites)

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

STATE	Supports and materials required to be provided to preschool families during COVID-19 related preschool facilities closures
New Jersey Abbott	Written learning materials, Learning materials, Internet access, Tables/computers, Meals (State provided)
New Jersey ECPA	Written learning materials, Learning materials, Internet access, Tables/computers, Meals (State provided)
New Jersey ELLI	Written learning materials, Learning materials, Internet access, Tables/computers, Meals (State provided)
New Mexico	Written learning materials, Links to resources, Meals (State provided)
New York	Written learning materials, Learning materials, Links to resources, Teacher produced videos, Tables/computers, Meals (State provided)[40]
North Carolina	Written learning materials, Learning materials, Links to resources, Teacher produced videos (State provided)
North Dakota	None
Ohio	None
Oklahoma	None
Oregon Pre-K	None[41]
Oregon Preschool Promise	None[52]
Pennsylvania RTL	None
Pennsylvania HSSAP	Links to resources (State provided)
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	None
Rhode Island	Written learning materials, Learning materials, Links to resources, Teacher produced videos, Internet access (State provided)
South Carolina	Learning materials, Teacher produced videos (State provided); Written learning materials, Links to resources (State required districts to provide)[48]
Tennessee	Links to resources (State provided); Written learning materials, Teacher produced videos (State required districts to provide)
Texas	Written learning materials, Links to resources, Internet access, Tablets/computers (State provided)
Utah	None
Vermont	Internet access, Meals (State provided); Written learning materials, Learning materials, Links to resources, Teacher produced videos, Tablets/computers (State required districts to provide)
Virginia	None
Washington	None
West Virginia	Links to resources (State provided); Written learning materials, Learning materials, Meals (State required districts to provide)[42]
Wisconsin 4K	Determined locally
Wisconsin HdSt	None
Guam	Written learning materials, Learning materials, Links to resources, Teacher produced videos, Technology equiptment, Meals (State provided)

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

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	Did state-funded preschool programs reopen on what would have been the first day of the 2020-2021 school year?
Alabama	Yes, some programs[54]
Alaska	Determined locally
Arizona	Yes, some programs[39]
Arkansas	Yes, all programs
California CSPP	Yes, some programs[51]
California TK	Yes, some programs[47]
Colorado	Determined locally[57]
Connecticut CDCC	Yes, some programs[47]
Connecticut SR	Yes, some programs[48]
Connecticut Smart Start	Yes, some programs[49]
Delaware	Yes, some programs
District of Columbia	Yes, all programs (DCPS); Determined locally (CBO & PCS)[51]
Florida	Yes, some programs[29]
Georgia	Yes, some programs[43]
Hawaii	No[37]
Illinois	Determined locally[43]
Iowa Shared Visions	Yes, some programs[44]
Iowa SWVPP	Yes, some programs[44]
Kansas PA AR	Yes, some programs[42]
Kansas Preschool Pilot	Yes, some programs[39]
Kentucky	No
Louisiana 8(g)	Yes, some programs[28]
Louisiana LA 4	Yes, some programs[29]
Louisiana NSECD	Yes, some programs[27]
Maine	Yes, some programs
Maryland	Yes, all programs
Massachusetts UPK	Yes, some programs[36]
Massachusetts Chapter 70	Determined locally[23]
Michigan	Yes, some programs[46]
Minnesota HdSt	Determined Locally
Minnesota VPK/SRP	Yes, some programs[60]
Mississippi	Yes, some programs[40]
Missouri PP	Yes, some programs[21]
Missouri Pre-K FF	Yes, some programs[9]
Nebraska	Yes, all programs
Nevada	Yes, some programs[32]
New Jersey Abbott	Yes, all programs
New Jersey ECPA	Yes, all programs
New Jersey ELLI	Yes, all programs
New Mexico	Yes, some programs[41]
New York	Yes, most programs[41]
North Carolina	Yes, some programs[40]
North Dakota	No
Ohio	Yes, all programs
Oklahoma	Yes, all programs
Oregon Pre-K	Yes, some programs[42]
Oregon Preschool Promise	Yes, some programs[53]
Pennsylvania RTL	Yes, all programs
Pennsylvania HSSAP	Yes, all programs
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania PKC	Yes, all programs
Rhode Island	Yes, all programs
South Carolina	Determined locally[49]
Tennessee	Yes, all programs[34]
Texas	Yes, some programs
Utah	Yes, most programs[45]
Vermont	Programs began 9/8/2020
Virginia	Yes, some programs[40]
Washington	Yes, some programs[49]
West Virginia	No[43]
Wisconsin 4K	Determined locally[42]
Wisconsin HdSt	Yes, some programs[27]
Guam	Yes, all programs[18]

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

COVID-19 IMPACTS ON STATE-FUNDED PRESCHOOL

STATE	What did the first day of preschool look like for the 2020-2021 school year?
Alabama	A mix of remote learning & physically opened preschool buildings[54]
Alaska	A mix of remote learning & physically opened preschool buildings
Arizona	Determined locally[39]
Arkansas	All preschool programs were physically open
California CSPP	A mix of remote learning & physically opened preschool buildings[51]
California TK	A mix of remote learning & physically opened preschool buildings[48]
Colorado	A mix of remote learning & physically opened preschool buildings (determined locally)[58]
Connecticut CDCC	A mix of remote learning & physically opened preschool buildings (determined locally)[48]
Connecticut SR	A mix of remote learning & physically opened preschool buildings (determined locally)[49]
Connecticut Smart Start	A mix of remote learning & physically opened preschool buildings (determined locally)[50]
Delaware	A mix of remote learning & physically opened preschool buildings[43]
District of Columbia	A mix of remote learning & physically opened preschool buildings[52]
Florida	A mix of remote learning & physically opened preschool buildings[5]
Georgia	A mix of remote learning & physically opened preschool buildings[44]
Hawaii	A mix of remote learning & physically opened preschool buildings[38]
Illinois	A mix of remote learning & physically opened preschool buildings (determined locally)[43]
Iowa Shared Visions	A mix of remote learning & physically opened preschool buildings[45]
Iowa SWVPP	A mix of remote learning & physically opened preschool buildings[44]
Kansas PA AR	A mix of remote learning & physically opened preschool buildings[43]
Kansas Preschool Pilot	A mix of remote learning & physically opened preschool buildings[40]
Kentucky	A mix of remote learning & physically opened preschool buildings[37]
Louisiana 8(g)	A mix of remote learning & physically opened preschool buildings[28]
Louisiana LA 4	A mix of remote learning & physically opened preschool buildings (determined locally)
Louisiana NSECD	A mix of remote learning & physically opened preschool buildings (determined locally)
Maine	A mix of remote learning & physically opened preschool buildings[34]
Maryland	A mix of remote learning & physically opened preschool buildings[33]
Massachusetts UPK	A mix of remote learning & physically opened preschool buildings[36]
Massachusetts Chapter 70	A mix of remote learning & physically opened preschool buildings[26]
Michigan	A mix of remote learning & physically opened preschool buildings (determined locally)[47]
Minnesota HdSt	A mix of remote learning & physically opened preschool buildings
Minnesota VPK/SRP	A mix of remote learning & physically opened preschool buildings[61]
Mississippi	A mix of remote learning & physically opened preschool buildings[41]
Missouri PP	A mix of remote learning & physically opened preschool buildings (varied by county)
Missouri Pre-K FF	A mix of remote learning & physically opened preschool buildings (varied by county)
Nebraska	A mix of remote learning & physically opened preschool buildings[36]
Nevada	A mix of remote learning & physically opened preschool buildings (determined locally)[32]
New Jersey Abbott	A mix of remote learning & physically opened preschool buildings[34]
New Jersey ECPA	A mix of remote learning & physically opened preschool buildings[34]
New Jersey ELLI	A mix of remote learning & physically opened preschool buildings[37]
New Mexico	A mix of remote learning & physically opened preschool buildings[41]
New York	A mix of remote learning & physically opened preschool buildings, including some hybrid learning[41]
North Carolina	A mix of remote learning & physically opened preschool buildings[41]
North Dakota	A mix of remote learning & physically opened preschool buildings (determined locally)
Ohio	A mix of remote learning & physically opened preschool buildings
Oklahoma	A mix of remote learning & physically opened preschool buildings (determined locally)[36]
Oregon Pre-K	A mix of remote learning & physically opened preschool buildings[42]
Oregon Preschool Promise	A mix of remote learning & physically opened preschool buildings[54]
Pennsylvania RTL	A mix of remote learning & physically opened preschool buildings (determined locally)
Pennsylvania HSSAP	A mix of remote learning & physically opened preschool buildings (determined locally)
Pennsylvania K4 & SBPK	A mix of remote learning & physically opened preschool buildings (determined locally)
Pennsylvania PKC	A mix of remote learning & physically opened preschool buildings (determined locally)
Rhode Island	All but 2 preschool programs were physically open
South Carolina	A mix of remote learning & physically opened preschool buildings[49]
Tennessee	A mix of remote learning & physically opened preschool buildings
Texas	A mix of remote learning & physically opened preschool buildings (determined locally)
Utah	A mix of remote learning & physically opened preschool buildings[45]
Vermont	A mix of remote learning & physically opened preschool buildings (determined locally)
Virginia	A mix of remote learning & physically opened preschool buildings (determined locally)
Washington	A mix of remote learning & physically opened preschool buildings[50]
West Virginia	A mix of remote learning & physically opened preschool buildings[43]
Wisconsin 4K	A mix of remote learning & physically opened preschool buildings[43]
Wisconsin HdSt	A mix of remote learning & physically opened preschool buildings (determined locally)
Guam	A mix of remote learning & physically opened preschool buildings[3]

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

STATE	State provided additional supports/materials or funding for supports/materials:
Alabama	TSGOLD Creative Curriculum Cloud distance learning solution (All Programs)[53]
Alaska	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff (Some programs)[28]
Arizona	Cleaning supplies, Personal protective equipment (Some programs)[42]
Arkansas	None
California CSPP	Cleaning supplies, Personal protective equipment, Funding to waive family fees (All programs)
California TK	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More support staff, Other (All programs); More teaching staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff (Some programs)[49]
Colorado	Personal protective equipment (All programs); Cleaning supplies, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff, Other (Some programs)[59]
Connecticut CDCC	Cleaning supplies, Personal protective equipment, Services to support remote learning, Background check subsidy, Training subsidy, Other (All programs); Equipment to support remote learning (Some programs)[49]
Connecticut SR	Cleaning supplies, Personal protective equipment, Services to support remote learning, Background check subsidy, Training subsidy, Other (All programs); Equipment to support remote learning (Some programs)[50]
Connecticut Smart Start	$1,700 per-classroom for COVID-related expenses (All programs)
Delaware	None
District of Columbia	Cleaning supplies, Personal protective equipment, Services to support remote learning, Increased compensation/benefits for teaching staff, (Some programs)
Florida	Cleaning supplies, Personal protective equipment (Some programs)
Georgia	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff, Other (Some programs)[45]
Hawaii	None[39]
Illinois	Cleaning supplies, Personal protective equipment, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff (Some programs)
Iowa Shared Visions	Cleaning supplies, Personal protective equipment (Some programs)
Iowa SWVPP	Cleaning supplies, Personal protective equipment (Some programs)
Kansas PA AR	Personal protective equipment, Other (All programs)[44]
Kansas Preschool Pilot	Personal protective equipment, Other (All programs)[41]
Kentucky	None
Louisiana 8(g)	Cleaning supplies, Personal protective equipment, Equipment to support remote learning (Some programs)
Louisiana LA 4	Cleaning supplies, Personal protective equipment, Equipment to support remote learning (Some programs)
Louisiana NSECD	Cleaning supplies, Personal protective equipment, Equipment to support remote learning (Some programs)
Maine	Cleaning supplies, Personal protective equipment (All programs); Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff (Some programs)
Maryland	Cleaning supplies, Personal protective equipment, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff (Some programs)[34]
Massachusetts UPK	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff
Massachusetts Chapter 70	The state provided additional funding
Michigan	Cleaning supplies, Personal protective equipment (Some programs)[48]
Minnesota HdSt	None[38]
Minnesota VPK/SRP	Cleaning supplies, Personal protective equipment (All programs); Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff (Some programs)[62]
Mississippi	None
Missouri PP	None
Missouri Pre-K FF	None
Nebraska	None
Nevada	Equipment to support remote learning (Some programs)[33]

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

STATE	State provided additional supports/materials or funding for supports/materials:
New Jersey Abbott	Cleaning supplies, Personal protective equipment, Equipment to support remote learning (All programs)[35]
New Jersey ECPA	Cleaning supplies, Personal protective equipment, Equipment to support remote learning (All programs)[35]
New Jersey ELLI	Cleaning supplies, Personal protective equipment, Equipment to support remote learning (All programs)[38]
New Mexico	Services to support remote learning (All programs); Cleaning supplies, Personal protective equipment (Some programs)
New York	None
North Carolina	Services to support remote learning (All programs); Cleaning supplies, Personal protective equipment (Some programs)
North Dakota	None
Ohio	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff (All programs)
Oklahoma	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff (All programs)[37]
Oregon Pre-K	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff (Some programs)[43]
Oregon Preschool Promise	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff (Some programs)[55]
Pennsylvania RTL	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff, Other (All programs)[20]
Pennsylvania HSSAP	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff, Other (All programs)
Pennsylvania K4 & SBPK	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff, Other (All programs)[21]
Pennsylvania PKC	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff, Other (All programs)[36]
Rhode Island	Cleaning supplies, Personal protective equipment, Facilities modifications (Some programs); Services to support remote learning (All programs)
South Carolina	Cleaning supplies, Personal protective equipment (All programs); Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff, Other (Some programs)[50]
Tennessee	Cleaning supplies, Personal protective equipment, Equipment to support remote learning, Services to support remote learning (All programs)
Texas	Personal protective equipment, Services to support remote learning, Other (All programs)[28]
Utah	None[46]
Vermont	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning (All programs)
Virginia	None
Washington	None[47]
West Virginia	None
Wisconsin 4K	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Other (Some programs)[44]
Wisconsin HdSt	Cleaning supplies, Personal protective equipment, Facilities modification, Equipment to support remote learning, Services to support remote learning, More teaching staff, More support staff, Increased compensation/benefits for teaching staff, Increased compensation/benefits for support staff (Some programs)[28]
Guam	Cleaning supplies, Personal protective equipment, Services to support remote learning (All programs)

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

APPENDIX A: STATE SURVEY DATA 2019-2020

ALABAMA - First Class Pre-K: Alabama's Voluntary Pre-Kindergarten (FCVPK)

[1] The Office of School Readiness is within the Alabama Department of Early Childhood Education (ADECE) under the Governor's Office.

[2] Field staff who serve as coaches and monitors comprise 124.5 of the 142.5 FTEs. About 87% of staff supporting pre-K are solely instructional and quality support.

[3] First Class Pre-K: Alabama's Voluntary Pre-Kindergarten Program (FCPK) is a competitive grant program administered by the ADECE that provides funding for preschool education for 4-year-olds. FCPK is available in all counties throughout the state and provides funding to start new classrooms, support quality improvements in existing classrooms, and provide extra support to classrooms serving low-income populations.

[4] Funds for FCPK are distributed by the Alabama Education Trust Fund (ETF) Budget on a competitive basis to programs running full-day, school-year programs. Grantees must provide a 25% match to the award and sliding-scale fees can be included in the matching funds. There are three levels of grants that can be awarded to pre-K programs: (1) Pre-K Excellence Grants of up to $46,800 per grant. These are awarded to aid programs in meeting Alabama's quality standards, and are intended for use by programs that have other primary sources of funding and are renewable on a three-year grant cycle. (2) Pre-K Tiered Grants of $83,304 to $96,408 per grant, awarded on a three-year basis. These grants are intended to be primary sources of funding, and are awarded to classrooms serving a certain percentage of children receiving free and reduced-price lunch. (3) New Classroom or Plus Grants of $120,000 to $150,000 per grant. These are one-year grants awarded to new classrooms for the cost of materials, equipment, furnishings, and one full year of the general expenses of operation.

[5] As of October 30, 2019, FCPK had a total capacity to serve 21,654 preschoolers during the 2019-2020 school year.

[6] In the Fall, the overall enrollment was at 85% of total capacity and 92% in February 2021. This is lower than last year's enrollment of 97% capacity. Additionally, 59.2% of students are attending in-person, 28.2% of students are attending pre-k under a hybrid learning model, and 12.5% of students are engaged in a virtual-only learning experience. We attribute this to parents keeping children at home and/or parents not having access to an enrollment option in their geographic area that meets their needs (i.e., working parents needing in-person instruction when remote learning is the only option available).

[7] The FCPK program is designed to provide a full day (6.5 hours) of developmentally appropriate instruction and support for 4-year-old children, five days per week, for a recommended 180 days per year. Each program is funded for 187 days to include seven days of professional development for staff. Services beyond 6.5 hours per day are locally determined and may be provided at the parent's expense. Income-eligible families may receive services through the Department of Human Resources, Childcare Management Agency office or the Department of Family and Children's Services subsidized childcare program.

[8] The expectation from the state level remained at 6.5 hours per day and 180 days of instruction for the school year. However, as a result of COVID-19 individual programs and school systems made adjustments as needed based on safety and health needs and circumstances. Changes included delays to the start of the school year which, in some cases, reduced the total number of days offered. Some programs also reduced the number of days per week in-person instruction was offered to children. These variations ranged from two - four days per week. Programs implemented distance learning instruction across all five days.

[9] Children must be 4 years of age on or before September 1 and a resident of the state of Alabama, based on acceptable documentation, such as birth certificates, passports, official medical documents, or official documents from other countries. Children who are 5 years of age and are eligible for kindergarten may not enroll in FCPK. Other locally determined school system boundaries may be applicable.

[10] FCPK programs expanded eligibility requirements for the 2020-21 school year. Children were provided a virtual option to participate in FCPK programs outside of their zone in places where we had access.

[11] Depending on the grant type, programs may charge fees. For those receiving Excellence Awards, programs may charge parents the normal cost of child care that is common in the local community. For Tiered and Plus Awards, fees may be charged, but must not exceed the amounts outlined below. Parent fees are not required in the FCPK program. No child may be refused access to FCPK based on inability to pay. If a child is designated as being served by Title I, Title III, migrant or homeless, they may not be charged fees. Fee scale is as follows: 0-200% FPL: parent fees not to exceed $40/month; 201-300% FPL: parent fees not to exceed $100/month; 301-400% FPL: parent fees not to exceed $200/month; > 400% FPL: parent fees not to exceed $300/month.

[12] With the exception of Head Start classrooms, all classrooms have a 1:9 staff-to-child ratio with a maximum enrollment of 18 students. In Head Start programs, classrooms are allowed to have a 1:10 staff-to-child ratio with maximum of 20 students.

[13] Classrooms must provide at least one mealtime per day. Additional snacks and/or meals are optional but suggested. School meals are healthy meals that are required to meet the Dietary Guidelines for Americans.

[14] Screenings are to be provided by a medical professional on site at no cost. OSR has partnered with The Alabama Partnership for Children to offer 2-1-1 Help Me Grow referrals to parents, as needed. Physical screenings must be conducted by a medical professional such as a nurse, nurse practitioner or physician's assistant. They must include information regarding height, weight, body mass index and blood pressure. Additionally, the ASQ is required.

[15] Changes in screening requirements included extension of the deadline for screenings to be completed. The requirement for on-site screenings was also revised to include the option for parents to complete the screenings and share screening results with local programs. The teacher was also given the option to contact parents to assist in completing the screening. There were no changes to referral requirements.

[16] All nonpublic school programs are encouraged to participate in the food subsidy program. Teachers make referrals to 2-1-1 Connects Alabama/Help Me Grow Alabama. The Help Me Grow Alabama care coordinator works to connect the family to local resources such as a home visiting program, behavioral counseling, special education evaluation services, etc.

[17] Guidance is included in program requirements to develop a written plan to ensure DLLs are fully supported in access and understanding of all oral and written communication and/or resources. Programs were to ensure instruction and assessments were tailored to students' English Language proficiency needs in all four language domains. "Dual Language Learners in Alabama's Early Learning Programs", adopted with permission from the Minnesota Practice Brief, is included in the newly revised standards document, the Alabama Standards for Early Learning and Development (ASELD). Parents/Guardians are required to indicate primary language when registering the child for preschool. This information is fed into the TS GOLD assessment tool and triggers the use of DLL objectives. The Department-issued First Class Pre-K Reopening and Operating Framework specified that all programs are required to have a written plan for supporting children who are DLLs. The required ASQ screener is provided in Spanish where that is the indicated primary language. Additionally, the DECA-P assessment is provided in Spanish where it is the indicated primary language. ADECE is in the process of becoming a member of the WIDA Early Years Consortium to develop a statewide plan to support DLLs in the early years.

[18] Whenever possible, recruitment, enrollment, and outreach information along with program information and child's progress is communicated with families in their home language. About 5.9% of enrolled families are DLLs. Of this number 4.12% are Spanish speaking families. All of our recruitment, enrollment, outreach, program, and assessment materials and information are available in Spanish.

[19] All lead and assistant teachers are required to complete TS GOLD training which includes the "Preschool: Including Dual Language Learners and Children with Disabilities" certification on teaching and assessing DLL children.

[20] All ADECE staff receive PD in ways to support best practices for DLLs in FCPK classrooms. All FCPK classrooms are required to complete a Home Language Survey. If the survey reveals the child is a DLL, additional objectives can be assigned in the state assessment tool, TS GOLD. Region coaches also provide outreach and specific supports to teachers that have DLL students and families. The Department also partners with the University of Alabama in Birmingham (UAB) and project IMPACT-PD (Improving Preschoolers' Acquisition of Language through Coaching Teachers and Professional Development), which provides PD and coaching for improving DLLs instruction in preschool. Both lead and auxiliary pre-K teachers are encouraged to apply. This grant offers different professional development opportunities including 50-clock hours of online modules, a 5-week summer institute including follow-up classroom support from an EL certified coach, and graduate level coursework that can be applied towards a M.S. degree in ESL or Early Childhood Education. Additionally, the Department requires that supplemental resources for parents including be provided in Spanish as well as English. Due to COVID-19, the Department provided programs with a Resource Guide to support DLLs and their families via remote instruction. ADECE partnered with ALSDE to add WIDA Early Years to the existing K-12 WIDA contract in the state. Also, the Alabama Standards for Early Learning and Development (ASELD) have been revised and include the WIDA Early English Language Development Performance Definitions, accommodation and adaptation suggestions, as well as the brief, DLLs in Alabama's Early Learning Programs, in the appendix.

[21] ADECE and the Alabama State Department of Education (ALSDE) work together to support the delivery of services to preschoolers with disabilities. ADECE Program Guidelines specify coordination of preschool classroom services with ALSDE-provided services for preschoolers with disabilities. Additionally, through the PDG B-5 renewal grant, the Department grants funds to support seven collaborative education classrooms. A two to three-year transition is currently underway for the ALSDE to utilize the TS GOLD assessments currently used by ADECE. The age grouping in the ASELD document was aligned to the needs of Special Education for writing IEP's for 3-year-olds.

[22] The Department supports inclusion in FCPK classrooms. The ADECE piloted grants in 2019-2020 to fund designated Collaborative Classrooms in which the lead and auxiliary teacher are supplemented by a second auxiliary teacher, and the lead teacher is certified in Early Childhood Special Education. Additionally, the ADECE partners with the ADMH (Alabama Department of Mental Health) to deploy IECMHC (Infant and Early Childhood Mental Health Consultants) to FCPK classrooms. IECMH Consultants work with teachers and families to build capacity to strengthen and support the healthy social and emotional development of children. Program Guidelines support all grantees abiding by state guidance. It is strongly recommended that OSR classrooms carefully consider and plan for children with disabilities to ensure that resources are in place in the FCPK classroom. Programs are encouraged to consult with their LEA special education staff for resources available through the federal Office of Special Education Programs (OSEP). Pre-K teachers should utilize inclusive materials and curricula, along with appropriate supports and services, that provide social and educational benefits to the general pre-K population. Each domain in the ASELDs has an accommodation and adaptation section with additional supports inclusive of children with special needs. The recommendations in the DEC Recommended Practices are rooted in DAP.

[23] Essential guidance issued in the ADECE Remote Learning Framework required all FCPK programs to develop a written plan to ensure the continued provision of services for all students with disabilities, including students with 504 plans, and maintain appropriate documentation to support all efforts. Programs were also required to assure students with disabilities would not be excluded from participating in FCPK.

[24] TS GOLD is the required state assessment tool as well as the ASQ and the PPVT.

[25] Each classroom is assigned a coach who works directly with teachers on best practices and self-reflection, including incorporation of the developmental standards into daily planning and reviewing assessment practices. The standards are vertically aligned with Alabama's College and Career Readiness Standards as well as horizontally aligned with TS GOLD.

[26] Classrooms implement the Alabama First Class Pre-K Framework, which consists of the Alabama Developmental Standards for Preschool Children, First Class Pre-K Program Guidelines, First Class Pre-K Classroom Guidelines, the ASQ-3 Developmental Screener and the TS GOLD Assessment. ADECE does review curricula to provide guidance on which curricula are most aligned to the Alabama FCPK Framework and Alabama Developmental Standards for Pre-K. Region Directors and coaches must approve all curriculum decisions and purchases. Implementation of curriculum is embedded into the Alabama Reflective Coaching (ARC) model that includes effective teaching practices, curriculum content based on early learning standards, and professional development. Classroom guidance and support is provided by First Class Coaches. Monthly leadership training is provided for region directors.

[27] Due to COVID-19, changes have been made to how the state supports curriculum implementation. ADECE issued FCPK remote instruction guidance designed to support teachers as they provide high quality distance learning education opportunities to students. The Addendum to the Department's Program Guidelines includes guidance for providing digital access to dynamic planning tools that help to individualize instruction and facilitate communication between the teacher and families, streamline weekly planning processes, and offer access to new family-facing resources to build consistency in learning experiences as well as virtual classroom social connection guidance. All FCPK teachers were given access to online teaching/learning resources through TS GOLD in the form of the Creative Curriculum Cloud. The comprehensive collection of COVID-19 guidance related to reopening and alternative methods of instruction may be found at https://children.alabama.gov/reopening-guidance/

[28] Because the TS GOLD assessment cycle was disrupted, the Department worked with Teaching Strategies to have an option added to the assessment tool allowing teachers to indicate that documentation was not able to be collected. This added feature allowed teachers to finalize assessment checkpoints based on the data they had and what they were able to get during virtual assessments. The state purchased the Creative Curriculum Cloud from Teaching Strategies, which is part of their distance learning solution, for all FCPK classrooms. The Creative Curriculum Cloud has remote learning resources that are sent to parents directly from the TS GOLD platform. Coaches receive ongoing professional development from the Department and TS GOLD to be able to support teachers in providing effective distance learning using the Creative Curriculum Cloud. Teachers have also been encouraged to partner with parents, when possible, to gather documentation. To ensure families had the resources needed to provide at-home instruction and assessment, the Department put together 20,000 Distance Learning Resource Bags - one for every child in FCPK. Also, an exception was made to allow for the purchase of technology devices and/or connectivity to support at-home distance learning. Additionally, the Department produced, distributed, and posted to the website (https://children.alabama.gov/covid-19-response/) an Academic Continuity Plan providing guidance for continuing assessment, learning, and instruction in a safe manner. For the 2020-21 school year, the Department developed and provided to all programs The Alabama Early Childhood Education Distance Learning Roadmap (https://children.alabama.gov/reopening-guidance/). Additional guidance for providing distance learning and conducting assessments virtually is provided on the Department website at https://children.alabama.gov/supports-and-resources

[29] Alabama launched the Alabama Kindergarten Indicator of Developing Skills (AlaKiDS) in the 2020-2021 school year. Through an RFP process Teaching Strategies (TS) was awarded the contract prior to the COVID-19 outbreak. AlaKiDS is a mandatory statewide assessment in partnership with the ADECE, Alabama Department of Human Resources, and the ALSDE. Many of the AlaKiDS assessment prompts are able to be administered in person or virtually so the assessment itself did not have to be modified due to COVID-19. However, the Department adjusted the completion deadline date as needed to accommodate systems. In partnership with the ALSDE, ARI (Alabama Reading Initiative) Literacy Specialists received professional development to provide ongoing support for teachers administering the KEA - AlaKiDS. Alabama also tasked TS with creating a video for guidance on administering the KEA remotely. ADECE posted supporting resources on the AlaKiDS webpage (https://children.alabama.gov/alakids/) and encouraged teachers to partner with parents to gather documentation as well.

[30] Pre-K teachers are required to have a bachelor's degree in early childhood or child development, at minimum, regardless of the delivery system. All lead teachers must have 18 hours of coursework in early childhood or child development, at minimum. A new certificate was implemented during the 2016-2017 school year resulting in a Class B Pre-K Certificate (Birth to age 4). To qualify, the candidate must have a bachelor's degree from a senior institution and pass the Praxis II 5531, Pre-K Education. In addition, the program must be accredited by NAEYC or submitted for review and approved by the ALSDE. The certificate is valid for five years and is renewable.

[31] All public schools and programs licensed by DHR are required to provide Universal Precautions training, Bullying Prevention, and Mandatory Reporters Training to all staff. Teachers in licensed childcare programs also receive training on (1) child development; (2) health, safety and universal precautions; (3) quality child care and licensing; (4) the child care professional and the family; (5) language development; (6) positive discipline and guidance. Health and safety training is provided through public schools and is also mandatory for licensed child care sites. In addition, during the first coaching visit, coaches provide PD on health and safety.

[32] Due to COVID-19, some changes to the delivery of PD were made to ensure the safety of participants and trainers, however the number of required professional development hours remained the same. In-person trainings were shifted to virtual live and on-demand pre-recorded trainings. Systems were developed to ensure active participation from those who engaged in self-directed PD through the use of knowledge assessments and reflective surveys completed by the participant. Reflective data is shared with coaches assigned to teachers to provide continuous individualized support both virtually and/or face-to-face. PD through coaching shifted to virtual one-on-one support and small co-coaching groups while schools were shut down. When Alabama stay-at-home orders were lifted, coaches used health and safety guidelines to begin face-to-face interactions with individuals and small groups of teachers to assist them in preparing for the upcoming school year. The Department's annual early childhood education conference was provided in virtual format. TS GOLD and new teacher trainings were all delivered virtually to lead and assistant teachers. The ADECE provided teachers with an FAQ document that addressed specific classroom-related questions surrounding health and safety related to COVID-19. The Department also provided a Resource Guide with information on classroom health and safety, planning and responding to COVID-19, COVID-19 Health Education for Children, COVID-19 planning considerations, and guidance for school re-entry. As part of the ADECE Reopening and Operating Framework, teachers received a resource guide that provided guidance on Student and Data Privacy during Online Learning.

[33] Individual PD plans are required for lead and assistant teachers. FCPK uses a tiered model of coaching so the teacher is continuously setting goals and self-reflecting throughout the year. The majority of teachers are visited at least once per month allowing us to fully support job-embedded coaching practices with the teacher. This requirement is written into the Alabama Reflective Coaching (ARC) model, which is used for all pre-K teachers. New teachers receive training specifically designed for them and are engaged in multiple monthly coaching interactions.

[34] Coaching sessions in 2020-21 are being conducted primarily virtually. Sessions include a review of COVID-related health and safety guidelines. Coaches visit classrooms in accordance with local guidance.

[35] Policies are in place that require salary parity for non-public lead teachers. Salary supplement is provided for master's degree level teachers.

[36] The ADECE issued guidance requiring programs to ensure that both lead and auxiliary teachers receive full pay including when school closures occur due to COVID-19. All OSR Funds allocated for teachers' salaries should be used for this purpose.

[37] OSR requires programs to pay the CDA salary for auxiliary teachers. If the auxiliary teacher has a higher credential, programs may pay the recommended salary for that credential. It is recommended that local programs develop a new classification to reflect the increased education requirement and increased work expectations of a FCPK auxiliary teacher.

[38] Funding comes from a line item in the state's education budget. Alabama has two state budgets: General Fund and ETF. State pre-K is funded as a line item within the state's education budget. The budget line item in the ETF budget is specifically for the state's pre-kindergarten program. The funds are then distributed to local programs through a competitive grant process through the ADECE and is based on need and merit. In-kind as well as corporate donations and tuition/parent fees can be used in the required local match.

[39] At minimum 25% in-kind/cash match is required per classroom.

[40] Due to the state's rolling reserve calculation requirements and the budget stabilization fund, Alabama did not see a substantial negative impact on state revenues funding education. An increase of $6 million was provided for state pre-K; ADECE was the only agency that received an increase.

[41] Structured classroom observations consist of CLASS and a learning environment checklist aligned with ECERS. The learning environment checklist is conducted both pre and post on every classroom every year. The Department conducts formal pre and post CLASS observations on every classroom over the course of a three-year cycle. All classrooms are informally observed with the CLASS tool multiple times each year to support individual teacher growth.

[42] The data collected from CLASS and ECERS is used for a variety of purposes, including PD, reflection, state-wide evaluation, and research. During the completion of pre- and post-assessments and observations by a coach for each classroom, data is used as a part of the coaching process to design individualized PD and supports that target the teacher-created goals and action steps. Additional tools used in this classroom observation process can include but are not limited to the following: ECERS, ELLCO, additional DECA-P reflective classroom checklists, and learning environment checklists.

[43] Due to COVID-19, in the 2020-21 school year, classroom observations may be conducted virtually. Classrooms that have selected an alternative delivery method from traditional face-to-face classroom instruction may be omitted from the observation cycle or rescheduled for observation at a later date. We maintained the Department's yearly classroom observation plan, and the classrooms that are not available for observation are identified and anecdotal data taken about the reasons for the incomplete observation. If the delivery method changes during the observation period and it is possible to continue with the observation, they are rescheduled. We have extended the deadline for completing classroom observations in the hopes of capturing all classrooms randomly selected for the 2020-21 school year observation plan.

[44] Double coding allows two observers to watch interactions in a classroom together, code individually and then review to ensure they are reliably scoring within one point of each other in each dimension observed, and to have in-depth conversations about the evidence that supports effective teacher-child interactions.

[45] CLASS is used to coach teachers on individual PD needs. The coach facilitates goal setting with the teacher. The scores are used at the state level to determine PD needs and coaching priorities. It is used as a formal and informal tool to support teacher goal-setting. CLASS is also used in the P-3 classrooms to create continuity.

[46] Classrooms are visited by Department staff, Regional Directors, monitors and coaches. Programs receive a minimum of one or more visits depending on the level of need. Monitoring and data collection reports are completed every two months on all sites. Desk monitoring is used when programs have shown consistent implementation of classroom and program guidelines. Classrooms receive a site visit by a representative of the Department at least 6 times a year (only refined classrooms). However, on average classrooms receive 12 visits a year.

[47] Due to COVID-19, site visits in 2020-21 are permitted to be conducted virtually if needed, but the tiered coaching approach is still used to ensure teachers and classrooms that require more frequent support have access to their coach and monitor.

[48] The Governor issued a Safer at Home order on March 18, 2020 that temporarily closed schools. On March 26, 2020, the Governor closed schools for the remainder of the year with online instruction to begin on April 6, 2020 for all students.

[49] Some programs transitioned to virtual instruction and some shortened the school year. Local programs had the authority to choose closure dates. These ranged from May 22, 2020 to June 5, 2020.

[50] Programs made the determination about the type of remote instruction provided when buildings physically closed in the Spring of 2020 based on the availability of technology devices and family access to the internet. Some programs sent home packets of learning activities and conducted family phone call conferences. Others utilized web-based learning experiences. No programs ended completely. In the Spring of 2020, the ADECE released the Academic Continuity Blueprint. Teachers were required to conduct a parent/family teacher conference to ascertain, and later use, the best method for contact and learning engagement. The Academic Continuity Plan also included an Early Learning Appendix that contained developmentally appropriate online tools and resources, updates to the TS GOLD Assessment tool and process, guidance for the initial Parent/Family and Teacher Conference and Communication plan, sample lesson plan with guidelines, sample thematic units, individual classroom blueprint plans, and an information guide regarding developmentally appropriate practices. Additionally, the ADECE provided all students with a Born Ready Activity Bag that included learning activities and manipulatives. In the Fall of 2020, FCPK programs and classrooms received the First Class Pre-K Reopening and Operating Framework for initial reopening. Once programs announced virtual reopening schedules, a Remote Instruction Guidance Plan was provided as an addendum. In Fall 2020, all FCPK teachers are required to use an LEA- or program-approved learning management system (LMS) (i.e. PowerSchool, Google Classroom, Creative Curriculum Cloud, etc.) to provide daily social connection and/or remote learning activities to students. If parents/families do not have access to electronic devices or have internet capabilities to access the LMS, teachers must provide them a printed copy of lessons/activities and develop a plan to contact the family by phone for weekly individualized support. Daily instructional time considerations are from 20- 60 minutes per day with three-five minutes of sustained attention intervals. See also Alabama Early Childhood Education Distance Learning Roadmap. In preparation for reopening in Fall 2020, FCPK programs were encouraged to use Department grant funds to prepare Distance Learning Resource Bags. These bags would help ensure parents had the resources needed to continue the assessment and learning cycle at home, if needed. The ADECE also purchased, for all FCPK classrooms, the Creative Curriculum Cloud (with associated PD) which is a component of their distance learning solution. Teachers have also been encouraged to partner with parents when possible to gather documentation.

[51] The ADECE issued a comprehensive resource guide addressing all of the above as well as DAP for virtual learning and assessments, child and data privacy during online learning, health and safety related to COVID-19, wellness for adults, and a large variety of additional topics.

[52] ADECE received $901,000 in CARES funding to purchase Creative Curriculum Cloud distance learning solution, which was then provided for all FCPK programs. Although the ADECE did not disburse additional funds directly to programs, programs were given flexibility regarding usage of existing Department grant funds to address needs incurred as a result of COVID-19.

[53] Programs were encouraged to use Department grant funds to prepare the Distance Learning Resource, and the state purchased the Creative Curriculum Cloud.

[54] The majority of programs throughout the state modified their annual school calendar and delayed opening by one or two weeks, based on local determinations. However, 85% of FCPK programs were open by August 30, 2020 and the remaining programs were open by September 14, 2020. Some opened virtually, and some opened for face-to-face preschool.

ALASKA - Alaska Pre-Elementary Programs

[1] The Alaska Department of Education and Early Development (DEED) also provides funding to Head Start programs but has no administrative authority over their programs. There are some Pre-Elementary programs in school districts that do not receive funding through DEED's pre-elementary grants.

[2] 25 out of 54 school districts in Alaska have a Pre-Elementary program. Of the 54 school districts, one is a public high school boarding school. The grantees are spread across the state, most being in rural and remote areas. The 4 largest towns are grantees: Anchorage, Fairbanks, Mat-Su Valley, and Juneau. The rest are rural and remote areas.

[3] There is decreased enrollment in Fall 2020 from Fall 2019: 164 fewer 3-year-olds and 671 fewer four-year-olds. However, there are 7 fewer districts with Pre-Elementary grant funding. Though the difference is greater than expected, this decrease in funded programs must also be considered when analyzing the difference in enrollment.

[4] Each funded school district determines the hours of operation based on community needs.

[5] Individual school districts determined their hours of operation, start date, and location of services based on community need with special consideration of the level of infection within each community of the school district.

[6] Eligibility is determined locally.

[7] Districts are subject to federal Child Find requirements. With parental consent, students may be screened and, if warranted, referred for special education eligibility determination. If determined eligible, students will be offered an Individualized Education Program that provides a Free Appropriate Public Education (FAPE). Services received from an outside service provider do not negate the district responsibility to offer an IEP.

[8] All programs follow state Pre-Elementary statute and regulations. School districts partnering with Head Start programs must follow federal Head Start requirements. Support services include parenting support or training, health services for children, and nutrition information. Pre-Elementary programs providing special education services must follow Individuals with IDEA requirements.

[9] Requirements for screening, evaluation, and assessment activities for DLLs are derived from federal regulations in relation to Child Find, In addition, Alaska state regulations 4 AAC 34.010 - .090 provide requirements specific to DLLs.

[10] DEED oversees IDEA Sec. 619 services. The Early Learning Department is supervised by the Special Education Director.

[11] A person employed by or on behalf of a school district to teach special education to a preschool child with a disability, who does not hold an endorsement in early childhood special education, must have completed six semester hours in early childhood special education.

[12] It is the goal of the Department of Education to support school districts in providing each individual students with their least restrictive environment in which to learn.

[13] The state provided daily webinars to assist school districts in providing IEP services to children. A FAQ was developed for parents and school districts that was posted on a state COVID-19 website. In 2020-2021, the state continues to provide support through weekly webinars with school districts.

[14] Pre-Elementary grantees are required to use TS GOLD and may access it online at DEED's expense. The only exception is grantees with programs that run for 8 weeks in the summer.

[15] DEED provides funding to non-profit agencies that provide support and instruction on the understanding and use of Alaska's Early Learning Guidelines.

[16] The state has made funding available to Head Start and Pre-Elementary grantees for Creative Curriculum, which is in alignment with TS GOLD assessment.

[17] Spring 2020 assessments were cancelled. The Fall 2020 TS Gold checkpoint was suspended for grantees. As of January 2021, the Spring 2021 checkpoint is still required.

[18] Fall assessments were cancelled. A decision for Spring 2021 had not been made at the time of data collection.

[19] All public school lead teachers are required to have a bachelor's degree or higher. Per federal regulations, 50% of Head Start lead classroom teachers are required to have a bachelor's degree or higher. Regulations regarding teacher requirements may be found, here.

[20] There were 21 fewer teachers in Fall 2020 than in Fall 2019. Part of this is due to COVID-19 and part of this is due to the decrease in districts that provided Pre-Elementary programming (from 25 districts to 17).

[21] The regulations state lead teachers who are not performing well in two or more areas of evaluation must have an annual PD plan to guide improvement. Paraprofessionals (assistant teachers) are required to have an annual evaluation; an annual evaluation must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals. Head Start lead and assistant teachers must follow Federal Head Start Requirements, which are not regulated by the State of Alaska.

[22] Coaching and mentoring services are provided to some school district Pre-Elementary programs on a voluntary basis through a non-profit agency for which DEED provides funding. Some individual districts have internal coaching and mentoring systems. Head Start lead and assistant teachers must follow Federal Head Start Requirements, which are not regulated by the State of Alaska.

[23] The state does not require pay parity; the unions in the school districts do. There are a few districts that do not have unions and parity is locally determined.

[24] Pre-Elementary grantees are asked to address how they implement structured observations of their classroom quality in their grant applications; however, they are not required to report the data. It is at their discretion which tools/process, the frequency, and classrooms they will use.

[25] Private and public schools were closed per State of Alaska COVID-19 Health Mandate 008

[26] Some programs closed early, but it was not per mandate. In-person classes did not occur post-3/20/20 health mandate, but virtual and other services were provided by some districts. This was determined locally.

[27] No requirements were set. A webpage was created with virtual resources for preschool programs and a virtual seminar was held in April to highlight some of the resources.

[28] CARES Act funding was available to school districts to meet the district's needs. There was not a separate funding for district Pre-Elementary programs only.

ARIZONA - Quality First Scholarships

[1] First Things First (FTF) was designed to meet the diverse needs of Arizona communities. Decisions about which early childhood strategies will be funded, such as Quality First (QF) Scholarships, are made by 28 regional partnership councils composed of community volunteers. For more information about the Regional Partnership Councils, see: https://www.firstthingsfirst.org/governance/ftf-regions/

[2] In addition to serving children in center-based programs, QF Scholarships are also administered in family child care (FCC) settings. In addition to the 5,216 children served in center-based programs, there were a total 362 children served in FCCs through QF Scholarships (3- to 5-year-olds (197); 0- to 3-year-olds (165)).

[3] In Fall 2020, some programs that typically operate classrooms that have QF Scholarships did not open, however, they continued to be paid at pre-COVID-19 levels regardless of whether the sites were open, closed, or providing services virtually. This was done to preserve system capacity and ensure these preschool slots are available as schools reopen and the economy recovers. Informal surveys of providers indicate that enrollment in the state's early learning programs is down about 41% compared to pre-COVID-19.

[4] In addition to children served in center-based programs, 6 children with an IEP/IFSP were served in family child care homes (2-year-old (1); 3-year-olds (2); and 4-year-olds (3)).

[5] Head Start programs are eligible for QF Scholarships, specifically to include additional children above and beyond the number of children served through Head Start funds as well to extend from a part-day to a full-day of service. This number of children served in Head Start is not tracked.

[6] Total enrollment does not match breakdowns: 89 children were in programs with unknown/unconfirmed public/private settings; children who switch settings mid-year are counted in both categories. Children under three and those served in FCCs are not included in these counts.

[7] In addition to children served in center-based settings, there were 333 children served extended-day and 36 children served part-time in FCCs.

[8] The program is based on minimum monthly and annual hours, not daily hours. The state does not dictate the annual operating schedule, but programs must operate a minimum of 400 instructional hours annually (9-, 10-, 11-, or 12-months), 34 hours per month, and 8 days per month to receive reimbursement for a part time QF Scholarship. This assumes a minimum of 2 days per week. To receive reimbursement for a full time QF Scholarship, children must be enrolled for a minimum of 93 hours per month, 1,120 hours annually, and a minimum of 8 days per month.

[9] There were not changes made to the operating hours requirements. However, QF Scholarships were reimbursed whether or not a program was operating for the required hours. This temporary reimbursement implementation was effective Q4 of the 2019-2020 school year and has continued through Q1 of the school year. While decisions are still being made regarding how long this temporary reimbursement will continue, it is unlikely to be continued for the entire 2020-2021 school year.

[10] Eligibility to participate in QF Scholarships includes age requirements and income requirements. Age requirements only include children birth through five years of age, not eligible for kindergarten. Family income eligibility only include families earning 200% of FPL or below.

[11] Some early care and education programs participating in QF Scholarships charge a co-payment to the family in addition to the reimbursement that the state provides, but this is a decision made by the early care and education program the child attends. It is recommended that providers do not charge a co-payment if the QF Scholarship reimbursement covers the program's tuition.

[12] Eligibility is re-determined each state fiscal year based on the child's age and the family's income. Once deemed eligible, children remain eligible for the entire state fiscal year. Children who are deemed ineligible at the start of a new state fiscal year are dis-enrolled from the program.

[13] Group size and teacher-child ratio are based on the age of the youngest child in attendance. Ratios and group sizes are assessed every other year in all classrooms during the Quality First rating process.

[14] While there were no changes to the requirements for QF Scholarships, many programs were implementing the COVID-19 CDC guidance and reduced the number of children in a classroom to prevent the spread of illness.

[15] State child care licensing regulations require the following: children enrolled two to four hours receive one or more snacks; children enrolled four to eight hours receive one or more snacks and a meal; children enrolled nine or more hours receive two snacks and a meal.

[16] Programs participating in Quality First and QF Scholarships must have a written procedure for both screening and referring children for additional services as part of their Quality First rating. Programs may provide screening themselves or refer families to receive screening from other organizations.

[17] As part of the Quality First Rating (required for participation in QF Scholarships), programs are assessed every 24 to 27 months on kindergarten transition activities, involvement of parents in ongoing progress monitoring, parent conferences and/or home visits, and their screening/referral policy.

[18] The Arizona Department of Education (ADE) is the state agency that oversees preschool/early childhood special education for children 3 – 5; the Arizona Early

Intervention Program (AzEIP) oversees services for children 0 - 3 years of age. Both ADE and AzEIP are separate agencies from First Things First. Children who have an IEP, IFSP, or 504 plan served in QF Scholarships receive the screening, evaluation, and eligibility for special education services through the ADE or AzEIP. The QF Scholarships program provides the access to a quality child care program in which ADE/AzEIP oversee the special services that may or may not be delivered at the child care program.

[19] All programs participating in QF Scholarships have access to four hours of coaching per month. Coaches can provide information, training, and classroom support on a variety of topics, including inclusive practices. Outside of QF Scholarships, there are Inclusion Coaching opportunities funded in a few regions.

[20] The ADE has identified TS GOLD as the state approved child assessment. To participate in QF Scholarships, an early care and education program is not required to use TS GOLD, but rather any assessment that is aligned to the ELDS and the Infant Toddler Developmental Guidelines.

[21] ADE offers an introduction to the standards training as well as in depth training on each of the sections of the standards. Coaching content may also include support for the implementation of the ELDS.

[22] ADE provides on-line resources to support programs in selecting a curriculum (see: http://www.azed.gov/ece/preschool/). Early Care and Education programs participating in QF Scholarships are assessed every 24 to 27 months on the alignment of their curriculum with the Arizona ELDS and Infant Toddler Developmental Guidelines. The curriculum assessment also includes a requirement to include curriculum learning objectives for children, and any modifications to the curriculum made for individual children if there are children enrolled with special needs in the classroom. In addition, programs receive on-site technical assistance on a monthly basis that can include support in curriculum implementation.

[23] Programs make decisions on which preschool assessment tool to use in their program. The tool must be aligned with the Arizona Early Learning Standards and the Infant Toddler Developmental Guidelines.

[24] The state has not provided any guidance about child assessments for remote instruction. Remote instruction does not count towards the hours requirements for QF Scholarships.

[25] The minimum requirement is that 25% of lead teachers and administrators have at least 12 college credit hours in early childhood or related fields or a Certificate of Completion in ECE or CD, or a CDA. However, all programs must have a minimum star rating based on the Quality First assessment to participate in QF Scholarships.

[26] Number and percentage of teachers with Certificate of Completion in ECE: 34 (1.58%); Arizona Teaching Certificate: 3(.14%); Arizona Teaching Certificate with ECE Endorsement: 77 (3.58%); AMS/AMI Montessori Credential: 3 (.14%); and Unknown: 1817 (84.5%). The total percentage of teachers is over 100% because teachers that have an Arizona Teaching Certificate and Arizona Teaching Certificate w/ ECE Endorsement are also counted in the bachelor's degree category as they have both a bachelor's degree and a valid AZ Teaching Certificate.

[27] Fifty percent of QF Scholarships assistant teachers must have a minimum of six months of experience working in an early care and education program. However, all programs must have a minimum star rating to participate in the state-funded preschool. The Arizona Department of Health Services, Bureau of Child Care Licensing includes training requirements that all programs are responsible to meet.

[28] QF Scholarships requirements for ongoing PD are aligned with the State Licensing standards.

[29] All programs participating in QF Scholarships that also have a contract with the Arizona Department of Economic Security to accept child care subsidy must meet the health and safety requirements identified in the CCDBG re-authorization of 2014.

[30] Monthly coaching is provided to all early care and education programs participating in QF Scholarships. The coaching can be used to support teachers, assistant teachers, and administrators, and includes the review of assessment reports. While the coaching is required, the audience (teacher, assistant teacher, administrator) receiving the coaching is not dictated by the state.

[31] During COVID-19, coaching was delivered virtually for all early care and education programs participating in QF Scholarships.

[32] In 2006, Arizona voters earmarked tobacco tax revenues for early childhood development and health programs and created the Early Childhood Development and Health Board, known as FTF, to oversee those funds. FTF allocates those funds to communities based on the birth to five population and percentage of young children in poverty. Volunteer regional councils recommend early childhood programs to fund. These public funds can be used for various early childhood programs, including increasing access to early learning. This is accomplished through QF Scholarships serving young children living at or below 200% FPL. The amount indicated represents preschool-age children in center-based programs ($19,224,515). A total of $34,146,795 was spent on 0- to 5-year-olds in center-based programs. Infants and toddlers in center based care = $14,922,280. In addition to the above expenditures, FTF also funds children receiving QF Scholarships in FCCs. Preschool aged children in FCCs = $783,621; Infants and Toddlers in FCCs = $852,027. This totals $35,782,443.

[33] A temporary reimbursement policy was instituted in Q4 of 2019-2020 that continues into Q2 and Q3 (and likely Q4) of 2020-2021 that provide reimbursement to programs both closed and open for services.

[34] Programs implementing faith-based instruction have QF Scholarships that families can transfer to any program that they would like, while QF Scholarships at non-faith-based programs are not transferable.

[35] All programs are assessed on Staff Qualifications, Administrative Practices (Ratios/Groups Sizes and Retention), and Curriculum/Child Assessment using the Quality First Points Scale, developed by FTF. All programs participating in QF Scholarships must also participate in Quality First, Arizona's QRIS. Each program receives a program assessment every 24 to 27 months that includes assessments in one-third of the total number of classrooms randomly selected at the site using the ERS-R (ITERS-R, ECERS-R, FCCERS-R), the CLASS (Toddler, Pre-K), and the Quality First Points Scale that includes reviewing curriculum, child assessment, ratios and group sizes, staff qualifications, staff turnover, policies for kindergarten transition, and screening/referral. The assessments are used to determine if the program is eligible to participate in QF Scholarships and to support the program in improving or maintaining quality.

[36] Due to the impact of COVID-19, formal structured classroom observations have been on hold from Q4 in 2019-2020 and through Q1 in 2020-2021. It is anticipated that informal assessments will resume in Q2 2020-2021 and formal assessments for the purpose of a rating will resume in Q4 2020-2021.

[37] The state contracts with an organization to conduct all the assessments in QF. The state requires that all assessors must meet the reliability as identified by the tool. In addition, ongoing reliability checks are required every 10th assessment an assessor conducts. The ongoing reliability checks must be conducted in tandem with an assessor supervisor or assessor trainer to ensure ongoing reliability in use of the tool. Assessors that fall below the reliability as required by the tool cannot conduct assessments.

[38] Some programs never closed throughout the pandemic. Programs have consistently reopened since the beginning of the 2020-2021 state fiscal year (starts in July), tracked by FTF. At the end of March 2020: 46% open and 54% closed; by the end of June 2020: 55% open and 45% closed; as of October 2020: 78% open and 22% closed.

[39] The Governor required all public-school programs to close for on-site school and many provided some services virtually. For programs in non-public schools, closures were determined locally. The local school districts determined the open date for programs on public school campuses.

[40] FTF tracked virtual instruction if it was provided in the dosage amount required by QF Scholarships. Virtual services were not required.

[41] Payments were based on the February 2020 reporting. If the current month reporting would result in a higher payment than February 2020, the higher payment was reimbursed. However, if the current month reporting was lower than February 2020, the February 2020 reimbursement was provided.

[42] FTF, in coordination with multiple partners (public schools, governor's office, Greater Phoenix Urban League), was able to implement a request for supplies system. Each program would request supplies they needed and as they became available were provided to programs upon request. In addition, Quality First participants had access to financial incentives to support their quality improvement plans. The use of financial incentives for COVID-19 related supplies was allowed even if the incentive use was not tied to a quality improvement plan.

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

[1] State funding is provided through the Arkansas Department of Education - Division of Elementary and Secondary Education (DESE). The State Board of Education must be informed of and/or approve grant awards, program standards/regulations and the impact of these services as they relate to school readiness.

[2] All 238 school districts have access to the Arkansas state funded preschool program.

[3] School districts classified as being low performing, appearing on the Needs Improvement Priority School list, or where more than 75% of fourth graders score below proficient on benchmark exams, are required to work with the Arkansas Department of Education (ADE) and the local community to establish, promote, and assist in the development of an ABC pre-K program. Awarded funding goes to either the school district or a community provider in the identified locations.

[4] The enrollment total does not include children who received only ABC home-visiting services. Children who are dually served in center-based care and home visiting are included in the enrollment total. All 25 five-year-old children are enrolled through a waiver process, which may be due to a disability, a development delay, or the child is in foster care and needs more time to prepare for kindergarten.

[5] Arkansas Pre-K offered onsite instruction both Fall of 2019 and Fall of 2020. In comparing the ABC enrollment for Fall 2019 and Fall 2020, there is a difference of approximately 5,000 children enrolled and attending the center-based facilities. The decrease in enrollment during Fall 2020 was due to the COVID-19 virus in the local community and many families elected to keep their children home for two reasons: (1) parents don't think it's safe and (2) parents are not working or are working at home and not sending their children. The State saw enrollment numbers rise (5%) in January/February 2021 as families were feeling better about sending their pre-K children to onsite instruction. The ABC programs continued to recruit and stay in communication with the families which resulted in an increase of enrollment.

[6] All children enrolled in an ABC program receive an annual developmental screening to identify individual developmental delays and/or educational deficiencies. Children so identified are referred for special education services through either the regional Education Service Cooperative or the local school district. The team of parents, preschool staff, and special education professionals collaboratively develop plans and design the individualized early intervention service components for eligible students.

[7] The number of children dually enrolled in the state preschool and Head Start is unknown, but there are several Early Head Start and Head Start programs that are ABC grantees.

[8] Other Public Settings includes the higher education institutions and State Educational Service Cooperatives that provide services for school districts.

[9] All state-funded preschool services are mandated to operate for a minimum number of hours per day (7) and days per year (178). This is considered the regular school day and not an extended day in Arkansas. The local ABC program operating schedule typically reflects the annual operating schedule of the local school district.

[10] Kindergarten-age eligible children may enroll in preschool contingent on the DESE-ABC team reviewing and approving the child waiver containing supporting documentation and IEP if applicable. The Child Waiver must be approved by the DESE-ABC team prior to enrolling the child in an ABC program.

[11] The $10 Million (Arkansas Better Chance) uses other individual child or family characteristics to determine eligibility and can serve children beginning at birth. Children eligible to participate in an ABC program shall have at least one of the following characteristics: family with gross income not exceeding 200% FPL; a parent without a high school diploma or GED; low birth weight (below 5 pounds, 9 ounces); parent who was under 18 years of age at birth of child; immediate family member with a history of substance abuse; a demonstrable developmental delay identified through screening; eligible for services under IDEA; income-eligible for Title I programs; limited English proficiency; a parent who has a history of abuse or neglect, or who is a victim of abuse or neglect; meets the state homeless criteria; is in foster care; or has an incarcerated parent. The $104 Million (Arkansas Better Chance for School Success) uses income eligibility and targets children ages 3 and 4 years old or those children who are not eligible for kindergarten without an approved waiver. To be eligible to participate in the ABCSS program, the family must have a gross income not exceeding 200% FPL and the child must be age-eligible. A sliding fee scale applies to families with incomes between 200% and 250% FPL.

[12] ABC programs may utilize the state (DESE-ABC) established annual fee schedule and sliding fee scale to determine eligibility of families with incomes between 200% and 250% FPL. Families who quality for enrollment under a sliding fee scale pay fees directly to the local program. The amount of parent co-pay as determined by DESE-ABC is deducted from the reimbursement to the program.

[13] The maximum class size for each age group of ABC children cannot exceed the classroom's licensing capacity at any time.

[14] The classroom size and classroom ratios did not change. The focus was on creating smaller group sizes within the learning space and how teachers manage and interact with the smaller groups of children.

[15] All state funded preschool programs either provided meals or the children participated in the meal distributions through the local school district.

[16] The age appropriate health/well child screenings include the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) screening and a hearing and vision assessment. The complete health/well child screenings should be completed every two years while the child is in the ABC program.

[17] Each ABC program is required to create and implement a local Parent Engagement/Involvement Plan including two parent-teacher conferences, an open door policy, and opportunities for parents to have input. Each ABC program is also required to create and implement a local Transition Plan to Kindergarten.

[18] Following the guidance from the Center for Disease Control and Prevention (CDC), Arkansas Department of Health (ADH), DESE, and Division of Child Care and Early Childhood Education (DCCECE) - the ABC programs are adhering to the most current guidance and changing methods of delivery for parent interactions from face-to-face meetings to on-line platforms.

[19] An ABC program electing to provide transportation services for children must follow all state minimum licensing requirements as specified in in the Minimum Licensing Requirements for Child Care Centers.

[20] The ABC programs providing transportation were still required to follow all state minimum licensing requirements as well as the most current guidance pertaining to health, safety and transportation procedures as outlined by the CDC, ADH, and DCCECE.

[21] The state does not have policies that regulate services for preschool DLLs. The state does support DLL students as seen in the provision of translated materials for parents, enrollment applications, learning standards, etc. Local programs make decisions about translation into languages according to the needs of the local population to accommodate families. Bilingual instruction is permitted in child's home language; dual language immersion programs are permitted; children are permitted to be pulled out for English language instruction; recruitment, enrollment, and outreach information is provided to families in their home languages; a home language survey is sent home at the beginning of the school year; information about enrolled children's program and performance must be presented to families in their home languages; PD and/or coaching is provided for teachers of DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness.

[22] The state funded preschool and the early childhood special education services are separate offices, and both administered through the DESE in the ADE. For any ABC child requiring the intervention services of special education, the ABC program collaborates with special education professionals to ensure each party has access to necessary information to provide the appropriate services that are in alignment with decisions made by the child's IEP team. Representatives from both programs are expected to play a role on the child's IEP team. The programs collaborate on when, where, and how services can be provided in the Least Restrictive Environment (LRE).

[23] Early childhood special education providers offer preschool educators consultation and PD to support the needs of children with disabilities.

[24] The state early childhood special education program has formed a state leadership team specifically for the purpose of analyzing current inclusive practices provided in the state and to develop an action plan for increasing access and support in inclusive settings across the state.

[25] Early Childhood Special Education (ECSE) providers are expected to provide services according to the child's IEP. In order to be prepared for unforeseen events, special education providers have been encouraged to work with the IEP team (including the state funded preschool representative and parent) in advance to prepare a plan for such times when access is limited due to health concerns. All members should work together to determine how each of the child's services can be continued in an appropriate manner. Providers are highly encouraged to develop these plans prior to an event occurring to ensure a smooth transition.

[26] The Arkansas ELDS also covers: Emergent Literacy, Mathematical Thinking, Science and Technology, Social Studies, and Creativity and Aesthetics. They are also linked to the KEA.

[27] ABC programs are required to use the WSS - Pearson Assessments for every child enrolled. The ABC teaching staff continuously assess children's progress by monitoring their skills, knowledge, behavior, and accomplishments. Teachers evaluate a child's progress in each of the WSS domains three times during the year - in the Fall, Winter, and Spring. WSS is curriculum neutral and has been aligned with the Arkansas ELDS. Additionally, the state has an approved list of developmental screening instruments that programs use to conduct a routine annual developmental screening on each child to identify developmental delays and/or educational deficiencies.

[28] The state strongly supports the ELDS and has approved these standards via the Arkansas Early Childhood Commission, which is an advisory group. Funding is provided to contractors to disseminate training statewide to early childhood providers.

[29] ABC funding provided to programs may be used for technical assistance (TA) to support curriculum implementation. The use of funding for curriculum TA is a decision made at the local level. The state supports and makes available to all ABC programs PD opportunities that offer enhancements to any curriculum.

[30] In Spring of 2020, the collection of child produced evidence was omitted due to the disruption of services caused by COVID-19 pandemic. For the 2020-2021 school year, all ABC programs are continuing to receive training, coaching, and support from the child assessment specialists via on-line platforms. The programs will continue to collect, assess, and evaluate children's progress in each of the WSS domains for the three collection periods (Fall, Winter, Spring). Classroom teachers will support the individual child's learning and needs both in the classroom and/or communicating with the family of those children who are working remotely due to COVID-19 quarantine.

[31] The lead teacher employed by public schools is required to have a minimum of a BA in Early Childhood Education or Child Development and hold a standard Arkansas teacher license with early childhood certification. The lead teacher employed by non-public schools is required to have a minimum of a BA in Early Childhood Education or Child Development. For all programs with multiple classrooms at a single location, the teacher of the second classroom shall hold, at a minimum, an AA in Early Childhood Education or Early Childhood Development. State policy does allow programs to hire staff under an approved Staff Qualification Plan while completing coursework to obtain minimum credentialing.

[32] Teachers who do not have one of these pre-service specializations are put on a two-year staff qualification plan.

[33] In Fall 2015, the ADE replaced the Pre-K-4th grade (P-4) license with the Early Childhood/Special Education Integrated Birth - K (B-K) license. Any teacher who had already received a P-4 or was in the process of completing the license, could continue. Teachers holding an Elementary K-6 License, or a Special Education License can complete the requirements to obtain an Age 3-4 Endorsement from the ADE. Teacher credentials are evaluated on a case-by-case basis in an effort to include high quality teachers from varying educational backgrounds. The teacher must have a completed coursework in early childhood education and/or child development, although in some cases the teacher is placed on a Staff Qualification Plan to complete the required coursework.

[34] The "Other" category includes those teachers who may have three years of college with a Certificate of Proficiency and are working to obtain a four-year degree.

[35] To serve as a paraprofessional/assistant teacher in the ABC program, teachers are required to either complete the CDA credential or have an associate degree in early childhood education or child development. If an assistant teacher has an AA in another subject, they must complete a minimum of 12 credit hours in ECE/CD. The Birth to Pre-K Credential and Technical Certificate in ECE/CD are also options for the state-funded preschool program. The Technical Certificate requires 24 Early Childhood Education coursework hours in ECE and/or CD.

[36] The state contracts with state agencies to provide PD opportunities for preschool staff. ABC teachers are required to receive early childhood training in the areas of Arkansas Child Development and Early Learning Standards: Birth through 60 months; cognitive development; early literacy; mathematics; science; social studies; music and art; social/emotional; mental health support; child assessment; classroom assessment; health and safety; communication skills; emergency care; etc.

[37] The delivery system for the PD opportunities changed from face-to-face to on-line venues due to the COVID-19 restrictions.

[38] Classroom-embedded support is not required by state policy but is encouraged at the local level. Technical assistance and coaching are available for the Environmental Rating Scale and for implementing the on-going state assessment system using anecdotal recording and observation. Early childhood PD opportunities are offered for all areas of the ELDS to support teachers and/or paraprofessionals in achieving the required hours and courses in order to remain in good standings.

[39] The state contracts with state agencies to provide coaching and mentoring opportunities for preschool staff. The delivery system for the coaching and mentoring support changed from face-to-face to on-line venues due to the COVID-19 restrictions.

[40] Salary parity is highly recommended and was initially expected. Because the program has been flat funded with minimal increases, the salary schedule may vary across the state. Many programs pay the pre-K teachers and assistant teachers on a comparable pay scale as other K-3 teachers and assistant teachers depending on their educational level and credentials.

[41] State funding is from the Arkansas General Fund ($106,500,000).

[42] All ABC programs are required to have a 40% local match. The local match may be cash or in-kind.

[43] All school districts and providers are receiving full payments regardless of current enrollment.

[44] Several of the Education Service Cooperatives ABC grantees write the grant for state funds on behalf of the LEA. The Education Cooperative establishes services, manages, and oversees the operations on behalf of the LEA. One of the higher education institution ABC grantees writes the grant on behalf of the LEA, local community, and family care homes. The higher education institute establishes services, manages, and oversees the operations of the preschool programs.

[45] The state is utilizing the ECERS-3 for all ABC preschool classrooms observations and assessments. Preschool teachers and paraprofessionals participate in PD opportunities, receive technical assistance, and support for the ECERS-3.

[46] The delivery system for the PD opportunities, technical assistance, coaching for the ECERS-3 changed from face-to-face to on-line venues due to the COVID-19 restrictions. Currently, the ERS/ECERS classroom assessments are postponed to provide the teaching staff intentional support, coaching, and technical assistance.

[47] The ERS/ECERS observations and classroom assessments are conducted by an independent contractor that employs trained, reliable, and validated personnel.

[48] The ABC Unit monitors the programs in collaboration with the DHS Licensing Unit. The Licensing Specialists focus on the teacher-child ratios and other programmatic areas of review that are pertinent to the ABC program then communicates the information to the specific ABC Specialist. The ABC Specialists conduct on-site and desk monitoring and provide technical assistance and support to the programs. Classrooms are observed and teaching staff are provided technical assistance as requested or when areas of noncompliance and program improvement is identified.

[49] Due to COVID-19 restrictions of non-essential/extra persons allowed on campus or in the preschool classrooms, the decision to conduct desk reviews/monitoring are currently being implemented rather than on-site visits. DHS Licensing Specialists continue to visit preschool facilities three times per year and are in communication with the ABC Specialists. Site directors have conducted virtual tours of the facilities via Face Time to share a real-time experience for the ABC Specialist to view the learning environments and facilities.

[50] The state funded preschool programs not located on public school campus remained open to provide early childhood services for the community. Physical closures of programs occurred based on the guidance of the Arkansas Department of Health, DHS, DESE, and the situation experienced at the individual location.

[51] For the Spring 2020, DESE partnered with Arkansas PBS to support teachers, families, and children by providing Arkansas AMI Learning Guides associated with PBS educational programming. The Arkansas AMI Learning Guides were developed to support home-based instruction in association with the PBS educational television programs to promote activities that children and families used to practice existing skills, learn new topics, and interact with one another in a meaningful way. These were offered in both English and Spanish. For the Fall 2020, DESE supported ABC Early Childhood programs in reassessing program plans to sufficiently prepare for learning in the 2020-2021 school year. The ABC Program - Early Childhood Ready for Learning document identified priority areas that align with guidance provided to K-12 school districts to be Ready for Learning. Each ABC program used the planning chart template to create a local Early Childhood Ready for Learning plan.

[52] The payments continued since the ABC services were provided.

[53] The DCCECE distributed CARES Act federal funds to support cleaning and sanitation for all licensed childcare facilities that remained opened during the Spring 2020 and to those that opened in Fall 2020. As of December 16, 2020, DCCECE reported that $34,450,522.06 in CARES funding had been distributed and expended by early child care facilities throughout the state. It is estimated that $39,000,000 of the $41,500,000 CARES funds will be expended by December 31, 2020. The remaining $1,500,000 will be distributed for deep cleaning in classrooms or facilities when a positive case is confirmed, and the facility is directed by the ADH – Arkansas Department of Health to close a classroom and/or center.

CALIFORNIA - California State Preschool Program (CSPP)

[1] The California Department of Education's (CDE) FTEs and individuals administering the CSPP include those who: Oversee CSPP operations; Supply leadership on CSPP policy development, direction, and implementation; Provide training, technical assistance, and fiscal and service delivery monitoring of CSPP programs; and Deliver analytical services and support in the areas of project planning, organizational development, change management, innovation, and organizational performance.

[2] The number of children under 3-years-old in CSPP increased by 3,559 from 2018-19 to 2019-20. The increase is explained by the statutory change in the CSPP age eligibility definitions of CSPP-eligible three- and four-year old on July 1, 2019.

[3] CSPP enrollment has been affected by the COVID-19 pandemic. The cumulative monthly CSPP enrollment decreased between 2019-20 and 2020-21. In March 2020, the CSPP had its highest monthly enrollment during 2019-20. From March to May 2020, the COVID-19 pandemic decreased total cumulative CSPP monthly enrollment by 11,332 (8 percent) from 149,783 to 138,451. Of the 11,332 total decline: part-day CSPP decreased by 8,956 (9 percent) from 100,514 to 91,558 and full-day CSPP enrollment declined by 2,376 (5 percent) from 49,269 to 46,491. While part-day CSPP experiences regular, seasonal changes in enrollment due to programs closing for the summer, the decrease occurred earlier due to the pandemic. Preliminary data shows that programs may not have recovered in the usual, seasonal fashion.

[4] The 2,388 two-year-olds are included in the 35,407 three-year-olds whose home language is English only. The 1,753 two-year olds are included in the three-year-olds whose home language is a language other than English.

[5] The enrollment by program location October 2019 data is by location of the agency with administrative/ fiscal responsibility.

[6] Enrollment by operating schedule data are as of October 2019. A policy change in full-day CSPP enrollment priorities may explain why enrollment in extended day programs increased by 2,510 children from 2018-19 to 2019-20 and enrollment in part-day CSPP programs decreased. Effective July 1, 2019, after all families with a demonstrated need for services have been enrolled, a full-day CSPP may provide services to CSPP-eligible children in families who do not meet any of the need for services criteria. Part-day CSPP programs already had the ability to enroll children who did not meet the need for services criteria.

[7] CDE funds CSPP part-day and full-day services. Part-day programs are funded to operate between three and less than four hours per day, and 175 to 185 days per year, unless the contract specifies a lower number of minimum of days of operation. Full-day CSPP programs are funded to operate for the number of hours needed to meet the needs of the community for a minimum of 246 days per year unless the contract specifies a lower number of minimum days of operation. Assuming three hours per day for 175 days per year, 525 hours is the minimum number of hours per that CSPP was funded to operate during 2019-20.

[8] The state did not require the state-funded preschools to operate differently, but several laws and executive orders during the COVID-19 pandemic allowed them to operate differently. Due to COVID-19 many contractors may have shut down or reduced operating hours to meet the cleaning and sanitation requirements. Some state-funded part-day preschools resumed hybrid operating schedules to serve as many children as possible, however full-day programs are required to operate at a full-day schedule to meet the needs of the families in the community. Any child not receiving in-person services, due to capacity limitations from the state or local public health department or the family's choice to shelter in place, are receiving distance learning opportunities.

[9] The minimum age for CSPP eligibility is 3 by June 30. CSPP-eligible three-year-old children are defined as those who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP. Children who turn three years old in the fiscal year between December 2 and June 30 may enroll in CSPP on or after their third birthday. CSPP-eligible four-year-old children are those who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP. Priority for CSPP is given to 4-year-olds who are not enrolled in Transitional Kindergarten (TK). The CDE explored options to allow children who are TK age-eligible and kindergarten-age eligible to remain in the CSPP for the remainder of the program year due to COVID-19. Kindergarten-age eligible children must have their birthday before September 2 of the fiscal year they are being served. In light of the legislative goal to provide continuity of care to children and the unusual obstacles public schools are currently facing to providing in-person TK and Kindergarten to children, guidance allowed currently enrolled TK- and kindergarten-age eligible children to be served in part-day and full-day CSPP for only the remainder of the 2020-21 program year if specific conditions are met.

[10] Families must meet at least one of the following eligibility criteria to be enrolled in CSPP: 1) income eligible, 2) receiving cash aid, 3) homeless, or 4) have a child who is receiving child protective services or is at risk of abuse, neglect, or exploitation. Full-day services are provided based on family employment, vocational training, homelessness, and parental incapacitation. For full-day CSPP, families must also establish at least one of the following needs for care: employment/seeking employment, education or vocational training, homelessness, or parental incapacity.

[11] Pursuant to the Governor's Executive Orders and CDE's, CSPP contractors may enroll new families in Emergency Childcare in addition to serving current families from April 2020-August 29, 2020, but only if such families meet one of the following criteria: 1) essential worker; 2) At risk populations, including children receiving child protective services or who have been deemed to be at risk of abuse, neglect, or exploitation; in foster care; homeless; children of domestic violence survivors; 3) Families with children with disabilities or special health needs whose IEPs and/or IFSPs include ELC services.

[12] Neglected or abused children who are recipients of Child Protective Services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency may be excluded from paying family fees for up to 12 months. CalWORKs cash-aided (TANF) families are excluded from paying the family fee. Families do not pay family fees for their CSPP-eligible children to receive part-day CSPP services. Fees were waived for families with CSPP-enrolled children for April-June 2020 due to the COVID-19 pandemic.

[13] A part-day CSPP contracting agency has 120 calendar days prior to the first day of the beginning of the new preschool year to certify eligibility and enroll families into their program. Full-day and part-day CSPP contractors certify services for not less than 12 months. To receive part-day CSPP services, families must demonstrate eligibility, while to receive full-day CSPP services, families must show eligibility and need. Once a family is determined to be eligible for full-day CSPP, they may receive full-day CSPP services for the program year unless their income exceeds the 85 percent of SMI eligibility threshold and the family lacks another basis for full-day CSPP eligibility. Once a family is determined to be eligible for part-day CSPP, they receive services for the entire year, regardless of changes in income. When a CSPP contractor deems a child to be ineligible during the school year, a CSPP contractor recommends alternative early learning and care programs for children of families to attend prior to disenrolling the children from CSPP.

[14] Although there is no limit to class size, programs typically enroll 24 children in a classroom. If groups of children of varying ages are commingled, the teacher and adult ratios shall be proportionate and appropriate to the ages and groups of children. In CSPP classrooms, the staffing ratios for children 3-to 6-years-old is 1:8 adult to child ratio, 1:24 teacher-child ratio. When CSPP-enrolled children are commingled with TK-enrolled children in a blended TK classroom, the required adult to child ratio is 1:8.

[15] According to the September 4, 2020 California Department of Public Health (CDPH) guidance, any childcare or preschool program within counties with COVID-19 cases must follow the guidance below: Cohorts must be limited to no more than 14 children and no more than two supervising adults, or a configuration of no more than 16 individuals total (both children and adults) in the cohort; Cohorts can be divided, as needed, into subgroups of children from the same cohort, as long as the 1:14 ratio is not exceeded.

[16] Contractors must provide meals and snacks that meet nutritional requirements specified by the federal CACFP or the National School Lunch Program. For the part-day program, one meal or snack is required. For the full-day program, one meal and two snacks or two meals and one snack are required, depending on hours of operation.

[17] From March 2020 onward, CSPP contractors had the discretion to choose how to offer non-congregate meals, e.g., grab and go or meal delivery. In the 2020-21 school year, refer to the Nutrition Services Division MB SNP-11-2020 published in November 2020 by visiting: https://www.cde.ca.gov/ls/nu/sn/mbsnp112020.asp

[18] Full physical exam includes vision and hearing screenings; other health screenings are determined locally. If screenings are not provided by parents, local programs must address them.

[19] The DRDP is used to assess children's development, including English language development.

[20] The Dymally-Alatorre Bilingual Services Act requires state agencies serving a substantial number of non-English-speaking people to translate materials explaining services in English into any non-English language spoken by a substantial number of the public served by the agency and provide the translated materials to the public pursuant. Every local public agency (including agencies operating CSPP) serving a substantial number of non-English-speaking people, must employ a sufficient number of qualified bilingual persons in public contact positions or as interpreters to assist those in such positions, to ensure provision of information and services in the language of the non-English-speaking person.

[21] There is an adjustment factor of 1.1 for limited-English-speaking and non-English-speaking children who are two years of age through kindergarten age. In 2019-20, Dual Language Learner Professional Development Grant was provided to offer trainings for teachers who serve DLLs in state-funded preschool programs.

[22] The CDE oversees preschool/early childhood special education. Within the CDE, the ELCD houses the CSPP, and the Special Education Division receives federal funding under Section 619, Part B of the IDEA. The CDE Special Education Division administers this federal grant program, ensures the state's compliance with the IDEA, and collaborates with the ELCD to ensure CSPP-enrolled children with disabilities and their families receive FAPE and the supports and services authorized under IDEA.

[23] The State does not have an inclusion policy but is currently developing one for preschool aged children. The Inclusive Early Learning and Care Coordination Program (IELCCP) was established to support the inclusion of children with disabilities into inclusive early learning and care settings. The CDE, ELCD in partnership with the Special Education Division, awarded 22 grants totaling $10 million to county offices of education to promote inclusion through various strategies such as establishing inclusion collaboratives, creating adaptive equipment lending libraries and specialized websites, offering inclusion institutes, webinars, training sessions, and coaching for early learning and care professionals.

[24] On March 18, 2019, the CDE reaffirmed the expectations that students with disabilities in California will have access to inclusive early learning and care programs. The Inclusive Early Education Expansion Program (IEEEP) authorizes the State Superintendent of Public Instruction (SSPI) to award grants on a competitive basis for allocation to local educational agencies (LEAs) for the purposes of increasing access to inclusive early learning and care (ELC) programs for children with disabilities, including children with severe disabilities, and for the cost of conducting an evaluation of the IEEEP. The CDE collects student data from school districts and compiles a report each year. The CDE holds contracts with the Supporting Inclusive Practices (SIP) project to provide technical assistance (TA) to local educational statewide in order to build, implement, sustain, and monitor evidence-based practices to increase inclusion of students with disabilities in general education settings.

[25] The Special Education Guidance for COVID-19 encouraged local educational agencies to identify plans for communicating with families and to determine how the IEP would be provided under emergency conditions. Additionally, new legislation amended current Education Code adding the requirement that an IEP include a description of the means by which the IEP will be provided under emergency conditions, effective July 1, 2020.

[26] CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature an English Language Learner foundations domain.

[27] Other standards include: Common Core Standards, California Preschool Learning Foundations, California Content Standards, and Head Start Early Learning Outcomes

Framework, Ages Birth to Five. The CDE has published The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: the California Infant/Toddler Learning and Development Foundations, the California Content Standards, and the Head Start Early Learning Outcomes Framework: Ages Birth to Five, Second Edition. This publication presents the developmental continuum of learning for children from birth through kindergarten. It shows the connections that the nine domains of the preschool learning foundations have with the content of other important resources, including areas of the California Infant/Toddler Learning & Development Foundations, recently updated California Content Standards, and the Head Start Early Learning Outcomes Framework, Ages Birth to Five.

[28] The DRDP is aligned to the California Preschool Learning Foundations.

[29] Other supports for the ELDS include an online overview module: California Preschool Instructional Network (CPIN) Family Child Care at its Best. CPIN provides guidance for implementing subject-specific curricula. This is done through regional communities of practice (CoP) and series of professional learning experiences. The trainings are based on the California Preschool Learning Foundations, which describe the competencies, knowledge and skills, that most children can be expected to exhibit in a high-quality program before entering kindergarten. As companion volumes to the foundations, the California Preschool Curriculum Framework present strategies for early childhood educators that enrich learning and development opportunities for all California preschool children.

[30] Due to the COVID-19 pandemic and the shelter-in-place order, the CPIN trainings have been made available through online webinars.

[31] The DR system used by the CDE is designed to improve the quality of programs and services provided to all children who are enrolled in state subsidized early care and learning programs and before- and after-school programs.

[32] During the Spring of 2020 when shelter-in-place orders were still valid, agencies were held harmless if they were unable to complete the DRDPs for children enrolled in their programs.

[33] The California Child Development Associate Teacher Permit is the minimum education/degree requirement for Lead CSPP Teachers employed by Public Schools and Nonpublic Schools. The permit requires 12 units in early childhood education 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 teacher may also have the full Child Development Teacher Permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or CD, and 175 days of work experience, or a Master Teacher permit.

[34] Assistant teachers in CSPP are required to have a high school diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD. The permit is issued for five years and is renewable for successive five-year periods upon completion of 105 hours of professional growth.

[35] Lead and assistant teachers are required to complete 105 hours of professional growth every five years. Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Lead teachers are required to complete 15 additional units toward a Teacher Permit, and they must meet the Teacher requirements within 10 years.

[36] Even though there were no specific changes in training, support and resources were provided as follows: Direct service contractors are required to develop and implement a staff development program. Contractors must provide staff with professional development, or access to professional development through distance learning opportunities, for priority topics including, but not limited to, health and safety and child development.

[37] Each CSPP contractor must develop and implement a staff development program that includes the following: Identification of training needs of staff or service providers; Written job descriptions; An orientation plan for new employees; An annual written performance evaluation procedure; Staff development opportunities; and an internal communication system that provides each staff member with the information necessary to carry out his or her assigned duties. California allocates funds each year through Quality Counts California that may be used for embedded supports such as coaching or mentoring.

[38] Local contractors determine the salary and fringe benefits for public and nonpublic school employees.

[39] There is no dedicated state revenue stream for CSPP. The CDE funds CSPP with state Proposition 98 and non-Proposition 98 General Funds. The FY 2019-20 figures are preliminary as audits for private agencies were not all received and processed at the time of reporting, and the revision date for LEAs and Community College Districts had not yet passed. Many local contractors and schools braid CSPP funding with funding from other sources, including Head Start and Title I.

[40] The CDE received an additional $2.47 million to pay for the family fees waived for families enrolled in a CSPP in July and August 2020. The CDE received $5.374 million in federal funds to pay for waived family fees for sheltering in place from September 2020 through June 2021. Beginning in March during FY 2019-20 and continuing into FY 2020-21, CSPPs have been held harmless financially during periods of CSPP closures caused by the COVID-19 pandemic.

[41] Programs must conduct an annual self-assessment using ERS for a sample of classrooms. During monitoring reviews, ELCD consultants conducted 79 ECERS-R observations of CSPP classrooms from July 1, 2019-March 16, 2020. Because of the COVID-19 state of emergency declaration, the observation of classrooms was suspended beginning March 17, 2020 through June 30, 2020. Classrooms that scored below "good" or a 5, on any subscale of the Environment Rating Scale during the most recent contract monitoring review receive an observation.

[42] Classrooms are observed using the ERS annually by the contractor as part of the Program Self Evaluation. Consultants observe a classroom per contract type during an agency's contract monitoring review which occurs at least once within three years and as resources permit.

[43] Since ELCD is conducting remote monitoring, consultant ERS assessments will not be conducted during the 2020-2021 fiscal year. The authors of the tool have recommended against using the ERS tool under pandemic conditions to assess the quality of a program in an official assessment. No assessments are required when agencies are providing distance learning. CSPP programs are still required to complete their program self-evaluations although they differ from those in 2019-20. The program self-evaluations include the ERS.

[44] Each CSPP contractor is required to develop and implement an annual plan for its program self-evaluation process. The ERS are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, use of language, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and are used for the reviews conducted by CDE/ELCD program staff. The information collected through the observations is included in the annual Program Self Evaluation to make continual program improvements.

[45] The CDE continues to conduct site visits every three years, as resources become available. During 2019-20, in addition to Contract Monitoring Reviews (CMR), CDE field consultants conduct complaint on-site inspections, environmental ratings of preschool classrooms providing Training and Technical Assistance to support program quality improvement, and corrective action follow-up. The CDE's Fiscal Analysts conduct on-site reviews of contract fiscal reporting and earnings issues, as resources permit. As needed, the CDE Office of Audits and Investigations conduct on-site audits for the purposes of investigation and the auditing of contractor operations and contract administrative compliance.

[46] Scheduled site visits for FY 2019-20 were halted as of March 17 2020 due to the Governor's declaration of a state of emergency. For FY 2020-21, all reviews will be conducted remotely. The CDE has developed remote monitoring policies and procedures. CDE staff and contractors scheduled for review during FY 2020-21 were trained on the remote monitoring review process during Fall 2020. Remote follow-up reviews began during the Fall of 2020 and remote contract monitoring and error rate reviews will begin January 2021.

[47] The state did not require all facilities to close. However, due to COVID-19 exposures or health and safety measures related to COVID-19, local public health departments may have required physical closures. Additionally, many programs chose to close even without a public health order, because of the approach taken by their site, a difficulty in finding teachers, or parents not wishing for in-person care.

[48] Due to health concerns related to COVID-19, some state-funded programs requested reductions to their operating calendars or closed for extended periods of time during the 2019-20 school year.

[49] CSPP contractors who were open or who were physically closed but funded to be operational due to the COVID-19 pandemic were required to develop a plan for modifying program operations to address the needs of children and families who are no longer being served in a physical setting during an emergency closure. For CSPP contractors that closed some or all sites, this plan must be provided to the CDE and must engage staff during the emergency closure to provide supportive services to children and families. CSPP contractors must reach out to families and provide parent involvement services; communicate with families about their progress and needs with distance learning and the family's overall well-being; provide resources and referrals to support services, social services, and health services as needed. CSPP contractors must provide all CSPP enrolled families with developmentally appropriate education activities that can be done at home and provide all staff members professional development through distance learning opportunities for priority topics including health and safety and child development. Distance learning services may be offered through various methods including home activity packages, lending libraries, phone calls, text messages, emails, online learning platforms and/or video.

[50] In Spring 2020, CARES funding was received to be utilized for cleaning due to COVID-19. The total appropriation was $50 million, for non-LEAs, however, this is not the total that was received by CSPP programs. CSPP contractors had to apply for funding through their local Resource& Referral and was awarded based on availability of funding. For FY 2020-21 Federal funds were received to be utilized for family fee waivers. The total appropriation for CSPP contractors was $2.47 million.

[51] Programs were required to open by September 8, 2020 or within 21 days of their planned opening day unless they were closed due to a state or local public health order.

For those programs that did not re-open for in-person care, they were required to provide distance learning opportunities to all families who did not receive in-person services.

CALIFORNIA - California Transitional Kindergarten (TK)

[1] The California Department of Education's (CDE's) one FTE and individuals administering Transitional Kindergarten (TK) include those who oversee TK operations; apportionment of state funds to TK programs; and supply leadership on TK policy development, direction, and implementation.

[2] Every school district or charter school is required to offer TK to all age-eligible students in the district. However, not every school site is required to offer TK.

[3] TK Enrollment data for 2019-2020 come from the CALPADS 2019-20 EOY3 (End of Year 3) data Collection. The reported enrollment counts were unduplicated at the State Level and therefore, students have been counted only once.

[4] Enrollment in TK declined by 3,842 students from 2018-19 to 2019-20. This change is a slight reversal in the historically steady increase in CALPADS enrollment and participation data since the 2016-17 school year. Due to the pandemic, some parents are electing to keep their students out of TK and Kindergarten because they are not compulsory. Prior to the COVID-19 pandemic, overall kindergarten enrollment in California was already projected to decline from 2019-20 to 2020-21. This demographic decline may be a cause of the enrollment decrease in addition to the COVID-19 pandemic.

[5] Home language data is missing/unknown for 21 TK students.

[6] TK programs are operated by school districts and charter schools. As a result, all children enrolled in TK are served in public school settings.

[7] The minimum school day for pupils in TK and kindergarten is 180 minutes inclusive of recesses. As of June 27, 2017, an LEA may maintain TK or kindergarten classes for different lengths of time during the school day, either at the same or a different school site, but the minimum instructional minute and day requirements must be met.

[8] For TK and kindergarten, all school districts and county offices of education, with the exception of a few school districts, operate five days per week. Charter schools may operate five to seven days per week.

[9] The annual instructional minute requirements for TK were waived for the State Fiscal Year 2020-21. However, local educational agencies (LEAs), including school districts and charter schools, must meet the minimum instructional day requirements (180 minutes per day). For the 2020-21 school year, instructional time offered through distance learning may include synchronous and/or asynchronous instruction.

[10] TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Children who turn five between September 2 and December 2 are eligible to participate and must be served if they are interested. Early Admittance (EA) TK is an exception to regular TK: a public school or charter school may, at any time during a school year, admit a child into a TK program if the child will have their fifth birthday after December 2, but before the end of the school year (June 30).

[11] Blended and commingled TK and California State Preschool Program (CSPP) classrooms are mixed age. School districts are discouraged financially from operating each of their TK classrooms with enrollments in excess of 33 pupils or a total number of TK pupils in which the average TK class size exceeds 31 pupils.

[12] School districts have the discretion to mandate changes in the amount of physical space required in TK classrooms due to COVID-19 at the local level. The State has not mandated statewide changes in the amount of physical space required in TK classrooms due to COVID-19.

[13] LEAs are required to make available, free or at a reduced price, one nutritionally adequate meal every school day to each needy student who qualifies according to specified family size and income standards. California public LEAs are enrolled in the National School Lunch Program which assists schools and other agencies in providing nutritious lunches to children at reasonable prices.

[14] School districts and charter schools were required to provide nutritionally adequate meals for pupils in TK, kindergarten, and grades 1-12 who are eligible for free and reduced-price meals, whether engaged in in-person instruction or distance learning, contingent upon the CDE receiving an approved waiver from the United States Department of Agriculture, for each day of the scheduled school year.

[15] TK programs operated by charter schools are exempt from the hearing, and full physical exam requirements. School districts are required to provide for the testing of the sight and hearing of each pupil enrolled during the kindergarten year or upon first enrollment or entry in a California school district of a pupil at an elementary school. For admission to TK programs, student must meet immunization requirements for Diphtheria, Tetanus, and Pertussis; Polio; Hepatitis B; Measles, Mumps, and Rubella, and Varicella. Children enrolled in kindergarten in a public school, or enrolled in first grade in a public school if the child was not previously enrolled in kindergarten in a public school, no later than May 31 of the school year, must have proof of an oral health assessment by a licensed dentist, or other licensed or registered dental health professional.

[16] Elementary school reopening plans were required to address several topics related to health and safety, including health screenings for students and staff.

[17] Frequently touched surfaces on the bus should be cleaned and disinfected at least daily and, as practicable, frequently throughout the day by trained custodial staff. Buses should also be cleaned and disinfected after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided with disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces. Procedures should be established to arrange for safe transport home or to a healthcare facility when an individual is exhibiting COVID-19 symptoms.

[18] California Education for a Global Economy (CA Ed.G.E.) Initiative allows school districts and county offices of education to provide multilingual programs. The English Learner Roadmap Policy is intended to provide guidance to LEAs on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The CDE has developed resources, models, webinars, newsletters, and guidance for those serving English learner, immigrant, newcomer, and migratory students during distance learning, hybrid learning, and the transition to schools reopening during the COVID-19 pandemic.

[19] English language development certificate or credential is required on top of the basic teacher credential. Paraeducators are required to have specific training or qualifications if they are acting as a bilingual teacher.

[20] LEAs have flexibility in implementing K-12 instruction. Guidance is provided by the state agency, including the Preschool Learning Foundations and Frameworks, which are not binding. LCFF entitlement components for school districts and charter schools include the Supplemental and Concentration grants. Funding is targeted to pupils classified as English learners (EL), and others.

[21] The CDE oversees preschool/early childhood special education. Within the CDE, the ELCD and SFSD oversee California's TK Program, and the Special Education Division (SED) receives federal funding under Section 611, Part B of the IDEA. The ELCD provides programmatic support and technical assistance to the TK Program. The SFSD ensures school districts and charter schools providing TK programs receive apportionment based on the average daily attendance of TK-enrolled children. The SED administers the Section 619 and 611, Part B of IDEA federal grant program, ensures the state's compliance with the Section 619, Part B of IDEA, and collaborates with the ELCD to ensure TK-enrolled children with disabilities and their families receive free appropriate public education (FAPE) and the supports and services authorized under IDEA.

[22] The CDE released statewide expectations for access to inclusive early learning and care programs for students with disabilities in California based on a joint policy released by the U.S. Department of Health and Human Services (DHHS) and the U.S. Department of Education (ED). This joint policy issued a statement to provide recommendations to states and local educational agencies (LEAs) on the requirements and strategies to provide access to inclusive, high-quality early learning and care opportunities for students with disabilities.

[23] Special Education Program staff members providing instruction or services to TK students have the knowledge, training, and appropriate credentials issued by the Commission on Teacher Credentialing that are needed to teach a child with a disability; to develop appropriate interventions; to promote positive early childhood experiences; and to enhance parent/ professional collaboration.

[24] The State's goal is to increase the statewide Least Restrictive Environment (LRE) percentage. The CDE Special Education Division provides statewide technical assistance and exemplar sites for LEAs to increase their LRE IDEA compliance Indicators 5 (ages 3 through 22) and 6 (ages 3 through 5).

[25] The Special Education Guidance for COVID-19 encouraged LEAs to identify plans for communicating with families and to determine how the IEP will be provided under emergency conditions. Additionally, new legislation amended current education code adding the requirement that an IEP include a description of the means by which the IEP will be provided under emergency conditions, effective July 1, 2020.

[26] LEAs use the California ELDS to provide language development instruction to TK English learners. The English Language Arts/English Language Development Framework provides guidance to LEAs for instruction of TK English learners. CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature the domain of English Language Development.

[27] The ELDS are aligned with the Common Core Standards, California Preschool Learning Foundations, California Content Standards, and Head Start Early Learning Outcomes Framework, Ages Birth to Five. The CDE has published The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: the California Infant/Toddler Learning and Development Foundations, the California Content Standards, and the Head Start Early Learning Outcomes Framework: Ages Birth to Five, Second Edition. This publication presents the developmental continuum of learning for children from birth through kindergarten. It shows the connections that the nine domains of the preschool learning foundations have with the content of other important resources.

[28] The state does not require a child assessment but encourages the use of the Desired Results Developmental Profile-Kindergarten (DRDP-K). The DRDP-K is based on the previous DRDP-SR instrument. It aligns with the California Department of Education's Early Learning and Development Foundations and the California Content Standards for Kindergarten. The use of child assessments and their alignment with ELDS are locally determined by TK programs.

[29] CDE provides many statewide, in-person trainings, certifications, online modules, and engaging professional web sites for early childhood professionals. CDE professional resources are aligned to CA ELDS.

[30] TK curricula should be aligned to the California Preschool Learning Foundations. California provides the following resources and trainings: The CDE developed a series of videos demonstrating integrated English Language Development (ELD) instruction and its related designated ELD instruction during ELA, mathematics, and science. The Integrated and Designated ELD Video Series demonstrates the relationship between the California English Language Development Standards and the state content standards. When used in tandem, English learner students build English proficiency, refine academic use of English, and access subject area content in TK/kindergarten through grade twelve.

[31] For the 2020-21 school year, TK programs can provide instruction in-person or through distance learning. Distance learning may include synchronous and/or asynchronous instruction.

[32] Teachers hired prior to July 1, 2015 are required to have a teaching credential. A school district or charter school must ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have one of the following by August 1, 2021: 1) At least 24 units in ECE, or childhood development, or both; 2) As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-aged children that is comparable to the 24 units of education; or 3) A Child Development Teacher Permit issued by the Commission on Teacher Credentialing. Teachers hired prior to July 1, 2015 are required to have a teaching credential. Lead TK teachers must possess an English learner authorization or bilingual authorization to teach English learners.

[33] TK must be taught by an educator who holds one of the following credentials: Multiple Subject Teaching Credentials (P, K-12 and adults), General Kindergarten-Primary Teaching Credential (K-3), General Elementary Teaching Credential (K-8), Standard Early Childhood Credential (PreK-3), Standard Elementary Credential (K9), or Specialist Instruction Credential in Early Childhood Education.

[34] There are no TK Assistant Teachers. There are Title I paraprofessionals whose duties include instructional support. They must have: (1) High school diploma or the equivalent, and (2) Two years of college (48 units), or (3) AA degree (or higher), or (4) Pass a local assessment of knowledge and skills in assisting in instruction. Many districts use the California Basic Educational Skills Test for this purpose.

[35] The State Superintendent for Public Instruction, in consultation with the State Board of Education's executive director, was required to develop by August 1, 2020 plans for a (1) a distance learning program, including the professional development and resources to be provided to staff to support the provision of distance learning, including technological support and (2) professional development that will be provided to staff and the resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

[36] The need for ongoing classroom-embedded support is locally determined. The General Education Induction Consortium is an approved induction program to assist TK-12 beginning teachers, experienced teachers, and school site administrators to ensure beginning teacher success and retention through at least one hour per week of support and/or mentoring.

[37] Since TK is the first year of a two-year kindergarten program, all teachers have parity with kindergarten teachers.

[38] TK spending data come from the LAO (https://lao.ca.gov/Education/EdBudget/Details/488). TK is funded through the Local Control Funding Formula (LCFF) based on Average Daily Attendance (ADA) in the TK/K-3 grade span. The ADA in this grade span does not distinguish between ADA in grades: TK/Kindergarten, 1, 2 or 3. Furthermore, the funds apportioned on the basis of ADA in the TK/K-3 grade span are not "dedicated" to serving TK students; they are general purpose funds apportioned to LEAs as part of their LCFF entitlement. The LCFF entitlement is fulfilled by a combination of the general fund and local property taxes.

[39] Some school districts may support their TK programs with funding authorized by Titles I and II of the Every Students Succeeds Act and Title III of the McKinney-Vento. Many TK students receive meals through the USDA School Nutrition programs, such as the National School Lunch Program and the School Breakfast Program.

[40] For the 2020-21 fiscal year, LCFF and related apportionments will be calculated using ADA from 2019-20, unless the LEA is eligible for growth funding. LEAs may qualify for growth funding if its adopted budget or second interim report explicitly shows growth in overall pupil enrollment or ADA from its 2019-20 level to its projected 2020-21 level. If an LEA is eligible for growth funding, its funding will be calculated on the lesser of their enrollment as of October 7th, 2020, reduced by the statewide average rate of absence, its projected enrollment, reduced by the statewide average rate of absence, or their projected ADA.

[41] For compliance monitoring purposes, it depends on whether the LEA was identified for a Federal Program Monitoring review. In the Federal Program Monitoring (FPM) process, an LEA could be identified for a compliance monitoring reviews every two years. The frequency of site visitations is derived from the FPM cohort rotation schedule, whereby a LEA is assigned to one of four cohorts. Each cohort is evaluated for a potential compliance monitoring review every two years, and the cohort's review mode alternates between in-person and online. During the biennial evaluation process of a cohort, CDE applies its risk assessment criteria to identify select LEAs for a compliance monitoring review.

[42] Although the process for selecting LEAs and representative sites for compliance monitoring reviews is unchanged from 2019-20, due to COVID-19, the CDE has adopted a telemonitoring model for its FPM. All compliance reviews in 2020-21 are scheduled to be conducted remotely.

[43] School districts and charter schools decided whether to close their TK programs in light of school and local COVID-19 pandemic conditions. On March 7, 2020, the CDE and the California Department of Health issued statewide guidance to help public school officials, in consultation with their local public health department, decide whether to close their schools in light of school and local COVID-19 pandemic conditions. Decisions by school officials and local public health officials should be determined by the specific circumstances in local jurisdictions. On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 ensuring California public school districts retain state funding even in the event of physical closure. The order directed school districts to use those state dollars to fund distance learning and high quality educational opportunities, provide school meals and, as practicable, arrange for the supervision for students during school hours.

[44] It depended on county health conditions.

[45] It was recommended that schools plan and prepare to have their curriculum carried out through a distance learning model. Between Spring 2020 and Fall 2020, state guidance about remote instruction became more specific. Distance learning may be offered under either: (1) On a LEA or school wide level as a result of an order or guidance from a state public health officer or a local public health officer or (2) for pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19. For the 2020-21 school year, distance learning must include: (1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work, (2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction, (3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports, (4) Special education, related services, and any other services required by a pupil's individualized education program with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment, (5) Designated and integrated instruction in English language development pursuant, (6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. The annual instructional minute requirements for TK programs were waived for the 2020-21 school year. However, school districts and charter schools must meet the minimum instructional day requirements for the 2020-21 school year.

[46] The Learning Loss Mitigation Funding (LLMF), which is comprised of GEER Fund, Coronavirus Relief Fund (CRF) and the General Fund, could be used to support learning educational agencies, including, but not limited to, those enrolled in a childcare program, California state preschool program, kindergarten, any of grades 1 to 12 inclusive, and adult education programs. The total funding for LLMF was $5.3 billion. Funds were allocated to LEAs and could be used for preschool. Additionally, the CDE has heard from some LEAs that they are using funds to support pre-k and preschool students with additional staff and using funds to ensure social distancing requirements are met.

[47] Some programs may have reopened depending upon local health conditions. Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days. The CDPH guidance provides that both public and private schools in counties on the County Monitoring List may request a waiver to conduct in-person instruction in elementary schools for grades TK-6.

[48] School decisions depended upon whether the local public health officer determined local and county health conditions were sufficiently safe for in-person instruction.

[49] Both the Learning Loss Mitigation Funding (LLMF) and the Elementary and Secondary School Emergency Relief Fund (ESSER) allow funding to be used to hire additional staff (both teaching and support staff). In the case of increased compensation/benefits it would be allowable for LLMF if they are providing more services (e.g., working more hours). Increased compensation/benefits is allowed under ESSER as well. The Coronavirus Aid, Relief, and Economic Security (CARES) Act provided funding for more health and safety support staff.

COLORADO - Colorado Preschool Program (CPP)

[1] The Colorado Preschool Program (CPP) had one employee leave their position in 2019-2020. That position has remained open due to a hiring freeze caused by COVID-19 budget concerns. CPP plans on eventually filling that position in the future.

[2] School districts can contract with community preschool sites in their district, as well as provide services in district classrooms. Colorado has 178 traditional school districts and one Charter School Institute, making a total of 179 school districts in the state. The districts that don't participate partner with neighboring districts to provide preschool services.

[3] Any school district may apply to the Colorado Department of Education (CDE) for participation in CPP using an application provided by the Department. Along with the application, the school district shall submit a proposal for the implementation of its district preschool program. The Department shall evaluate any application and give priority to school districts that include exemplary plans for the coordination of the program and are not participating in the program currently.

[4] CPP also serves 538 infants and toddlers (84 children under one year old, 174 one-year-olds, and 280 two-year-olds) who are not included in this report. State and local spending for these children totaled $3,475,509.

[5] Enrollment decreased for the 2020-2021 school year. The number of children (age 3 and up) enrolled in CPP in the 2020-2021 school year was 18,188, down from 22,936 in 2019-2020. An additional 448 children under the age of 3 were enrolled in CPP in the 2020-2021 school year.

[6] On March 15, 2016, CDE clarified its interpretation of statute C.R.S. § 22-28-106 to include children who qualify for special education services if they meet the eligibility criteria of CPP. This reinterpretation provides access to full-day preschool funded half day by each of the two programs with state general funds. In 2019-2020, 1,054 children were funded by preschool special education as well as CPP, helping to foster inclusion practices, providing access to a minimum of 720 hours of programming across the school year. CPP counts the number of children who are enrolled in CPP and who are also receiving special education services. Not every student who receives special education services in the state is enrolled in CPP. All preschoolers on an IEP who are identified and enrolled prior to the Fall pupil count generate additional revenue to be served by local school districts as a part of their access to a Free and Appropriate Public Education (FAPE). However, only a small number are dually enrolled, meaning they generate both funding streams to combine for a full day of preschool service.

[7] State-wide data is not available for dual enrollment in Head Start and CPP. Based on anecdotal discussions with preschool providers and a pilot project to match the CPP student records with a sample of records from select Head Start Programs grantees, it was confirmed that there were students enrolled in both programs within Colorado. The percentage of Head Start-funded children in each of the pilot project grantees who were dually enrolled in CPP ranged from 12-90%. The overall CPP/Head Start dual enrollment rate among pilot grantees was 30% although this cannot be considered representative of all of CPP/Head Start.

[8] The program is funded for five days per week. The statute requires children to attend four days per week or the equivalent, with the fifth day being funded for home visits, teacher planning time, completion of child assessments, or staff training. Programs may extend the hours and days beyond the minimum requirement of ten hours per week. These opportunities are determined locally and based on the needs of children and families. While district advisory councils are encouraged to stack CPP funding with other sources, such as Head Start, child care subsidy, and parent tuition so that children can participate in full-day programs, enrollment by operating schedule is not collected. Half-day CPP funding requires 360 hours per year at a minimum, and full-day CPP funding requires 720 hours per year at a minimum.

[9] There were no changes to the minimum required hours. The State recommended that hours for this age group be conducted in person, when at all possible. Districts will still receive funding for instructional hours delivered remotely. Programs are expected to make a good faith effort to ensure that whatever combination of in-person and/or remote learning they implement during the year allows teachers to cover the same academic content as they would have covered under the in-person schedule. Districts will need to determine the equivalent amount of teacher-pupil instruction and contact time associated with the remote learning being delivered. For the 2020-2021 academic year, student contact days may include remote learning days as implemented as a result of public health and safety measures. In order to count a remote learning day as a student contact day, the following criteria must be met: the local board must have adopted (via board policy, board resolution, or another governance document) a definition of "educational process" that includes remote learning; and the district must have documented (in board policy, handbooks, or other guidance) an explanation of the ways in which teacher-pupil instruction and contact time will occur outside the classroom during remote learning days. We encourage the local preschool district advisory council to advise the school board on this topic for preschool.

[10] Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. In 2019-2020, 538 children under age 3 participated in CPP. Under certain conditions, highly advanced, gifted children may be granted early entrance to kindergarten. If a child is granted early entrance to kindergarten, they will not receive CPP funding. If a child is age eligible for kindergarten and still is attending preschool, then they are not eligible to receive CPP funding. A kindergarten-eligibility date is established by the local school board. Children must turn 5 by October 1 in order to be funded, so no school district establishes a cut-off date later than October 1. However, school districts may establish dates as early as June 1 for eligibility for kindergarten. Additionally, there is a state policy limiting children to two years of participation in CCP.

[11] Eligibility is determined by child age and the number of significant family risk factors that may impact a child's learning. The program is intended to serve preschoolers most at risk of school failure. Four-year-olds can qualify for the preschool program with one risk factor. Three-year-olds must have three or more risk factors to qualify. Income eligibility is one of several eligibility factors used to qualify for CPP. In some areas of the state where the cost of living is extremely high, local district advisory councils have increased the income eligibility to 200-225% of FPL. The state-specified significant family risk factors are: Eligibility for free or reduced price meals; Homelessness of the child's family; An abusive adult residing in the home of the child; Drug or alcohol abuse in the child's family (present or past); Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child; The child's parent or guardian has not successfully completed a high school education or its equivalent; Frequent relocation by the child's family to new residences; Poor social skills of the child; Child in need of language development, including the ability to speak English; or Receiving services from the Department of Human Services as a neglected or dependent child. School districts may designate additional family risk factors in their community to qualify children for CPP. The local risk factors are determined by their district advisory council and approved by the State.

[12] Children enrolled for half day preschool in CPP receive funding for 360 hours of services per year. Children enrolled for a full-day in the CPP receive funding for 720 hours per year. If a child attends preschool beyond the hours funded by CPP then the family may be charged tuition for the additional hours. The tuition rate is determined by the preschool service provider.

[13] Eligibility for CPP is determined each Fall. Once a child is deemed eligible, they are enrolled in the program for the duration of that school year. Their eligibility will be reassessed each school year.

[14] Before the pandemic, the maximum class size was 16 children, and the staff-child ratio was one staff member per eight children. The CPP class size limit continues to be 16 unless there is a smaller group size requirement put in place by the local health authority which has jurisdiction over the program. As of August 30, 2020, public health guidelines and safety measures can limit class sizes to ten children. In this case the staff-child ratio may be increased to one to ten.

[15] All meals and snacks provided by the center must meet current USDA child and adult care food program meal pattern requirements and be offered at suitable intervals. Children who are at the center for more than 4 hours must be offered a meal that meets at least one-third of their daily nutritional needs.

[16] Though screenings are not mandated in statute, they are highly encouraged. Of the 176 districts serving CPP, 171 provide hearing screening, 174 provide vision screenings, and 175 provide developmental screenings.

[17] Parental consent is required before any referrals are made for services. Facilities shall have knowledge to assist parent(s)/guardian(s) and families in accessing services for mental health or other special needs to support early intervention when necessary. Children shall not be referred for mental health services without parental consent.

[18] State universal screening mandate requirements were temporarily suspended by executive order in the 2019-20 school year due to the temporary suspension of normal in-person instruction. In the 2020-21 school year, mass screening requirements will resume unless an executive or public health order suspending activities occurs. In addition to the universal screening mandate, screening requirements and recommendations under Parts C and B of IDEA are still in effect for students undergoing screenings and evaluations for special education eligibility.

[19] CPP providers must have a written plan that addresses family involvement and a plan for coordinating the district preschool program with a parenting program. CPP rules require that families shall enter into an agreement about their responsibilities to the educational program of their child with the program that is providing the services. Children cannot participate unless such an agreement is made. The agreement may be formal or informal. The District Advisory Councils should assess the needs specific

to the families they serve when creating a written family partnering agreement and the signed agreement should be kept in the child's file. Of the 176 districts providing services to children enrolled in the Colorado Preschool Program, 171 provide hearing screenings, 174 provide vision screenings, 116 provide home visits, 134 provide family education meetings, and 175 provide developmental screenings. School districts or local agencies may provide additional support services. Support services include: Education services for parents, job training for parents, parenting support or training, parental involvement activities, nutritional information, referral to social services, kindergarten transition activities, parent conferences, home visits, and locally determined support services.

[20] Preschool programs are still required to provide family-involvement activities. The delivery method may change due to public health restrictions due to the pandemic. CPP is still encouraging home visits for preschool families. However, if preschool staff plans on conducting visits in person this Fall, it is recommended that they follow the guidelines set by their district and local health department. If staff or families are uneasy about in-person visits at this time, consider conducting home visits virtually, or perhaps meet in a public, open space (such as a park) to meet, following social distancing recommendations. The most important element of a home visit is to provide an opportunity to make connections with the child and family outside of school. Programs should be making an effort to establish those connections, regardless of the method.

[21] In response to the impact of COVID-19, CDE has issued several regulatory changes impacting transportation activities operated by school districts. These changes are to driver licensing, annual inspections, cleaning and disinfection standards, and emergency drills. Those regulatory changes can be found here. The Colorado Department of Public Health and Environment has issued guidelines for public transportation providers in the state.

[22] Children may qualify to participate in the CPP based on their need of language development, including but not limited to the ability to speak English. Their status as a DLL is determined through a school district administered home language survey. The CPP statute requires that an individual teaching plan be developed for each child. The plan shall include identification of the child's needs in the following areas: language development, cognition, gross motor skills, fine motor skills, social skills/self-esteem. Every child participating in the CPP will be assessed three times per year: Fall, Winter, and Spring. Children are assessed in the following areas: language development, cognition, gross motor skills, fine motor skills, social skills/self-esteem. Assessments are completed using TS GOLD and COR Advantage by HighScope. The assessments are aligned with the State's ELDS. GOLD and COR provides an optional set of ELL assessments. Both assessments' online platforms are available in English and Spanish. Reports of assessments can be provided to families in Spanish. Additionally, GOLD offers its language and literacy assessments in Spanish. In 2018, CDE finalized the new Colorado Academic State Standards. They include expectations for English language development. Colorado has started the implementation of the revised standards during the 2018-2019 school year. They will be universally implemented for the 2020-2021 school year.

[23] The Colorado Quality Standards for Early Childhood Care and Education Services states the following: Information for parents about the program is given to new and prospective families is provided in lay terms, in the family's native language, and through a variety of communication methods. Written information is provided, in the family's native language, for parents about such topics as health, individualized learning plans (IEP) or Individualized Family Service Plans (IFSP), parent and child rights, resources and transitions. When a child is transferring between programs, the prior program encourages the receiving program to orient the child and family to the new setting in a supportive way and in the family's native language. Programs should ensure every effort is made to have at least one adult available in the program to communicate in the family's native language when one child speaks a language different than the rest of the children.

[24] The School Finance Formula for all grade levels (including preschool) includes a factor representing the proportion of students in the district whose dominant language is not English. The funding amount per child does not fluctuate depending on whether an individual child is designated as "dominant language other than English." CDE's Office of Culturally and Linguistically Diverse Education (CLDE) offers a series of professional learning opportunities, including regional professional learning, webinars, regional director networking meetings, and targeted support. The CLDE team collaborates with other CDE offices to deliver these supports in a unified manner to better align with districts' local implementation of programs that support the academic, linguistic, and social-emotional needs of culturally and linguistically diverse students. Additionally, CDE offers a Title III grant to LEAs in the state. Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting the Colorado Academic Content standards. The Title III Immigrant Set-Aside grant resides within this program and provides opportunities for LEAs to enhance the instructional opportunities for immigrant students and their families. Grant recipients must provide documentation of the following: Increasing the English language proficiency of ELs by providing effective language instructional education programs (LIEPs)/ELD programs that have successfully demonstrated increasing English language proficiency and academic achievement; Providing effective PD to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel that relates directly to the instruction of ELs that support their linguistic, academic, and social-emotional challenges and opportunities of ELs; Providing and implementing other effective activities and strategies that enhance or supplement LIEPS/ELD programs for ELs. These activities and strategies must include parent, family, and community engagement activities, but may also include strategies that coordinate and align related programs; The Colorado Department of Health and Human Services provides PD opportunities for early childhood professionals supporting culturally inclusive practices and the development of DLLs in their classrooms.

[25] The Colorado Department of Education (CDE) oversees CPP and preschool special education. Both CPP and preschool special education are housed within CDE's Preschool -Third Grade Office. CDE collaborates with LEAs, BOCES and Head Start agencies to ensure children receiving special education service can access the necessary resources and support. The Preschool-Third Grade Office also houses the Child Find Specialist for the state. Once the Child Find evaluation team, which includes the parents, has gathered enough information to determine if the child meets eligibility criteria for early intervention or preschool special education services, an IFSP or an IEP is developed, and services will begin shortly. Children under age three eligible for early intervention services receive services at home or in community settings as outlined in their IFSP. Preschool special education services for children three to five years of age are provided by local school districts and Boards of Cooperative Educational Services (BOCES) in inclusive preschool classrooms. Early childhood services and resources designed to support the individual educational needs of young children. Every school district, some through a local BOCES, provides special education services to young children. Services are provided through school-based programs, community early childhood settings and/or Head Start programs.

[26] Professional learning opportunities focused on providing high quality preschool special education services are available to all early childhood educators through a variety of online learning platform, courses, and workshops. The CDE Preschool Special Education Team uses a tiered approach to delivery of professional learning to assist Special Education Administrative Units in the continuous improvement of their programs.

[27] CPP aligns with OSEP regulations. A "regular early childhood program" is defined by OSEP to be a classroom that includes at least 50% of nondisabled children. This includes, but is not limited to, Head Start, kindergartens or preschools and group child development center or childcare. Colorado State Statute mandates that preschool students with disabilities are entitled to receive a FAPE in the least restrictive environment (LRE). To the maximum extent appropriate, preschool students with disabilities must be educated with children who are not disabled, and in a regular early childhood program. The LRE for most preschool students with disabilities is in the general preschool classroom with their nondisabled peers. Preschool programs typically utilize a general curriculum that is sequential in nature for purposes of learning school readiness skills. From a practical standpoint, then, this means that most preschool students with disabilities will attend preschool for the same amount of time as their nondisabled peers typically consistent with the requirements of CPP which requires a minimum of 180 contact hours per semester or 360 hours of program availability per academic year. Ultimately, the student's IEP team must decide what is appropriate for the student based on the student's unique needs, not on the needs or convenience of the administrative unit or school district.

[28] Colorado has the highest rate of all states in the proportion of preschoolers with educational disabilities served in regular early childhood settings. State targets for this federal indicator under IDEA include slight increases from year to year. The State has also conducted a recent study on inclusive practices, which cannot be measured directly by the makeup of students in the program (as required by OSEP). Technical assistance and support are provided to all programs participating in CPP to use best practices for inclusion, FAPE, and LRE. To the maximum extent appropriate, preschool students with disabilities must be educated with children who are not disabled, and in a regular early childhood program.

[29] If a program is not providing (or families choose not to participate in) in-person learning opportunities, different strategies may be needed to meet IEP goals. Many IEP goals relate to following a classroom routine. In a remote setting, providers can work with families to set up routines at home that are important for family life during quarantine. Parents can still request an IEP meeting or request changes (or not) at this time. The main message is to work with families. Special Education providers should review the IEP goals with the family, identify the skills and the outcomes desired and then support the family at home via technology, or low-tech measures. Consider practices such as distance instruction, teletherapy and tele-intervention, meetings held on digital platforms, online options, and low-tech strategies for data tracking, and documentation. Additionally, how FAPE is provided may need to be different during pandemic restrictions. IEP teams must make individual determinations on how services will be provided during this time and whether compensatory services are necessary after schools return to normal circumstances, and work in collaboration and alignment with the local Special Education Director. Services do not necessarily need to be web-based. CPP encourages LEAs to collaborate creatively with families, educators, and administrators to meet the needs of preschool-aged children with disabilities.

[30] Colorado has two child assessment tools approved: TSs GOLD and COR Advantage by HighScope. Programs participating in CPP are required to choose one of these approved assessment tools. These assessment tools are aligned with the State's current ELDS. An assessment tool's alignment with the State's ELDS is one of CDE's minimum requirements for selection.

[31] Colorado offers PD opportunities for the implementation of the Early Learning and Development Guidelines (ELDGs). The Professional Development Information System (PDIS) is the statewide web-based system supporting PD for Colorado's early childhood workforce. There is a training course on the ELDGs in PDIS.

[32] While CPP does not endorse specific curricula, CPP does encourage districts to implement to fidelity a research-based, developmentally appropriate curriculum to close the achievement gap that may already exist when children with significant family risk factors begin preschool. Any curriculum choices should follow national standards, the Colorado Quality Standards, and/or Colorado's ELDS. For additional ELDG support examples please refer to the ELDG website.

[33] For the 2020-2021 school year only, local boards may define the "educational process" as including instruction delivered electronically and independent, remote work time for students that is directed and monitored by a qualified teacher. Districts adopted local policy specifically to address the implementation of remote learning during the 2020-2021 academic year in response to the COVID-19 pandemic. It was recommended that the definition of educational process be differentiated by grade-level, therefore this will look different for a preschooler than an older child, particularly since learning and instruction rarely occur independently for this grade level. Expectations for remote learning provided by contracted preschools, including Head Start, should be consistent with what district-based classrooms are providing to students to promote equitable access between children enrolled in district classrooms and children enrolled at contracted sites. CDE has provided programs with resources alternative learning opportunities during the pandemic. The resources include best practices for remote learning and teaching, including free web-based resources to help keep children academically and emotionally engaged. Resources can be accessed here. Programs are expected to make a good faith effort to ensure that whatever combination of in-person and/or remote learning they implement during the year allows teachers to cover the same academic content as they would have covered under the in-person schedule. Districts will need to determine the equivalent amount of teacher-pupil instruction and contact time associated with the remote learning being delivered.

[34] The 2020 Spring Checkpoint for Results Matter was suspended. CDE did not require assessment data to be entered in the assessment tool starting from when that school is not in session through the end of the 2019-2020 school year. Programs could continue to collect assessment documentation and use the assessment tools at their own discretion in the Spring of 2020. Please see CDE's Guidance document on this subject.

[35] The State Board of Education voted to suspend the requirement for districts to submit aggregate results of kindergarten school readiness assessments for the 2020-2021 school year. This is due to the variability in the administration of the observational assessments while students are learning remotely. Therefore, the KSR data collection, that was scheduled to open on 10/1/2020, will not occur for the current school year. This decision affects only the reporting requirements to CDE and not the administration of the assessment. Any changes in the requirements to administer the assessment would require legislative action. The CDE will continue to support districts with best practices surrounding formative assessment and would encourage teachers to use the assessment for the purposes of providing teachers and families information on the strengths and needs of kindergartners and to inform individual school readiness plans.

[36] Lead teachers are required to be qualified as an Early Childhood Teacher (ECT) by Child Care Licensing under the Colorado Department of Human Services. Local districts can require lead teachers to possess an Educator License endorsed in ECE from CDE.

[37] All entry-level lead and assistant teachers must fulfill all of the pre-COVID requirements for licensure in the 2020-21 school year. The Colorado Department of Health and Human Services is providing support to applicants to assist them in navigating the process during COVID-19.

[38] In the 2019-2020 school year, CPP collected information on the total number of lead teachers serving children in CPP. This count includes teachers in classrooms serving 538 infants and toddlers who were not included in this report. The state did not collect information on whether the teachers were serving in a public or non-public school.

[39] Staff aides must meet the following Colorado Department of Human Services Licensing Requirements: at least 16 years of age and have a favorable background check.

[40] To meet the annual clock hour training requirements, all licensed child care providers are required to complete 15 clock hours of training. Three of those hours must be in the focus of social emotional development. The remaining 12 clock hours shall be in one or more of the following competency areas: child growth and development and learning, child observation and assessment, family and community partnership, guidance, health, safety and nutrition, PD and leadership, program planning and development, and teaching practices. Prior to working with children, each staff member must read and be instructed about the policies and procedures of the center, including those related to hygiene, sanitation, food preparation practices, proper supervision of children, and reporting of child abuse. All staff members must complete an approved pre- service training prior to working with children that includes: building and physical premises safety (including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic); handling and storage of hazardous materials; and the appropriate disposal of bio contaminants. Each staff member working with children must also complete an approved Standard Precautions training that meets current occupational safety and health administration (OSHA) requirements prior to working with children. This training must be renewed annually and counts towards ongoing training requirements. Within 30 calendar days of employment and annually, all employees and regular volunteers must be trained using an approved training about child abuse prevention, including common symptoms and signs of child abuse.

[41] CDHS has issued health and safety guidance for preschool providers for the pandemic. The required PD courses are being offered virtually and CDHS staff are providing support and guidance to educators to ensure they can access the resources to meet requirements. Additionally, CDHS is offering a COVID-19 Early Childhood Administration Series that will be delivered virtually. It includes PD courses for ECE program administrators on the following: Building Your Business During a Pandemic, Ensuring Strong People Management, How is the Pandemic Impacting Your Finances?, Maintaining Your Budget and Effective Organization, and Self-Care to Avoid Burnout. The CDHS Office of Early Childhood is also providing PD resources for the impact of COVID-19 and remote learning. CDE is also offering virtual PD for the 2020-21 school year. The CPP team is hosting a series of virtual learning and meetings in the Fall that will be a virtual substitute for the regional meetings that have been held annually. CPP wants to support and engage as many leaders as possible. There will be five content webinars with subject matter experts and ten smaller Regional Zoom Meetings to promote discussion and connections among those within a geographic region will be available for early childhood leaders in designated roles. In the regional meetings CPP will be discussing the challenges of remote learning, providing remote learning resources, and highlighting best practices. For CPP resources on remote instruction, please access this website.

[42] Though state policy does not require specific salary, benefits, or paid time off, districts may set their own policy. Some districts require their preschool teachers hold a commensurate degree with K-12 teachers and offer additional benefits.

[43] The Colorado State Legislature and the Colorado Joint Budget Committee provides the funding to CDE. However, CDE is not provided with the specific contributing funding sources or the percentages of each of those sources. CDE uses the School Finance Act of 1994 as amended which calculates a per-pupil funding for students in Colorado. Various factors are applied to allow for cost of living, size of district and distance to closest urban area, at-risk students, number of online students and the state's budget deficits. CPP also serves 538 infants and toddlers (84 children under 1, 174 1-year-olds, and 280 2-year-olds) who are not included in this report. State and local spending for these children totaled $3,475,509. Additionally, Colorado received $5,643,103 in PDG funding. While PDG funding will support preschool-aged children in Colorado, it was not used to directly fund CPP and was therefore not included in federal spending.

[44] In the Colorado School Finance Formula, each preschool slot is funded at 0.5 FTE (part time) and provides for both a local and state share. Local school districts are required to contribute to their per-pupil revenue according to the school finance formula. This local share differs widely by school district due to the variables in Colorado school finance formula.

[45] Colorado did not implement preschool-specific funding reductions for the 2020-2021 school year, but the state will be reducing the per pupil revenue (PPR) for all Pre-K-12 students in 2020-2021. The 2020-2021 projections are for the funding per child, and do not include funding based on enrollment. When the 2019-2020 PPR amounts are compared to the projected 2020-21 PPR amounts, the average 2020-2021 PPR will be approximately 96% of the 2019-2020 PPR.

[46] CPP funds flow from the state directly to school districts. Local district advisory councils then provide oversight, with final approval required by the school district superintendent. The early childhood setting may be located in school district settings, local child care centers, community preschools or Head Start programs including early childhood programs located on tribal lands. Any child who receives CPP funding is considered a school district student, even if they are served through a community provider.

[47] Program guidance was updated in 2019 for classroom observations and the role of the preschool District Advisory Council in program monitoring. Observations for each classroom will vary depending on the program's QRIS rating. If a program is rated at 3 through 5 in QRIS then the QRIS observations will meet CPP's observation requirements. If a program is rated at 1 or 2 in QRIS then the program must continue to have the District Advisory Council oversee quality monitoring. The DAC shall make at least two on-site visits per year to all head start agencies and public and private child care facilities with which the school district has contracted to monitor overall program compliance and make recommendations for any needed improvements. However, DACs may observe each program (not each classroom) or hire external raters to conduct observations. In any case, DACs must review data from QRIS, or any other quality data, to oversee and implement continuous improvements to the district's preschool programs.

[48] District Advisory Councils visit all settings providing CPP enrollment and although not required, many districts serving CPP use ERS/ECERS and CLASS for classroom observations and participate in the state QRIS. 132 districts reported participating in structured observation through Colorado Shines. 76 districts used CLASS, 84 used ECERS, 21 used TPOT, 9 used Pyramid, and 16 used NAEYC Accreditation. Some districts used multiple tools. Some districts reported being unable to complete their assessments scheduled for the Spring, due to the impact of COVID-19.

[49] Colorado Department of Human Services, Office of Early Childhood administers the state's QRIS program. In the 2020-2021 school year, the Colorado Shines rating system remains mostly the same, with the exception of the classroom observation/Environment Rating Scale component. There will be no in-person classroom visits,

and Colorado Shines has modified the scales to support a virtual assessment and align with current health department regulations. Additionally, any program with a QRIS rating of 3-5 will not have their rating drop during the pandemic. CDE encourages District Advisory Councils to complete their two annual quality walkthrough observations. Observations can be conducted through virtual means as appropriate, while following local public health restrictions.

[50] CDE receives summary statements related to quality monitoring from LEAs, which they use to inform their continuous quality improvement efforts. CDHS rates all preschool programs in the state on a 0-5 scale. Programs with higher ratings (Levels 3-5) have completed a process to show quality programs and practice in all areas that Colorado Shines reviews. Colorado Shines rates the quality of Colorado's child care and preschool programs for children ages 0-5, based on how well each program: Supports children's health and safety; Ensures the staff are well-trained and effective; Provides a supportive learning environment that teaches children new skills; Helps parents become partners in their child's learning; and Demonstrates good leadership and business practices. Once a program receives a rating, Colorado Shines provides support to help the program continue to improve its quality. The greatest percentage of programs serving CPP children were rated at level 4 (40.7%). This was followed by 28.1% of CPP programs receiving a level 2 ratings, 22.2% of programs receiving a level 1 rating, 5% of programs receiving a level 3 rating, and 4% of programs receiving a level 5 rating.

[51] Each district advisory council oversees and implements their own setting visitation program, and they set the frequency for visitations. State agency staff are assigned as technical support specialists to provide support and oversight, including site visits to each district program. The frequency and intensity of site visits are determined based on a variety of factors and data, including quality of the annual report, local staff turnover, review of available data sources (child count, preschool outcomes, etc.). CPP did not conducting in-person site visits during COVID-19. Program specialists are supporting preschools through webinars, video conferences, phone calls and emails.

[52] The Governor of Colorado issued executive orders in 2020 mandating the closure of the preschools located within public school buildings from March 23 through the end of the 2019-20 school year.

[53] School districts had the authority to modify their calendars due to the impact of COVID-19. Some preschool programs ended their 2019-20 school year early, while others maintained their original calendar.

[54] Preschools run by school districts were required to close in the Spring of 2020. School districts had the authority to decide if their district-run preschools would provide remote instruction for the remainder of the school year. Community providers and private preschools were not required to close. They could decide whether they would remain open, and whether they would provide remote instruction at their own discretion. All preschools were encouraged to continue providing some form of instruction, support, and communication to their children and their families during the closure. Spring 2020 Guidance: CPP programs are not expected to provide "online" specific learning. Many families may not have access to the internet, nor would it be an appropriate expectation for young children to be in front of a screen for several hours. Instead the State encouraged programs to offer appropriate resources to families, who may be ready to receive the information. Fall 2020 Guidance is available here and here.

[55] CPP funding is based on the Fall student count. Funds will continue to be distributed to districts on the usual schedule. School districts with community partners, worked with the district fiscal personnel to learn of any changes to their plan of distributing funds CDE recommends that no changes be made to the plan for fund distribution between the district and community partners and that community partners are continuing to get paid.

[56] In the Spring of 2020, the Colorado School District Needs Inventory was administered by CDE, in collaboration with the Colorado Education Initiative (CEI). District superintendents, BOCES directors and charter and approved facility school leaders were encouraged to complete the needs inventory of their Pre-K-12 students and their families. The results of this survey informed several key decisions around funding, policy changes and resources for districts.

[57] Colorado allows their school districts to set their own calendars each year, and COVID-19 had a differing impact on each school district. Some districts are heavily impacted, while others were virtually untouched. There were school districts and preschool programs that delayed the first day of school for the 2020-2021 school year, while other districts started on their planned date.

[58] School districts were able to set their own reopening plans based on the COVID-19 situation within their district. Additionally, within a district, individual programs may deliver instruction remotely or in-person, based on the impact of COVID-19 in their building.

[59] Some resources were provided to any program that requested assistance. The Colorado Department of Human Services ordered 33,000 masks for child care staff and partnered with the Early Childhood Councils to distribute these and other supplies to providers. Additionally, providers can access food assistance through the CACFP. Other resources were provided through grant applications. The federal CARES Act of 2020 allocated supplemental funds to CCDF to support child care as a result of the COVID-19 global pandemic. Grants from $1,000 - $3,000 were available for open and operating child care programs, in response to the financial impacts of COVID-19. Grants may support child care providers with costs associated with COVID-19, including but not limited to: accommodating smaller group sizes; activities designed to address the availability of child care, particularly those serving essential and emergency workers; purchasing additional safety and cleaning supplies, and; covering salaries and other compensations for staff who provide child care. Providers can attribute previous expenditures and costs associated with COVID-19, including supplies they've already purchased or lost wages/income from lower enrollment, etc. On May 18, Gov. Polis signed Executive Order 20-070, which directed the transfer of $510 million from the State of Colorado's CARES Act Coronavirus Relief Fund to CDE to be awarded to school districts, the Charter School Institute, the Colorado School for the Deaf and the Blind and facility schools on a per pupil basis. Additionally, each BOCES in the state will receive $25,000.

CONNECTICUT - Connecticut Child Day Care Contracts (CDCC)

[1] Child Day Care Contracts (CDCC) are with individual contractors which by statute may be municipalities, human resource development agencies, or nonprofit corporations. Contractors may serve multiple towns. No towns are required to offer these services and the funds are currently distributed through purchase of service contracts. Sites are funded under two-year contracts.

[2] The total CDCC enrollment number is from February 2020, while the details for the number of children shown by age, are an estimate based on the percent of children in each age group from February 2020 state funded enrollment data collected June 2020, and applied to the total CDCC enrollment in February 2020.

[3] There has been a significant decrease in the number of children enrolled in October 2020 from the October 2019 enrollments, due to COVID-19. Public School programs made local decisions for in-person, hybrid (blended), or remote learning models for pre-K to Grade 12 education for the Fall of 2020 because many CDCs follow the open / close decisions of their local school districts. In addition, the ripple effects of COVID-19 positive cases and quarantine of students and teachers potentially "exposed" have also impacted the number of children attending public and private settings.

[4] Extended day seats are in private settings; part-day seats are in Head Start settings.

[5] CDCC programs provide services for children for 10 hours per day through multiple funding sources. The minimum number of hours paid for with CDCC funds cannot be specified.

[6] Due to COVID-19, CDCC contractors had the option to revise hours of operation and transition from on-site to hybrid or distance/remote learning upon Office of Early Childhood (OEC) approval to respond to community and family needs during the pandemic.

[7] The State does not have a requirement regarding hours per year. Programs generally operate for 52 weeks a year: however, they are allowed up to 22 days of closure per year. Generally, CDCC programs provide services for children for 10 hours per day through multiple funding sources. The minimum number of hours paid for with CDC funds cannot be specified.

[8] In the Fall of 2020, waivers were made available for funded programs to request a variance in the number of hours and days the program is required to operate and transition from on-site to hybrid or distance/remote learning, due to COVID-19, upon OEC approval. Prepared during the COVID-19 pandemic, the CDCC contracts included language that allowed revisions in the hours of operation and transition from on-site to hybrid or distance/remote learning upon approval from the OEC to respond to community and family needs.

[9] Children may enroll in preschool spaces funded by CDC contracts at any point of the year; however, a preschooler must be at least 3 years old by January 1 as required by licensing to begin preschool in the Fall. Children thirty-two to thirty-six months of age can be deemed eligible for preschool care upon mutual written consent from the child's parent or guardian and the program director. This was a legislative change, effective July 1, 2019.

[10] Families must meet income eligibility criteria upon enrollment. Eligibility is re-assessed annually based on family income (75% SMI for state funds). If a child meets eligibility upon enrollment, they remain eligible until they age out of the program, but the family pays a higher fee if their income increases.

[11] Maximum class size for preschool programs during July-August 2020 was limited to 14. Maximum class size for preschool increased to 16 effective August 20, 2020. Maximum class size for preschool was maintained at 16, however effective October 12, 2020, up to two additional children could be added when the following contingencies are satisfied: Up to 18 children will be allowable in a space provided a minimum of 50 square feet of total usable program space is available for each child in the group.

[12] While referrals are not required, follow up care is documented.

[13] The CT State Department of Education (SDE) changed rules about bus transportation that also apply to "state-funded preschool" for children receiving transportation (e.g. children with identified special needs).

[14] While supports to DLLs are encouraged and guidance is provided, there is no requirement. The Connecticut ELDS include a DLL Framework, and the OEC has provided a guidance document, Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners. Legislative requirements mandate identification of DLLs in kindergarten, but the CT SDE added an Optional Identification Policy for Students in June 2018 that recommends an approach for identifying DLLs who are at least 4 years old. The OEC also embarked on a partnership with WIDA Early Years beginning in August 2019 allowing OEC staff and other ECE professionals to participate in professional learning and a train-the-trainer opportunity.

[15] The document Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners includes a section on Engaging Families of Children Who Are Dual Language Learners.

[16] OEC and SDE collaborate on a regular basis regarding professional learning, inclusion and transition from Part C (administered by OEC) to Part B 619 (administered by SDE). OEC/SDE and other partners are currently working with ECTA on a strategic plan related to inclusion.

[17] Programs are directed to use learning modules created by technical assistance centers that can meet learning needs in foundations of universal practices for early childhood professionals.

[18] The OEC does have an agency inclusion statement and is engaged in strategic planning with SDE, ECTA, and other partners to increase and improve high quality inclusive opportunities for young children with disabilities.

[19] Connecticut's OEC and SDE issued a joint policy memo on November 23, 2020 (OEC Coronavirus Memo #32: Children who Attend Child Care Programs and Receive Support Services) regarding coordinating services for children who attend child care programs and receive support services.

[20] CT ELDS are for birth to age five, therefore, they are inclusive of state infant and toddler development standards. CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A series of documents 'Using the CT ELDS to Support All Children' is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS).

[21] Locally determined assessment, but aligned with ELDS: The Contractor agrees that it shall ensure that both the curriculum and child assessments used by its facilities are aligned to ELDS. CT offers an aligned framework for formative assessment tied to CT ELDS (CT DOTS).

[22] Guidance documents available: 'Supporting All Children Using the CT ELDS: Building Meaningful Curriculum includes a curriculum self-assessment tool, which has been used in trainings for administrators. A guidance document on intersection of standards, curriculum, and assessment is provided at state funded program meetings.

[23] Multiple professional learning opportunities are provided related to remote learning for young children, including webinars from the Technology in Early Childhood Center at Erikson Institute, professional learning community cohorts, and weekly virtual office hours. General guidance related to new operations models (remote learning as an option when the program is open, remote learning as a primary operation model, and hybrid model) and requirements for programs receiving state funding for alternative care and education models have been issued by OEC.

[24] State policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS. Locally determined assessment, but aligned with ELDS: The Contractor agrees that it shall ensure that both the curriculum and child assessments used by its facilities are aligned to ELDS. CT offers an aligned framework for formative assessment tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS). https://www.ctoec.org/connecticut-early-learning-and-development-standards-ct-elds/ct-elds-forms-and-documents/

[25] OEC does not require specific assessments in preschool. Guidance related to ongoing child assessment has been incorporated into professional learning opportunities about remote learning. There is a section on Assessment and Remote Learning in the OEC document Remote Learning Guidance for Preschool.

[26] See CT SDE guidance relating to Remote Learning: https://portal.ct.gov/SDE

[27] Until June 30, 2025 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree. Between July 1, 2022 and June 30, 2025 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have an associate degree or higher, specific to early childhood, with all remaining lead teachers holding at least an CDA credential plus 12 Early Childhood credits. On July 1, 2025 to June 30, 2029, 50% or more of the lead teachers across the program must have a bachelor's degree or higher, specific to early childhood, with all remaining lead teachers holding an associate degree specific to early childhood. As of July 2029, 100% of lead teachers must hold a bachelor's degree in Early Childhood. The Staff Qualifications requirement for OEC funded programs requires a Qualified Staff Member for each classroom in a program, including classrooms that do not receive funding and classrooms that serve infants and toddlers. Qualified Staff Members may enter the role with a minimum of a CDA plus 12 credits, and are required to attain a BA. The OEC provides scholarships for teachers to achieve the requirement. Lead Teachers met this requirement in 63% of the Child Day Care Programs.

[28] The OEC temporarily waived Qualified Staff Member (QSM) requirements due to COVID-19. The OEC expects programs to take all measures to ensure that children are receiving the best care possible, but recognizes that staffing will become impacted during this crisis.

[29] There are no minimum education degree requirements for Assistant teachers. Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.

[30] CDCC programs are required to be licensed, which requires PD for staff that totals 1% of the total annual hours worked. Content may include, but is not limited to, ECE and CD, licensing and regulations, health issues, nutrition, first aid, social services, child abuse laws, and programming for children with disabilities or special health care needs. Programs are required to develop, implement, and maintain a written PD plan and to document and maintain the PD plan for each program staff member and make it available for review. PD required under new CCDF rules may count toward the annual PD requirement. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans: https://www.ct.gov/oec/cwp/view.asp?a=4541&Q=586598&PM=1

[31] Programs providing remote learning or hybrid models and receiving state funding for these services are required to participate in OEC sponsored training related to remote learning. Other professional development related to health and safety guidelines has been offered but has not been required. Most professional learning since March 2020 has been offered virtually to comply with state and local guidelines related to health and safety.

[32] Lead Teachers who do not meet the final benchmark of a bachelor's degree for Qualified Staff Member (QSM) must have a written PD plan. If teachers seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Teacher Assistants who do not meet qualifications requirements may have a PD plan if they intend to achieve QSM status. If they seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans.

[33] CT has legislation addressing this issue in PA 19-61, An Act Requiring the Office of Early Childhood to Develop an Early Childhood Educator Compensation Schedule. The OEC is engaging with partners and consultants to address this requirement. The resulting schedule will identify and address compensation inequity in the early childhood field.

[34] Some families are eligible for CCDF childcare subsidies. Connecticut does not track or collect information on local use of federal funds to support this preschool program at the local level. Some children and families may be eligible and receive services for these other programs including IDEA, CACFP, McKinney-Vento, Head Start, Title I, through the School District.

[35] Funding increased to provide stabilization funding to programs due to low enrollment. Funding has been based on classroom equivalent model rather than per child participation providing additional funding within program maximum allocation. A 25% Operational Expense Supplement based on the program monthly funding allocation was available for programs providing on-site or remote services. The supplement is provided to support programs with reduced income due to low enrollment due to COVID-19 and may not exceed the program maximum monthly allocation. During the months of December 2020, January 2021, and February 2021, programs providing services to children either on-site or remotely are paid their full allocation regardless of the level of services provided.

[36] Public schools are eligible to receive CDCC contract funding but they would be required to obtain a license from OEC, even though they are normally exempt.

[37] The structured observation is only required for programs that are not NAEYC accredited or Head Start approved. Only programs that are not NAEYC accredited or Head Start approved are required to have an ECERS-3 and/or ITERS-3 by a state approved, reliable rater. State approved raters are trained by Environment Rating Scale Institute (ERSI) staff. This requirement would only be fulfilled in CDCC that are also School Readiness (SR) funded.

[38] Programs must have NAEYC Accreditation or be Head Start approved. Both systems require programs to monitor and assess children's learning and development during the preschool years.

[39] ERS ratings, NAEYC accreditation visits, and OEC monitoring visits have not been able to be conducted due to COVID-19, Waiver of Meeting Quality Assurance Requirements. Guidance was provided to Liaisons responsible for structured School Readiness classroom quality observations allowing for modifications to their monitoring processes. This guidance encouraged Councils to work with local health officials in their communities to develop a protocol for safe monitoring practices. If on-site monitoring is not possible due to concerns related to COVID-19, Liaisons are encouraged to implement desk monitoring practices that include virtual classroom quality check-ins. CDCC Contractors that utilize subcontractors to provide early care and education services are required to submit subcontractor monitoring plans that must be implemented. Fulfillment of any on-site obligations has been contingent upon public health guidance.

[40] The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at minimum every 10 visits. The completion of ERSI reliability trainings, ERS ratings, and NAEYC accreditation visits for the 2019-2020 school/State fiscal year were all impacted by COVID-19.

[41] Compliance Monitoring ensures that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding, experiencing licensing compliance challenges, non-compliant with approval system requirements including reporting and required criteria, chronically under enrolled, non-compliant with OEC reporting requirements, General Policies, or legislation, enrolling families in OEC funded spaces that do not meet income eligibility requirements, experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. Due to staffing constraints and COVID-19, compliance monitoring was not able to be conducted during the 2019-2020 school year.

[42] ERS ratings, NAEYC accreditation visits, and OEC monitoring visits have not been able to be conducted due to COVID-19.

[43] Decisions to close programs not located in public schools during the Spring of 2020 were made at the local level based on Public Health Guidance and individual program decisions.

[44] Legislative requirement to provide 180 days for school was waived for public schools for 2019-2020 school year.

[45] Professional learning cohorts and webinars related to distance learning were provided in Spring 2020. More robust guidance and requirements for state funded programs were put out by OEC in Fall 2020.

[46] Financial allocations were provided to assist with financial stability during the COVID-19 pandemic. Programs may have participated in the CT Cares programs https://www.ctoec.org/covid-19/ctcares-programs/

[47] Programs are year-round and remained open. July 1, 2020, some programs delayed opening to provide staff training, implement additional measures for cleaning and disinfecting indoor and outdoor environments and/or preparing classroom environments to promote social distancing.

[48] Varied by community and program. A combination of strategies was implemented included staggered opening, opening remotely and transitioning to on-site, remote only due to public health guidance, and Hybrid models providing a combination of on-site and remote learning.

[49] CT CARES for Child Care Businesses includes a number of subsidies to help reduce business expenses, including: Background check subsidies; Supply Subsidy was designed to help cover the added costs of maintaining a healthy environment; Expense Kickstart is a lump sum for expenses like payroll, utilities, and rent or mortgage. The amount of money programs were eligible for depended on the size of the program and National Association for Family Child Care (NAFCC) or NAEYC Accreditation status. A training subsidy helped cover the cost of health care certifications (i.e. CPR, First Aid) expiring during COVID-19. The CT CARES for Child Care program provided additional funding for licensed child care providers who remained open and served essential. The CT CARES for Frontline Workers program helped frontline workers (including child care workers) pay for licensed care.

CONNECTICUT - Connecticut School Readiness (SR)

[1] Of the 67 communities, 21 are priority districts and 46 are competitive municipalities as defined by legislation. The 21 priority school districts are not required to participate in the School Readiness Program, but funds are available to all eligible districts.

[2] The total School Readiness enrollment number is from February 2020 while the details for the number of children shown by age, are an estimate based on the percent of children in each age group from February 2020 state funded enrollment data collected June 2020, and applied to the total School Readiness enrollment in February 2020. Children born in 2013 or before are not included. Numbers by age are estimates by percentage of School Readiness by year of birth (8% 2017; 37% 2016; 53% 2015; 2% 2014) from February 2020 ECE/ECIS Collection. Enrollment includes data from January 2020 for an additional 268 children enrolled in spaces no longer supported through PDG and were supported with School Readiness funds.

[3] There has been a significant decrease in the number of children enrolled in October 2020 from the February 2020 enrollments, due to COVID-19. Reduced class sizes, Public School programs made local decisions for in-person, hybrid (blended), or remote learning models for pre-K to Grade 12 education for the Fall of 2020 and beyond. In addition, the ripple effects of COVID-19 positive cases and quarantine of students and teachers potentially "exposed" have also impacted the number of children attending public and private settings. Enrollment continues to be substantially different.

[4] Children born in 2013 or before are not included. The number of children identified with disabilities and provided with services increased during the course of the school year. Includes data from February 2020 for an additional 27 children with disabilities enrolled in spaces no longer supported through PDG and were supported with School Readiness funds. Numbers by age are estimates by percentage for School Readiness by year of birth (8% 2017; 37% 2016; 53% 2015; 2% 2014) from February 2020 ECE/ECIS Collection.

[5] Breakdown by setting is based on capacity, not actual enrollment.

[6] Preschool enrollment by operating schedule is based on capacity, not enrollment and therefore does not add up to the total enrollment. Enrollment by program location includes data from February 2020 that includes additional children enrolled in spaces no longer supported through PDG and were supported with School Readiness funds.

[7] Operating schedules are locally determined and hours vary by program. Extended-day programs operate 10 hours per day, 50 weeks per year, while school-day programs operate 6 hours per day, 180 days per year. Part-day programs operate 2.5 hours per day, 180 days per year. Funding from another source can be used to extend programs. Full day operates 10 hours per day, 50 weeks per year.

[8] In the Fall of 2020, waivers were made available for School Readiness funded districts to request a variance in the number of hours, days and weeks the program is required for programs to operate due to COVID-19.

[9] As defined by legislation, communities may allow a small number of kindergarten-eligible children to remain in the program (up to five percent of the total served) if the child has been enrolled in the School Readiness program for one year and if the parent or guardian, School Readiness provider, and the local or regional school district agree that the child will not enter kindergarten.

[10] All families, regardless of income levels, can apply for School Readiness spaces in Competitive and Priority municipalities. However, 60% of the children enrolled in each municipality must meet the income requirement of being at or below 75% of SMI.

[11] All children remain eligible for the program but the fee is reassessed annually and residency is verified (although a School Readiness Council does have the local option whether to accept non-residents). Parent fees can change depending on a change of income of $50.00 or more per week and/or family size. Programs work with families to keep children enrolled.

[12] Maximum class size for preschool programs during July-August 2020 was limited to 14. Maximum class size for preschool increased to 16 effective August 20, 2020. Maximum class size for preschool was maintained at 16, however effective October 12, 2020, up to two additional children could be added when the following contingencies are satisfied: Up to 18 children will be allowable in a space provided a minimum of 50 square feet of total usable program space is available for each child in the group.

[13] Programs are required to serve one snack to children who attend fewer than five hours per day and one snack plus one meal to children in school for five to eight hours per day. Children attending more than eight hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.

[14] While referrals are not required, follow up care is documented.

[15] While supports to DLLs are encouraged and guidance is provided, there is no requirement. The Connecticut ELDS include a DLL Framework, and the Office of Early Childhood (OEC) has provided a guidance document, Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners. Legislative requirements mandate identification of DLLs in kindergarten, but the CT State Department of Education (SDE) added an Optional Identification Policy for Students in June 2018 that recommends an approach for identifying DLLs who are at least 4 years old. The OEC also embarked on a partnership with WIDA Early Years beginning in

August 2019 allowing OEC staff and other ECE professionals to participate in professional learning and a train-the-trainer opportunity.

[16] The document Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners includes a section on, Engaging Families of Children Who Are Dual Language Learners.

[17] OEC and SDE collaborate on a regular basis regarding professional learning, inclusion and transition from Part C (administered by OEC) to Part B 619 (administered by SDE). OEC/SDE and other partners are currently working with ECTA on a strategic plan related to inclusion.

[18] Provided targeted professional learning focused on specific topics and skills: General Policy B-06 for School Readiness and Smart Start and OEC guidance document "Supporting All Children Using the CT ELDS: Meeting the Needs of Diverse Learners."

[19] There is not currently a stated goal regarding inclusion; however, OEC does have an inclusion statement and is engaged in strategic planning with SDE, ECTA, and other partners to increase and improve high quality inclusive opportunities for young children with disabilities.

[20] Included in the legislation for the School Readiness grant program is a stated goal of integrating children with disabilities into programs available to children who aren't disabled. In addition, the OEC does have an agency inclusion statement and is engaged in strategic planning with SDE, ECTA, and other partners to increase and improve high quality inclusive opportunities for young children with disabilities.

[21] Connecticut's OEC and SDE issued a joint policy memo on November 23, 2020 (OEC Coronavirus Memo #32: Children who Attend Child Care Programs and Receive Support Services) regarding coordinating services for children who attend child care programs and receive support services.

[22] CT ELDS are for birth to age five. Therefore, they are inclusive of state infant and toddler development standards. CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A series of documents 'Using the CT ELDS to Support All Children' is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System (CT DOTS)).

[23] Locally determined assessment but aligned with ELDS: The Grantee agrees that it shall ensure that both the curriculum and child assessments used by its sub-grantees are aligned to ELDS. CT offers an aligned framework for formative assessment tied to CT ELDS (CT DOTS).

[24] Guidance documents available: 'Supporting All Children Using the CT ELDS: Building Meaningful Curriculum' includes a curriculum self-assessment tool, which has been used in trainings for administrators. A guidance document on intersection of Standards, Curriculum, and Assessment is provided at state funded program meetings.

[25] Multiple professional learning opportunities are being provided related to remote learning for young children, including webinars from the Technology in Early Childhood Center at Erikson Institute, professional learning community cohorts, and weekly virtual office hours. General guidance related to new operations models (remote learning as an option when the program is open, remote learning as a primary operation model, and hybrid model) and requirements for programs receiving state funding for alternative care and education models have been issued by OEC.

[26] State policy requires NAEYC accreditation. It is expected that all programs are engaging in ongoing assessment to inform instruction. Programs may use any curriculum and assessment that is aligned with the CT ELDS. There is no policy regarding how the pre-K assessment data are used. Communities have been known to use this data to guide teacher training and PD, to share data upon kindergarten enrollment, to adjust curricula and track child and program outcomes over time. State policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS. Connecticut Early Learning and Development Standards: www.ct.gov/oec/elds

[27] OEC does not require specific assessments in preschool. Guidance related to ongoing child assessment has been incorporated into professional learning opportunities about remote learning. There is a section on Assessment and Remote Learning in the OEC document, Remote Learning Guidance for Preschool.

[28] See CT SDE guidance relating to Remote Learning: https://portal.ct.gov/SDE

[29] Until June 30, 2025 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying. Between July 1, 2022 and June 30, 2025 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have an associate degree or higher, specific to early childhood, with all remaining lead teachers holding at least an CDA credential plus 12 Early Childhood credits. On July 1, 2025 to June 30, 2029, 50% or more of the lead teachers across the program must have a bachelor's degree or higher, specific to early childhood, with all remaining lead teachers holding an associate degree specific to early childhood. As of July 2029, 100% of lead teachers must hold a bachelor's degree in Early Childhood. The Staff Qualifications requirement for OEC funded programs requires a Qualified Staff Member for each classroom in a program, including classrooms that do not receive funding and classrooms that serve infants and toddlers. Qualified Staff Members may enter the role with a minimum of a CDA plus 12 credits, and are required to attain a BA. The OEC provides scholarships for teachers to achieve the requirement. Lead Teachers met this requirement as follows across OEC funded programs: School Readiness 81%.

[30] The OEC temporarily waived QSM requirements due to COVID-19. The OEC expects programs to take all measures to ensure that children are receiving the best care possible, but recognizes that staffing will become impacted during this crisis.

[31] There are no minimum education degree requirements for Assistant teachers. Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.

[32] Note that this is a policy change for all staff; it matches licensing requirements. Licensed programs require PD for staff that totals 1% of the total annual hours worked. Content may include, but is not limited to, ECE and CD, licensing and regulations, health issues, nutrition, first aid, social services, child abuse laws, and programming for children with disabilities or special health care needs. Programs are required to develop, implement, and maintain a written PD plan and to document and maintain the PD plan for each program staff member and make it available for review. PD required under new CCDF rules may count toward the annual PD requirement. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans. https://www.ct.gov/oec/cwp/view.asp?a=4541&Q=586598&PM=1

[33] Programs providing remote learning or hybrid models and receiving state funding for these services are required to participate in OEC sponsored training related to remote learning. Other professional development related to health and safety guidelines has been offered but has not been required. Most professional learning since March 2020 has been offered virtually to comply with state and local guidelines related to health and safety.

[34] Lead Teachers who do not meet the final benchmark of a bachelor's degree for Qualified Staff Member (QSM) must have a written PD plan. Teacher Assistants who do not meet qualifications requirements may have a PD plan if they intend to achieve QSM status. If Lead Teachers or Teacher Assistants seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans. https://www.ct.gov/oec/cwp/view.asp?a=4541&Q=586598&PM=1

[35] CT has a workforce report viewed by the General Assembly outlining a plan for compensation but no action has been taken.

[36] Other than identification of the number of families receiving CCDF child care subsidies, Connecticut does not track or collect information on local use of federal funds to support this preschool program at the local level. Some children and families may be eligible and receive services for these other programs including IDEA, CACFP, McKinney-Vento, Head Start, Title I.

[37] Funding has been based on classroom equivalent model rather than per child participation providing additional funding within program maximum allocation. A 25% Operational Expense Supplement based on the program monthly funding allocation for programs providing on-site or remote services. The supplement is provided to support programs with reduced income due to low enrollment due to COVID-19 and may not exceed the program maximum monthly allocation. During the months of December 2020, January and February 2021, programs providing services to children either on-site or remotely are paid their full allocation regardless of the level of services provided.

[38] School Readiness funds are paid to fiscal agent (town, LEA, Regional Education Service Center) which distributes payments to subgrantees. SR funds are not paid directly to programs / sites in public schools, private agencies, faith based centers or Human Service Agencies.

[39] ERS ratings, NAEYC accreditation visits, and OEC monitoring visits have not been able to be conducted due to COVID-19. Waiver of Meeting Quality Assurance Requirements.

Guidance was provided to Liaisons responsible for structured School Readiness classroom quality observations modifications to their monitoring processes. This guidance encouraged Councils to work with Local Health officials in their communities to develop a protocol for safe monitoring practices. If on-site monitoring is not possible due to concerns related to COVID-19, Liaisons are encouraged to implement desk monitoring practices that include virtual classroom quality check-ins. CDCC contractors who utilize subcontractors to provide early care and education services are required to submit subcontractor monitoring plans that must be implemented. Fulfillment of any on-site obligations has been contingent upon public health guidance.

[40] The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at a minimum of every 10 visits. The completion of ERSI reliability trainings, ERS ratings, and NAEYC accreditation visits for the 2019-2020 school/State fiscal year were all impacted by COVID-19.

[41] Local Councils make recommendations for funding to the OEC and include observations of classroom quality conducted at the local level in their decision making. OEC uses Accreditation status to differentially fund CARES grants, giving a percentage increase in grants by Accreditation status.

[42] Compliance Monitoring ensures that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding, experiencing licensing compliance challenges, non-compliant with approval system requirements including reporting and required criteria, chronically under enrolled, non-compliant with OEC reporting requirements, General Policies, or legislation, enrolling families in OEC funded spaces that do not meet income eligibility requirements, experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. Due to staffing constraints and COVID-19, compliance monitoring it was not possible to conduct compliance monitoring during the 2019-2020 school year.

[43] ERS ratings, NAEYC accreditation visits, and OEC monitoring visits have not been able to be conducted due to COVID-19.

[44] Decisions to close programs not located in public schools during the Spring of 2020 were made at the local level based on Public Health Guidance and individual program decisions.

[45] The legislative requirement to provide 180 days for school was waived for public schools for 2019-2020 school year.

[46] Professional learning cohorts and webinars related to distance learning were provided in Spring 2020. More robust guidance and requirements for state funded programs were put out by OEC in fall 2020.

[47] Financial Allocations provided to assist with financial stability during COVID-19 Pandemic.

[48] Some programs delayed opening to provide staff training, implement additional measures for cleaning and disinfecting indoor and outdoor environments and/or preparing classroom environments to promote social distancing.

[49] Varied by community and program. A combination of strategies were implemented including staggered opening, opening remotely and transitioning to on-site, remote only due to public health guidance, and Hybrid models providing a combination of on-site and remote learning.

[50] CT CARES for Child Care Businesses includes a number of subsidies to help reduce business expenses, including: Background check subsidies; Supply Subsidy was designed to help cover the added costs of maintaining a healthy environment; Expense Kickstart is a lump sum for expenses like payroll, utilities, and rent or mortgage. The amount of money programs were eligible for depended on the size of the program and National Association for Family Child Care (NAFCC) or NAEYC Accreditation status. A training subsidy helped cover the cost of health care certifications (i.e. CPR, First Aid) expiring during COVID-19. The CT CARES for Child Care program provided additional funding for licensed child care providers who remained open and served essential. The CT CARES for Frontline Workers program helped frontline workers (including child care workers) pay for licensed care.

CONNECTICUT - Connecticut Smart Start

[1] Only local or regional boards of education are eligible to apply for Smart Start program funds.

[2] No additional funding has been appropriated for this preschool program. Funding has remained level.

[3] The total Smart Start enrollment number is from February 2020, while the details for the number of children shown by age, are an estimate based on the percent of children in each age group from February 2020 state funded enrollment data collected June 2020, and applied to the total Smart Start enrollment in February 2020. Children born in 2013 or before are not included. Numbers by age by percentage for Smart Start by year of birth (.05% 2017; 26% 2016; 72% 2015; 1.5% 2014) from February 2020 ECE/ECIS Collection.

[4] The average utilization for September to December 2020 was 85% of capacity, while the average utilization for September to December 2019 was 99% of capacity. Changes were due to families opting to keep their children at home and/or decisions to limit class size. Districts were allowed to offer remote learning, hybrid, or in-person models, based on local public health data and district wide decisions and count these children toward enrollment

[5] Preschoolers with disabilities may be counted in the enrollment total or may be served in one of three optional additional spaces per Smart Start classroom, depending upon the services outlined in their IFSP or IEP. The details for the number of children shown by age are an estimate based on the percent of children in each age group from February 2020 state funded enrollment data collected June 2020.

[6] One hundred children in Smart Start were reported as DLLs on the October 2019 Monthly Report. Note that there is not a uniform way of determining status as a DLL in preschool. The details for the number of children shown by age are an estimate based on the percent of children in each age group from February 2020 state funded enrollment data collected June 2020.

[7] Per Executive Order, all public schools were closed effective March 17, 2020 through the end of the 2019-2020 school year. Smart Start programs were paid on the basis of a 1,080 hour school year, although program operations were disrupted during this period of time.

[8] Smart Start programs must operate the same number of days as the rest of the school system, which is a minimum of 180 days per year.

[9] Per Connecticut Board of Education resolution, school districts are allowed to operate for 177 days for the 2020-2021 school year in order to allow districts time at the beginning of the school year to safely transition to in-person services.

[10] Regarding the minimum age for preschool eligibility, children age 2 years and 9 months may attend, but it is locally determined if they can start prior to their third birthday.

[11] Districts may prioritize enrollment based on local need.

[12] Eligibility for Smart Start is determined at the local level. Districts submitted initial plans for prioritizing enrollment (including vulnerable children) and were allowed to adjust these priorities based upon changing local needs due to COVID-19.

[13] It is a local decision whether to charge tuition. However, if the district chooses to charge tuition, they must use the Office of Early Childhood (OEC) Sliding Fee Scale.

[14] Maximum class size for preschool programs during July-August 2020 was limited to 14. Maximum class size for preschool increased to 16 effective August 20, 2020. Maximum class size for preschool was maintained at 16, however effective October 12, 2020, up to two additional children could be added when the following contingencies are satisfied: Up to 18 children will be allowable in a space provided a minimum of 50 square feet of total usable program space is available for each child in the group.

[15] Smart Start does not require comprehensive services, but local School Districts provide a variety of services unique to their communities.

[16] While supports to DLLs are encouraged and guidance is provided, there is no requirement. The Connecticut ELDS include a DLL Framework, and the OEC has provided a guidance document, Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners. Legislative requirements mandate identification of DLLs in kindergarten, but the CT State Department of Education (SDE) added an Optional Identification Policy for Students in June 2018 that recommends an approach for identifying DLLs who are at least 4 years old. The OEC also embarked on a partnership with WIDA Early Years beginning in August 2019 allowing OEC staff and other ECE professionals to participate in professional learning and a train-the-trainer opportunity.

[17] The document Supporting All Children Using the CT ELDS: Meeting the Needs of Dual Language Learners includes a section on: Engaging Families of Children Who Are Dual Language Learners.

[18] OEC and SDE collaborate on a regular basis regarding professional learning, inclusion and transition from Part C (administered by OEC) to Part B 619 (administered by SDE). OEC/SDE and other partners are currently working with ECTA on a strategic plan related to inclusion.

[19] Supported intensive and extended learning opportunities to promote systems change. See General Policy B-06 for School Readiness and Smart Start, and OEC's guidance document: Supporting All Children Using the CT ELDS: Meeting the Needs of Diverse Learners.

[20] There is not currently a stated goal regarding inclusion; however, OEC does have an inclusion statement and is engaged in strategic planning with SDE, ECTA, and other partners to increase and improve high quality inclusive opportunities for young children with disabilities.

[21] The OEC does have an agency inclusion statement and is engaged in strategic planning with SDE, ECTA, and other partners to increase and improve high quality inclusive opportunities for young children with disabilities.

[22] Connecticut's OEC and SDE issued a joint policy memo on November 23, 2020 (OEC Coronavirus Memo #32: Children who Attend Child Care Programs and Receive Support Services) regarding coordinating services for children who attend child care programs and receive support services.

[23] CT ELDS are for birth to age five, therefore, they are inclusive of state infant and toddler development standards. CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A series of documents 'Using the CT ELDS to Support All Children' is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System (CT DOTS)).

[24] Locally determined assessment, but aligned with ELDS: Grantees are required to use curriculum and child assessments that are aligned to ELDS. CT offers an aligned framework for formative assessment tied to CT ELDS (CT DOTS).

[25] Guidance documents available: 'Supporting All Children Using the CT ELDS: Building Meaningful Curriculum' includes a curriculum self-assessment tool, which has been used in trainings for administrators. A guidance document on intersection of Standards, Curriculum, and Assessment are provided at state funded program meetings.

[26] Multiple professional learning opportunities are being provided related to remote learning for young children, including webinars from the Technology in Early Childhood Center at Erikson Institute, professional learning community cohorts, and weekly virtual office hours. General guidance related to new operations models (remote learning as an option when the program is open, remote learning as a primary operation model, and hybrid model) and requirements for programs receiving state funding for alternative care and education models have been issued by OEC.

[27] There is not a specific policy regarding child assessment in Smart Start programs; however, because state policy requires NAEYC accreditation it is expected that all programs are engaging in ongoing assessment to inform instruction. Programs may use any curriculum and assessment that is aligned with the CT Early Learning and Development Standards. There is no policy regarding how the pre-K assessment data are used. Communities have been known to use this data to guide teacher training and PD, to share data upon kindergarten enrollment, to adjust curricula and track child and program outcomes over time.

[28] OEC does not require specific assessments in preschool. Guidance related to ongoing child assessment has been incorporated into professional learning opportunities about remote learning. There is a section on Assessment and Remote Learning in the OEC document Remote Learning Guidance for Preschool

[29] See CT SDE guidance relating to Remote Learning: https://portal.ct.gov/SDE

[30] The SDE certification, which must include pre-K or early childhood specialization, is required for all Smart Start teachers. Smart Start programs are in Public Schools and require the Lead Teachers to have a bachelor's degree. The Staff Qualifications requirement for OEC funded programs requires a Qualified Staff Member for each classroom in a program, including classrooms that do not receive funding and classrooms that serve infants and toddlers. Qualified Staff Members may enter the role with a minimum of a CDA plus 12 credits and are required to attain a BA. The OEC provides scholarships for teachers to achieve the requirement. Lead Teachers met this requirement as follows across OEC funded programs: Smart Start programs 100%.

[31] Assistant Teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.

[32] Lead Teachers are certified by the SDE and must meet SDE professional learning requirements and professional learning plans.

[33] Programs providing remote learning or hybrid models and receiving state funding for these services are required to participate in OEC sponsored training related to remote learning. Other professional development related to health and safety guidelines has been offered but has not been required. Most professional learning since March 2020 has been offered virtually to comply with state and local guidelines related to health and safety. Health and safety training may have been required locally.

[34] All salaries are determined locally. Any arrangements regarding programming or compensation outside of the school year, school day program is handled locally and the OEC does not have a record of any such arrangements. CT has a workforce report viewed by the General Assembly outlining a plan for compensation but no action has been taken.

[35] The decrease in overall expenditures was due to sunsetting of district awards for the purpose of capital expenses associated with starting a Smart Start program.

[36] IDEA funds and Title 1 funds may be used by local districts to also support this state-funded preschool program; however, this varies by district and is not reported to the OEC. In addition, some districts accept CCDF child care subsidies. Individual children may receive support from CACFP, & McKinney-Vento, in school setting.

[37] Local funding is expected in addition to state funding, but no specific amount of match is specified.

[38] Additional funding of $1,700 per Smart Start classroom for COVID-19 supplies was provided.

[39] The structured observation is only required for programs that are not NAEYC accredited or not Head Start approved. Only programs that are not NAEYC accredited or Head Start approved are required to have an ECERS-3 by a state approved, reliable rater. State approved raters are trained by ERSI staff.

[40] Memo #31 adjusts the requirements outlined in General Policy B-05 related to Meeting Quality Assurance Requirements: https://www.ctoec.org/wp-content/uploads/2020/10/COVID-19-Memo-31-OEC-funded-program-waivers.pdf. ERS ratings, NAEYC accreditation visits, and OEC monitoring visits have not been able to be conducted due to COVID-19.

[41] The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at minimum every 10 visits. The completion of ERSI reliability trainings, ERS ratings, and NAEYC accreditation visits for the 2019-2020 school/State fiscal year were all impacted by COVID-19.

[42] Compliance Monitoring ensures that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding; Experiencing licensing compliance challenges; Non-compliant with approval system requirements including reporting and required criteria; Chronically under enrolled; Non-compliant with OEC reporting requirements, General Policies, or legislation; Enrolling families in OEC funded spaces that do not meet income eligibility requirements; Experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC. Due to staffing constraints and COVID-19, compliance monitoring was not able to be conducted during the 2019-2020 fiscal year.

[43] ERS ratings, NAEYC accreditation visits, and OEC monitoring visits have not been able to be conducted due to COVID-19.

[44] The OEC does not require preschool teacher evaluations; however, as certified public school teachers, SDE requirements regarding teacher evaluation would apply to educators. SDE has provided resources to implement flexibilities within the CT Guidelines for Educator Evaluation: https://portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation-Implementation-Recommendations-and-Resources

[45] Per Executive Order, all public schools were closed effective March 17, 2020 through the end of the 2019-2020 school year.

[46] The legislative requirement to provide 180 days for school was waived for public schools for 2019-2020 school year.

[47] Professional learning cohorts and webinars related to distance learning were provided in Spring 2020. More robust guidance and requirements for state funded programs were put out by OEC in Fall 2020.

[48] Unutilized classroom funding was redistributed to Smart Start Classrooms for COVID-19 supplies/expenses.

[49] Per Connecticut Board of Education, school districts were allowed to provide training on safe re-opening over the first 3 days of the year, and reduce the school year from 180 to 177 days.

[50] Each district submitted a reopening plan to the Department of Education for approval that included contingencies for full in-person learning, hybrid, and fully remote. Districts receiving the Smart Start grant completed a related Smart Start Plan for FY 2021 that was submitted to OEC for approval. Local public health conditions and guidance impacted which model was implemented at the beginning of the year.

DELAWARE - Delaware Early Childhood Assistance Program (ECAP)

[1] The "total enrollment" is the number of seats funded by the Delaware Department of Education (DDOE), Office of Early Learning (OEL). Enrollment numbers by age reflect reported numbers served and therefore totals more than the funded seats. Children who are enrolled can leave the program, which is why programs have a waitlist. Seats are filled within 30 days as per Head Start Program Performance Standards.

[2] In March 2020, in response to the COVID-19 pandemic, Delaware instituted Executive Order 38 that only allowed in-person child care options for essential workers. As a result, community-based Early Childhood Assistance Programs (ECAPs) could choose to remain open as Emergency Child Care Sites. School district ECAPs as well as the state's Head Start ECAP partners were subject to local education agency decisions on closure. ECAPs that closed for in-person instruction still administered remote instruction and services to all enrolled children and families. Thus enrollment was not impacted, but how services were provided (i.e. remote, hybrid instruction) did change for many ECAPs. CARES Act funding was leveraged to create an Enhanced Reimbursement tiered payment system for programs with vacant capacity due to the pandemic's modified ratio requirements. Purchase of Care (state subsidy) was paid by enrollment, not attendance through the end of the ECAP year. Grants for programs that provided school-age care with schools closed were also allocated. ECAPs could be eligible for these new funding streams based on program type.

[3] For the 2019-2020 school year, all of the state Head Start programs are also ECAPs. However, the state does not track the braiding and blending of Head Start and ECAP funds per child enrolled.

[4] Programs are required to provide a minimum of 3.5 hours of direct service per day. Schedule requirements are indicated by the Head Start Program Performance Standards (HSPPS) and Delaware's QRIS requirements. Programs that operate longer than 3.5 hours per day have funding from multiple sources to support the additional service hours. Some ECAPs align with school district schedules. Some programs use state subsidy (Purchase of Care) dollars to extend the program day for children. Programs operate for at least nine months but do not necessarily follow school district calendars. The program year for state-funded ECAPs is based on the state fiscal year and extends from July 1 through June 30 of the following year; programs determine operating schedules within this program year.

[5] Programs provide high-quality educational and comprehensive services to children for at least one hundred and sixty (160) days per year, five (5) days per week, and three and a half (3.5) hours per day with ECAP funding.

[6] The only change in the schedule is that services could be offered remotely or as a hybrid depending on the type of program.

[7] ECAP-funded children must meet the federal HSPPS eligibility guidelines. Eligibility is determined based on age of child, family income, disability, housing status, parental status, and other individual/family factors. Ten percent of available slots must be provided for children with disabilities; programs can apply for waivers to this requirement. Effective as of the Head Start Act of 2007, 35% of enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL.

[8] As per the federal HSPPS, each program establishes selection criteria annually based on community needs identified in its community needs assessment; this may result in identification of additional risk factors.

[9] Delaware follows the HSPPS.

[10] Delaware's Executive Orders changed class size and staff-child ratios in the following way for community-based centers: Early Care and Education Center providers must adhere to the following ratios and group sizes, and these additional requirements: The maximum allowable group size is 15 preschool-age children or younger, (or smaller, as contained in DELACARE Regulations based on the ages of children or room size restrictions);

[11] Although there were no changes to physical space requirements per child, the following in the Executive Order modifications to regulations mentions distancing: Groups should consist of the same children and staff each day, and mixing of groups should be restricted as much as possible; Groups must be kept at least 6 feet apart if using shared spaces.

[12] Which meal is offered depends on the duration of the day and the start and end time.

[13] This depends on program type and whether they were offering remote or hybrid services.

[14] ECAPs follow the requirements for screenings per the federal HSPPS. Depending on the screening, these are conducted within the first 45 or 90 calendar days of the program year. Screening procedures are locally determined.

[15] Because in-person screenings were not always possible, programs had the flexibility to accept screenings completed outside of the 45 or 90-day window, respectively. Programs also utilized state services that went to the program in a creative way to meet family need.

[16] Comprehensive services are required, but the specific services offered are determined locally. ECAPs follows HSPPS which require comprehensive services.

[17] Although there were no changes to requirements, there was a higher need to refer families to comprehensive services due to COVID-19.

[18] We collaborate on screening, referral, and evaluation processes. We have a shared data system for statewide screening using the Ages and Stages Questionnaire. We are rebuilding our DOE early childhood attendance eSchool screen together this year. We recently developed an MOU on activities between school districts and community programs that includes IDEA, ESSA, and Head Start requirements.

[19] CDE professional learning is aligned to recommended practices, using nationally endorsed standards of practice, including DEC and NAEYC, etc.

[20] The state follows federal IDEA standards to meet the definition of an early childhood classroom as a least restrictive environment.

[21] At least 10% of a program's ECAP-funded enrollment must be children with disabilities as per the required HSPPS. We always encourage programs to enroll a higher percentage. This percentage varies by program type.

[22] Preschool children in Delaware continued to receive IEP supports and services via alternative methods as a result of COVID-19. For example, initially many programs offered meetings, services and/or consultations via telephone coupled with activity packets/disposables that could be picked up at various program locations. Programs then quickly pivoted to begin offering remote evaluations and services via virtual platforms, the most common being Zoom. National technical assistance has been provided by the Early Childhood Technical Assistance Center, with frequent sharing of information to the local programs in Delaware.

[23] This requirement is through Delaware Stars and all ECAPs are required to be in Delaware Stars.

[24] Curriculum decision-making and implementation is guided by Delaware Stars for Early Success, Delaware's QRIS. There is a list of approved curricula and recommended supplemental curricula. All ECAPs are a Star 4 or 5, and thus follow curricula guidelines and receive training and technical assistance as a Stars Level 4 or 5 center on curriculum implementation.

[25] The state supported programs with direct technical assistance over the phone with ECAP staff as well as our Head Start Collaboration Officer. The state also created a weekly, then monthly, resource share.

[26] Most programs use MyTeachingStrategies (formerly Teaching Strategies GOLD) because the State funds child portfolios for all Star 4 and 5 programs. Star 4 or 5 programs can use TS GOLD for free. They are required to use an approved assessment from the Stars approved assessment list.

[27] Changes made to Spring checkpoint data input - programs could list "not observed" due to a myriad of reasons related to the pandemic. For 2020-21, teachers are all trained virtually, and a new training was developed on new features of the Teaching Strategies tool. Teachers are able to select "not observed" for certain reasons related to the pandemic, program closure, and remote learning situations.

[28] Guidance was created on how the KEA met school re-opening requirements. Teachers were all trained virtually, and a new training was developed on new features of the Teaching Strategies tool that we use for the KEA. Teachers are able to select "not observed" for certain reasons related to the pandemic, school closure, and remote learning situations.

[29] Federal HSPPS require at least an associate degree in early childhood education or a related field in addition to coursework equivalent to a major relating to early childhood education and experience teaching preschool-age children for all lead teachers. Fifty percent of teachers must have a BA in child development, early childhood education, or equivalent coursework. Lead teachers in both public and private settings must meet these requirements. Additional certifications and specializations are required by school district programs. (State and federal requirements are dictated by the funding source).

[30] Fingerprinting regulations were modified. All modifications are listed in the Executive Order guidance: https://coronavirus.delaware.gov/wp-content/uploads/sites/177/2020/09/Revised-OCCL-DPH-Guidance-FINAL-9-1-1.pdf

[31] Federal HSPPS require that assistant teachers must have at least a CDA, be enrolled in a program leading to an associate or baccalaureate degree or be enrolled in a CDA program to be completed within 2 years.

[32] Professional development hours for programs under Delacare licensing regulation had their licensing program year extended; their clock hours could be continued into their next licensing program year.

[33] The Delaware Institute for Excellence in Early Childhood provided online coaching professional development sessions. All trainings were offered virtually, with specific topics added on COVID-19 related issues. Professionals could submit artifacts for review after completing a training, such as a risk management plan.

[34] The funding stream for the preschool program is the state budget annual allocation line item.

[35] ECAPs are able to braid and blend funds, since ECAP funding does not fully fund the cost of one child attending a program for a full day. Each of these funding streams may be used, depending on the program type and enrolled children's eligibility. PDG funding does not fund ECAP seats.

[36] CARES Act funding was leveraged to create an Enhanced Reimbursement tiered payment system for programs with vacant capacity due to the pandemic's modified ratio requirements. This financial support did not impact the ECAP funding stream. ECAPs remained fully funded for in-person, hybrid, or remote services for enrolled children and their families for at least 3.5 hours a day, 5 days a week.

[37] The Executive Order did not allow for outside visitors; as a result, Stars verification visits ceased until further notice. Therefore, there were no observations that occurred during or after March 2020 in the 2019-2020 program year.

[38] QRIS classroom observations are shared with programs, who can choose to use this information in their self-assessment and continuous quality improvement processes.

[39] The Executive Order did not allow for outside visitors; as a result, Stars verification visits and licensing monitoring visits ceased. Therefore, there were no observations that occurred during or after March 2020 in the 2019-2020 program year. School district programs closed. Some ECAPs paused in-person services - either through district decisions or because they contracted cases. Programs were able to determine locally how they observed teachers when offering remote or hybrid instruction to children.

[40] Community-based programs were able to remain open for emergency personnel only in the Spring; this list expanded in June 2020 to include all personnel who could not work from home. Districts chose to close facilities in Spring 2020, and as a result, Head Start programs also closed facilities.

[41] In order to meet contract requirements, ECAPs were required to offer the same number of hours of services to children and families remotely, in-person or through a hybrid model.

[42] CARES Act funding was leveraged to create an Enhanced Reimbursement tiered payment system for programs with vacant capacity due to the pandemic's modified ratio requirements. Purchase of Care (state subsidy) was paid by enrollment, not attendance through the end of the ECAP year. Grants for programs that provided school-age care with schools closed were also allocated. ECAPs could be eligible for these new funding streams based on program type. Enhanced Reimbursement payments depended on whether the programs were open, closed and paying staff, or closed and not paying staff. This information was not tracked.

[43] Programs all re-opened whether in-person, remote, or hybrid. The first day is always locally determined, but many did delay their start to the middle of September. Some started remotely then opened in person in October.

DISTRICT OF COLUMBIA - District of Columbia Universal Pre-K

[1] The District utilizes a mixed-delivery system operating across three sectors for pre-K services, including traditional public schools (DCPS), public charter schools (PCS), and publicly funded community-based organizations (CBOs) that have a high-quality designation through the Pre-K Enhancement and Expansion Program (PKEEP). Both DCPS and PCS provide publicly funded pre-K that is open to all DC residents and funded through the Uniform Per Student Funding Formula (UPSFF), the District of Columbia's school funding formula. PCS are publicly funded schools that operate independently from the traditional public school system. Each PCS is authorized and monitored by the DC Public Charter School Board (PCSB). CBOs that achieve and maintain a high-quality designation under the PKEEP, provide publicly funded pre-K education that is open to all DC residents. These CBOs receive funding equivalent to the UPSFF for each student enrolled in the CBOs' PKEEP class(es). For the purpose of this report, "CBO" refers to those programs that have been designated as high-quality through PKEEP and are providing publicly funded pre-K education.

[2] Across the District's eight Wards, pre-K is offered in 35 Local Education Agencies. An additional 27 pre-K programs are offered in CBOs.

[3] Most elementary schools in DCPS and PCS offer pre-K for age-eligible students. Additionally, the Pre-K Enhancement and Expansion Program (PKEEP) provides funding to high-quality CBOs. PCS sites that are approved to provide pre-K (by way of the school's charter) may offer pre-K to any student that meets the District residency and age eligibility requirements.

[4] The home language total does not match the enrollment total because this information is not available for CBOs.

[5] All 6,088 children in DCPS were also enrolled in Head Start. Of the 1,011 children enrolled in CBOs, 149 children were dually enrolled in CBOs and Head Start.

[6] Please see the following documents that outline the changes to the operating schedule for the 2020-21 school year affecting all LEAs, including pre-K programs operated by DCPS and PCS, and guidance for CBOs: Document 1, Document 2, Document 3, Document 4, Document 5, and Document 6

[7] A small number of LEAs may use later cutoff dates.

[8] Ratios and group size requirements are based on the age of the youngest child in the classroom. PCS have independent authority to develop their own set of guidelines/program standards for classes within each school.

[9] As of December 2020, DCPS is providing virtual pre-K education services for all students enrolled for the 2020-2021 school year. The classroom sizes have not changed. When the District brings children back to the classrooms in-person, the determinations will be made based on current health guidance. As of December 2020, CBOs are required to adhere to group size limits outlined here and no more than one group per room (unless further measures are taken with partitions). On Aug. 3, the District issued guidance suspending the requirement for minimum class sizes in CBOs and allowing CBOs to request a waiver of PKEEP high-quality standards to comply with the required health and safety guidance.

[10] For DCPS, the class size determination will be made based on current health guidance. The physical space requirements were not changed for CBOs, although CBOs were required to adhere to the physical (social distancing) requirements in the District's Health and Safety Guidance and required physical measures if the CBO planned to have more than one group occupy a room. PCS can still have authority to determine their physical space requirements.

[11] The DC Healthy Tots Act requires all DC Public Pre-K Programs to follow Child and Adult Care Food Programs dietary guidelines as identified by the USDA. Schools are required to serve breakfast in the classroom as required by the School Breakfast Program.

[12] For Spring 2020, there was no specific requirement, but DCPS provided meal services at over 20 sites across the District for students who were learning remotely. Pre-K students and families were able to go to any site and receive food. Meal provision under this service was not limited to DCPS students. Students from any LEA were allowed to obtain meals from these sites. Some charter LEAs also continued to provide meals to students. CBOs that chose to close were not required to provide meals to preschoolers, but the District launched several initiatives to provide meals to students and families, including: an online purchasing program for Supplemental Nutrition Assistance Program and Supplemental Nutrition Assistance Program for Woman, Infant, and Children (WIC) participants and providing free grab-and go meals at DC Public School and Department of Parks and Recreation sites. For the 2020-2021 school year, the District provided free grab-and go meals at DCPS meal sites through December 31, 2020 for all DC youth ages 18 and younger. While DCPS sites were used to distribute meals, eligible youth were not required to be enrolled in a DCPS school.

[13] DC laws and regulations require that any child attending a school or daycare in DC submit a completed Universal Health Certificate and Oral Health Assessment Form annually to demonstrate that all students are receiving the health care they need. The following additional requirements apply to DCPS Title I schools: All students enrolled in DCPS must have a completed DC Universal Health Certificate, completed and signed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, and completion of immunizations. CBOs must have a policy in place to adhere to all OSSE licensing standards regarding vaccines (immunizations). Currently, the regulations require that each child attending a facility shall, prior to the child's first day of services and at least annually thereafter, submit to the facility appropriate, complete documentation of a comprehensive physical health examination, and, for each child 3 years of age or older, evidence of an oral health examination.

[14] Children enrolled in DCPS pre-K classrooms who have a screening concern were referred by the school nurse (immunizations, dental health, physical health) or Special Education Rep (developmental screening) for next steps.

[15] While DCPS Pre-K is virtual, screenings for vision, hearing, and immunizations are not being performed. When children return to school in-person, these screenings will be required. CBOs should ensure that a policy is in place to adhere to all OSSE licensing standards regarding immunizations. For children age 3 and older, OSSE authorized, pursuant to its enforcement authority, a 90-day extension to submit Universal Health Certificates (UHCs), Oral Health Assessments (OHAs), and Medication and Treatment Authorization Forms. This extension was effective through Nov. 2, 2020 for UHCs and Medication and Treatment Authorization Forms and Jan. 31, 2021 for OHAs. This 90-day extension for children aged three and older does not affect the requirement for all children to continue to timely receive all necessary immunizations as required by District law. On Aug. 3, the District issued guidance allowing CBOs to request a waiver of the following high-quality standard 5-A DCMR 3501.1: "provide comprehensive health and support services for all children enrolled in the program. High quality pre-K programs shall ensure all children receive within forty-five (45) days of enrollment a developmental screening that includes assessments of social and emotional development. High quality pre-K programs shall also ensure children receive vision and hearing screenings."

[16] In 2019-2020, DCPS offered comprehensive Head Start services to pre-K children enrolled in Title I schools and CBOs.

[17] LEAs in the District indicate that there have not been changes in the types of comprehensive services the state requires for pre-K programs, but the way that these services are provided are impacted by COVID-19 and are primarily provided in a virtual environment.

[18] The District instituted the following changes to transportation to/from school as a result of the COVID-19 public health emergency: (1) transportation staff and student riders were required to wear PPE during school transport; (2) the maximum occupancy on all buses was reduced to comply with group size limitations on all buses; (3) seat assignments were adjusted to comply with physical (social distancing requirements); and (4) students from the same household were allowed to share seats on school

buses. In 2020-2021, DCPS is serving students remotely, so transportation is not necessary, but when students return to in-person school, transportation will be provided for special education pre-K students.

[19] The District's policies and resources on English Learners are located here. Additionally, the District provides policy guidance for identification and placement services for DLLs to all state-funded LEAs (public schools and PCS). If the OSSE Home Language Survey indicates that a language other than English is spoken in the home, the student is screened using the Preschool IDEA Oral Language Proficiency Test (Pre-IPT Oral).

[20] LEAs must have a formal procedure in place to ensure appropriate notice to parents of EL students regarding their child's screening results, the EL services provided by the district, and the expected results of participation in the LEA's EL program. Within 30 days of stage 5 enrollment at the start of the school year, or within two weeks of placement if not identified at the beginning of school, LEAs must notify parents of ELs that their child was identified as needing EL services. This must be done in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) or guardian(s) can understand. In accordance with federal law, parents must be offered the ability to waive their child's right to access the LEA's EL program and this offer must, to the extent practicable, be provided in a language the parents can understand. Waiving EL services occurs only after eligibility has been determined. LEAs that receive Title III subgrant funds must coordinate activities and share data with early childhood programs in an effort to achieve better coordination between Head Start, other early childhood programs, and K-12 schools served by the LEA as DLLs transition from early childhood programs to elementary school. LEAs have an obligation to communicate meaningfully with limited English proficient (LEP) parents and to notify LEP parents adequately of information about any program, service, or activity that is issued to non-LEP parents to the extent practicable.

[21] While the English learner identification process has remained the same, the state revised the questions on the Home Language Survey, the tool which determines which students enrolling in a DCPS or PCS classroom for the first time must be screened for eligibility for the LEA's English learner program.

[22] OSSE Division of Early Learning (DEL) ensures full implementation of IDEA Part C, a comprehensive statewide system of early intervention services. The DEL serves as the District's point of entry for infants and toddlers with delays and disabilities, ages birth to age 3 and their families. DEL also oversees preschool and early childhood special education programs. The District maintains a child find center for all children ages 3-5 through the District of Columbia Public Schools Early Stages, responsible for conducting Part B evaluation and IEP development for eligible children transitioning from Part C to B services and children ages 3-5 suspected of having a disability. The District offers universal pre-K to residents and eligible children may enroll in DCPS, a DC Charter School LEA or a community-based child development center, where initial special education service delivery occurs within 14 days of the first date of attendance. The DCPS Early Stages Child Find center coordinates closely with DCPS to ensure readiness for enrolling students and timely initial service delivery. OSSE shares early access information on pre-enrolled preschoolers with disabilities with DC Charter School LEAs to inform LEA planning activities and ensure the timely delivery of services to these students. OSSE also provides PD opportunities for preschool/early childhood providers to improve the quality of service delivery and classroom instruction for children with disabilities.

[23] The following policy applies to preschool children with disabilities, enrolled in a LEA: In accordance with the provisions of IDEA Part B, 34 CFR 300.604(a)(1), and (a)(3), (b)(2)(1) and (b)(2)(v), and (c)(2), OSSE must monitor the number of hours special education students participate in the general education setting with the expectation of improving educational results and outcomes for all children with disabilities. Additionally, (1) in an inclusive educational environment, general educators do not relinquish responsibility for students with special needs, but instead work cooperatively with special educators to provide a high quality program; (2) LEAs must promote collaboration and communication between general and special educators, parents, related service providers, and the community; and (3) all teachers must have the opportunity to interact with one another to discuss & become aware of best practices in the field of education.

[24] OSSE requires teachers, who provide services to children with IEPs in an LEA, to hold a teaching license. This does not mean that all teachers working in classrooms with preschoolers with disabilities have licenses. Additional information on the education and certification requirements for teachers in all three sectors is located in later sections. DCPS teachers are not required to possess specific qualifications. Hiring is in the exclusive control of the charter school, so there is no OSSE requirement for PCS teachers serving children with IEPs. CBO teachers are not required to hold a special teaching license to provide services to children with IEPs. In some sites, CBOs may contract with an external entity to provide these services. Pre-K students in CBOs may also be eligible for services through the District's Early Intervention Program, Strong Start.

[25] Throughout the pandemic, OSSE has developed guidance documents and resources for LEAs for reopening and recovery after closures related to the COVID-19 public health emergency. (i.e., downloadable guidance, information and supports related to closures, reopening and recovery). This guidance applied to preschoolers with disabilities, enrolled in public schools and public charter LEAs. OSSE's position during COVID-19 was that LEAs should provide any needed modifications or alternatives to make the curriculum and services accessible to students with disabilities. An LEA can provide FAPE to students with disabilities through distance or blended learning models, even if some services are provided in a different manner than they are typically provided. IEP revisions should be based on student-specific needs and special considerations required to implement the IEP, not services available through an LEA's distance or blended learning program.

[26] The District of Columbia Early Learning Standards are aligned to: 1.) the Common Core State Standards for English Language Arts and Mathematics (2010); 2.) the Next Generation Science Standards (2013); and 3.) the Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015).

[27] CBOs were allowed to seek a waiver of the requirement regarding the consistent use of a comprehensive curriculum that is aligned to the District's early learning standards during the COVID-19 public health emergency. This changes is outlined in the Aug. 3, COVID-19 Pre-K Enhancement and Expansion Program Guidance. PCS were asked to submit the "Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver" through OSSE to describe their distance learning plan, explain how they were engaging students virtually and the updates to their curriculum and instruction. DCPS did not make any changes to curriculum requirements due to COVID-19.

[28] CBOs are required to conduct childhood assessments that are aligned to the curriculum used for the pre-K classrooms. Most CBOs, as well as all DCPS pre-K classrooms, use Teaching Strategies GOLD (TS GOLD)/Creative Curriculum Developmental Continuum.

[29] DCPS made no changes to PK child assessments for 2019-2020 school year. DC PCSB made temporary changes to preschool child assessment for PCS through the COVID-19 Impact Policy approved by its Board. DC PCSB did not collect academic assessment information from charter schools for 2019-2020. Many schools were not able to assess students at the end of the year due to schools being moved to a virtual environment and not having access to secure assessment protocols. CBOs did not make any changes, except eliminated the requirement for the third required assessment (May 2020). On Aug. 3, the District issued guidance allowing CBOs to request a waiver of the following high-quality standards: 3501.1(d) "Utilization of child assessment tools that are aligned with the curriculum selected by the program. Assessing children using this tool at least three (3) times during the program year and share the assessments with families at least two (2) times during the program year;" and 3501.1(m) "Maintain a process for continuous improvement; ongoing classroom assessments; and the collection of authentic child assessment data at least three (3) times a year."

[30] The District provides pre-K programming through three sectors: DCPS, PCSs, and in CBOs. Each sector has different teacher requirements. DCPS: Lead teachers must have a bachelor's degree, pass a core Praxis test in reading, writing and math, and pass a Principles of Learning & Teaching - Early Childhood test that verifies their content knowledge. CBOs: Lead teachers must have a bachelor's degree in child development, early childhood education, or child and family studies. Alternately, a lead teacher is qualified to teach if they hold a bachelor's degree in a field other than child development, early childhood education, or child and family studies and have 18 credits in early childhood education. PCS: The state gives public charter schools the authority to establish their own requirements for teacher education and credentials.

[31] As part of the District response to COVID-19, OSSE issued guidance that allowed CBOs to request a waiver of PKEEP high-quality standards requiring Lead teachers to have at least a bachelor's degree in child development, early childhood education, early childhood special education or child and family studies; hold a bachelor's degree in a field other than child development, early childhood education, early childhood special education, or child and family studies and have earned 18 credits in early childhood education; or hold a bachelor's degree in a field other than a child development, early childhood education, early childhood special education or child and family studies and successful completion of applicable Early Childhood Praxis Exams.

[32] DCPS requires assistant teachers to hold a paraprofessional certificate. CBOs require assistant teachers have the following minimum education requirements: hold an associate degree in child development, early childhood education, early childhood special education or child and family studies or hold an associate degree in a field other than child development, early childhood education, early childhood special education, or child and family studies and have earned 9 credits in early childhood education. PCS has the authority to establish their own requirements for assistant teacher education and credentials.

[33] As part of the District response to COVID-19, OSSE issued guidance that allowed CBOs to request a waiver of PKEEP high-quality standards requiring assistant teachers to hold an associat degree in child development, early childhood education, early childhood special education or child and family studies or hold an associate degree a field other than child development, early childhood education, early childhood special education, or child and family studies and have earned 9 credits in early childhood education.

[34] As part of the District response to COVID-19, OSSE issued guidance that allowed CBOs to request a waiver of PKEEP high-quality standard requiring a PD plan for teachers and assistant teachers. Although this high-quality standard may be waived, the District provided/facilitated the delivery of additional supports for teachers for remote instruction, including a how-to guide to help teachers bridge the gap between the DC Early Learning Standards and distance learning. DCPS Pre-K teachers were supported to implement remote learning through the following training offered in the Spring of 2020: Engaging families remotely; Designing and implementing lesson

plans using Canvas (online learning platform); Utilizing Microsoft Teams for virtual instruction. DCPS has provided additional and ongoing training during the 2020-2021 school year to support teachers in developing proficiency with online learning platforms and with effectively engaging and instructing students virtually.

[35] DCPS requires teachers to receive ongoing classroom-embedded support such as coaching and mentoring. Ongoing classroom-embedded support is not required for assistant teachers in DCPS; however, many schools require teaching teams to be coached together. While PCS do not have a uniform standard/approach for ongoing classroom embedded support, many provide coaching and professional development for their teaching staff.

[36] DCPS Pre-K teachers receive coaching at differing level of frequency depending on their needs, with some teachers receiving coaching on a weekly basis, others on a bi-weekly basis, and some on a monthly basis. All teachers, however, receive either weekly or bi-weekly support (mentoring) through LEAP seminars. For CBOs, this varies depending on the program so there is no unified standard to report. For PCS, this is in the exclusive control of each charter school so there is no unified standard to report.

[37] In DCPS, coaching requirements did not change but coaching is now done virtually since DCPS Pre-K is virtual. The District shifted all coaching and mentoring for CBOs to virtual platforms. During the COVID-19 public health emergency, coaching and mentoring focused on topics related to following required health and safety guidelines, considerations for reopening child development facilities; and effective business practices to ensure CBOs could sustain business operations. Each PCS has the independent authority to establish the type, frequency or other changes to their coaching/mentoring requirements.

[38] CBOs are required to follow the DCPS calendar and pay the same paid time off for holidays and official closings. PCS has the authority to determine benefits locally.

[39] As part of the District response to COVID-19, OSSE issued guidance that allowed CBOs to request a waiver of PKEEP high-quality standard requiring teachers and assistant teachers be paid wages equivalent to DCPS pre-K teachers or assistant teachers respectively based on years of experience.

[40] PKEEP layers subsidy funding with public pre-K dollars for children enrolled in the subsidy program. OSSE first considers Head Start or subsidy funding that supports the child, then adds public pre-K dollars to these amounts in order to fully fund each child at the USPFF. Subsidy funding is paid to the child care providers based on a child's enrollment in the program, and while OSSE can determine the total amount of subsidy funding per child, it would be extremely difficult, if not impossible, to determine how much of the subsidy funding is TANF or CCDF due to the limited technology of OSSE's case management and accounting systems.

[41] All state-funded preschool classrooms in the District are observed using the CLASS on an annual basis. In Spring 2020, CLASS observations were cancelled due to the COVID-19 public health emergency.

[42] Due to the COVID-19 public health emergency, CLASS observations for the 2020-2021 school year were not used to assess school quality or program quality for the DC School Report Card/STAR framework (LEAs), Performance Management Framework (PCS) or the District's QRIS system (CBOs). DCPS Pre-K was operating virtually at the start of the 2020-2021 school year. Principals are completing formal observations of their teachers during virtual instruction. OSSE is considering offering virtual CLASS observations on a voluntary basis to pre-K classrooms that are offering in-person instruction in Spring 2021.

[43] OSSE contracts with an independent organization to provide CLASS observations. The contractor requires that all observers for CLASS observations must hold a current certification with Teachstone, the author of the CLASS measure. In addition, each observer must demonstrate on-going reliability to the CLASS measure by meeting an 80% threshold for reliability across all dimensions on monthly calibration activities. This requires that observers code within one point of the master codes on the calibration video for at least eight of the ten dimensions of the CLASS measure. Additionally, 10% of all pre-K classrooms are double-coded throughout the data collection window to ensure ongoing inter-rater reliability between observers.

[44] Although structured observations are used to rate programs as part of the District's QRIS (for CBOs) and DC School Report Card (for LEAs), this did not occur for the 2019-2020 cycle because of the COVID-19 public health emergency. The DC PCSB also uses the CLASS observation scores in their School Quality Reports, published annually. The CLASS scores make up a portion of the overall score for each school with pre-K.

[45] CBOs participating in subsidized child care or providing public pre-K are required to be part of Capital Quality, the District's enhanced QRIS system. DCPS and PCS are required to participate in the School Transparency and Reporting (STAR) Framework, which includes CLASS as a measure of pre-K classroom quality. CLASS is also included in the Public Charter School Board's Performance Management Framework (PMF) which is used to assess and communicate performance of PCS.

[46] DCPS was physically closed as of March 11, 2020. On March 20, 2020 the Mayor of DC closed DCPS schools until after Spring break and she closed them for the school year on April 17, 2020. OSSE's May 12th COVID-19 guidance authorized CBOs to end the 2019-2020 school year on May 29, 2020 to align with the adjusted 2019-2020 DCPS school year. CBOs were not required to stay open prior to May 29, 2020 and thus had discretion regarding the program's open/close status. PCS sites have independent autonomy regarding school closings.

[47] The school year ended on May 29, 2020 for DCPS and CBOs. PCS has autonomy over their opening and closing decisions though in practice their school year was shortened by the same amount.

[48] DCPS was required to provide remote instruction. CBOs were not required to provide remote instruction if they were closed prior to May 29th. PCS was not required to provide remote instruction, but it was strongly encouraged by PCSB.

[49] DCPS received $50,000 in new donated children's' books to support at home learning.

[50] Though not required to, DCPS provided pre-K students/families with the following items for the 2019-2020 school year: written learning materials, learning materials, links to resources, teacher produced videos, internet access, and meals. For the 2020-2021 school year, DCPS provided all pre-K students with tablets. CBOs instituted a number of efforts to support children and families during the COVID-19 public health emergency. These include: leveraging virtual tools and platforms such as Zoom and google classrooms to facilitate virtual learning; providing learning packets for families to work with their children at home and hosting one-on-one sessions for teachers and parents/families to discuss specific strategies and concerns related to remote learning for pre-K students. During the COVID-19 crisis, schools and sponsors of the Summer Food Service Program (SFSP, also known as the D.C. Summer Meals Program) are able to serve meals through SFSP or the Seamless Summer Option (SSO). OSSE issued additional policy guidance specifying that up to seven days worth of meals per child can be distributed at one time (14 meals).

[51] All DCPS began the 2020-2021 school year on what would have been the first day, providing virtual instruction as DCPS physical building remained closed. CBOs were not required to open school on a specified date. PCS had independent autonomy to set the first day of preschool for the 2020-2021 school year.

[52] In DCPS, all preschool programs were using remote instruction at the beginning of the school year. PCS and CBOs were able to choose how they opened. While most started virtually, there was some in person learning.

FLORIDA - Florida Voluntary Prekindergarten Program (VPK)

[1] Voluntary Prekindergarten (VPK) is administered by the Florida Office of Early Learning (OEL) which is part of the Florida Department of Education. The Office of Early Learning Executive Director reports to the Commissioner of Education.

[2] Enrollment reflects the Program Year VPK enrollment for 2019-20. Source: August 4, 2020 VPK Estimating conference.

[3] As of November 2020, VPK enrollment is down from the same point in prior year. However, as Florida's funding is based on a voucher system, families have continued opportunity to enroll in the VPK program throughout the program year.

[4] Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.

[5] School districts and private providers were able to apply to offer a VPK flexible option to offer remote learning as an option for families with the requirement that an in-person option be offered as well. This approach aligned with the Department of Education's guidance for K-12 programs. The full-year VPK program total hours remain at 540 hours and summer VPK program at 300 hours.

[6] Children must be 4 years old on or before September 1 to attend VPK. As of July 2016, parents of young 4-year-olds (those born between February 2 and September 1) could opt to enroll their child in VPK a year later when the child is 5 years old.

[7] There were no state-mandated maximum class size changes as a result of COVID-19. Providers were strongly encouraged to follow CDC group size guidance and also to follow local ordinances.

[8] Changes to the requirements for physical space were locally determined based on CDC guidance and local ordinances, as applicable.

[9] Child care providers are required to have a plan of scheduled daily activities, which includes meals and snacks as appropriate for the age and the times children are in care. Meals and snacks are required for extended-day programs.

[10] 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. Referrals for follow-up are recommended by the health professional. For public school programs, referrals for further follow-up are required. The VPK program allows faith-based license-exempt providers to offer the state-funded preschool program.

[11] Communication with the family about the preschool program and child's progress are available and it is strongly encouraged that providers provide these resources in the family's home language.

[12] Florida Department of Education Bureau of Exceptional Education and Student Services and the Office of Early Learning inform respective parties on policies and support workgroups to encourage inclusion in preschool settings.

[13] If a VPK teacher in a public school is serving a child with an IEP, the teacher is required to have ESE certification.

[14] The goal is for placements to include a mixture of students with disabilities, VPK, Head Start and school readiness students.

[15] Option for synchronous and asynchronous instruction was provided to preschoolers with disabilities, as well as teletherapy.

[16] The VPK Assessment is required to be used with children in all VPK programs.

[17] The Florida Early Learning and Developmental Standards: Four Years Old to Kindergarten (2017) Educator's Guide was developed to provide support for VPK teachers implementing the standards. The Guide includes information on meeting needs of diversity and how learning can be supported at home.

[18] Administration of the Florida VPK Assessment was not required during Assessment Period 3 (Spring 2020). For 2020-21, VPK Assessment remote administration materials are made available to VPK programs approved to offer the VPK Flex Option (remote instruction) for delivery of the program for Fall 2020 and extended through the end of the 2020-21 school year.

[19] The Florida Kindergarten Readiness Screener (FLKRS) administration window was extended through December 18, 2020. The assessment is not available for remote administration.

[20] Lead teachers in the summer program must have a bachelor's degree or higher in: Early Childhood Education, prekindergarten or primary education, preschool education, family and consumer science, or teacher certification in any area. Lead teachers in the school-year program are required to have a CDA or equivalent, plus specified training about performance standards and emergent literacy training. VPK requires lead teachers, whether working in public or nonpublic school settings, to maintain a valid CDA or the Florida Child Care Professional Credential (FCCPC) equivalent as a minimum credential for the school-year program. A CDA or FCCPC must be renewed every five years. Training in specified performance standards and emergent literacy is also required for school year teachers. Lead teachers in the summer program must have a bachelor's degree in a specified major and/or teacher certification. All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.

[21] Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training course if employed at a licensed child care facility. This training course is offered by DCF. VPK providers on probation who must complete the Staff Development Plan as a part of their improvement plan, are required to have directors, VPK instructors, and VPK assistants complete several additional trainings.

[22] VPK teachers in public school VPK programs that are on probation are required to have individualized PD plans. For nonpublic schools, providers on probation must either implement the approved staff development plan including lead and assistant teachers or select a new, approved VPK curriculum. Providers selecting a new curriculum must require lead and assistant teachers to complete the required professional development to implement the curriculum.

[23] VPK is funded through legislative appropriation from the general revenue fund.

[24] The OEL provides funding from the state to the 30 Early Learning Coalitions in Florida who contract with private VPK providers. Private Subcontracts are permitted with other community programs to help implement the parent outreach component of VPK and also with approved licensed or certified professionals to provide specialized instructional services for children with disabilities.

[25] The OEL VPK Outreach/Awareness and Monitoring Initiative Grant Agreement awarded to all early learning coalitions (ELCs) requires that a sample of VPK providers in the ELC service delivery area be monitored annually.

[26] Desk reviews are conducted when necessary.

[27] The ability to continue in-person VPK instruction varied by program (e.g., private or public school program and also area of the state).

[28] A total of $16,886,271 from the CARES Act was used to support VPK. Allocations to coalitions supported the 3,137 School Readiness (SR) and Voluntary Prekindergarten (VPK) Education providers.

[29] VPK school year start dates were locally determined. School districts in some areas of the states remained closed at the beginning of the school year. Private provider start dates were locally determined as well.

GEORGIA - Georgia's Pre-K Program

[1] Georgia has a separate state agency governing services for children birth to age five and their families. Georgia Department of Early Care and Learning (DECAL) administers Georgia's Pre-K program.

[2] Georgia's Pre-K is serving approximately 17,000 fewer students in SY 2021 compared to SY 2020. This is a 21% decrease in enrollment. The decrease in enrollment is due to parental choice (parents choosing to keep children at home or delay enrollment until later in the school year or until school year 2022).

[3] DECAL developed specific policy and guidance related to the COVID-19 pandemic to support Georgia's Pre-K Programs. Three program models (traditional, full distance and hybrid) were developed for the 2020-2021 school year.

[4] Children who are eligible for kindergarten and attend Pre-K may repeat if the program submits a Retention Request, with supporting documentation, which has been reviewed and approved by DECAL.

[5] The maximum class size and teacher-to-student ratio was changed as of the 2011-2012 school year, as a result of budget constraints, and will continue at least until the 2020-2021 school year. However, roster data reports that the average class size is 20 students with a 1:10 ratio. The maximum for an inclusion classroom is 18 students with three teachers.

[6] No changes have been made to class size. However, since the total number of classrooms has not been reduced, the average class size is 17 students with two teachers for SY 2021.

[7] All programs are required to serve lunch, but if a program participates in the CACFP, the program is also required to serve a snack during the Pre-K day.

[8] All children must also receive a nutrition (BMI) assessment. Children in blended Pre-K Program/Head Start classrooms are required to have developmental screenings. All Pre-K programs are required to ask parents if a child has received a developmental health screening and provide a referral and appropriate follow-up to children who have not. Children eligible for Medicaid or PeachCare are required to have a 4-year-old full physical exam.

[9] The requirements for the required screenings were extended to 90 days to give programs and families additional time to complete immunizations and screenings.

[10] Our modifications to the transportation rules came from an Executive Order from the Governor. At this time, child care programs can transport to three places only: the child care program, the child's home, and the child's school (if the child is of school age). They cannot transport children to other activities or field trips. Decisions about transportation within a public school setting are determined locally.

[11] DECAL offers a Rising Pre-K program for children who will be entering Pre-K the following Fall to support children whose home language is Spanish. At least one teacher must be fluent in English and Spanish. Georgia has worked with WIDA to implement the Early English Language Development (E-ELD) Standards. The Standards are aligned with the WIDA K-12 English Language Development Standards and have been cross-walked with the state's Early Learning Standards (ELS) and the Head Start Child Development and Early Learning Framework including the Georgia Early Learning and Development Standards (GELDS). Using RTT-ELC funding, a master cadre of WIDA trainers was developed to support programs. DECAL also employs a Bilingual Pre-K Specialist who serves as the division expert in the area of DLLs and who supports the Pre-K program through the delivery of training and technical assistance, observations and professional development in language emersion classrooms as appropriate.

[12] The Part B, 619 Coordinator, Georgia Pre-K, and inclusion leadership have a long history of collaboration through a formal taskforce as well as regular contact to address individual issues. The Georgia Inclusion Taskforce was created in 2017 to increase inclusive opportunities for Georgia preschoolers and to ensure collaboration and

effective communication among agencies. Members include the Director for Georgia's Pre-K Operations, DECAL Director for Practice and Support Services, the DECAL Inclusion and Behavior Support Program Director, the IDEA Part B, 619 Coordinator, the Head Start Collaboration Office Director and the IDEA Part C Coordinator. Meetings, held quarterly, provide opportunities to create strategies to support the seamless delivery of services to children with disabilities. The Director for Georgia's Pre-K Operations and the IDEA Part B, 619 Coordinator work together to resolve individual service delivery issues as they arise.

[13] The general education teachers in the inclusion classrooms must meet DECAL credential requirements. The special education teacher in the inclusion classroom must meet state requirements for special education credentials.

[14] DECAL increased the amount of inclusion classes in Pre-K from 168 in 2018-2019 to 181 classes in 2019-2020, which is an increase of 13 classes. The inclusion classes span across 57 counties throughout Georgia.

[15] If a school is providing alternative instructional delivery models, it is necessary to consider whether IEP's can be implemented as written or if amendments and changes are necessary. Districts, schools, and families are working together collaboratively to make these individualized decisions. If a therapist is unable to access the building or classroom due to COVID-19, services would be provided virtually with the student and their family.

[16] WIDA E-ELD Standards that describe the social and academic language DLLs need to process and produce across standards-based curricula in early care and education programs. The E-ELD Standards are aligned with the WIDA K-12 English Language Development Standards and have been cross-walked with the GELDS.

[17] Other standards include Work Sampling System indicators for four-year-olds.

[18] All Georgia's Pre-K classrooms are required to use Work Sampling Online (WSO). A correlation between the ELDS and WSO has been developed. All teachers receive professional development and onsite technical assistance on curriculum, lesson planning, and child assessment.

[19] DECAL provides a website (www.gelds.decal.ga.gov) which includes resources for families, teachers, and providers on the GELDS. All Pre-K teachers are provided with a GELDS manual and toolbox. PEACH is a newly developed interactive website (www.peach.decal.ga.gov) that provides GELDS-aligned activities for teachers to use in instructional planning. This website allows teachers to develop, save online, and print lesson plans.

[20] A curricula review was completed in the Spring of 2020. DECAL's current approved curriculum list includes: Alpha Skills Pre-K Curriculum, Beyond Centers and Circle Time, Creative Curriculum for Preschool, Connect4Learning, Frog Street Excel, Frog Street Pre-K, High Scope, Investigator Club, Ready to Advance Early Learning Program, We Can, and WINGS. This curricula list is provided on the DECAL website, with guidance regarding selection of a curricula

[21] For the 2020-2021 school year, while teachers are required to assess students across all learning domains, teachers are only required to collect student documentations (work samples, notes, etc.) for the literacy and math domains.

[22] Lead teachers must have a minimum of a bachelor's degree in Early Childhood Education or a related specified field (i.e., Child Development). In addition, 73% of lead teachers hold a Georgia teacher certification issued by the Georgia Professional Standards Commission, which also licenses all K-12 teachers in the state.

[23] A CDA is the minimum requirement for assistant teachers in Georgia's Pre-K Program. However, 1,530 assistant teachers hold a state paraprofessional license issued by the Georgia Professional Standards Commission. Additionally, many assistant teachers have a higher ECE credential: 248 have a Technical College Diploma, 351 have a Technical College Certificate, 286 have an associate degree, 431 have a BA, and 87 have an advanced degree.

[24] DECAL provides a minimum of 12 clock hours of training each year to all Georgia's Pre-K lead and assistant teachers. Training is customized for the participants based on their lead or assistant teacher role. This training is offered free of charge to the staff. Programs are required to document the additional three hours of appropriate training.

[25] All state provided professional development trainings for the 2020-2021 school year are being provided through virtual instruction. A professional learning course on distance learning was developed and was offered in August. All professional learning courses for this year also provide ideas and support for virtual and remote learning.

[26] Pre-K providers are required to develop a written Professional Development Plan for lead and assistant teachers. The Professional Development Plan for Pre-K staff should include: identified areas for improvement and growth, specific professional learning activities to address these areas (including Pre-K trainings attended), timelines for completion, hours accrued, and reviews of progress toward goals.

[27] All Pre-K programs have an assigned Education Specialist, with an ECE credential and appropriate experience, who provides classroom-embedded technical assistance and coaching in all classrooms and onsite monitoring for programs. In addition, individual teachers are selected to participate in an intensive professional development project focused on improving teacher-child interactions. These teachers are provided on-going in-class coaching, regular observations, and attend monthly professional learning community sessions.

[28] The amount of support or number of coaching visits is differentiated based on teacher and program needs. New teachers receive additional visits, while veteran teachers may only be visited two or three times a year. Teachers participating in Making the Most of Classroom Interactions (MMCI) PD receive monthly coaching sessions. Teachers in programs that are in the Quality Support Program (Funding Probation) receive, at a minimum, quarterly classroom observations, goal setting, and targeted technical assistance. In addition, teachers who are identified as struggling with classroom management or dealing with challenging behaviors receive Intensive Professional Development from a regional Inclusion Specialist. A total of 52 child care centers that are funded for Pre-K received resources and training to support full implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, which includes classroom embedded coaching.

[29] Pre-K Specialists worked remotely and supported teachers through an online platform. They also communicated with teachers using social media, regular emails, phone calls, and newsletters. They established online Professional Learning Communities for new teachers as well as veteran teachers. Pre-K Specialists attended virtual classroom instruction and offered support and feedback to teachers as needed. MMCI PD was postponed due to the pandemic. Teachers struggling with classroom management or dealing with challenging behaviors continued to receive coaching and support from Regional Inclusion Specialists using an online platform. Resources, strategies, and ideas were shared through virtual meetings, emails and phone calls. Virtual observations took place using an online platform and specialists met with teachers to discuss the observation and offer ideas.

[30] Georgia's Pre-K program guidelines outline policies and requirements for salary and benefits for Pre-K lead teachers. These are updated annually to reflect any changes. In addition, any salary or benefit increases for K-12 teachers in the state budget are also allocated in the Pre-K budget annually. This allows for the Pre-K program to maintain parity with the K-12 system.

[31] The Georgia Pre-K program guidelines outline policies and requirements for salary and benefits for Pre-K assistant teachers. The starting salary for all Georgia's Pre-K assistant teachers is higher than the starting salary for K-12 assistant teachers. Funding for benefits for Pre-K assistant teachers are allocated in the Pre-K grants at the same rate as K-12 teachers. However, private Pre-K programs are allowed to determine benefits at the local level. This allows programs to align Pre-K benefit packages with other employees in the program.

[32] Georgia's Pre-K Program is funded through the Georgia Lottery for Education. DECAL is appropriated the lottery funding through the state budget process. DECAL enters into grant agreements with individual Pre-K programs. Additionally, DECAL offers a six-week Summer Transition Program, which is funded using both state and federal funds ($702,000 in lottery dollars and $2,710,500 in CCDF funds). Other funding sources such as Head Start, Title 1 or IDEA are utilized by some programs at the local level but the funding amounts are not reported or captured at the state level.

[33] Classroom funding was not prorated by the number of students served.

[34] Georgia conducts yearly CLASS observations to gather a state baseline. Classrooms are randomly selected to provide a representative snapshot of the program statewide. CLASS observations are provided to programs for program improvement and to support the development of Professional Development Plans. In addition, teachers receive CLASS observations as part of participation in MMCI PD. These observations are used in coaching sessions. For programs participating in the state TQRIS, Quality Rated, classrooms receive ECERS observations. The Teaching Pyramid Observation Tool (TPOT) is utilized in Intensive Professional Development provided by Inclusion and Behavior Support Specialists.

[35] Program visits and classroom coaching is being provided virtually at this time. CLASS observations are suspended at this time. It is anticipated observations will resume this school year if the public health emergency is lifted.

[36] In addition to observers demonstrating annual reliability for all instruments for which they conduct observations, all observation data is collected and reviewed by internal research staff to ensure observations are conducted in a manner supporting the reliability and validity measures established for each tool. Annual professional development is provided for observers, and an internal protocol has been established for each observation tool to ensure consistency.

[37] Site visits conducted virtually.

[38] DECAL ended face-to-face Pre-K instruction on April 1, 2020. Individual schools and facilities were able to decide if the physical building would close.

[39] All Pre-K programs were paid full funding for the 190-day program year.

[40] DECAL encouraged all programs to provide distance learning. All programs were required to complete student assessment checklists and narrative summary reports; and teachers were required to share student progress with families. A webpage dedicated to information regarding COVID-19 information, updates to program requirements, and guidance was established in Spring 2020. Frequently Asked Questions specific to Pre-K were included on the webpage that answered providers' and teachers' questions. An addendum to Georgia's Pre-K Guidelines was also developed. Georgia's Pre-K Specialists worked virtually through online platforms to create learning communities designed to offer support based on what directors and teachers indicated they needed, including remote learning and how to most appropriately provide virtual instruction for Pre-K children. To support families, DECAL created a family support page with daily activities and resources to support at-home learning. For the 2020-2021 school year, DECAL has allowed programs to select from three different instructional models: traditional, hybrid, and full distance (programs were advised that they should offer no more than 60 minutes of virtual learning per day based on recommendations from the American Academy of Pediatrics). Each model has specific guidelines and requirements for implementation. Programs are required to select a model for each Pre-K classroom. To further support programs with the instructional model they chose to use, a guidance document was created for each model and posted on the Georgia's Pre-K website along with additional information such as sample virtual schedules, lesson plan templates and resources.

[41] DECAL paid full funding to grantees in Spring 2020. All programs were required to meet full salary requirements for lead and assistant teachers regardless of program open/closure status.

[42] For the 2020-2021 school year, programs were required to provide families whose child is enrolled in a full distance or hybrid model classroom the following resources: written learning materials, learning materials, links to resources, virtual instruction via a platform (ZOOM, Google Classroom, etc.) or recorded videos, and internet access and equipment.

[43] Individual programs determined start dates for instruction. Some programs chose to delay the start of the school year.

[44] Individual Pre-K programs, schools and counties determined what type of instruction would occur in their school. Programs were able to add up to 10 additional days at the beginning of the school year for planning, professional development, and sanitizing/cleaning for the 2020-2021 school year.

[45] DECAL did not provide Pre-K funding for these resources; however, programs are able to utilize existing funding for these resources. Additionally, the Department provided CARES funding to licensed child care programs through STABLE grants. These funds supported child care programs who are Pre-K grantees to pay for the above resources.

HAWAII - Hawaii's Executive Office on Early Learning Public Prekindergarten Program

[1] Although the Hawaii Department of Education (DOE or HIDOE) does not have authority over the Executive Office on Early Learning (EOEL), EOEL is administratively attached to the DOE. New in 2019-20, pre-K classrooms in state-funded charter schools received state funding (previously they were funded by federal PDG dollars) and were moved into the EOEL Public Pre-K Program. As such, charter school pre-K classrooms are governed by program policies set by the EOEL and school-wide policies set by the Hawaii State Public Charter School Commission (HSPCSC). At the end of the 2019-20 school year, charter school pre-K classrooms were no longer in the EOEL Public Pre-K Program.

[2] The number of FTEs is higher than the number of individuals due to vacancies.

[3] DOE classrooms: 448; HSPCSC classrooms: 231 (including one 5-year-old student withheld per principal discretion).

[4] There was a 41% decline (679 to 399) in enrollment attributed to parents opting to keep their children at home. DOE classrooms: 47% decline (448 to 239); HSPCSC classrooms: 31% decline (231 to 160).

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

[6] Changes in operating schedules were made by HIDOE. Across the state, changes varied based on complex area need. (Note: Complex areas are regional administrative units within the single, statewide school district). Changes include children attending on alternating days (full school days) in some parts of the state and children attending partial days (e.g., 4.5 hours per day) in some parts of the state.

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

[8] Maximum class size was reduced from 20 to 10 in most schools. Other schools permitted a maximum of 20 when an alternating schedule was in place (groups of 10 students per day). Changes allowed teachers to adequately monitor health/safety needs as children played and worked together within learning centers, during group times, and throughout transitions and routines.

[9] Breakfast is offered before the start of the school day for a fee (unless the student qualifies for free or reduced-price meals).

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

[11] Health services for children include school-level services such as medication administration for chronic health conditions and responding to acute/emergency health needs.

[12] HSPCSC guidance suggested a greater emphasis on supporting and engaging families as their child's first teacher. This support could be a multi-generational approach being cognizant of the availability of family.

[13] State law stipulates that HIDOE is responsible for the provision of equal access to educational opportunities for all English Learner (EL) students, and schools are expected to embrace, promote, and perpetuate multilingualism and multiculturalism to support and advance learners, families, and communities. HIDOE schools have written plans that address their respective Language Instruction Educational Programs aligned with the State's educational approach for providing English language development and meaningful participation in school for ELs. The WIDA English Language Development Standards are required to be used in conjunction with state content standards. These are not specific to individual students, but plans for schools. However, there are plans drawn up for students for whom there are concerns.

[14] Delivery of services is based on the child's IEP. There may be a team-teaching relationship between the pre-K classroom teaching team and special education staff as they work together with the children in the classroom. There may be a partnership in which special education personnel provide consultation to the pre-K classroom teaching team who is delivering the services. Other arrangements are possible based on the service delivery information laid out in the child's IEP. For charter schools, DOE takes the lead in determining placement and providing special education services for preschoolers.

[15] HIDOE is responsible for providing training to SPED staff (PK-12). In conjunction with or in consultation with the special education staff, the public pre-K program provides the service delivery required for individual children whose educational placement is the general education setting as noted in their IEPs. Differentiation, along with accommodations and modifications, is addressed with all preschool teachers. Much of the professional learning support within this area is customized to the specific needs of the pre-K and special education teaching staff. The program's professional development may cover SPED topics that may be rolled up with other topics.

[16] Children with disabilities should be placed in classrooms based on the principle of natural proportions.

[17] Schools have identified pre-K children as needing in-person learning experiences. Unless identified as a school that needs to provide learning from home through virtual connections with families only (for all students), the pre-K children, including those with special education services, attend school while older students may be learning from home. The IEP team identifies how services are accessed when COVID-19-related restrictions are in place. The pre-K and special education teaching staff, along with the therapists, are expected to work with families in implementing the plans.

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

[19] State policy requires the use of at least one specific child assessment, aligned with the ELDS, to be used by all preschool programs. However, exceptions were granted for two schools, both Native Hawaiian medium and immersion charter schools, to allow their use of an alternative assessment tool in lieu of TS GOLD.

[20] Teaching staff gather data based on interactions and via learning experiences over virtual platforms, use available artifacts or evidence of child's play/work (e.g., letters from children, photos from parents), and work with parents to gather information, if appropriate.

[21] As new requirements have been put in place beginning in school year 2019-20, current teachers not meeting the new standard must be enrolled in a State-approved

Teacher Education Program (SATEP) in ECE.

[22] EOEL has worked with the Hawaii Teacher Standards Board to change licensure requirements relating to early childhood education. Starting January 1, 2020, any individual adding the fields of ECE PK-3 and ECE PK-K to an existing Hawaii teaching license must complete 30-36 credit hours from a state-approved teacher preparation program in ECE.

[23] HIDOE classrooms: MA: 22% (6 out of 27), BA: 78% (21 out of 27); HSPCSC classrooms: AA: 12.5% (2 out of 16), BA: 75% (12 out of 16), MA: 12.5% (2 out of 14).

[24] Educational assistants must have a current CDA or have completed the preparatory coursework for a CDA. This was a policy change under Act 276 (Sessions Laws of Hawaii, 2019).

[25] Although there is no state requirement, the union contract requires 21 hours of teacher in-service professional development. All teachers are required to be in the union. The union contract is negotiated with the state. For EOEL pre-kindergarten teachers, at least 60 hours of professional development in ECE are offered to teachers per year in addition to the required 21 hours. Professional development sessions are typically either full-day or 1.5 to 2 hours.

[26] While the number of hours required has not changed for either lead teachers or educational assistants, the content and methods of professional development have changed. Professional learning has focused on reopening guidelines to address the health/safety needs of children, teaching staff, and families. In addition, our professional learning has addressed the issues of living within the context of COVID-19 without compromising shared, sustained conversations; inquiry-based experiences; quality interactions and sustained engagement through play and other meaningful exploration; learning environments designed for and with children; and responsive, reciprocal and supportive relationships. Professional learning has also looked at the importance of the home-school partnership and the opportunity to work and learn with families, albeit virtually for some or in preparation of going virtual if the need arose. Large group sessions are done virtually; however, there are coaching and PLC work sessions occurring in small groups in schools where permitted. Professional learning sessions continue as well, mostly online, addressing areas of need for the respective teaching staff and school administrators. There are a few exceptions of on-site and face-to-face visits. While PD continues to be data-driven based upon CLASS, ECERS-3 and formative assessment data, the program had to pivot to address the changing requirements due to COVID-19. Supporting teachers became a priority to address developing developmentally appropriate instruction in a virtual setting.

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

[28] Some sessions are virtual, although some continue to be face-to-face. More time is spent on addressing teaching staff's emotional needs. More time is needed to engage in learning conversations.

[29] All teachers in the Public Pre-Kindergarten Program are members of the Hawaii State Teachers Association (public school teachers' union) and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-K through 12. Neither preschool nor K-3 teacher assistants receive paid time for professional responsibilities.

[30] Funds for the program come from the State's General Fund: HIDOE classrooms: $3,462,311; HSPCSC classrooms: $3,249,987.

[31] The legislature initially cut funding for six educational assistants and one teacher position from EOEL's base budget before reversing course and reinstating the funding. However, the funding is only for the 2020-21 school year. The staffing uncertainties created by these legislative actions impacted the ability of three schools to open their pre-k classrooms at the start of the school year.

[32] Requirements remain in place, with the recognition that conducting the observations will be based on each school's situation as related to COVID-19, such as community spread, number of cases, in-person learning status, inter-island travel restrictions, and the ability to mitigate spread of virus. EOEL works with each school's administrator with respect to the arrangement of classroom visits and observations. As of October 23, 2020, 80% of the schools with pre-K classrooms were providing in-person learning. The CLASS observer scoring system was maintained however the number of cycles was not. There were slight modifications to virtual learning that align with CLASS. ECERS-3 will not be used since all learning is taking place in a virtual setting. In the one classroom that is offering face-to-face learning, the Commission is respecting the safety bubble practice therefore will not enter the pre-K classroom's bubble to prevent the potential spread and/or exposure of COVID-19.

[33] Site visits are conducted through routine coaching and mentoring where support is provided to program staff.

[34] Spring break was first extended by one week (March 23-27), followed by the Governor's directive to close public schools for the remainder of the school year (March 30).

[35] In Spring 2020, classrooms were required to connect with families and children either virtually or through other means for those without devices, connectivity, or electricity (e.g., phone calls, mail, distribution of materials such as math games and children's picture books) and provide learning experiences and information. EOEL State Office Teachers were required to provide assistance and support. Minimum and maximum hours of instruction were not specified. In Fall 2020, if schools were unable to reopen safely or needed to shut down again, the teaching staff was expected to connect with children and families through live online sessions, engaging with parents/guardians to collectively provide learning experiences for children. Additional materials, resources, and activities were provided for children and families to support learning at home. Minimum and maximum hours of instruction were not specified. The nature and structure of online sessions was developed and determined by teaching staff with support and assistance from EOEL State Office Teachers.

[36] Funds are allocated to HIDOE for salaries at the beginning of each year; in this case, funds were allocated at the beginning of SY 2019-20. Operating funds are also provided at the beginning of the year to HIDOE classrooms. State funds were also used to purchase PPE and related materials/supplies for classrooms in response to COVID-19 in preparation for reopening in SY20-21. These funds were also used to purchase educational materials for families to use in conjunction with home-school learning experiences via live online sessions.

[37] Materials were either mailed directly to families or pick-up/distribution arranged by individual schools.

[38] Following all HIDOE schools, the first day of the school year was changed to August 17, 2020 from August 4, 2020.

[39] Seventy-four percent of HIDOE classrooms physically opened and 26% opened relying on virtual/remote learning. Enrollment was reduced by half; some schools adopted alternating schedules with 10 students attending on one day and another 10 attending the next day. Some schools shortened their school day schedule. Decisions were made by complex area- and school-level leaders in conversation with EOEL. Among charter school locations, some of the schools started with hybrid instruction, however due to the increasing COVID-19 counts, ceased the face-to-face method of instruction.

[40] The public pre-K program received no additional funds, services, or equipment directly. Therefore, EOEL reallocated funds within its base budget in order to provide cleaning supplies and PPE to schools. HIDOE provided equipment and services to support remote learning to all public schools, including some EOEL pre-K classrooms.

ILLINOIS - Illinois Preschool for All and Preschool for All Expansion

[1] The 48 individuals represent different positions within the agency who work with the Early Childhood Block Grant.

[2] The geographical coverage is based at the grantee level and in what county the grantee is located. The Illinois State Board of Education (ISBE) also collects site level data that represent where the children are served. Children from all counties participate. However, funding does not allow for services to be provided to all children whose parent wants them to attend.

[3] Some programs may be serving children in person or remotely. Executive Order 2020-40 addressed reopening schools for in-person instruction with appropriate social distancing, face coverings, enhanced sanitation measures, and other accommodations to ensure the safety of students, staff, and their families.

[4] If in-person hours are less than the minimum time, programs must provide remote learning opportunities for the time students are not receiving in-person instruction.

[5] Children must be 3 years old to enroll in preschool, but children who turn 3 after September 1 may enroll in Preschool for All (PFA) after turning 3 if there is space in the class. School districts may enroll children in kindergarten before they are age 5 based on local policy.

[6] Low income is one of the risk factors taken into account in determining program eligibility. Programs use an eligibility form that consists of weighted criteria based on risk factors. Programs serve those children most in need in the community as determined by those exhibiting the most at-risk factors. Children must meet at least 2 risk factors to be eligible.

[7] Programs must include the following priority populations on the weighted eligibility checklist as they prioritize FY2021 enrollment: Children with IEPs; children experiencing homelessness; Youth in Care; children with family income 50% below FPL; children whose parent or caregiver speaks a language other than English; children whose screening indicated delays in development but do not have a current referral to special education; children of families affected by the COVID-19 pandemic.

[8] Per our administrative rules no fees can be charged to parents for services.

[9] For school-based programs there has been no change to the maximum class size of twenty. Preschool programs in a licensed facility must follow the maximum class size as indicated by Department of Children and Family Services (DCFS) guidelines. More information can be found here https://www2.illinois.gov/dcfs/aboutus/notices/Documents/Policy_Guide_2020.15.pdf

[10] If snack/meal cannot be served in classroom, programs should ensure snack/meal is sent home with child. If a child is being served remotely, programs should ensure snack/meal is provided.

[11] Vision and hearing screening must be conducted annually for preschool age children by technicians or nurse trained and certified by the Illinois Department of Public Health. Evidence of completing the physical exam and immunizations must be provided by October 15. Programs work with parents to ensure children receive dental examinations but there are no state requirements to report on dental examinations until kindergarten. The physical examination involves all components given on the State of Illinois Certificate of Child Examination, including complete immunization records, medical history, diabetes screening and lead assessments. Students transferring from another Illinois school must present copies of their current Illinois school health records. Comprehensive services are required in the PFA State Expansion model and include medical and dental homes and dental screenings.

[12] Although there are no changes in the requirements, programs must adhere to public health guidelines for screenings conducted by external staff.

[13] No more than 50 individuals can be on the bus at one time per the Fall opening guidance.

[14] Transitional Bilingual Education (TBE) is required when there are 20 or more English learners (ELs) from the same language background in a school (preschool is counted separately). English as a Second Language (ESL) and instruction in English and in the home language in core academic subjects is required. Transitional Bilingual Education may be provided if the number of ELs from the same language background is less than 20. When there are 19 or fewer ELs from the same language background in school, schools have the option of providing Transitional Program of Instruction. Although locally determined, districts/schools usually offer at least English as a second language (ESL), and native language support as needed.

[15] The ISBE oversees preschool and early childhood special education. These are both housed within the early childhood department. The special education department oversees federal reporting requirements for early childhood special education. Within the early childhood department, which administers the PFA program, there are staff with a focus area on early childhood special education, including the Illinois 619 Coordinator. Policy and programmatic changes are discussed as an early childhood department and input is taken in regard to early childhood special education.

[16] Illinois defines inclusive classrooms as public preschool classrooms designed for general education that include preschoolers with disabilities (e.g. have IEPs/IFSPs) for the entire program day.

[17] ISBE has provided information stating that students are still required to receive the services outlined in their IEPs. We have also released guidance confirming no federal guidelines have been waived as a result of COVID-19.

[18] The Illinois Early Learning Project provides resources, tip sheets, and benchmark videos that are aligned with the Illinois Early Learning and Development Standards (IELDS). More information can be found at: http://www.illinoisearlylearning.org/. ExceleRate Illinois, the QRIS, provides additional information about curriculum that are aligned with the IELDS. Additional information can be found at: http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=51

[19] Preschool programs can choose any research based assessment tool, but 71% of preschool program use TS Gold and 13.9% use Work Samplings System. The state does not require a specific assessment tool. Each program must use a research based, authentic assessment system that aligns with the curriculum and documents child progress over time. For additional information, see: https://www.isbe.net/documents/235ARK.pdf

[20] Programs were not required to complete assessments after the official closure notices. For 2020-21, assessment data is collected when there is sufficient evidence of growth collected, whether in-person or remotely.

[21] The one rating window is still open whether the program is serving children in person, hybrid or remote. Our KIDS coaching project is supporting teachers whether the program is in person, hybrid or remote.

[22] Public Act 100-0645 makes changes to who can teach in PFA classrooms. Between 2017 and 2023, educators who hold one of the two following credentials and are working towards a Professional Educator License can teach in a PFA program: A Gateways ECE Credential Level 5 and an Educator License with Stipulations with a Transitional Bilingual Educator endorsement and have either passed the ECE content test or have completed at least 9 semester hours of ECE coursework. Public Act 100-822 makes some changes to who can participate in alternative licensure programs. This law allows for early childhood educators in alternative licensure programs to keep their jobs in community-based organizations while enrolled in the alternative licensure program. Executive Directors and Lead Teachers in community-based early childhood programs are now considered Qualified Equivalent evaluators of early childhood educators.

[23] The teacher count was pulled from the teacher course in the Student Information System. We are streamlining the data collection and anticipate will have a more accurate count in the future. COVID-19 disrupted data submission this year and much of the anticipated teacher data is missing.

[24] The teacher assistant in the classroom must hold an Educator License. To be eligible, an individual must be at least 20 years of age and hold a high school diploma or its recognized equivalent (GED) and meet one of the following requirements: (1) Hold an associate degree (or higher) from a regionally accredited institution of higher education, (2) Completed at least 60 semester hours of credit from a regionally accredited institution of higher education, (3) Present an official score report from Educational Testing Service (ETS) showing a score of 460 or higher on the ParaPro test, or (4) Present evidence of earning the following scores on the Work Keys test: Reading for Information (4), Writing or Business Writing (3), and Applied Mathematics (4).

[25] Assistant teachers must work under the direct supervision of a licensed teacher.

[26] The requirements have not changed, however, our PD and technical assistance providers are providing remote learning, trauma, and social and emotional supports to the field.

[27] Assistant teachers are not required by ISBE licensure to have PD hours, however, the PFA grant requires assistant teachers to have PD plans.

[28] Coaching is provided to programs who need additional support according to the results of their monitoring visit. Job embedded classroom support is required in the PFA Expansion model.

[29] Results from the PFA monitoring visit may result in programs being invited to participate in the PFA Coaching Project. The project is funded by ISBE through the Illinois Resource Center at no cost to programs. Programs receive support, on-site visits, and resources from the PFA Coaching Project to assist in the process of continuous program improvement. PFA coaches are experts in the field of ECE and have extensive experience with PFA. On average, coaches visit their teachers once a month. Coaches also meet with the administrators, often together with the teacher. Length and timing of visits vary based on the experience of the teacher and whether a monitoring visit is scheduled.

[30] All coaching is provided to programs virtually.

[31] Public School District salaries and fringe rates are set by union bargaining agreement at a local level. For our state funded PFA programs we do not have salary parity for nonpublic school employees, however, parity is required in sites participating in the PFA Expansion. In those sites, salary must be comparable to the local K-12 school salary schedule at entry level.

[32] Public School District salaries and fringe for assistant teachers are set by union bargaining agreement at a local level.

[33] Funding comes from the Early Childhood Block Grant (ECBG) and is funded by line item appropriation in ISBE's annual budget. The ECBG allocation in FY20 was $543,738,100 and no other state agency contributed to the overall costs of programming. The allocation includes infrastructure, three to five and birth to three programming and services.

[34] The Governor's FY22 Budget proposes level funding for the ECBG, but has not yet been passed by the general assembly.

[35] Programs are also monitored with the compliance checklist that details all grant requirements.

[36] Visits are virtual and only focused on compliance, not classroom quality assessments.

[37] The assessors conduct visits along with either the state anchor, who is at least 90% reliable with the authors, or a lead assessor, who has been 90% reliable with the anchor. These reliability visits take place on every sixth visit for newer assessors or eighth visit for senior assessors. National Louis University maintains a reliability spreadsheet on everyone monitored by their supervisor.

[38] ISBE principal consultant site visits are conducted on an as needed basis.

[39] Some ECBG programs applied under emergency child care rules to stay open to provide services for essential workers and families during the stay at home order.

[40] Per the executive order, programs shut down. The total length of program varies by calendar (i.e., original project start and end dates).

[41] One-time GEER funding provided to current ECBG programs, with priority to programs in Tier 1 and Tier 2. Programs disproportionately impacted by COVID-19 were identified from a list developed by the Department of Commerce and Economic Opportunity in partnership with the Governor's Office.

[42] ISBE sent out a joint statement on March 17, 2020 that required all school districts to pay their personnel during the stay at home order. The Joint Statement included support from the Governor's Office, IEA, Illinois Federation of Teachers, Illinois Association of School Administrators, and the Illinois' Principal's Association.

[43] Programs determined locally whether to start the school year in person, remote or in a hybrid model.

IOWA - Iowa Shared Visions

[1] Shared Visions Preschool is in 22 of 327 school districts in Iowa. There are 32 grants held within these 22 school districts. Additionally, there are 16 other organizations (such as Head Start programs and licensed non-profit child care centers) which provide services through an additional 35 grants.

[2] Based on preliminary reporting, there are approximately 840 children currently enrolled in Shared Visions Programs. This is a decrease from the anticipated enrollment of approximately 1212 children to be enrolled during the FY21 program year (prior to the COVID-19 impact). In the Fall of 2019, there was an anticipated 1300 children to be enrolled; in the Fall of 2020, there was an anticipated 1200 children to be enrolled but this is now approximately 840 in the Winter of 2020-2021.

[3] All program operating schedules are determined locally and are based on community need in the application process. There are no minimum number of hours per day or days per week required for the Shared Visions Program.

[4] Based on initial reporting, some programs indicated reduced hours in programming per week. Local determinations were made in response to current health situations in each community.

[5] Kindergarten-age eligible children may enroll in Shared Visions if they meet eligibility criteria for income and/or other risk factors.

[6] A minimum of 80% of funded slots must be filled by children whose families are at or below 130% FPL. No more than 20% of funded slots may be filled by children who are over income and there must be at least one risk factor present for eligibility. Children who are not eligible based on income may enroll provided they are served on a sliding-fee schedule determined at the local level and are eligible according to one or more of the other eligibility criteria. Income eligible children may not be charged any fees for participation. Additional locally determined risk factors include: parent is incarcerated, parent is illiterate, parent is chronically mentally ill, and other special circumstances which may be interpreted by the local program. Teen parent is defined as under the age of 18. Programs may enroll children who do not meet income or secondary risk factors, but grant funds cannot pay for their participation and they must be at full pay or covered by another funding source.

[7] Iowa code requires a ratio of 1:8 regardless of class maximum. Programs are required to adhere to NAEYC Early Learning Program Accreditation Standards and Assessment Items, which requires classrooms serving preschool age children (3- and 4-year-olds) to not exceed a maximum group size of 20.

[8] Local discretion for reducing maximum class sizes based on public health guidance.

[9] Depending on whether children attend for a full-day or part-day, as well as if the hours attended are in the morning or afternoon, will determine if breakfast, lunch and/or snack(s) are offered, and programs are required to follow NAEYC criteria. The program must serve meals and snacks at regularly established times; meals and snacks must be at least two hours apart but not more than three hours apart.

[10] Shared Visions Programs must implement NAEYC Program Standards, which require following the American Academy of Pediatrics (AAP) schedule for routine screening. Dental screenings are locally determined, but required as part of the full physical exam for 3-year-old children, per AAP. Screenings are typically conducted prior to enrollment, but children may enroll if not yet screened as long as proof of appointment can be provided.

[11] Iowa administrative rule requires grants to be awarded based on points provided for a variety of items, one of which is the provision for parental involvement. Iowa code requires programs to be considered for an award based on a variety of items, one of which is the degree to which the program involves and works with the parents, and includes home visits, instruction for parents on parenting skills, on enhancement of skills in providing for their children's learning and development. In addition, all programs are required to follow NAEYC standards which also address family engagement.

[12] When considering the award of program grants, Iowa code requires the provision of transportation that may be necessary for children/families to participate in the program to be considered.

[13] There weren't required changes in rules regarding transportation during the pandemic, but there was guidance regarding number of children per vehicle, mask wearing, children spacing, cleaning, etc.

[14] Screening and assessing preschool children in their home language is not a state requirement, but would be locally determined with considerations for program standards. Required program standards require programs to use assessment methods that are sensitive to and informed by family culture and home language.

[15] Programs are required to collect and use information on language inputs in the home (e.g., a home language survey), as possible.

[16] The Shared Visions Program and early childhood special education are administered through the same state agency (Iowa Department of Education) and division. The program staff (education consultants) collaborate on program standards including assessment, program standards, etc.

[17] As part of the State Performance Plan/APR for special education, there are plans to increase B6 (inclusion of children in Regular EC programs).

[18] State guidance is available regarding appropriate procedures and safeguards as well as documentation processes. Additional guidance on implementation is available regarding Return-to-Learn efforts including considerations for FAPE, Placement decisions; and planning for early childhood special education services across learning plans (onsite/hybrid/remote).

[19] Additional listed domains included in the Iowa ELS: Mathematics, Creative Arts, Social Studies, and Science.

[20] The Child Development Coordinating Council (state advisory board) Policy and Iowa Code 279.60 require grantees to administer TS GOLD.

[21] The state has developed a facilitation guide and supporting materials for reflecting on universal instruction that are available to any interested school district or preschool program. The materials align with the IELS and require programs to ensure curriculum, instruction and assessment are aligned to the IELS.

[22] Materials are available, including at the preschool grade-level, to support instruction at the universal tier level. Training for curricula adopted by grantees is determined locally, but may occur by the local program, intermediary agencies (e.g., Area Education Agencies (AEAs)), and/or vendors. Existing funds may be used to support PD of Shared Visions staff in the area of curriculum; additional funding is not provided specifically for this purpose.

[23] Guidance has been provided that includes topics related to curriculum and instruction.

[24] The final checkpoint in TS GOLD was waived in 2019-2020. For 2020-2021, guidance related to the completion of assessments was developed related to distance learning.

[25] All teachers employed by nonpublic schools must meet the educational qualifications within the program standards which state: Teachers must have a minimum of a higher education degree (any degree level) in ECE, child development, elementary education, or early childhood special education. Degreed professionals entering the ECE profession from another industry must meet the equivalent minimum qualification, which is currently 60 college credits with 30 college credits in ECE, child development, elementary education, and/or early childhood special education. Lead teachers in Shared Visions classrooms that are blended with the Statewide Voluntary Preschool Program (SWVPP) are required to have a BA with an early childhood endorsement as part of their teaching license and meet the SWVPP requirements which requires a license in Pre-K, Pre-K - K, Pre-K - 3rd Grade, Birth - K, or Birth - 3rd Grade.

[26] The following is applicable to school district grantees only: For 2020-2021, if a district or accredited nonpublic school has made every reasonable good-faith effort to employ a teacher licensed under Chapter 272 who holds an endorsement for a specified grade level or subject area and cannot do so, and the district or school also cannot provide the course through one of the permitted online means, the director of the Department may waive the teacher endorsement requirements in Iowa Code 256.9(48) and 272.15(4) Waiver applications are available in CASA under Applications and Waivers and complete the Temporary Waiver of Endorsement 2020-2021 application.

[27] Assistant teachers/teacher aides must have a minimum of a CDA reflective of the age group of children they are supporting. Alternatively, assistants/aides can also have qualifications equivalent to a CDA, which is currently 12 college credits in ECE, child development, elementary education, and/or early childhood special education.

[28] Iowa code requires awarded grants be considered in relation to the provisions of staff training and development. In addition, program standards require initial orientation

and training of staff members which must include health, safety and emergency procedures. All program staff must receive PD in curriculum, assessment, working with diverse families, CD, and working with children with special needs. Staff members with a teaching license must renew their license every five years, including six credit hours of PD. Program standards also require each staff member to have an individualized annual staff development plan but the number of hours is not specified in these requirements. Nonpublic settings must also be licensed by the Department of Human Services which requires 6 clock hours of PD annually. Staff members with a CDA would need to renew every three years by completing 45 clock hours, 4.5 CEUs, or complete a three-credit college course.

[29] Although not required, Iowa has developed an entire website dedicated to the professional development needs of staff in response to the COVID-19 pandemic.

[30] While not required, any coaching provided was modified in order to address current needs and implementation of virtual learning, hybrid models, health and mitigation strategies, etc.

[31] Funding is dependent on annual state legislative appropriations.

[32] Required local match is 20% of awarded state dollars.

[33] There was a slight change in funding allocations due to the beginning of a new competitive grant cycle, not related to the COVID-19 pandemic.

[34] Faith-based centers can receive grants to provide a comprehensive preschool program as long as there is no religious content. Programs may also sub-contract with faith-based centers as long as there is no religious content during state-funded programming.

[35] The state does not develop or require a specific classroom observation tool. Tools used vary depending on decisions of the local grantee as well as the AEA and identified need/request of the local program. Many programs report use of ECERS and CLASS. All state-funded programs must meet NAEYC Accreditation Criteria and maintain accreditation status as required by Iowa law. This process requires a site visit and formal evaluation every five years, as well as ongoing observation, reflection, and feedback from administrators/supervisors. The state also coordinates support for classrooms to be received from the AEAs (regional supports) which includes classroom observations as often as determined necessary at the local level.

[36] Onsite observations were delayed for the first semester 2020 while programs focused on reopening based on public health guidelines and COVID-19 transmission rates.

[37] The state coordinates communication, meetings, training for the AEAs in order to support consistent levels of support across programs and is not directly involved in the completion of classroom quality observation data as implemented through NAEYC Accreditation.

[38] While the individual observations of classroom quality are not reviewed by the state, the overall report and accreditation decision for grantees is used to determine continuation of funding or development of corrective actions.

[39] Per Iowa administrative rule, site visits are required as deemed necessary by the Department of Education as part of monitoring and reviewing annual reports.

[40] If an onsite visit is deemed necessary, per Iowa administrative rule, it would be delayed dependent on programs reopening, public health guidelines, and COVID-19 transmission rates.

[41] School buildings were closed on March 17, 2020 based on the Governor's proclamation. Some CBOs remained open to provide services.

[42] There was no state requirement to provide remote instruction in the Spring of 2020, but local school districts could select from the following: require remote instruction, offer remote instruction (voluntary), or offer no remote instruction (required or voluntary) and make up instructional hours at a later date. Community-based programs made determinations based at the local level. All school districts were required to have a Continuous Learning Plan (to include remote instruction) for the 2020-2021 school year. In the Fall of 2020, grantees submitted status reports regarding implementation of service plans in light of COVID-19. The COVID-19 Guidance had FAQ that included information for grantees such as not being a state requirement to make up missed hours, monitoring of goals stated in grant application, etc.

[43] While state policy did not require the continuation of staff salaries to be paid, the Child Development Coordinating Council (governing board for the Shared Visions grant program) approved a policy to approve the use of grant funds for this purpose.

[44] Programs reopened based on the Governor's proclamation, local and state public health guidance, and local COVID-19 transmission rate.

[45] Determined at the local level based on public health guidance and local transmission rates.

IOWA - Iowa Statewide Voluntary Preschool Program (SWVPP)

[1] School districts may partner with Head Start and/or community-based preschools. The school district remains responsible for program and fiscal monitoring. Funds flow from the school district to community partners. In 2019-2020, there was a reduction in the total number of school districts due to mergers between districts.

[2] The number of 3-year-olds also includes children under 3-years-old. Special education numbers include both support only (OT, Speech, or PT) and instructional IEPs. Out of the preschoolers with disabilities enrolled in the SWVPP, 391 3-year-olds; 809 4-year-olds, and 60 5-year-olds were NOT supported by SWVPP funds.

[3] Preliminary enrollment information from Fall 2020 indicated that 24,219 children were enrolled in the SWVPP. This is a decrease of 2,918 children, compared to a typical 2-3% increase in enrollment in past years. Data were not collected to verify the reasons for enrollment change, but it is anticipated that reasons included parental preference to keep children at home.

[4] Funds may be braided using a full infusion model (children in the same classroom are funded by different funding sources, including Head Start and SWVPP funding), or a flip-the-switch model (full-day participation of children is funded part of the day by SWVPP funding and part of the day by Head Start or other funding (based on eligibility)).

[5] These data should be interpreted as incomplete, as information was unable to be collected from several Head Start grantees, and the timeline for information being available is unknown.

[6] The number of children enrolled by location is based on data from Fall 2019 and should be considered an estimate. This information is not collected by the Department of Education, but by the school districts who report to the state. In order to provide an unduplicated count, the number under-represents (in particular) children who participated in Head Start settings. Head Start classrooms are also located in public schools and private settings, but these children were not double counted.

[7] State funding is provided based on meeting SWVPP assurances, which include providing a minimum of ten instructional hours weekly with the average being about 16 hours per week. An estimate is provided for minimum number of hours per year that may be offered based on a 180-day calendar year, accounting for five days to complete required home visits. Many programs offer more than the minimum required weekly hours. Although there is not a formal state partnership to provide extended-day services, partnerships with Head Start or other programs may exist at the local level to provide school-day programming.

[8] There were no changes in state requirements for the preschool operating schedule. Local discretion was used based on public health guidelines and COVID-19 transmission rates to modify operating schedules.

[9] During 2019-2020, children older and younger than 4 years of age could participate if space was available based on group size maximum requirements. SWVPP funds could be used to support their participation based on local school board decision to use its funds for this purpose. Alternatively, kindergarten age-eligible students could generate the full 1.0 funding if they were provided additional hours comparable with part-time kindergarten and are working on the Iowa Academic Standards in the pre-K classrooms.

[10] All age-eligible Iowa children may enroll in any participating district. Enrollment is not dependent on the district of residence.

[11] Local discretion for reducing maximum class sizes and physical distancing was based on public health guidance.

[12] Many programs are only required to offer a snack based on the length of the program day, although it is recommended that they serve a meal. If the program operates more than 15 hours per week, a meal is usually served. The majority of programs provide lunch or breakfast to children who qualify for FRPL.

[13] Record of physical exam within six weeks of enrollment is required based on program standards and criteria. The Iowa Department of Public Health Administrative Code requires that immunizations be current prior to enrollment. While program standards and criteria do not require dental screenings, the majority of programs either require this locally or engage in dental screening practices during the year. The required components of the physical exam would be specified by the program standards being implemented in each classroom (the Iowa Quality Preschool Program Standards, Head Start Program Standards, or accreditation by NAEYC). Program standards and criteria provide guidance for appropriate referral practices in the event that a child has a positive screen.

[14] State rule requirements for parent involvement include the following: The preschool program shall involve families through at least one home visit by the licensed teacher of the child, one family night, and at least two family-teacher conferences per year. Family involvement may include volunteering in the classroom, orientation to the preschool program, parent education, general communications, or other activities. The preschool program may collaborate with other agencies for the provision of family

education and support. In addition, preschool program standards would guide other opportunities for parent involvement.

[15] Children participating in preschool in an approved local program under Iowa Code chapter 256C may be provided transportation services. Preschool foundation aid funding may be used by approved local programs for the costs of transportation involving children participating in the preschool program and may be prorated by the school district or community partner.

[16] There were no changes in rules, but recommendations for mitigation were offered.

[17] Screening and assessing preschool children in their home language is not a state requirement, but would be locally determined with considerations for program standards. Required program standards require programs to use assessment methods that are sensitive to and informed by family culture and home language.

[18] Programs are required to collect and use information on language inputs in the home (e.g., a home language survey), as possible.

[19] The SWVPP and early childhood special education are administered through the same state agency and division.

[20] As part of the State Performance Plan/APR for special education, there are plans to increase B6 (inclusion of children in Regular EC programs).

[21] State guidance is available regarding appropriate procedures and safeguards as well as documentation processes. Additional guidance on implementation is available regarding Return-to-Learn efforts including considerations for FAPE, Placement decisions; and planning for early childhood special education services across learning plans (onsite/hybrid/remote).

[22] The state has developed a facilitation guide and supporting materials for reflecting on universal instruction that are available to any interested school district or preschool program. The materials align with the IELS and require programs to ensure curriculum, instruction and assessment are aligned to the IELS.

[23] Iowa Code 279.60 requires district-sponsored programs to administer TS GOLD.

[24] The state offers guidance on criteria for selecting evidence-based curriculum models. Curriculum is locally determined but must be research- or evidence-based and be aligned with the IELS. Programs may use state funds to support curriculum implementation or training, however additional funds are not provided specifically for this purpose. Training for curricula adopted by programs is determined locally, and may be provided by the local program, intermediate agencies (e.g., Area Education Agencies (AEAs)), and/or vendors.

[25] Guidance has been provided that includes topics related to curriculum and instruction.

[26] The administration of the TS GOLD Assessment was suspended for the remainder of the 2019-20 school year. For the 2020-21 school year, there was no change in expectation.

[27] All teachers in the SWVPP have a BA, an Iowa teaching license, and an early childhood endorsement. Appropriate endorsements in Iowa include Pre-K - 3rd Grade, including special education; Pre-K - K; and Pre-K - 3rd Grade. All lead teachers must hold one of these endorsements (and may have additional endorsements). A teacher who only holds an early childhood special education license is not appropriately licensed/endorsed. Required training varies based on the training required for the specific endorsements.

[28] For 2020-2021, if a school district or accredited nonpublic school has made every reasonable good-faith effort to employ a properly licensed and endorsed teacher and cannot do so, a request for a waiver may be submitted to the director of the Iowa Department of Education that would allow a licensed teacher to teach outside of their endorsement area.

[29] Disaggregation of data for teachers employed by public or nonpublic schools is no longer available in Iowa.

[30] Assistant teacher requirements vary depending upon the preschool program standards being followed. Some classrooms follow Iowa Quality Preschool Program Standards, others NAEYC, and others follow Head Start. For the Iowa Quality Preschool Program Standards, teacher assistants may choose the Iowa paraeducator certificate with early childhood or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. If the program operates under NAEYC, annual reports and onsite monitoring require evidence that 50% of assistant teachers have a CDA and the rest are working toward a CDA.

[31] State policy requires PD but does not specify hours. Guidance recommends that SWVPP teachers have 15 clock hours of PD each year. State policy and guidance do not specify a number of hours of PD annually required for teacher assistants, but do require that teacher assistants receive appropriate PD in ECE. Each staff member should have an individualized PD plan that is used to inform continuous PD.

[32] School districts were required to report their focus areas for professional development in their required Return to Learn plan, based on areas of locally identified need.

[33] Districts make PD available to non-district SWVPP teachers in the same manner it is offered to district personnel. Career development for school district preschool teachers shall be addressed in the school district's career development plan and implemented in accordance with Iowa Code section 284.6. The school district shall ensure that program staff members are provided appropriate staff development in ECE.

[34] Salary and benefit data can no longer be disaggregated for public and nonpublic school lead teachers.

[35] The amount reported should be considered preliminary, and is based on expenditures reported by school districts from preschool state foundation aid. Funding for districts participating in Iowa's statewide voluntary preschool program for four-year olds is provided through a state aid formula (preschool foundation aid), which is enrollment-based (Iowa Code section 256C.5). The foundation aid is provided through an appropriation from the state's general fund (Iowa Code section 257.16).

[36] An estimate of state spending for the SWVPP for FY21 is ($88,258,580).

[37] Funding flows directly to public schools. Public schools may contract with Head Start, private preschool/child care centers and/or accredited nonpublic schools to provide the Statewide Voluntary Preschool Program. By statute, districts that contract provide 95% of the per-child allocation to the contracted entity. The state does not support religious instruction during the 10 hours per week.

[38] All SWVPP classrooms are required to implement either the Iowa Quality Preschool Program Standards, NAEYC Accreditation Standards and Criteria, or Head Start Program Performance Standards. Review of classroom quality and safety requirements are included in onsite monitoring and visits based on the selected program standards (and tools for supporting review for implementation of the selected program standards). All AEA and state staff who conduct classroom observations are trained on the Iowa Quality Preschool Program Standards. Facilities that are DHS licensed are also monitored by DHS licensing consultants. Those that voluntarily participate in QRIS would use QRIS processes and associated tools for monitoring. Classrooms in districts (and their community partners) that are newly implementing the SWVPP and/or the Iowa Quality Preschool Program Standards are visited in their second year of implementation. Programs also receive visits at least each year by AEA staff. Programs that are NAEYC accredited or following Head Start Program Performance Standards also receive onsite visits required by those programs.

[39] Onsite observations were delayed for the first semester of Fall 2020 while programs focused on reopening based on public health guidelines and COVID-19 transmission rates.

[40] School buildings were closed on March 17, 2020 based on the Governor's proclamation. Some CBOs remained open to provide services, but this was locally determined.

[41] There was no state requirement to provide remote instruction in the Spring of 2020, but local school districts could select from the following: require remote instruction, offer remote instruction (voluntary), or offer no remote instruction (required or voluntary) and makeup instructional hours at a later date. The COVID-19 Guidance: FAQs included preschool topics such as there not being a state requirement to make up missed hours, and that local agreements should be referenced for determination of community partners' continued program operation while school buildings were closed. While there was no state requirement to provide remote instruction in the Spring of 2020, all school districts were required to have a Continuous Learning Plan (to include remote instruction) for the 2020-2021 school year.

[42] Guidance indicated that school districts should continue to pass funds through to their community partners.

[43] Decisions for payment of support staff (including assistant teachers) during Spring 2020 were locally determined.

[44] Programs reopened based on the Governor's proclamation, local and state public health guidance, and local COVID-19 transmission rates, and their local (required) Return-to-Learn Plan.

KANSAS - Kansas Preschool Pilot

[1] In addition to the administrative authority provided via the Kansas State Department of Education (KSDE), the Kansas Children's Cabinet and Trust Fund reviews, assesses and evaluates all uses of the moneys in the Children's Initiatives Fund, which is used to support the Kansas Preschool Pilot.

[2] In 2019-2020, 99 Kansas Preschool Pilots served 110 of 286 school districts; this includes 94 individual school districts and several multi-district partnerships. This represents roughly 62 of 105 counties. County boundaries do not necessarily align to district boundaries.

[3] There is limited funding is available statewide.

[4] Preliminary analyses of Fall 2020 enrollment reports indicate an overall 13% drop in preschool enrollment from Fall 2019 to Fall 2020, taking into account both general education and preschoolers with disabilities.

[5] Grantees must provide a minimum of 465 instructional hours of developmentally appropriate educational activities for each child during the school year. Programs are encouraged to build in additional days to ensure these minimum hours are met or exceeded.

[6] Due to the close of schools, programs no longer had to meet the 465 hour requirement. Programs were instructed to include preschool students in a continuous learning plan that would meet the Kansas requirement for a waiver.

[7] Students who are age-eligible for kindergarten may not be served with Kansas Preschool Pilot funds.

[8] At least 50% of the children enrolled must meet one or more of the following risk factors: (1) Qualifies for Free or Reduced lunch program, or family income is below 185% of the FPL; (2) Single parent families; (3) DCF referral (which may include history of abuse, neglect, or family violence; homelessness or unstable housing; parental substance abuse; or foster care); (4) Teen parent(s); (5) Either parent is lacking a high school diploma or GED at the time of enrollment; (6) Limited English Proficiency; (7) Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills; (8) Child qualifying for migrant status.

[9] Auditors review program rosters to confirm that at least 50% of students served meet at-risk criteria. If a program does not meet 50%, KSDE then addresses whether funding is reduced or whether the program is required to submit a corrective action plan.

[10] For classes with 21 to 25 students, a third teacher must be added. This additional teacher can be an assistant teacher.

[11] Grantees must make available screenings for hearing and vision as required by federal, state, and/or local law, and ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child's family. KSDE recommends that programs use the ASQ:3 and ASQ:SE-2. Programs may determine timing of screenings.

[12] Grantees must submit locally developed plans showing how they will provide parenting support or training; parent involvement activities; referral to social services; and transition to kindergarten activities. Also, all grantees must make available services such as transportation, health services, and appropriate nutritional meals, in addition to screenings for hearing and vision as required by federal, state, and/or local law.

[13] For a child who counts in a district's enrollment and weightings for the school finance formula (which would be 4-year-old preschool-aged at-risk students and 3- and 4-year-olds with IEPs) to also receive the bilingual weighting, the district must meet the requirements.

[14] Only a qualified ESOL teacher can deliver services to count for the bilingual weighting. This might be the lead teacher, assistant teacher, administrator, or another staff member.

[15] In addition to federal Title III funds, the state school finance formula includes a bilingual weighting that applies to all children counted in headcount enrollment, including preschool-aged at-risk and preschool-aged students with disabilities.

[16] The team member who oversees early childhood special education and the team member who oversees the Kansas Preschool Pilot work together very closely to coordinate services for preschool children with special needs.

[17] The 619 coordinator is working closely with school districts across the state to improve Early Childhood Least Restrictive Environment.

[18] A list of alignments is posted at https://kskits.drupal.ku.edu/7-alignments. Also, Kansas revised the Kansas Family Engagement and Partnership Standards for Early Childhood in 2019: https://www.ksde.org/Portals/0/Early%20Childhood/Kindergarten/2019%20Kansas%20Family%20Engagement%20and%20Partnership%20Standards%20for%20Early%20Childhood.pdf

[19] The KSDE Early Childhood Team works with programs during the grant application process to ensure locally selected curricula and assessment tools are evidence-based, aligned with the Kansas ELS, and that evidence-based assessment to measure children's developmental growth upon entry and exit of the program. Kansas Child Care Training Opportunities, Inc. (KCCTO) regularly provides in-person and online PD workshops on the Kansas ELS. Beginning in 2018, the KSDE Career Standards and Assessments team includes an elementary consultant, who delivers PD on a variety of topics, including the Kansas ELS. State agencies also collaborated with partners to develop an online toolkit to accompany the standards: http://kskits.org/kels-toolkit. Finally, the Kansas Technical Assistance Support Network (TASN) has multiple projects to provide support for implementation of the Kansas ELS.

[20] All school districts can access the TASN to support systematic implementation of evidence-based practices. Select school districts choose to participate in the Kansas Multi-Tier System of Supports (MTSS), which includes state trainers who specialize in early childhood.

[21] More than 700 teachers, administrators, parents, school board members, service center employees, members of the medical community and KSDE employees collaborated to develop a guidance document called Navigating Change. Navigating Change is a guidance document that provides multiple options in order to help facilitate district-level discussions as contingency plans are developed. It can be found here: https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations

[22] The RFP application and review process requires programs to describe progress monitoring and assessment tools that will be used to determine the need for tiered interventions, as well as tools to assess the classroom environment. KSDE staff work with programs to ensure appropriate monitoring and assessment tools are in place. All programs must implement an evidence-based assessment to measure children's developmental growth upon entry and exit of the program.

[23] Due to school closures, programs were not required to submit child assessment data at the exit of the program year. Schools sign assurances that remote and in-person students will be assessed on the same standards and competencies. For more information, see the Navigating Change 2020 Guidance document: https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations/Navigating-Next

[24] Preschool teaching staff must have a current teacher license and must have, at minimum, a current Elementary Education license. A Kansas license in ECE is recommended. KSDE encourages school districts to hire teachers who have one of the following: Early Childhood Unified, Birth to Grade 3 license (ECU); Childhood Unified, Birth to Kindergarten license (ECU); ECE license (EC); Early Childhood Handicapped (ECH) license; or Early Childhood endorsement with a license in Elementary Education. Other accepted qualifications for teachers include Elementary Education, K-6 or K-9.

[25] Regulations are currently going through a legal process that will make elementary (K-6/K-9) a pre-K -6 endorsement, which means program standards will be adjusted to reinforce the pre-K piece in an elementary program. The same set of regulations will create an add-on endorsement for prekindergarten generalist that can be added to an elementary license.

[26] In October 2020, KSBE declared a time of emergency whereby any person holding a five-year substitute teaching license or an emergency substitute teaching license or certificate with a baccalaureate degree may teach through June 30, 2021.The extension increases the available number of days a substitute teacher may teach in any one assignment.

[27] It is strongly recommended that school districts employ paraprofessionals or aides who have at least a CDA or AA in early childhood education or a related field. Other accepted qualifications for assistant teachers are: HSD or GED with 48 credit hours at an institution of higher education; OR an AA (or higher); OR Pass a State approved assessment that determines an ability to assist in instructing reading, writing, and mathematics; or reading, writing, and mathematics readiness.

[28] Teachers and assistant teachers must participate in at least 15 hours of in-service training annually. PD should address the curriculum model in use as well as other developmentally appropriate topics of early childhood learning. Examples include training through TASN and KCCTO.

[29] Two years of mentoring is required for a licensed teacher (lead teacher) to move from a two-year initial license to the five-year professional license. One year of mentoring is also required for a licensed education leader (administrator) to move from an initial license to the five-year professional license. The mentoring program provides one year of structured, intensive support for the new teachers/specialists, with a documented plan for providing a second year of support if needed. Support during the initial year of structured, intensive support must include: weekly communication; at least three annual observations (virtual or in person); and a system for mentor to provide reflective verbal dialogue and feedback.

[30] Allocated funding was $4.2 million from the Children's Initiatives Fund (state dedicated master tobacco settlement funds) and $4,132,317 in TANF federal funding. Data reported represents actual expenditures by grantees.

[31] Kansas Preschool Pilot is one source of funding in these programs; most combine with other state and federal funding sources.

[32] As of February 2021, state policymakers have not passed changes to the state school finance formula during the 2021 legislative session. For the 2020-2021 school year, students engaged in remote learning on Count Day can be included in a district's enrollment. See https://www.ksde.org/Teaching-Learning/Resources/Navigating-

Change-Kansas-Guide-to-Learning-and-School-Safety-Operations. Preliminary enrollment data indicates a 14% decline in the number of Preschool-Aged At-Risk students enrolled statewide. For most parts of the school finance formula, there is a hold-harmless provision: for enrollment purposes the state uses the higher of the K-12 enrollment from the current year and preceding year. Preschool-Aged At-Risk enrollment is funded in the current year, like a weighting - the intention was that if a district began a new program, they do not have to wait a year to receive funding. However, that means that if Preschool-Aged At-Risk enrollment declines, the district's Preschool-Aged At-Risk funding declines.

[33] Kindergarten Readiness and Early Childhood are a component of Kansas Education Systems Accreditation (KESA), which includes outside visitation teams. More information is available at https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/K-12-Accreditation-Home/KESA

[34] On March 15, Gov. Kelly recommended that the KSDE temporarily close schools to develop guidance for the remainder of the school year. On March 17, Gov. Kelly issued Executive Order 20-07, closing K-12 school buildings or facilities. Licensed child care has been able to remain open for the duration of the pandemic, including licensed child care facilities that contract with school districts to deliver pre-K.

[35] Depending on the number of hours a program may have already put in, the number of days varied.

[36] Schools were able to decide locally how they could best serve children remotely. Districts had to submit a waiver describing how they would continue services through the remainder of the school year and include their preschool programs in these waivers. Waivers were reviewed by KSDE staff to ensure preschool programming was addressed.

[37] School districts received guidance regarding ESSER funds, which reinforced that they must, to the greatest extent practicable, continue to pay employees and contractors during pandemic.

[38] Preschool-Aged At-Risk programs and Kansas Preschool Pilot grantees were required to pay hourly employees during the balance of the 2019-2020 school year.

[39] The Governor urged schools to delay the start of the 2020-2021 school year until after Labor Day but the KSBE did not adopt this; the choice was a local decision. Many schools delayed start to allow for increased PD and preparation for safe buildings. Schools re-opened in one of three ways: remote, hybrid, or on-site.

[40] Varied depending on local risk levels, local health department recommendations, and parent choice. Most school districts operating on-site and hybrid also allowed families to opt for remote services for their students.

[41] The state has not allocated state dollars specifically to preschool programs. Federal CARES Act funds have been used to purchase reusable masks for school districts and for remote learning grants for school-aged students. State ESSER funds were provided to all school districts; state-allocated funds were distributed to support special education funding.

KANSAS - Kansas Preschool-Aged At-Risk

[1] In 2019-2020, 231 of 286 school districts received Preschool-Aged At-Risk funding to serve students; this represents roughly 97 of 105 counties. County boundaries do not necessarily align to district boundaries. Funding is available to all school districts who are able to abide by the assurances, but only 231 out of the 286 school districts accessed this program in 2020.

[2] For the 2019-2020 school year, the Kansas Department of Education (KSDE) allocated slots on a competitive basis. Over the course of the year, auditors reallocated slots. All 4-year-olds who met at-risk criteria and were enrolled and attending on Count Day in a district offering an approved program were funded for the 2019-2020 school year. State statute allows 3-year-olds to be funded, but this did not happen in 19-20 due to limited state funds. In 2020-2021, all 4-year-old eligible Preschool-Aged At-Risk students will be funded.

[3] Preschool-Aged At-Risk funding is part of the school finance formula, such that a decrease in the number of eligible students enrolled on the state's designated Count Day will decrease state aid.

[4] The Kansas school finance formula includes two types of students - preschool-aged at-risk students and preschool-aged students with disabilities. All 3- and 4-year-olds with IEPs who are enrolled on Count Day are counted exactly the same as Preschool-Aged At-Risk students in the school finance formula. In 2019-2020 there were 7,190 preschool-aged students with IEPs enrolled on Count Day and funded in the school finance formula. Districts reported an additional 7,978 enrolled preschoolers who did not generate school finance funding; this is likely an underestimate of locally-funded preschool students.

[5] Grantees must provide a minimum of 465 instructional hours of developmentally appropriate educational activities for each child during the school year. Programs are encouraged to build in additional days to ensure these minimum hours are met or exceeded.

[6] Guidance allowing districts to count remote learners is found at https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations

[7] In 2019-2020, no 3-year-olds were funded. Students who are age-eligible for kindergarten do not generate Preschool-Aged At-Risk funds.

[8] To qualify for Preschool-Aged At-Risk Preschool Program funding, children must be enrolled on September 20, 2019. In addition, children must meet one of the following risk factors: (1) Qualifies for Free lunch program, or family income is below 130% of the FPL; (2) Single parent families; (3) Kansas Department for Children and Families (DCF) referral; (4) Teen parent(s); (5) Either parent is lacking a high school diploma or GED at the time of enrollment; (6) Limited English Proficiency; (7) Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills; (8) Child qualifying for migrant status. There is not a minimum percentage of students in each program who must qualify based on income alone. Students who qualify based on income also trigger the at-risk weighting in the school finance formula. In most districts this means that, in addition to generating 0.5FTE in headcount enrollment, the district generates .484*BASE in at-risk aid. Some districts qualify as high-density at-risk and get a weighting larger than .484. In 2019-2020, 4,723 Preschool-Aged At-Risk students and 2,585 preschool-aged students with IEPs qualified as at-risk based on income. The 19-20 BASE was $4,436, so preschool students generated at least .484*(4,723+2,585)*$4,436=$15,690,451 in at-risk aid (separate from preschool-aged at-risk enrollment state aid).

[9] If auditors determine children do not meet at-risk criteria, the district does not receive Preschool-Aged At-Risk funding for those students. The state reallocates funding from districts with unfilled slots to those with slots that are filled but unfunded once audits are finalized for the year.

[10] KSDE changed the maximum class size from 25 to 20 for the 2020-2021 school year. (This change was made prior to COVID-19.)

[11] Navigating Change 2020 includes operations guidance (class sizes, cohorting, physical distancing, etc.): https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations

[12] Starting in the 2020-21 school year, KSDE added the requirement that programs must provide at least one meal or snack per classroom session to all children attending the program. Schools can choose the method of delivery (for example, curbside pickup) and a family can choose to decline; the school is not required to deliver to families' homes.

[13] Grantees must make available screenings for hearing and vision as required by federal, state, and/or local law, and ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child's family. KSDE recommends that programs use the ASQ:3 and ASQ:SE-2. Programs may determine timing of screenings. Developmental Screenings are required, but the state does not specify a psychosocial/behavioral screening be part of this screening, although most developmental screenings include this information.

[14] Grantees must submit locally developed plans showing how they will provide parenting support or training; parent involvement activities; referral to social services; and transition to kindergarten activities. Also, all grantees must make available services such as transportation, health services, and appropriate nutritional meals, in addition to screenings for hearing and vision as required by federal, state, and/or local law.

[15] See operations guidance: https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations

[16] For a child to qualify for the Preschool-Aged At-Risk program based on the Limited English Proficiency criterion, the student must qualify for the bilingual weighting and ESOL services must be provided (meeting Kansas program Guidance).

[17] Only a qualified ESOL teacher can deliver services to count for the bilingual weighting. This might be the lead teacher, assistant teacher, administrator, or another staff member.

[18] In addition to federal Title III funds, the state school finance formula includes a bilingual weighting that applies to all children counted in headcount enrollment, including preschool-aged at-risk and preschool-aged students with disabilities. See page 6 of http://www.kslegresearch.org/KLRD-web/Publications/Education/2019-School-Finance-System-Overview.pdf. Also, the KSDE Standards team includes an English Learners Consultant.

[19] The team member who oversees early childhood special education and the team member who oversees the Kansas Preschool Pilot work together very closely to coordinate services for preschool children with special needs.

[20] The 619 coordinator is working closely with school districts across the state to improve Early Childhood Least Restrictive Environment.

[21] See COVID-19 special education guidance: https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education

[22] A list of alignments is posted at https://kskits.drupal.ku.edu/7-alignments. Also, Kansas revised the Kansas Family Engagement and Partnership Standards for Early Childhood in 2019: https://www.ksde.org/Portals/0/Early%20Childhood/Kindergarten/2019%20Kansas%20Family%20Engagement%20and%20Partnership%20Standards%20for%20Early%20Childhood.pdf

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[34] There are explicit salary requirements for state funded pre-K teachers in public schools, but benefits are determined locally. There is a minimum starting salary of $33,500 for lead teachers in public settings. School districts determine the salary schedule for percent increases based on experience. There are no salary requirements for teachers in Head Start or other community based settings.

[35] This program is just one component of the state school finance formula; this does not include funding generated by other weightings for these preschool students in the school finance formula. School districts use a variety of funding sources to support their local programs. The Kansas school finance formula is funded by state general funds. In the 2019-2020 application, participating programs reported using the following additional funding sources: Early Childhood Block Grant (Master Tobacco Settlement Agreement), Categorical Aid/Special Education Funding, McKinney-Vento, Title I, Title II, Head Start, CCDBG, CACFP, Kansas Preschool Pilot (both TANF and Master Tobacco Settlement), state at-risk funding, parent fees/tuition, Kansas Parents as Teachers, local grants/funding, school district general funds, and other sources of funding such as Federal Impact Aid, Striving Readers grant, Small & Rural Schools Grant, and other private grants.

[36] For the 2020-2021 school year, students engaged in remote learning on the state's designated Count Day can be included in a district's enrollment. Preliminary enrollment data indicates a 14% decline in the number of Preschool-Aged At-Risk students enrolled statewide, which will result in funding declines based on the way preschool is funded in the state school finance formula.

[37] Kindergarten Readiness and Early Childhood are a component of Kansas Education Systems Accreditation (KESA), which includes outside visitation teams. More information is available at https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/K-12-Accreditation-Home/KESA

[38] On March 15, Gov. Kelly recommended that the KSDE temporarily close schools to develop guidance for the remainder of the school year. On March 17, Gov. Kelly issued Executive Order 20-07, closing K-12 school buildings or facilities. Licensed child care has been able to remain open for the duration of the pandemic, including licensed child care facilities that contract with school districts to deliver pre-K.

[39] Depending on the number of hours a program may have already put in, the number of days varied.

[40] Schools were able to decide locally how they could best serve children remotely. Districts had to submit a waiver describing how they would continue services through the remainder of the school year and include their preschool programs in these waivers. Waivers were reviewed by KSDE staff to ensure preschool programming was addressed.

[41] School districts received guidance regarding ESSER funds, which reinforced that they must, to the greatest extent practicable, continue to pay employees and contractors during pandemic. Preschool-Aged At-Risk programs and (Kansas Preschool Pilot grantees) were required to pay hourly employees during the balance of the 2019-2020 school year.

[42] The Governor urged schools to delay the start of the 2020-2021 school year until after Labor Day, but the KSBE did not adopt this; the choice was a local decision. Many schools delayed start to allow for increased PD and preparation for safe buildings. Schools re-opened in one of three ways: remote, hybrid, or on-site.

[43] Varied depending on local risk levels, local health department recommendations, and parent choice. Most school districts operating on-site and hybrid also allowed families to opt for remote services for their students.

[44] The state has not allocated state dollars specifically to preschool programs. Federal CARES Act funds have been used to purchase reusable masks for school districts and for remote learning grants for school-aged students. State ESSER funds were provided to all school districts; state-allocated funds were distributed to support special education funding.

KENTUCKY - Kentucky Preschool Program (KPP)

[1] The Kentucky Department of Education (KDE) contracts with five regional training centers to provide peer to peer training, consultation, technical assistance and materials to personnel for local school districts and other agencies operating programs for preschool children with disabilities and at-risk preschool children.

[2] The Kentucky Preschool Program (KPP) is required to serve children for at least 2.5 hours per day plus a meal which usually totals at least three hours. In 2019-2020, there were 78 full-day programs, 73 half-day programs, 20 programs offering both full-day and half-day options, and 3 programs contracting for services. Statewide, in total, there were 486 half-day sessions and 731 full-day sessions offered.

[3] The standard program operation is 4 or 5 days per week. Other schedules must be approved by the Kentucky Board of Education (KBE). Districts may use one of the weekdays for home visits, parent education, special education evaluations, and other work related to providing comprehensive preschool services.

[4] The preschool program is required to follow the school year calendar. However, because of the comprehensive nature of the program, school districts are permitted to begin preschool classroom instruction later in the school year and end instruction earlier in the school year to ensure full implementation, including screenings, special education meetings, home visits and family education services.

[5] The KBE temporarily waived the requirement for school districts to receive the commissioner of education's approval when adopting locally designed programs. The board agreed given the current state of emergency and likelihood that most districts will utilize a program schedule outside the standard preschool program schedule, it is not practical for every school district to submit a locally designed preschool program and request approval.

[6] Kindergarten children with disabilities may attend the preschool program under limited circumstances. The Admissions and Release Committee (ARC) decides the best placement for children with special needs. If the best placement option for a five-year-old child with disabilities is the preschool program, and space is available in the program, the child is placed in preschool but identified as a first-year primary student (kindergarten). No preschool funds may be used to support this child. In addition, non-age-eligible children may enroll if space is available.

[7] Four-year-old children whose family income is up to 160% FPL are eligible to attend the preschool program. Three-year-old children with disabilities requiring specially designed instruction enroll on their third birthday, when transitioning from Part C to Part B services, or when they are determined eligible for special education services. Four-year-old children who are homeless or in foster care are categorically eligible for state-funded preschool.

[8] If space is available, districts may charge tuition to non-eligible children. Some districts offer a sliding scale payment which is based on annual gross income and family size. Tuition children are not counted in enrollment figures as they are ineligible for KPP funding.

[9] When bringing students back into buildings for targeted services and instruction, KDE recommends no more than 15 individuals in a classroom at any given time, including adults. Schools are expected to practice social distancing, cloth face coverings, screenings, sanitation and contact tracing.

[10] When reopening classrooms to in-person instruction, preschool programs are expected to follow KDE and Department of Public Health (DPH) guidelines. Classrooms must be set up in a reduced capacity that allow for social distancing. School districts may use a capacity calculator available online when considering the capacity of each classroom based on the usable square footage. More resources are available here: https://education.ky.gov/comm/Pages/COVID-19-Reopening-Resources.aspx

[11] School districts are required to serve breakfast or lunch for a half-day program. Full-day programs serve both breakfast and lunch.

[12] Child development and health screenings must by completed within 30 days of enrollment. A vision exam is required by January 1 of the year of enrollment by a qualified specialist. Districts are required to contact parents/legal guardians if any screening results indicate a need for further assessment by a specialist, follow-up, or referral for special education and related services or other appropriate resources. Information about preventative health exams is available on KDE's website: https://education.ky.gov/districts/SHS/Pages/Health-Forms.aspx

[13] The preschool timeline for developmental and health screenings was temporarily waived by the KBE.

[14] Two home visits are required each year. Also, the preschool program has access to Family Resource Centers (FRCs) for support services and referrals. For districts that blend with Head Start, additional services may be available to state-funded students.

[15] A requirement for two preschool home visits each year was temporarily waived by the KBE. More information is available here: https://www.kentuckyteacher.org/news/2020/08/kentucky-board-of-education-grants-additional-covid-19-flexibility-to-the-commonwealths-school-districts/

[16] School districts must implement mitigation strategies identified in the COVID-19 Considerations for Reopening Schools: Pupil Transportation document when transporting students, including preschool students. More information is available here:https://education.ky.gov/comm/Documents/Reopening%20Transportation%20FINAL.pdf

[17] The DPH's Early Childhood Branch is responsible for administering First Steps (Part C). The KDE's School Readiness Branch (Office of Special Education and Early Learning (OSEEL), the Division of IDEA Implementation and Preschool (DIIP)) oversees administration of state-funded preschool, including Kentucky's preschool services for 3- and 4-year-old children with disabilities. Staff work closely with the agency's K-12 special education staff to support preschool service delivery.

[18] Kentucky is divided into five early childhood regional areas. Each regional training center (RTC) received IDEA funding to support school districts with implementing preschool services to children with disabilities.

[19] School districts are required to implement mitigation strategies provided in the COVID-19 Considerations for Reopening Schools: Exceptional Learners and Preschool Students document. More information is available here: https://education.ky.gov/comm/Documents/Reopening%20Considerations%20for%20Exceptional%20Learners%20and%20Preschool%20FINAL.pdf

[20] In 2019 and 2020, the standards were revised by a subcommittee of Kentucky's Early Childhood Advisory Council with support from work groups and national experts. Final steps in the process were impacted and delayed by COVID-19. A tentative roll out of the revised standards is anticipated by June 2021 with training and support to follow in late 2021 and early 2022.

[21] Based on a list of recommendations in the Kentucky Continuous Assessment Guide for classroom/instructional assessments, KDE has approved five assessments for preschool programs: (1) AEPS; (2) Carolina Curriculum for Infants/Toddlers/Preschoolers; (3) Teaching Strategies GOLD; (4) COR Advantage; and, (5) Work Sampling (WSS). Most programs have selected and implemented TS GOLD.

[22] In 2019, Kentucky used PDG grant funding to support implementation of early childhood standards work. Kentucky's Regional Training Centers provided support to school districts with curriculum decision-making and implementation, with specific focus on support for children with disabilities.

[23] Kentucky's list of preschool assessment choices was developed with input from early childhood experts, and results are used in reporting children's progress towards meeting the Kentucky Early Childhood Standards and the Office of Special Education Program (OSEP) Child Outcomes. More about Kentucky's preschool assessments is available here: https://www.kedsonline.info/state-funded-preschool.

[24] Assessment timelines were not changed during COVID-19 so programs would not have to change their online assessment seasons. However, assessment practices and data collection were impacted by the pandemic as indicated by a drop in the number and percentage of students assessed in the Spring of 2020.

[25] The timeline for the KEA was temporarily waived by the KBE. More information is available here: https://education.ky.gov/AA/Assessments/Pages/K-Screen.aspx

[26] The Interdisciplinary Early Childhood Education (IECE) certification, birth to primary (kindergarten), is the unified special and general education certification for Kentucky early childhood teachers. When state-funded preschool and Head Start classrooms are blended, the higher standard applies, thus the lead teacher must have IECE certification even if the teacher is employed by Head Start.

[27] In 2019-2020, there were 1,014 IECE certified teachers, 50 certified with letters of exemption (K-Letter, 40; CD-Letter, 7; SPED-Letter, 3), 43 Preschool Associates, 66 emergency certified, and 44 other.

[28] In Title I schools, assistant teachers must complete two years of higher education, hold an associate degree or achieve an acceptable score on the Kentucky Paraeducator Assessment (KPA). Kentucky continues to review the possibility of recognizing the CDA as equivalent to the KPA for Title I qualification. All preschool assistant teachers are required to have 18 clock hours of training each year.

[29] Classroom embedded support is provided to Kentucky's certified teachers at the local level. The sequence and scope of this support is determined locally by school districts. Kentucky follows the Danielson Framework in promoting teacher professional growth and development, for more information about Kentucky's Professional Growth and Effectiveness System (PGES) see: https://education.ky.gov/teachers/PGES/Pages/PGES.aspx

[30] These are unaudited totals available to OSEEL at the time of filing the NIEER report.

[31] There was no change in the overall level of preschool funding. However, the state legislature did not renew the preschool partnership grant (PPG) program in 2020-2021, and these funds were redirected to the basic grant allocation for preschool.

[32] Due to the COVID-19 pandemic, the requirements to renew STARS level certification were temporarily waived in the Spring of 2020 and again in the 2020-2021 school year. In-person assessments of classroom quality did not occur at this time. Any monitoring will be conducted virtually with focus on staff interviews and document reviews.

[33] Beginning in 2019-2020, Kentucky adopted new procedures for evaluating state-funded preschool programs on an annual application process. Each year KDE will make a determination of preschool program approval consistent with the same levels used by the Division of Monitoring and Results, Office of Special Education and Early Learning: (1) Meets Requirements; (2) Needs Assistance; (3) Needs Intervention; and (4) Needs Substantial Intervention. KDE will provide districts with the degree of support needed depending on the level of "Annual Determination". Information and data entered into the Grant Management Application and Planning system (GMAP) are evaluated and used to create annual determinations of state-funded preschool programs.

[34] On March 12, 2020, Governor Andy Beshear recommended all public and private schools close to help control the spread of COVID-19 across Kentucky. All public school districts made the decision to do so, including state-funded preschool programs.

[35] School districts continued to provide instructional services through the Spring, including services to preschool students. At its March 18 meeting, the KBE voted to allow all districts to join the nontraditional instruction (NTI) program. This program, typically used during winter months for bad weather, allows instruction to continue even while schools are closed.

[36] In the Spring, state requirements related to in-person home visits and Kentucky All STARS certification were temporarily waived by the KBE.

[37] Most school districts reopened with virtual options in Fall 2020. However, some districts physically opened preschool classrooms with a hybrid model of teaching and learning (in-person 2 days a week, virtual 2 or 3 days a week).

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

[1] The Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund, commonly known as the 8(g) fund, was established in 1986 in the state constitution by Louisiana voters to improve the quality of education in the state. This legislation permanently dedicated the proceeds from an oil and gas royalty settlement with the federal government for the benefit of elementary, secondary, and higher education. The Louisiana Board of Elementary and Secondary Education (BESE) receives allocations annually from the earnings of the Trust fund to be spent for prekindergarten through 12th grade projects and programs. This grant program doesn't solely provide allocations for high quality early childhood education. This is one of the four priority areas of the grant program that agencies can select to use their allocations.

[2] Districts receive an allocation based on the October 1 student count from the previous year and make a determination to use the allocated funds for the High Quality Early Childhood/Pre-K focus area. In 2019-2020, five districts did not use their allocation for the High Quality Early Childhood/Pre-K focus area.

[3] Many schools offer before and after school programs for this population, but the state doesn't track or subsidize this activity.

[4] Due to COVID-19 and hurricanes, many schools have adjusted their schedules which could have affected the preschool operating schedule. Because 8(g) students are intertwined in classes with LA 4 students, the local districts follow guidance from the LDE for all pre-K. In addition to the Department's Strong Start 2020 guidelines and in coordination with the Reopening Guidelines and Resources, the State developed a set of requirements for implementation of publicly funded virtual pre-K. When implementing virtual pre-K, LEAs were required to ensure the following: (1) Lead teachers meet all certification criteria as required by program type, (2) Children are provided with materials and guided instruction that follow a high-quality Tier I pre-K curriculum which is aligned to the Louisiana Birth to Five Early Learning and Development Standards and promotes kindergarten readiness (3) There is a strategic communications plan to connect with every student on a daily basis, provide weekly feedback on students' work, and communicate a family's role in supporting their child's continuous learning, and (4) Programs offer versatile delivery methods for instruction, related services, and PD. Satisfactory compliance with the above points ensured that LEAs have aligned virtual programs with pre-K program guidelines.

[5] Priority is given to students at or below 200% FPL. However, if all income eligible children are otherwise served, additional students may also be served if they are screen and deemed "developmentally unprepared." After this, a decision could be made locally to serve a student with one of the aforementioned risk factors. Additional risk factors are locally determined.

[6] Some districts may charge tuition for any child who does not meet eligibility requirements (at or below 200% FPL). Tuition will be no more than the average amount expended per pupil on those children from who no tuition may be required, excluding any amount attributable to the provision of classroom space and utility costs.

[7] All meals and snacks must meet USDA/CACFP guidelines.

[8] Meals and snacks should still be provided to children attending in person. Virtual students are exempt.

[9] This program strongly encourages vision and hearing screenings. Other screenings are determined locally. Because these screenings may be a requirement of other state-funded programs, those students identified as 8(g) usually receive the screenings.

[10] Timelines for obtaining the required screenings have been flexible as some screening providers are not performing in person visits at this time. In addition, children who are attending virtually may be exempted from this requirement if they are unable to attend in person.

[11] 8(g) doesn't require that these services must be offered thought they are strongly encouraged. However, since most districts have other early childhood programs that require these services, 8(g) students often benefit from them.

[12] LDOE oversees both early childhood special education and the state-funded preschool programs. As a result, the LDOE works collaboratively with LEAs to ensure that any child who is eligible will receive timely evaluations and placement of services.

[13] If teachers are providing services, meaning that they hold the IEP folder, an early intervention certification is required. However, a general education teacher that has a child with an IEP in their class may not hold the early intervention certification.

[14] Any school system that is offering a virtual or hybrid model of instruction is still required to provide early childhood special education services to any child with an IEP. Only when a school is closed for all students, will requirements be lifted for children with IEPs. Service providers are considered essential personnel and are still allowed to enter early childhood programs to provide services, unless the IEP team with consent from the families determine they would like the child to receive virtual services or tele-intervention.

[15] Providers are required to assess children using TS GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.

[16] Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.

[17] In the Spring of 2020, in response to the COVID-19 pandemic, Early Childhood assessments were waived due to the shift to virtual learning, including the TS GOLD Spring checkpoint.

[18] The Department provided guidance for virtual learning. Deadlines were extended for submitting results as a result of COVID-19 and the hurricanes. However, there were not significant reductions in what was required to be reported.

[19] Effective June 1, 2002, Louisiana issued a Prek-3 license, instead of a standalone Nursery School and Kindergarten license. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years.

[20] All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of 'highly qualified,' which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.

[21] While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.

[22] The program is funded through the State General Statutory Dedication. BESE allocated $9,343,309 to local education agencies for FY 2019-2020 8(g) Student Enhancement Block Grant Program. There is not a state reimbursement rate. A total of $9,016,600 was allocated for high-quality early childhood programs. Districts received a base amount of $55,000 and a per pupil amount of $9.13. In addition, $275,000 was allocated to LDE to administer the 8(g) Statewide Early Childhood Care and Education Network Expansion Program. Agencies are reimbursed for their approved expenditures up to their approved budget amounts.

[23] Due to declining revenue from investment earnings and royalties, the Louisiana Quality Education Support Fund - 8(g) will have fewer funds to distribute in FY2020-2021 than previously estimated. The agencies will experience a reduction of approximately 27% of the grant award for FY 2020-2021.

[24] During the 2020-2021 Academic Year, the BESE passed an Emergency Rule for Bulletin 140, requiring that all classrooms be observed once and that classrooms scoring

below a 4.50 (CLASS) in the fall be observed a second time in the spring. Additionally, the Department limited in-person observations conducted by external observers in December in response to statewide increases in COVID-19 positivity and incidences, meaning more observations have been conducted virtually this year than before.

[25] The state may not require site visits, but a regular monitoring cycle of site visits for 20-25 programs per year has been in effect since the 2013-2014 year. These evaluations and site visits are conducted by independent program evaluators employed by the oversight agency. In the interim years, programs will be visited by BESE staff to monitor progress.

[26] All providers were closed due to the Governor's stay at home order. However, programs were encouraged to develop a virtual or home based model of learning for their preschool students in the Spring. The Department issued Strong Start 2020 Guidelines as well as the Reopening Guidelines and Resources guidance in the Fall. In addition, the Department developed a set of requirements for implementation of publicly funded virtual pre-K. When implementing virtual pre-K, LEAs must ensure the following: (1) Lead teachers meet all certification criteria as required by program type, (2) Children are provided with materials and guided instruction that follows a high-quality Tier I pre-K curriculum which is aligned to the Louisiana Birth to Five Early Learning and Development Standards and promotes kindergarten readiness, (3) There is a strategic communications plan to connect with every student on a daily basis, provide weekly feedback on students' work, and communicate a family's role in supporting their child's continuous learning, and (4) Programs offer versatile delivery methods for instruction, related services, and professional development. Satisfactory compliance with the above points ensured LEA's have aligned virtual programs with pre-K program guidelines.

[27] The agencies were eligible to receive reimbursement for expenditures that were deemed allowable and assisted with the continuation of learning for the students they served.

[28] Guidance by Louisiana Department of Education was provided that allowed for LEAs to decide on the best method of instruction. The weather events (several hurricanes) also played a major role in the reopening of schools.

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

[1] The seven individuals are shared across the Cecil J. Picard LA 4 Early Childhood Program (LA 4) & the Nonpublic Schools Early Childhood Development Program (NSECD).

[2] A total of 66 out of 69 geographic school districts, 41 charter schools, and one tribal school received allocations for the LA 4 program during the 2019-2020 school year. Any LA 4 provider not under the school district's jurisdiction operates as its own independent LEA. This results in a total of 108 LA 4 participating school systems.

[3] Districts are not required to offer the program, though public school districts will receive funding if it is requested. Seats are allocated competitively based on demand, network performance and strategic planning. Due to limited funds, programs must apply for funding through the Coordinated Funding Request.

[4] The State saw increased numbers in Fall 2019 due to the conclusion of the Preschool Expansion Grant and funds being shifted to accommodate additional children in those diverse delivery settings. With the ongoing COVID-19 pandemic still present in Fall 2020, enrollment numbers statewide were lower in August, but the State has seen a steady increase through September and October.

[5] Children who have special needs may participate in the LA 4 program if they meet the household income and age eligibility requirements. Eligible children who are funded through this program will be counted in the total enrollment but are not counted separately.

[6] Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.

[7] In addition to the Department's Strong Start 2020 guidelines and in coordination with the Reopening Guidelines and Resources, the State developed a set of requirements for implementation of publicly funded virtual pre-K. When implementing virtual pre-K, LEAs were required to ensure the following: (1) Lead teachers meet all certification criteria as required by program type, (2) Children are provided with materials and guided instruction that follows a high-quality Tier I pre-K curriculum which is aligned to the Louisiana Birth to Five Early Learning and Development Standards and promotes kindergarten readiness, (3) There is a strategic communications plan to connect with every student on a daily basis, provide weekly feedback on students' work, and communicate a family's role in supporting their child's continuous learning, and (4) Programs offer versatile delivery methods for instruction, related services, and professional development. Satisfactory compliance with the above points ensured that LEAs have aligned virtual programs with pre-K program guidelines.

[8] Tuition may be charged for any child who does not meet eligibility requirements (at or below 200% FPL). The sliding tuition will be no more than the average amount expended per pupil on those children from whom no tuition may be required, excluding any amount attributable to the provision of classroom space and utility costs.

[9] Meals and snacks should still be provided to children attending in person. Virtual students are exempt.

[10] Schools are required to report twice a year who conducts screenings and when they are conducted. Screenings that are not required are strongly encouraged and determined at the local level.

[11] Timelines for obtaining the required screenings have been flexible as some screening providers are not performing in person visits at this time. In addition, children who are attending virtually may be exempt from this requirement if they are unable to attend in person.

[12] Programs should provide, at a minimum: parent conferences (at least two per year); opportunities for families to volunteer or participate in program activities; written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences; linkages to services such as G.E.D., adult literacy training, and referrals for medical, housing/utilities assistance, etc.; and family engagement activities that involve parents/caregivers in their child's education.

[13] LDOE oversees both early childhood special education and the state-funded preschool programs. As a result, the LDOE works collaboratively with LEAs to ensure that any child who is eligible will receive timely evaluations and placement of services.

[14] If teachers are providing services, meaning that they hold the IEP folder, an early intervention certification is required. However, a general education teacher that has a child with an IEP in their class may not hold the early intervention certification.

[15] Any school system that is offering a virtual or hybrid model of instruction is still required to provide early childhood special education services to any child with an IEP. Only when a school is closed for all students, will requirements be lifted for children with IEPs. Service providers are considered essential personnel and are still allowed to enter early childhood programs to provide services, unless the IEP team with consent from the families determine they would like the child to receive virtual services or tele-intervention.

[16] Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.

[17] Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.

[18] In response to the COVID-19 pandemic, Early Childhood assessments were waived due to the shift to virtual learning, including the TS GOLD Spring checkpoint.

[19] The Department provided guidance for virtual learning and extended the deadline for submitting results as a result of COVID-19 and the hurricanes. There were not significant reductions in what was required to be reported. The guidance the Department issued about this is located here. There were also webinars that were provided by the vendors to offer support for virtually capturing item sets.

[20] For mixed-delivery LA 4 programs housed in child care centers, teachers must meet the same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K-3 license instead of stand-alone Nursery School and Kindergarten licenses.

[21] All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of 'highly qualified,' which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.

[22] While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.

[23] The program is funded through state General Funds.

[24] During the 2020-2021 academic year, BESE passed an Emergency Rule for Bulletin 140, requiring that all classrooms be observed once and that classrooms scoring below a 4.50 (CLASS) in the fall be observed a second time in the spring. Additionally, the Department limited in-person observations conducted by external observers in

December in response to statewide increases in COVID-19 positivity and incidences, meaning more observations have been conducted virtually this year than before.

[25] All providers were closed due to the Governor's stay at home order. However, programs were encouraged to develop a virtual or home based model of learning for their preschool students in the Spring. The Department issued Strong Start 2020 Guidelines as well as the Reopening Guidelines and Resources guidance in the fall. In addition, the Department developed a set of requirements for implementation of publicly funded virtual pre-K. When implementing virtual pre-K, LEAs must ensure the following: (1) Lead teachers meet all certification criteria as required by program type, (2) Children are provided with materials and guided instruction that follows a high-quality Tier I pre-K curriculum which is aligned to the Louisiana Birth to Five Early Learning and Development Standards and promotes kindergarten readiness, (3) There is a strategic communications plan to connect with every student on a daily basis, provide weekly feedback on students' work, and communicate a family's role in supporting their child's continuous learning, and (4) Programs offer versatile delivery methods for instruction, related services, and professional development. Satisfactory compliance with the above points ensured LEA's have aligned virtual programs with pre-K program guidelines.

[26] The attendance requirement for LA 4 was waived for the Spring. Payments continued in March, April, and May based on March enrollment numbers.

[27] Districts were encouraged to continue to pay their diverse delivery sites so that those sites could maintain their staff capacity in the event of reopening.

[28] The Department received Cares Act funds, which were used for purposes other than funding additional seats. The LA 4 and NSECD programs were not directly impacted by the receipt of these funds.

[29] Some programs opted to start after Labor Day. In addition, several weather events (multiple hurricanes) in Louisiana prevented some districts from reopening until October or later.

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

[1] The seven individuals are shared across the Cecil J. Picard LA 4 Early Childhood Program (LA 4) & the Nonpublic Schools Early Childhood Development Program (NSECD).

[2] Seats are awarded to programs through the Early Childhood Community Network Coordinated Funding Request. Inclusion in this request for the NSECD Program is open to all state-approved nonpublic schools and quality-rated Type III child care centers statewide. Due to funding limitations, the Department prioritizes slot allocation to schools and centers located in parishes found to be in greatest need based upon the Early Childhood Risk and Reach Report. Not all parishes have representation in the application process.

[3] The State saw increased numbers in Fall 2019 due to the conclusion of the Preschool Expansion Grant and funds being shifted to accommodate additional children in those diverse delivery settings. With the ongoing COVID-19 pandemic still present in Fall 2020, enrollment numbers statewide were lower in August, but the State has seen a steady increase through September and October.

[4] Children who have special needs may participate in the NSECD program if they meet the household income and age eligibility requirements. Eligible children who are funded through this program will be counted in the total enrollment but are not counted separately.

[5] Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.

[6] In addition to the Department's Strong Start 2020 guidelines and in coordination with the Reopening Guidelines and Resources, the State developed a set of requirements for implementation of publicly funded virtual pre-K. When implementing virtual pre-K, LEAs were required to ensure the following: (1) Lead teachers meet all certification criteria as required by program type, (2) Children are provided with materials and guided instruction that follows a high-quality Tier I pre-K curriculum which is aligned to the Louisiana Birth to Five Early Learning and Development Standards and promotes kindergarten readiness, (3) There is a strategic communications plan to connect with every student on a daily basis, provide weekly feedback on students' work, and communicate a family's role in supporting their child's continuous learning, and (4) Programs offer versatile delivery methods for instruction, related services, and professional development. Satisfactory compliance with the above points ensured that LEAs have aligned virtual programs with pre-K program guidelines.

[7] Nonpublic schools determine their own tuition rates for children who do not meet the program's eligibility requirements.

[8] Meals and snacks should still be provided to children attending in person. Virtual students are exempt.

[9] Other than those indicated, screenings are not required, but are strongly encouraged and determined at the local level.

[10] Timelines for obtaining the required screenings have been flexible as some screening providers are not performing in person visits at this time. In addition, children who are attending virtually may be exempt from this requirement if they are unable to attend in person.

[11] Programs should provide, at a minimum: parent conferences (at least two per year); opportunities for families to volunteer or participate in program activities; written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences; linkages to services such as G.E.D., adult literacy training, and referrals for medical, housing/utilities assistance, etc.; and family engagement activities that involve parents/caregivers in their child's education.

[12] LDOE oversees both early childhood special education and the state-funded preschool programs. As a result, the LDOE works collaboratively with LEAs to ensure that any child who is eligible will receive timely evaluations and placement of services.

[13] When applicable, any provider that is offering a virtual or hybrid model of instruction is still required to provide early childhood special education services to any child with an IEP. Only when a school is closed for all students, will requirements be lifted for children with IEPs. Service providers are considered essential personnel and are still allowed to enter early childhood programs to provide services, unless the IEP team with consent from the families determine they would like the child to receive virtual services or tele-intervention.

[14] Providers are required to assess children using TS GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.

[15] Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.

[16] In response to the COVID-19 pandemic, Early Childhood assessments were waived due to the shift to virtual learning, including TS GOLD Spring checkpoint.

[17] The Department provided guidance for virtual learning and extended the deadline for submitting results as a result of COVID-19 and the hurricanes. There were not significant reductions in what was required to be reported. The guidance the department issued about this is located here. There were also webinars that were provided by the vendors to offer support for virtually capturing item sets.

[18] NSECD teachers must be certified in early childhood or working toward certification; those not already certified must have passed the Praxis I and taken all prerequisites to enroll in a Pre-K-3 or Early Interventionist alternate certification program. They must continually be enrolled and complete certification within three years of their hire date. Teachers with a kindergarten or Elementary Education Certificate must become an Early Childhood certified teacher by either taking the Praxis II or completing 12 hours of coursework within 18 months of their hire dates.

[19] New NSECD teacher assistants must be certified with at least a CDA or AA or higher in Early Childhood, Education, or Family Studies. Incumbent NSECD teacher assistants who are not state-certified must be enrolled in a CDA program or Early Childhood associate degree program, be continually enrolled, and complete the certification within three years of hire dates.

[20] While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.

[21] The program is funded through state General Funds.

[22] During the 2020-2021 academic year, BESE passed an Emergency Rule for Bulletin 140, requiring that all classrooms be observed once and that classrooms scoring below a 4.50 (CLASS) in the fall be observed a second time in the spring. Additionally, the Department limited in-person observations conducted by external observers in December in response to statewide increases in COVID-19 positivity and incidences, meaning more observations have been conducted virtually this year than before.

[23] All providers were closed due to the Governor's stay at home order. However, programs were encouraged to develop a virtual or home based model of learning for their preschool students in the Spring. The Department issued Strong Start 2020 Guidelines as well as the Reopening Guidelines and Resources guidance in the Fall. In addition, the Department developed a set of requirements for implementation of publicly funded virtual pre-K. When implementing virtual pre-K, LEAs must ensure the following: (1) Lead teachers meet all certification criteria as required by program type, (2) Children are provided with materials and guided instruction that follows a high-quality Tier I pre-K curriculum which is aligned to the Louisiana Birth to Five Early Learning and Development Standards and promotes kindergarten readiness, (3) There is

a strategic communications plan to connect with every student on a daily basis, provide weekly feedback on students' work, and communicate a family's role in supporting their child's continuous learning, and (4) Programs offer versatile delivery methods for instruction, related services, and professional development. Satisfactory compliance with the above points ensured LEA's have aligned virtual programs with pre-K program guidelines.

[24] The attendance requirement for NSECD was waived for the Spring. Payments continued in March, April, and May based on March enrollment numbers.

[25] Districts were encouraged to continue to pay their diverse delivery sites so that those sites could maintain their staff capacity in the event of reopening.

[26] The Department received Cares Act funds, which were used for purposes other than funding additional seats. The LA 4 and NSECD programs were not directly impacted by the receipt of these funds.

[27] Some programs opted to start after Labor Day. In addition, several weather events (multiple hurricanes) in Louisiana prevented some districts from reopening until October or later.

MAINE - Maine Public Preschool Program

[1] In the 2019-2020 school year, there was a vacant FTE position who assists in the day to day operations and monitoring of the state-funded preschool programs. The position was filled in March 2020. A third individual commits one quarter of her time to the oversight of the state-funded preschool program.

[2] School administrative units (SAUs) have the following governance structures: cities or towns with individual supervision, regional school units, regional school units doing business as school administrative districts and school administrative districts, community school districts, alternative organizational structures, unions of towns, Maine Indian education, Technology Center, Technology Region, and Education in the Unorganized Territory. The total number of SAUs changes regularly, due to new partnerships being formed or dissolved. Although there are 268 SAUs in Maine, only 194 could operate kindergarten and thus are eligible to operate pre-K.

[3] Preliminary data shows an overall decrease in preschool enrollment by about 1,500 students.

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

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

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

[7] Each SAU was asked to develop a plan for each risk category in which they may fall, (red, yellow and green). Plans for Red risk levels reflect fully remote operation. Plans for Yellow risk levels reflect a hybrid of both remote and in-person school days or fully remote instruction. Plans for Green risk levels reflect full in-person operation or a hybrid of in person and remote. Public Pre-K programs followed their districts' plans of operation. The plans being implemented may change throughout the year depending upon the percentage of COVID-19 cases in the community and/or school. The exact counts of SAUs operating in green, yellow or red plans risk levels was updated every other week.

[8] All eligibility, beyond age, is locally determined with the exception of the requirements of McKinney-Vento. Some SAUs without universal capacity select children on a first come, first served basis; use a lottery; or create a targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio portion of enrolled children.

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

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

[11] Districts are required to follow a six-foot distancing rule between students and adults in schools and classrooms. If the classroom space does not meet square footage requirements to safely enroll up to 16 preschoolers and two adults with proper distancing in place, then the maximum number of students must be decreased. Enrollment varied across classrooms based on square footage.

[12] Districts were still required to screen students, however, the timeframe and organization of this has been flexible as many families were accessing fully remote programs and preferred not to have staff in their homes for screening purposes.

[13] Programs must offer at least two parent-teacher conferences annually as well as show evidence of family engagement strategies.

[14] Transportation of all students is not required. If a district chooses to do so, it is recommended that they meet the standard of care as defined by "Guideline for the Safe Transportation of Preschool Age Children in School Buses."

[15] Physical distancing requirements applied to school-provided transportation. Some SAUs may have adjusted transportation availability for preschoolers depending upon available space and parent availability to provide transportation.

[16] Maine Public Preschool Programs consult with the department's Director of ESOL/Bilingual Programs & Title III as needed related to serving DLLs in our state-funded preschool program.

[17] The Early Learning Team (team that oversees state-funded preschool) and Child Development Services (agency that oversees all special education services) are housed within the same department of education. These two entities collaborate regularly to assure each team needs are met and addressed within the public preschool space.

[18] Other standards include K-12 Guiding Principles.

[19] Since COVID-19, regularly scheduled open office hours for early childhood teachers to support their overall classroom instruction is offered.

[20] Preschool assessments must be research-based and aligned with Maine's ELDS.

[21] The last quarter of learning in 2019-2020, assessment requirements were waived. For 2020-2021, assessment requirements are in place, however many districts have pushed back their first quarter end dates to allow teachers more time to assess students and collect evidence of learning.

[22] A teacher who is certified K-3 or K-8 may apply for 'conditional' endorsement and may teach in a public preschool setting. If a public preschool program is in partnership with a Head Start or private preschool the teacher must meet the same requirements as a public school employee.

[23] Two executive orders were released that impacted teacher certification. Any teachers whose renewal requirements were impacted by COVID-19 would be given an extra year (one-year extension); and any teacher who was newly applying would automatically have Praxis requirements waived. In addition, fingerprint requirement (CHRC) was waived and they we given a temporary COVID-19 CHRC without having the background check. The second order gave people 30 days from the second order to pass their background check or their certificate would lapse and created a Reciprocity Professional Certificate that gives teachers with out of state licenses the full comparable license in Maine (valid for 5 years); and the creation of an emergency certificate (valid 1 year, applicant must have either BA, be enrolled in ed prep program, or have equivalent work/life experience.)

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

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

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

[27] State staff are asked not to enter public school buildings at this time. The state considered the use of virtual observations.

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

[29] These will now be conducted virtually.

[30] Preschool programs changed their operation procedures based on the local district's decision. Most moved to remote settings.

[31] The last day of school was determined locally. Many districts submitted requests to end earlier than planned, resulting in fewer instructional days.

[32] The Maine DOE released a framework for reopening schools that includes some guidance related to remote instruction. Additionally, the Maine DOE's Early Learning Team released guidance specific to reopening public preschool.

[33] Maine SAU's were allocated federal CRF dollars to support Pre-K through 12. Local determinations were made regarding the use of ESSER funding. Preschool programs were offered devices through federal GEER funding.

[34] This varied by county and district based social-distancing needs.

MARYLAND - Maryland Prekindergarten Program

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

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

[3] Local school boards use local COVID-19 metrics and department of health guidance to determine how and when programs will operate, therefore school districts were offering either full-distance, hybrid, or traditional, in-person learning in Fall 2020.

[4] Not all children were dually enrolled in state-funded preschool and Head Start. Some local school systems are the Head Start grantee, while others are the delegate. Each local system determines how state preschool funds and Head Start funds are used together.

[5] Local School systems funded with State Supplemental Grant funds are required to provide a full-day.

[6] The requirement to provide 180-days of instruction has remained in place for the 2020-2021 school year, however, some programs are providing a full distance model while others are providing a hybrid model, and others are providing traditional learning. Schedules vary based on local metrics and local departments of health guidance for each jurisdiction. Community-based programs follow the Office of Child Care guidance and Head Start programs follow guidance from the Office of Head Start.

[7] Policy requires local school systems to have an early admissions policy to allow for enrollment of 3-year-olds who are otherwise eligible (economically disadvantaged or homeless) and who demonstrate educational needs warranting early admission into pre-K. Local school systems may create pre-K programs for 3-year-olds who are economically disadvantaged, homeless, or who lack school readiness. Early entrance to kindergarten is offered to children who demonstrate the need for grade acceleration to appropriately address their academic needs. Assessment for early entrance into kindergarten is locally determined.

[8] All children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. Remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families, but who exhibit a lack of readiness for school. Eligibility can be determined by other risk factors or criteria chosen by the local school system.

[9] State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this number, provided an overall program average of 20 is maintained. State child care regulations require a maximum class size of 20 and a staff to child ratio of 1:10 for 3- and 4-year-olds. In rare cases, if a classroom goes over 20, additional staff are added.

[10] For public schools, changes to class and/or ratio sizes were locally determined. For community-based child care programs guidance was provided by the Office of Child Care. Initially, the class size was decreased to 10 (including teachers and students), but returned to pre-COVID requirements in October 2020.

[11] Programs were not required to provide meals to preschoolers; however, many local school systems and community-based programs made meals available to students.

[12] Developmental and dental screenings are locally determined. Vision and health screenings and referrals are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled.

[13] Ratios/seating arrangements were modified to maintain safe, social distancing on school buses (where applicable).

[14] Services for preschoolers with disabilities originate in the Division of Early Intervention and Special Education. The Division of Early Intervention and Special Education and the Division of Early Childhood communicate often and each has representation at the other's regularly scheduled meetings to share information and identify opportunities to collaborate. Professional development opportunities are exchanged and strategies to support preschoolers with disabilities are shared.

[15] Many of the supports selected occur regularly and are encouraged best practices, but are not required by state policy.

[16] Each year programs are encouraged to enroll preschoolers with disabilities. Local School Systems are encouraged to collaborate with and support preschoolers with disabilities in community-based Preschool Expansion Grant (PEG) programs in their jurisdiction.

[17] The Division of Early Intervention and Special Education issued a Technical Assistance Bulletin stating that there are no waivers for services during the pandemic, IEPs must be implemented as written or amended, and services may be administered virtually.

[18] The Maryland College and Career Ready Standards cover Pre-K to grade 12. Pre-K 4 standards are included as the early learning standards.

[19] The Ready for Kindergarten (R4K) Assessment system, which includes the Early Learning Assessment (ELA) and Kindergarten Readiness Assessment (KRA), is aligned to ELDS. However, while kindergarten programs are required to use the KRA, preschools are not required to use the ELA.

[20] The State Board waived the assessment requirement for the 2020-2021 school year.

[21] Regulations also allow a CDA for assistant teachers. Paraprofessionals in Title I schools must also have completed two years of college, hold an AA, or have a qualifying score of 455 on the Para Pro assessment administered by the Educational Testing Service (ETS).

[22] Due to COVID-19, many PD opportunities were delivered virtually.

[23] Coaching/mentoring is suggested as a best practice for professional learning, however, it is not required.

[24] All local school systems are pre-K-12 systems. Salaries and benefits apply to all pre-K teachers and are locally determined. Additionally, paid time for professional responsibilities and PD are provided but locally determined in community-based programs.

[25] In FY2020, there was a dedicated funding stream for the pre-K supplemental grants. The $26.6 million PEG was funded through lock box funding (casino), called Special Funds. For FY2021, funding for PEG is called the Blueprint for Maryland's Future.

[26] There has been no change in the requirements for structured observations for PEG classrooms, but COVID-19 changed how and when structured classroom quality observations may occur. State contracted assessors are not currently conducting CLASS observations. Maryland EXCELS (the State's QRIS) observations were suspended and programs were allowed to postpone observations; their current status was held harmless.

[27] Classrooms participating in Maryland EXCELS are assessed using CLASS and ECERS by reliable observers who are monitored by the MD EXCELS Branch which conducts fidelity checks on all assessors.

[28] PEG classrooms are visited multiple times per year to provide technical assistance. Additionally, one monitoring visit per year is conducted for all grantees.

[29] All in-person site visits were suspended as of March 2020. The pre-K team is currently developing a protocol to conduct virtual site visits for PEG classrooms.

[30] All public school and Head Start locations were closed on March 16, 2020 due to COVID-19, however, community-based child care programs opened to provide child care for children of essential workers.

[31] Programs could provide distance instruction through technology or learning materials sent home and regular communication with families. Guidance documents were developed and distributed; and a technical assistance webinar was provided to programs prior to Fall 2020.

[32] Community-based programs that opened received an operating grant of $2,000 and a grant for $1,600 for enhanced cleaning and to purchase PPE.

[33] This decision was made locally by each jurisdiction based on COVID-19 metrics in their respective jurisdiction and local departments of health guidance and therefore varied across the state.

[34] Community-based programs were provided a grant from the Office of Child Care to purchase cleaning supplies and PPE. PEG programs were allowed to use grant funds

to purchase technology and services to support remote learning. Also, community-based PEG programs could request additional funds to hire support staff to meet the reduced ratio/class size requirements.

MASSACHUSETTS - Massachusetts Universal Pre-Kindergarten (UPK)

[1] The administration of the UPK program is locally distributed and supports are integrated into the larger system of supports for programs. As a result, the number of FTEs and individuals that administer the UPK program is unavailable.

[2] FY 2020 was a renewal grant year which funded the same group of grantees from FY 2019.

[3] The hours per day and operating schedule vary by type of program and setting. Programs can operate either a school-year or full-year schedule. UPK programs are funded for and required to offer or provide access to full-day, full-year services (defined as 231 days and 2,079 hours per year). On average, programs are in operation nine hours per day (range 3 to 12 hours per day), five days per week (range 4 to 5 days per week), and 2,248 hours per year (range 432 to 3,120 hours per year). The UPK Grant prorates the grant award amounts for programs providing less than full-day, full-year services.

[4] Most public school programs use September 1st as the cut-off date for age-eligibility for kindergarten. Per State Special Education Regulations, the IEP team may allow a child to remain in a program designed for 3-and 4-year-old children for the duration of the school year in which the child turns 5 years old (including the summer following the date of the child's fifth birthday).

[5] Any child may enroll in any program, but programs are selected to receive UPK funding based on program characteristics and on the characteristics of the children in the program. For families to receive a UPK subsidy, they can have incomes up to 50% of SMI and can continue receiving assistance up to 85% of SMI. For families with special needs, they can enter with incomes up to 85% of SMI and remain until 100% of SMI.

[6] The sliding scale is determined by the UPK program if a child is part of the financial assistance system, and the sliding fee scale for parent co-pay is determined by income. Any programs receiving subsidy funds may use the Massachusetts sliding fee scale. If the program does not receive subsidy funds, they may use their own sliding fee scale.

[7] Some temporary restrictions based on square footage have been in place for part of the program year.

[8] Programs operating fewer than four hours per day must schedule snacks. Programs operating between four and nine hours must provide a regularly scheduled meal in addition to a snack, while those operating more than nine hours must schedule two meals and two snacks. Parents or programs/providers may provide snack.

[9] UPK does not specifically include a requirement for health screenings. Health screening requirements are regulated by the State agency(ies) with administrative authority. For public schools, all LEAs are required to offer screenings and referrals under Child Find. These developmental screenings are available to children in non-LEA programs through services provided in the public schools. Head Start Programs are required to meet the screening requirements for the federal Head Start Program (developmental, health, vision, and hearing). All EEC-licensed programs are required to obtain documentation of immunizations, proof of physical exam (completed within 12 months of program admissions); and documentation of screening for lead poisoning.

[10] Programs must engage families as essential partners when providing services that promote children's learning and development, nurture positive relationships between families and staff, and support families. Programs must be knowledgeable of the expectations of kindergarten programs within its locality and provide transitional supports to preschool children and families moving to kindergarten.

[11] Many of the programs implemented virtual approaches to engaging families. Programs used tools like Zoom, ClassDojo and Facebook Live to effectively engage the families. Programs also used funds to create activities for families to do at home with their children.

[12] The UPK Budget Guidelines allow grantees to utilize funds to support the transportation of students directly to/from their homes to facilitate their participation in a specific grant activity. Vehicle costs related to transporting students, such as fuel and bus drivers/monitors, are permitted. However, the Budget Guidelines do not allow for costs associated with transportation of children where transportation is a Related Service in any child's Individualized Education Plan (IEP).

[13] Additional information can be found on page 25 of the COVID-19 Child Care Play Book.

[14] The Department of Early Education and Care (EEC) Licensing Regulations include requirements for child records, curriculum, and family engagement based on language needs. Licensing regulations also require that 10% of educators' annual PD time is focused on children who have special needs, including linguistic. The Massachusetts QRIS includes quality standards related to having classroom materials that reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society.

[15] The Massachusetts Department of Elementary and Secondary Education (DESE) has two offices that oversee preschool/early childhood special education: (1) The Office of Special Education Planning & Policy, which focuses on interagency and special education policy, planning, and related personnel development activities and (2) The Office of Public School Monitoring, which implements DESE's compliance monitoring procedures through Coordinated Program Reviews and Mid-cycle Reviews for school districts, charter schools, collaboratives, SEIS programs and career/vocational technical education schools, and provides technical assistance to school personnel. EEC and DESE work together through a Special Education Interagency Service Agreement (ISA), which supports the funding for an EEC staff member to coordinate with DESE on various special education, mental health, and inclusion issues. The ISA also supports the following activities and initiatives: the Pyramid Model Consortium's work and trainings and PLCs for the early education and care field; the Building Equitable Supports for Children with Disabilities Initiative, and a contracted vendor that is studying inclusion opportunities in preschool settings.

[16] EEC and DESE developed the Building Inclusive Community (BIC) Series to provide a PD and coaching series for participating educators. The premise of the series is to improve educational supports for preschool-age children with disabilities by increasing the use of effective inclusion practices in early learning settings.

[17] For public school programs that integrate children with and without disabilities, the class size shall not exceed 20 with one teacher and one aide and no more than 5 students with disabilities. If the number of students with disabilities is 6 or 7 then the class size may not exceed 15 students with one teacher and one aide.

[18] MA recommends that preschool children with disabilities be prioritized for in-person instruction and therapies; or, therapies and services provided in natural environments.

[19] Additional supports include: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state staff, regional staff, or vendors paid by the state; A system of regular coaching for teachers; State grants ($3.95 million) to local agencies or providers for training and other professional development. UPK programs can use TS GOLD, WSS, High/Scope, or Creative Curriculum which are all aligned with the ELDS.

[20] The Educator and Provider Support (EPS) Grantees provide statewide PD and coaching on how to implement curriculum in the classroom. A priority of this state-funded grant program is to provide PD opportunities that align with EEC's Core Competencies, QRIS, and the ELDS and guidelines.

[21] Lead teachers in public schools are required to: (1) have a BA, (2) pass the Communication and Literacy Skills test, (3) pass the subject matter knowledge test(s) appropriate to the license sought, and (4) meet additional requirements for early childhood licensure, including seminars or courses that address teaching this population. Lead teachers in nonpublic schools are required to have certification which requires three credits in Child Development plus nine credits in three different categories of study within Early Childhood Education. Teachers are also required to have prior experience, the amount of which varies based on their other qualifications.

[22] Teachers in UPK funded programs are required to meet EEC teacher certification requirements, but not the DESE requirements. For certification, educators must have taken a 3-credit child growth and development course.

[23] Instructional paraprofessionals in public schools are not required to be licensed in MA. Paraprofessionals must work under the direct supervision of a licensed teacher. The minimum requirements to be employed in this role are a HSD or equivalent and one of the following: AA degree; completion of 48 credit hours at an Institution of Higher Education; or passing completion of paraprofessional exam. Assistant teachers in nonpublic schools must have a HSD or equivalent and must work at all times under the direct supervision of at least a qualified teaching staff person.

[24] For teachers in public schools, the Educator License Renewal states that each standard educator certificate shall be valid for 5 years and continued every 5 years thereafter upon the successful completion of an individual PD plan that meets the subject matter knowledge and teaching skill requirements set by DESE. Individual PD that meets the subject matter and teaching skill requirements are designed to increase the ability of the teacher to improve student learning. A Professional Development Point (PDP) is equal to 1 clock hour of professional development. EEC regulations require that all licensees, certified assistants, and any educator who may be alone with children must maintain current certification of training in basic first aid and CPR. Training in first aid and CPR may not be counted toward PD hours.

[25] All UPK programs are required to be at Level 3 in the QRIS, which requires individualized PDPs, including formal PD in the components of the assessment process, including screening, observation, use of assessment tools, and IDEA processes.

[26] The StrongStart Professional Development Centers provide statewide PD and coaching to programs that request such services. The frequency of coaching or mentoring

depends on the individual needs of the program or teachers.

[27] The program is funded through the State Budget: Account 3000-1020 - Quality Improvement.

[28] Massachusetts is deploying state funds to support all programs serving subsidized children which is a significant shift from the current model of using a competitive grant as the primary funding source.

[29] The UPK Grant does not require structured observations of classroom quality. MA reviews self-reported observation results for programs participating in QRIS at Levels 2 and 3. A site visit is required as part of the QRIS verification process at Level 3 and the ECERS-R is used as the observation tool. Programs are required to be at Level 3 or higher. When a program has multiple preschool classrooms, the classrooms observed are randomly selected. QRIS requires all programs, regardless of QRIS level, to observe their classrooms using the required measurement tools (ERS, CLASS, Strengthening Families, BAS, and/or PAS) each year to develop/update their Continuous Quality Improvement Plans (CQIPs).

[30] There will be no observation requirements for this year.

[31] The Program Quality Specialists perform technical assistance visits for those programs that are in the process of applying for Levels 3 and 4 in the QRIS. Additionally, the state's contracted vendor conducts site visits for programs that have completed a Level 3 or Level 4 QRIS application.

[32] Visits did not take place this year.

[33] On March 22, 2020, all licensed child care programs across the Commonwealth suspended care due to the COVID-19 pandemic. Since child care is recognized as an essential emergency service for those who needed to work, the Department of Early Education worked closely with the Department of Public Health to open access to emergency child care programs across the state that could be used when priority families had no other options. Emergency drop-in care began on March 23rd and priority was given to people, including but not limited to, health care workers, essential state and human service workers, COVID-19 health workers, grocery store employees, emergency response personnel, law enforcement, transportation and infrastructure workers, sanitation workers, Department of Children and Families-involved families, and families living in shelters. Programs were allowed to reopen at the end of June 2020 but decisions about reopening were made by each individual program or school district.

[34] The UPK programs were encouraged to provide virtual instruction and supports to both the children and families during the program closure period. EEC increased flexibility with the Budget Guidelines to allow UPK programs the ability to move funds to support virtual learning and supports: Gift cards (related to family engagement activities); Technology for programs (Zoom and GoToMeeting accounts, Wi-Fi routers, laptops, tablets, cell phones, etc.); Technology for parents/guardians (tablets, etc.); and Increased allowances for supplies and materials.

[35] Programs have received federal stimulus funds in FY21 and were free to apply for other available COVID-19 related funding.

[36] Many EEC-licensed programs opened in person during the Summer or Fall. School districts opening in person varied by district but all were open either remotely or in person.

MASSACHUSETTS - Massachusetts Chapter 70

[1] Chapter 70 funds are available to all school districts based on enrollment, PK-12. There are 278 districts in Massachusetts that have preschool enrollment. Districts that do not have preschool enrollment include districts that regionalize at the middle/high school level and vocational technical high schools.

[2] The enrollment for the 2019-2020 school year is higher (30,616) than the 2020-21 school year (21,176).

[3] The majority of children are enrolled in public school preschool settings, but there may be some children with disabilities who receive their services at home, in a child care or Head Start setting and/or a separate school.

[4] Public preschool generally runs two to five days per week for varying hours.

[5] Changes in schedules were determined locally.

[6] Students must be 3 years of age to enroll in preschool, but the cut-off date is determined locally. The exception is for students who turn 3 years old in the middle of the year and are determined eligible for special education services. The cut-off date for kindergarten is also set by each local school district. If more children seek the program than there are slots, districts will often use a lottery process for children without disabilities.

[7] Whether families are charged tuition and rates of tuition are locally determined.

[8] The class size and ratios are based on special education regulations which mandate a maximum class size of 15 with no more than seven children with IEPs, or 20 with no more than five with IEPs. If the class does not include children with IEPs, there is no state requirement for class size/ratios. These are locally determined.

[9] Class sizes were determined locally based on square footage and the ability to meet the six-foot distancing requirement.

[10] School districts are required to screen for vision and hearing within a year of entry into a public school (https://www.mass.gov/files/documents/2017/09/11/105cmr200.pdf), and also screen vision annually through Grade 5 and hearing annually through Grade 3. Districts must also ensure that children have received a physical examination within one year prior to school entrance or within 30 days after. Other screening requirements are determined locally. Public schools are required to screen children as part of Special Education - Child Find activities for all children in the community who seek a screening.

[11] If students fail a hearing or vision screening, the school district must notify the family or legal guardian of the results.

[12] The LOOK Act requires that districts screen the English proficiency of students enrolled in public preschool and include English learners in the census. For additional information, see: https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A/Section7A

[13] The Massachusetts Department of Elementary and Secondary Education (DESE) has two offices that oversee preschool/early childhood special education: (1) The Office of Special Education Planning & Policy, which focuses on interagency and special education policy, planning, and related personnel development activities and (2) The Office of Public School Monitoring, which implements DESE's compliance monitoring procedures through Coordinated Program Reviews and Mid-cycle Reviews for school districts, charter schools, collaboratives, SEIS programs and career/vocational technical education schools, and provides technical assistance to school personnel. The Department of Early Education and Care (EEC) and DESE work together through a Special Education Interagency Service Agreement (ISA), which supports the funding for an EEC staff member to coordinate with DESE on various special education, mental health, and inclusion issues. The ISA also supports the following activities and initiatives: the Pyramid Model Consortium's work and provides trainings and professional learning communities for the early education and care field; the Building Equitable Supports for Children with Disabilities Initiative, and a contracted vendor that is studying inclusion opportunities in preschool settings.

[14] Special education regulations require districts to follow ratios of children with and without IEPs in each inclusive classroom. In a class of 15, no more than 7 can be children with IEPs. In a class of 20, no more than 5 can be children with IEPs.

[15] The state does not require child assessments. If conducted, assessments are selected by the local school/district.

[16] The state is in the process of developing guidance on criteria for selecting evidence-based curriculum models and a list of state recommended curricula.

[17] All licensed public school teachers have a BA and almost all have gone on to earn an MA.

[18] Professional development activities must be identified by the educator and supervisor during the development and review of the Individual Professional Development Plan (IPDP). IPDPs must include at least 150 Professional Development Points (PDPs). At least 15 PDPs are required in: (1) Content; (2) Pedagogy; (3) Sheltered English Immersion (SEI), ESL or Bilingual Education; and (4) Training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles. The remaining 90 PDPs may be earned through either "elective" activities that address other educational issues, or additional PDPs in the four areas requiring at least 15 PDPs. For more information on PDPs, see: http://www.doe.mass.edu/licensure/advance-extend-renew-license.html#renewing. For more information on IPDPs, see: http://www.doe.mass.edu/pd/01guideline/devel.html

[19] Salaries, benefits and paid time are negotiated locally through union contract negotiations. Preschool is usually, but not always, covered by the union.

[20] This amount is the total allocation for preschool in the state's Chapter 70 foundation budget formula. The total required district spending for FY20 was $11,169,301,462, including $5,176,002,652 in state aid. The state budget line item for Chapter 70 is 7061-0008.

[21] For additional information, please see: http://www.massbudget.org

[22] The state has a requirement that classroom teachers are observed, and provides districts with a model rubric, but what is evaluated and included in the observation is determined locally. Observations of teachers and feedback are part of the educator evaluation system. For more information, please visit: http://www.doe.mass.edu/

edeval/. The state does not collect data on individual observations but does receive ratings on the state's four standards of effective teaching practice, which are informed by observations (among other forms of evidence).

[23] Districts were allowed to reduce their school schedules from 180 days to 170 at the start of the school year to plan, prepare and provide PD.

[24] DEEC and DESE provided guidance to school administrators and educators in designing in-person and remote learning environments for P-3 children while also meeting the applicable health and safety requirements. Guidance covered the areas of setting up learning environments; materials; and play and learning.

[25] Districts were offered a number of funding opportunities encompassing PK-12, though none were specific to preschool.

[26] Some were in-person, some were remote and some were hybrid.

MICHIGAN - Michigan Great Start Readiness Program (GSRP)

[1] The Intermediate School Districts (ISD), which cover the state, serve as grantees for the Great Start Readiness Program (GSRP), the state Pre-K program. GSRP sites are operated in all but one county. A total of 291 out of 545 districts (54%) operated GSRP in 2019-2020. Classroom programs are still operated in the areas of those districts that no longer operate the program directly. In some cases, the ISDs are now providing the program directly and in some, CBOs have taken over.

[2] At time of data collection, it was expected that enrollment would be down somewhat due to a late state budget being signed within a week of the new fiscal year, parents keeping children at home, and some program space lost due to elementary school distancing. In an effort to stabilize the program for the future, the legislature appropriated funding at a level identical to FY 2020 and then in an effort to maximize use of that funding, removed the cap on income eligibility. This is usually set at 250% of the federal poverty guideline with a maximum of 10% over-income enrollment. Programs must begin enrollment with children from families in the 0-50% range, then 51-100% and so on until all spaces are filled or the waitlist is exhausted.

[3] A total of 6,152 of the 34,645 children in school-day programs are in GSRP/Head Start Blend classrooms with funding shared between the programs to create a school-day experience. The remaining 28,493 children are funded for the school-day option with GSRP funding.

[4] School-day classroom programs are reimbursed at two slots per child ($7,250); Part-day and GSRP/Blend programs are reimbursed at one slot per child ($3,625). The minimum operating schedule is three hours per day for four days per week for 30 weeks per year. It is allowable for new grantees or newly licensed sites to operate only for 20 weeks during the first year. Subsequent years must operate 30 weeks per year. Legislation allows for a GSRP/Head Start Blend option which is included in the school-day count. Legislation requires a tuition-based sliding scale for children who are over-income.

[5] The operating schedule may vary depending on the program option. The requirement for a part-day program is three hours per day, for a minimum of four days per week for 30 weeks. For school-day and GSRP/Head Start Blend, the formal partnership requires minimally 6.5 hours per day, four days per week for 30 weeks of teacher/child contact time.

[6] For the 2020-2021 program year only, the typical hours, days, and weeks required for GSRP do not apply to all programs. For the 2020-2021 fiscal year only, GSRP programs must, at a minimum, provide pandemic learning and programming on-site, at a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or through any combination that results in an amount of hours, days, and weeks necessary to deliver the educational or course content that would have been delivered in a typical year and that complies with requirements developed by the department.

[7] GSRP is aligned to kindergarten age eligibility law and that allows for exceptions to the September 1 cutoff by parent request. Parents may request early entry into kindergarten for children with birthdates between September 2 and December 1. Therefore, there is early entry into GSRP as well for those dates.

[8] At least 90 percent of the children enrolled in each grantee must meet the income requirement of 250 percent FPL or below, with exceptions for up to 300 percent if sufficient numbers of children cannot be recruited at 250 percent FPL. There are seven factors that determine eligibility: low family income (below 250 percent FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary home language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent, and environmental risk. All families above 250 percent FPL, except for children who qualify as homeless, in foster care, or with an IEP, must pay tuition based on a sliding scale. Families that are over income as part of the 10 percent allowed must have at least two other risk factors and pay tuition based on a sliding scale. Sliding scales are determined locally, and may be included for review during monitoring. Children must meet at least one risk factor, including income to be eligible.

[9] Other than income, eligibility (risk) factors remain the same.

[10] For classrooms that enroll 17 or 18 children, a third adult who meets licensing requirements for a caregiver is required at all times.

[11] Minimally, part-day programs provide a snack, though many provide breakfast and lunch for morning classes and some also provide lunch and snack for afternoon classes. School-day programs typically provide breakfast, lunch, and snack. The minimum number of meals/snacks required is set by licensing, dependent on the length of the day.

[12] Although the programs were not required to provide meals to the GSRP enrolled children when the programs closed due to COVID-19, breakfasts and lunches were provided for the children, as with all other children, and could be picked up with those of the other children at designated locations. Later state debit cards (Bridge Cards) were issued to families for each child for purchasing food.

[13] Programs develop local referral guides to support staff to make appropriate referrals for families.

[14] Transportation vehicles could be used to deliver food and educational materials.

[15] If there are a group of children speaking the same language, programs are urged to try to have at least one adult in the room speak that language. Programs are urged to print enrollment forms and other information for parents in home languages whenever possible, interpreters are encouraged and an approvable expense. Through PDG B-5, Michigan now has a membership in WIDA and a committee working to improve services to DLLs.

[16] GSRP staff made additional connections with staff in the department's Special Populations unit who are collaborating around bilingual education/DLL. Through the PDG B-5 grant they also has access to training and technical assistance with a WIDA Early Years membership, and the support of a staff person working in this area.

[17] Office of Great Start staff share information at monthly staff meetings and look for opportunities to work together to enhance inclusion efforts in the field. GSRP PreK and ECSE staff meet several times a year to discuss data, policy alignment, and experiences in the field regarding inclusion. The department staff are working together with others in a new Inclusion Intensive TA cohort with ECTA.

[18] The state has a goal of increasing the percent of inclusive placements in quality pre-k general education settings; however, this is not specific to GSRP alone. It could also be Head Start or any higher star quality rated private child care center in QRIS.

[19] State policy provides an approved list of child assessments aligned with the ELDS. A process is being developed to evaluate newly submitted and currently approved comprehensive child assessments for potential inclusion beginning in the 2021-2022 program year.

[20] GSRP went through a process to evaluate comprehensive curricula for inclusion on the list of curricula able to be used in GSRP classrooms. A section of the rubric submitted for scoring was based on providing an alignment between the curriculum and the Early Childhood Standards of Quality for Pre-K (ECSQ-PK). State policy provides an approved list of both comprehensive curriculum and child assessment tools aligned with ELDS.

[21] Beginning in 2018-2019 and continuing into the 2019-2020 program year, $2 million was appropriated within GSRP legislation to allow programs to request funding to move to a new curriculum from the approved list or to purchase an updated version of the curriculum currently in use. Funding could be used for comprehensive curriculum materials and training in the curriculum. GSRP requires providers be trained directly by a certified trainer of the chosen curriculum.

[22] For additional information about preschool child assessments, please see the GSRP Implementation Manual Child Assessment Section: http://www.michigan.gov/gsrp

[23] Continuity of Learning Plans for the Spring of 2020 contained guidance to document observations during contacts (virtual/phone) or from anecdotes, pictures or work samples shared by the family; continue ongoing assessment for each child to the fullest extent possible.t The requirement for three assessment checkpoints remained for the 2020-2021 school year. However, flexibility was considered when circumstances necessitated.

[24] Kindergarten entry assessments were paused for the 2020-2021 school year due to COVID-19.

[25] All lead teachers must have Elementary teaching certification with an Early Childhood endorsement or a BA in Early Childhood Education or Child Development with specialization in preschool teaching. If training is incomplete, they may be considered out of compliance, but must be enrolled in a degree or endorsement program and in compliance within two years. ISDs must sign-off on and monitor the person's compliance plan.

[26] Numbers are from one point in time (Spring 2020).

[27] The number of teachers had not been reported at the time of data collection but the state suspects the number will be down.

[28] "Other" are teachers on a compliance plan that have significant but incomplete credits that will result in a BA in Early Childhood Education/Child Development with a concentration in preschool teaching or will have elementary teacher certification with the early childhood endorsement.

[29] An assistant teacher may have a CDA or an associate degree in Early Childhood Education or Child Development. If a suitable person cannot be hired, someone can start while out of compliance, but must have completed at least one credit-bearing course in child development and complete the requirements within two years. ISDs must sign-off on and monitor the compliance plan.

[30] Lead teachers who are certified in public school settings must also complete 6 semester credit hours or 150 hours of education-related professional learning every five years to keep their teaching certification current. Newly certified lead teachers must complete 6 semester hours of reading methods course work and 3 semester credit hours of reading diagnostics in addition to the 16 clock hours of PD per year to renew their certificate for the first time.

[31] All classrooms are assigned an Early Childhood Specialist (ECS, i.e., master's level coach) who has contact with each classroom at least monthly during the program year for the purposes of supporting the teaching team. The requirement is that each ECS is in regular contact with the teaching teams and does regular visits for support based on differentiated needs of teachers. ECSs are typically in the classroom anywhere from weekly to monthly depending on the needs of each teaching team. Classrooms with new lead teachers receive more frequent visits. Classrooms with lower scores on their program evaluation or other concerns also receive more attention. Visits should include time to coach teaching teams, e.g., modeling strategies with children, observing and providing immediate feedback on techniques or interactions, attending home visits/conferences, having informal conversations with teaching teams on self-assessment of their progress and areas where they desire additional support. In the Spring of 2020, ECS continued to support classroom teaching teams by text, email, phone calls, virtual meetings, coaching sessions and training.

[32] Ongoing support and coaching must continue to occur at least monthly, prioritizing teaching teams with the highest needs. Where possible, more frequent contact should be facilitated, particularly as programs began the school year. ECS and teaching teams should utilize phone calls, texts, email and virtual meeting platforms to maintain regular contact. When transitions are required due to a closure, the ECS should work with the teaching team to facilitate a smooth transition and robust implementation of the preparedness plan.

[33] GSRP funding comes from the General Fund and is appropriated in Sections 32d and 39 of the State School Aid Act.

[34] In order to preserve the infrastructure of the Great Start Readiness Program (GSRP) the legislature appropriated an amount equal to the 2019-2020 funding for 2020-2021 and has already made its intent clear that FY 2021-2022 allocations be made based on 2019-2020 data/served numbers as hold harmless amounts to districts.

[35] Program Quality Assessment-R (PQA-R) and CLASS are tools approved for use in required program evaluation with the chosen tool a local Intermediate School District (grantee) decision. Every teaching team is assigned an Early Childhood Specialist (ECS, i.e., a master's level coach). Teams with new Lead Teachers have a baseline observation in the fall and all teams typically have an End-of-Year observation. Together the teaching team and ECS set goals for growth from results. Each ECS is required to be in regular contact with the teaching teams and do regular visits to provide support based on the differentiated needs of teachers. ECSs are typically in the classroom anywhere from weekly to monthly depending on the needs of the teaching team. Classrooms with new lead teachers receive more frequent visits. Classrooms with lower scores or other concerns also receive more attention. Visits include time to coach teaching teams, e.g., modeling strategies with children, observing and providing immediate feedback on techniques or interactions, attending home visits/conferences, having informal conversations with teaching teams on self-assessment of their progress toward team goals and areas where they desire additional support. See http://www.michigan.gov/gsrp for the GSRP Implementation Manual and Early Childhood Specialist section for details.

[36] Observations of the classrooms were carried out as usual until the programs were first closed and then moved to 100% virtual (online and or materials prepped and given out to children). At that point, the final observation period could not take place and the final CLASS or PQA-R observation was waived. A decision was made to suspend the required use of the tools with submission of end-of-year program evaluations. Typical baseline observations of new teaching teams may be done but are not required. Coaching throughout the year was done, mostly virtually depending on the policies on visiting operating classrooms set by districts/sites and the manner in which the program is being offered. Professional learning and coaching, continued all year with support being offered by phone, text, email, and through virtual platforms.

[37] At the local level PQA-R and CLASS results may be used as part of staff/parent data advisory group discussions, presentations to local and ISD superintendent groups, and school boards to help further their understanding of the value of the program to their districts. The MDE GSRP administrators and the evaluator, Michigan State University use the data in annual reports, in presentations to the State Board of Education, the GSRP Evaluation Advisory Committee, and the GSRP Intermediate School District (ISD) grantees for program improvement discussions.

[38] The Michigan Department of Education (MDE) monitors ISDs as GSRP grantees. ISDs are required to provide oversight and monitoring of subrecipient practices, such as local policies and procedures related to all aspects of fidelity of implementation of the program model. During site visits a sample of classrooms are visited, usually with the assigned Early Childhood Specialist, the classroom coach.

[39] An updated online monitoring system involving ISD self-assessment, MDE desk and on-site monitoring was rolled out in the Spring of 2020. Although self-assessment and pilot desk reviews took place, classrooms were closed before any on-site visits took place. For 2020-2021, self-assessment took place and first desk reviews had been scheduled (at time of reporting), but on-sites will not take place until at least Spring of 2021 due to COVID-19 pandemic safety measures.

[40] Although only public school-based programs were ordered closed, GSRP operations in most CBO sites closed too. A portion of those sites were open for essential child care. The CBO, in partnership with their ISD (grantee), offered GSRP families online resources and packets of learning materials.

[41] The number of days varied across programs due to schedules that were locally designed as to start/finish dates, scheduled breaks etc. The number of days between initial closure and the beginning of remote instruction did not have to be made up. Once remote instruction began, all programs continued until at least the originally scheduled end of their school year.

[42] All LEA-based programs were ordered closed. Most CBO programs chose to close. All programs that stopped GSRP operations initially were required to submit a plan to partner with their ISD (grantee) for remote instruction. The state both offered guidance and assembled a number of resources for the programs.

[43] ISDs were allowed to continue payments. Subrecipients were urged to keep staff employed and paid. Payments for space, busses, etc. not in use, were continued. Funds left after those commitments were continued and expended could be put into Carryover Budgets for use in 2020-2021.

[44] Staff were not required to be paid, but programs were strongly urged to continue to pay all staff who were included in the GSRP budget. That basically happened in all but a few CBO GSRP programs who used willing staff to provide care to children of essential workers.

[45] Programs were required to provide for their families in ways that worked for the family. There were packets of materials, supplies and activities dropped off. There were videos produced for families who had access. Tablets/internet access was provided in places. Meals were not provided by the GSRP programs directly but by the school lunch programs across the state. All children had access.

[46] Opening days typically vary across the state with programs opening by October 1. Most programs open between mid-August and the day after Labor Day. Due to COVID-19's effect on the economy among other conditions, the State of Michigan did not have a signed budget until Oct. 1st. Work on the GSRP appropriation was done late in the process and many programs waited until they were assured that funding was in place.

[47] This was a local decision and often mirrored the host building for programs in school districts.

[48] LEAs were able to include GSRP in the use of their share of CARES Act funds for PPE, and cleaning supplies although it is unknown the extent to which this happened. No additional GSRP funds were appropriated although programs will be allowed to keep the full amount of funding accepted, whether they were able to serve all of the children the funding covered or not for 2020-2021 only. This may create some savings that can be designated for PPE, cleaning supplies etc.

MINNESOTA - Minnesota Head Start

[1] By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes one school district, eight tribal governments, and 24 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.

[2] Federal Head Start grantees that receive state funding for Head Start can use state funds for either Head Start or Early Head Start. This decision is made at the local level based on their community needs. Over the last several years, state-funded Head Start slots have decreased while at the same time, the programs using state funds for Early Head Start B-3 slots have increased.

[3] There may be challenges enrolling eligible Head Start children due to COVID-19. Some programs are experiencing under enrollment, and most are offering more than one learning model, virtual, hybrid or in-person.

[4] Programs comply with the federal Head Start requirement of at least 3.5 hours per day, four days per week, for 32 weeks per year, which is the most common schedule. A formal process that approves the use of Child Care Assistance funding for Head Start Integrated full-day programming has been established. Extended-day services are also provided through collaborations with the Early Learning Scholarships program.

[5] During COVID-19 the Office of Head Start has flexibilities in place that allows for local level decisions regarding operating schedules.

[6] Children who turn 3 after September 1 may enroll if slots are available. Enrollment and eligibility are determined at the local level per Head Start performance standards.

[7] State pre-K children, as defined by NIEER, must meet the federal Head Start income guidelines. Effective as of 2007, 35% of enrollment may be children whose family incomes are between 100 and 130% FPL after priority is given to children at or below 100% FPL. Other criteria for eligibility include homeless families and foster children. Families may also be income-eligible if they qualify for child-care services as a participant in the Minnesota TANF program. Risk factors reported in this report may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots. Agencies must work with their parent council to establish additional priorities. Children must meet at least one risk factor, including income to be eligible.

[8] Eligibility is reassessed between Early Head Start and Head Start, and before a third year of Head Start. Income and other family circumstances are reassessed and support is provided for finding other options if children are found to be no longer eligible.

[9] Class sizes and staff-child ratios are defined in the Head Start performance standards. In mixed-age classrooms, if the majority of children are 3, then the maximum class size is 15.

[10] Within the program, the requirement was to create consistent groupings of the same staff, volunteers, and participants. The maximum number of participants per group would be dependent upon the location of the activity, with a maximum number of 15 people per group or room for indoor activities.

[11] Per State Health Department guidance for child care.

[12] Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide one-half to two-thirds of daily nutritional needs (breakfast, lunch, and a snack). A program must use funds from USDA Food, Nutrition, and Consumer Services child nutrition programs as the primary source of payment for meal services.

[13] Per Federal Head Start Requirements, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.

[14] Per federal Head Start Program Performance Standards.

[15] This federal performance standard does not provide flexibility. During the 2020–2021 program year, programs are expected to complete the required developmental screenings as soon as possible. This is especially important this year, as there may be delays in the referral and evaluation process for children who are eligible for Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs). There are developmental screening tools designed specifically for parent administration, and programs may expand to use more of these tools during the 2020–2021 program year. programs will not be penalized if it takes longer than the timeframe required by the HSPPS to complete screening during the 2020–2021 program year.

[16] The Head Start Collaboration Director, Part B 619 and Part C Coordinator are working with stakeholders to produce a MOU template that can be used to support local level responsibilities and strategies designed to support children with disabilities.

[17] The program is trying to increase the percent of preschoolers with disabilities in inclusion settings. The minimum is 10%.

[18] Early Learning and ECSE staff in MN have been working with school district staff to better understand the challenges associated with providing services required on IEP's/IFSP's. Guidance has been created for many early childhood services and available on the MDE website.

[19] Programs that participate in the state QRIS "Parent Aware" are required to use curriculum and assessment that are aligned with the Early Childhood Indicators of Process. All programs are required to and do participate in Parent Aware.

[20] Minnesota Head Start programs may utilize an automatic rating pathway for the state QRIS, Parent Aware. Participation in Parent Aware requires the use of aligned curriculum and approved assessments that are aligned with the Early Childhood Indicators of Progress. Other program requirements are per federal Head Start program performance standards.

[21] Head Start Program Performance Standards require that center-based and family child care partners implement developmentally appropriate research-based early childhood curricula.

[22] Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA in Early Childhood Development by October 2011; by September 30, 2013, 50% must have at least a BA in ECE or a related field. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. In a public school, teacher union rules require that teachers have at least a BA (if they are employed by the public school). Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.

[23] Assistant teachers must meet Department of Human Services (DHS) licensed child care center regulations in addition to the Head Start program performance standards, which includes a CDA

[24] The requirement for in-service professional development is 2% of total work hours. As of December 2007, however, the Head Start reauthorization required 15 clock hours of professional development per year for teachers and assistant teachers. By federal law, Head Start staff must follow the highest standard. For those working full-time, that will be the 2% standard.

[25] Salaries are determined by each federal Head Start grantee at the local level.

[26] The program is funded by a state legislative allocation of $25.1 million annually to supplement Head Start programs. The state funding formula is based on federal funding and number of children that are not served (census data). The funding formula is calculated based on an agency's proportion of federal funds, enrollment and unmet need. The local level determines what proportion of funding goes to Birth-3 and three- to five-year-old's based on their community needs assessment. Of the $25.1 million, $11,193,869 was used for Head Start and $13,906,132 was used to serve an additional 1,040 Early Head Start children.

[27] Programs are allowed to use state Head Start funds towards their non-federal share match.

[28] The state aligned the use of state Head Start funds to the federal Office of Head Start flexibilities. Minnesota Head Start/Early Head Start Programs are allocated $10,390,096 (Federal dollars). State Head Start funds are aligned with federal funding/flexibilities. The Office of Head Start revised their funding guidelines on May 22, 2020 to allow Head Start grantees to use these funds to operate supplemental summer programs and/or repurpose funds for other one-time activities related to COVID-19. Funds were distributed to existing Head Start agencies by a formula based on Federal funded enrollment at approximately $875 per child.

[29] Many programs utilize CLASS at the local level to support teacher professional development and Practice Based Coaching. This information is not collected by or reported to the state. As part of the federal Head Start monitoring system, ACF conducts observations of multiple classes operated by the grantee based on a random sample of all classes and rates the conduct of the classes observed using the CLASS: Pre-K instrument.

[30] Per federal Head Start monitoring protocol and, in addition, programs that are licensed though the Department of Human Services or non-licensed and receiving CCAP are subject to annual review by the DHS Licensing Division.

[31] During the pandemic, the Office of Head Start implemented some flexibilities for certain periods of time.

[32] Programs followed State Health Department, child care licensing and federal guidance. There is a state level decision tree and the health department met regularly with program health staff to share information and answer questions.

[33] This was based on local level decisions based on current guidance from the Minnesota Department of Health and Human Services. The Governor did initially issue a stay at home order. Some Head Start agencies continued to offer virtual learning.

[34] The Minnesota Department of Education provided guidance to early learning programs. This guidance, along with information from the federal Office of Head Start and local level data, is used to determine program operation models.

[35] The guidance provided to Head Start grantees was that their state funding could be used/aligned with federal funding and the flexibilities granted by the Office of Head Start. Meaning, if they have a partner that provides Head Start on their behalf, they should continue to operate, pay staff wages, etc.

[36] Head Start programs received federal CARES Act funding- approximately $10 Million. Programs make local level decisions about using those funds and could be used for either their federal Head Start and/or Early Head Start.

[37] Programs were allowed to use state Head Start funds in the same manner they used federal funds as outlined in federal Office of Head Start flexibilities.

[38] Programs were eligible for state funding opportunities for to provide additional supports/materials.

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

[1] The Early Learning Division also oversees other state funded early learning programs and funding streams: early childhood special education, school readiness, early childhood family education, early learning scholarships, and Head Start. This arrangement ensures that the state funded preschool program (VPK/SRP) works closely with other early learning programs.

[2] There is 1 FTE assigned with primary responsibility for the VPK/SRP program. Two additional staff provide about .25 FTE of time to support administrative and assessment details for the program.

[3] The allocation of VPK/SRP funding is done through a process outlined in state statute to assure equitable distribution of funds throughout the state. The state is divided into four classifications: metro-St. Paul and Minneapolis (9%), metro suburban (40%), non-metro (42%), and charter schools (9%). The funding is dispersed as noted to these regions based on the percentage of state total kindergarten enrollment. VPK/SRP programs are allocated to 128 school districts, including: 117 VPK districts/charter schools, 9 SRP districts/charter schools, 2 districts had both VPK and SRP programming.

[4] This is a voluntary program. All districts and charter schools are encouraged to apply for funding through a yearly application process that allocates the legislatively determined number of seats. Prior to the application process, all elementary and charter school sites are ranked according to free and reduced (FRL) lunch student population. Schools with funding must renew to continue receiving funding and may ask for expansion funding. All schools may request new program funding. Additional points are awarded for sites: working with a mixed delivery partner and for sites that do not have 3- or 4- star rated child care sites within a 10- or 20-mile radius. Applications are then ranked and funding is allocated accordingly.

[5] VPK/SRP enrollment has fluctuated during the 2020-2021 school year due to COVID-19 restrictions and change from in person to distance and hybrid learning models of instruction. Parents did choose to make late enrollment decisions waiting to hear school plans and state guidelines for Fall. This was visible in Fall 2020 enrollment numbers with initial decline of >12%. Class size capacity needed to be modified due to COVID-19 safety and facility restrictions. Schools have worked with families to determine program needs; this has resulted in districts forming more distance learning sections for preschool children and modifying district calendars.

[6] A total of 1,185 preschoolers with an IEP are enrolled in a VPK/SRP classroom but are not included in the VPK/SRP enrollment.

[7] Some districts partner with Head Start for program delivery. This is not required and a local decision.

[8] Instructional hours by classroom: 136 classrooms were 410 hours or less per year; 204 classrooms were 411 hours or more per year.

[9] Schools have the opportunity to design the instructional calendar by calculating the number of days and instructional hours/day. This leads to a variety of schedules including full- and part-day options. These locally designed calendars are often in response to geographical, parent need, transportation and facility capacity issues. All programs must offer a minimum of 350 instructional hours (.42 ADM) per year. Program funding is capped at 0.6 ADM which equals up to 510 hours per year. Districts are encouraged to increase the instructional hours to match funding availability. In 2019-2020 more programs elected to offer fulltime options (6 hours or more/day) and pay for this by braiding with other available early childhood funding sources. There was also an increase in the number of programs offering 4- and 5-day per week programs.

[10] VPK/SRP is funded as a grade level and therefore the days of operation per year generally follow the same guidelines as elementary schools in Minnesota. More schools have requested the use of a modified calendar for prekindergarten that extends to June 30.

[11] No changes made from the state. Guidance was provided on ways to verify attendance for hybrid and distance learning models. Generally, districts have continued offering program that aligns with their planned schedule. There are a few districts that have modified the calendar based on transportation or facility issues. The modification requests have resulted in both increased and decreased calendars, they must maintain the minimum of 350 hours.

[12] Since the number of available seats for VPK are limited, schools may determine local eligibility requirements to help identify children with the greatest need. Many use the state school readiness program criteria that include: eligibility for free/reduced lunch, homelessness, foster care, English Language Learners (ELLs), and developmental need as identified through health and screening processes.

[13] No parent paid fees may be collected from families with age eligible 4-year old children enrolled in VPK programs/classrooms. For SRP funded classrooms, fees may be collected on a sliding fee scale that is determined locally for non-eligible children.

[14] If a child is referred for and then receives special education services, the child no longer qualifies for VPK funding and is funded through special education funds. Guidance from the state encourages that whenever possible the child remains in the VPK classroom where they were initially enrolled. When a child receives special education funding, a new child can be enrolled in the vacated VPK seat as long as the total student enrollment for the classroom does not exceed 20 students.

[15] Class sizes could not exceed 50% of classroom space capacity as determined by the fire marshal. Group size for preschool-aged classrooms were directed to maintain groups of 10 or less, including children and staff for health and safety reasons. The size of groups/pods of children and staff are not mutually exclusive, and the size of the classroom cohorts can vary depending on factors specific to individual schools and classrooms.

[16] All VPK students qualify for free breakfast. Schools serving breakfast are reimbursed through designated state funds for enrolled children who do not qualify for FPL. VPK schools are not required to serve breakfast, however, state guidance encourages a focus on nutrition and most programs do provide at least one meal or snack service per day.

[17] Individual and summary data must be reported to the district by the health provider who performs the screening services, for the purposes of developing appropriate educational programs to meet the individual needs of children and designing appropriate health education programs for the district. No data on an individual shall be disclosed to the district without the consent of that individual's parent or guardian.

[18] Early Childhood Screening during COVID-19 has changed with Governor Walz Executive Order 20-82 allowing virtual or distance screening with a new developmental screening instrument, the ASQ: 3 or Ages and Stages Questionnaire: 3 for parent report of development for any district (or parent request) in the distance learning model. Other changes in the distant model include the use of risk assessments for vision and hearing screening (including a new form created for this purpose), referring directly to clinics for vision and hearing screening if it has not been completed within the previous 12 months; and parent report of height and weight.

[19] Some of the services were modified to be offered virtually instead of face to face. No changes to the actual requirements were made.

[20] Transportation guidance was given making sure that bus capacity, positioning of children on the bus, and sanitation practices were all adjusted following state and CDC outlined practices.

[21] Prekindergarten is required to screen for language and receives funding to support this. MN was part of WIDA Early Years training that created a network of trainers around the state. The PDG grant has funded the creation of two new additions to MN's Knowledge and Competency Framework for Educators--DLL and Culturally Responsive Practices. These have been shared with faculty and staff at colleges and universities throughout the state and are currently being rolled out to other stakeholder groups. Minnesota also has Practice Briefs for our early learning standards that are specific to DLL children. The state's P3 leadership work also incorporates DLL topics in our system building work with districts around the state.

[22] Minnesota Early Childhood Family Education (ECFE) programs are guided to work with all families and develop practices and materials that are accessible to all families. VPK/SRP statute requires programs to coordinate with ECFE staff. VPK/SRP staff must be knowledgeable in early childhood curriculum content, assessment, native and English language development programs and instruction. And programs must provide professional development for school and community-based early learning providers that enables teachers to be highly knowledgeable in the communicating with families in their home language.

[23] State policy requires staff knowledgeable in supporting DLLs. Early childhood teacher licensure requires initial and ongoing professional development for license renewal on DLL and culturally responsive practice competencies. As part of the PDG grant new Knowledge and Competency frameworks for working with DLL and Culturally Responsive Practices have been produced and introduced to institutes of higher learning and other stakeholder groups. Initial licensing and recertification processes require coursework and professional development focused on DLL and culturally responsive practices.

[24] VPK/SRP is funded as a grade level. This means that schools receive additional funding from formulas calculated by student characteristics. This funding is available to support classrooms with DLL children.

[25] The Early Learning Services division is comprised of 3 teams: Early Learning, ECSE, and Early Learning Scholarships. The teams collaborate in many ways to support

the design and delivery of services to preschoolers with disabilities. This includes: preparing and delivering written, recorded, and live information for schools and professionals on topics such as funding models that help districts better understand how to braid funding streams to create inclusive practices; and designing inclusive programs. The annual Measuring Impact report for VPK/SRP programs includes data for children with IEPs served in VPK/SRP classrooms. The team works together to suggest and correct legislation and policy that will strengthen and improve opportunities for preschool children.

[26] Children with disabilities who have active IEPs may participate in VPK/SRP. Special education services are provided by appropriately credentialed special education staff. MN prohibits disciplinary dismissals for students in prekindergarten and prekindergarten programs. Through the State funded Early Childhood Special Education Centers of Excellence (MnCoe), Pyramid Model professional development training is made available to districts increase teacher capacity for supporting the social/emotional development of children. Through VPK/SRP program design material, MDE guides programs configure the class size of 20 to include children with IEPs (not to exceed 50%) and to take into account children who may be referred for special education services during the school year. This design flexibility is encouraged to minimize transitions for children as they move through the school year.

[27] All programs are coordinated with all relevant school district programs and services including early childhood special education, homeless students, and English learners. The staff of these programs possess qualifications specific to their positions and work with preschoolers with disabilities.

[28] MDE includes goals to increase the percent and outcomes for children with disabilities in a variety of documents such as the agency strategic plan, State School Improvement Plan (SSIP), and ESSA work. The 2020 Legislation prohibiting disciplinary dismissal for preschool and preschool programs was based on stated equity priorities of the commissioner that were aligned with those of the governor. The state has also invested PDG grant funding in Help Me Grow (Connect) system to improve outreach and access for families for early identification and resource support for families with young children.

[29] The policies and guidance for preschoolers with disabilities is outlined in the 2020-21 Planning Guidance for Minnesota Public Schools issued by the Minnesota Department of Education, sections on membership and attendance.

[30] A set of practice briefs are available on our website that lead educators, coaches and trainers through the use of the ECIPS by domain and with different populations (diverse communities, administrators, dual language learners, etc.) and purposes.

[31] According to statute, each program must measure each child's cognitive and social skills using a formative measure aligned with the state's early learning standards when the child enters and again before the child leaves the program, using screening and progress monitoring measures from the state-approved menu of kindergarten entry profile (KEP) measures. The state provides a list of 4 KEP approved assessments to choose from. The KEP assessments have all been aligned with the ELDS so that when the data is reported by districts using different tools, the data can be uniformly analyzed across state-funded programs.

[32] MDE as part of its Prenatal-Grade 3 (P3) system reform initiative continues hosting professional development sessions throughout the state lead by MDE early learning staff and contracted professionals during which district teams worked to identify ways to both horizontally and vertically align standards, curriculum, and assessments across grade level and community early learning partners. In addition, through Parent Aware, state Quality Rating Improvement System, additional resources are available that may be accessed to support teacher learning about standards, curriculum, and assessment alignment. The MDE Early Learning webpage provides a variety of Practice Briefs to help early learning professionals with training, implementation, and coaching to support the use of the ELDS.

[33] The state requires that VPK/SRP provide comprehensive program content including the implementation of curriculum that is aligned with the state early learning standards. If the district is also rated under the state Parent Aware quality rating program, it must use a curriculum from the approved list or complete the curriculum approval process if using a self-designed curriculum. In addition, during the 2019-2020 school year, MDE continued offering as part of the Prenatal-Grade 3 (P3) system reform initiative, several sessions throughout the state for district teams to identify ways to both horizontally and vertically align standards, curriculum, and assessments across early settings including Head Start and community early learning partners and grade levels (PreK-3rd).

[34] Programs were not required to collect and submit data but many programs did. Webinars and posted documents offered guidance for collecting observational data during the 2020-21 school year.

[35] VPK Statute requires that teachers are knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Statute also requires that VPK instructional staff receive salaries comparable to the salaries of local kindergarten through grade 12 instructional staff. These requirements apply to VPK public, charter, Head Start, or community mixed-delivery site partners. The preferred preparation and licensure for VPK teachers is Early Childhood Education (Birth-Grade 3) or a Pre-Primary endorsement (Age 3-Pre-K) or the older Pre-kindergarten (Pre-K) license. Implementation guidelines suggest that someone who is appropriately licensed be hired. At a local level, programs determine if a candidate has appropriate background and experience to teach in the program, this includes determining whether a teacher with an elementary teaching licensure has the background and experience appropriate for preschool. If a program has advertised but cannot find a licensed teacher meeting the requirements, they may request a variance for another fully licensed teacher to teach outside of their licensure area.

[36] No changes to lead teacher requirements, but Minnesota's Professional Education Licensing State Board (PELSB) has adopted a tiered licensing system that has created access and a pathway for teachers with various preparation backgrounds. This has been beneficial during COVID-19 as there is a shortage of teachers and especially substitute teachers.

[37] Unknown at the time of data collection, but initial enrollment numbers are smaller than previous years so it is likely that there were fewer teachers.

[38] Assistant teacher requirements are determined by the district/charter school hiring and personnel practices. In the case of a mixed-delivery Head Start or community-based partner, the assistant teacher would follow the regulatory agency requirements for that position.

[39] By statute, VPK sites are required to provide high-quality coordinated professional development, training, and coaching for both school district and community-based early learning providers that is informed by a measure of adult-child interactions and enables teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Four measures of adult-child interactions have been recommended: CLASS, Danielson, Marzano, and TPOT. Staff with teaching licensure have prescripted areas of professional development that must be met in order to renew a teaching license. Currently these requirements include: Positive Behavior Interventions, Reading Preparation, Mental Illness Awareness, Suicide Prevention Strategies, English Learners Best Practices, and Cultural Competency Training. Through the Parent Aware Quality Rating system, districts must document 10 hours of curriculum and assessment training for all VPK staff. This is monitored at the time of rating review. Districts and charters with VPK are automatically rated as 4-star programs.

[40] While there were not required changes for professional development, employees received training in sanitation and social distancing practices. The Early Learning Services team provided a lot of technical assistance in the form of guidance material, FAQ documents, live webinar informational and Q & A sessions and have done a lot of 1:1 work with districts and charter schools during the pandemic.

[41] Professional development plans are informed by an observational measure of adult-child interactions and enable teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Districts/charter schools must also implement strategies that support the alignment of professional development, instruction, assessments, and pre-kindergarten through grade three curricula.

[42] Frequency of coaching/mentoring practices for classroom and teachers varies by district/charter school established practices and meets local and state licensing and continuing education requirements. For child care centers this information is recorded in state DEVELOP system.

[43] There were no changes to the requirements as they would need a statutory change. However, there were many new topics and formats available for intensive professional development work to increase the capacity and effectiveness of teachers during COVID-19 driven instructional models--distance, hybrid and in person.

[44] The VPK statute requires pay for VPK teachers that is comparable K-12. All contracts are locally negotiated. Districts submit documents showing how they meet the comparable pay requirements as part of the ongoing VPK/SRP document review process that is part of the state quality rating system administration.

[45] All pay and benefit decisions for Assistant Teachers are made locally and are not outlined in state statute in the same way that they are for Lead Teachers.

[46] The state preschool program is funded through general education appropriations. The revenue source for VPK/SRP is as a grade level based on head counts and Average Daily Membership (ADM). Students enrolled in the prekindergarten grade level and designated to generate funding will generate all pupil-driven formulas including compensatory, basic skills, sparsity. Elementary sites are approved for a capped number of students. Schools can only receive funding up to the approved number of students and ADM for each approved site. By law, VPK/SRP at participating sites, can generate up to 0.6 pupil unit. The actual pupil units per student is based on the program's submitted calendar (# of instructional days x # of instructional hours/day) and could be less than 0.6 per student, but not less than 0.41 to meet the required 350 hours of instruction. Funding flows like other K-12 general education revenue streams.

[47] The change in funding at a district level is due to decline in enrollment numbers due to parent's choosing to keep children home or not enroll them in distance learning programs. Funds have remained available to districts and lots of guidance has been provided on ways to modify program design and support high quality learning experiences. There was an uptick in enrollment when more schools moved back to in-person learning models. Some programs accessed CARE and GEERS funds to offset costs that were encumbered due to COVID-19 program impacts. This included costs such as technology, transportation, teacher salary, etc.

[48] Districts and charter schools are encouraged to partner with Head Start and other community-based child care programs to form mixed-delivery partnerships. Districts that initiate partnerships receive extra points in the application ranking process. Partnerships are documented through a signed statement of assurance by both partners and the public school must have on file a Memorandum of Understanding (MOU) and a contract that specifies duties, responsibilities and financial agreements between partners.

[49] Classroom observations are required and used to make decisions that enable the provision of high-quality coordinated professional development, training, and coaching for both school district and community-based early learning providers. This is focused to assure that teachers are highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction.

[50] VPK programs are required to use a measure of adult-child interaction as a tool to provide formative feedback. MDE has identified CLASS, the Danielson Framework, Marzano, and/or TPOT as appropriate tools for use in an early childhood classroom.

[51] Local leadership teams could modify practices to reflect the school scenarios (in person, distance, hybrid) throughout the year, including how observations are conducted (e.g., observing live instruction via video, reviewing recorded lessons), how often they are conducted, what areas of instructional rubrics/frameworks are applicable and prioritized based on school setting. The core of observation/evaluation remains focused on supporting teachers so that they can best serve students in a variety of scenarios.

[52] MDE provides limited training, districts use their professional learning funds to provide reliability or validity training for chosen teacher-child interaction tools. Districts are also urged to form PLC's or work groups that focus on improving teacher understanding of the indicators used by the selected tool.

[53] Specific teacher evaluation processes are determined at the local level. However, the state has provided guidance to schools for modifying evaluation practices and maintaining robust Professional Learning Community activities.

[54] Initial school closing was issued as part of the governor's Executive Order 20-02. Child care and other programs were allowed to remain in operation with a list of restrictions and protocols provided by the MN Department of Health.

[55] Since the VPK/SRP state funded preschool programs are funded as grade levels through general education funding, the same stipulations that applied to grades K-12 applied to VPK/SRP programs.

[56] Payments continued to be generated on schedule.

[57] Districts were able to apply for CARES and GEERS funding to help support program needs.

[58] Schools were encouraged to maintain teacher salaries during Spring school closures. Guidance was provided on ways to reassign staff time to meet the demands of school closures and distance learning.

[59] Initially, districts connected individually with families using a variety of methods to assess their needs and determine their access to services and materials. Food was provided for families following the federal food program guidelines allowing for summer food distribution methods and patterns. Districts worked to provide access to technology, distribute both virtual and physical materials, and provide a variety of learning opportunities for students in a distance learning model.

[60] Districts had the opportunity to adjust their school year calendars in response to the current COVID-19 data collected in their county/community and determined by staffing and facility constraints.

[61] Minnesota developed a data driven process to help determine the appropriate learning model that could be implemented by a school district. This was a cross agency effort between MDE and MDH. Regional COVID-19 data teams were established to support decision-making of districts regarding learning model decisions. Preschool reopening was impacted in some districts by enrollment numbers that required adjustment of staffing and classroom use. MDE provided technical assistance for all schools to help consider options for their program design.

[62] Additional funding was made available through the Governor's Emergency Education Relief (GEER) grant process. The two funding priority areas were expanding technology capacity to meet student learning needs and improving student-to-teacher ratios for summer school programming.

MISSISSIPPI - Mississippi Early Learning Collaborative (ELC)

[1] The majority of the Early Learning Collaboratives (ELCs) are led by school districts, but some are led by nonprofit organizations. A few ELCs include multiple school districts. ELCs operate in 19 out of 82 counties in the state.

[2] An additional forty-eight (48) 3-year-olds and fifty (50) five-year-olds were served, but state-funding only supports four-year olds.

[3] Due to COVID-19, there has been a decrease in enrollment because parents are keeping children at home. In Fall 2019 there were 3,064 children enrolled compared to Fall 2020 with 2,729 children enrolled. Some schools are all virtual or hybrid, and not all families have internet or access to devices.

[4] In addition, two 3-year-olds and one 5-year old received special education services but were not funded by state preschool funding.

[5] The children who are enrolled at Head Start partner sites are considered to be dually enrolled.

[6] The count does not add up because not all districts reported this information.

[7] Most programs operate on a full-time status (6+ hours), but they are permitted to operate for as few as 4 hours per day. Programs included in the ELCs do have the option to operate for more than 6 hours per day; however, funding does not increase should they elect to do so. Programs included in the ELCs do have the option to operate for fewer than 6 hours per day, however; funding is decreased by half should they elect to do so.

[8] The Mississippi Department of Education (MDE) waived the required 360 minutes to 240 minutes a day for instruction. Most schools that are face-to-face are continuing to provide instruction for the original required 360 minutes.

[9] Some of the ELC partners are Head Start sites, which have an income requirement for eligibility. Eligibility is coordinated with Head Start agencies in local areas and shall not cause a reduction in the number of children served by Head Start. Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age.

[10] If 4-year-olds are in classrooms with 3-year-olds (who are not state-funded), the ratio goes down to 1:7 and the maximum class size would be 14 children.

[11] All programs provide a minimum of one meal per day. Meals meet nutritional requirements identified in the USDA CACFP Guidelines.

[12] The developmental screener used for the 2019-2020 school year was the Brigance III. This assessment is used twice during the school year and scores typically show growth across all sites. However, due to COVID-19, the screener was only administered once in 2019-2020. Children are required to be referred to services when needs are identified.

[13] Screenings and referral requirements remain the same, but screenings were allowed to be administered virtually if needed.

[14] Although these services are still occurring, some are being conducted virtually instead of face to face.

[15] Many districts established rules to spread children out on buses or staggered release times to have fewer children on buses.

[16] The MDE oversees early childhood special education. The state 619 Coordinator, who leads this work, is housed in the Office of Early Childhood, along with the staff that oversee the state-funded preschool program. The 619 Coordinator has ongoing collaborations with staff of the Office of Special Education to ensure consistency between programs. The 619 Coordinator participates in leadership meetings with Early Learning Collaborative Coordinators to discuss needs and strategies. The 619 Coordinator also meets with Early Childhood Coaches on a regular basis to talk about specific concerns they see in classrooms and provides PD to all Early Childhood staff.

[17] Teachers who provide special education services to preschool students must be licensed special education teachers or related service providers, depending on type of services.

[18] Head Start centers have a requirement that 10% of their enrollment be students with disabilities, so these programs continuously work toward inclusive practices. School districts are also encouraged to provide inclusive settings for preschoolers with disabilities, as this affects their Least Restrictive Environment (LRE) data for Federal reporting.

[19] Restricted access to buildings and classrooms has not affected the requirement for students with disabilities to receive a Free Appropriate Public Education (FAPE) during this time of pandemic. School districts worked together with families to ensure that appropriate services were provided to students, whether it be in a traditional setting, virtual setting, or a hybrid of the two. Each district has autonomy in deciding what is best for their community, and IEP committees must decide what is most appropriate

for individual students.

[20] Standards also include Social Studies and the Arts.

[21] All programs are provided with developmental checklists, which are aligned with the Early Learning Standards for use with individual children and inclusion in kindergarten transition folders.

[22] Coaches provide curriculum resources for the families and teachers who are providing virtual instruction.

[23] The Mississippi State KRA is required along with Brigance Screen III. Some Collaboratives use the Star Early Learning Assessment as their progress monitoring tool.

[24] MDE waived all assessments during the Spring 2020 semester due to COVID-19. For 2020-21, all assessments were required, and school districts were able to choose to assess children virtually or face to face.

[25] For more information, see the State's Universal Screening and Kindergarten Readiness guidance.

[26] In order to serve as a lead teacher in a pre-K classroom, educators must possess a Pre-K/K teaching license; or a K-3/K-4 teaching license with either 12 hours of ECE college credit, or completion of an approved educational program; or a K-6 teaching license with either an N-1 supplemental endorsement, or completion of an approved educational program; or any teaching license and a degree required to obtain a Pre-K/K, K-3, K-4, K-6 teaching license with either 12 hours of ECE college credit, or completion of an approved educational program; or an ECE degree with no teaching license but with Praxis Core AND Praxis II and Praxis 5024. Currently approved educational programs include either a CDA, National Board Pre-K Certification, National Director's Credential, Montessori Credential, or the MDE Specialized Early Childhood Training course. ELC teachers at sites that are not accredited by the MDE are not required to obtain a license, but must have a bachelor's degree in early childhood, complete at least 12 hours of early childhood college credit, or complete an approved early childhood program. Any regular education teacher certified in kindergarten can take the Praxis 5024 exam "Education of Young Children" to gain a Pre-K endorsement, but few teachers take this route. Many take advantage of the "MDE Specialized Training" that is equivalent to 12 early childhood course credit hours MDE offers for free every year.

[27] Assistant teachers are required to have an associate degree in Early Childhood Education, Child Development, or an equivalent field; or an associate degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification.

[28] Although there have not been any changes to the requirements, teachers have access to many webinars to provide support for remote instruction at www.mdek12.org/ec that are created by the coaching team.

[29] Coaches visit teachers weekly on a maximum basis and monthly on a minimum basis. Coaches spend 20-25 hours weekly coaching. In addition, teachers receive weekly (at a minimum), online MyTeachstone coaching videos to review as part of PD.

[30] Due to COVID-19, coaching is completely virtual for the Fall of 2020. Coaches provide virtual coaching through TEAMS, FaceTime and other methods of supporting the teachers. Coaches are also calling, texting and emailing the teachers weekly. They also are providing resources to teachers such as Family Enrichment Activities and Strong Reader website. The Strong Reader website provides literacy and social/emotional activities for children age birth through 5th grade. Teachers also had the opportunity to attend the Early Learning COVID-19 Crisis Webinar that would help them with social and emotional issues they may be dealing with as well. Resources have been provided to the teachers on Social Distancing Strategies in the Classroom, Teacher Tips and Coaching Guides, Family Engagement Calendar, Back to School Family Guide, Virtual Teaching and Learning Strategies for Early Childhood, online PD. Teachers were also offered OWL Training through the summer. Coaches are also assisting teachers with basic computer technology needs. Coaches are supporting teachers by providing activities to help the children who are attending virtually, in a hybrid model as well as assisting who are face-to-face.

[31] The funding came from the state's General Fund.

[32] "Other" reflects district funds from one district in MS. These are the amounts provided by the Collaboratives that completed this portion of our survey. This is not a complete picture of federal spending using to support the pre-K program.

[33] The state provides $2,150 per full-time 4-year-old enrolled. The ELC provides a 1:1 dollar for dollar or in-kind match to make the total investment for each child $4,300.

[34] Coaches are observing classroom quality virtually, i.e. FaceTime, TEAMS, video recordings.

[35] Data from observation are entered into the MyTeachstone system for the purposes of scoring individual observations and reporting on data collected across programs.

[36] Site visits at this time are completed virtually and a system is in place to assure proper documentation for monitoring protocol.

[37] There was a state-wide mandate that physically closed all state-funded preschool programs by the Governor for the remainder of the Spring 2020 semester. The Board approved this action on March 19th 2020.

[38] There were fewer days of instruction than planned, both in person and virtual. Some schools began virtual instruction.

[39] Guidance wasn't needed from programs but would've been provided on an individual basis.

[40] Some programs were required to start at a later date due to the increase of COVID-19 cases in their county.

[41] The first day varied based on the school district, Head Start agency, and child care facility.

MISSOURI - Missouri Preschool Program (MPP)

[1] Missouri Preschool Program (MPP) contracts are awarded through a competitive bid process, with the grants limited to five years. Therefore, the number of programs and children served changes every year.

[2] MPP funding over the past three years has been reduced by the legislature as school districts are able to claim average daily attendance for preschool students.

[3] Programs must provide 6.5 hours of educational activities appropriate to the developmental level of the child per day between the hours of 7:30 AM and 5:00 PM. Only governmental entities or public school districts (awarded funding prior to FY16) can provide a part-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title 1 and/or early childhood special education.

[4] Preschool programs are required to operate five days per week. However, public schools that implement a four-day school week for their K-12 grade levels can also implement a four-day schedule for the preschool program. The length of the preschool day is expected to mirror the length of the K-12 day.

[5] Programs must provide 6.5 hours of educational activities (governmental entities or public school districts awarded funding prior to FY16 can provide a part-day program with a minimum of 3 hours) five days per week (public schools that implement a four-day school week for their K-12 grade levels can also implement a four-day schedule for the preschool program).

[6] Programs must provide educational activities appropriate to the developmental level of the child 12 months a year (governmental entities or public school districts only can provide preschool services for no less than the school year).

[7] Kindergarten-age eligible children may enroll in preschool at the local program's discretion or with documented disabilities.

[8] If a preschool program charges a fee for preschool, they must implement a sliding scale fee.

[9] The local health department, not the state, determined any changes.

[10] Part-day programs are required to provide one meal or one snack. School-day programs are required to provide one meal and two snacks or two meals and one snack.

[11] All preschool programs are required to partner with their local Parents as Teachers (PAT) program which provides parent education and health and developmental screenings. In addition, PAT also provides referrals to services that may be beneficial to the family based on need/request.

[12] Missouri Early Learning Goals cover children from infant through kindergarten entry. New K-12 standards were approved in April 2016.

[13] The state is in the process of revising the Early Learning Standards to include birth to pre-K. Once this is complete additional training and supports will be provided.

[14] Lead teachers must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certification, or a four-year college degree in Child Development.

[15] Assistant teachers must have a CDA, two-year associate degree in Child Care/Education or 60 college hours with a minimum of nine college credit hours in early childhood, CD, or child/family related courses and experiences working in a program with young children and their families. (Assistant Teachers hired prior to July 1, 2018

may meet 60 college hours with a minimum of three college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.)

[16] Certificated teachers have state certification requirements for individualized PD plans.

[17] Transitioned to some virtual consultation depending on the local health requirements and individual program decisions.

[18] Funding comes from ECDEC and the Tobacco Settlement.

[19] All classrooms are required to be accredited through NAEYC or Missouri Accreditation.

[20] Consultant visits are required: third year programs (100% are reviewed through the accreditation process); fourth/fifth year programs (monitoring based on ECERS-3 and consultant reports).

[21] Depending on local health recommendations and program decisions.

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

[1] The child must qualify for USDA Free or Reduced Price lunch through the Missouri Department of Elementary and Secondary Education or be on the Direct Cert List (DSS/TANF) with the Missouri Department of Social Services.

[2] All changes are based on local health department guidance.

[3] Missouri Early Learning Goals cover children from infant through kindergarten entry. New K-12 standards were approved in April 2016.

[4] The state is in the process of revising the Early Learning Standards to include birth to pre-K. Once this is complete additional training and supports will be provided.

[5] A lead teacher in the Pre-K Foundation Formula classroom must have a teaching certificate in early childhood education or early childhood special education.

[6] A teacher assistant or paraprofessional in the Pre-K Foundation Formula classroom must hold a child development associate degree, associate degree in early childhood, or sixty college hours with a minimum of three college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.

[7] Certified Lead Teachers in Public and Accredited Nonpublic Schools: Total of 30 clock hours of PD (and individualized PD plan to upgrade to Career level certificate) during years one-four. For years five and on, 15 clock hours of PD annually until exempt (exempt by meeting two of following three: master's degree, 10 years teaching experience, National Board certification). Experience as an assistant teacher does not count toward certification requirements. Approval of professional development is done by employing school district. Mentoring is required for new teachers during years one and two in order to upgrade to Career level certificate.

[8] The program is funded through the foundation formula for state aid.

[9] Local decisions in collaboration with local health departments.

NEBRASKA - Nebraska Early Childhood Education Program

[1] Early childhood programs are spread throughout the state in urban and rural areas. The school districts without preschool classrooms have very few students and cover a large geographic area.

[2] Some school districts begin a program, or add capacity, with the help of competitive grants. Other school districts may start a program without grant funding and may receive state aid funding for their 4-year-olds after three years of program approval.

[3] The State estimates 2,000 fewer students enrolled; however, this is not a finalized count and could be due to a variety of factors that are unknown at the state level.

[4] Programs not receiving grant funds or not qualified to receive State Aid must operate a minimum of 12 hours per week during the school year. Schools are encouraged to partner with Head Start and community providers, but there is no formal agreement at the state level. Programs must operate at least 12 hours per week. Additionally, if districts receive State Aid (TEEOSA) or an early childhood grant, the program must operate at least 450 hours per year.

[5] Districts that were unable to meet the requirement of 450 hours were able to submit a waiver to be approved by the State Board of Education. While districts have always had this ability, many more districts needed to submit a waiver for the 2019-2020 year.

[6] Students who are age eligible for kindergarten should not be enrolled in the state funded preschool program unless the IEP team determines that accommodations can't be met in kindergarten. Students who turn 6 by January 1 of the school year must be enrolled in kindergarten, based on the mandatory attendance law.

[7] Eligibility may be determined by low income, disability or developmental delay, low parent education, non-English speaking family, teen parent, or low birth weight. Although all prekindergarten age-eligible children may be served in a school district early childhood program, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children, while others may use locally determined risk factors in addition to those specified by the state.

[8] If charging fees, districts must utilize a sliding fee scale, but may set the scale at whatever level they choose to fit with their community. Children who are receiving services through Head Start or IDEA pay nothing.

[9] Local health measures may have imposed additional regulations.

[10] A meal and/or snack meeting USDA requirements must be served each session.

[11] If the majority of children enrolled in the program use a common language other than spoken English, at least one staff member who uses such language will be available as an active participant to communicate with such children in classroom and group experiences. Where less than a majority of the children enrolled in the program speak a language different from the rest, one staff member or a community resource person or parent will be identified to serve as a resource to the program.

[12] Individuals within the agency have expertise in DLL, but none are funded with preschool dollars.

[13] Special education is housed within the Office of Special Education under the Student and Client Success and Services Division. Early Childhood/Special Education staff regularly participate in scheduled meetings and partner through a variety of joint initiatives including Results Matter-Child, Family, and Program Outcomes and Multi-tiered systems of support (MTSS).

[14] Nebraska has the Nebraska Early Childhood inclusive teaching certificate. Nebraska has systemically included special education into its early childhood teaching endorsements. Special Education monitors to ensure that students with IEPs/IFSPs have a teacher of record with proper endorsements/certifications. Additional PD is available.

[15] The teacher of record is related to the child's IEP, and that person must meet SPED certifications and requirements, while the classroom teacher does not necessarily need to possess SPED certifications/endorsements.

[16] The Office of Special Education has reached out to local school districts to ensure that the goals of IEPs/IFSPs are being met regardless of teaching environment.

[17] All school districts and ESUs are required to use a common child assessment to document child development and attainment of skills.

[18] Districts that have grant funds are able to utilize that money to support curriculum implementation or training.

[19] The Spring collection of child assessments was not required. For 2020-2021, child assessments are still required regardless of learning environment.

[20] If teachers have endorsements other than those listed, they must take college coursework and make annual progress until they obtain an early childhood endorsement. Regardless of where the classroom is housed, it is considered a public school program.

[21] The State has an agreement with a Head Start delegate as the program works to meet the state requirements. Teachers must meet the teaching degree requirement within 5 years.

[22] Assistant teachers are required to have a K-6 Elementary Endorsement, 6 college credit hours in early childhood or an approved equivalency by the end of the first year of employment and 12 college credit hours in early childhood or an approved equivalency by the end of the second year of employment. A CDA is considered an equivalency for the entire 12 college credit hours.

[23] At least one staff member per class who has received pediatric first aid and CPR training is required to be on duty at all times.

[24] Classroom embedded support is not required but is available for school district classrooms that participate in the state QRIS. Teachers in schools that are implementing the Pyramid Model program-wide must receive coaching.

[25] In-person coaching/mentoring is determined by local health department guidance.

[26] School district personnel contracts are subject to collective bargaining agreements that cover both K-12 and Pre-K teachers. All collective bargaining agreements are locally determined. Early Childhood programs are operated by school districts but may be collaboratively operated with a community based provider or Head Start program. The NDE has no authority to require parity in private organization salary scales.

[27] Funding for the program includes an allocation of state funds for the grant program as well as funding in the state aid formula.

[28] Local sources include local district funds, parent fees, community agencies and resources, and other sources. Funding for the program includes an allocation for the grant program, as well as funding in the state aid formula. In the third year of approval by the NDE, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year.

[29] In addition to low performing classrooms and new classrooms/teachers, any district that receives grant funding for their 3-5 prekindergarten program or a grant for the Pyramid project, a percentage of other classrooms also received an observation each year. All classroom observations that did not meet the designated quality score received a second observation to continue to work towards improvement with the goal to meet the designated quality score. Observations continue biannually until the score is met.

[30] Classrooms implementing the Pyramid Model must use TPOT; the remainder of districts being observed can select CLASS or ERS.

[31] Observations are not required for Fall 2020 and are only conducted if the district chooses to move forward with the observation. Furthermore, observations will not take place if health districts move into an unsafe spread situation.

[32] All districts submit an annual program report. Visits are scheduled based on the responses. Districts that receive grant funding to support their prekindergarten program receive on-site visits at least annually.

[33] The Commissioner of Education has restricted travel at this time due to health concerns and the fact that districts are not allowing visitors. Monitoring is being conducted virtually and with the knowledge that many allowances for meeting the regulations might be waived as the year progresses.

[34] Some school districts closed prior to the Governor's directed health measure.

[35] School district staff were still under contract and were paid based on a typical year; however, the NDE does not determine local school district contracts.

[36] Local districts determined the health risk and reopening plans. The majority of the districts opened for in-person learning; however, the state's largest district opened for remote instruction only.

NEVADA - Nevada Ready! State Pre-K

[1] The FTEs include one administrator, two program professionals (support for sub-grantees), one program professional (workforce and PD) and one management analyst (data). Management analyst and workforce staff work across the Office of Early Learning and Development and across the department as necessary.

[2] State Pre-K grantees include 11 school districts (10 LEAs and one State Charter Authority), and three community based organizations. Thirteen districts/community organizations received state pre-K funding this biennium that meet state pre-K guidelines; additional districts offer other pre-K programs funded through Title I, Zoom DLL, and Victory.

[3] In 2019-2020, state pre-K allocations were awarded based on previous year's final expenditures.

[4] This enrollment number does not include children attending programs funded primarily by other state-funded pre-k programs or children who may be attending the program but not eligible for services (funded through braided or general/local funds).

[5] The Lyon County school district dropped out of the program due to district budget cuts as a result of COVID-19. In addition, Fall 2020 enrollment is low due to decreased class sizes for districts providing in-person instruction and families choosing to keep their children home. Current Fall 2020 enrollment is approximately 2,800.

[6] The majority of programs are five days per week; but some rural programs follow a four day per week schedule for their whole district.

[7] Most pre-K programs follow the school year, Head Start and community based programs are the exceptions.

[8] Reduced hours and/or group sizes were allowed to meet social distancing requirements due to COVID-19.

[9] Children must be from families at or below 200% FPL and districts/programs determine other eligibility based on highest need (i.e., low income, DLLs, homeless, etc.).

[10] For programs that have waiting lists, priority may be determined by other factors such as: child disability or developmental delay; Homelessness or unstable housing; Home language other than English; Child history of foster care; Parent on active military duty. Decisions about risk factors are determined locally.

[11] Pre-K programs located in school districts followed the K-5 processes for food distribution.

[12] If children started the school year remotely, the screening requirement was waived. If the children started the school year following a hybrid model an extended screening window was allowed.

[13] Nevada has a separate funding stream specifically to support pre-K DLLs and state pre-K programs are encouraged to collaborate with this program to implement best practices.

[14] Other state-funded pre-K programs allocate funding specifically for DLLs (not included in the state-funded preschool program count).

[15] The State 619 Coordinator is available to support teachers and programs. State Inclusion Guidance document is available.

[16] There is a goal to increase enrollment by 5% over the next five years (not restricted to state pre-K program).

[17] None of the special education requirements have been waived. Only general guidance related to continuing to meet the existing requirements has been provided (document efforts, be flexible, etc.).

[18] PDG B-5 grant resulted in recommendations related to standards revisions that are planning to be implemented.

[19] The state is in the process of creating birth-3rd grade standards as a more comprehensive document. The state also recently adopted SEL standards for K-12.

[20] All programs are required to implement at least one comprehensive child assessment. The majority of the districts use either TS GOLD or Brigance IED. Data are not submitted to NDE.

[21] The waiver that went into effect in Spring 2020, remained for children who were learning remotely in 2020-2021.

[22] The Brigance Screen was waived for all kindergarteners doing 100% remote learning.

[23] One school district dropped out of the State Pre-K program due to COVID-19 related district budget cuts.

[24] New legislation allocates state general funds to the Nevada Ready! Pre-K program (NR!PK).

[25] The NR!PK budget was cut by $6,217,847.00 due to COVID-19. The Lyon County School District dropped out of the program (due to COVID-19 related budget cuts), making up $1,360,22.00 of the cuts. CARES (GEER) funding was used to back fill the remaining $4,857,625 resulting in no net loss of funding for NR!PK sub-grantees.

[26] QRIS funding was eliminated from the 2019-2020 NR!PK budget.

[27] No site visits were conducted, only remote desk audits and monthly program check-ins.

[28] No policy changes resulted from COVID-19 but guidance was issued: http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/NEPF_InPerson_Hybrid_DistanceLearningGuidance.pdf

[29] Governor's directives ordered all public schools, including NR!PK programs housed in public schools, to close March 2020.

[30] All instruction was implemented remotely when schools closed.

[31] CARES funding replaced state funds cut due to COVID-19.

[32] Most districts opened on a delayed schedule. Openings were decided locally based on the effects of COVID-19. Large districts generally opened remotely while smaller, rural districts opened in person or mixed.

[33] Funding was provided for remote learning equipment and connectivity for those who needed it. This funding was outside of the regular NR!PK budget.

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

[1] Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Education. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wrap-around programs.

[2] Thirty-one districts are required to offer the program due to a state Supreme Court decision. Another four districts are required to offer the program after applying to expand their existing program, beginning in the 2008-2009 school year. The remaining districts included in this count represent districts that have been more recently funded to expand their preschool programs to meet Abbott standards. Charter schools approved to serve preschool students in former Abbott districts are also included.

[3] Enrollment varies district to district but statewide there has been a decrease in enrollment due to COVID-19.

[4] The NJDOE is not able to separate the Head Start children from the total number of children served in private setting.

[5] The DOE funds the program for the school calendar year and day. All programs must operate for at least six hours per day. Some programs offer extended-day programs with an additional four hours of wraparound care for income-eligible children. The wraparound program is funded through DHS. Some districts have also used surplus or Title 1 funds to provide summer programs. Part-day slots are in districts currently working to move all slots to full-day.

[6] Districts may provide four hours of instruction and still be considered full day as per COVID-19 executive orders.

[7] Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program.

[8] Districts are expected to meet the requirements presented in the NJ Road Back reopening guidance.

[9] The State provided guidance that all children could be provided meals regardless of income, but the extent to which districts did this was a local decision.

[10] Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.

[11] Programs are required to employ a Community Parent Involvement Specialist (CPIS) to connect families with services such as mental health services and insurance. In addition, contracted private providers are required to employ Family Workers for this same purpose. The district board of education must also: ensure that a coordinated system of social services is provided to families; establish an Early Childhood Advisory Council with parent representation; and provide pre-K to Grade 3 transition activities.

[12] Programs were remote from March-June so transportation was not provided for parts of the school year. Once in-person schooling resumed, the number of students permitted on a bus at one time was limited due to COVID-19.

[13] Districts must use a curriculum with systematic supports for language acquisition for all children, including approaches for helping ELLs acquire English while maintaining their home language within their regularly assigned preschool classroom. Districts must also adhere to the Preschool Program Implementation Guidelines, which provide specific strategies for supporting ELLs in the preschool classroom.

[14] The DOE oversees preschool special education, but the office is housed in another division. Staff from the two offices work together on technical assistance, policy development, development of preschool operational plans, etc. We work collaboratively to address preschool special education within state funded preschool, provide joint technical assistance, program planning and reviews.

[15] In the 2021-2022 operational plan the DOE is looking more closely at the area of inclusion.

[16] Restrictions that were in place related to child care and Head Start were lifted at the beginning of the 2020-2021 school year. Guidance was changed to allow therapists access to buildings and classrooms shortly after the reopening of schools in the Fall. For Spring 2020, services were offered through tele-services.

[17] Districts enrolled in Grow NJ Kids (QRIS) can receive curriculum training through the process.

[18] Due to remote instruction, districts did not have to continue the assessment in the Spring. In Fall 2020-21, districts were encouraged to do small groups remotely to gain assessment data.

[19] Nursery school (P-K) is no longer granted, but is still recognized for current holders. Teachers with a Standard Elementary School Endorsement (K-Grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with district-established documentation requirements. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.

[20] In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.

[21] While not required at the state level, many programs adjusted their PD plans to address health and safety and/or remote instruction.

[22] Master teachers/coaches are provided at a ratio of one coach for 20 classrooms.

[23] For districts with remote instruction, observation and coaching is conducted remotely.

[24] Some districts are contracting out to employ assistant teachers and may not be including them in PD or individualized PD plans. If they are district employees the time, salary, benefits, etc. should be the same as K-3.

[25] Preschool funds are included in annual state aid provided to school districts.

[26] Districts can choose between Danielson and Marzano for their teacher evaluations.

[27] Due to remote instruction from March through June no classroom observations were required.

[28] The Self-Assessment and Validation System (SAVS) is administered locally and submitted to the state. Annually, a subset of district assessments is directly validated by the state. District assessments are validated at least once every three years. The results of the SAVS are used as the basis for program planning and incorporated into the district's annual Preschool Program Plan.

[29] Due to remote instruction, in person visits have not occurred. Visits are occurring through platforms such as Teams or Skype for business. Staff have observed remote classes and met with administration in this manner.

[30] An Executive Order in March closed all schools and child care/Head Start facilities through the end of the school year (June 2020).

[31] Districts were advised to provide no more than one hour per day with technology/devises for preschool students. Hands on, at home activities were requested. Statewide guidance was provided to all school districts by the NJDOE, and included information on screen time limits, allowing the ASQ for the child assessment, and provision of devices.

[32] Districts were directed to pay for all enrolled students.

[33] Districts were able to apply for funds from the federal government as well as the state.

[34] Each district determined what buildings were safe to reopen. School districts were to determine if and when they could safely reopen. Districts that could not safely reopen were required to submit a justification to the NJDOE.

[35] School districts were able to receive CARES funds for PPE and cleaning supplies. The district could include providers, however the funds were district wide and each district determined how it was distributed. The State provided separate funding to increase districts'/students' access to the internet and computers/tablets.

NEW JERSEY - New Jersey Former Non-Abbott Early Childhood Program Aid (ECPA)

[1] Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Education. The State Head Start

Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wrap-around programs.

[2] Required for specific districts where, in the late 1990's between 20% and 40% of children were eligible for free or reduced priced lunch. Over the past several years, many of the original ECPA districts have applied for funding to meet Abbott standards and are now represented in those counts.

[3] Enrollment varies district to district but statewide there has been a decrease in enrollment due to COVID-19.

[4] Some programs are part-day (at least 2.5 hours/day), some programs are school day (at least six hours/day), and some programs offer a combination of both. Some programs participate in DHS wrap-around programs for before- and after- care. If the district or provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year.

[5] Districts may provide four hours of instruction and still be considered full day as per COVID-19 executive orders.

[6] Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program.

[7] Districts are expected to meet the requirements presented in the NJ Road Back reopening guidance.

[8] Breakfast, lunch, and snack are required for at-risk students in school and extended day programs. For children in half-day programs, a meal (which can be breakfast, lunch or snack), is required for every 2.5 hours the children are present. Although not specified in the Early Childhood Administrative Code, meals provided in school programs must meet USDA guidelines.

[9] The State provided guidance that all children could be provided meals regardless of income, but the extent to which districts did this was a local decision.

[10] Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.

[11] The district board of education must ensure that a coordinated system of social services is provided to families. Districts are also required to establish an Early Childhood Advisory Council with parent representation and provide P-3 transition activities.

[12] Programs were remote from March-June so transportation was not provided for parts of the school year. Once in-person schooling resumed, the number of students permitted on a bus at one time was limited due to COVID-19.

[13] Districts must use a curriculum with systematic supports for language acquisition for all children, including approaches for helping ELLs acquire English while maintaining their home language within their regularly assigned preschool classroom. Districts must also adhere to the Preschool Program Implementation Guidelines, which provide specific strategies for supporting ELLs in the preschool classroom.

[14] The DOE oversees preschool special education, but the office is housed in another division. Staff from the two offices work together on technical assistance, policy development, development of preschool operational plans, etc. We work collaboratively to address preschool special education within state funded preschool, provide joint technical assistance, program planning and reviews.

[15] We encourage districts to increase the number of children in their inclusion rooms. This data is tracked in annual plan submissions.

[16] Restrictions that were in place related to child care and Head Start were lifted at the beginning of the 2020-2021 school year. Guidance was changed to allow therapists access to buildings and classrooms shortly after the reopening of schools in the fall. For the spring of 2020, services were offered through tele-services.

[17] Districts enrolled in Grow NJ Kids (QRIS) can receive curriculum training through the process.

[18] Due to remote instruction, districts did not have to continue the assessment in the Spring. In Fall 2020-21, districts were encouraged to do small groups remotely to gain assessment data.

[19] Nursery school (P-K) is no longer granted, but is still recognized for current holders. Teachers with a Standard Elementary School Endorsement (K-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with district-established documentation requirements. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.

[20] In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.

[21] While not required at the state level, many programs adjusted their PD plans to address health and safety and/or remote instruction.

[22] Some districts are contracting out to employ assistant teachers and may not be including them in PD or individualized PD plans. If they are district employees the time, salary, benefits, etc. should be the same as K-3.

[23] For districts with remote instruction, observation and coaching is conducted remotely.

[24] Preschool funds are included in annual state aid provided to school districts.

[25] School districts are permitted to contract with Head Start, private agencies, and faith-based centers (without religious content), however few ECPA funded programs do so.

[26] Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ECPA and ELLI districts.

[27] Due to remote instruction from March through June, no classroom observations were required.

[28] Staff attempt to visit districts as requested by the district, or when the office determines that a visit is necessary.

[29] Due to remote instruction, in person visits have not occurred. Visits are occurring through platforms such as Teams or Skype for business. Staff have observed remote classes and met with administration in this manner.

[30] An Executive Order in March closed all schools and child care/Head Start facilities through the end of the school year (June 2020).

[31] Districts were advised to provide no more than 1 hour per day with technology/devises for preschool students. Hands on, at home activities were requested. Statewide guidance was provided to all school districts by the NJDOE, and included information on screen time limits, allowing the ASQ for the child assessment, and provision of devices.

[32] Districts were directed to pay for all enrolled students.

[33] Districts were able to apply for funds from the federal government as well as the state.

[34] Each district determined what buildings were safe to reopen. School districts were to determine if and when they could safely reopen. Districts that could not safely reopen were required to submit a justification to the NJDOE.

[35] School districts were able to receive CARES funds for PPE and cleaning supplies. The district could include providers, however the funds were district wide and each district determined how it was distributed. The State provided separate funding to increase districts'/students' access to the internet and computers/tablets.

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

[1] Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Education. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wrap-around programs.

[2] Over the past several years, many of the original ELLI districts have applied for funding to meet Abbott standards and are now represented in those counts.

[3] Enrollment varies district to district but statewide there has been a decrease in enrollment due to COVID-19.

[4] Some programs are part-day (at least 2.5 hours/day), some programs are school day (at least six hours/day), and some programs offer a combination of both. Some programs participate in DHS wrap-around programs for before- and after- care. If the district or provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year.

[5] Districts may provide four hours of instruction and still be considered full day as per COVID-19 executive orders.

[6] The ELLI program is targeted to low-income four-year-olds, but school districts are required to use other funding or charge tuition to serve three-year-olds or four- year-old children who are not income eligible.

[7] Children are required to qualify for free and reduced price lunch (185% FPL) and be a resident of the district. However, districts may make a case for eligibility based on extenuating circumstances when submitting its annual Preschool Program Plan.

[8] Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program.

[9] Districts are expected to meet the requirements presented in the NJ Road Back reopening guidance.

[10] For half day programs, only snack is provided. For a full-day program, breakfast and lunch may be provided.

[11] The State provided guidance that all children could be provided meals regardless of income, but the extent to which districts did this was a local decision.

[12] Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.

[13] The district board of education must ensure that a coordinated system of social services is provided to families. Districts are also required to establish an Early Childhood Advisory Council with parent representation and provide P-3 transition activities.

[14] Programs were remote from March-June so transportation was not provided for parts of the school year. Once in-person schooling resumed, the number of students permitted on a bus at one time was limited due to COVID-19.

[15] Districts must use a curriculum with systematic supports for language acquisition for all children, including approaches for helping ELLs acquire English while maintaining their home language within their regularly assigned preschool classroom. Districts must also adhere to the Preschool Program Implementation Guidelines, which provide specific strategies for supporting ELLs in the preschool classroom.

[16] The DOE oversees preschool special education, but the office is housed in another division. Staff from the two offices work together on technical assistance, policy development, development of preschool operational plans, etc. We work collaboratively to address preschool special education within state funded preschool, provide joint technical assistance, program planning and reviews.

[17] We encourage districts to increase the number of children in their inclusion rooms. This data is tracked in annual plan submissions.

[18] Restrictions that were in place related to child care and Head Start were lifted at the beginning of the 2020-2021 school year. Guidance was changed to allow therapists access to buildings and classrooms shortly after the reopening of schools in the Fall. For the Spring of 2020, services were offered through tele-services.

[19] Districts enrolled in Grow NJ Kids (QRIS) can receive curriculum training through the process.

[20] Due to remote instruction, districts did not have to continue the assessment in the Spring. In Fall 2020-21, districts were encouraged to do small groups remotely to gain assessment data.

[21] Nursery school (P-K) is no longer granted, but is still recognized for current holders. Teachers with a Standard Elementary School Endorsement (K-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with district-established documentation requirements. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.

[22] In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.

[23] While not required at the state level, many programs adjusted their PD plans to address health and safety and/or remote instruction.

[24] Some districts are contracting out to employ assistant teachers and may not be including them in PD or individualized PD plans. If they are district employees the time, salary, benefits, etc. should be the same as K-3.

[25] For districts with remote instruction, observation and coaching is conducted remotely.

[26] Preschool funds are included in annual state aid provided to school districts.

[27] Some districts may use local funding to supplement state funding, but amounts are unknown. All state funding is technically run from the state aid formula. However, for the 2018-2019 school year, the former ELLI districts were funded in a manner similar to prior years, which was not according to the funding formula. Districts must use local funds or charge tuition to serve regular income/general education students and must also use special education funding to serve children with IEPs

[28] School districts are permitted to contract with Head Start, private agencies, and faith-based centers (without religious content), however few ELLI funded programs do so.

[29] The ECERS-R is the recommended observation tool. Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ECPA and ELLI districts.

[30] Due to remote instruction from March through June no classroom observations were required.

[31] Staff attempt to visit districts as requested by the district, or when the office determines that a visit is necessary.

[32] Due to remote instruction, in person visits have not occurred. Visits are occurring through platforms such as Teams or Skype for business. Staff have observed remote classes and met with administration in this manner.

[33] An Executive order in March closed all schools and child care/Head Start facilities through the end of the school year (June 2020).

[34] Districts were advised to provide no more than one hour per day with technology/devises for preschool students. Hands on, at home activities were requested. Statewide guidance was provided to all school districts by the NJDOE, and included information on screen time limits, allowing the ASQ for the child assessment, and provision of devices.

[35] Districts were directed to pay for all enrolled students.

[36] Districts were able to apply for funds from the federal government as well as the state.

[37] Each district determined what buildings were safe to reopen. School districts were to determine if and when they could safely reopen. Districts that could not safely reopen were required to submit a justification to the NJDOE.

[38] School districts were able to receive CARES funds for PPE and cleaning supplies. The district could include providers, however the funds were district wide and each district determined how it was distributed. The State provided separate funding to increase districts'/students' access to the internet and computers/tablets.

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

[1] The administration of the NM PreK programs transitioned from the Public Education Department and the Children, Youth, and Families Department into the Early Childhood Education and Care Department effective July 01, 2020. The Public Education Department still provides day-to-day oversight of the public NM PreK settings.

[2] There was a decrease in enrollment due to families keeping their children home. Due to internet connectivity issues, not all families are choosing to participate in the PreK remote option. Not all families are able to participate because of issues such as families living in rural areas, children are home with grandparents, older children also using available internet for on-line learning, and families may not have internet access.

[3] The numbers include children with an IEP who are being served in inclusive PreK settings.

[4] NM's current ECIDS system (Early Childhood Integrated Data System) does not collect Head Start data but plans are underway for future data collection. Public school data system reports 10 children are dually enrolled in pre-K and Head Start: half-day pre-K, half-day Head Start.

[5] The state increased the 450 hour program to operate no less than three hours per day.

[6] New Mexico funds two program schedules: half-day which is 450 total classroom hours; and NM Extended-day which is 900 total classroom hours. Half-day programs must operate at least three hours per day; and NM Extended-day programs must operate at least five hours per day.

[7] Schedules are determined locally and we allow for flexibility for in-person, remote or hybrid learning models, depending on community needs due to COVID-19 and the public health emergency.

[8] Three year-olds are currently not being served in the public school setting (only in nonpublic settings).

[9] Funding priority is given to age-eligible children who live in the attendance zone of a Title 1 school.

[10] Class sizes and staff to child ratios may be smaller in classrooms with children with IEPs, for example, one adult to four children.

[11] These changes have been based on current public health orders.

[12] One meal is required for half-day programs; two meals are required for NM Full-day and Extended-day programs.

[13] Public schools were required to serve meals, and some private settings continued to provide meals though not required to do so.

[14] All screening must be complete by the third month of attendance. The components of a full physical exam are determined by the child's physician.

[15] There was flexibility with due dates.

[16] Family engagement activities are required to be conducted remotely.

[17] Programs providing transportation are required to submit a safety plan for transportation to align with the current health and safety guidance/public health orders.

[18] PreK personnel and administrators within the public schools are required to complete at least 5 hours of WIDA training.

[19] The Public Education Department (PED) early childhood special education is a joint responsibility of the Early Childhood Bureau and the Special Education Division. The state 619 coordinator reports to the director of the Early Childhood Bureau who oversees the NM PreK programs in public schools.

[20] Public school PreK teachers must complete training to support preschoolers with disabilities and case managers must be Special Education certified. Educators in nonpublic settings are encouraged to work with public schools.

[21] The goal is 66% of children with delays and disabilities will attend NM PreK classrooms.

[22] In public schools, preschoolers with disabilities may attend school even during times of remote learning in groups of five children and one adult. Private programs remained open and serving children depending on family needs. Remote learning is also an option to children in a private PreK setting. Therapy may also be conducted via telehealth for children in both public and private programs.

[23] Screening and assessments are done in the child's home language. Programs must make every effort to ensure at least one adult educator in the classroom speaks the child's home language. In addition, guidance for serving DLLs is included in the state's QRIS and in the NM Early Learning Guidelines. One of the essential elements of the QRIS is Culture and Language, Including the Support of Dual Language Learners.

[24] All PreK programs must use the state developed child assessment which is aligned with ELDS.

[25] Private: The New Mexico Comprehensive Training and Consultation System provides monthly classroom visits, which includes a 30 minute debrief period with the teacher and educational assistant. Public: Implements the Practice Based Coaching Model in two week cycles with a 30 minute debrief period with teacher and educational assistant.

[26] Starting March 13, 2020, all support for programs during the COVID-19 Health Emergency has been virtual.

[27] The required assessment for all NM PreK is the New Mexico Preschool Observational Assessment, which is based on the New Mexico Early Learning Guidelines.

[28] PreK programs conducted the initial assessment in the Fall of 2019. However, due to the challenges faced because of the COVID-19 pandemic, the Spring 2020 assessment did not take place for all children as some children disenrolled from the program. For 2020-2021, the state provided guidance to all PreK educators on strategies to conduct observational assessments during remote learning, however the assessment was optional not required for 2020-2021. Guidance provided included engaging families in the assessment process. Kindergarten assessments were optional for the 2020-2021 school year.

[29] Teachers in nonpublic settings who do not yet possess a state-issued Early Childhood teaching license or BA degree must complete a minimum of six credit hours annually toward the degree or license. Teachers in public schools must hold at least a BA/BS and a teaching license in Early Childhood. If a public school teacher is hired who holds either a special education PreK-12 license or an Elementary K-8 license, that person must complete all requirements for an early childhood B-3rd grade or PreK-3rd grade teaching license within two years of hire. In addition, New Mexico offers a Birth-PreK license through PED.

[30] Assistant teachers in both public and nonpublic settings are expected to have an AA in ECE, but may be hired without an AA with an approved PD plan to complete at least six college credits annually toward the requirement. New Mexico offers an Education Assistant license for P-12 in public settings only. For assistant teachers in nonpublic schools, training in ECE or CD is required upon hire.

[31] Health and safety PD is required and provided by Child Care Licensing and school districts.

[32] Starting March 13, 2020, all training and professional support, including consultation and coaching, for programs during the COVID-19 Health Emergency has been virtual.

[33] In public school, coaching occurs in two-week cycles and averages three-four hours per month. In private programs, consultants visit with each classroom teaching team once a month for an average of three hours.

[34] Funding comes from the State General Fund appropriations, this includes an allocation of Federal TANF funds.

[35] Faith-based programs cannot have religious content during PreK hours.

[36] The state allowed for flexibility of due date and how assessments are conducted and visits by state staff have moved to the Spring due to remote learning and local health order.

[37] Pre- and post-TPOT scores are used to set practice-based coaching goals in public schools.

[38] The requirement did not change, just how visits were conducted. In Fall 2020, all visits were conducted either by phone call or virtually.

[39] Public schools that closed, continued to offer remote learning. Programs in private settings offered in person, remote and hybrid learning, depending on family and community needs.

[40] Private programs received additional GEER funding to offer a Summer Jumpstart program for children transitioning into kindergarten Fall 2020.

[41] Preschool programs in a private setting did begin on the first of the school year, but offered flexibility based on family need. Preschool programs in a public school setting opened depending on the public health order for their district/county and options were dependent on the school/county.

NEW YORK - New York State Administered Prekindergarten Program

[1] New York State (NYS) has two separate pre-K funding streams, one of which is a competitive award. Universal PreK (UPK) is administered to school districts via an allocation grant award that is non-competitive. Of the approximately 700 school districts in NYS, roughly 440 districts have an award via this program. However, the funds and awardees for this program have been frozen for nearly a decade. For the last four years, school districts have been able to apply for additional funding via a competitive basis for the State Universal Full Day PreK grant, a five-year grant award. Sixty-five districts and agencies received this grant.

[2] Projections show that enrollment may have decreased by approximately twenty-five percent. When the New York State Division of Budgets released grant allocations in August 2020, two months later than usual, it added that there could be a minimum 20% reduction in these grants. Twenty-four Districts responded by suspending prekindergarten operations for the 2020-2021 school year. Other Districts have also reported lower projected enrollments, stating that families are choosing to keep children at home while the pandemic continues. In also talking with Districts, one of the consistent comments heard is that due to social distancing requirements, they are not able to accommodate as many students as they normally would.

[3] Both half-day and full-day programs are funded. Half-day programs must operate for a minimum of 2.5 instructional hours per day. Full-day programs must operate for a minimum of 5 instructional hours per day. Many programs opt to run a longer school-day or extended-day program using local funds or other funding sources.

[4] No changes have currently been made to the operating schedule for the 2020-2021 school year. However, if students are learning remotely it is not expected that they are on a computer or engaged in activities for 2.5 hours (half-day) or 5 hours (full-day) with a parent/guardian at home. However, teachers must have "meaningful contact"

with each student every day to ensure learning is continuing.

[5] Local districts may establish a date later in December to make more children eligible for prekindergarten and kindergarten. For example, NYC uses a cutoff date of December 31st to determine eligibility into their prekindergarten program.

[6] Age-eligible children must be residents of the respective school district in order to enroll in state-funded pre-K. Homeless children have priority for enrollment purposes. If more students enroll than there are spots available, the district conducts a lottery to determine which students will be enrolled in the program.

[7] No parent and/or guardian of a child participating in a Universal Prekindergarten program should be subject to a fee/charge for the instructional program per Education Law 3602-e and Commissioner's Regulations Part 151-1.

[8] The maximum class size for a Pre-K class is 20 children. For classes of up to 18 students, there must be one teacher and one paraprofessional assigned to each class. For classes of 19 or 20 students, there must be one teacher and two paraprofessionals assigned to each class. Due to Commissioner's Regulations Part 151-1 being outdated, 3-year-old prekindergarten students use the same ratio as 4-year-old students. These regulations are currently being amended to add 3-year-old students into them.

[9] To provide flexibility and to maintain social distancing requirements, in the 2020-21 school year, districts were allowed to offer smaller Prekindergarten class sizes with only 1 certified teacher in the room. For districts and programs outside of New York City: For 3-year-olds: 1 teacher in a classroom with up to 7 students; For 4-year-olds: 1 teacher in a classroom with up to 8 students. For New York City: For 3-year-olds: 1 teacher in the classroom with up to 10 students including; For 4-year-olds: 1 teacher in the classroom with up to 12 students. This class sizes include, but are not limited to, preschoolers with disabilities and English Language learners.

[10] While recommendations on social distancing suggest that maintaining a six-foot distance from others is optimal, the building code itself does not mandate a minimum square footage per person on which districts or other applicable schools must base the number of students and staff in a building.

[11] Programs that are less than three hours require access to a nutritional meal or snack. Programs that are more than three hours require access to meals and snacks to ensure the nutritional needs of the children are met. When a school district participates in the National School Lunch or School Breakfast programs, Pre-K students who are on-site during the hours that meals are being served (whether half-day or full-day) must be offered breakfast and/or lunch, as applicable.

[12] The requirement that all students who enter into the school year prior to December 1st should be screened by then did not change. But requirements for new entrants who came into the program after December 1st did change. Typically, districts/schools have 15 days to screen a new entrant after December 1st. This year there was flexibility for districts/schools to screen these students "as soon as applicable" since COVID-19. Realizing that if districts/schools are remote, it may be hard to administer some of the screenings within the 15 days if they are closed due to the positivity rate of COVID-19 cases.

[13] Each district was required to: perform regular school bus disinfection measures; train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train students and staff regarding the wearing of masks. Both students and drivers will wear masks and social distance on the bus. School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work and wear a face covering along with an optional face shield. Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19. All parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 prior to them boarding their method of transportation to school.

[14] The NYSED Office of Early Learning (OEL) and the NYSED Office of Special Education Preschool Policy Unit (PPU) engage in collaboration on many activities both internally to the Department and externally with other governmental bodies and stakeholders.

[15] New York State expects that school districts will ensure there is no barrier to serving preschool students disabilities as dually enrolled in the state-funded preschool programs and also receiving preschool special education services (enrolled in preschool special education). This is specifically being addressed through a comprehensive compliance assurance plan with the New York City school district to increase the number of preschool students with disabilities enrolled in its Pre-K for All programs.

[16] The Office of Special Education issued guidance that references the USDE OSEP guidance and the requirement for the provision of FAPE during COVID-19.

[17] The NYS Early Learning Guidelines include Infants and Toddlers. Other standards include: New York State Next Generation Learning Standards. The New York Prekindergarten Learning Standards are only for four-year-old prekindergarten students. The Revised NYS Early Learning Guidelines are not standards; they are a child development resources for children ages B-8 years of age. NYS does not have standards for children under 4 years of age.

[18] Assessments must be valid and reliable and at a minimum assess language, cognitive and social skills per NYS Commissioner's Regulations.

[19] Other supports for curriculum implementation include Planning for High-Quality Prekindergarten Programs; the P-3 Virtual Summer Institute; guidance for Pre-K programs for 3-year-olds; tip sheets for setting up the classroom environment and play-based learning; checklists to ensure curriculum opportunities across domains; "New York State Prekindergarten, Kindergarten, First Grade, and Second Grade Learning Standards: A Resource for School Success"; "NYSED Office of Early Learning Video Series: A Guide for Educators Serving Children in Prekindergarten through 2nd Grade" and the NYSED Pre-K to Kindergarten Transition Tool.

[20] The New York State Education Department has provided resources for continuity of learning during the COVID-19 pandemic, and the Office of Early Learning provided additional early learning specific resources in its newsletters. The Office of Early Learning changed its annual P-3 Summer Institute to a virtual on-line experience that included recordings of presentations on topics including trauma, race, and resources available on NYSED's Office of Early Learning website.

[21] Preschool assessment is referred to as Progress Monitoring and is separate from assessment. Assessment must also include motor development in addition to language and cognitive development. Valid and reliable progress monitoring and assessment tools used are determined locally. Screening tools must cover language, cognitive and social skills. School districts are required to establish a screening process for assessing the developmental baseline whenever a new child enters the program. The ongoing progress of all children should be monitored at least three times per year in at least language, cognitive and social skill development.

[22] The requirement to assess students three times per year was waived due to the pandemic in the Spring of 2020. Districts still had the option to assess if they were able to. Assessment data was not reported to NYSED for the 2019-2020 school year. For 2020-2021, assessments are still determined locally for the current school year. Districts have the flexibility to assess in-person or remotely depending on what approved instructional model the district is currently operating under.

[23] Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978. Lead teachers in nonpublic settings hired prior to 2004 are required to have an AA or CDA. Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. A legislative amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013. These teachers must also have a plan to become certified within five years or by 2013. Effective July 1, 2010, all newly hired teachers in nonpublic settings must have a BA in Early Childhood Education or a related field and also have a written plan to earn a NYS teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an onsite education director possessing a NYS teaching license or certificate in early childhood or childhood grades. In order to maintain permanent certification, all teachers must get their master's degrees within 5 years of completion of their undergraduate studies. Under certain circumstances, a waiver can be requested to extend that 5-year-period.

[24] There were no changes in lead teacher requirements. However, the Office of Teaching Initiatives (OTI) did allow for Emergency COVID-19 certificates for eligible candidates who completed all coursework but needed to take required exam(s) that were cancelled due to the COVID-19 pandemic in Spring 2020. These emergency certificates are only available for 1 year.

[25] The Level I Teaching Assistant Certificate, the entry-level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have a high school diploma or meet standards of the licensing or registering agency. Some nonpublic school settings require a temporary license, or continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.

[26] There were no changes to assistant teacher requirements. As with lead teachers, assistant teachers were also eligible to apply for the one-year Emergency COVID-19 certificate if they were unable to take any exam(s) in Spring 2020 due COVID-19.

[27] Guidelines indicate that assistant teachers with the Level III Teaching Assistant certificate complete 75 hours per five years of in-service professional development in order to maintain certification. However, local public school districts make decisions regarding the appropriateness of activities to fulfill this requirement.

[28] State policy does not specifically require ongoing classroom-embedded support but local districts can decide to provide it. Holders of the Initial and Conditional Initial certificate must receive mentoring in their first year of teaching or school building leadership service in a public school district. The purpose of the mentoring requirement is to provide a new teacher with support in order to gain skillfulness and more easily make the transition to one's first professional teaching experience. Therefore, new Initial certificate holders are to receive mentoring from an experienced teacher. All first-year public school teachers receive mentoring. The mentor is decided at the local level and the plan that is developed is done at the local level as well.

[29] Universal Prekindergarten, Statewide Universal Full-Day Prekindergarten and Targeted Prekindergarten are all state-funded programs. The calculation of these programs

and the final amount allocated and paid to districts is written within Education Law 3602-e and Education Law 3602-ee. While districts receive a predetermined allocation each year, their final grant payable is based upon the number of students served in that fiscal year.

[30] The most recent Federal PDG grant ended with the 2018-19 school year (Fiscal year 2019-2020). This funding rolled into UPK dollars that are now state-funded.

[31] Due to the fiscal impact of COVID-19, the New York State Division of the Budget initially withheld 20% of payments and required preapproval for payments. On February 12, 2021, the New York State Division of the Budget approved that any 20% withholdings from final payments for the 2019-2020 school year would be paid in full. Furthermore, any initial payments to UPK programs for the 2020-2021 school year that were subject to the 20% withholding will also be paid back in full.

[32] Agencies, other than public schools, who receive funds directly are not allowed to subcontract. School districts may subcontract with public schools, Head Start, Private agencies, Faith-based centers without religious content, family child care homes, and other agencies.

[33] Instruments to collect information on classroom quality are determined locally. Section 3602-e of Education Law was amended in the 2017-2018 school year in which Districts had to adopt quality indicators. This includes, but is not limited to valid and reliable measurements of environmental quality, the quality of teacher-student interactions, and student outcomes. All districts, except for those who were awarded an Expanded Prekindergarten Grant (EPK) in the 2019-2020 will be required to submit their self-assessment and action plan in June 2021 that will report out on their progress towards meeting the quality indicators. These plans have to be resubmitted every two years.

[34] Due to the staffing levels of the Office of Early Learning, a risk-analysis is used to determine which of the 88 districts/agencies will receive an on-site visit or a desk audit depending on a variety of risk factors. By Education Law 3602-ee, the Office of Early Learning is only required to visit district/agencies that receive Statewide Universal Full-Day Prekindergarten funds. However, depending on circumstances, districts who are only receiving Universal Prekindergarten funds also receive visits.

[35] Due to restrictions on travel, the Office of Early Learning is conducting desk reviews of districts and agencies as is determined by the risk analysis process.

[36] On March, 18 2020, the Governor issued an Executive Order that closed schools PreK-12. Centers were able to stay open for child care purposes, but not for prekindergarten instruction.

[37] While the school year was not shortened, districts were not mandated to meet the 180-day instructional requirement due to it being waived for the 2019-2020 school year.

[38] In July 2020, NYSED released their Reopening Guidance Memo that allowed Districts to locally determine what remote instruction would look like due to there not being a one-size fits all model that would work in NYS. All Districts and UPK agencies had to submit to NYSED agreed assurances as well as a reopening plan to NYSED for review that included how the District/Program would operate under the approved instructional models: in-person, remote, or hybrid (combination of in-person and remote instruction).

[39] Public school teachers are paid through a negotiated contract, and therefore continued to be paid throughout the pandemic while teaching remotely. NYSED's Office of Early Learning encouraged Districts to pay their collaborating agencies during this time, especially if they were providing instruction from March - June. While some districts continued to pay their CBOs, many did not because of the forced closure.

[40] Local internet companies throughout the state provided free internet access to students in impoverished neighborhoods during the mandated closure so that they would not miss coursework. Some other districts had already purchased wireless hotspots through previous grants and were able to distribute them to students who either did not have reliable internet or had no internet at all so they could continue to engage in the coursework.

[41] Many districts opened in September, either virtually, in-person, or hybrid. It was a local decision when the school districts would open the schools depending on the status of COVID-19 cases in the area. Districts had the option of choosing between the 3 models of instruction: in-person, hybrid, or remote. Districts had flexibility to move among the models as needed based upon the COVID-19 rate of infection. Districts also had the ability to not run a prekindergarten program in the 2020-2021 school year because of a lack of space for compulsory age students due to social distancing or if running a program would put a large financial burden on the school district. Some districts took longer to reopen than others with some have either an October 1 start date and some starting in January to run a 90-day program.

NORTH CAROLINA - North Carolina Pre-Kindergarten Program (NC Pre-K)

[1] Although the North Carolina Department of Health and Human Services has authority over the state's pre-K program standards and fiscal components, the North Carolina State Board of Education Policy oversees the teacher licensure process.

[2] The North Carolina Pre-Kindergarten Program (NC Pre-K) is statewide and is available for families in every county. It is administered locally, but if a county agency chooses to not be a contractor, a different agency would be found in order to ensure that it was available in that county. All counties are not required to offer and administer the program, but it is required that the program is offered in every county.

[3] Enrollment for Fall 2020 has decreased by about 30% compared to Fall 2019 which equates to approximately 8,772 fewer children. Nearly all NC county/regions have reported a marked decrease in applications and parent interest in the program despite continual recruitment efforts. Many families have declined to pursue services out of concern for the health and safety of their children or other family members.

[4] Wraparound services are determined locally. A few programs based in public schools, private child care, and Head Start may operate on a year-round calendar, but funding is limited to 10 months (36 weeks) of services.

[5] State statute allows for a child's early entry into kindergarten using state-established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.

[6] The child must be 4 years old on or before August 31st of the program year. A child that meets the age requirement is eligible for NC Pre-K if the child is from a family whose gross income is at or below 75% of the SMI. Children of certain military families are also eligible without regard to income. In addition, up to 20% of age-eligible children enrolled may have family incomes in excess of 75% SMI if they have documented risk factors in specific categories including developmental disability, Limited English Proficiency, educational need, or chronic health condition. All children must meet at least one risk factor if they do not meet the income cut-off.

[7] Classrooms that provide inclusive settings for children with disabilities may require an adult-to-child ratio lower than 1:9. For Local Education-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities, Section 1508-2, (Appendix B).

[8] Per the North Carolina Child Care Rules, each NC Pre-K child must be screened for developmental delays within 90 days of entering program. The screenings are used solely for the purpose of identifying children who should be referred for further evaluation and testing based on concerns in one or more developmental domains. State forms are provided to families for obtaining children's health assessments that include health care provider statements to refer children for further assessments and tests.

[9] While the screening and referral requirements will remain the same, the number of days allowed to complete the screenings may be increased due to COVID-19.

[10] Other support services are provided as needed, such as family support and other types of health interventions (e.g., mental health, positive parenting services) for children with unique needs or challenging behaviors and their families.

[11] For those programs that do provide transportation, they were required to adhere to the health and safety requirements outlined in the ChildCareStrongNC Public Health Toolkit.

[12] Educational needs are indicated by the child's performance results on an NC Pre-K approved developmental screening or in an existing IEP. Children shall be screened within 90 days after the first day of attendance in the NC Pre-K Program or within six months prior to the first day of attendance. The screenings shall be used for the purpose of identifying children to be referred for further evaluation and testing based on concerns in one or more developmental domains. Site-level administrators shall review all developmental screening results and shall share results with families when results indicate a need for further evaluation of the child in one of the domains of development: health and physical, emotional and social, cognitive, language/communication and approaches to play and learning. The site-level administrator will work with the family to contact the local school system's Exceptional Children Program or other qualified resources to determine if a child is eligible for special education, related services or other supports for modifications in the classroom.

[13] The state has a goal to increase the number of in public preschool classrooms designed for general education that include preschoolers with disabilities for the entire program day. The goal does not have a specific measurement.

[14] Any child with an IEP continued to receive specialized services during COVID-19 by continuing meetings in the classroom or adapting to home services.

[15] The North Carolina ELDS are aligned with the state Standard Course of Study (Common Core State Standards and North Carolina's Essential Standards), the standards for what kindergarten children should know and be able to do. The focus of NC's ELDS is on the early precursor skills that research suggests are important or lay the

foundation for what children learn later. The ELDS domains addressed in the standards include: Approaches to Play and Learning, Emotional-Social Development, Health and Physical Development, Language Development and Communication, and Cognition Development.

[16] Birth - K licensed teachers are assigned mentors to support the implementation of curricula and formative assessments that is informed by and aligned with the ELDS to support children's development and learning needs.

[17] During COVID-19, the State provided a state level contract for a remote learning curriculum, child assessment, teacher supports, PD, and family engagement platform to ensure that all children received instruction regardless of the mode of learning. The remote learning platform allowed for the use of any state approved curricula. All children enrolled in the NC Pre-K program had instruction delivered in one of three modes: face-to-face, completely online, or in a hybrid format (in-person and remotely).

[18] Staff are required to conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction. All formative assessments used by the NC Pre-K Program must be approved by the NC Child Care Commission based on the assessment tool's ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs and interests across all domains of development. Assessment tools must be aligned with the NC ELDS to meet this requirement. Classroom staff may select from a list of approved formative assessments found under this link. Through the state's Preschool Development Grant, the state entered into a state-level contract for TS GOLD. The State is providing access for all NC Pre-K teachers and assistants.

[19] In a typical school year all assessments are conducted by NCPK teachers and staff. Because some children were in a remote environment, families with children in remote learning were asked to conduct assessments. Teachers provided guidance and support for families conducting assessments. For 2020-21, the State provided a state level contract for a virtual curriculum, child assessment, teacher supports, PD, and family engagement platform to ensure that all children received instruction regardless of the mode of learning.

[20] There were no adjustments to the programmatic policies, just extension of time. Due to the COVID-19 pandemic and the variation in school reopening plans, DPI updated the requirements for the 2020-2021 school year. For the 2020-2021 school year there will be an initial extension of an additional 30 school days to the 30-day requirement for a screening of early language, literacy, and math skills (now approx. 60 school days) and the 60-day Checkpoint reporting period (now approx. 90 school days). For the 2020-2021 school year, the following developmental progressions will be required: Social-Emotional, Cognitive/Mathematics, Cognitive/Approaches to Learning, Language & Literacy, and Physical. The 30-day preliminary level date will be extended by an additional 30 school days from the first student day (approx. 60 school days) or no later than: November 6, 2020. The 60-day Checkpoint date will be extended by an additional 30 school days from the first student day (approx. 90 school days) or no later than January 22, 2020. The Interactive Guide for implementing the NC Early Learning Inventory during COVID-19 was created as a support resource.

[21] All lead teachers in NC Pre-K classrooms are required to hold a BA/BS in ECE/CD or a related field, as well as a NC Birth - K or PK/K add-on license. Teachers in public or nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS in child development, early education or related field, and be eligible to hold a NC Lateral Entry Birth - K license while working to attain an NC Birth - K or Preschool initial and continuing license within three years. Teachers holding an NC Birth - K initial or continuing license are formally mentored and required to receive formative and summative evaluations annually and according to the licensure cycle. The AA degree in ECE/CD is permitted only as the minimum education/degree requirement for a long-term substitute teacher (up to 12 weeks).

[22] All teacher assistants must have a high school diploma or GED and must hold, or be working toward, a minimum of an AA in ECE/CD or a Child Development Associate (CDA) credential. Teacher assistants working toward the AA or CDA shall make progress by completing a minimum of six documented semester hours per year. Teacher assistants employed by public schools may meet the employment requirements outlined by the federal Every Student Succeeds Act (ESSA) legislation and have one of the following: (1) Six documented semester hours of coursework in ECE, or (2) Two years of work experience in an early childhood setting. There are child care rules going through the rule-making process that will require a CDA or higher. These rules should be codified this year.

[23] Teachers holding a Lateral Entry license and working toward the NC Birth - K continuing licensure requirements will participate in a minimum of six documented semester hours per year prescribed by a Plan of Study, a PD plan, and the three-year Beginning Teacher Support Program (BTSP). The BTSP requires mentoring/performance evaluation. The BTSP is a three-year, in-service PD requirement for any teacher holding less than a continuing license (initial or lateral entry). All DCDEE regulated (licensed) programs are required to meet health and safety training requirements as stipulated under the NC Child Care Rules, which would include any NC Pre-K Programs. PD for assistant teachers applies only to those working toward the AA in ECE or CDA degrees. For assistant teachers who are not working towards licensure, the annual hours are based on their educational attainment. The range is from 20 hours annually to 5 hours. CPR and First Aid would be completed in addition to those hours. All teachers are required to have training on the 10 health and safety topics the first year of employment and every 5 years thereafter; however, there is no set number of hours required regarding health and safety.

[24] Every facility that opened during COVID-19 received additional health and safety training and received certification to that effect. Teachers and administrators were provided with additional training in the virtual platform and delivering remote instruction. Family engagement and formative assessment training was also provided to providers.

[25] The amount of mentoring or coaching a NC Birth - K licensed teacher receives is based on formally assessed needs that result in different types of PD plans, including specific strategies designed in collaboration with the teacher, evaluator, and site administer (private sites). Teachers need different amounts of onsite coaching/mentoring (scaffolding, role modeling, etc.), based on each teacher's formally assessed needs. Approximately 50 contact hours are budgeted per teacher with less than a Birth - K Continuing License.

[26] The State provided documents to support modifications to service delivery methods: a) The Remote Learning Principles developed by the Friday Institute and distributed by the NCDPI were adapted by the Early Educator Support Office at ECU in order to meet the support needs of Pre-K teachers. This document can be found here. b) The Early Educator Support Offices developed and disseminated a revised version of the annual program Guidelines and Protocol. The 2020-21 Amended Guidelines and Protocol provides coaches (mentor/evaluators) with additional guidance as we carry out services via synchronous and asynchronous platforms during the COVID-19 pandemic. The State also provided resources and PD for teachers, including: developing trainings/tutorials on various technological platforms (Zoom, Dojo, WebEx, FaceTime, Facebook Live, etc.) to support virtual engagement; recurring (open and optional) weekly/monthly drop-ins for each region for teachers to share ideas with each other; extending the support system to regionally based (virtual) Communities of Practice (Back to Basics); YouTube videos on various topics for teacher support and use (ex. modeled lessons, assessment, lesson planning, etc.); virtual Professional Learning Community (PLC) meetings in each region; facilitating a book study with select teachers on Intentional Teacher by Epstein; newsletters provided to teachers to keep them updated and informed; remote SEFEL training for new teachers; ensuring that all forms and resources for teachers are provided via Live Binder and web page for ease of access; and Early Educator Support Office Facebook pages. North Carolina also adapted the NC Teacher Evaluation Process Training Part 2 to be facilitated virtually for new teachers and site administrators.

[27] In the 2019 Workforce Study recently released by Child Care Services Association, the salaries for non-public lead teachers have increased 125% to $20.19/hour and the salaries for non-public teacher assistants have increased 100% to $12.13/hour. While salaries are trending in an upward direction it is important to acknowledge that non-public sites' lead teachers and teacher assistants are not guaranteed equivalent benefits packages of their public school counterparts. This large increase does align with previous increases noted in the 2015 Workforce Study and perhaps could be due to non-public sites increasing wages to retain teachers and teacher assistants.

[28] Funding includes: State Appropriation: $21,774,525, Lottery: $78,252,110.

[29] There is a requirement of a local match; however, there are no stipulations as to the amount or source. Examples include: Smart Start, Head Start, Title I, Preschool Disabilities, Local appropriations, Subsidy, Special Grants, Food Program, Private Provider Programs, Donations and other local resources.

[30] State CARES Act dollars have allowed the NC Pre-K teachers and assistants to receive bonuses and PPE Equipment. Additionally, the funding formula has been altered this year. The state is paying based on allocated slots and not attendance/enrollment in order to stabilize the program. However, there have been no significant changes in the funding for the program.

[31] Faith-based centers must also meet 4- or 5-star licensing requirements and they cannot use religious content in the state pre-K classrooms.

[32] The observations are part of the QRIS System. NC Pre-K classrooms must have an average score of at least a 5 on ECERS-R.

[33] Environmental Rating Scale observations have not been conducted since March 2020. All programs needing a re-evaluation have maintained their current licensure status until it is safe to resume observations. Monitoring visits by the local contracting agency will be conducted as usual.

[34] There are multiple State licensure visits, as well as local contractor monitoring visits multiple times per year.

[35] Some of the components of the visits are being conducted virtually and the time in the classrooms have been reduced to minimize spread of infection.

[36] On March 14, 2020, North Carolina public schools were required to physically close. While many Head Start and private facilities chose to close, the state did not require those closures.

[37] A remote learning option was developed for the final two months of the NC Pre-K program year for 19-20. However, for school year 20-21 a state level remote learning platform was created for all NC Pre-K classrooms. The online platform included a virtual curriculum, teacher resources, assessment portfolio, and family engagement

components.

[38] The state-funded contracting agencies received guidance on how to handle payments to subcontractors through the Interim COVID-19 Reopening Guidance for NC Pre-K programs and other follow-up emails. The funding of NC Pre-K programs for the Spring of 2020 was based on March enrollment numbers for the remainder of the year. For Program Year 2020-21, the NC Pre-K program payments were based on allocated slots instead of enrollment.

[39] The NC Pre-K classrooms, teachers, and teacher assistants received PPE equipment and bonuses from the state's treasury fund CARES Act.

[40] State-funded NC Pre-K classrooms were given the option to open between August 17th and Sept 7th. They also were given the option to deliver instruction by one of the following three modes: in-person, remote learning, or hybrid approach.

[41] There was a mix of remote learning and physically opened NC Pre-K classrooms. All private child care programs continued to offer in-person instruction if their child care facility was open and serving other children. Opening varied by school district.

NORTH DAKOTA - North Dakota Early Childhood Education Grant Program

[1] The North Dakota Department of Public Instruction (NDDPI) approves the Pre-K programs prior to the Department of Commerce awarding the funds. NDDPI also collects child enrollment in STARS (State Automated Reporting System).

[2] Fall 2020 enrollment increased by 3 school districts.

[3] State funding may be used to serve children in Head Start locations only if the funding is going to support children who are not already funded by Head Start.

[4] Programs must operate for at least 400 hours over the duration of at least 32 weeks, and incorporate at least 10 hours of research-based parent involvement activities.

[5] Children who turn 5 years old within the school year, but were 4 years old prior to August 1, are still eligible for preschool funds. Preschool programs may enroll 5-year-olds, but they cannot be supported by grant funding.

[6] Programs are permitted to charge tuition to supplement state funding, but are not required to do so.

[7] Programs are encouraged to provide meals, however they are not required to do so because of short programming hours.

[8] NDDPI and the ND Department of Commerce collectively approve and administer the preschool program.

[9] New tele-health opportunities are available for those requiring services.

[10] The 2018 version replaces the B-5 Early Learning Guidelines (ELGs), is aligned and mirrors the Early Learning Outcomes Framework (ELOF), and is also aligned to the Kindergarten Standards.

[11] The NDDPI and North Dakota Department of Human Services (NDDHS) collaborate to print, disseminate, and provide PD on the B-K Standards.

[12] State-funded preschool programs must be approved through NDDPI to operate and must maintain teachers with an ND license qualifying them to teach pre-K.

[13] A lead teacher with an Elementary Education degree must also obtain a Kindergarten Credential in order to teach pre-K in ND in both public and nonpublic settings.

[14] Funds for the program come from the State's General Fund.

[15] The funding of this program is to promote community collaboration and to include public, parochial and private daycares that may be eligible for funding.

[16] Providers had the option to participate in the K-12 North Dakota Smart Restart Guidelines.

[17] Cares Act and GEERS funding, but information on amounts is still being collected.

OHIO - Ohio Early Childhood Education

[1] Since 2006-2007, grants have been awarded based on a poverty index. With new funds added in 2016-2017, grants were awarded to high-quality preschool programs located within district boundaries that have high needs (i.e., high poverty and low achievement). Ohio expanded its eligible providers to also include public districts, chartered nonpublic districts, charter schools, and childcare programs.

[2] Ohio funded 17,870 children with a per-child allocation of $4,000. Although legislation says that children should not be age-eligible for kindergarten (age 5) when in pre-K, there are two locally determined school entrance dates in Ohio (August 1 or September 30), so 5-year-olds may enroll in the program if they are not age-eligible for kindergarten. Children can turn five after August 1 but before September 30, depending on the district of residence.

[3] From a November 15, 2020 enrollment count, the state-funded preschool enrollment was at 70%, compared to December 1, 2019, when the program was at 93.6% enrollment. Enrollment was down for preschool statewide by 27%. While programs were open and operating, fewer parents sent their children to preschool in the state-funded and school-operated programs. Child care has also reported decreased enrollment.

[4] All Early Childhood Education programs must provide services for a minimum of 455 hours per academic year, approximately 12.5 hours/week.

[5] The minimum hours of instruction have remained the same, but flexibility to serve children via remote learning was implemented as of March 2020 and continues through 2020-2021.

[6] Age eligibility requirements changed at the start of the 2016-2017 school year such that 3-year-old children are not eligible without prior approval from the Ohio Department of Education (ODE) after October 1 for slots unfilled by 4-year-old children.

[7] Family income is the determining eligibility factor for this program. The program is free for families with incomes up to 100% FPL. Families between 101% and 200% FPL may pay a fee based on the district's sliding-fee scale.

[8] Ohio has prioritized serving four-year-old children in years past and for 2020-2021, the state allowed for more flexibility to serve three-year-old children without a cap on the number of children programs can serve who are three years old.

[9] All programs are required to participate in Ohio's QRIS, Step Up To Quality (SUTQ), and are given additional points for meeting a 1:10 staff-to-child ratio or maximum class size of 20. Most of these programs are meeting this requirement, rated four or five, and are receiving points for meeting these ratios.

[10] Ohio required, through an Executive Order, that preschool programs who reopened (after mandated closure March to June 10 due to the pandemic) could only do so with lower teacher to student ratios and a maximum class size of nine children. The lower class size was mandated in Ohio through August 10, 2020.

[11] The physical space minimums per child remained in place but programs were able to use portable sinks and room dividers, as needed.

[12] Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.

[13] The Ohio Department of Health extended deadlines for vision and hearing screenings from November 1 to January 30 in order to allow schools to complete screenings as it was safe to do so.

[14] Each program must conduct one educational training, workshop, or event for families annually. Programs must have a written policy on health screenings and the referral process to community resources. Programs can earn extra points toward their SUTQ rating for the following: At least two documented community partners/entities; Formal model or process for family engagement; and Parent volunteer group. Each child must have an individualized transition plan. Programs can earn extra points toward their SUTQ rating for written transition policies and procedures.

[15] This is the same office and staff that administers the state-funded preschool program, resulting in complete integration of the work for all preschool children, including those with disabilities, living in families who are economically disadvantaged, English Learners, and those who are not.

[16] Ohio is engaged with the Early Childhood Technical Assistance Center (OSEP-funded) in order to assess state indicators of high-quality early childhood inclusion. A workplan is being developed that will strive to increase the number and variety of natural early childhood settings that include children with disabilities Birth to age five.

[17] Ohio published a joint communication statewide between Education and Developmental Disabilities that set expectations to provide services, including evaluations, transition conferences, and initial IEPs by a child's third birthday. An additional communication allowed children eligible for Preschool Special Education under the category of developmental disability to remain eligible as they started kindergarten, extending the required re-evaluation to determine school-age eligibility for special education until December 1, 2020.

[18] During the ordered building closure, the State allowed programs to suspend completing the Spring 2020 Early Learning Assessment requirement (as the state-funded preschool programs are required to assess twice/year---Fall and Spring). For 2020-21, assessments required cannot be done remotely. If a program is only operating remotely, they will not be able to use the Early Learning Assessment for preschool assessments. Guidance published in August 2020 asked schools to think of the safety of students and staff as they considered plans for completing assessments.

[19] The requirement was not changed, but Ohio did release guidance that put child and school personnel safety as the first consideration. The Ohio Kindergarten Readiness Assessment cannot be done remotely, so schools operating kindergarten 100% remotely through November 1 could not meet the requirement to complete the KRA.

[20] In all programs, at least 50% of teachers must have a BA in Early Childhood Education. Teachers who have a K-3 or K-8 license are required to have 12 college credits in ECE. All teachers in ECE programs are required to complete a Professional Development certificate that gives extra points for exceeding the minimum number of contact training/PD hours.

[21] Programs are now required to participate in SUTQ, and are given extra points for attaining 30 hours of PD every two years at the star four and five levels. Most programs are attaining these levels.

[22] Ohio worked to move professional development offerings online, including health and safety topics in early childhood programs.

[23] Funding includes: General Revenue Funds: $66,480,000; Casino Settlement Funds: $5,000,000.

[24] The state department of education has encouraged school districts to utilize their ESSER II funds for preschool in a variety of ways including starting a program if they do not have one, expanding access, and/or schedule. Funding has not increased or decreased. It has stayed the same. However, the state did encourage using emergency funds for Ohio's youngest learners.

[25] Specialists who conduct onsite visits follow strict protocols for pre, during, and post visit personal protective equipment, sanitizing, and reporting of suspected and confirmed cases of COVID-19 among program staff and students.

[26] Ohio provided the document Impact of Education Settings on Teacher Evaluations, which poses a series of questions for schools when deciding what and how evaluations will be conducted this year as classrooms bounce between face-to-face, remote and blended instruction. Another change was made in that Quality Student Data are not to be used in evaluations this year. Teachers can still use the data and it can be discussed with their evaluator but not considered when determining their rating. All other evaluation components remain the same and a Frequently Asked Questions document was also made available.

[27] On March 17, 2020, Ohio closed all K-12 schools, followed by all state licensed child cares and preschools, except those serving essential workers under a newly created Pandemic License, on 3-26-20. As of May 29, 2020, private and state-funded child cares could reopen, followed by preschools in education settings on June 9, 2020, each with a maximum class size of nine children. On August 10, 2020, the class size restriction was lifted for all settings. Given the closures, some operated remotely, and some did not. It was a local program decision.

[28] State-funded preschools could not operate in person between March 26 and June 9, 2020. The guidance regarding remote learning was to consider the developmental age of the preschool children, availability of their parents to engage with them remotely, and other ways to stay connected with parents and children. Questions were provided for consideration in making the local decision to operate remotely or not. This guidance remained largely the same from Spring to Fall, but did shift to re-opening in ways that again considered the age and development of the preschool children.

[29] Program specialists and grants management staff work together to provide technical assistance on the specific questions asked by any program grantee. This technical assistance was done on a case by case basis.

[30] The state's Child Care Development Block Grant and CARES Act funding provided Pandemic Support Payments to these programs, if they were open and operating at lower class sizes and demonstrated a need by applying.

OKLAHOMA - Oklahoma Early Childhood Four-Year-Old Program

[1] Oklahoma offers universal pre-K classes to all children. There are no enrollment qualifiers or competitive grants to award to school districts or school sites.

[2] During the 2019-2020 school year, new data reporting mechanisms became available to more accurately track the exact age of students enrolled in public pre-K. In previous years, 5-year-olds enrolled in public pre-K were unable to be fully extracted from the overall totals. Also, a total of 1,174 children in the 3-year-old category are supported through funding from the Oklahoma Early Childhood Program (OECP) funding. Not included in enrollment totals are 336 three-year-olds supported through local funding.

[3] OSDE does not capture Head Start enrollment numbers in the public-school student information system (SIS). There are 93 districts offering Head Start - public school preschool collaborations.

[4] These numbers do not match the total enrollment because it is only representative of the 3- and 4-year-olds as of September 1. This does not include under 3- or 5-year-olds represented in the previous count, or the 1,174 3-year-olds supported by OECP funding.

[5] Determined locally includes 3-year-olds in OECP programs. The OSDE does not collect information beyond if students are in full or half day programs, so some of the full day students may actually be extended day, but those data are not collected. This number is slightly different from the total enrollment number because the previous number is based on class code and student birthday while this is only based on class code/category.

[6] Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Most school districts operate five days per week. Programs must be offered at least 175 days per year or 1,080 hours per school year. Districts can choose to offer a longer day or year but will not receive additional state funding through the state aid formula.

[7] On, March 16th, 2020 all public schools were closed for in-person instruction by the Oklahoma State Board of Education. On March 25th, 2020 the closure was extended through the end of the 2019-2020 school year, but the State Board of Education waived the requirements for a mandatory reduction of state aid for districts not meeting the requirements for the calendar year due to the COVID-19 pandemic. All schools were required to provide distance learning until at least May 8th, 2020 but some districts continued distance learning until May 15, 2020 or later.

[8] A child who has not reached the age of five years on or before September 1 and who resides in a district which does not offer an early childhood program is eligible for transfer to a district where an early childhood program is offered if the district that offers the early childhood program agrees to the transfer.

[9] All children who are at least four years of age but not more than five years of age on or before September 1, and who have not attended a public school kindergarten, are entitled but not required to attend half-day or full-day early childhood programs at any public school in the state where such programs are offered.

[10] Full-day programs provide breakfast and lunch. Part-day programs provide breakfast or lunch, depending on the session the child attends.

[11] Schools were required to submit a Distance Learning Plan in the Spring (March-May) which outlined their Child Nutrition Plan. Over 95% of schools provided meals during the closure. For Fall of 2020, all schools, including those that did not have students physically present, fed students through one of three programs: The National School Lunch Program, SSO (Seamless Summer Option), or SFSP (Summer Food Service Program).

[12] Current immunization records are required for pre-K entry. If a pre-K program is in collaboration with an Early Head Start or Head Start program, they must meet those requirements as well.

[13] The Oklahoma State Department of Education (OSDE) recommends and provides resources for parenting support and training, health services for children, information about nutrition, and transition-to-kindergarten activities, but allows local districts to make decisions related to local communities. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.

[14] Local school boards and districts make decisions regarding bussing for children in early childhood classes in their school boundaries. If a parent enrolls their child outside of their home district, the accepting district is not required to provide transportation.

[15] A student reporting a language other than English on their submitted Home Language Survey would be administered the Oklahoma Pre-K Screening Tool (PKST) to assess their English language proficiency. A student not demonstrating proficiency would be assigned English Learner (EL) status and have an English Language Academic Plan (ELAP) completed to note the services and supports that will best ensure access to learning. The ELAP is provided to both their parent(s) or guardian(s) and the district staff working in an instructional capacity with the student. The ELAP contains many pieces of information, including: how the student was identified as an EL; the student's current level of English language proficiency; student learning goals for the year; the extra intervention and/or services the student will receive; and the accommodations that will be provided to the student in the classroom and on state testing.

[16] EL training is required professional development for all certified employees and support staff who work with EL students.

[17] A district will receive an additional per-student allocation through the State Aid equalization formula for any formally identified DLL student, regardless of the student's age or grade level. This additional funding is defined in state statute as 25% of the student's same-year, base student allocation.

[18] Both departments work collaboratively at stakeholder meetings, cross-disciplinary meetings, early childhood consortium meetings, and in PK-3 team meetings. There has been collaboration with producing guidance documents for general and special education early childhood students.

[19] Special education teachers who teach preschoolers with disabilities in their classroom must possess either mild/moderate or severe/profound certifications depending on the context of the class, students' disabilities, etc.

[20] The special education department has state targets and targets provided by OSEP (Office of Special Education Programs) regarding Early Childhood Environments (ECEs). ECEs are codes that describe if students are enrolled in a general or special education setting and where their services are provided (separate location, in general education classroom, etc.) Each school district has a special profile that notes where they met targets for ECEs.

[21] Our special education department provided guidance documents detailing service delivery during COVID-19. Our data system now has contingency service plans embedded so that teams can plan for school closures while planning for continued service delivery to students with disabilities if/when school building closed.

[22] The Oklahoma Curriculum Frameworks provide support for state standards. The statewide summer conference, EngageOK, as well as the Director, provided regional meetings provide PD to support the implementation of state standards.

[23] The OSDE supports the specific needs of school districts to provide resources for special education services and assistive technology along with curriculum interventions for low-performing schools.

[24] All pre-K teachers are required to hold a BA in Early Childhood Education. There is a paraprofessional route to becoming an Early Childhood certified teacher in which a person holding a BA in any area of study can work for a minimum of a year as a paraprofessional in an early childhood classroom and pass the Oklahoma General Education Test, Oklahoma Professional Teaching Exam, and the Oklahoma Subject Area Test. First year teachers are supported through the Teacher Induction Program, which provides annual support through mentorship and coaching. Teachers with a BA in Child Development may obtain a Birth-Age Three certificate to teach in 3-year-old classrooms.

[25] This teacher count does not currently include Special Education teachers, which likely accounts for the decline in the number from the previous year.

[26] Other may include HSD, CDA, or AA.

[27] Teacher assistants are only required to hold a high school diploma or GED and pass the FBI criminal history check. Teacher assistants employed in a Title I school must be highly qualified using one of the following methods: (1) An AA or higher; (2) At least two years or 48 credit hours of study at an institution of higher education; (3) Pass the Oklahoma General Education Test; or (4) Pass the ETS Para Pro Assessment Test or the Work Keys Assessment. About 69% of schools are Title I. Oklahoma is working on an updated policy for teacher assistants in Oklahoma pre-K. In programs located in Head Start/Early Head Start classrooms, teacher assistants must meet all Head Start/Early Head Start requirements. School districts must ensure teacher assistants are provided professional development in early childhood education.

[28] PD required for lead and assistant teachers: Alcohol and Drug Awareness; Autism; Blood borne Pathogens; Bullying Prevention; Child Abuse and Neglect; English Learners; Family and Community Engagement; FERPA; Hazardous Communications; Human Trafficking; Mental Health Needs of Students; Racial and Ethnic Education. PD required for lead teachers only: Digital teaching and learning; Dyslexia; Title IX, Part A Education for the Homeless and Other Laws; TLE Framework Training. PD required for assistant teachers only: Early Childhood Education Professional Development.

[29] In the 2016-2017 school year, the OSDE developed policies for individualized PD plans. The program was piloted statewide in 2017-2018. Full participation by all districts and teachers was required in 2018-2019.

[30] For additional information, see: https://sde.ok.gov/professional-learning-focus

[31] Pre-K is funded through the school funding formula. Students carry a weight as any other student and are funded through the state. Most school districts in Oklahoma receive more money from the state for the support of their schools than from any other source. The money comes in a number of different ways. The two major categories of state money are the monies that come from dedicated revenues and those that come from appropriations by the Legislature. In the case of the former, certain portions of certain taxes or other revenue sources have been earmarked for use by the schools. These provisions have been incorporated in the statutes, and there is usually little or no discussion about them each year as the Legislature meets. However, use of these earmarked taxes occurs when the state aid formula is calculated for state appropriation purposes. The second category, the money that is received by the schools from appropriations by the Legislature, is the largest single revenue source for almost all public schools in Oklahoma. The common school appropriation is by far the largest single appropriation that the Legislature makes each year. The principal sources of state-dedicated revenues are established in law and are very rarely changed by the legislature. These revenue sources are: Gross Production Tax, Motor Vehicle Collections, Rural Electrification Association (R.E.A.) Tax, State School Land Earnings. For further information, see: https://sde.ok.gov/sites/default/files/documents/files/FY%202019%20TAD%2012.11.18%20mp_1.pdf

[32] Tulsa Teacher Leader Effectiveness and Marzano Teacher Evaluation Model are the two most commonly used assessment instruments. More information may be found at the following site: https://sde.ok.gov/sites/default/files/TLE%20and%20PL%20Focus%202020-2021%20Guidance.docx. Observers must complete an initial five-day training with a final exam; Recertification training must be completed every two years.

[33] School sites that are collaboration sites with either Early Head Start or Head Start use the structured observations required for their program specifications.

[34] The OSDE released guidance documents with considerations for district leaders and teachers, and hosts monthly webinars for pre-K and kindergarten teachers to cover salient topics.

[35] SEAs must award at least 90% of their Elementary and Secondary School Emergency Relief Funds to LEAs. Oklahoma awarded $144,855,428 to LEAs. LEAs received funds based on the proportion of Title I, Part A funds received in the most recent federal fiscal year (FY19). CARES Act funds may be used for any activity authorized by the Elementary and Secondary Education Act (ESEA), IDEA, the Adult Education and Family Literacy Act, the Perkins CTE Act or the McKinney-Vento Homeless Assistance Act. In addition, these funds can be used for other activities to help with the response to COVID-19, including preparedness and response efforts, sanitation, professional development, distance learning and others. LEAs may choose to spend funds to benefit individual schools regardless of Title I status. OSDE encouraged LEAs to consider how to meet the unique needs of low-income students, students with disabilities, ELs, migrant students, students experiencing homelessness, children in foster care and other vulnerable populations. For more information, see https://sde.ok.gov/sites/default/files/FAQS%20FOR%20PUBLIC%20SCHOOLS%20-%20COVID-19.pdf

[36] Each district made their own decisions on reopening plans. Some districts operated in-person, full distance or a combination or hybrid model.

[37] CARES Act funding, as well as a $10-million-dollar investment in PPE for schools covered all of these areas.

OREGON - Oregon Pre-Kindergarten

[1] The Early Learning Division (ELD) is housed in the State Education Agency (SEA), but the SEA does not have authority over the Early Learning Division. The ELD is led by the Early Learning System Director, who is appointed by and reports to the Governor.

[2] The 7,913 enrollment total for Fall 2019 represents state funded enrollment slots. ELD typically collects these data (and age breakdowns) via Federal Program Information Reports, which were not completed this year due to the impacts of COVID-19.

[3] As of February 2021, 3,064 part-day slots were filled and 2,059 extended day slots were filled. These numbers represent total enrollment out of both state and federally funded slots, because programs do not differentiate them. Out of the total number of federal and state funded slots, enrollment in part day was at 53% and 35% in extended day. In February 2021, Oregon was still in an active state of emergency due to the pandemic. Stable group size requirements impacted the number of children able to be served in site-based services. Providers have stated enrollment is lower due to a variety of reasons including: (1) community fear of rising COVID-19 numbers are impacting families' level of comfort sending children to onsite preschool; (2) families supporting multiple ages of children at different stages and abilities with their K-12 online schooling at home are overwhelmed and not willing to sign up for virtual preschool services; and (3) classrooms are having to close due to COVID-19 exposure which impacts the consistency of preschool being offered and may lead parents to seek out other options.

[4] ELD typically collects these data via Federal Program Information Reports, which were not completed this year due to impacts of COVID-19.

[5] Minimum required contact time is determined by the classroom hours combined with home-visit hours offered. School- and extended-day programs (more than 6 hours) are generally supported with other funding. Most programs operate 3.5 to 4 hours per day for a school year using state funding. Enrollment by operating schedule information collected by the state does not fully align with NIEER definitions for part-, school-, and extended-day programs. Programs must offer at least 3.5 hours per

day for a minimum of 32 weeks per year, plus required home visits which are 1.5 hours each. The number of days per week is dependent on the service models/options adopted by the program and can range from no class days per week (home-based) to five days per week.

[6] Programs may implement a program-specific design that better suits the needs of their children and families if program requirements can also be demonstrated to be met successfully. Programs have flexibility to modify planned services to meet community need in response to the public health emergency.

[7] Children must be at least 3 years old or, per Head Start performance standards, turn 3 years old by the date used to determine eligibility for public school in the community in which the Head Start program is located.

[8] Oregon Pre-Kindergarten follows federal Head Start guidelines. Enrolled children must meet the federal Head Start income requirements. After priority is given to families whose income is at or below 100% FPL, up to 35% of children can be enrolled whose family income is between 100% FPL and 130% FPL. If a grantee has both state pre-K and federal Head Start funds, 90% of children must meet the income requirement. If a grantee has only state pre-K funding, 80% of children must meet the income requirement. Children in foster care or who are homeless are categorically eligible. A minimum of 10% of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services. Risk factors are prioritized by local boards and policy councils.

[9] Eligibility requirements have not changed, but providers have indicated that due to COVID-19 determining income eligibility is temporarily based on current income rather than last year's tax information. Head Start standard 1302.12 indicates that if a family can demonstrate a significant change in income for the relevant time period for eligibility, the program may consider current income circumstances in determining eligibility. The loss of job or significant change in income due to COVID-19 falls under this circumstance.

[10] Currently, the 2020-2021 school year is at normal license regulations for a "stable group," but group sizes may change due to county level COVID-19 metrics. The metrics may necessitate a decrease in allowable "stable" group size.

[11] For part-day programs: lunch and either breakfast or snack. For full-day programs: breakfast, lunch, and snack. Programs are required to offer meals and a snack that provide one-third to one-half of the daily nutritional needs for children in part-day programs.

[12] Screenings are required to be completed within 45 days of enrollment, except immunizations which are required prior to enrollment. Requirements for screenings follow Head Start screening requirements.

[13] All screenings are still required per Head Start standards. However, grantees will not be designated as out of compliance if screenings are not conducted within the expected timeline due to COVID-19.

[14] Parent involvement activities are per the Office of Head Start regulation 1302.50: Family engagement. Transition to kindergarten activities are per the Office of Head Start regulation 1302.71: Transitions from Head Start to kindergarten. Other comprehensive services may include referral to mental health supports and services and referral to special education or physical health services.

[15] Head Start standards have not changed, however, site-based services may not be available in some communities due to COVID-19. Programs may implement a program-specific design that better suits the needs of their children and families, if program requirements can also be demonstrated to be met successfully. Program-specific designs can take the form of in-person, remote learning/instruction, or a combination of both. Home visiting requirements were not mandatory for Spring 2020, including child direct assessments. Providers are encouraged to develop a strategy to offer virtual home visits and to partner with families on assessing child development and outcomes during the 2020-2021 school year.

[16] Programs that choose to provide transportation services must adhere to the health and safety guidelines for COVID-19. The new guidelines include the following: transportation staff must wear face masks, children must sit in the same seat each day, only a stable group of children can be transported together, added sanitation measures during and after transportation, and a daily health check for children being transported to in-person learning sites.

[17] Head Start requirements indicate screenings and assessments must be linguistically appropriate (as a component of being valid and reliable). Screenings and assessments must be done in the child's home language if a bilingual staff member, consultant, or contractor is available. If someone who speaks the child's home language is not available, the program must supplement an English screening/assessment with other relevant materials including structured observation over a prolonged period and materials gathered from the child's family provided in that child's home language.

[18] Per the Office of Head Start regulation, 1302.31 Teaching and the learning environment: For dual language learners (DLLs), a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. For a preschool-age DLL, include teaching practices that focus on both English language acquisition and the continued development of the home language. If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for DLLs such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language(s) who could be trained to work in the classroom to support children's continued development of the home language. Additionally, a program must ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency.

[19] The state agency that oversees preschool/early childhood special education is the Office of Enhancing Student Opportunities, which is housed in Oregon's State Education Agency, but separate from the Early Learning Division, which oversees this state-funded preschool program.

[20] Program standards require that at least 10% of enrollment opportunities are available for children with identified disabilities and are required to provide comprehensive policies regarding inclusion and the reduction of suspension and expulsion.

[21] Districts/schools/programs must ensure students with disabilities have equitable access to comparable opportunities, appropriately tailored to their needs, to the extent feasible during school closures and times of remote learning/instruction. IEP teams can also consider alternative service delivery options that comply with social distancing guidelines. IEPs and IFSPs will need to be reviewed based on the district's distance learning plan to determine how to best provide services to the extent possible. The COVID-19 health and safety guidelines for early education allows specialized staff to access classrooms. Safety precautions and practices must be followed.

[22] Although the ELDS guidelines do not have a domain for physical and motor development, the ELDS acknowledges that they are critical to the development of the whole child and are essential components of quality programming and instruction for young children. Furthermore, the Head Start Early Learning Outcomes Framework does address physical and motor development, and both documents guide the Oregon Pre-K program.

[23] The ELDS are inclusive of kindergarten standards and connects to the larger K-12 Common Core State Standards. "Other" standards refer to the K-12 Core Standards.

[24] Programs have flexibility in implementing curriculum due to COVID-19 by providing site-based instruction, remote comprehensive learning and instruction services, or both, to the extent possible for the families they serve.

[25] Spring 2020 assessment data was not collected. In 2020-2021, programs have flexibility in conducting child assessments in response to COVID-19. Requirement for assessments/guidelines have not changed.

[26] The kindergarten assessments were suspended during 2020-2021 due to COVID-19.

[27] Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50% must have earned at least a BA. Some programs have participated in local partnerships (e.g., school districts) where BA-level degrees and early childhood licensure with or without special education are required as locally determined.

[28] There are fewer lead teachers employed this year. The state does not have specific numbers to describe the extent of the reduction, but some OPK/HS programs have reported unopened classrooms due to challenges in hiring during the pandemic and because of the low enrollment.

[29] There were no changes to requirements for PD. Changes due to COVID-19 included prioritizing virtual methods of PD and establishing guidelines for in-person training. The State is working on developing trainings for health and safety and remote instruction.

[30] There were no changes to requirements for coaching/mentoring. Changes due to COVID-19 included prioritizing virtual methods of PD and establishing guidelines for in-person training.

[31] Funds for the program come from the State's General Fund.

[32] Many of the OPK providers are also federal Head Start grantees. When dually funded, OPK state funds are used as non-federal share in the federal grants. All providers are required to participate in the USDA/CACFP program.

[33] Additional grant funding has been available specifically in response to COVID-19 (e.g., CARES Act). No changes have been made to the general OPK budget.

[34] Local grantees partnering with agencies may receive Title I and IDEA funding but are unable to directly access those funds. Faith-based programs free of religious content

are eligible to receive funding.

[35] COVID-19 health and safety guidelines include protocols for assessors to observe classrooms. There is no change in the requirements, but it is anticipated that due to non-site based services being offered, fewer assessments will be completed.

[36] The State was unable to conduct monitoring visits in Spring 2020. The monitoring process for the 2020-2021 school year will be completely virtual. In addition to general expectations, data will be collected regarding how grantees have been able to adjust/modify services during the pandemic.

[37] The State required state-funded preschool programs to follow emergency childcare guidelines. Most programs closed at least temporarily, but some may have remained open as emergency child care facilities.

[38] Education services requirements were unchanged, but grantees had flexibility to implement. There was no specific mandate to provide remote instruction. Standards have remained the same, but programs are provided flexibility due to COVID-19. For the 2020-2021 school year, grantees can choose in-person instruction, comprehensive remote services and instruction, or a hybrid of both in a manner that allows them to meet learning standards and the needs of the children and families they serve.

[39] Technical assistance was available on a case-by-case basis.

[40] The State did not require lead teachers to be paid, but vast majority of grantees maintained full employment for most staff.

[41] Programs were not required to provide meals to families while site-based educational services were temporarily suspended, but many providers chose to offer pick-up or delivery options for meals.

[42] Due to a combination of COVID-19 impacts and delays in state funding, many grantees delayed opening.

[43] Grants and supplies were available, but usage of funds was determined locally based on some requirements (ex. supplies, personnel, technology, etc.).

OREGON - Oregon Preschool Promise

[1] The Early Learning Division (ELD) is housed in the State Education Agency (SEA), but the SEA does not have authority over the Early Learning Division. The ELD is led by the Early Learning System Director who is appointed by and reports to the Governor.

[2] Early Learning Hubs are intermediaries between the state and providers created to ensure fiscal and specified performance metric accountability of providers.

[3] The breakdowns by age and home language do not equal to the total number of children served because several providers did not fill out more detailed demographic data, so some data are missing.

[4] Actual enrollment as a percentage of funded enrollment is lower due to COVID-19. As of January 2021, 1,687 of 3,897 (43%) of funded slots were filled. Approximately 50% percent of the children enrolled were receiving site-based services (995 children), 20% were enrolled in a comprehensive home-based service model (353 children), and the remaining were either engaging in a hybrid model or a program specific design model. As of February 2021, Oregon was still in a state of emergency due to the pandemic. Stable group size requirements impact the number of children able to be served in site-based services. It is important to note, however, that Preschool Promise has substantially expanded this year due to increased funding from the legislature, so overall enrollment has substantially increased from last year. The enrollment process and modified service delivery options may also be impacting enrollment during COVID-19.

[5] Children receiving Preschool Promise services cannot be concurrently enrolled in a Head Start program. Yet, a child could potentially receive Preschool Promise services September through May and then participate in a summer Migrant/Seasonal Head Start program.

[6] Providers must offer, at minimum, the same instructional hours as full-day kindergarten, i.e., 900 hours of service in a program year (July 1-June 30). Programs typically operate on a school-day, school-year schedule (76 of 100 sites this year). Based on parent need, some providers choose to offer services year-round and other providers follow a September through early June schedule. Similarly, this year 21 sites offered a 4-day per week option, whereas the other 79 sites offer a 5-day per week option. These variations in program calendar create variations in the number of hours per day offered. Minimum 4 days a week and 5 hours per day but still determined locally, taking into account parent preference.

[7] In addition to on-site delivery, programs can choose one of several modified delivery models: comprehensive home-based, hybrid, or a locally determined model. For the comprehensive home-based option, children are enrolled in a fully remote service delivery option where comprehensive learning services are delivered virtually. There are two hybrid options: (1) a subgroup of children are served as a stable group onsite daily, the other subgroup receives comprehensive home-based learning or (2) the total classroom enrollment is split into two stable groups, where each group receives onsite services in a staggered schedule. Programs may also implement a program-specific design that better suits the needs of their children and families as program requirements can also be demonstrated to be met successfully. Programs have flexibility to modify planned services to meet community need in response to the public health emergency. Funding was delayed which will impact ability of providers to offer full 900 hours.

[8] There are no eligibility requirements beyond age (3- & 4-year-olds) and income (0-200% FPL). However, priority groups who have been historically underserved are determined locally, for instance, children of color, children who are emergent bi/multilingual, and children with identified special education and health needs. Additionally, children who are in the foster care system are considered a family of one with no income, therefore they automatically meet the income eligibility requirements. Eligibility is valid for two years.

[9] Eligibility requirements have not changed, but providers have indicated that due to COVID-19, income eligibility can be determined based on current income and/or last year's tax information. The loss of job or significant change in income due to COVID-19 has increased the need to use current income as a more accurate representation of household/family income this enrollment cycle.

[10] The staff-child ratio is based on the Oregon Child Care Licensing regulations. Preschool Promise providers must obtain a top two tier rating in the Oregon Quality Rating Improvement System (QRIS). The top two tiers require a class size of less than 20 and/or a staff-child ratio better than 1:10.

[11] The 2020-2021 school year is at normal license regulations for a "stable group," but group sizes may change due to county level COVID-19 metrics. The metrics may necessitate a change to group size.

[12] In order to meet licensing requirements, programs provide at least one meal and one snack or two meals. The number of meals and snacks is dependent upon daily service hours.

[13] In future program years, the standards will include more required screenings. Currently, the required developmental screenings are: ASQ & ASQ-SE.

[14] All screenings are still required. However, grantees will not be designated as out of compliance if screenings are not conducted within the expected timeline due to COVID-19.

[15] Program operating guidelines and the QRIS require parent and child orientation, parent/teacher conferences, and transition activities for children entering kindergarten. Transition activities are locally designed and implemented by both the Early Learning Hubs and program service providers.

[16] Program standards have not changed; however, site-based services may not be available in some communities due to COVID-19. Programs may implement a program-specific design that better suits the needs of their children and families if program requirements can also be demonstrated to be met successfully which can take the form of in-person, remote learning/instruction, or a combination of both. Home visiting requirements were not required for Spring 2020, including child assessments. Providers are encouraged to develop a strategy to offer virtual home visits and to partner with families on assessing child development and outcomes during the 2020-2021 school year.

[17] Programs that choose to provide transportation services must adhere to the health and safety guidelines for COVID-19. Numerous changes were made with some of the most notable being: transportation staff must wear face masks, children must sit in the same seat each day, only a stable group of children can be transported together, added sanitation measures during and after transportation, and a daily health check for children being transported to in-person learning sites.

[18] These answers are reflective of the Preschool Promise manual for the 2019-2020 school year, however the manual has been updated for the 2020-2021 school year to include more specific practices related to supporting children who are bi/multilingual.

[19] Although not all home languages are represented in written materials, interpretation services are available for recruitment, enrollment, and outreach.

[20] The state agency that oversees preschool/early childhood special education is the Office of Enhancing Student Opportunities, which is housed in Oregon's State Education Agency, but separate from the Early Learning Division, which oversees this state-funded preschool program.

[21] There is no limit to the number of children with disabilities in inclusion classrooms. For the 2019-2020 school year, 29% of the program's total enrollment was for children

with IEPs/IFSPs.

[22] Districts/schools/programs must ensure students with disabilities have equitable access to comparable opportunities, appropriately tailored to their needs, to the extent feasible during school closures and times of remote learning/instruction. IEP teams can also consider alternative service delivery options that comply with social distancing guidelines. IEPs and IFSPs will need to be reviewed based on the district's distance learning plan to determine how to best provide services to the extent possible. The COVID-19 health and safety guidelines for early education allows specialized staff to access classrooms. Safety precautions and practices must be followed.

[23] Although the ELDS guidelines do not have a domain for physical and motor development, the ELDS acknowledges that they are critical to the development of the whole child and are essential components of quality programming and instruction for young children. Furthermore, the Head Start Early Learning Outcomes Framework does address physical and motor development, and both documents guide the Preschool Promise program.

[24] The ELDS are inclusive of kindergarten standards and connects to the larger K-12 Common Core State Standards. "Other" standards refer to the K-12 Core Standards.

[25] The state QRIS has an approved list of assessments and if a provider chooses to use a different assessment, it must be aligned with the ELDS and approved by QRIS evaluators.

[26] It is not a requirement for providers to receive PD to support use of ELDS, but providers are required to implement a curriculum and assessment that aligns with ELDS and are provided opportunities for related trainings. Early Learning Hubs provide trainings.

[27] Due to COVID-19, programs have flexibility in implementing curriculum by providing site-based instruction, remote comprehensive services including learning and instruction, or both, to the extent possible for the families they serve.

[28] The state's QRIS provides the following options: Teaching Strategies GOLD or Evaluation and Programming System (AEPS). Providers that seek to use other assessments are required to submit a written description of how the assessment tool aligns with the Head Start Child Development and Early Learning Framework and/or the Oregon Early Learning Standards.

[29] Spring 2020 assessment data was not collected. In 2020-2021, programs have flexibility in conducting child assessments in response to COVID-19. Requirement for assessments/guidelines have not changed.

[30] The kindergarten assessments were suspended during 2020-2021 due to COVID-19.

[31] Lead teachers are required to have a BA in ECE or a related field, but waivers for this requirement are permitted if the teacher has submitted a plan to attain a BA and is demonstrating progress towards the BA degree. Approximately 50% of lead teachers have requested a waiver for the BA requirement. Teachers must have a minimum of a CDA.

[32] The following related degrees -- sociology, psychology, social services -- require an examination of transcripts to determine content related to early learning core knowledge areas. Also, ongoing requirements for PD require training in inclusionary classrooms (preschool special education).

[33] "Other" represents the educational equivalent to a CDA, represented by a step 7 or above in Oregon's Early Education Professional Pathway registry and two individuals below step 7 who have a waiver and PD plan in place.

[34] The minimum requirement for an assistant teacher is Step 3 in the Oregon Registry Online. Licensing regulations for an Aide II: (a) be at least 18 years of age; (b) have worked at least six months at the center where they are now employed; (c) have current certification in first aid and CPR. Training must have practical hands-on instruction; therefore, online training is not acceptable.

[35] There were no changes to requirements for PD. Changes due to COVID-19 included prioritizing virtual methods of PD and establishing guidelines for in-person training. The State is working on developing trainings for health and safety and remote instruction.

[36] A PD plan is required if teachers and/or assistant teachers do not meet the minimum education requirements.

[37] Providers are connected to a Quality Improvement Specialist to support continuous quality improvement related to QRIS standards. Some of the support includes job embedded PD opportunities. Coaching is not yet provided systematically, but the program is working towards this goal.

[38] There were no changes to requirements for coaching/mentoring. Changes due to COVID-19 included prioritizing virtual methods of PD and establishing guidelines for in-person training.

[39] Preschool Promise requires pay parity and provides guidelines with minimums and targets, but not all providers are able to implement due to collective bargaining agreements and existing salary structure for other non-Preschool Promise staff. The Preschool Promise Operating Manual states that (a) all certified Preschool Promise teaching staff must be offered a reasonable amount of paid time off (sick, personal, vacation) during the Preschool Promise Program year, (b) providers must allow teaching staff a reasonable amount of paid preparation and planning time each week, and (c) providers may use Preschool Promise funds to pay for PD/training opportunities, substitutes and mileage costs associated with staff travel to the training opportunities.

[40] Salaries reported for public and nonpublic assistant teachers do not include four assistant teachers working in Education Service Districts. The average salaries for these teachers are: $32,313 (12-month), $26,922 (10-month).

[41] Funds for the program come from the State's General Fund.

[42] Though the revenue source utilized to expand Preschool in 2020-2021 is expected to generate much less revenue than expected, the Governor and legislature committed to ensuring preschool expansion would not be impacted.

[43] All funds for services are awarded to Early Learning Hubs (ELH) and the ELHs are required to subcontract with providers to implement the program services.

[44] The State plans to conduct CLASS assessments in all classrooms on a multi-year cycle. In program year 19/20, the State was able to assess all classrooms (in one year) with additional resources from a grant (Partnership for Pre-K Improvement/The Ounce of Prevention Fund).

[45] COVID-19 health and safety guidelines include protocols for assessors to observe classrooms. No change in requirements, but it is anticipated that due to non-site based services being offered, fewer assessments will be completed.

[46] The State was unable to conduct monitoring visits in Spring 2020. The monitoring process for the 2020-2021 school year will be completely virtual. In addition to general expectations, data will be collected regarding how grantees have been able to adjust/modify services during the pandemic.

[47] The State required state-funded preschool programs to follow emergency childcare guidelines. Most programs closed at least temporarily, but some remained open as emergency child care facilities.

[48] Education services requirements remained unchanged, but grantees had flexibility to implement. There was no specific mandate to provide remote instruction.

[49] Technical assistance was available on a case-by-case basis.

[50] The state did not offer any additional foundation funding, but providers could apply for emergency child care grants and could receive emergency supplies. Due to the individual and community impacts of COIVD-19 and/or the wildfires, providers referred families to community, state, or federal COVID-19 and/or wildfire specific resources.

[51] The State did not require lead teachers to be paid, but vast majority of grantees maintained full employment for most staff.

[52] Programs were not required to provide meals to families while site based educational services were temporarily suspended, but many providers chose to offer pick-up or delivery options for meals.

[53] Due to a combination of COVID-19 impacts and delays in state funding, many grantees delayed opening.

[54] Programs provided a variety of services, including face-to-face, remote, and virtual services.

[55] Grants and supplies were available, but usage of funds was determined locally based on some requirements (ex. supplies, personnel, technology, etc.).

PENNSYLVANIA - Pennsylvania Ready to Learn Block Grant (RTL)

[1] Eligibility for the Ready to Learn Block Grant (RTL) is locally determined.

[2] Schools may have smaller class sizes and may be doing remote learning. This is all locally determined and included in schools reopening plans.

[3] Schools followed CDC guidelines.

[4] For additional information, see: https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx

[5] The PA Office of Child Development and Early Learning's (OCDEL's) Bureau of Early Intervention supports services to all children and families receiving services regardless of the child's preschool placement. The PDE division of school services oversees the grant portion of the RTL preschool program, however most of program implementation occurs at the local level with local school boards having the authority over program decisions.

[6] For additional information see: https://www.pakeys.org/wp-content/uploads/2017/11/Announcement-Inclusion-of-All-Children-in-Early-Childhood-Programs-in-PA.pdf

[7] The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.

[8] Other standards include: English Language Development Standards, Career Education and Work Standards.

[9] For additional information see: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx

[10] Supports are available to districts, but districts need to request the services.

[11] The curriculum must be standards-based, but the selection is decided locally. The state provides a list of curricula which has shown alignment with PA ELS as well as technical assistance at the request of the LEA.

[12] Child Assessments are locally determined but PDE provides a listing of assessments aligned with ELS: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx

[13] The Kindergarten Entry Inventory (KEI) is not mandatory but implementation schools can choose to decrease the number of indicators they report on this SY if it is difficult for them to collect evidence due to remote learning models. In addition, a virtual strategies resource was created to help with implementation.

[14] Beginning in 2009-2010, assistant teachers were required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.

[15] First year instructionally certified teachers are required to participate in induction.

[16] Funding comes from the PDE state line item Ready to Learn Block Grant.

[17] Summaries of teacher evaluations are used as part of formal state teacher evaluation system.

[18] Public schools were closed for in person instruction beginning March 13, 2020. Many schools did offer remote learning options however data were not collected to determine if the RTL classrooms were included in remote offerings during the time of school closure.

[19] Payments were to continue to subcontractors.

[20] Schools could include preschool programming needs in any CARES or GEER funds they received. The state does not have data on that funding.

PENNSYLVANIA - Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

[1] The state funds supplement federal Head Start agencies. All agencies must meet the federal Head Start performance standards.

[2] Five FTEs are technically state employees. Sixteen of the FTEs are contracted to provide all monitoring and TA for the program under the direction of PA Office of Child Development and Early Learning (OCDEL).

[3] The numbers do not add up because there are ELL children in other age group brackets ranging from less than one through age seven.

[4] Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, four days per week. Full-day for the Head Start Supplemental Assistance Program (HSSAP) is considered more than 5.5 hours per day. Center-based programs can operate four or five days per week; home-based programs offer home visits once per week with socialization days. Most programs operate between 128 and 180 days per year with a few offering full-year services of approximately 240 days per year. Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.

[5] Remote learning was allowed.

[6] Age-eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cutoff is five by September 1, but this is determined locally. If a child with special needs remains in the pre-K program when they are age-eligible for kindergarten, they are not funded by HSSAP, but instead by other resources.

[7] State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35% of the enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL. In addition to income requirements, individual Head Start agencies determine eligibility requirements based on their community assessments and give priority based on multiple risk factors.

[8] There was an option for remote learning only, programs could exceed class size of 20, and have one lead teacher providing instruction.

[9] Programs must follow CDC guidelines which have resulted in many programs having smaller class sizes for in-person instruction.

[10] Providing meals was encouraged when feasible through July 1, 2020. After July 1, 2020, guidance required programs assure access to meals either directly or in partnership with other community agencies.

[11] Programs were required to follow CDC guidelines.

[12] OCDEL's Bureau of Early Intervention supports services to all children and families receiving services regardless of the child's preschool placement. OCDEL oversees HSSAP.

[13] For additional information see: https://www.pakeys.org/wp-content/uploads/2017/11/Announcement-Inclusion-of-All-Children-in-Early-Childhood-Programs-in-PA.pdf

[14] Virtual options were available for Early Intervention services.

[15] The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.

[16] Other standards include: English Language Development Standards and Career Education and Work Standards.

[17] For additional information see: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx

[18] Face to face and asynchronous trainings in ELDS were provided.

[19] For more information, see: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx

[20] The Kindergarten Entry Inventory (KEI) is not mandatory however a virtual implementation strategies document was created and implementing schools can choose to decrease the number of indicators they report on if it is difficult to obtain evidence through virtual means.

[21] Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50% must have had at least a BA. By September 30, 2013, all assistant teachers must have had at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. If teachers are employed by a school district, ECE certification is required.

[22] Two years of college (at least 60 credits completed) - 3; PA ECE Certification Instructional 1/2/Teacher Internship - 18; No Qualification – 82.

[23] Some programs may have offered hazard pay.

[24] Funding comes from the PA Department of Education (PDE) state line item.

[25] Virtual has been allowed.

[26] Programs were closed unless child care and applied for a child care waiver.

[27] Some programs continued to offer some remote options during closures. For SY 2020-2021 remote instruction was allowed to be counted toward instructional time.

[28] Any partner funds were passed through.

[29] Title V CARES funding was provided to all HSSAP providers via non-competitive application at a rate equivalent to full day equivalent funded slots times $311 ($2M total funding was dedicated to HSSAP).

[30] It was highly encouraged that programs continued to pay all staff. However, some programs ended up furloughing staff.

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

[1] Programs are required to operate 180 days per year. School code allows pre-K to be exempted from this requirement when approved, which is a locally determined decision.

[2] Following CDC guidelines, districts submitted reopening plans; some have decreased class sizes, and/or are offering remote learning options with potentially higher teacher to student ratios. All decisions were locally determined.

[3] Following CDC guidelines and locally determined.

[4] For additional information, see: https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx

[5] The PA Office of Child Development and Early Learning's (OCDEL's) Bureau of Early Intervention supports services to all children and families receiving services regardless of the child's preschool placement.

[6] For additional information see: https://www.pakeys.org/wp-content/uploads/2017/11/Announcement-Inclusion-of-All-Children-in-Early-Childhood-Programs-in-PA.pdf

[7] The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.

[8] Other standards include: English Language Development Standards and Career Education and Work Standards.

[9] For additional information see: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx

[10] Remote learning options were allowable.

[11] The Kindergarten Entry Inventory (KEI) is not mandatory however implementing schools could reduce the number of indicators they report on if evidence cannot be collected while doing remote instruction. In addition, a virtual strategies manual was created.

[12] Elementary (K-6) certification is allowed for teachers in public school settings.

[13] As of the 2009-2010 school year, assistant teachers in SBPK are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction. There is no minimum degree required for K4 programs.

[14] Teachers with Instructional Certification are required to complete 180 hours per five years. This is required in public school classrooms (SBPK), but not nonpublic schools (K4). An induction plan is required for teachers with Instructional Certification.

[15] New teachers with Instructional certification must undergo an induction program which includes mentoring.

[16] Funds for the program come from the State's General Fund.

[17] Teacher evaluations are required twice a year for all teachers holding Instructional I certifications. Most use Danielson Framework, but other tools can be approved by PDE for use as well.

[18] Summaries of teacher evaluations are used as part of formal state teacher evaluation system.

[19] LEAs may request a site visit for CQI purposes.

[20] Payments to subcontractors were to continue.

[21] Local districts could apply for GEER funding.

PENNSYLVANIA - Pennsylvania Pre-K Counts

[1] Five FTEs are technically state employees. The rest are contracted through one contract to provide all monitoring and TA. Although not technically state employees, these staff do function as the monitoring arm for this program and are directed by state staff.

[2] The state is still assessing the impact on enrollment but currently programs are only about 10% lower in enrollments than the same time last year.

[3] Children less than 3 and over age 4 included in total ELL.

[4] Programs are considered full day when they offer at least five hours of instruction; programs are considered half day when they offer at least two and one half hours of instruction.

[5] Many programs will be offering some sort of remote learning options or hybrid options. The PA Department of Education (PDE) released additional guidance to programs regarding remote learning options and what would count as an instructional day when offering remote learning, see: https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/20-21FAQs/Pages/Pennsylvania-Pre-K-Counts-and-Head-Start-Supplemental-Assistance-Programs.aspx

[6] Children must be at least 3 years old and no older than 5 years old by the beginning of the program year. Children who are kindergarten age-eligible are not eligible for Pre-K Counts. The recommended kindergarten age cutoff is five by September 1, but this is locally determined. In addition, local boards may decide exceptions for kindergarten. Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts but rather by a non-state source.

[7] Children must meet the state-specified income requirement. Prioritization based on additional risk factors beyond income and age is locally determined.

[8] A class size of 17 students is recommended. The recommended staff to child ratio is 2:17; if the class size is ten, and the 1:10 ratio is used; other qualified staff must be present on-site in case of emergency.

[9] For in-person instruction CDC guidelines are being followed. When using remote learning programs can choose to increase both class size and the teacher-student ratio. This is currently a local decision and is being monitored by preschool program specialists.

[10] Programs must follow CDC guidelines and many have decreased class sizes and are utilizing new spaces to meet this requirement.

[11] The requirement is that programs must assure access to meals. This means they can provide them themselves or work with community agencies to assure enrolled children have access to meals when they are learning remotely.

[12] Programs were required to follow guidelines specific to their provider type, which for most was CDC guidelines.

[13] The PA Office of Child Development and Early Learning's (OCDEL's) Bureau of Early Intervention supports services to all children and families receiving services regardless of the child's preschool placement. OCDEL oversees Pre-K Counts (PKC).

[14] For additional information see: https://www.pakeys.org/wp-content/uploads/2017/11/Announcement-Inclusion-of-All-Children-in-Early-Childhood-Programs-in-PA.pdf

[15] The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children

[16] Other standards include: English Language Development Standards, Career Education and Work Standards.

[17] For additional information see: https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx

[18] Guidance was created that is specific to remote learning options, found here: https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/20-21FAQs/Pages/Pennsylvania-Pre-K-Counts-and-Head-Start-Supplemental-Assistance-Programs.aspx

[19] Pre-K Counts providers select and use an assessment tool (aligned to the ELS) from the available tools approved by PDE to assess and monitor a child's developmental progress. Guidance requires staff responsible for implementation of the chosen assessment tool must attend training on the use of the tool. Programs may not use a locally designed assessment tool to meet this requirement. For program regulations, see: https://secureservercdn.net/198.71.233.197/69d.231.myftpupload.com/wp-content/uploads/2020/07/FINAL2020_PKCreg.guidance-.pdf

[20] Programs were closed March 13, 2020 through June 30, 2020 during which time assessments were not required.

[21] The Kindergarten Entry Inventory (KEI) is not mandatory however a virtual implementation strategies document was created and implementing schools can choose to decrease the number of indicators they report on if it is difficult to obtain evidence through virtual means.

[22] Lead teachers in all settings were required to have a BA and ECE instructional certification.

[23] Other includes no qualifications and various certificates, assessments, etc.

[24] Teacher aides in any classroom of eligible students supported by Program funding shall meet one of the following criteria: (1) Completion of at least two years of full-time postsecondary study or the equivalent; (2) Possession of an associate degree or higher; or (3) Ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment or possession by the teacher aide of a CDA certificate.

[25] All Pennsylvania Pre-K Counts teachers must maintain 48 credits and attend the Pennsylvania Pre-K Counts Core Series of Professional Development to keep their Instructional Certification active. Within the first two years of Pennsylvania Pre-K Counts participation, the following sessions are required: 1. Assessment: Beyond the Basics of Observation and Data Utilization; 2. Linking Standards, Curriculum Framework and Assessment; 3. Strengthening Relationships with Children, Families and Colleagues; and 4. Application of the Danielson Framework for Teaching in Pre-Kindergarten Classrooms. All core series trainings can be scheduled through the PA Keys professional development registry. Professional development for teacher aides must include at least 24 hours of continuing professional education each year.

[26] First year teachers are required to have induction plans; teachers in childcare centers are required to have PD plans as part of QRIS requirements.

[27] Some programs are providing hazard pay (this is determined locally). Programs were also encouraged to continue to pay staff.

[28] Funding comes from the PA Department of Education (PDE) state line item; awarded through competitive grants (every five years) and annually when expansion funding is available.

[29] Teacher evaluations are required and most programs use the Danielson Framework. One tool that assesses the classroom environment must be used, but programs may choose which tool to use.

[30] Still required annually but the state has revised the program review instrument to include virtual options for evidence collected.

[31] Some sites may have offered care if they received a child care waiver but not technically counted as PKC being open.

[32] Programs were closed March 13, 2020 through June 30, 2020 but continued to receive funding to provide remote options and meals when feasible.

[33] Remote instruction options were encouraged when feasible.

[34] Pass through to partner agencies were to continue.

[35] Title V CARES $7M applied to PKC through non-competitive grants for expenses incurred from March 1, 2020 through November 30, 2020.

[36] All programs could apply for CARES funding which could be used for any or all of the above. Providers were provided $286 per full day equivalent enrollment and submitted a non-competitive application for these funds to cover expenses from March 1, 2020 through November 30, 2020. In addition, FY 2019 PKC budgets could be revised to shift funding during program closures as needed.

RHODE ISLAND - Rhode Island State Prekindergarten Program

[1] The state has level-funded Rhode Island State Prekindergarten Program (RI Pre-K) and has received PDG funding to expand to 1,754 seats in the Fall of 2020.

[2] At the time of reporting, all but 2 classrooms were open for in-person learning 5 full days a week. There are circumstances, such as a positive COVID-19 case or parent choice, where learning may take place virtually for a period of time until it is deemed safe to continue with in-person learning.

[3] Children must reside in the district, town, or community in which the program is offered and be four on or before September 1st.

[4] This is the first year the ratio for RI Pre-K was raised to 1:10 and it was only done in limited classrooms. The majority of the classrooms still operate at a 1:9 teacher to child ratio.

[5] Meals must be USDA compliant.

[6] While the requirement for screenings has not changed, Child Outreach screening was moved to a virtual platform where appropriate, to minimize the number of people a child come in contact with throughout the day. RI ECSE department worked with districts to assist with this transition.

[7] The RI Pre-K program does not provide or fund transportation but some LEA's do offer transportation to enrolled students through district funding.

[8] The preschool bilingual position was vacant, but there was access to the K-12 bilingual educational specialist staff person. Due to COVID-19, the position will not be hired until FY'22.

[9] RI Pre-K and RI ECSE both operate within the Department of Education under the Teaching and Learning Division. As a small state there is only 1 FTE that works with ECSE. The RI Pre-K team meets regularly with ESCE, combines for Professional Development and collaborates on all aspects of Early Childhood education.

[10] RI uses the RI Itinerant Early Childhood Special Education model. This model is based on three anchoring practices, Direct Instruction, Collaborative Meetings, and Shared Professional Development. Through this model, children are provided services in the classroom from a special educator. That special educator collaborates with the classroom teacher to embed instruction and skill practice throughout the entire day. Shared PD assists in building strong relationships between classroom and itinerant educators.

[11] RI ECE Strategic plan includes increasing the amount of general education, high-quality public school classrooms while decreasing the number of integrated preschool public classrooms. RI's goal, in partnership with the 619 coordinator is to support LEA's to move towards full-day, general education classrooms with more natural proportions, providing the specialized services that the child needs to be successful in their general education classroom.

[12] Services are offered in the classroom whenever possible but direct service sessions may be provided virtually. Collaborative meetings with teachers and special educators are done virtually at this time for safety reasons.

[13] Other standards include family visiting models (Watch Me Grow and PAT), Common Core State Standards, and Next Generation Science Standards for K.

[14] State policy provides an approved list of child assessments aligned with the ELDS.

[15] State Pre-K teachers are required to participate in comprehensive PD focused on understanding and using the Rhode Island Early Learning and Development Standards (RIELDS).

[16] In 2019, CECE regulations were amended to include the use of a high-quality curriculum in all of our RI Pre-K classrooms. Programs can choose between Creative Curriculum (5th or 6th edition), High-Scope, or Boston Public Schools K-0 open source curriculum.

[17] In 2020-21, teachers and families collaborated during distance learning to continue to collect assessment data. All TS Gold Checkpoints were completed.

[18] RI's formative assessment consultant and technical assistance provider supported teachers in collecting data remotely during the Spring 2020 to ensure there was valid and reliable data on child outcomes during the pandemic.

[19] All lead teachers in public schools must have a Pre-K-2 state teaching certification or a bachelor's degree with a written plan to attain that certification within 7 years. Teachers are also required to have a state certificate on the RIELDS. Beginning with the 2019-2020 school year teachers in nonpublic schools were not required to hold a Pre-K – 2 certification. They could also have a bachelor's or master's in Early Childhood Education, Early Childhood Special Education, Human Development, or Child Development from an accredited or approved Institution of Higher Education and achieve the appropriate RIDE Early Childhood certificate within 7 years of employment. This was a change that happened in 2019-2020 and will continue in the future.

[20] Beyond the required 20 hours per year, teachers may choose from numerous optional PD offerings based on their needs.

[21] For the beginning of the 2020-2021 school year all PD and TA was done virtually. Also, all programs were required to take a series supplied by DHS on COVID-19 Health and Safety Precautions.

[22] The state contracts with a vendor who is available to provide in-program/classroom support as well as large group support. Monthly onsite visits are required, at a minimum, as is attendance at a portion of the group communities of practices.

[23] Coaching and Mentoring were moved to a virtual platform.

[24] State Pre-K teachers in nonpublic schools are paid on par with public school teachers at step 1 to 3. Budgets are reviewed yearly to ensure annual increases are applied to those salaries. Retirement benefits and health care are available for both.

[25] Nonpublic assistant teachers receive a higher salary than public school assistant teachers. The only difference is in retirement benefits; though most nonpublic schools do offer retirement options such as 401K.

[26] RI's state budget has a Pre-K categorical line in the Department of Educations' budget that was funded at $14,850,000 for FY20. The majority of funds were used for seats with the remainder used for quality supports.

[27] RI Pre-K is level-funded in FY21, though the state budget had yet to pass at the time of reporting. RI was also granted $3M from PDG B-5 Renewal to increase Pre-K seats in the 2020-2021 school year.

[28] ECERS observations were moved to Spring 2021 to limit the amount of people children come in contact with in their stable pod.

[29] Site visits were minimized during COVID-19 to limit the amount of people the children come into contact with in their stable pod.

[30] All programs moved to virtual learning from March 13, 2020 through June 15, 2020. State administration and TA providers worked closely with teachers and education coordinators to help them support their families and children during this difficult time. Attendance was still taken to ensure the Pre-K program did not lose sight of any of the Pre-K families.

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

[1] South Carolina's state-funded preschool programs are jointly administered by two state agencies. The South Carolina Department of Education (SCDE) oversees delivery within public school districts (CERDEP 4K and EIA 4K) and South Carolina First Steps to School Readiness oversees delivery of the CERDEP 4K program in private settings (First Steps 4K). Both public and private CERDEP classrooms must be licensed by the South Carolina Department of Social Services (DSS) or be federally licensed.

[2] A total of 62 school districts participate in the South Carolina Early Reading Development and Education Program (CERDEP). An additional two eligible districts do not participate in CERDEP, but offer district-level 4K, bringing the total to 64. The remaining districts do not meet the poverty level to participate in CERDEP, but they must offer, at a minimum, one half-day EIA 4K class. Nineteen school districts have at least one EIA 4K classroom.

[3] Enrollment totals include CERDEP and EIA 4K students served during the 2019-2020 school year.

[4] State enrollment in public 4K has declined so far for the 2020-21 school year. The average daily membership for 4K students statewide is approximately 20,000, a decrease of around 8,000 from this time the prior year. Nearly all districts attribute the decline to parents keeping children home, as state funding for 4K has remained in place this school year. Enrollment is down 12% this year compared to last term in First Steps 4K classrooms, although our classrooms are offering full time face to face instruction. Parents are keeping 4-year-olds at home while their older siblings are not attending school due to COVID-19 school closures.

[5] While not included in Head Start enrollment counts, several Head Start grantees serve as private CERDEP 4K providers via SC First Steps. These students meet 4K eligibility requirements and are included in 4K enrollment counts (as opposed to Head Start enrollment counts).

[6] EIA 4K classrooms must operate for at least four hours per day, but individual districts can choose to extend the number of hours per day. CERDEP programs operate a minimum of 6.5 hours per day, five days a week, for at least 180 instructional days. A state budget proviso introduced for the 2017-2018 school year permitted CERDEP providers to: a) extend the school day up to 8.5 hours per day, b) extend the school year to 220 days (6.5 hours daily), or c) extend the traditional school year with up to 10 weeks of summer programming at 8.5 hours daily. One district offered extended day during the 2019-20 school year, and 6 offered a summer program. More than 81% of participating First Steps 4K private providers offered an extended day or extended, year-round model during 2019-2020.

[7] For CERDEP and EIA 4K: The seat time requirement was waived for the 2020-2021 school year through the authority granted to State Superintendent Spearman to accommodate districts offering remote or hybrid instruction. Districts were still required to offer instruction to students five days a week.

[8] Three-year-olds may enroll in EIA 4K when receiving special education services. Children are eligible to enroll in CERDEP for one year only. A waiver of this requirement may be sought from the SCDE in the rare event that a child is deemed unable to advance to kindergarten for developmental or other reasons. For EIA 4K, this determination is made at the district level based upon local school board policy.

[9] Eligibility for CERDEP is based on residence in a CERDEP-eligible district, and family income at or below 185% of FPL or eligibility for Medicaid. Districts are eligible for CERDEP funding if the district is at a 70% or greater poverty index, and 64 out of 81 school districts in SC currently meet that index. Eligibility for EIA 4K is based on qualifying for FRPL or Medicaid. Children with developmental delays documented through state approved screening assessments or children with medically documented disabilities who do not already qualify for special need services should also be considered for enrollment. If more students seek to enroll than available space permits, districts must prioritize students with the lowest family incomes. Available spots are then offered to students with low DIAL scores or students with district-determined risk factors. To be eligible for First Steps 4K, a student must be four years of age on or before Sept. 1, 2020, be eligible for free/reduced-price lunch, Medicaid, SNAP, TANF, experiencing homelessness, transiency, or in foster care, and live in one of the 62 eligible school districts OR attend one of the approved PILOT Centers.

[10] CERDEP providers maintain classrooms with at least 10 4-year-old children, but no more than 20 4-year-old children, with an adult to child ratio of 1:10. Waivers of the minimum class size requirement may be granted by the SCDE or SC First Steps. Flexibility of this ratio requirement during naptime is allowed by DSS. Private providers adhere to the 1:10 ratio during the day, including rest and outdoor time.

[11] All CERDEP students shall be offered breakfast, lunch and a snack that meets USDA requirements daily. EIA 4K classrooms must provide either breakfast or lunch that meets USDA requirements daily.

[12] The South Carolina Department of Health and Environmental Control (DHEC) recommends vision and hearing screenings for all preschool children. If CERDEP schools have resources for health screenings available, it is recommended that they should occur during the first 90 days of school. Children should be referred to an appropriate health-care provider or the local health department when a health problem is suspected or detected. All health-related referrals are noted in the child's health file on site and the results of all screenings are shared with parent(s)/guardian(s). First Steps 4K Providers should arrange for basic health screenings (to include vision, hearing and dental) within 90 days of the program's start date. Children should be referred to an appropriate health care provider or the local health department when a health problem is suspected or detected. All health related referrals must be noted in the child's health file on site and the results of all screenings should be shared with parent(s)/guardian(s).

[13] First Steps 4K families are also supported by the First Steps Local Partnership services in all 46 counties of SC.

[14] Through PDG funding, strategies and referrals for mental health services are offered for First Steps 4K students.

[15] Private providers in First Steps 4K classrooms may qualify for transportation reimbursement; CERDEP and EIA4K are required to provide transportation services.

[16] During COVID-19, some programs that provide transportation have lessened the number of students on a bus during each run.

[17] The Home Language Survey (HLS) is the first step in the two-part identification process. In the event that English is not the primary language spoken in the home of an eligible child, the First Steps 4K private provider (with the assistance of the First Steps 4K Coach) shall collaborate with the child's school district of residence to determine what, if any, additional services he/she may be eligible to receive. Preschoolers with a language other than English present on the HLS do not participate in English language development identification screening until they transition to kindergarten or above.

[18] Districts can set aside Title III English Language Acquisition funds to provide professional development to educators of 3K/4K DLLs, as well as family/community engagement activities.

[19] Preschool aged children or those in early childhood ages 3, 4, and 5 not yet kindergarten requiring special education services are served by local education agencies (LEAs) or school districts that are supported by the SCDE, Office of Special Education Services in partnership with the Office of Early Learning and Literacy (OELL).

[20] South Carolina is working to ensure that students with disabilities are served in the least restrictive environment. For information specifically on the preschool continuum,

see: https://ed.sc.gov/districts-schools/special-education-services/programs-and-initiatives-p-i/preschool/lre-in-preschool-and-continuum-of-placements-memo/

[21] The SCDE required LEAs to develop and communicate plans with parents on how the general education curriculum and instruction and special education and related services would be delivered to students during the COVID-19 school closure. To ensure students with disabilities receive a FAPE, the Special Education COVID-19 Stakeholder group is providing guidance regarding services and funding that is intended to safeguard the quality and consistency of future instruction and access to continuous learning. For more information, visit: https://ed.sc.gov/districts-schools/special-education-services/information-about-covid-19-coronavirus/final-guidance/

[22] SC First Steps Profile of the Ready Kindergartner can be found here. This profile, in both English and Spanish, relates our standards to our 4K parents.

[23] Each school district and private provider participating in a publicly funded pre-K program will administer one of the formative assessments selected by the SCDE to each child eligible for and enrolled in a publicly funded pre-k program during the first 45 days of the school year and during the last 45 days of the school year. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's IEP or 504 Accommodations Plan and for students who are LEP according to their LEP Plan.

[24] OELL has increased virtual support for districts and schools implementing curricula and Early Learning Standards; previously, the majority of office support was done face-to-face.

[25] CERDEP teachers must monitor progress in all domains. Instructional assessment used for progress monitoring may include the following options: PALS Pre-K; myIGDIs; TS GOLD, WSS; Creative Curriculum Developmental Continuum, Ages 3–5; HighScope COR; and Montessori assessment (only approved for Montessori classrooms). All 4K teachers must assess students using PALS, myIGDIs, or TS GOLD within the first 45 days of the school year and the final 45 days. "Read to Succeed" legislation requires that all public pre-K students are administered a readiness assessment within the first 45 days of entering school. SC First Steps 4K classrooms use TS GOLD for student assessment.

[26] For Spring 2020, South Carolina did not administer pre-K assessments, districts were still required to pre-assess all 4K students during the first 45 days of the 2020-2021 school year. While face-to-face administration was encouraged, districts could also administer assessments remotely when possible.

[27] Each First Steps 4K lead teacher must possess, at minimum, a two-year degree in early childhood education or a related field. All lead teachers must have completed or be enrolled and demonstrating progress toward the completion of a teacher education program within four years. Teachers holding a four-year degree or higher in ECE are preferred. For public teachers, the grade span for EC certification is pre-K to third grade. Programs electing to use Montessori as a curriculum model must have a Montessori-credentialed lead teacher and pre-service is supported. First Steps legislation requires pre-service professional development to include teaching children of poverty and developing emergent literacy skills.

[28] The breakdowns are for First Steps 4K teachers. The degree breakdown for public EIA 4K teachers is not currently available. At a minimum, all public 4K teachers are required to have a BA to teach in both CERDEP and non-CERDEP classrooms. On average, approximately 53% of all public 4K teachers in SC have earned degrees above a BA.

[29] Assistant teachers in both public schools and private centers are required to enroll in the ECD 101 TEACH college class within one year of being in the position. Each instructional assistant employed by a First Steps 4K program must, at minimum, have a high school diploma or its equivalent and two years of documented experience working with children under 5 years of age.

[30] CERDEP only: By law, personnel must participate in PD on topics related to teaching children living in poverty, and strategies and techniques to address the age-appropriate progress of emergent literacy (oral communication, knowledge of print and letters, phonemic and phonological awareness, vocabulary and comprehension development). In addition, CERDEP legislation requires that CERDEP teachers and instructional assistants meet the South Carolina Child Care Licensing Regulation training requirements. Teachers and instructional assistants participating in CERDEP are required to attend at least 15 hours of approved PD annually to include South Carolina Center for Child Care Career Development (CCCCD) approved training in the following areas: at least five hours in curriculum, five hours in CD, and five hours in health and safety, guidance, or other related topics. All lead teachers and teaching assistants must complete PD with the Occupational Safety and Health Administration (OSHA) annually. SC First Steps 4K provides a minimum of 7 days of PD for lead and assistant teachers annually. All First Steps 4K lead teachers engage in a four-day pre-service PD offering, SC First Steps Teacher Academy.

[31] CERDEP and EIA 4K: Due to the school closures in the Spring of 2020, DSS waived a portion of the training hours required for child care providers for the 2020 calendar year: Director (requirement 20 hours/year): 10 hours required for 2020; Teacher (requirement 15 hours/year): 8 hours required for 2020. First Steps 4K held its annual pre-service training through all virtual offerings. Lead teachers and instructional assistants participated in six days of 4K Teacher Academy. Directors participated in three days of First Steps Leadership Academy. Training was ramped up for health/safety offerings to follow all guidelines of DHEC/CDC/DSS, as our classes operate in licensed childcare. All First Steps 4K classes opened on the first day of school for full-time face-to-face instruction.

[32] While schools and districts offer the same classroom support for 4K teachers as they do for K-12 teachers, state-level coaching is focused on literacy. In addition to the various PD opportunities at the district and state levels, there are 22 literacy specialists, six early childhood specialists, and over 650 reading coaches across the state that provide job-embedded, on-going professional learning for teachers and administrators, including at the preschool level. First Steps 4K teachers are supported through our Building Learner Outcomes through Opportunities and Models (BLOOM). BLOOM provides active and sustained learning as a collaborative tool between teachers and their 4K Coaches. Personal goals, action plans and reflections provide accountable practices for quality instruction and student achievement.

[33] As coaching and mentoring are focused on the school level, the amount varies from district to district. First Steps 4K Coaches serve a maximum of 20 centers, so visits are bi-weekly for all. Frequency may be higher for new teachers and those requesting a mentor visit.

[34] Although First Steps classrooms are offering full-time face-to-face instruction for students by implementing the cohort model, coaches are only holding virtual visits at this time. Zoom meetings are the norm and communication is further maintained by text, email, and phone calls. Each coach has set up an interactive virtual office using Google Classrooms. First Steps 4K is implementing LearnERS: CQI Coaching Framework with our teachers and assistants. Our coaches support strength-based feedback and goal setting by using data for a culture of change and improvement.

[35] Lead and assistant teacher salaries are determined by each private provider. First Steps guidelines require paid time for professional responsibilities. First Steps 4K teachers and assistants receive a stipend for PD participation with all costs being covered.

[36] First Steps 4K is supported by general funds appropriation for the SC CERDEP. A dedicated portion of the state's general fund goes toward public 4K. Additionally, 4K is funded through the state's EIA, which is derived from sales tax. An additional $5,240,950 was allocated in 2019-20 to the Waterford UPSTART pilot in select CERDEP districts (not included in the total preschool reported spending) in public 4K.

[37] Both CERDEP and EIA 4K are funded based on the number of enrolled students; while the per-pupil allocation has remained the same for the 2020-21 school year, we expect that lower student enrollment will mean that districts receive less funding than in prior years.

[38] CERDEP does not permit subcontracting. During the current fiscal year, South Carolina First Steps may extend 4-year-old kindergarten provider eligibility to military child care settings regulated by the United States Department of Defense. State funds appropriated for use in military child care facilities must be used to expand service to CERDEP eligible children residing in school districts approved for participation during the prior fiscal year and may not be used to supplant any existing federal child care investment.

[39] Districts are required to conduct classroom observations for all teachers in grades 4K-12 as part of the state's teacher evaluation process. The state-level OELL also conducts classroom visits, and each classroom receives a visit either annually or every other year.

[40] Public school districts use the 4.0 rubric for classroom observations of teachers in grade 4K-12. The OELL uses the ELLCO for state level classroom visits. There are several districts in South Carolina that are participating in the initial Pyramid Model cohort. The pre-K classrooms in these school districts are also using the TPOT instrument. First Steps 4K uses Teaching Strategies Coaching to Fidelity, Preschool Edition.

[41] For 2020-2021, the OELL is offering hybrid support to districts based on their reopening model. Additionally, the office's Early Learning Specialists will focus this school year on providing support and resources to 4K teachers on areas such as social-emotional learning, literacy instruction, and remote instruction. At this time, all observations are virtual. First Steps 4K is implementing LearnERS: CQI Coaching Framework. Continuous Quality Improvement (CQI) will help us to use data-driven formative evaluation tools based on ECERS-3 at both the program & classroom level.

[42] All state-level observations are conducted using the same rubric, and all observers are trained in the rubric before entering the field. School-level observations for the state's teacher evaluation system are completed using the research-based 4.0 rubric. First Steps 4K: Reliability and validity is supported by ongoing PD for individual and organizational growth and change.

[43] Data are used at the state level for annual reports and publications on the growth and progress in First Steps 4K classrooms.

[44] Annual site visits to all classrooms by the SCDE are not required, but OELL attempts to visit as many public classrooms as possible based on district and teacher need. All

private First Steps 4K CERDEP classrooms receive visits, at a minimum, twice per month by their 4K Coach.

[45] Site visits are done virtually now, however the frequency remains the same with at least bi-monthly visits.

[46] First Steps 4K developed a distance learning plan for all classrooms based on the structures and routines that were familiar and safe to students, and also created guidance for families and providers. The SCDE offered remote instruction guidance for all educators in grades 4K-12 in both the Spring and Fall of 2020. The office also conducted virtual trainings for educators and early childhood coordinators on providing remote instruction and family engagement. Additionally, the OELL developed a remote learning resources page with information specifically for early childhood educators.

[47] A contract amendment was issued to programs requiring teacher and assistant salaries to be paid as normal. Services to children included virtual and/or distance education, outreach to parents, and any other services as determined by First Steps 4K.

[48] The SCDE provided remote learning lessons for primary and elementary educators in the Spring and Summer of 2020 that included: Learning materials; Interactive lessons, including videos; Family documents/resources; Model lessons in ELA, Math, Science, Social Studies. The SCDE also provided funding for Wifi and internet access hotspots for students.

[49] The Governor provided guidance that all districts should resume the school year by September 8, 2020 at the latest. Programs, including 4K classrooms, re-opened based on district calendars approved by the local school boards. Six Head Start centers provided virtual instruction through Head Start; five additional centers remained closed.

[50] Districts and schools had flexibility on the use of state funding made available due to the COVID-19 pandemic.

TENNESSEE - Tennessee Voluntary Pre-K (VPK)

[1] One full-time Assistant Commissioner/VPK Director, one full-time Pre-K Lead Coach/Director of Instruction, half-time Senior Director Early Childhood Quality and Supports.

[2] There is a decrease in enrollment in Tennessee Voluntary Pre-K (VPK) classrooms due to COVID-19 and parents making the choice to keep children at home.

[3] Children are not enrolled in both VPK and Head Start, but children may be in a classroom that is blended.

[4] Tennessee has VPK classrooms located inside school districts, private schools, and partnering sites (child care centers that are 3-star facilities).

[5] The state did not require changes of schedule due to COVID-19, but local decisions (and parent choice) decided if children were going to learn in person or in a remote setting.

[6] Grantees enroll children residing in the geographic area served by the LEA who are age eligible and who are at risk, defined as economically disadvantaged, regardless of the child's Individualized Education Program (IEP) status; or dependent children whose parent was killed, died as a direct result of injuries received as a result of war, or is or has been officially reported as a prisoner of war or missing in action. If space is available after exhausting all efforts to enroll at risk 4-year-olds Grantees may enroll additional children in accordance with state-established priorities.

[7] The Tennessee Department of Education (TDOE) created guidance that suggested schools use guidance set forth by the Governor's office, local health departments, and the Center of Disease Control (CDC) to make the best decisions for VPK in their district.

[8] Breakfast and lunch are required and snack is determined on the length of the day.

[9] Districts are required to ensure all general education and special education teachers have training and support to meet the needs of economically disadvantaged children, children with special needs, and children who are identified as E language learners or children whose primary home language is not English.

[10] The VPK director (assistant commissioner) meets regularly with the special education division to ensure that work is done together. Additionally, the TDOE has employed three IDEA 619 consultants who support classroom teachers.

[11] All VPK programs are encouraged to maintain at least 10% of their seats for children with special needs and place children in the "best placement" possible.

[12] In 2017-18, the state-developed Pre-K Student Growth Portfolio was implemented. It is required for all teachers to complete and it must be aligned with the ELDS and developmental domains. According to Tennessee's Pre-K Quality Act, Teachers and districts must choose an assessment from a state-approved list to demonstrate student achievement. Student achievement scores count as 15% of a teacher's evaluation; 50% of the evaluation is based on classroom observation and the remaining 35% is based on student growth. The Pre-K Student Growth Portfolio measures English language arts and math only, but districts can choose to select other assessments to assess additional domains.

[13] Guidance documents and PD opportunities to support the use of the ELDS were provided and state training, guidance and support will continue with the implementation of the revised ELDS. The Portfolio assessment is required to follow Tennessee's ELDS.

[14] The state revised the approved curricula from 37 to three in 2017-2018: Big Day for Pre-K, Creative Curriculum, and Connect 4 Learning. All districts were provided money to purchase a new curriculum as well as sponsored trainings and ongoing assistance with their new curriculum. A school may request a waiver to use a different curriculum. An example of this would be Montessori.

[15] For 2019-20, all educators were marked PYE (partial year exemption). With this, portfolios were not completed or scored. For 2020-2021, assessments moved forward as normal.

[16] Tennessee requires that pre-K teachers in state funded classes are certified to teach pre-K. Any exceptions to this would require a one-year waiver from the TDOE.

[17] State law passed in 2005-2006 requires that at least one educational assistant per classroom hold a CDA or AA, or be actively working toward such credentials. If no person with these credentials is available, state law allows a person with a high school degree and relevant experience working with pre-K children or other early childhood program to be employed. Assistants must demonstrate active progress toward completion of a CDA to be rehired. Assistant teachers are required to receive a minimum of 30 hours of state approved PD on ECERS, ELLCO, Personal Safety, ELDS, Child Care Rules and Regulations, and Social Emotional Learning Foundations. At least six hours of the training must be in developmentally appropriate literacy practices. Training may occur prior to, or during employment.

[18] In 2018-2019, the requirements increased from 24 to 30 clock hours per year for directors, teachers, and assistants. Six of the 30 hours must be developmentally appropriate literacy practices.

[19] Due to COVID-19 training requirements were relaxed from March 2020-June 2020. July 1, 2020 began the new school year and requirements went back to normal. There is some flexibility in types and modes of training as there are many more remote options available. The TDOE early childhood team has continued to provide remote training throughout this pandemic.

[20] According to the VPK Scope of Services, VPK grantees must ensure all staff (teachers, teacher assistants, and direct supervisor of the early childhood education program) have a PD plan identifying specific trainings and job-embedded professional learning opportunities to meet teachers' needs for improving classroom practices. At minimum, PD plans must meet the required orientation and training as specified by Chapter 0520-12-01.

[21] For the pre-K coaching pilot, each teacher participates in 1-2 cycles every 6-8 weeks. Within each cycle, they have at least three touch points where they coach and/or observe the teachers.

[22] During times of school closures or remote learning, coaches adapt and also move into coaching remotely.

[23] According to the VPK Scope of Services, "Salaries for personnel in community-based agencies shall be reasonably comparable to those currently in effect in the LEA where the respective VPK program is located. Reasonably comparable is defined as a range of compensation that would ordinarily be paid for like services within the school system. Final salaries within the range may be commensurate with qualifications and experience." Also, salaries are not prorated for differences in length of day or year because differences do not exist for teachers across the VPK program.

[24] The funding benchmark is $117,490 per class. The amount provided by the state varies depending on the Basic Education Plan (BEP) funding formula used in all grades. The district is required to provide a local match for any portion not provided by the state. The local match amount is determined by the BEP funding formula, which is based on 45 different components. Districts may use local funds, federal funds, or in-kind services to meet their required match.

[25] In accordance with Tennessee Code Annotated, districts are awarded the grant opportunity and it is at their leisure (with parameters in law) to contract with private agencies.

[26] The law requires (outside of a school) that only child care centers under the jurisdiction of the TN Department of Human Services and with 3 stars on the QRIS may house a VPK classroom. Institutions of higher learning may serve children under a subcontract with a school district.

[27] A minimum of 20% of VPK classrooms are selected (randomly) annually to receive a CLASS observation conducted by a TDOE reliable observer. Additionally, all teachers new to VPK are required to have an ECERS-3 observation conducted on their classrooms.

[28] Instead of CLASS observations being unannounced, due to COVID-19 the TDOE conducted observations on districts that requested the additional support. Most of these observations were conducted in person, but in some cases these were conducted virtually.

[29] In 2019, the state invested in CLASS train-the-trainer for seven individuals. To date, this team has provided CLASS pre-k Observation training to reliability for over 350 individuals with a 99% success rate and Intro to CLASS training to over 1,000 teachers and leaders in TN. In 2019, TDOE made an additional investment to get all VPK Directors trained to reliability on ECERS-3. TDOE staff that received anchor status continue to work with district leaders on reliability.

[30] The state does not require site visits by the LEA, but does require the LEA to ensure all classrooms are following the law, VPK Scope of Services, and the Standards for School-administered Child Care. It is a local decision on how they monitor those processes. All classrooms receive a minimum of two visits per year by their early childhood quality and support specialist.

[31] Governor Bill Lee relaxed Tennessee teacher accountability measures for the remainder of the 2019-2020 school year due to COVID-19.

[32] The Governor recommended all schools to close in late March 2020, but at their own rate as they followed CDC and local health guidance.

[33] Districts could not just shut down, they had to provide continuous learning based on CDC guidelines and local health departments.

[34] All VPK classrooms opened either in person or with remote learning on time.

TEXAS - Texas Public School Prekindergarten

[1] A district must offer full day pre-K classes if the district identifies 15 or more eligible children who are at least 4 years of age by September 1 of the current school year. A school district may offer half-day pre-K classes if the district identifies 15 or more eligible children who are at least 3 years of age.

[2] In addition to the 231,965 eligible children enrolled in the program, another 16,401 3- and 4-year-olds were served using alternate funding sources (e.g. local funds, parent tuition, etc.).

[3] Pre-K enrollment (eligible and those using alternative funding sources) declined in 2020-2021 to 194,137.

[4] Full day pre-K (eligible 4-year-olds) requires 75,600 annual operational minutes (includes intermissions, meals, recess, and rest time). Half-day pre-K (eligible 3-year-olds) requires 32,400 instructional minutes (includes intermissions, meals, and recess, but excludes rest time).

[5] Preschool programs were given some flexibility in determining operating schedules based on the use of in-person and remote learning. The document at this link describes the remote learning options (https://tea.texas.gov/sites/default/files/covid/school-models_remote_pre-kindergarten-school-model.pdf).

[6] Other than age, children must meet at least one of the following additional criterion to be eligible: (1) Being unable to speak and comprehend the English language; (2) Being educationally disadvantaged (eligible to participate in the national free or reduced-price lunch program); (3) Homelessness; (4) Child of an active duty member of the armed forces of the United States; (5) Child of a member of the armed forces of the United States who was injured or killed while serving on active duty; (6) In, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing; or (7) Child of a person eligible for the Star of Texas Award.

[7] All PK4 classes (and mixed PK3/PK4 classes) must attempt to maintain an average ratio of not less than one certified teacher or teacher's aide for every 11 students. For PK3 classrooms, there is no rule regarding class size or staff-to-child ratio, though school districts are encouraged to follow the requirements for kindergarten. If a school district contracts with a private entity to operate the district's pre-K program, the program must comply with child care licensing standards.

[8] If at least 10% of students in the district are eligible, the district must provide breakfast and lunch for full day students. Half-day programs can provide one or two meals for their students.

[9] Teachers and teacher assistants are required to hold bilingual certification.

[10] House Bill 3, passed by the 86th Texas Legislature, created a bilingual education allotment to provide additional funding for English Learners in One-Way and Two-Way Dual Language programs.

[11] The Texas Education Agency's (TEA's) Special Education Division oversees the Early Childhood Special Education (ECSE) program in Texas. The TEA's Early Childhood Division oversees the state-funded preschool program. We collaborate on a regular basis to inform districts and Education Service Centers on guidance and resources. We engage in monthly and quarterly Zoom meetings with preschool and special education staff.

[12] State law requires that LEAs provide PD related to instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions for all grade levels.

[13] The target for State Performance Plan 6 (LRE for children ages 3-5) is > 33% of children ages 3-5 are attending a regular early childhood program and receiving the majority of their special education and related services in a regular early childhood setting.

[14] TEA Planning Guidebook (https://tea.texas.gov/sites/default/files/covid/strong_start_-_swd_planning_supports_guidebook.pdf) was developed to assist districts as schools reopened to plan for special education services.

[15] PK4 programs are required to use an assessment tool from a list of assessments approved by the commissioner of education, all of which are aligned with the ELDS and pre-K guidelines. PK3 programs are not required to conduct child assessments.

[16] Additional curriculum materials were made available to the LEAs at no charge to facilitate remote learning.

[17] For 2020-21, LEAs have been provided resources and guidance to support administration of assessments remotely.

[18] Each teacher for a pre-K program class must: (1) be certified under Subchapter B, Chapter 21; and (2) have one of the following additional qualifications: (A) a CDA or another ECE credential approved by the agency; (B) certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education; (C) at least eight years of experience teaching in a nationally accredited child care program; (D) be employed as a pre-K teacher in a school district that has received approval from the commissioner for the district's pre-K-specific instructional training plan that the teacher uses in the teacher's pre-K classroom; or (E) an equivalent qualification.

[19] Generally, the required certification is an EC-6. However, if the teacher is teaching in a preschool bilingual, ESL, or special education classroom, he or she would need a bilingual, ESL, or special education certification as well.

[20] Paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a HSD and experience working with students or parents. Educational Aide II requires at least a HSD and one of the following requirements: two creditable years of experience; a minimum of 15 college credit hours with emphasis on CD or related subject areas; demonstrated proficiency in a specialized skill area, as determined by the school district; or experience working with students or parents. Educational Aide III requires at least a HSD and one of the following: three creditable years of experience; 30 college credit hours with some emphasis on child growth and development or related subject areas; or experience working with students or parents.

[21] All districts are expected to meet the high-quality pre-K program requirements which includes a requirement that teachers of 4-year-olds have 30 hours of PD specific to early childhood education, including 15 hours of mentoring or instructional coaching, each year. There is no state requirement for mentoring/coaching of teachers of 3-year-olds.

[22] The development of teacher PD plans is embedded within the state's teacher evaluation system.

[23] The foundation school program (made up of general fund revenue, lottery proceeds, sales tax, recapture receipts, etc.) provides half-day funding for eligible students. Districts can use a variety of sources to fund the other half of the day such as an early education allotment, Title I, general revenue, etc.

[24] State developed T-TESS (https://www.teachfortexas.org/) or a similar locally-approved instrument.

[25] No site visits were conducted, but districts were required to submit data directly into the TEA's data system.

[26] LEAs were provided with resources to support instructional continuity in Spring 2020. Guidance may be accessed at https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-instructional-continuity-framework. In Fall 2020, LEAs had the option of offering remote synchronous or remote asynchronous instruction. If remote instruction is provided for pre-K that instruction must be asynchronous. LEAs also have the option to provide a mix of in-person and remote

instruction.

[27] LEAs received hold harmless funding for the remainder of the 19-20 school year. Additionally, it has been announced that LEAs will receive hold harmless funding for the first two six weeks of the 20-21 school year as well as the third six weeks, if they allow students on campus. Further decisions on hold harmless funding for the 20-21 school year are ongoing. This not additional funding, but would ensure LEAs do not receive less funding than they would expect to receive in a non-COVID year.

[28] Texas provided PPE to all LEAs for the start of the school year. Texas also provided a free learning management system tool to all LEAs as well as an optional high-quality curriculum suitable for remote instruction, at no cost to districts. Additionally, Texas provided implementation support and training to LEAs on these remote instruction resources.

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

[1] The Utah Department of Workforce Services (DWS) has responsibility to administer and oversee the school readiness grants and staff the School Readiness Board (SRB), which governs the grant program. The SRB was established in 2014 for the Becoming Quality grants. After the 2019 legislative session the SRB began overseeing the Expanded Student Access (ESA) program.

[2] For the 2020-21 program year, the Utah State Board of Education (USBE) added one new full-time and one new half-time staff to help with the administration of the School Readiness Grants.

[3] ESA programs are in 12 of Utah's 29 counties. Of the 12 counties that have programs participating in ESA, 4 are rural. Five private providers also participate in the ESA grant program in 9 different locations.

[4] Enrollment of eligible students is not currently broken down by age. Total enrollment (students attending regardless of funding source) for programs participating in the ESA grant was 9,583 (LEAs: 8,956, private providers: 627). Eligible student enrollment (students being paid for by the grant/state) totaled 2,258 (LEAs: 1,917, private providers: 341).

[5] Based on the quarterly reports, enrollment was down 175 children in November 2020 and 86 children in January 2021.

[6] Centro de la Familia is an ESA grantee and a Head Start program. Centro's total enrollment was 231, of whom 60 were eligible students. It is possible that students attending other grant programs are also attending a Head Start program, but those data are not collected.

[7] For eligible students specifically (seats funded by the grant), 60 attended extended day programs, 212 attended programs that run both half and full day sessions (reported as "locally determined"), and 1,986 attended part day programs. All program sessions are determined at the local level.

[8] In order to comply with health directives and district leadership, some districts shortened class time to allow for cleaning and/or more sessions for smaller class sizes. Teachers were allowed time to prepare and record lessons to be shared virtually.

[9] Children may be 3, 4, or 5, but cannot be eligible for Kindergarten. If a family has chosen to delay enrollment into Kindergarten, they cannot access preschool funds. Three-year-olds may be enrolled on a rolling basis as soon as they reach their 3rd birthday.

[10] In addition to age, children must meet income eligibility (quality for Free or Reduced Lunch) and experience at least one risk factor. The state defines "Risk factor" as: (a) having a mother who was 18 years old or younger when the child was born; (b) a member of a child's household is incarcerated; (c) living in a neighborhood with high violence or crime; (d) having one or both parents with a low reading ability; (e) moving at least once in the past year; (f) having ever been in foster care; (g) living with multiple families in the same household; (h) having exposure in a child's home to: (i) physical abuse or domestic violence; (ii) substance abuse; (iii) the death or chronic illness of a parent or sibling; or (iv) mental illness; (i) the primary language spoken in a child's home is a language other than English; or (j) having at least one parent who has not completed high school. Age-eligible English Learners are eligible for the program regardless of their income level and risk factors.

[11] ESA funding pays for the entire student cost. Tuition is charged for other students attending the same classroom. Some districts offer a sliding scale for tuition paying students. These students may participate in classrooms supported by the grant, but grant funds do not pay for the student's slot.

[12] The state released guidance regarding Child Care centers that were applied to grant classrooms. This limited class sizes to 20 individuals in a classroom. Programs had to begin including staff members in their count of 20.

[13] Most programs serve a snack.

[14] This requirement is not included in the code for the School Readiness Grants. Most of the LEA programs are SPED or started as SPED programs, and screenings are required as part of the referral process, so most are administering vision and hearing screenings. Private providers are not required to do screenings but some do. They are required, through Child Care Licensing, to have families complete a health assessment.

[15] In LEAs, transportation was provided if the eligible student also qualified for Special Education. Transportation is an allowable expense but it is unknown if programs provided transportation to students who were only eligible students on the grant.

[16] Masks are required for those on school buses.

[17] The USBE houses preschool/early childhood special education. The Special Education Preschool Specialist coordinates with the USBE grant administrators frequently. The USBE Preschool Team (3 grant specialists and 1 Special Education Preschool Specialist) meet twice a month to coordinate the work happening in the preschool field. This includes planning PD opportunities, supporting school districts, and preparing for the Preschool Roundtable, collaboration among the field, and discussing Special Education indicators.

[18] The state preschool program does not require specific qualifications for working with students with disabilities. However, this is required by the Special Education program.

[19] Utah does not have an official goal, but programs are encouraged to work towards inclusion.

[20] Despite COVID-19 soft closures in schools, the policies and guidance remained the same. LEAs were still required to provide services as outlined in IEPs. Evaluation timelines and other requirements were still in place and LEAs had to meet timelines. We didn't provide any additional policies and guidance due to the COVID-19 closures.

[21] The Head Start standards were referenced when creating our ELDS. We also had representatives from Head Start on the writing committee.

[22] Four-year-old students participating in High Quality ESA programs (regardless of funding) are required to participate in the Preschool Entry and Exit Profile (PEEP) assessment. Programs also choose a pre, mid, and post assessment to give to all students. The Developmental Observation Tool (DOT) was created by 4-5 school districts. The State provided some funding to create an online portal. This assessment is utilized by some of the programs participating in the grant.

[23] The USBE has a database to list curriculums that have been reviewed by USBE staff, teachers, administrators, and stakeholders that have an interest in curriculum for each grade level. When programs/teachers reach out for ideas on curriculum they are given a list of the curricula being used across the state, highlighting the ones being used in High Quality ESA classrooms, and given contact information for the directors using them if they have questions. The current database is severely lacking in the preschool curriculum, and there is a goal to build that up over the next few years, especially aligning to the state standards.

[24] The state offers some support to programs participating in Becoming High Quality grants. However, these participants are not considered as part of the state funded pre-K program.

[25] The PEEP Exit was not administered for the 19-20 school year. Post assessments were also not administered for the majority of programs. For 2020-21, due to validity concerns, and the complexity required to administer the PEEP Entry assessment, the decision was made to only give the PEEP Entry assessment in person. Programs were encouraged to set up appointments with families to assess their children, but if the family was uncomfortable the PEEP Entry assessment was not administered.

[26] Guidance was given to staff to administer the Kindergarten Entry and Exit Profile (KEEP) assessment remotely. However, there are concerns regarding the validity of the data.

[27] For programs participating in the ESA Grant, the minimum requirement for lead teachers is to have a CDA, or an associate or bachelor's degree in a related field. Degrees in the areas of Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, and Special Education would meet this requirement. Lead teachers in private providers are required to have the credential by their second year, and lead teachers in LEAs are expected to have the credential upon hire. Out of 286 lead teachers at the start of 2019-20, 261 met the certification requirement and 25 teachers did not meet the requirement but were working on acquiring the necessary certification.

[28] Some programs may do annual PD plans, but that is a local decision. The grant does include "ongoing, focused, and intensive PD for staff of the school readiness program" as one of the elements of quality.

[29] The Elements of Quality that guide the ESA program includes the requirement for provider monitoring, ongoing professional learning, and coaching. Because of the lack of specificity, the meeting of this requirement is left up to the provider and grant administrators.

[30] Some of the teachers teaching in ESA classrooms have a Preschool Special Education License, and because of that license, are paid at comparable rates to K-3 teachers. Otherwise, it is a program decision what salary and benefits are given to preschool lead teachers.

[31] Nearly all programs participating in the ESA grant program are using blended funds for their preschool programs. These include SPED preschool, Title 1, and private pay/tuition, but total amounts are unknown. Across programs, the overall expenses billed to the ESA grant program for FY20 was 6.94 million.

[32] In the 2020 session, an additional $3 million was granted to the program, but was cut during the special session to address the COVID-19 pandemic. Programs are receiving the same funding they received in FY 2019 which was insufficient as the legislative ask (2019) did not include the funding needed to support private providers. The funding was also switched to CCDF funding for the 2020-2021 school year.

[33] The state has not yet received requests to subcontract with the program, which would need to be approved by the School Readiness Board.

[34] The SRB has currently approved the use of the ECERS-3 tool. A sub-committee was formed to research the current and alternative observation tools (CLASS). The committee was also tasked with identifying the frequency and count of observations for preschool programs. The SRB approved the following ECERS-3 cut off scores for programs: For LEAs, a minimum overall score of 3 is required. For private providers, a minimum overall score of 3.67 with a score of 4 on the Language and Literacy and the Interaction subscales. The SRB also approved the following observation ratios: For public providers a minimum of 1 observation per 500 students. Due to the generally smaller size of private programs, a minimum of one third of classrooms would receive an observation. If a private provider serves over 500 students, the guidelines for public providers would be followed.

[35] There was a plan to do multiple observations simultaneously with ECERS-3 and CLASS and review the data with student outcome data. This project has been put on hold indefinitely until classroom observations can resume.

[36] The SRB determined that observations would not occur. Programs had to submit classroom recordings, program portfolios, and participate in an interview with questions revolving around the ECERS-3.

[37] Renewal may be done through the organization (CLASS, going to an official ECERS training) or by renewing with a state anchor (ECERS).

[38] ECERS observations are primarily used to qualify applicants to apply for grant funding (they are required to meet a minimum threshold). It also helps maintain existing programs at quality. In the Becoming High Quality grant (separate from the state funded preschool program) the observations are used to identify program goals and monitor progress towards those goals.

[39] In 2019, the SRB approved a look back period of one year for ECERS observations, so that programs would only need observations every other year. This decision was made to reduce the workload of grant administrators. Observations were conducted for new applicants or returning applicants whose observations were outside of the lookback period. ECERS-3 observations conducted within the lookback period were used for returning applicants. Observations were planned for Spring 2020, but due to the COVID-19 pandemic the observations were not conducted.

[40] The funding source for the grants was changed during the special legislative sessions to CCDF funding. This required new classroom inspections of LEA programs through Child Care Licensing (CCL). All LEA program classrooms were visited by CCL. Otherwise required ECERS observations did not occur during the 2020-2021 school year due to COVID-19.

[41] Preschool programs run by private providers were able to choose if they would close or stay open. The state did not mandate closures for child care centers. Some programs chose to close for a period of time in March 2020.

[42] Programs offered remote learning up until their scheduled end of the school year.

[43] Remote learning varied across programs. Each program had to submit how they were continuing educational services. The USBE created a canvas course focused on remote learning. This allowed teachers to view it on their own schedule.

[44] Payments are distributed as a monthly cost per child. If enrollment increased or decreased, so did their payments.

[45] Programs were encouraged to consult with their health departments and school districts (for public school/LEA programs). It was a local decision on when and how to open programs. The majority of programs opened in-person classes on their usual schedule. Two programs delayed the start of the school year. One program continued with remote instruction only. LEA programs are offering remote learning for students with IEPs whose families were not comfortable with in-person instruction.

[46] The state has not allocated additional funding from state reserves for COVID-19 response. All of the funding we have used for PPE, broadband, and local grants are from federal CARES funding.

VERMONT - Vermont Universal Prekindergarten Education (Act 166)

[1] Districts are required to offer 10 hours of pre-K per week over 35 weeks for each child enrolled in their district. Some children attend school-based pre-K programs and some children attend private pre-K programs that have been approved by the state. This is required for all 3-, 4-, and 5-year-olds not yet enrolled in kindergarten (Act 166). Aside from age, there are no additional eligibility criteria for Vermont's universal Pre-K program (UPK).

[2] There has been a difference of 1,993 students, from 8,666 to 6,673 believed to be because of the COVID-19 pandemic.

[3] There are children in blended programs and children who attend both UPK and Head Start programs separately. However, funds are not technically blended. They are layered with both federal money and UPK dollars. UPK funds are used for dually enrolled children to provide program improvements in pre-K instruction. Childcare block grant funds are used if children need more care or to expand the program for a child in some other way.

[4] Some of the UPK programs are delivering instruction in-person, hybrid, or fully remote. This aligns with general VT Agency of Education (AOE) guidance for reopening schools.

[5] Kindergarten-age eligible children may enroll in public or private pre-K programs at the local program's discretion or family choice. Placement of kindergarten-age eligible children with documented disabilities is determined by the IEP team and school district. Some placements may be in pre-K.

[6] Reopening guidance concerning physical space may be found here: https://education.vermont.gov/student-support/early-education

[7] Due to COVID-19, programs are able to provide breakfast and lunch to all students. At the end of the 2019-2020 school year, the State of Vermont also distributed P-EBT cards to all families that were Free and reduced lunch eligible.

[8] As part of Child Find, programs screen children on their developmental growth. Vision and hearing screenings are required under child care regulations as well. Screening information is collected the Vermont Department of Health. Child Find must be conducted annually by all school districts. There is an online screening registry that is shared between state and local agencies.

[9] Vermont has "Help me Grow", which supports families in connecting to various community resources.

[10] Programs were required to follow CDC guidelines.

[11] Vermont is working towards more complete inclusion of DLL learning in the areas of screening and accurate identification of DLL students that may need special education services.

[12] If there are DLL children in a program, especially if the child is on an IEP, there are requirements that teachers, teacher assistants and administrators are trained for working with DLL families.

[13] The following links refer to rules and policy on special education and ACT 166 (universal pre-K) more generally: https://education.vermont.gov/documents/guidance-ecse-indicator7-eco; https://education.vermont.gov/student-support/early-education/universal-prekindergarten-act-166

[14] Between 72% and 74% of preschool children are included, and the state has an on-going goal of increasing this number.

[15] There was specific guidance about making contact with special education students and families during COVID-19 to ensure FAPE was not compromised during that period.

[16] The Vermont Early Learning Standards (VELS) are birth to grade 3 and are aligned with the Common Core State Standards, aligned with the pre-K assessment (Teaching Strategies Gold), and the Kindergarten Readiness Assessment. A revision of the VELS is planned by SY2021-2022 or sooner.

[17] Common Core State Standards, Next Generation Science Standards, Aligning Preschool through High School Social and Emotional Learning Standards: A Critical and Doable New Step Collaborative for Academic, Social, and Emotional Learning (CASEL).

[18] Vermont has adopted TS GOLD as its child progress monitoring measure. TS GOLD is aligned with VELS. The VAE is providing technical assistance and training to school districts and private pre-K programs on VELS, TS GOLD, CLASS, ASQ-3, ASQ-SE, curriculum, etc.

[19] Act 166 requires all public and private pre-K programs to align curriculum with the VELS. Curricula is selected on a local basis. However, in compliance with ESSA, all curricula need to be evidence-based. Detailed guidance, materials developed by the state, and direct training or technical assistance by state and regional staff are made available to local providers. Additionally, programs can access funding to support professional development. UPK Accountability Continuous Improvement System (ACIS) measures the standards to which the UPK programs are teaching and conducting assessments.

[20] Due to changes in how services were delivered, the State issued new guidance, and programs/schools spent massive amounts of time planning for the summer.

[21] Many UPK programs are using other measures listed to inform their practice, though these measures are not explicitly required, except TS Gold. The Ready for Kindergarten! Survey is a required Kindergarten assessment and was administered in Fall of 2018-2019. Although pre-K programs do not directly administer the survey, the data is utilized to assess children's school readiness at entry to kindergarten and to inform pre-K programming. Programs are also encouraged to use the ASQ-3 and ASQ-SE screening tools. For more information, see https://education.vermont.gov/student-support/early-education/assessment. https://my.teachingstrategies.com/

[22] Spring 2019 assessments were not conducted. All UPK assessments were required in school year 2020-2021.

[23] There has been a short delay to allow for the more logistically complicated reopening of this year.

[24] All licensed teachers in public settings are required to have a BA and required to have Vermont Early Educator license. In nonpublic settings, at least one teacher who holds a BA/MA and a valid Vermont educator license with an endorsement in either Early Childhood Educator or Early Childhood Special Education, must be on site and physically present to oversee and ensure that curriculum is aligned with the VELS and pre-K instruction is provided by the classroom teacher during designated pre-K hours. The licensed teacher must be present for the ten hours of pre-K education paid for by tuition from districts.

[25] Vermont requires 13 weeks of student teaching under a licensed ECE or ECSE educator. All programs must agree to serve preschoolers with disabilities, and all programs serving preschoolers with disabilities have access to an Early Childhood Special Education Educator, who is licensed through AOE. Most of these educators have a master's degree with education background.

[26] One point in time.

[27] Vermont has teacher associates and teacher assistants, both of whom are required to have an HSD or GED and preservice training in early childhood development or education. They need 15 hours of in service training annually.

[28] Additional PD hours may be required by specific schools on a locally determined basis.

[29] Northern Lights Professional Development provides Vermont's early childhood PD. They work out of the Community College of Vermont. This program also trains many child care providers throughout the state in their initial CDA. Vermont's PD system and teachers who are identified as specifically in need of coaching support are required to utilize it. There are multiple PD offerings that include coaching to support and increase implementation of evidence-based practices in the early childhood setting. Additionally, teachers working under Provisional Licenses must be mentored and supervised during the two-year period of the Provisional License by a professionally licensed Vermont educator.

[30] This is a local program determination, but there is a basic requirement for 13 weeks of student teaching prior to educator licensure (mentored with a licensed educator). Vermont's Early Multiple Tier Systems of Support (MTSS) established under RTT and PDG funds built statewide infrastructure to support a cadre of coaches at the state, regional, and local levels. These coaches are available to all UPK programs.

[31] UPK ACIS provides technical assistance to all programs. Coaching for those identified programs that are targeted within the ACIS monitoring system is part of continuous improvement or corrective action plan.

[32] Lottery funds support the general education fund in Vermont.

[33] During the school closures, Vermont maintained the partnerships with private pre-K supported with UPK funds. Childcare programs also remained open with assistance of VT CARES monies. This paid those employees regardless of weather they provided child care to essential workers or not.

[34] Childcare licensing conducts the classroom observations using the ECERS or the CLASS observation system. STARS verifies the use of these systems as part of the STARS rating. The UPK ACIS monitoring team also conducts on site observations to targeted programs.

[35] Inclusive Classroom Profile as part of the UPK ACIS system.

[36] ECERS and CLASS are incorporated into annual PD training opportunities targeted toward both public and private programs. As part of our Step Ahead Recognition System (STARS), the results of these classroom observations are considered for program improvement and increased STARS level.

[37] The 2019-2020 school year marks the first year of pre-K monitoring site visits through the implementation of Vermont's new pre-K monitoring system.

[38] Head Start and child care for essential workers remained open in the Spring.

[39] There were 11 days initially where schools were simply closed. Instruction took place remotely after that. The Vermont rule for 175 days in the school year was waived for SY2020.

[40] The state did not change how it makes payments to private providers through the school districts during the COVID-19 pandemic.

VIRGINIA - Virginia Preschool Initiative (VPI)

[1] The Virginia Department of Education (VDOE) has established the Division of School Readiness, under which is the Office of Early Childhood. As one of the VDOE's three divisions, Early Childhood has a significant role in the strategic planning for the Department. The Office of Early Childhood oversees the administration of the Virginia Preschool Initiative (VPI), Early Childhood Special Education (IDEA funded), the PDG B-5 Renewal Grant, the Head Start Collaboration Office, and Child Care Quality for the Child Care Development Block Grant. The Division will begin overseeing the remainder of child care (subsidy and licensing) as of July 1, 2021. The Division of School Readiness has grown significantly in the last year, growing from a team of 7 to a team of 18.

[2] 129 of 135 school divisions are eligible for state VPI funds. Of those 129 eligible divisions, 124 provide VPI services.

[3] VPI funds are available to school divisions where there are at-risk 4-year-olds not served by Head Start. School divisions can choose whether or not to take the funds.

[4] Enrollment decreased from Fall 2019 to Fall 2020. The Superintendent of Public Instruction approved a VPI enrollment waiver that extends enrollment in VPI through January 8, 2021 for continued state funding of slots filled. As a result of the extended enrollment period, there were 17,234 four-year-olds enrolled (down from 19,159) and 822 three-year-olds enrolled in the VPI Pilot for 3s.

[5] A minimum of three hours per day is required for part-day programs. School-day programs are required to operate for a minimum of 5.5 hours per day. In 2019-2020 18,609 students were in programs offering 5.5 hours or more per day and 550 students were in programs offering 3 hours per day.

[6] VPI programs were required to provide the equivalent of 27.5 hours each week (full-day) or 15 hours each week (half-day) through synchronous and asynchronous instruction. This is equivalent to instructional hours provided in a typical VPI week prior to COVID-19. In addition, recognizing the significant negative impact that COVID-19 has had on school division's typical calendar and expectations for recruitment, registration, and enrollment of young children from some of Virginia's most vulnerable families, a VPI Enrollment Waiver has been approved. The VPI Enrollment Waiver permits funding for VPI allocated slots (four-year olds and pilot three-year-olds) that were unfilled as of the 2020 Fall Student Record Collection (SRC), which counts enrollment as of October 1. This year, school divisions will receive funding for eligible VPI children who are enrolled between October 2 and January 8, 2021.

[7] Because of changes made by the Virginia General Assembly, a pilot program for serving 3 year-olds (3 by September 30) began for the 2020-2021 school year.

[8] Eligibility for VPI is based on: (1) family income at or below 200% of FPL, (2) homelessness, (3) student's parents or guardians are school dropouts, or (4) family income is less than 350% of FPL in the case of students with special needs or disabilities. A total of 15% of slots can be filled using locally determined criteria. Children must meet at least one risk factor, including income, to be eligible.

[9] A list of negative impacts from COVID-19 was added for use as a part of local at-risk criteria.

[10] The State directed pre-K programs to the Centers for Disease Control & Prevention and the Virginia Health Department.

[11] All programs are encouraged to provide access to healthy meals and snacks to all students.

[12] Vision and Hearing screenings are required through state legislation. Immunizations and physical exam are included in the program guidelines. State law permits religious exemptions from immunizations.

[13] It is a local decision as to who screens and refers and when. The state does not specifically require but encourages the programs to refer for services as needed. School divisions partnering with Head Start programs must follow federal Head Start requirements. Support services for Head Start include parenting support or training, health services for children, and nutrition information.

[14] Early Childhood programs must be prepared to optimize the early experiences of DLLs by holding high expectations, capitalizing on their strengths, including cultural and linguistic strengths, and providing them with the individualized developmental and learning supports necessary to succeed in school. The State uses the English Language Development Standards and WIDA Early Years Can Do Descriptors.

[15] VDOE and the Office of Early Childhood oversee Early Childhood Special Education (ECSE) in the same office (Part B). Staff administering state-funded pre-K and ECSE collaborate closely together with a unified approach to providing the field with communication, PD, and technical assistance - especially as it relates to inclusion practices.

[16] Virginia has the Virginia Early Childhood Inclusion Guidance Document.

[17] Current data reflects 34% of children with an IEP are included in a regular early childhood program and receive the majority of services there. The goal is 36%.

[18] VDOE recommended reopening and in-person services to be prioritized to young children and children with disabilities. Guidance has been issued stating "To the greatest extent possible, the school division must provide the student with the services required by the student's Individualized Education Program (IEP)." Guidance and resources have been provided through Frequently Asked Questions posted on the VDOE site, as well as a number of other resources. They include: VDOE Considerations for COVID Recovery Services for Students with Disabilities; Special Education Students After COVID-19 Key Considerations; Sustaining Inclusive Practices for Virtual Learning for Students with Disabilities; and Instructional Resources Supporting Students with Disabilities.

[19] VDOE is in the final stages of developing a new unified set of early learning and development standards for children ages birth to five. Once finalized, these standards will replace the Department of Social Services' Milestones of Child Development and the Virginia Department of Education's Foundation Blocks for Early Learning documents. Programs will be able to phase in the use of the updated birth-five standards, with expected use beginning in 2021-2022.

[20] The Early Learning Standards are being updated to include college and career ready standards for preschoolers.

[21] The State mandates the use of the Phonological Awareness Literacy Screening tool (PALS PreK). Divisions are also encouraged to use assessments found in evidenced-based curricula.

[22] The VDOE has provided a list of vetted curricula with instructions to implement a curriculum no later than the 2020-2021 school year.

[23] The State allowed flexible options for completing both in-person and remote testing. In-person testing windows were extended to provide additional time. Schools could organize testing slots that administered 1:1 testing in-person as long as they were meeting local and state health and safety guidelines. Schools were also able to gather instructional information on students who are receiving virtual or hybrid instruction through a new remote testing option for Fall 2020. Training materials to guide use of this process, as well as tutorials and guidance materials to help in preparing for and conducting remote testing, was provided. Outreach and development around delivering PALS-PreK in a remote environment and interpreting and using the data for instruction and/or intervention was provided.

[24] Detailed guidance has been provided to school divisions about assessment options for the Virginia Kindergarten Readiness Program (VKRP) in Superintendent's Memo # 211-20 posted on August 14, 2020. Options for assessment were provided for virtual programs, fully in-person programs, and hybrid programs. The assessment window was extended for all components, with some divisions seeking even longer waivers. Literacy and social emotional can be administered online and are expected to be completed regardless of format. The math portion must be administered in person. Schools are either bringing students in or seeking exemptions where necessary for the math portion.

[25] Lead teachers in public schools VPI programs are required to have a VA license with a pre-K endorsement. A teacher with an Early Childhood Special Education endorsement AND an Early Childhood Add-On Endorsement is permitted to teach VPI. Nonpublic employers determine required credentials and specializations. In Virginia, all teachers have at least a CDA and 97% of teachers have a BA or higher. School divisions determine training and specialization requirements for assistant teachers. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program curriculum and instructional practices.

[26] Teachers and instructional assistants must attend at least 15 clock hours per year of PD that supports their knowledge, skills, and practice to facilitate effective teacher-child interactions and instruction that promotes children's learning and development towards kindergarten readiness. The 15 hours include health and safety. Documentation of teachers and instructional assistants' annual participation in PD must be kept on file and available for monitoring purposes. VDOE and CASTL/UVA developed a PD Rubric and Questionnaire to assess and improve PD across all VPI programs. Also, in response to CLASS, curriculum, PD data findings, and feedback from teachers and leaders, CASTL/UVA provided a variety of supports to VPI division leaders that included group trainings, individualized and group consultation sessions, and resources for PD planning.

[27] Through the Advancing Effective Interactions & Instruction (AEII) initiative, UVA-CASTL provides PD and consultation to division and school leaders to ensure that all VPI teachers receive effective individualized PD to support quality teacher-child interactions and research-based curriculum implementation in their programs.

[28] All classrooms receive at least one CLASS observation every two years from an external observer. The results from this observation are provided as part of a detailed feedback report with guidance on next steps. All VPI program coordinators have been trained to provide action planning and feedback based on these observation reports. Additionally, VPI programs have been encouraged to begin providing local CLASS observations at least twice a year. Next year this will be required for all VPI programs. External observations are used to provide a statewide baseline and, in the future, may be used to measure the accuracy of local observers. Also, in response to CLASS, curriculum, PD data findings, and feedback from teachers and leaders, CASTL/UVA provided a variety of supports to VPI division leaders that included group trainings, individualized and group consultation sessions, and resources for PD planning.

[29] As a part of the Advancing Effective Interactions and Instructions work in partnership with UVA-CASTL intensive virtual coaching on social-emotional and equitable instruction is being provided to certain VPI teachers. With COVID-19 stressors, new formats for learning, as well as the ongoing social injustices that many of our families and children experience, there is a need to support teachers to meet the needs of all children and families. Priority for this coaching is for teachers of classrooms whose 2018-2020 External CLASS scores were below all three thresholds to ensure that children have access to high-quality, equitable interactions that serve as a foundation for healthy development and school readiness. Also to support coaching and mentoring, the Office of Early Childhood in the VDOE developed "Cups and Conversations," a Zoom time for colleagues across the state to share how they are supporting families through COVID-19. It was hosted twice a month through Spring/Summer of 2020 and is now hosted monthly. The VDOE also developed Guidance for Observing Virtual Pre-K Instruction in alignment with CLASS. This guidance will allow program leaders and PD providers to collect information and provide teacher feedback while instruction is temporarily being conducted virtually. This guidance should not be used to provide scores for teachers and may only take the place of local CLASS observations while instruction is being conducted entirely virtually.

[30] State lottery funds are used for VPI. During the 2020-2021 school year, VPI program is funded through state general funds.

[31] Based on the local composite index (75% cash and 25% in-kind). The local match is capped at half the per-pupil amount.

[32] Recognizing the significant negative impact that COVID-19 has had on school division's typical calendar and expectations for recruitment, registration, and enrollment of young children from some of Virginia's most vulnerable families, a VPI Enrollment Waiver has been approved. The VPI Enrollment Waiver permits funding for VPI allocated slots (four-year-olds and pilot three-year-olds) that were unfilled as of the 2020 Fall Student Record Collection (SRC), which counts enrollment as of October 1. This year, school divisions will receive funding for eligible VPI children who are enrolled between October 2 and January 8, 2021. Additionally, in the original 2020 State Budget, the state legislature had approved over $90 million dollar increase for early childhood over the next two years, with the majority of those funds supporting state pre-K. As a result of COVID-19, these new funds were unalloted. This included the unallotment of an increase per-pupil rate of 10% for FY2021 and 10% again for FY2022, as well as a variety of other funded initiatives to support expanded access to pre-K. Some funding has been restored through a $10 million investment of federal GEER funding, and the VDOE has worked to support most of the proposed initiatives. However, the per pupil rate increase has not been restored.

[33] For external CLASS observations, Divisions that are scheduled for External CLASS observations in 2020-2021 will work with observation team to determine if this is feasible to complete in a safe format, depending on local considerations. Three observation formats are being offered: in-person, virtual live (Zoom), or recorded video. For local CLASS observations, when local safety/health protocol permits, for 2020-2021 VPI programs must implement at least one local CLASS observation for in-person classrooms in order to provide teachers with reliable feedback on the quality of their teacher-child interactions. Any program providing in-person instruction is

encouraged to provide two local CLASS observations, if possible, during the year. To support the quality of teacher-child interactions in virtual VPI classrooms the Virtual Pre-K Observation Guidance during COVID-19 have been created and provided for implementation. VPI programs must use this tool at least once if classrooms remain virtual for 2020-2021. Any program using virtual instruction is encouraged to implement this tool for providing teachers with ongoing feedback more frequently. This tool is available on the Advancing Effective Interactions (AEII) Website via the Conducting CLASS Observations page.

[34] The VPI monitoring process takes place over a two-year period for all VPI programs and occurs once every four years. Year 1 is a self-study & desk review with improvement plan created and Year 2 is an onsite visit.

[35] Regularly scheduled monitoring has been replaced with a revised virtual monitoring process. All school divisions will participate in an abbreviated VPI monitoring process focused on instructional time, curriculum implementation, teacher-child interactions, ongoing assessment, and support for students with disabilities and dual language learners, and family engagement.

[36] On March 13, 2020, the state announced a two-week closure and on March 23, 2020 schools were closed for rest of academic year.

[37] Local school boards adopt yearly academic calendars that vary across the state. The number of instructional days in 2019-2020 varied depending on start date in each school division.

[38] The VDOE consistently emphasized in guidance that divisions should prioritize return to school for young learners.

[39] Virginia's GEER funding included $7 million to support quality activities for preschool programs including, but not limited to; $1 million to Virginia Early Childhood Foundation for mixed delivery grants to support VPI eligible slots in private settings (additional $1 million for 2021-2022); $1 million to Center for Advanced Study of Teaching and Learning at UVA to support initiatives that improve pre-K classrooms in schools (Coaching & PD focused on Social/Emotional Supports, Mental Health, Inclusive & Anti-Racist early learning experiences, and teacher/child interactions).

[40] Pre-K programs opened in virtual, hybrid, and in-person models.

WASHINGTON - Early Childhood Education and Assistance Program (ECEAP)

[1] In 2019-20 and 2020-21, there are 7 additional FTEs through grant funding.

[2] Of the remaining two counties, one is served by Head Start and the other is sparsely populated.

[3] Slots are awarded through open competitive RFPs. The criteria include prioritizing new slots in communities that are currently underserved by ECEAP and Head Start.

[4] In 2019-20, children who turned 3 years old after August 31 of the school year and received services or participated in Early Head Start or early support infants and toddlers program (PART C, IDEA) were allowed to enroll if space was available.

[5] There was a decrease in enrollment due to COVID-19. Some reasons include: Some parents were not willing to enroll their students due to COVID-19 risk; Some parents would not enroll their students unless they would be attending in person; Some parents did not want to sign-up for virtual learning because they needed to focus on older children trying to navigate the school district system; Some parents preferred to homeschool their preschoolers. Staff have been limited in their typical recruiting methods. In February 2021, enrollment was about 20% lower compared to February 2020.

[6] Washington has three operating schedule options: (1) part-day model at 3 hours per day minimum and 360 hours per year; (2) school-day model at 5.5 or more hours per day and 1,000 hours per year; and (3) working day model at 10 or more hours per day and 2,370 hours per year. School-day programs must be four or five days per week and extended-day programs must be five days per week. A typical part-day program operates three hours per day, three or four days per week for the school year. Many children in wrap around child care at the same site are not counted in the school day category because ECEAP program standards are not in operation during those hours.

[7] In 2019-2020, 12 classes met two days per week (part-day model, with longer hours and another class sharing the room). A total of 87 classes met three days per week, 611 classes met four days per week, and 242 classes met five days per week.

[8] Operating schedule requirements did not change, but Contractors could request a variance to meet their local program needs.

[9] Children are eligible for ECEAP if they are at least 3-years-old, but not yet 5-years-old, by August 31 of the school year, and meet one of the following criteria: (1) Returning to ECEAP from the previous school year; (2) Qualified by their school district for special education services. All children with a school district IEP meet this requirement; (3) Receiving Child Protective Services or Family Assessment Response Services; (4) From a family with income at or below 110% FPL; (5) From a family with income that exceeds 110% FPL and is impacted by specific developmental or environmental risk factors determined by DCYF to be linked by research to school performance. In 2019-20, if space is available: (1) A child is allowed to be enrolled in ECEAP if the child is at least three years old, is not age-eligible for kindergarten, and is: (a) From a family with income above 110% FPL but less than or equal to 130% FPL, or (b) From a family with income above 130% FPL but less than or equal to 200% FPL if the child is impacted by at least one other specific risk factor identified by DCYF and the State Legislature. (2) Children allowed to enroll who turn three years old after August 31 of the school year must have received services from or participated in early support for infants and toddlers (PART C, IDEA) or Early Head Start.

[10] A priority point system based on a combination of income and other risk factors is used to determine eligibility and priority for enrollment in the limited slots. Additional risk factors include: expulsion due to behavior, in kinship care, single parent, transferring from Head Start or Early Head Start, parent deployed to combat zone in last year, parent incarcerated, mental illness, health care access, or migrant status. In 2020-21, an updated priority point system was implemented.

[11] Class size and staff-child ratios requirements were not changed, but it was recommended that programs follow state and local health department guidelines.

[12] Physical space requirements were not changed, but it was recommended that programs follow state and local health department guidelines.

[13] For class sessions lasting between three and five hours, one meal and one snack must be provided; For class sessions lasting more than five and up to nine hours, one meal and two snacks or two meals and one snack must be provided; For class session lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided.

[14] Vision, hearing, height and weight screenings are required, but may be waived after individual assessment.

[15] Comprehensive services remained a requirement, but delivery of those services changed. Some children and families received services through virtual methods.

[16] When ECEAP children are served by school district bus service, transportation is regulated by the Office of Superintendent of Public Instruction (OSPI) minimum standards. If transportation of children in non-school district vehicles occur, they must follow specific ECEAP safety standards.

[17] Transportation requirements did not change, but it was recommended that programs follow state and local health department guidelines.

[18] Lead teachers must complete the Inter-rater Reliability certification titled "Preschool, including dual language learners and children with disabilities" in Teaching Strategies GOLD within six months of hire and every three years thereafter. This requirement is optional for Assistant Teachers.

[19] Office of Superintendent of Public Instruction (OSPI) oversees Preschool/Early Childhood Special Education. State-funded preschool is housed within the Department of Children Youth and Families within the Early Learning Division in ECEAP. Through grant funding, a partnership has expanded the collaborative efforts. Within that grant, there is a specific objective that surrounds creating guidance around students with varying abilities in inclusive settings. The objective is to support and expand inclusive practices across Washington State. Within that objective, both state agencies are working on a joint statement on defining inclusion and designing a toolkit to support efforts.

[20] OSPI does not limit how many students with an IEP can be in the classroom, but there is a preferred ratio of 50% within the classroom.

[21] Students with IEPs are eligible to be enrolled in state-funded preschool. It is state law that children with IEPs are eligible for ECEAP and these children continue to be prioritized for enrollment.

[22] OSPI provided school districts guidance, best practices, resources, and unique considerations for supporting students with disabilities, their families, and all educators throughout the school reopening process.

[23] The ELDS were completed in 2012 and Head Start Early Learning Outcomes Framework was completed in 2015, so there is not complete alignment. Other standards aligned with ELDS are the ECEAP Performance Standards.

[24] Other supports include online training modules and coaching.

[25] Contractors must use an approved, comprehensive, research-based curriculum (Creative Curriculum or HighScope). The state purchases full sets of either curriculum for each classroom. If an ECEAP contractor wishes to use an alternative research-based curriculum they must complete the Alternative Curriculum Approval Form. Contractors

who use an approved alternative curriculum must provide staff training for implementation. The contractor must ensure staff supporting teachers implementing Creative Curriculum attend a Coaching to Fidelity training provided by UW Cultivate Learning staff. The contractor must ensure ECEAP lead teachers participate in the state's in-person, instructor-led virtual or online curriculum training.

[26] The state developed online support for teachers using Basecamps and webinars. Coaches and Education coordinators/managers also had opportunities to participate in the online platform, education webinars and check-ins along with their teachers.

[27] Spring 2020 child assessment requirements were waived. In 2020-21 changes included added support for remote assessments; extending Fall assessment checkpoints by two weeks and waiving winter assessment checkpoints to allow focus on Fall and Spring assessments.

[28] Kindergarten entry child assessments were extended by two weeks.

[29] All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: (1) An associate or higher degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree; or (2) A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.

[30] ECEAP staff qualification performance standards did change in 2020-21, but these were planned changes not related to COVID-19.

[31] All persons serving in the role of ECEAP assistant teacher must meet one of the following qualifications: (1) The equivalent of 12 college quarter credits in early childhood education; (2) Initial or higher Washington State Early Childhood Education Certificate (a 12 credit module equivalent to a CDA); or (3) A current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.

[32] Lead teachers and family support specialists must complete a minimum of 20 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring. Assistant teachers must complete a minimum of 15 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring.

[33] Additional training on health/safety is determined locally. Remote instruction support was developed online for teachers directly through Basecamps and webinars. All professional development training was done virtually due to COVID-19.

[34] In the 2020-21 ECEAP Performance Standards, staff will be required to have annual continuous education and learning plans that focus on each staff's professional development goals.

[35] Each ECEAP contractor must provide, or have access to, a practice-based coach trained on the Early Achievers Coach Framework, to: (a) Support Early Achievers rating readiness and ongoing continuous quality improvement; (b) Assist the contractor in identifying goals and making quality improvement plans to achieve goals; (c) Assist the contractor in completing remedial activities within the identified timeline, when applicable.

[36] There were no changes in requirements, but coaching/mentoring did happen virtually.

[37] The Child Care Collaborative Task Force (C3TF) was created by the Washington State Legislature in 2018. Legislation passed in 2019 extended the task force and expanded its scope of work. The C3TF will evaluate recommendations from DCYF's technical work group on compensation, including consideration of pay scale changes, to achieve pay parity with K-12 teachers by January 1, 2025.

[38] Funding comes from: General Fund State: $80,162,514; Opportunities Pathways: $40,000,000; Early Learning Trust Account (State Lottery Fund): $12,035,000. In addition, funds awarded in 2018-19 from Partnership for Pre-K Improvement funded by the Bill and Melinda Gates foundation and coordinated by the Ounce of Prevention were also used.

[39] ECEAP reduced the number of expansion slots due to COVID-19. In 2020-21, ECEAP received $7,995,000 in Federal stimulus funding through the Cares Act Grant to provide summer program support to decrease family isolation and provide family support services. Funds were dispersed to 41 ECEAP Contractors to support costs such as technology, health and safety or cleaning supplies, staff payroll (compensation or benefits) and other resources for families.

[40] Formal observations by University of Washington (UW) are done as part of the QRIS rating, every three years, using ERS and CLASS. Coaches conduct structured observations at their discretion in between formal QRIS ratings using these same tools. Coaches are strongly encouraged to attend reliability training in ERS and CLASS.

[41] OSPI requires all school districts to adopt an approved instructional framework as part of their Teacher and Principal Evaluation and Growth Program. Danielson's Framework and Marzano are included as options. There are trainings and supports offered to districts on both of these approaches. 60% of ECEAP slots are located in a school district setting. Washington was awarded an intensive technical assistance grant from the National Center for Pyramid Model Innovations (NCPMI) in 2019. Some ECEAP classrooms within school districts have implemented NCPMI. This grant has provided training for some staff in the Practice-Based Coaching Teaching Pyramid Observation Tool (TPOT) as part of this pilot.

[42] Structured classroom quality observations related to QRIS are on hold until state and local COVID-19 restrictions have been lifted.

[43] ECEAP continued to require child care licenses for all ECEAP sites with the exception of sites operated by a government entity (school districts, county and city governments) and sites with classes operating less than 4 hours a day that are exempt from the requirement. Licensed sites are monitored annually for compliance with child care licensing requirements. ECEAP contractors are scheduled to be monitored by DCYF ECEAP staff every 4 years. When visiting a contractor 60% of sites are visited. ECEAP sites are visited based on risk assessment, which may indicate more frequent or less frequent visits because a representative sample of contractor sites are visited. In the future, it is anticipated that all sites will be visited annually by child care licensors. In 2019-20 this was true until March when on-site visits were not allowed and virtual monitoring visits were used to complete monitoring.

[44] The requirements for site visits have not changed. For the 2020-21 year, all site visits will happen virtually including file reviews, interviews with staff, document reviews, and classroom observations through photos and/or video streaming.

[45] Some ECEAP sites remained open and others switched to nontraditional remote services rather than close. Any individual sites that needed to close due to outbreaks or other concerns were closed only temporarily and at their own discretion.

[46] In order to continue receiving state funds, ECEAP providers were required to provide comprehensive service remotely when in-person services were not an option. ECEAP adjusted expectations for data collection and assessment to compensate for these changes and the disruption it caused. DCYF ECEAP worked closely with the Governor's office, Department of Health and The Office of Superintendent of Public Instruction on guidance and recommendations related to providing nontraditional remote ECEAP services.

[47] In 2020-21, ECEAP received $7,995,000 in Federal stimulus funding through the Cares Act Grant to provide summer program support to decrease family isolation and provide family support services. Funds were dispersed to 41 ECEAP Contractors to support costs such as technology, health and safety or cleaning supplies, staff payroll (compensation or benefits) and other resources for families.

[48] Paying teachers when preschool programs were physically closed was not required by the state and was determined locally. However, DCYF ECEAP continued to pay ECEAP contractors if they provided non-traditional remote services to children and families. All ECEAP contractors continued to be paid throughout the pandemic.

[49] Most programs resumed services near the start of this school year. Some programs were approved for a later start.

[50] Some providers opened for in-person services and some resumed with only remote services. Many were using a hybrid model of service, with classes of children in attendance either on an alternating schedule or days or for a combination of in-person and remote.

WEST VIRGINIA - West Virginia Universal Pre-K

[1] The West Virginia Department of Education (WVDE) is responsible for supporting the West Virginia Board of Education (WVBE) Policy 2525 overseeing WV Universal Pre-K; however, the WVDE Office of Early & Elementary Learning works collaboratively with the West Virginia Department of Health and Human Resources (WVDHHR) and the West Virginia Head Start State Collaboration Office to implement WVBE Policy 2525 based on WV Code 18-5-44.

[2] October 1, 2020 pre-K enrollment was 11,978. That is 21% decrease from 2019 (3,164 fewer than reported as of October 1, 2020).

[3] In West Virginia's collaborative model, all children are considered enrolled in public schools, regardless of classroom location. All programs must meet state pre-K policy requirements in all locations. An additional 1,189 three-year-olds (including 1,071 children enrolled in Head Start) were enrolled through collaborative programs as space was available; however, these students were not enrolled through the Pre-K program.

[4] Each pre-K classroom, including special needs classrooms, must provide at least 1,500 minutes of instruction per week and 48,000 minutes of instruction annually. The number of hours per day is determined locally with a minimum of 25 hours per week. Programs must operate no fewer than four days per week to meet annual and

weekly operational requirements. No programs are part-day; however, children may attend part-day, only when determined by IEP teams.

[5] During the Fall of the 2020-2021 school year, counties offered distance learning, blended, or in-person instruction based on the School Re-entry Metrics and Protocols Saturday Education Map developed by the West Virginia Department of Health and Human Resources (DHHR) and vetted by the COVID-19 Data Review Panel. The color-coded map indicated which counties were permitted to open the school year with in-person instruction and the level of extracurricular activities permitted for the following week per order of the Governor. School safety protocols were added in conjunction with the DHHR. On January 11, 2021, Governor Justice issued an executive order establishing all West Virginia public and private elementary and middle schools may resume in-person instruction beginning January 19, 2021. On February 23, 2021, after work with state leaders, the WVBE adopted a motion regarding in-person instruction. This motion requires pre-K through 8 students to attend in-person instruction five full days per week regardless of the county's color on the DHHR County Alert System Map beginning March 3rd. For a full WVDE COVID-19 timeline, click here.

[6] Legislative changes of 2017 amended West Virginia code regarding pre-K and kindergarten age eligibility. These changes adjust the early childhood education program age attainment date requirement from age four prior to September 1 to age four prior to July 1 for pre-K enrollment, with the July 1 date becoming enforceable with the 2018-2019 school year. For kindergarten eligibility, the changes adjusted the age attainment date from age 5 prior to September 1 to age 5 prior to July 1 for, with the July date becoming enforceable with the 2019-2020 school year. Three-year-olds who are eligible for special education services are eligible for WV Universal Pre-K, as determined in the IEP.

[7] Three-year-olds who are eligible for special education services are eligible for WV Universal Pre-K, as determined in the IEP.

[8] The maximum class size is 20, given that there is 35 square feet of usable space available per child. Staff-child ratio is 1-10; however, there must be two adults when children are present regardless of class size.

[9] For children enrolled within a public school building site, breakfast and lunch must be provided. In community sites, programs may include lunch and snack, rather than breakfast if the classroom's regular operation schedule occurs when breakfast is not required.

[10] There were no changes to preschool enrollment screenings and referrals requirements due to COVID-19; however, symptom screen checklists were included in the WV School Entry Toolkit to support minimizing the spread of the virus.

[11] Health services for children are based on needs, as determined by specialized health care plans coordinated with school nurses, when necessary.

[12] WVBE Policy 2417: Regulations and English Language Proficiency Standards for English Learners addresses supports for DLL. This policy requires that state pre-K programs have an approved written plan for supporting children who are DLL. Additional funding is allocated to support programs serving children who are DLL. The County DLL Coordinator coordinates services and planning for children and families who are DLL, including those in pre-K.

[13] The WVDE Early & Elementary Learning Services and Special Education offices jointly coordinate special education services. The state preschool special needs coordinator is housed in the WVDE Early & Elementary Learning Services with other staff responsible for implementation of the state pre-K program. The state Pre-K Steering Team is comprised of the state Pre-K Coordinator, State Preschool Special Needs Coordinator, WVDHHR Child Care Representative, and Head Start State Collaboration Director. All policies and procedures are jointly developed and implemented. The WV Universal Pre-K Steering Team provides joint support to local programs to ensure a comprehensive collaborative and inclusive approach.

[14] Universal Pre-K classrooms are inclusive classrooms that may have half of the children enrolled with IEPs (up to 10). If there are 10 children enrolled with IEPs, there must be an additional assistant teacher. The teacher may be certified in preschool special education or early childhood education. When they are not certified in preschool special education or are not the IEP case manager, the teacher collaborates with a specialist to ensure services addressed in IEPs are delivered according to the IEP. PD is determined by identified goals of the continuous quality improvement process, including supports for inclusive practices. These requirements are defined in WVBE Policy 2419: Regulations for the Education of Students with Exceptionalities, WVBE Policy 5202: Minimum Requirements for the Licensure of Professional / Paraprofessional Personnel and Advanced Salary Classifications, and WVBE Policy 2525: West Virginia's Universal Access to a Quality Early Education System.

[15] Enrollment in inclusive classrooms is a priority for all students. Enrollment is based on the least restrictive environment determined by each child's IEP team.

[16] Services required based on IEPs must be provided. There are not temporary restrictions of services due to COVID-19; however, therapists/specialist must implement safety measures when providing services.

[17] The Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten were replaced with WVBE Policy 2520.15: West Virginia Pre-K Standards (Ages 3-5) Effective July 2019. The WV Pre-K Standards Resource Booklet for Universal Pre-K was provided as a support document for the revised Standards. It includes standards and alignments and can be accessed here. Content related to cultural awareness and supports for children's home language are located in the Guiding Principles of the WV Pre-K Standards (Ages 3-5) and include foundations and descriptions.

[18] The West Virginia Early Learning Reporting System: Pre-K (WV ELRS: Pre-K), inclusive of the Early Learning Scale, must be utilized with all children enrolled in WV Pre-K programs, as per WVBE Policies 2520.15 and 2525.

[19] The West Virginia Pre-K Early Learning Standards Framework (WV ELSF) Professional Development System is a statewide PD system designed for all early childhood educators, administrators and families as part of WV Universal Pre-K. The system provides content which is research-based and aligned with the WV Early Learning Standards Framework and the WV Pre-K Child Assessment System. This system is available in the following domains: Language and Literacy, Math and Science, Arts and Physical Development, Approaches to Learning and Social and Emotional Development.

[20] Curriculum and Standards may be delivered through Distance Family Engagement opportunities, though it is not required. Distance Family Engagement is the process of providing at-home learning ideas and activities, along with regular one- and two-way communication with and between families, that supports development of children across content standards in family-friendly language.

[21] West Virginia offers PALS to all counties who wish to utilize it for pre-K in addition to the ELS. The state pays the costs of PALS training and materials. West Virginia requires assessment reports for physical health and development and the arts based on the WV Universal Pre-K Standards (Ages 3-5).

[22] Teachers employed by nonpublic schools must hold a minimum of a BA and either certification or a Community Program Permanent Authorization. A small percentage of teachers hired before 2013 (when policy changed to require all new teachers hold a BA) have an AA; the remainder of teachers have a BA.

[23] All Lead Teachers are required to have a minimum of a bachelor's degree; however, data are not available on various education levels.

[24] All assistant teachers must have a CDA or equivalent, as determined by the WVBE. The Early Childhood Classroom Assistant Teacher Authorization is a license required for all pre-K and kindergarten assistant teachers who complete a CDA or state equivalent.

[25] WVBE Policy 2525 requires all county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, to participate in at least 15 hours of staff development annually, based on the needs determined in the county continuous quality improvement process. Policy 5500.02 County Service Personnel Staff Development Councils provides guidance for the support and delivery of PD for service personnel, including pre-K assistant teachers. The policy requires coordination of 18 hours of job related staff development annually.

[26] An orientation for new staff in a WV Pre-K classroom will be provided within the first 30 days of employment that includes a review of: West Virginia Board of Education (WVBE) Policies 2525 and 2520.15; classroom operational requirements; policies and procedures for confidentiality and information disclosure; behavior management; reporting child abuse and neglect and emergencies; policies and procedures for basic sanitation and infection control; policies and procedures for safety, including prevention of injury both indoors and outdoors; fire safety, including the use of fire extinguishers; and training in abuse recognition and prevention. Existing staff members shall be knowledgeable of the above policies and procedures.

[27] The WV Educator Evaluation System was developed using The Framework for Teaching (Danielson Group). All public school principals must complete the ongoing annual process with teachers in accordance with WVBE Policy 5310: Performance Evaluation of School Personnel. Assistant Teachers must have a PD plan that is linked to predetermined needs, reflect program goals and policies, and include a systemic evaluation process. All classroom staff employed by collaborating child care centers must have a PD plan that includes staff evaluation in the process in accordance with state child care licensing regulations. PD and evaluation formats are designed by the Child Care Directors. Head Start Performance Standards require grantees to maintain a system of training and PD for all collaborative staff employed by Head Start. Tools are determined by each partnering Head Start Grantee.

[28] In classrooms collaborative with Head Start, a research-based, coordinated coaching strategies for education staff are required by Performance Standards. Coaching is addressed in collaborative contracts between Head Start programs and county boards of education. Seventy percent of classrooms are collaborative with Head Start.

[29] All teachers (lead and assistant) employed as Public School employees are required by state code to receive the same salary and fringe benefits as K-12 teachers. Nonpublic school employees in collaborative programs receive salaries and fringe benefits according to program with which they are employed.

[30] WV Universal Pre-K is funded by state School Aid funding along with K-12 programs. Funding is determined by enrollment totals on October 1st annually.

[31] Approximately $78 million was provided to 55 counties school systems in West Virginia for the 2020-2021 school year through the CARES Funding Allocation Elementary & Secondary Schools Emergency Relief Funds (ESSERF). This money was allocated to counties pre-K- 12, but not specifically to the pre-K program.

[32] County Boards of Education receive state aid funding. The LEA must provide sufficient assistance/funding to a collaborative community partner to enable the partner to offer services that meet this policy at no cost to parents and at no deficit to the program. In calculating costs and resources, the county collaborative team consider a number of issues and costs, such as personnel, facilities, materials and equipment, curriculum, needed improvements, and professional development. A budget and cost allocation worksheet must be completed for each collaborative pre-K classroom as part of the collaborative contract to illustrate specific costs and allocations of contracts.

[33] All collaborative partners with county Boards of Education must hold a current child care center license in order to participate in WV Pre-K. Faith-based centers must exclude religious content during designated public pre-K hours.

[34] State policy requires each county to develop and maintain a continuous quality improvement process that incorporates annual classroom observations utilizing a research-based instrument such as ECERS or CLASS and aggregated child assessment data in programmatic decision-making. Some use their curriculum implementation checklists (High/Scope PQA or the Creative Curriculum Fidelity Tool Administrator Checklist) and alternate years with CLASS or ECERS. Classroom observation tools are locally determined. The West Virginia Universal Pre-K Health and Safety Checklist must be completed in all pre-K classrooms annually within 45 calendar days of the first day of school.

[35] To limit nonessential visitors and activities involving external groups or organizations, classroom observations, including the WV Universal Pre-K Health and Safety Checklists, may be delayed until visitors can safely return to classrooms. Programs and schools must follow established daily and weekly health and safety guidelines to monitor and minimize the spread of COVID-19 and ensure safe environments.

[36] Each district is required to maintain a continuous quality improvement process that includes an annual plan which utilizes data from classroom observation results and aggregated child assessment data for program planning and professional learning. Each district must participate in a triennial Pre-K Program Review that is conducted by the state Pre-K Steering Team. The continuous quality improvement process and program records are reviewed during these program reviews. Follow-up is conducted prior to three years, as necessary. Districts can also request state technical assistance to support implementation of WV Universal Pre-K, classroom observations, and professional learning based on the identified needs determined through the CQI process.

[37] Each district is required to conduct a formal classroom observation annually, in addition to site visits at the beginning of the school year for completion of the WV Universal Pre-K Health and Safety Checklist. Results from classroom observations must be included in their continuous quality improvement process, along with aggregated child assessment data. This information is utilized to determine individualized supports for teacher, as well as programmatic professional learning opportunities.

[38] Closure of schools, as ordered by the Governor of West Virginia, included all pre-K classrooms regardless of locations of classrooms. All pre-K programs were required to provide remote learning opportunities for enrolled pre-K families through the end of the school year. The specific date varied based on each county's pre-K school calendar. All pre-K programs are required to provide 48,000 hours of pre-K annually, according to West Virginia Board of Education Policy 2525.

[39] State guidance included guidance for regular contact with children and families to support and individualize learning at home based on progress made throughout the year prior to school closure. Resources and guidance were provided through the website, online teacher chats, remote professional learning opportunities for educators, and digital platforms (TEAMS and Microsoft Office Suite) to support educators in remote learning. Teachers and families coordinated methods of contact based on available resources (phone contact, video chat, packet with activities, e-mail, etc.). All contact and supports must be regular and ongoing.

[40] Students enrolled in a Pre-K collaborative site are public school students who were provided student engagement to the same extent as Pre-K students enrolled in a traditional public school. Because collaborative partners remained responsible for providing student engagement, they will be providing services under the financial arrangement with the county Board of Education and were paid accordingly. The county Board of Education's financial obligation to Pre-K collaborative partners during the COVID-19 health emergency remained in place as long as long as family engagement opportunities were conducted, as agreed upon by each partner. If collaborative partners were unwilling to provide student engagement, counties were directed to consult with the Finance Office of the WVDE to handle the situation on a case by case basis; however, all programs were able to provide services.

[41] Approximately $86.6 million dollars of federal funds received through the federal CARES act to West Virginia were specifically put into a fund titled the Elementary and Secondary School Emergency Relief Fund (ESSERF). This allocation is specifically earmarked to assist schools to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools in West Virginia. While the dollars were not specifically allocated to pre-K, they were provided to the pre-K through grade 12 school systems. Of the $86.6 million ESSERF appropriation, 90% ($78 million) of the fund goes directly to county school districts to use at their discretion. 10% ($8.6 million) was earmarked to address emergency needs. This funding is designed to support counties in their submitted re-entry plans for any of the above listed provisions.

[42] Resources were provided to support local programs, including weekly teacher chats to provide a platform for teachers to share remote learning ideas that included digital and non-digital resources. Meals were made available in every county for children ages 1-18.

[43] The Governor delayed the start of the school year for all counties until September 8, 2020. Counties and schools provide instruction through in-person, blended, or remote learning based on their county re-entry plan and the West Virginia's School System Alert System Saturday Education Map is guided by metrics developed by the West Virginia DHHR. Based on a five-color system - green, yellow, gold, orange and red - each county is assigned a color based on the prevalence of COVID-19 within their borders. The map is updated each Saturday at 5:00 p.m. and determines instructional options and the level of athletic and extracurricular activities that are permitted for each county for the whole week. The exception is if a county turns red during the course of the week. That change would be made immediately because remote learning would begin the next school day and athletic and extracurricular activities would be suspended immediately.

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

[1] Enrollment for 2020-2021 was 42,273, a difference of 8,524 from 2019-2020. Reasons for decreased enrollments are not known, and the Wisconsin Department of Public Instruction (DPI) is not seeking this specific information.

[2] Data categories also include: Unknown-total 133. It is unknown why the numbers do not match the total enrollment provided. Possible explanations are that enrollment is counted only by number of children in the 4K program-not by age and/or districts are not identifying dual language learners at this young age due to the inability to reliably assess (per federal education) eligibility for dual language services (assessment does not start until 5K or older).

[3] The state funds a total of 437 hours per year. Districts determine how many days per week the program operates. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, four to five days per week, but an increasing number of rural districts may offer school-day programs two or three days per week. State policies support partnerships with child care and Head Start to extend the number of hours per day or weeks per year. The 4K community approach models allow district contracts with child care, Head Start, and private schools. Additionally, most operating schedules are school year, but some districts extend the program through Head Start partnerships or local calendars.

[4] Details of operating schedules are not yet known at the state department level. Districts in WI can determine their local scheduling. This has varied and continues to vary as districts are actively responding to COVID-19.

[5] The state law is that children are eligible for 4K if they are four years of age on or before September 1 of the school year, but it does allow districts to have early entrance policies. Districts that do allow this usually only enroll children who are three years of age by October or November upon parental request. Sometimes children with disabilities who are under four years of age are also counted if they were placed in 4K. Districts are also allowed to establish policies for maximum ages.

[6] If a district offers 4K, it is open for all age-eligible children. No wait lists can exist.

[7] 4K programs partnering with child care or Head Start follow those program requirements/regulations.

[8] All districts and community partners are following the guidance of their local community health departments. Details of these changes are not known at the state level and they change as the health guidance changes.

[9] Head Start programs must follow Head Start requirements. If a school-based program operates more than 2.5 hours per day, it must provide a meal or snack through the school nutrition program.

[10] Literacy screening is a state requirement. Children are required (with exceptions) to have immunizations and a medical examination that may include vision, hearing, blood pressure, etc. Developmental and psychosocial screenings are routine practice, but not required by the state. Some districts provide vision screening.

[11] If there are screening results of concern, it is recommended that follow-up information and possible referrals be made. Parents have a choice in deciding if they would like

to pursue next steps.

[12] Requirements depend on how the services are defined. Parent involvement is required when districts obtain additional funds for parent outreach. Referrals for special education are required as needed. State law requires referral to social services in cases of abuse or neglect. When districts partner with Head Start, they must provide services per federal Head Start standards.

[13] According to Wisconsin Stats. 121.54(2)(a), a pupil attending a public elementary or secondary school, including 4- and 5-year-old kindergarten, is entitled to transportation by the public school district in which the pupil resides if the pupil resides two or more miles from the nearest public school that the pupil is entitled to attend.

[14] The DPI encourages districts to communicate with families via the families' home language. Per the Wisconsin DPI English Learner Policy Handbook: School districts are required, to the extent practicable, to communicate with parents in a language they can understand.

[15] Preschool special education is housed in the WI DPI in the Division for Learning Support. 4K is housed within the Division for Academic Excellence. The Divisions have ongoing collaboration, planning and networking meetings, utilize each others as experts in our respective fields, confer when new initiatives are discussed (from a state perspective) and when new state or federal rules/regulations are introduced. The two groups also engage in joint professional development planning and support to early care and education providers.

[16] Wisconsin has a network of Early Childhood (EC) Program Support teachers that provide support to districts as needed related to inclusion and early childhood special education (3-6 years of age). Currently there are 17 EC Program Support teachers within the state. Additionally, Wisconsin has a statewide preschool inclusion coordinator.

[17] Wisconsin continues to promote and encourage inclusive practices for all children with IEPs. However, since participation in 4K is voluntary (for families and if districts choose to offer it), it is not possible to define a definitive "goal" or number of children within 4K, as it is not a requirement for all Wisconsin families.

[18] Districts have been provided flexibility in relation to the provision of IEP services for children within 4K. This flexibility is detailed at the following link: https://dpi.wi.gov/sped/covid-19-sped-updates-and-resources. Specifically for early childhood education (3-6 years of age and not 4K specific) refer to section B, Early Childhood.

[19] The state does not have stand alone K-3 or college and career ready early grades standards. Infant and toddler standards are included in Wisconsin Model Early Learning Standards. Other standards include: Literacy and language arts standards, mathematical standards. ELDS is inclusive of K standards. Aligned for areas of literacy and mathematics only.

[20] The state does not require specific child assessments; however, districts are encouraged to actively assess development to support and plan for ongoing learning. Districts are encouraged to align chosen assessment with the WI Model Early Learning Standards and use standard to guide ongoing assessment practices.

[21] The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training, and a variety of resources. Trainers complete an approved trainer's process with a mentor before becoming an approved trainer. Approved trainers and trainer candidates are supported through regional community of practice meetings (twice/year) and statewide community of practice meetings (twice/year).

[22] Information related to curriculum decision making is provided through (and in) the WI Model Early Learning Standards through trainings, conferences, web-based resources and additional technical assistance platforms (i.e. networking meetings, state-wide connection calls, etc.).

[23] The state has provided a series of guidance documents, state-wide connection calls, and resources to support early learners and educational practices during COVID-19.

[24] The state requires screening for early literacy development regarding phonemic awareness and letter sound knowledge; however, no specific tool is required. Screening instruments are a local decision.

[25] All 4K teachers need to have a valid WI Teaching License.

[26] While the 4K programs are all under the administrative authority of the school, the school can contract with child care, Head Start, and/or private schools for 4K. The teachers in these community programs need to follow the public school requirements for personnel.

[27] WI State Statute does not use the term "endorsement" for elementary education licenses. In state statute, "endorsement" is referred to as grade level (early childhood grade level). Also, WI does allow elementary, middle and special education licenses to add early childhood licensure if the following is met: (a) Have at least 4 semesters of classroom teaching experience in prekindergarten through grade 3. The teaching experience may include teaching in a Head Start program; (b) Have a passing score on a content knowledge test approved by the state superintendent; (c) Have a passing score on the test required under s. 118.19 (14), Stats (Foundation of Reading). Also, if needed, individuals who have a non-teaching bachelor's degree can apply for a one-year license with stipulations (as long as they enroll and are active in an EC (or appropriate) teacher preparation program.

[28] This is unknown, however, due to a significant decline in 4K enrollment, it is assumed that the number of Lead Teachers has decreased.

[29] Assistant teachers can meet one of three requirements: (1) at least two years of higher education, (2) an AA or higher, or (3) meet a rigorous standard for quality through a state or local academic assessment regardless of degree. The requirements for assistant teachers in nonpublic settings reflect child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

[30] There are no statewide required hours for PD. Districts, however, may have their own requirements. These are not submitted to the DPI. Licensed teachers have the option of doing a performance-based system that includes writing PD plans, working with a mentor, and having a team review and approval. Educator effectiveness practices for licensed teachers involve individualized PD plans. For assistant teachers, requirements for individualized PD plans depend on the employing agency. If they are employees of the public school districts, then they do need to have individualized PD plans. If a community partner hires them, then evaluation is required, but the employer defines the format. It does not have to be an individualized PD plan.

[31] There were no specific requirements for all 4K programs from the WI DPI. School districts were required to follow their local county health guidelines-which most likely required additional professional development related to health and safety.

[32] For public schools, coaching and mentoring may be built into the state teacher effectiveness process, for those who choose to access the resources. For non-public schools, state policy requires that programs provide support as identified by the authorizing agency. For example, some programs are required to have embedded supports based on their Head Start Performance Standards or based upon the state child care QRIS.

[33] The State does not require paid time for PD. Local districts can determine if they want to provide this within their own contracts.

[34] 4K is supported through the state K-12 Full-Time Equivalent Aid Membership formula. Districts are allowed to count a student as either .5 FTE membership, 437 hours of instruction or .6 FTE membership, 437 hours of instruction plus 87.5 hours of parent outreach.

[35] 4K happens within school-based settings and Community Approach Settings (Child Care and Head Start). In WI, school districts have the authority to identify and utilize information related to classroom assessments/observations as needed within their districts. This information is not collected at the state level. If the 4K is in a Community Approach Setting-classroom observations/assessments are used in alignment with program standards/regulations (Child Care and Head Start Performance Standards).

[36] Site visits depend upon where the 4K program is located. WI has 4K Community approach sites. Based on location (such as Child Care or Head Start) programs may be monitored via the locations required regulations.

[37] Districts within the state were allowed to submit individual district waivers related to the meeting the required instructional hours. These requests varied based upon district needs.

[38] In Spring 2020, the written guidance that was provided focused on appropriate amounts of screen time for young children, engaging families with supporting their children at home through developmentally appropriate practices, and statewide sharing of resources/networking and support with 4K providers through a series of networking calls from Spring until mid-September. Additionally, there were conversations and seeking of resources for families that could not access remote learning due to lack of technology and/or internet connections.

[39] Districts were encouraged to continue providing payments to community partner sites, even though children were not attending those sites.

[40] Funding that was received through the CARES act for DPI was allowed to be used for 4K support (based upon the regulations of the CARES funds) per district choice.

[41] DPI encouraged all districts to continue paying employees (as well as community partners). Due to WI being a local control state, each district had the choice of continuing to pay employees.

[42] Districts were allowed to determine how they would begin the start of the school year for 4K/all grades. Some districts started on the "typical" first day, some districts staggered their start per grade level, and some districts delayed the start for all grade levels.

[43] This varied based on County Health Guidelines and district needs and resources.

[44] CARES funding through the ESSER funds could be used in a variety of ways by districts.

WISCONSIN - Wisconsin Head Start State Supplement

[1] For 2019-2020, one of the full-time employee only worked for half a year-then left for a new position. The position was not re-hired at the Wisconsin Department of Public Instruction (WI DPI). The Head Start State Supplement Grant was a portion of her duties.

[2] One previous grantee relinquished their grant and the funding went for re-competition. These numbers include Tribal and Migrant Head Start programs all receiving state supplemental Head Start funds.

[3] Funds are available to federal Head Start grantees in good standing choosing to implement the program.

[4] In addition to the 595 Head Start slots, there were 151 Early Head Start slots and 7 Migrant and Seasonal Head Start slots. A breakdown by age is not available.

[5] The exact numbers of children enrolled and supported by the State supplement grant is not yet known. However, there has been a change in WI state guidance to allow more flexible use of grant dollars. These changes align with the Federal Head Start guidance related to quality improvement activities. The WI State Supplement no longer only allows grant dollars to be used to support enrolling additional children. This change was in part due to COVID-19, however was in the midst of being discussed prior to COVID-19. There are some grantees that have reduced enrollment and/or decided to use their grant funds solely for quality improvement activities.

[6] Programs follow the federal Head Start Performance Standards and the grant-approved program design.

[7] The full extent of these changes are not yet known. Due to COVID-19, Head Start Programs are following the guidance of their local county health departments. This varies around the state and varies in relation to the number of COVID-19 cases within a county at any given time.

[8] Children must meet the federal Head Start income guidelines. Effective as of 2007, 35% of enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL. Income is the primary determinant of eligibility. However, children in foster care, as well as those who are experiencing homelessness, are also eligible. With a federal waiver, children eligible for free lunch are also eligible for the program. Regulations also allow 10% of the children to be over income and 10% with disabilities to be enrolled. Each Head Start grantee can prioritize risk in their selection process. Children with more risk factors have greater priority for enrollment. Head Start grantees establish their eligibility priorities.

[9] Determinations of class sizes were done on a county by county basis; most had no official changes, but many had smaller class sizes.

[10] The Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs and school-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.

[11] Screenings follow federal Head Start requirements. Medical screening is done by a physician that may be the family physician or arranged by Head Start. Referrals can include medical follow-up or referrals for evaluations under IDEA.

[12] Preschool special education is housed in the WI DPI in the Division for Learning Support. 4K is housed within the Division for Academic Excellence. The Divisions have ongoing collaboration, planning and networking meetings, utilize each others as experts in respective fields, confer when new initiatives are discussed (from a state perspective) and when new state or federal rules/regulations are introduced. the two groups also engage in joint professional development planning and support to early care and education providers.

[13] Wisconsin has a network of Early Childhood Program Support teachers that provide support to districts as needed related to inclusion and early childhood special education (3-6 years of age). Currently there are 17 EC Program Support teachers within the state. Additionally, Wisconsin has a statewide preschool inclusion coordinator.

[14] WI continues to promote and encourage inclusive practices for all children with IEPs. However, since participant in 4K is voluntary (for families, and if districts choose to offer it), it is not possible to define a definitive "goal" number of children within 4K, as it is not a requirement for all WI families. Data is not collected at the program level.

[15] Districts have been provided flexibility in relation to the provision of IEP services for children within 3-6 years of age. This flexibility is detailed at the following link: https://dpi.wi.gov/sped/covid-19-sped-updates-and-resources

[16] The Head Start Early Learning Outcomes Framework and WIDA the Early Years are aligned with the WI Model Early Learning Standards.

[17] The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training, and a variety of resources. Trainers complete an approved trainer's process with a mentor before becoming an approved trainer. Approved trainers and trainer candidates are supported through regional community of practice meetings (twice/year) and statewide community of practice meetings (twice/year).

[18] Provision of information is through early learning standards training, at conferences, through some technical assistance providers, through web-based resources, and the Wisconsin Head Start Association. Curriculum decision-making and implementation were breakout sessions that were offered during the state 2020 Promoting Early Childhood Conference.

[19] The state has participated on monthly director phone calls with the WI Head Start Association and directors. These calls have focused on sharing just-in-time information related to COVID-19, health and safety guidance and flexibility allowed for the use of state supplement funds. Changes related to implementation are local decisions and have varied to be responsive to individual communities.

[20] Teachers in the Head Start State Supplement programs are employees of the Head Start grantee and they must follow the federal Head Start requirements and local policies.

[21] Delivery of professional development was required to follow local and state health departments health orders.

[22] Funding is part of the WI State Statutes. It fits within the annual biennial DPI budget (General purpose funds).

[23] All agencies must have a Head Start grant in good standing to be eligible for the supplement.

[24] Information may be used by different programs at the local level. The state does not collect this information or require programs to use this information.

[25] All programs followed the National Head Start Guidance as well as local Department of Health guidance in their decision making processes.

[26] The WI DPI recommended that teachers continue to be paid.

[27] Programs' opening plans differed around the state based upon health and safety guidelines.

[28] State supplement grant funds can be used in accordance with the Head Start Quality Improvement Guidance. https://eclkc.ohs.acf.hhs.gov/publication/attachment-allowable-uses-quality-improvement-funds-specified-head-start-act

GUAM - Guam Department of Education Pilot Prekindergarten Program

[1] The Guam Department of Education (GDOE) is a unitary school district, comprised of four regions. There is one Pilot Prekindergarten School in each of the four regions.

[2] There has been a decrease in enrollment between Fall 2019 and Fall 2020 due to the COVID-19 pandemic.

[3] The Guam Education Board approved three learning platforms: online, hard copy curriculum (resources sent home to families), and face-to-face. However due to the increase in positive cases at the opening of the school year, face-to-face instruction was not permitted. The Pilot Pre-K program allowed parents to chose online learning or hard copy curriculum. Under the hard copy curriculum option, lessons were prepared by the teacher and sent home with detailed instructions to assist parents and students.

[4] All children enrolled in pre-K must complete a registration form, which includes a physical examination and a TB Clearance. The required physical examination includes a hearing and vision screening.

[5] Each child registered in the Prekindergarten Program must have a home language screening form completed. Teachers may avail themselves of ESL Coordinators if DLL support is needed.

[6] The GDOE continues to provide services for enrolled children with disabilities to every extent possible. Services may include facilitating IEP meetings via virtual platforms.

[7] The State developed a Progress Report that identifies the various components that must be assessed on a semester basis. The components include: Language Arts/

Literacy; Mathematical Thinking, Scientific Thinking; and Physical Development & Health. Preschool Brigance Assessments are administered twice a year: a pre-assessment in August and a post-assessment in May. The district Pilot Pre-K Program uses pre and post Brigance Assessments.

[8] The post Brigance Assessment was not given due to COVID-19. In 2020-21, due to the positive cases in COVID-19, the pre Brigance assessments were not allowed because face to face instruction was not implemented. During 2020-2021, assessments were not done remotely.

[9] Professional Development Training has been modified to virtual platforms such as Zoom.

[10] Monthly meetings to provide support are now done virtually.

[11] The Pilot Pre-Kindergarten is locally funded, based upon the request of the Guam Education Board. The Guam Legislature then reviews and the Governor approves the funding for each funding year.

[12] Due to the COVID-19 pandemic, and the need to close school early during Spring 2020, classroom observations were not conducted. However, in Spring 2021 observations will continue.

[13] Local programs receive ongoing feedback based on data collected from classroom quality observations. A standardized observation form is used for structured observation and feedback is provided to Pilot Pre-Kindergarten teachers.

[14] School Administrators are given the link to the teacher's online learning schedule and are able to informally and formally observe during these online lessons.

[15] Some modifications were implemented to accommodate the online learning and hard copy models. Evaluations might include virtual classroom visits by school administrators.

[16] The school closure was guided by the Governor's executive order due to the COVID-19 pandemic.

[17] While no requirements were provided, the GDOE implemented various activities such as uplink broadcasting system PBS as well as hard copy lessons that may be picked up by families. The instruction for Spring 2020 was more flexible and grading depended on the child's third quarter activities. However, during Fall 2020 the need to provide instruction and assessments is ongoing.

[18] All preschool programs were using remote instruction.